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Teachers’ and Students’ Attitudes towards the Use of Audio Short Stories to Enhance EFL Learners’ Listening Skill
The Case of Second Year LMD Students at Larbi Ben M’hidi University, Oum El Bouaghi

Department of English, in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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DEDICATION

In the name of Allah, The Most Beneficent, The Most Merciful.

All the gratitude goes to Him, for I would get nowhere without His guidance and blessing.

It is with my genuine appreciation and heartfelt affection that I dedicate this work to my family, friends, and teachers.

To my beloved mother without whom the mere endeavor to learn would not exist; I appreciate your every breath, for I would not have endured what I have gone through without your presence in my life. Your encouragement, constant compassionate advice and love are what keep me galvanized to give more in whichever thing that I do.

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To my sisters Hadjer, Sarra, Naima and Nour el houda

To my dear brothers Ali and Amine

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To all my teachers

And to everyone who helped me do this research
Abstract

Many scholars assert the positive effect of incorporating authentic materials in EFL classrooms. Authentic materials play a great role in teaching and learning process. Besides, using these tools helps learners to achieve an effective learning through creating a real input and exposing them to real language which has been produced by native speakers. In essence, the present study aims at investigating EFL teachers’ and students’ attitudes towards the use of audio short stories to enhance EFL learners’ listening skill. To fulfill this aim, a descriptive method was undertaken and data were gathered through two questionnaires administered to (40) second year LMD students and (13) teachers of Oral Expression at Larbi Ben M’Hidi University. The questionnaires were analyzed in terms of frequency and percentage by means of the statistical package SPSS. The results indicate that both teachers of Oral Expression and students hold a positive attitude toward the use of audio short stories in the classroom as a strategy to enhance students’ listening abilities. Furthermore, the use of audio short stories encourages students to improve their listening skill, raise their motivation and expose them to the real language.
List of Abbreviations and Symbols

%: Percentage of Teachers/ Students

EFL: English as a foreign Language

ESL: English as a second language

FL: Foreign language

L2: Second Language

Q: Question

q: question
## List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1:</td>
<td>Teachers’ Gender.</td>
<td>34</td>
</tr>
<tr>
<td>Table 2:</td>
<td>Teachers’ Educational Qualification.</td>
<td>35</td>
</tr>
<tr>
<td>Table 3:</td>
<td>Years of Teaching English.</td>
<td>35</td>
</tr>
<tr>
<td>Table 4:</td>
<td>Years of Teaching Oral Expression.</td>
<td>36</td>
</tr>
<tr>
<td>Table 5:</td>
<td>The Most Important Skill for Teachers.</td>
<td>37</td>
</tr>
<tr>
<td>Table 6:</td>
<td>Teachers’ Attitudes towards Teaching the Listening Skills.</td>
<td>38</td>
</tr>
<tr>
<td>Table 7:</td>
<td>Teachers’ Attitudes towards the Method of Teaching Listening.</td>
<td>38</td>
</tr>
<tr>
<td>Table 8:</td>
<td>The Most Difficult Skill for Learners.</td>
<td>39</td>
</tr>
<tr>
<td>Table 9:</td>
<td>Teachers’ Attitudes towards the Difficulty of Teaching the Listening Skill in Oral Session.</td>
<td>40</td>
</tr>
<tr>
<td>Table 10:</td>
<td>Teachers’ Perceptions about the Importance of Giving Much Attention to Listening Skill in EFL Class.</td>
<td>40</td>
</tr>
<tr>
<td>Table 11:</td>
<td>Teachers’ Opinions about the Students’ Listening Abilities.</td>
<td>41</td>
</tr>
<tr>
<td>Table 12:</td>
<td>Teachers’ Perception about the Skill to be Given More Attention while Learning English.</td>
<td>42</td>
</tr>
<tr>
<td>Table 13:</td>
<td>Teachers’ Use of Audio Short Stories in Classroom.</td>
<td>43</td>
</tr>
<tr>
<td>Table 14:</td>
<td>The Frequency of Teachers’ Use of Audio Short Stories.</td>
<td>43</td>
</tr>
<tr>
<td>Table 15:</td>
<td>Teachers’ Opinions about the Preferred Authentic Material Used to Help Students Improve their Listening Skill.</td>
<td>44</td>
</tr>
<tr>
<td>Table 16:</td>
<td>Teachers’ Attitudes about the Effectiveness of the Use of Intensive Listening to Authentic Materials when Teaching Oral Expression.</td>
<td>45</td>
</tr>
<tr>
<td>Table 17:</td>
<td>The Frequency of Students’ Opportunity to Listen to Authentic Material.</td>
<td>46</td>
</tr>
<tr>
<td>Table 28:</td>
<td>Teachers’ Opinions about the Students’ Difficulties while Listening</td>
<td>46</td>
</tr>
</tbody>
</table>
Table 19: The Frequency of Students’ Difficulties while Listening…………………………..47

Table 20: Teachers’ attitudes towards the Difficulties Encountered by Learners when
Listening..................................................................................................................................48

Table 21: The Criteria of Teachers’ Selection of Audio Short Stories……………………49

Table 22: Teachers’ Perception towards the Effectiveness of Audio Short Stories in
Developing the Students’ Listening Skill..................................................................................50

Table 23: Usefulness of Audio Short Stories........................................................................51

Table 24: The Most Preferred Activities Used with Audio Short Stories .......................52

Table 25: Teachers’ Perspectives about the Internet as the only Source of Audio Short
Stories.......................................................................................................................................52

Table 26: Teachers’ Perspectives about Designing the Activities Used with Audio Short
Stories .........................................................................................................................................53

Table 27: Students’ Gender.................................................................................................58

Table 28: Students’ Choice of English................................................................................58

Table 29: Students’ Level in English ..................................................................................59

Table 30: Students’ Attitudes towards Learning English....................................................60

Table 31: Students’ Choice of the most Important Skill.......................................................60

Table 32: Students’ Listening Abilities..................................................................................61

Table 33: Students’ Attitudes towards the Importance of Listening Ability to Comprehend
English......................................................................................................................................62

Table 34: The Frequency of Students’ Difficulties when Listening to Audio Materials…….63

Table 35: Students’ Attitudes towards the Importance of Using Audio Short Stories to
Improve the Listening Skill.................................................................................................64

Table 36: The Usefulness of Using Listening Activities in Oral Session to Develop the
Students’ Listening Skills.................................................................................................65
Table 37: Students’ Attitudes towards the Necessity of a Special Training to Develop the Listening Skill………………………………………………………………………………………………………………66
Table 38: Students’ Attitudes towards the Impact of Having Good Listening Abilities on Language Learning…………………………………………………………………………………………………………66
Table 39: Students’ Preferable Audio Material in Oral Session…………………………………………………………………………………………………………………………………67
Table 40: Students’ Attitudes towards Listening to Audio Short Stories in Oral Session….68
Table 41: The Use of Audio Short Stories by Teachers……………………………………………………………………………………………………………………………………………68
Table 42: Teachers’ Repetition of the Listening Passage………………………………………………………………………………………………………………………………69
Table 43: Students’ Attitudes towards Audio Short Stories as a Source to Improve their Listening Skills………………………………………………………………………………………………………………………………69
Table 44: Students’ Attitudes towards the Importance of Audio Short Stories to Improve their Listening Skills………………………………………………………………………………………………………………………………70
Table 45: Students’ Perception about Learning with Audio Short Stories Compared with other Audio Materials………………………………………………………………………………………………………………………………71
Table 46: Difficulties Faced by Students when Listening to Audio Short Stories…………71
Table 47: Students’ Perceptions about the most Enhanced Aspect when Using Audio Short Stories………………………………………………………………………………………………………………………………72
Table 48: Usefulness of Audio Short Stories in EFL Classroom………………………………………………………………………………………………………………………………73
Table 49: Students’ Attitudes toward the Development of their Listening Skills when Using Audio Short Stories………………………………………………………………………………………………………………………………74
Table 50: Students’ Attitudes towards the Activities Used by their Teachers when Listening to Short Stories………………………………………………………………………………………………………………………………74
List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1:</td>
<td>The Hurier Listening Model</td>
<td>8</td>
</tr>
<tr>
<td>Figure 02:</td>
<td>The Listening Process</td>
<td>10</td>
</tr>
</tbody>
</table>
Table of content

Content Page........................................................................................................................ix
Dedication..................................................................................................................................i
Acknowledgements..................................................................................................................ii
Abstract ......................................................................................................................................iii
List of Abbreviations and Symbols ...........................................................................................iv
List of Tables...............................................................................................................................v
List of Figures.............................................................................................................................viii
Table of Content.........................................................................................................................viii
General Introduction..................................................................................................................1
Statement of the problem.............................................................................................................1
Aim of the study...........................................................................................................................1
Research Questions and Hypotheses ..........................................................................................2
Research Methodology.................................................................................................................2
The Structure of the Study...........................................................................................................2

Chapter One: Literature Review

Section One: An overview of Listening Skills

Introduction.................................................................................................................................4
1.1.1 Definition of Listening.......................................................................................................5
1.1.2 Difference between "Hearing and Listening.................................................................5
1.1.3 Process of Listening..........................................................................................................6
1.1.3.1 Hearing..........................................................................................................................7
1.1.3.2 Understanding .............................................................................................................8
1.1.3.3 Remembering .............................................................................................................9
1.1.3.4 Evaluating ...................................................................................................................9
1.2.5. Advantages of using Audio Short Stories ......................................................... 25
1.2.5.1. Cultivating all Language Skills ................................................................. 26
1.2.5.2. Motivating Students .................................................................................. 27
1.2.5.3. Developing Cultural and Personal Awareness ............................................. 28
1.2.5.4. Developing Critical Thinking .................................................................... 27
1.2.6. Types of Listening Activities Used with Audio Short story ......................... 27
1.2.6.1. Vocabulary Recognition ........................................................................... 28
1.2.6.1.1. Broadcast Extracts .............................................................................. 28
1.2.6.1.2. Complete Broadcast ............................................................................ 28
1.2.6.2. Discovering Paraphrases .......................................................................... 29
1.2.6.2.1. Listen and type ..................................................................................... 29
1.2.6.2.2. Listen and Mark .................................................................................... 29
1.2.6.3. Predicting Discourse ................................................................................ 29
1.2.6.4. Transcription / Dictation ......................................................................... 30
1.2.7. Conventional Activities Used with Short Audio-Stories in ESL Classroom ..... 30
1.2.7.1. Order the Events ..................................................................................... 30
1.2.7.2. Memory Tasks ......................................................................................... 30
1.2.7.3. Fill in the Gaps ....................................................................................... 31
1.2.7.4. Buzz Words ............................................................................................. 31
1.2.7.5. Multiple Choices Activity ....................................................................... 31
1.2.7.6. Selecting the beginning, middle and the end of the short story ............... 31
Conclusion ............................................................................................................. 31
Chapter Two: The Field Work
Introduction ......................................................................................................... 32
2.1.Method of the Research ................................................................................... 32
Chapter one: th

Section One: An Overview of Listening Skills

Introduction ........................................................................................................................................... 4

1.1.1 Definition of Listening ............................................................................................................. 5

1.1.2 Difference between "Hearing and Listening." ...................................................................... 5

1.1.3 Process of Listening .................................................................................................................. 6

1.1.3.1 Hearing ................................................................................................................................ 7

1.1.3.2 Understanding ....................................................................................................................... 8

1.1.3.3 Remembering ....................................................................................................................... 9

1.1.3.4 Evaluating ............................................................................................................................. 9

1.1.3.5 Responding ........................................................................................................................... 9

1.1.4 Strategies of Listening ............................................................................................................. 11

1.1.4.1 Top-down Listening ............................................................................................................ 11

1.1.4.2 Bottom-up Listening .......................................................................................................... 12

1.1.5 Types of Listening ................................................................................................................... 12

1.1.5.1 Extensive listening ............................................................................................................. 13

1.1.5.2 Intensive listening ............................................................................................................. 13

1.1.6 Importance of Listening ......................................................................................................... 14

1.1.6 Activities for Improving Listening Skill .................................................................................. 15

1.1.6.1 Pre-listening activities ....................................................................................................... 15

1.1.6.2 While-Listening Activities ................................................................................................. 16

1.1.6.3 Post-Listening Activities ................................................................................................. 17

1.1.7 Listening Difficulties in L2 .................................................................................................... 17

1.1.7.1 Cultural Differences .......................................................................................................... 18

1.1.7.2 Quality of Recorded Materials .......................................................................................... 18
1.1.7.3 Accent

1.1.7.4 Unfamiliar Vocabulary

1.1.7.5 Length and Speed of Listening

Conclusion
Statement of the Problem

The Listening skill is considered as one of the most important language skills. It is a complex process best developed by consistent practice. EFL/ESL learners do not have much opportunities to be exposed to the real language as it is produced by the native speakers in the classroom, thus, teachers should think about including some authentic materials and design activities that help learners develop effective listening skills. In fact, most EFL learners at the English department at Laarbi Ben M’hidi University, Oum El Bouaghi, face many difficulties when it comes to developing their listening skill. Thus, teachers should take these problems into account and try to solve them by including different sources of language that might stimulate language use. In this study we will focus on the use of audio short stories in classrooms to enhance EFL learners listening skill. It is hoped to find some positive attitudes among teachers and students towards the use of these materials to help learners improve their listening skills.

Aim of the Study

The present study aims at pointing out the teachers’ and the students’ attitudes towards incorporating audio short stories in EFL classrooms to enhance the learners’ listening skill.

Research Questions and Hypothesis

This study seeks to answer the following questions:

Q1. How do EFL learners perceive the use of audio short stories in oral expression class?
Q2. What are the teachers’ attitudes towards using audio short stories as a teaching material?

Depending on these questions, it is hypothesized that both teachers and students would have positive attitudes towards the use of audio short stories to improve learners’ listening skill. In other words, it is hypothesized that incorporating audio short stories in oral settings can help learners improve their listening skill.
Methodology

A. Sample

To achieve the aims of this study, we dealt with a sample of 40 second-year LMD students of English in the University of Oum El Bouaghi, and a sample of 13 teachers of oral expression.

B. Procedure

To fulfill the aim of this study, a descriptive method was conducted to collect valid data. Two main questionnaires were administered, one to the teachers of oral expression and another to second year LMD students of the English department at Laarbi Ben M’hidi University, Oum El Bouaghi. The two questionnaires aim at forming reliable picture about both teachers’ and students’ attitudes towards the use of audio short stories for enhancing the EFL learners’ listening skill.

Structure of the Study

In order to reach the objectives of the present study, the research is divided into two chapters. The first chapter is the theoretical part and the second is the practical part.

The first chapter includes two sections. The first section focuses on the definition of listening, the process of listening, listening and language processing, Types of listening activities and the listening difficulties in L2. The second section is concerned with audio short stories, their nature, and some basic criteria for choosing audio short stories, how they can benefit students, and some of the activities that can be generated from audio short stories.

Chapter two tackles the analysis of the data collected from both teachers’ and students’ questionnaires.
Section One: Listening Skill

Introduction

Many researchers showed that learners spend most of their time on listening. Thus listening is considered as the most important skill in the teaching and learning process, which should be developed before any other skill. Teachers as course designers try to provide learners with the appropriate materials that help them to improve their listening abilities.

In this section we shed light on the definition of listening then the difference between listening and hearing, moving to the process of listening which includes, hearing, attending, understanding, remembering, evaluating, and responding. Moreover, another part of this section is devoted to clarifying listening and language processing which is divided into two main types; top-down process and bottom-up process. Furthermore, we mentioned the most important types of listening which are intensive and extensive listening. Subsequently, this section deals with the importance of listening especially for EFL classes. Techniques for improving listening skill, were the point before the last in this section it contains pre listening technique while listening technique and post listening technique.

1.1.1. Definition of Listening

Listening is the first language skill which is usually developed in the early period of childhood when a child started receiving their parents’ speech. Foreign language learners are living the same case of children in their first steps to learn language, because they depend on their listening skill to learn the target language.

Oxford (1993) states that “listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse”(p. 206). In other words, listening is a complicated task which plays an important role in achieving a correct understanding of different expressions. According to Saricoban (1999) listening is considered as one of the
main language skills. It is the process that enables people to get the maximum of their knowledge which includes their ideals, their understanding of world, sense of values, and their appreciation. The Listening skill allows people to understand what someone is talking about, and the meaning behind each word. Thus, listening must have a special interest among teachers by using different methods and materials which may help learners to develop this crucial skill.

1.1.2. Difference between "Hearing and Listening"

The question raised in this part is how to differentiate between hearing and listening? Both terms hearing and listening are used as synonyms, while there are many differences that should be taken into consideration. Ahuja and Ahuja (2007) see hearing as “the physical process of receiving sound waves and transmitting them to the brain” (p.3). It means that hearing is the physiological system when our ears pick the surrounded sounds. According to Merriam Webster “hearing is the process, function, or power of perceiving sound; specifically: the special sense by which noises and tones are received as stimuli”. In other words, hearing is the ability to receive sounds by ear including all the voices in that place, like noises and tones. Listening, however, is an active skill which is made consciously and controlled by our psychological concepts.

According to Rost (2002) “Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention” (p.27). In the same line, Hamilton (1999) argues that “Hearing is with the ears, listening is with the mind”(p.18). This means that both listening and hearing share the same process which is sound perception; however, they differ in terms of the intention grade of the listener. Thus, we deduce that hearing and listening are not synonyms.
1.1.3. Process of Listening

Listening has a crucial role to play in learning foreign and second languages. The listening skill enables learners to improve their communicative process which has an important part in learning the target language. Thus, learners must develop their listening skill to achieve an effective learning. To fulfill this aim, researchers put several stages which should be followed by learners to reinforce their listening abilities; however these stages were not the same for all of them since they differ in selecting the number of the stage. Towne and Adler (2005) explain that listening is a five step process which includes hearing, attending, understanding, responding and remembering. Moreover, Kline (1996) see the listening process in a slightly different way, they suggest the following stages: attending, understanding, remembering and responding. Devito (2000) summarizes the listening process in five steps which are: receiving, understanding, remembering, evaluating and responding. Finally all agree that listening includes at a minimum: receiving, attending, and attempting to understand.

Tyagi (2013) suggested Five main stages of listening process: hearing, attending, understanding, remembering, evaluating, and responding.

1.1.3.1. Hearing

As we mentioned before, hearing refers to “the process, function, or power of perceiving sound; specifically the special sense by which noises and tones are received as stimuli” (Merriam-Webster, 2018). In other words, hearing is the process of picking sounds unconsciously, i.e., to perceive sound waves with our ears without paying attention to what is being said.

Many researchers define hearing as the response caused by sound waves. Tyagi (2013) stated that there is no listening without hearing but we need to listen in order to hear, that is to say, the main perception of listening is hearing.
According to “what is called hearing in the model is influenced by the individual’s cultural orientation, past experiences, interests, attitudes, beliefs, and a range of other personal variables and filters that account for individual and cultural differences” (p.144). In other words hearing is controlled by the hearer’s culture, personal background, interest, attitude, beliefs etc...; thus, we can deduce that people do not hear all the same, everyone depends on his or her personal perceptions that make him her different from the others.

The schema bellow represents “the Hurier Listening Model” by Brownell (2010). Brownell explains how attitudes, values, bias, motivation, culture, experiences, etc..., can enhance the listeners’ understanding, interpretation, and evaluation of the message or the sounds they hear. He also represents the main stages which are after hearing, which are remembering the content of the message, and the response or the reaction of the listener towards the message he/she received.
1.1.3.2. Understanding

Understanding deals with finding the correct interpretation of sounds we perceive, these sounds are either words or sounds. In other words, understanding refers to the process of interpreting the meaning of the message. The differences in attitudes, values, bias, Culture, and experiences etc., affect the meaning of the message, because we have different backgrounds and thoughts we do not interpreted the messages we receive in the same way. Subsequently, understanding is considered as the most important stage to achieve an effective listening.

1.1.3.3. Remembering

The first step of remembering process is listening, learners cannot remember unless they have listened attentively to the message. Remembering is one of the most important listening stages which refers to adding the message to our mind’s storage bank, i.e. to replace
the information place from short-term memory to long-term memory. Brownell (as cited in Wolvin, 2010) states that memory is a mental process which is completely separated from the other brain roles; its main focus is the listening centered communication context.

In the same line, Brownell (2010) claims that “Memory, then, is directly related to an individual’s ability to formulate an appropriate response” (p.145). That is to say, remembering has a strong relationship with the ability to respond to the message.

1.1.3.4. Evaluating

It is a listening process during which we assess what the speaker said, and lead us to form an opinion about what we heard. Brownell (2010) stated that “the component of evaluation in listening-centered communication refers to the process by which an individual makes a judgment about the accuracy and validity of the information received” (p.146). In other words, the listeners generally make an assessment of the information they receive, by giving their attitudes and opinions.

1.1.3.5. Responding

Responding is the final stage of the listening process, it includes the involvement of the listener; that is to say, the listener has always a feedback about what the others said and generally this feedback can be verbal or nonverbal in order to determine whether the message has been received or no. In the other hand, the speaker may determine to which degree he succeeded in sending the message.

Brownell (2010) argues that continuous listening makes the speaker able to adapt the message according to the listener facial expression, by hearing his tone voice in order to check whether he succeeded in transmitting the message or no.
For more explanation figure 2 represents the five stages of the process of listening.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{diagram.png}
\caption{The Listening Process. (Tyagi, 2013, p.12)}
\end{figure}

1.1.4. Strategies of Listening

The Listening process is a complex operation which needs special techniques and activities that help learners improve their listening abilities. Learners usually use two main strategies to understand what they are listening to; these strategies are the bottom-up processing mode and the top-down processing mode.
1.1.4.1. Top-down Listening

The Top-down strategy refers to the use of knowledge and previous experiences to understand what we hear by focusing on the general meaning of the message. Rechards (1990) argues that:

Top down listening is the use of incoming data as a source of information about the meaning of the message. From this perspective, the process of comprehension begins with the message received which is analyzed at successive levels of organization—sounds, words, clauses and sentences—until the intended meaning is arrived at. Comprehension is thus viewed as a process of decoding. (p. 50)

In other words, the top-down strategy is the strategy used when the listener gets a general idea of the passage, in the same time he tries to predict what is going to be next. The same idea was delivered by Harmer (2001) when he argues that In top-down processing, the listeners take the general meaning of the passage by absorbing the overall picture of the passage. This latter helps the listener to expect what he is going to come across.

Generally the top-down strategy depends on the listener’s previous knowledge to predict what the text is about. In the same line Richards (2008) claims that “in applying this prior knowledge about things, concepts, people and events to a particular utterance about a specific topic, comprehension can often proceed from the top-down” (p. 382). That is to say, the comprehension of a particular message depends on the background information, experiences, and the concepts of the listener.

1.1.4.2 Bottom-up Listening

According to Peterson (1991) “the lower level processes (bottom-up) are triggered by the sounds, words and phrases which the listener has as they attempt to decode speech and assign meaning” (p. 109). That is to say, the listener focuses on the understanding which
occurs within the linguistic level; to interpret sounds that have been heard in order to create a clear meaning in his mind.

Harmer (2001) assumes that “Without a good understanding of reasonable proportion of the details gained through some bottom-up processing, we will be unable to get any clear general picture of what the text is about” (p.201). In other words, focusing our attention on the smallest unit of the language through using bottom up processing is so important to understand the general meaning of the passage.

Luttikhuizen (2000) defined the bottom-up process as “the decoding of the linguistic structures in the text or speech we hear” (p.329). In simple words, the bottom up process deals with dismantling the big linguistic structure into small ones; to help the listener to recognize the overall meaning of the speech.

1.1.5 Types of Listening

Listening is the most important skill in learning foreign and second languages. Hunsaker (1990) stated that more than three quarter of learners in classrooms learn through listening. Subsequently, learners depend on their listening abilities to learn the target language. According to Harmer (1998) “different situations require different types of listening. In the classroom situation, students can improve their listening abilities and gain valuable input by being engaged in the listening process through a combination of extensive and intensive listening” (p.28). In other words, when teachers give their students a listening passage, they should select a specific type of listening, which means whether learners must listen extensively or intensively to that passage, this choice came according to the situation of the listener.

1.1.5.1 Extensive Listening

Extensive listening focuses on the general understanding of the audio without comprehending all words; the aim is always getting the general idea of what has been heard. It
occurs generally when using audio materials like short stories, songs, and spoken textbooks or recorders, in order to help learners improve their listening abilities, and be more familiar with the target language.

In the same line Harmer (1998) claimed that extensive listening appears where teachers give their students the opportunity to choose what they want to listen to, by using their own material for pleasure and helping students to improve the target language.

### 1.1.5.2 Intensive Listening

Intensive listening means paying attention to all the speech parts including words, pronunciation, grammar and vocabulary. Unlike the extensive one, intensive listening is not about getting the overall meaning of the passage. According to Rost (2002), “Intensive listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units” (p.138). In other words, intensive listening goes with every detail when listening to the audio materials.

### 1.1.6 Importance of Listening

The ability to listen well is an important aspect in communication, especially during the learning process. Being a good listener means you have the ability to perform correctly in any interactional setting, in addition to achieving a successful learning; especially for EFL and ESL learners. Not all people can be good listeners; they actually differ in their listening abilities. Wolvin and Coackly (2000) argue that listening is “a crucial component of human communication behavior” (p.143). In the same line, Brownell and Fracaro (as cited in Flynn et al, 2008) state that “listening is considered by some to be the single most important element in the communication process, even more highly valued than speaking” (p. 143-144). Achieving a successful communication process needs an effective listening among learners.

What is observed in foreign and second language classes is that the listening skills do not have an equal importance like the other skills. Huei-Chun (as cited in Ulum, 2015) clarified
this point when he claimed that; “EFL listening skill has been ignored for a long time in lieu of the theory that listening is learnt automatically and once for all” (p.73).

Teaching listening skill is an ignorable task which did not find its place in language teaching curriculum; because teachers think that students learn listening automatically without any training.

Many researches proved that foreign language learners have problems in developing their listening skill, since teachers focus more on speaking reading and writing, usually they do not specify special parts in their teaching curriculum to listening activities which have a major role in helping learners to improve the listening process.

As explained by Wallace (1998) “Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers” (p.22). Teachers usually expect students to develop their listening skills by themselves, because they think that listening is a skill which does not need a training to be developed, and this is the main reason that makes them ignore this skill and keep their focus just on the other three skills reading, writing and speaking.

Since the listening ability is one of the crucial skills in learning foreign languages, many researches emphasize the importance of teaching the language by taking its input into consideration because listening has a strong relationship with language input. The same idea was claimed by Rost (1994) when he confirms that listening is vital in language learning because it provides learners with the real input.

Listening plays a vital role in developing learners’ language. Krashen (1985) states that people acquire language by understanding the words they hear. Thus, the listening skill is the key element to understand the language input which is very essential in acquiring language.

According to Rost (1991) “Progress in listening will provide a basis for the development of other skills” (p.3). In short, active listening is the main aspect that helps learners develops the other language skills.
1.1.6. Activities for Improving Listening Skill

Improving the listening skill needs efforts from both teachers and students. Teachers take the role of designing the appropriate listening activities using certain techniques. There are three main types of activities that should be used in designing listening materials.

1.1.6.1 Pre-listening Activities

Pre-listening activities are designed to make learners ready for the activity and to activate their previous knowledge in order to predict what the listening passage will be about. It also aims to facilitate difficult vocabulary that may appear in texts.

According to Mendelsohn (as cited in Donalson & Haggstrom, 2006, p. 77), “Pre listening activities allow students to predict and guess”.

In this phase, the teacher designs a small activity for about five or ten minutes that enables learners to draw a picture about what the listening passage will be about. Many researchers call this stage; the brainstorming stage.

Pre-listening tasks aim at motivating learners and engaging them within the listening process in order to help them understand at least the general idea of the text.

According to Richards (2008):

The purpose of pre listening activities is to prepare the student for a listening activity by providing essential background information by presenting any unknown vocabulary that is central to the listening task and which cannot be guessed from context and by helping the student select a suitable purpose and strategy for listening”. (P.394)

That means, pre listening activities aim at making learners ready for the exercises by providing them with the necessary information they need to understand the passage. For instance, making discussions about a certain topic related to the passage which they are going to listen to. These activities are so helpful to encourage learners engaging within the lesson.
1.1.6.2. While-Listening Activities

While-listening activities refer to the main phase of listening, learners are supposed to listen and perform some tasks by following the teachers’ instructions that correspond to the tasks’ need. The aim of the tasks differs each time according to the learner’s needs.

Richards (2008) define the while-listening activity as the period during which students’ process texts for meaning and responds in different ways, according to the type of text they are listening to and their purpose of listening. It also provides an opportunity for intensive listening practice and help students develop strategies they can use to improve their listening skills. (p. 394). While listening activities occur where learners respond to the activities given by the teacher according to the learner’s purpose and the passage they are listening to.

In while listening activities, teachers generally ask their students to gather particular information from the passage they are listening to.

1.1.6.3. Post-Listening Activities

These are activities used by teachers to make sure that their students really understand what they were listening to. In this phase, the teacher focuses on both sides the content of the listening passage, and the language itself; the thing that makes it more complex and difficult when it comes to the designing stage.

Aryadoust (2013) defines these activities as “the one in which students summarize, interpret, and test the main ideas, share opinions and make personal responses, and assess their learning” (p.153). At this stage, learners are supposed to summarize, and get the general idea of the passage, or to practice additional skills, such as writing.

1.1.7 Listening Difficulties in L2

“Listening comprehension is a very complex process in which different types of both linguistic and non-linguistic knowledge are involved” (Hartmann & Ditfurth 2004, p.73). In other words, listening is a difficult process and so complex especially for L2 learners. It needs
special efforts from both teachers and students in order to help them improve this important skill. Many factors may affect learners listening comprehension such as the accent used, intonation, inflection, and stress. According to Bingol, Celik, Yidliz, and Mart (as cited in Gilakjani & Sabouri, 2016, p. 127) there are five major problems that learners face with listening comprehension which are: cultural differences, quality of recorded materials, accent, unfamiliar vocabulary, length and speed of listening.

1.1.7.1. Cultural Differences

Culture has a vital role in the learners understanding. Learners usually are not familiar with the language they learn, so most of time they find difficulties to interpret the correct meaning of the words they heard. Thus students should have enough knowledge about the target language, otherwise they will have serious problem in the listening comprehension process.

1.1.7.2 Quality of Recorded Materials

Teachers often use audio materials in oral sessions to make learners listen to some passages which are most of time authentic materials; the aim of this kind of activities is usually to improve learner’s listening skills. The quality of recorded materials has a major role in listening classes because they affect the learners’ comprehension. Subsequently, unclear recorders lead learners to interpret things incorrectly, and finally they will not be able to understand what people are saying in the record. Thus, teachers should be aware about the importance of the quality of the material used in classes.

1.1.7.3. Accent

Accent is considered as one of the vital factors that may affect the learner’s listening comprehension. When learners hear a new accent which they are not familiar with, this may cause a serious problem in understanding the audio they heard. In contrast, when learners are familiar with a special accent, they will quickly understand and interpret what others are saying. According to Major et all; Matsuura; Scales et all (as cited in Widodo & Renandya,
2016) “in terms intelligibility of pronunciation or accent, a number of Studies have shown that familiarity with speakers accent is the most important factor in comprehension” (p.155)

1.1.7.4. Unfamiliar Vocabulary

Known words are a key concept in the listening comprehension process. Learners will feel relaxed when they listen to a record which contains easy and known words, and this is one of the factors that motivate them. According to Azmi, Celik, Yidliz, and Mart (as cited in Gilakjani1 & Sabouri, 2016) “when listening, texts contain known words it would be very easy for students to them”. (p.127)

1.1.7.5. Length and Speed of Listening

Length and speed of listening passages are considered as one of the speaker’s factors that affect the learner’s listening comprehension. According to Buck (2001) the normal English speech rate is between 150 and 180 words per minute. When the speaker talks in a very fast way the learners cannot understand the words he uses in his speech and this may lead to serious listening problems and then may create demotivation to learners.

Teachers should take into account the level of student when selecting the listening passages because this choice depends mainly on the learner’s abilities of understanding the key words and the ideas of that passage. Gilakjani and Sabouri (2016) stated that “Short listening passages make easy listening comprehension for learners and reduce their tiredness” (p.127).

Conclusion

Listening is a very important skill to acquire foreign and second languages, but unfortunately it is considered as a forgotten skill due to the neglect it receives from both teachers and students. This serious matter really needs an investigation in all the dimensions of listening skills, in addition to looking for strategies to develop this skill using different methods and materials.
Section Two: Using Audio Short Stories in EFL Classrooms

Introduction .................................................................................................................................................21

1.2.1 History of Using Audio- Short Stories in EFL classrooms .............................................................21

1.2.2 Short Stories in EFL teaching .............................................................................................................22

1.2.3. Audio short stories in EFL classrooms ............................................................................................23

1.2.4. Choosing good audio short story to teach EFL learners ...............................................................24

1.2.5. Advantages of using Audio Short Stories .........................................................................................25

1.2.5.1. Cultivating all language skills .......................................................................................................26

1.2.5.2. Motivating students .......................................................................................................................27

1.2.5.3. Developing cultural and personal awareness ...............................................................................28

1.2.5.4. Developing critical thinking .......................................................................................................27

1.2.6. Types of listening activities used with audio short story ...............................................................27

1.2.6.1. Vocabulary Recognition ...............................................................................................................28

1.2.6.1.1. Broadcast Extracts ...................................................................................................................28

1.2.6.1.2. Complete Broadcast .................................................................................................................28

1.2.6.2. Discovering Paraphrases ............................................................................................................29

1.2.6.2.1. Listen and type ...........................................................................................................................29

1.2.6.2.2. Listen and Mark .........................................................................................................................29

1.2.6.3. Predicting Discourse ....................................................................................................................29

1.2.6.4. Transcription / Dictation .............................................................................................................30

1.2.7. The conventional activities used with short Audio- Stories in ESL Classroom .........................30

1.2.7.1. Order the Events ..........................................................................................................................30

1.2.7.2. Memory Tasks .............................................................................................................................30

1.2.7.3. Fill in the Gaps .............................................................................................................................31

1.2.7.4. Buzz Words .................................................................................................................................31
1.2.7.5. Multiple Choices Activity

1.2.7.6. Selecting the beginning, middle and the end of the short story

Conclusion
Section Two: Audio Short Stories

Introduction

One of the main goals of EFL teachers is finding the appropriate materials for their learners. Choosing authentic materials differs according to the learner’s needs, level and interest. Literature is considered as the most important sources to teach languages, thus teachers work hard to help students to develop their language skills through incorporating different literary genres within the teaching process. Our study is about using one of these literary genres; which is audio short stories in order to improve EFL learners listening skills. Most learners find difficulties in listening, and as we all know listening may affect the learning process that is to say; effective listening means effective learning. Many studies proved that learners face difficulties in listening due to the ignorance of this important skill among teachers in EFL classes, in addition to the lack of using audio materials which suit their needs. Using audio short stories is the most useful tool to help learners to develop their listening skills through the different activities designed by the teacher.

1.2.1 History of Using Audio-Short Stories in EFL Classrooms

Pardede (2011) claims that teaching EFL and ESL during the nineteenth century was based on using grammar translation method. This latter focused on translating literary texts from second and foreign language to the native language; subsequently literature was a rich source that really helped learners to achieve an effective learning. However, after the appearance of structuralism, the grammar translation method was backward. The main focus of structuralism was correcting grammatical forms instead of giving more importance to the content, in addition to interpreting written words. That is to say teaching foreign languages was more about linguistic matters. With the appearance of the other methods like the direct method, the audiolingualism, suggestopedia, the silent way, total physical response, and the natural approach, literature was completely absent in most curriculums of language teaching.
Literature has found its way back in EFL and ESL teaching during 1980s. Using literature in that period was different from the way it was used in the grammar translation method since its main aim is to improve the learners’ communicative competence.

After many studies on the use of literature in EFL and ESL classes, literary works received much interest among teachers and students, thus, they start incorporating different literary genres like short stories poems etc., within the curriculum of teaching foreign and second languages.

Short stories become one of the most effective literary genres which are used in teaching foreign languages, due to their advantages. Teachers use short stories to achieve different aims and to help learners improve their language abilities, so; they try to adapt the short stories to suit the learners’ needs. For example, teachers may change the traditional way of reading short stories by making them audios for listening activities, which help learners develop different skills and afford learners with the exposure to the real language.

Eckert (2016) states that “audio storytelling in the form of radio drama has been around for almost a century, with the first plays for radio being broadcast in the 1920’s”(p.8). In other words, the first appearance of audio storytelling was on radio since radio was the only source for entertainment that time, Eckert (2016) explained; after that period and within the beginning of 1950s the new inventions start taking their places in everyday life. Television was one of these inventions; this latter became popular especially in homes. Eckert (2016) emphasize that radio and audio storytelling began recovering their places again thanks to the digitalization and the listening devices.

1.2.2 Short Stories in EFL Teaching

Developing the listening skill is one of the important goals that teachers work hard to achieve by using different strategies, methods and materials. Learners usually learn better when they find the appropriate tool which helps them to develop their listening abilities.

Short stories are considered as one of the richest sources which are used in the teaching and learning process. Sell (2005) argues that “the appropriately chosen literary texts are to be an effective
tool for stimulating and achieving language learning and equipping learners with relevant linguistic and socio-cultural competencies” (p.92). That is to say, when we put the appropriate literary text in the correct place it would be very beneficial in language teaching classrooms.

Learners generally develop effective listening skills, if they have been introduced to kinds of materials that create a combination between easiness and effectiveness, thus the student will enjoy learning in a motivational atmosphere. Short stories are a good example that fulfills this aim.

1.2.3. Audio Short Stories in EFL Classrooms

Many studies proved that using literature in foreign language teaching is very beneficial, and helpful to develop language skills. Audio short stories are a perfect way to teach languages and improve listening skills; audio short stories are not only a motivational and creative way of teaching foreign languages but also an opportunity for learners to know their weaknesses. Teachers of foreign languages usually use different kinds of audio short stories in oral sessions as a listening activity such as the artifice and lyrical short stories. According to Eckert (2016) “Audio storytelling consists of several different genres such as radio documentaries or features, podcasts and audiobooks” (p.10).

Audio short stories play a major role to make EFL students enjoy learning in a motivational atmosphere in addition to affording them with the exposure to the real language, i.e. learners will listen directly to the native speaker rather than listen to the teacher, who is not a native speaker. Learners in that way will achieve an effective learning that helps to improve their listening skills. The development of the listening skill is an important step to learn foreign languages, thus audio short stories can be a great solution to fulfill this aim. As Rahmatian and Armiun (2011) explain “It is widely accepted that using audio or video documents could lead to a more natural ambiance, accelerating the learning process” (p.115). In other words using audios is the appropriate way to achieve a successful learning in a short time.
1.2.4. Choosing Good Audio Short Story to Teach EFL Learners

Short stories are a motivational source to teach and improve the learner’s language skills, thus teachers must be aware about the importance of selecting the appropriate materials for their students.

Pardede (2011) sheds light on the importance of choosing the suitable short story to use in class, he emphasized the length of the short story which must be as short as possible to make learners understand and feel like they finish something in English. Subsequently, Learners will achieve self-confidence.

Hill (as cited in Pardede, 2011) points out that there are three other basic criteria of choosing the text: “(1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material” (p.18).

That is to say, the first thing teachers must take into consideration is the learners’ needs i.e., the short story must contain all the target element that help learners to achieve their needs. Subsequently the ability of learners is a crucial aspect that can never be ignored, because students cannot accept something beyond their abilities. Moreover the linguistic and stylistic levels are the most important conditions that should be taken into account to choose the short story; teachers have to analyze the linguistic level of the short story before they give it to their students. If the short story contains difficult language, learner will lose their concentration and they stop listening to it, so achieving a successful listening will be a hard task for both teachers and students. Moreover, learners cannot respond with the events of a certain short story without having background information. For instance short stories may contain cultural words that learners cannot understand unless they have background information about that culture.

Furthermore, Student’s interest plays an important role in choosing the appropriate audio short story for EFL learners, thus, teachers must know what their learners prefer to listen to.
1.2.5. Advantages of Using Audio Short Stories

Using audio short stories in the foreign language class has many benefits for both learners, and students. Short audio stories can be a motivational tool for learners as they can raise their cultural and linguistic awareness. According to Murdoch (as cited in Khatib, 2013) “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. In other words, using short stories in the appropriate way affects ELT courses. Thus, teachers may use audio short stories which suit the learners’ needs. For example using short stories to improve the learner’s listening skills needs to afford learners with short stories in the form of audios. So teachers should be aware about how and what they expose their learners to, that is to say, focusing on the objectives of learning is the most important aspect. Audio short stories can have the following pedagogical advantages:

1. Improve the learners’ awareness about the other cultures.
2. Develop the learner’s listening skills
3. Learners become better at understanding English with its different accents.
4. Learn new vocabulary
5. Give learners the opportunity to practice grammar
6. Help learners improve the pronunciation abilities
7. Having fun while they listen to audio short stories
8. Afford learners with the real language i.e. native speaker’s language
9. Develop the learners’ imagination, as explained by Rodero (as cited in Eckert, 2016) “Audio stories that use sound effects and sound shots enhance the learner’s attention and creation of visual images significantly compared to those without them” (p. 16). That is to say that using audio stories with sounds effect the creation of the learner’s visual image.

Additionally, Harmer (as cited in Khatabi, 2013) short stories based language teaching boosts learners’ listening comprehension by helping them practice several skills through the
classroom exercises: predictive skills, extracting specific information, getting the general picture extracting detailed information, recognizing function and discourse patterns and deducting meaning from context (p.157). What is observed is that audio stories are the appropriate tool to improve many other language skills like learning new vocabulary, different accents, the correct pronunciation, developing listening and speaking skills.

Furthermore, Khatib (2013) claims that short stories based language teaching contain four main advantages which are:

### 1.2.5.1. Cultivating all Language Skills

Khatabi (2013) shows that using short stories give teachers the opportunity to teach all the four skills to all levels of language proficiency. The same thing for audio short stories since they have the same characteristics. That is to say, audio short stories provides learners with the appropriate training to develop the four skills, i.e., reading writing speaking and listening.

Learners can develop writing skills through audio short stories by learning new vocabulary and motivating them to write works similar to what they listen to. Besides audio short stories is a powerful tool to improve reading skills by encouraging learners to read different literary works. Furthermore using this tool is an effective way to enhance speaking and listening skills by improving pronunciation skills and help them to understanding English with its different accents.

### 1.2.5.2. Motivating Students

Changing the way of presenting lessons, and using new materials each time, motivates learners and attracts their attention. Using short audio stories is a useful material that motivates EFL learners and gives them the opportunity to enjoy language learning.

Achieving a successful learning is a result of using such materials which allow learners to move from the traditional methods to new ones that really help to increase the learner’s motivation. Audio short stories are the appropriate motivational materials to learn foreign languages.
1.2.5.3. Developing Cultural and Personal Awareness

The events of a short story can tell a lot about the culture of people about whom the story is about. Subsequently short audio stories enable EFL learners to learn different cultures. Khatib (2013) showed that learners when afforded with a culture different from their own, they will try to determine the similarities and the differences between the two cultures. This comparison leads to learning different cultures while listening to short stories.

1.2.5.4. Developing Critical Thinking

According to Young (as cited in Khatib 2013):

> Stories have two crucial advantages over traditional content: . . . [First,] because they are entertaining, students' pervasive apprehension is reduced, and they learn from the beginning that critical thinking is natural, familiar, and sometimes even fun. Second, the stories put issues of critical thinking in an easily remembered context. (p.110)

That is to say, using stories to teach critical thinking is an important step to develop learners’ cognitive abilities and how to make judgments.

1.2.6. Types of Listening Activities Used with Audio Short Story

The Listening skill is a complex process which needs a direct instructional attention among both teachers and learners, however, it is not the case in EFL classes, as Rebeccaal (1993) explained “Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers”(p.83). That is to say the listening skills is completely ignored in the language teaching curriculum, thus teachers work hard to facilitate the improvement of the listening abilities in classroom by designing and developing activities that suit the learners’ needs. Salazar (1993) classifies listening activities into four subskills categories, recognizing vocabulary, discovering paraphrases, predicting discourse and transcribing.
1.2.6.1. Vocabulary Recognition

This type of activities aims at listening for specific purposes like identifying certain elements, words or expressions. Salazar (2011) divided this category of exercises into two main types in which the listening task is integrated with other skills; these two types are Broadcast Extracts and Complete Broadcast.

1.2.6.1.1 Broadcast Extracts

Broadcast extracts are usually used as an introduction to the topic of the audio which will be produce to learners. Salazar (1993) states that “After each clip is played, the student makes a selection from the list on the screen by pressing the corresponding number key and proceeds to type the term heard alongside its listed equivalent” (p.71). The major objectives of using such exercises are to enable students to learn the correct pronunciation of words, to recognize the meanings, and the explanation of the given terms.

1.2.6.1.2. Complete Broadcast

A Complete broadcasts refers to types of activities, in which students are asked to scan a written text while they are listening to the complete broadcast, in order to find special terms and following certain instructions given by the teacher to achieve a certain term.

1.2.6.2. Discovering Paraphrases

The major objective in these activities is recognizing the main ideas of the topic in the audio. According to Salazar (1993) “In the case of listening, the targeted ideas or topics are those portions of a broadcast whose target-language paraphrases appear on the screen” (p.72). Discovering paraphrases contains two versions which are: Listen and type, and listen and mark.

1.2.6.2.1. Listen and Type

Teachers give their students a passage to listen to, and then they will be asked to respond to that audio by writing what the teacher demands, like writing the key elements of the audio or certain
words. The instructor gives his students the opportunity of repeating the audio many times to help them better recognize the words used in that audio.

1.2.6.2.2. Listen and Mark

In this case, students will focus their attention on the listening skills, however, this type is completely the opposite of the first one i.e., listen and type. Listen and mark is a version in which the learner’s responses are non-linguistic. Salazar. (1993) claims that “in this listening situation, the task is simply to tag or mark the beginning and end of the corresponding portion of the broadcast”. In other words, learners are supposed to select the beginning and the end of the passage they heard just by pressing a given key.

1.2.6.3. Predicting Discourse

According to Moody’s and Grellet’s ideas (as mentioned in Salazar, 1993) “prediction is designed to encourage students to take advantage of native language listening strategies such as anticipating and guessing, and to apply them in dealing with foreign language material” (p.72). In the case of teaching foreign languages, teachers apply this activity with audio short stories by exposing learners to a portion from a short story which is so brief and contains enough cues. Then students will select one of the two possibilities in order to find which one is used by the speaker at that point from the fake one which is used by someone else who is not the original speaker in the short story.

1.2.6.4. Transcription / Dictation

Using transcription and dictation activities can be an effective technique to use with audio short stories to teach foreign languages to improve learners’ language skills; especially listening skills. Teachers usually in the transcription and dictation activities make learners first listen to records, short stories or dialogues of native speakers etc…, after that learners are asked to transcribe particular sentences and words which they heard in the audio. Thus, audios are a good authentic material to help students improve their language skills through affording them with the real language
the main objective of transcription and dictation activities is to receive words through listening and change the sounds into written words and symbols.

1.2.7. The Conventional Activities Used with Short Audio-Stories in ESL Classroom

Teachers provide their learners with specific tasks which go hand in hand with the short audio stories. The aims of using audio material in EFL classrooms differ according to the student’s needs, level and their interest. Short audio stories are considered as one of the effective and useful materials which are used to develop student’s ability to listen and enhance their language skills. Ordering the events, memory tasks, fill in the gaps, buzz words, multiple choice, and selecting the beginning, middle, and the end of the short story are the conventional activities used with audio materials.

1.2.7.1. Ordering the Events

This activity aims at teaching learners how to order a series of events depending on the audio short story they heard. Teachers give their students a written copy of disordered events taken from the audio short story, they read the events then they listen to the audio short story to be able to order the events chronologically.

1.2.7.2. Memory Tasks

The main objective of memory activities is to develop long term memory’s work. This latter has an important role in developing listening skills. In memory tasks, learners at the end of the audio are supposed to write the major events of the short story they heard. Teachers also may ask them direct questions and yes or no questions related to the audio short story.

1.2.7.3. Fill in the Gaps

Teachers give their students a portion from a certain short story with missing words, after that they play the audio short story. Learners will start discovering the missing words through their intensive listening to make learners fill in the gaps and find the missing words.
1.2.7.4. Buzz Words

Vocabulary is the main focus in buzz words activities. Teachers provide learners with a list of words, and then they are asked to read them carefully. The next stage is listening to a particular short story and raising their hands whenever they heard a word from the list of the given words.

1.2.7.5. Multiple Choices Activity

Multiple choices activity is a series of questions followed by many answers. Teachers provide their students with a number of questions related to a certain audio short story. Learners are asked to choose just one answer from the list while they are listening to the short story.

1.2.7.6. Selecting the Beginning, Middle and the End of the Short Story

Learners are supposed to listen to the short story given by the teacher. After that they try to identify the starting point, the climax and the end of the short story. Using this activity enables the teacher to rate the students’ understanding of the short story’s events.

Conclusion

In conclusion, using audio short stories in EFL classes is an effective tool to motivate and help learners to improve their listening skills. Audio short stories afford learners with the real language and provide them with different listening activities; these activities are designed according to the learners’ needs, level and interest. Thus, Teachers should be aware of the importance of developing listening abilities through the use of audio short stories.
Chapter Two: The Field Work

Introduction .................................................................................................................. 32

2.1. Method of the Research .......................................................................................... 32

2.1.1. Data gathering tools ......................................................................................... 33

2.2. Teachers’ Questionnaire ......................................................................................... 33

2.2.1. The sample ........................................................................................................ 33

2.2.2. The Description of the Questionnaire ............................................................... 34

2.2.3. Analysis of the Questionnaire ........................................................................... 34

2.3. Students’ Questionnaire ......................................................................................... 34

2.3.1. The sample ........................................................................................................ 34

2.3.2. The Description of Questionnaire .................................................................... 34

2.3.3. The Questionnaire analysis ................................................................................ 34

2.4. The discussion of the results .................................................................................. 77

Conclusion .................................................................................................................... 80

General conclusion ....................................................................................................... 80

Limitation of the Study ................................................................................................. 81

Pedagogical Recommendation ..................................................................................... 82
Chapter Two

The Field Work

Introduction

In the theoretical part of our study, we have managed the theoretical subject related to the listening skill and audio short stories. However, this chapter represents the practical part of the study; it is with a full analysis of the data obtained from the two questionnaires (teachers’ questionnaire and students’ questionnaire).

The two questionnaires have been used to shed light on second year EFL students’ and oral expression teachers’ attitudes towards the use of audio short stories to enhance EFL learners’ listening skills at Larbi Ben M’hidi University. We have tried to investigate how second year LMD students at Larbi Ben M’hidi University perceive learning English and developing listening ability through the integration of audio short stories, and how they consider the effects of using them in their oral sessions. We have also investigated how teachers, particularly of oral expression module view the use of audio short stories as an authentic teaching material to enhance EFL learners’ listening skill.

2.1. Research Methodology

According to Singh (2006) “The role of the methodology is to carry on the research work in a scientific manner. The method of research provides the tools and techniques by which the research problem is attacked” (p79). The most important step in this work is to choose the appropriate methodology that helps us to achieve reliable results. In this study a descriptive method is followed to gather data and to solve the problem concerning the development of EFL learners’ listening abilities through the use of audio short stories.

2.1.1. Data Gathering Tools

The aim of our study is to clarify how audio short stories help learners to develop their listening skill. We have designed two questionnaires one for students; to procure their
attitudes towards the use of audio short stories in EFL classrooms, and one for teachers to obtain their opinion about the efficiency of listening to short stories in oral session and its impact on the development of the learners’ listening abilities.

2.2. Teachers’ Questionnaire

2.2.1. The Sample

The total population of the present study is comprised of the teachers of the English Department at Larbi Ben M’hidi University. Hence, the sample of this study is 13 teachers of oral expression.

2.2.2. Description of the Questionnaire

The teachers’ questionnaire is mainly used to see to what extent teachers use authentic listening materials in EFL classroom especially in oral sessions at the department of English, Larbi Ben M’hidi University. This questionnaire is composed of 25 questions, which are organized into four sections: background Information, the listening skills, the use of audio short stories to improve EFL learners’ listening skills and further suggestions.

Section One: Background Information (Q1 – Q5)

This section is aimed at obtaining general information about the respondents, namely, gender, educational qualification and teaching experience.

Section Two: The Listening Skills (Q6 – Q9)

This section is composed of seven questions. It is intended to investigate the teachers’ perspectives about the importance of developing and teaching listening to EFL learners using authentic listening materials.

Section Three: The Use of Audio Short Stories (Q10_Q14)

This section attempts to reflect oral expression teachers’ opinion about the use of audio short stories to develop EFL learners’ listening abilities and to investigate the reasons behind their choices.
Section Four: The last section is about the further suggestions.

2.2.3. Analysis of the Teachers’ Questionnaire

Section one: Background Information

Q. 1. Gender

a. Male  

Table 1

Teachers’ Gender

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</table>

From the table, we notice that the majority of the participants were females with a percentage of (53.8%), whereas the males were (46.2%). This means that, the females have more tendencies towards teaching English and especially oral expression modules.

Q.2 Educational Qualification

a. License  
b. Master

c. Magister  
d. PhD
Table 2

*Teachers' Educational Qualification*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>License</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Magister</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>PhD</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The analysis of table 2 indicates that the majority of teachers had a Magister degree with a percentage of (61.5%), while (15.4%) of them had a PhD, and (23.1%) of teachers had a master degree. So, the University of Larbi Ben Mhidi contains teachers who hold the Magister degree with a big proportion rather than the other degrees of Master and PhD.

Q-3. How long have you been teaching English at University?

a-From 1 to 5 years  b-From 5 to 10 years  c-More than 10 years

Table 3

*Years of Teaching English*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>from 1 to 5 years</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>from 5 to 10 years</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>more than 10 years</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The results of item three shows that the majority of teachers have been teaching English from 5 to 10 years, while (23.1%) of them have been teaching English from one to five years, and (15.4%) have more than 10 years. Experienced teachers have a great role in understanding the learners’ needs and their weaknesses.

Q4. How long have been teaching oral expression?

a. From 1 to 5 years
b. From 5 to 10 years
c. More than 10 years

| Table 4 |

**Years of Teaching Oral Expression**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>from 1 to 5 years</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>from 5 to 10 years</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>more than 10 years</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4 it is clear that most teachers (84.6%) have been teaching oral expression from 1 to 5 years. However (7.7%) of them have been teaching oral expression from 5 to 10 years and the same portion (7.7%) is given to teachers who have the experience of more than 10 years in teaching oral expression. This may indicate that most teachers are experienced in teaching oral expression.

Q.5 According to you, what is the most important skill among the four skills of language?

a. Reading
b. Writing
c. Listening
d. Speaking
Table 5

*The Most Important Skill for Teachers*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>b</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>c</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>d</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>a+b+c+d</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above table shows that most teachers (76.9%) claim that all skills have the same importance in learning foreign languages. However (15.4%) of them notice that writing is the most important skill and just a portion of (7.7%) is given to teachers who believe that speaking is the most important skill. Thus, we can deduce that teachers give all the skills the same importance during the teaching process and they do not consider one skill more important than the others.

Q6. Do you think that listening should be taught?
   a. Yes
   b. No
Table 6

*Teachers’ Attitudes towards Teaching the Listening Skills*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>92.3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6 shows that the great majority of teachers (92.3%) believe that the listening skill should be taught, while only (7.7%) say the opposite. At this point we can deduce that most teachers are aware about the importance of teaching the listening skill.

If yes, select how:

a. Directly  
b. Indirectly  
c. Both

Table 7

*Teachers’ Attitudes towards the Method of Teaching Listening*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directly</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Indirectly</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Both</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results of table 7 show that most teachers (75%) claim that listening should be taught in two ways, directly and indirectly. However, (16.7%) state that listening should be taught directly, and only (8.3%) say that teaching listening must be taught indirectly. Thus, teachers of oral expression use different techniques to teach listening.
Q8. Which language skill is the most difficult for your students to develop?

a. Listening  

b. Speaking  

c. Reading  

d. Writing

Table 8

The Most Difficult Skill for Learners

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4</td>
<td>30.8%</td>
</tr>
<tr>
<td>reading</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>speaking</td>
<td>3</td>
<td>23.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>38.5%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

As it is noticeable in the table above that the majority of teachers (38.5%) claim that the most difficult skill for learners is writing. However, (30.8%) see that learners have difficulties with the listening skill. Yet, (23.1%) of them state that the speaking skill is the main problem of learners. Only a portion of (7.7%) is given to teachers who believe that the most difficult skill for learners is reading. Concerning the difficulty that students face with listening, Rost (1994) explains that “The listener is unable to sustain understanding in an interaction, display limited range of listener responses” (p. 138).

Q1. Do you find it difficult to teach the listening skill in oral session?

a. Yes  

b. No
Table 9

*Teachers’ Attitudes towards the Difficulty of Teaching the Listening Skill in Oral Session*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results of table 9 show that the majority of teachers (61.5%) claim they find difficulties when they teach listening in oral sessions. However, (38.5%) state that teaching listening is not a difficult task.

Q8. In your opinion, is it important to give much attention to listening skill in EFL class?

a. Very important  
b. Important  
c. Not important at all

Table 10

*Teachers’ Perceptions about the Importance of Giving much Attention to Listening Skill in EFL Classes*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>Important</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Not important</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is obvious from the table above that the highest percentage (69.2%) of teachers state that giving much attention to listening skill in EFL classes is very important, while (23.1%) claim that it is important, and only (7.7%) of them say that it is not important to give the listening skill much attention in EFL classes.
Q12. How do you evaluate your students’ listening ability?

a. Deep  
b. Moderate  
c. Broad.  
d. Poor

Table 11

*Teachers’ Opinions about the Students’ Listening Abilities*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Moderate</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Broad</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(38.5%) of teachers claim that their students have a moderate level of listening abilities. However, (30.8%) of them consider their students’ listening abilities as broad. Yet, (23%) of teachers state that their students have a poor listening abilities. Only (7.7%) is given to teachers who say that their students have deep listening abilities.

Q10. In your opinion, which skill should be given more attention while learning English?

a. Reading  
b. Writing  
c. Listening  
d. Speaking
Table 12

*Teachers’ Perception about the Skill to be Given more Attention while Learning English*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>Listening</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 12 shows that (61.5%) of teachers claim that the writing skill is the skill which should be given much attention while teaching English. However, (23.1%) of them consider the speaking skill as the most important skill which should be given much attention while teaching. The percentage (15.4%) is given to teachers who state that listening is the first skill that must obtain more attention in teaching English. However, no one of them choose the reading skill.

**Section Three: Teachers’ Attitudes towards the Use of Audio Short Stories to Improve EFL Learners’ Listening Skill**

Q11. Do you use audio short stories as a listening material in your classroom?

a. Yes  

b. No
The analysis of table 13 shows that the majority of teachers (61.5%) claim that they use audio short stories in their classes. However, a portion of (38.5%) is given to teachers who do not use audio short stories.

Q11. If yes, how often?

a. Always
b. Sometimes
c. Often
d. Rarely

As it is noticeable in the table above (62.5%) of teachers claim that they sometimes use audio short stories. While, (37.5%) of them state that they rarely use audio short stories in
class. This may indicates that most teachers are aware about the positive affect of using audio short stories in teaching foreign languages.

Q-12. Which authentic material do you prefer to use in order to help your students improve their listening skill?

a. Audio materials  
b. Audio-visual materials  
c. Native speakers’ records  
d. Others

Table 15  

Teachers’ Opinions about the Preferred Authentic Material Used to Help Students Improve their Listening Skill

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio materials</td>
<td>3</td>
<td>23,1</td>
</tr>
<tr>
<td>Audio-Visual material</td>
<td>6</td>
<td>46,2</td>
</tr>
<tr>
<td>Native speakers records</td>
<td>4</td>
<td>30,8</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

As it is shown in the table 13, the majority of teachers of oral expression (46.2%) prefer to use Audio-Visual material in order to help students to improve their listening skills. Yet, (30.8%) of them choose the native speakers records to be the appropriate material to develop the students’ listening abilities. (23.1%) of teachers prefer to use only audio material to achieve this aim. That is to say teachers consider the use of audio visual material as a useful tool to help the learners improving their listening skill.

Q.13. What do you think of the use of intensive listening to authentic materials when teaching oral expression?

a- Very useful  
b- Useful  
c- Less useful
Table 16

*Teachers’ Attitudes about the Effectiveness of the Use of Intensive Listening to Authentic Materials when Teaching Oral Expression*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Useful</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Less useful</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

(53.8%) of teachers say that it is useful to use the intensive listening to authentic materials when teaching oral expression. (38.5%) state that it is very useful to practice intensive listening using authentic material when teaching oral expression. Only (7.7%) is given to teachers who believe that making learners listen intensively to authentic materials is less useful. Thus, most teachers believe that the use of intensive listening to authentic materials when teaching oral expression is useful in teaching foreign languages.

Q14. How often do you give your students the opportunity to listen to authentic materials?

a. Always  
b. Sometime  
c. Rarely
Table 17

The Frequency of Students’ Opportunity to Listen to Authentic Material

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above results show that (46.2%) of teachers sometimes give their students the opportunity to listen to authentic material, whereas (38.5%) of them always make their students listen to authentic material. Only (15.4%) of teachers claim that they rarely give their students the opportunity to listen to authentic material.

Q15. Do your students face difficulties while listening?

a. Yes

b. No

Table 18

Teachers’ Opinions about the Students’ Difficulties while Listening

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>13</td>
<td>100.0</td>
</tr>
<tr>
<td>no</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 18 shows that all teachers (100%) claim that their students face difficulties while listening and this because of many reasons, the first reason because students are foreign
language learners and English is not their first language in addition to the lack of listening to native speakers.

Q15 If yes, how often does this problem occur?

a. Often
c. Rarely

b. Sometimes
d. Never

Table 19

Frequency of Students’ Difficulties while Listening

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results obtained from table 19 indicate that (53.8%) of teachers claim that listening problems sometimes occur. (38.5%) of them state that students often have listening problems. While, (7.7%) of teachers say that they rarely have this problem, the same percentage (7.7%) is given to teachers who claim that their students never have the listening problems. That is to say, foreign language learners generally have listening problems.

Q16. Do they encounter difficulties with?

1. Unfamiliar vocabulary
2. Accent problems
3. Quality of Recorded Materials
4. Others
Table 20

*Teachers’ Attitudes towards the Difficulties Encountered by Learners when Listening*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfamiliar vocabulary</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Accent problems</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Quality of recorded materials</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 20 indicates that more than the half (53.8%) of the sample claim that students have difficulties with the unfamiliar vocabulary when they listen to a certain passage. (23.1%) of teachers state that their students suffer from the accent problems, while, (23.1%) of them say that the quality of recorded materials is the main problem of the students when dealing with listening. From the above results, we can deduce that learners do not have a rich vocabulary due to many reasons such as the lack of the exposures to the authentic materials.

Q17 Upon which criteria do you choose the audio short stories included in your oral session?

a. Shortness  
b. Simplicity  
c. Students’ interest  
d. Students’ proficiency
Table 21

The Criteria of Teachers’ Selection of Audio Short Stories

<table>
<thead>
<tr>
<th>Option</th>
<th>Fréquence</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortness</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Simplicity</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Students’ interest</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Students’ proficiency</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above table, we can deduce that (37.5%) of teachers choose simplicity as the main criterion to choose audio short stories. However, (50%) of them choose the audio short stories according to the students’ interest. (12.5%) of teachers consider the shortness as the basic criterion to choose audio short stories.

Q18. As EFL teachers, do audio short stories help learners to develop their listening skills?

a. Agree  b. strongly agree

c. Somehow Agree  d. Disagree
e. Strongly Disagree
Table 22

*Teachers’ Perception about the Effectiveness of Audio Short Stories in Developing the Students’ Listening Skill*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Somehow agree</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 22 indicates that (38.8%) of teachers agree that audio short stories help learners to develop their listening skill, while, (38.8%) of them strongly agree. (23%) of teachers somehow agree about the effectiveness of audio short stories to develop learners’ listening skill. Yet, no one of teachers disagrees. Thus, we may say that audio short stories are helpful to develop the listening skills.

Q19. How can audio short stories be useful for EFL learners?

a. raise their motivation

b. Help them to learn listening

c. Improve their pronunciation

d. Develop their language abilities

e. Afford learners with the exposure to the real language
Table 23

Usefulness of Audio Short Stories

<table>
<thead>
<tr>
<th>Options</th>
<th>Fréquence</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise their motivation</td>
<td>3</td>
<td>23,1</td>
</tr>
<tr>
<td>Help them to learn listening</td>
<td>4</td>
<td>30,8</td>
</tr>
<tr>
<td>Improve their pronunciation</td>
<td>3</td>
<td>23,1</td>
</tr>
<tr>
<td>Develop their language abilities</td>
<td>2</td>
<td>15,4</td>
</tr>
<tr>
<td>Afford learners with the exposure to the real language</td>
<td>1</td>
<td>7,7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

(30.8%) Tha is the highest percentage of teachers agree that audio short stories are useful to help learners learn listening, (23.1%) of them claim that audio short stories have a big role to raise the learners’ motivation. Yet, a portion of (23.1%) is given to teachers who believe that audio short stories are helpful to improve students’ pronunciation, and only (7.7%) of them say that this technique helps learners to develop language abilities.

Q-21. What are the types of listening activities do you prefer to use when using the audio short stories?

a. Summarizing and paraphrasing

b. Gap filling

c. Answering questions

d. Ordering the events
Table 24

The Most Preferred Activities Used with Audio Short Stories

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing and paraphrasing</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Gap filling</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Answering questions</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Ordering the events</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 24 indicates that (30.8%) of teachers use summarizing and paraphrasing activities within audio short stories. The same number of teachers (30.8%) depend on answering questions to be the preferred activities used with audio short stories. However, (23.1%) of them choose gap filling exercises. Yet, a portion of (15.4%) is given to teachers who use activities based on ordering the events.

Q.22 Do you think that the internet is the only source to get the audio short stories?

a. Yes  
b. No

Table 25

Teachers’ Perspectives about the Internet as the only Source of Audio Short Stories

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 21 shows clearly that most of teachers consider the internet as the only source to get audio short stories. However, (23.1%) of them claim that internet is not the only source. As a result, most teachers depend on the internet to get the audio short stories they use in classroom, besides, there are many websites which contain different audios.

Q.23 Do you often design the activities you use?

a. Yes
b. No

Table 26

*Teachers’ Perspectives about Designing the Activities Used with Audio Short Stories*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>69,2</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>30,8</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100,0</td>
</tr>
</tbody>
</table>

From the above table we notice that the majority of teachers (69.2%) design the activities they use with audio short stories by themselves. However, (30.8%) of them do not design the activities.

Section Four: Further suggestions

The above question receives no answers from the participants of this questionnaire.

2.2.4. Discussion of the Results

On the light of the results obtained from the teachers’ questionnaire, we notice that the number of females is more than the number of males. This indicates that females are more interested in teaching the oral expression than males. It is also clear that most teachers have
got a magister degree; that means, oral expression teachers are skilled teachers. It also indicates the importance that is given to teaching the oral expression module.

The English department contains teachers who have got experience of more than ten years on teaching oral expression. Experienced teachers are considered as one of the most important sources of information and their answers are supposed to be of great importance.

Most teachers (76.9%) claim that all skills have the same importance in learning foreign languages. However (15.4%) of them notice that writing is the most important skill, that is to say, oral expression teachers do not focus on just one language skill but they believe that all skills (writing, speaking, listening and reading) should have the same importance. However, others claim that writing is the most important skill to master by learners, they may choose the writing skill because it is the only process that reflects the students’ level especially in exams and tests.

The great majority of teachers (70%) demonstrate that listening should be taught both directly, and indirectly; that is to say, teachers are aware of the importance of listening skills in EFL classes. According to teachers, the most difficult skill for learners is the speaking skill; due to many factors such as the psychological factors. Through our research we deduce that the ignorance of the listening skills has got a great impact on the learners’ speaking skill, as many researchers state that the good listener most of time is a good speaker. Thus, teachers should be aware about the importance of developing the learners’ listening skills.

Many teachers believe that teaching listening is a difficult task for because of the lack of infrastructures i.e. audio visual rooms in addition to the lack of audio visual materials.

It is very important to give the listening skill much attention in EFL classes; because the listening skill is the base of learning any foreign language.

(38.5%) of teachers claim that most of the students listening ability is moderate the others state that their students’ listening abilities is poor. The main reason behind these poor
levels of listening is the ignorance of the listening skills in oral expression sessions, in addition to the lack of audio materials.

As Rebeccal (1993) explains “Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers” (p.15). Thus, teachers must encourage their students to develop their listening abilities through the use of different methods and techniques that suit the learners’ needs.

(46.2%) of teachers prefer to use audio visual materials as the appropriate material to help learners to improve the listening skills. Besides, using authentic material is very effective way of teaching foreign languages especially to develop the language skills, i.e. speaking, writing, listening and reading, in addition to enable the learners to compere between their language and the native speaker’s language; as River (1968) states “The student is in a position to compare objectively a specimen of his own speech in the foreign language with that of native model” (p.321).

(50%) of teachers consider the use of audio short stories as a very useful way to overcome the listening difficulties such as accent problems and the unfamiliar vocabulary. Teachers select audio short stories according to certain criteria like the students’ interest and the simplicity of the short story in order to raise the learners’ motivation and develop their language abilities. As Pardede (2011) states “Short story can also be a powerful and motivating source for teaching both speaking and listening” (p.6). Thus, exposing learners to the target language through audio short stories remains one essential aspect to learn foreign languages.

Besides, audio short stories are very useful materials which help to raise the learners’ motivation, develop their language abilities, improve their pronunciation, afford them with the exposure to the real language and help them to develop their listening strategies.
Teachers use different types of listening activities with audio short stories like: summarizing, paraphrasing and gap filling activities, (76.9%) of them consider the web sites as the main source to obtain the audio short stories they use; however, the others believe that there are other sources. That is to say that websites are the preferred source for most of teachers to obtain different materials.

2.3. Students’ Questionnaire

2.3.1. The sample

The questionnaire is assigned to 40 second year LMD students of English Department at Larbi Ben M’Hidi University from a total population of about 234 students. This sample is chosen because; students have been already using the technique of listening to short stories in the oral session, a fact which we confirmed through a discussion with one of the oral expression teachers.

Besides they are familiar with the way they respond to the audio short stories in oral classes, i.e., learners have already an idea about how they deal with audio short stories in terms of listening stages and strategies in addition to the activities which they practice within this technique. These activities help learners rating the development of their listening abilities.

2.3.2. Description of Questionnaire

This questionnaire is designed for second year students, English Department at Larbi Ben M’Hidi University, to give them an opportunity to express their attitudes towards the use of audio short stories in oral classes and its impact on enhancing their listening skill, in addition to the difficulties they face when they listen to native speakers.

The questionnaire is composed of 25 questions, these questions are divided into four sections: background information, listening skill, attitudes towards the use of audio short stories and further suggestions.

Section One Background Information (Q1_Q4)
This section seeks to find out personal information. It contains four questions. Students are asked about their gender, their choices to study English, their level of English and their feelings towards learning English.

Section two: The Listening Skill (Q5-Q12)

This section consists of eight questions. Question 5 asks about the importance of the listening skills in the teaching and learning process. Q6 asks about the students’ listening abilities. Then, in Q7 students are asked about if they consider the good listening ability important to comprehend English language. Q8 is about whether the learners face difficulties when they listen to any audio material or not. After that students are asked about the importance of using audio materials to improve learners’ listening Q9. Q10 asks whether listening activities in oral sessions are helpful to develop listening abilities. In question number 11 learners are asked if the development of the listening skill needs special training or not. Finally in Q12 students are asked if the good listener learns languages easily and better than the poor listener.

Section Three (Q13-Q25)

It is about the relationship between the use of audio short stories and improving listening skills. Students are asked about the authentic materials used by the teacher in class, and whether they use listening material or not; especially audio short stories. The other questions are about the impact of listening to short stories and to what extent they improve learners’ listening skills, the difficulties they face when listening to them in addition to the different activities used within the audio short stories. And the last question is naming some short stories which they listened to in oral session.
2.3.3. The Analysis of the Questionnaire

Section One: Background Information

Table 27

*Students’ Gender*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>25,0</td>
</tr>
<tr>
<td>female</td>
<td>30</td>
<td>75,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 27 shows that the majority of students are females (75%), however, only 25% males. This probably shows that females had more inclination than males towards studying English. As agreed, most females in the Algerian educational system prefer studying literary branches and foreign languages, unlike males who prefer to choose scientific branches.

Q2. Studying English at the university was

- A personal choice
- Opposed on you

Table 28

*Students’ Choice of English*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A personal choice</td>
<td>35</td>
<td>87,5</td>
</tr>
<tr>
<td>Opposed on you</td>
<td>5</td>
<td>12,5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Table 28 shows that thirty-five students are English students due to their desires, i.e., their personal choice. However, only five students did not choose to study English. The personal choice is considered as a crucial factor that affects the learners’ performance in a positive way.

Q3. Your English level is:

a. Good
b. Average
c. Poor

Table 29

Students’ English level

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Average</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 29 shows that, out of 40 participants, twenty-one of them (52.5%) believe that their level in English is average, thirteen of them (32.5%) claimed that their level is good. (15%) stated that they have a poor level. From these results, we observe that the majority of students of this category have an average level in English.

Q.4 Do you like learning English?

a. Yes
b. No
Table 30

*Students’ Attitudes towards Learning English*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>95,0</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

From the above table, we observe that thirty eight students like and enjoy learning English language which may enhance positively their learning process. On the other side, only two students dislike learning English.

**Section two: Listening Skills**

Q-5 According to you what is the most important skill?

a_ Listening  
b_ Speaking  
c_ Reading  
d_ Writing

**Table 31**

*Students’ Choice of the Most Important Skill*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>11</td>
<td>27,5</td>
</tr>
<tr>
<td>Speaking</td>
<td>16</td>
<td>40,0</td>
</tr>
<tr>
<td>Reading</td>
<td>9</td>
<td>22,5</td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
<td>10,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The main aim of this question is to know the most important skill among the four ones. The majority of students (40%) claimed that speaking is the most important skill in learning, while (27.5%) believe that listening is more important than speaking. (22.5%) is the
percentage of the participants who claimed that reading is the most important one. The Writing skill is the one which took the lowest proportion, this latter is estimated to be only (10%).

Q6. Your listening abilities are:

a. Very good
b. Good
c. Average
d. Poor
e. Very poor

Table 32

**Students’ Listening Abilities**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>6</td>
<td>15,0</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>25,0</td>
</tr>
<tr>
<td>Average</td>
<td>21</td>
<td>52,5</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>5,0</td>
</tr>
<tr>
<td>Very poor</td>
<td>1</td>
<td>2,5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

By looking at table 32, we can notice that (52%) of students claim that their listening ability is average, while (25%) say that their level is good and 15% consider their listening abilities to be very good. 5% of them state that they have poor listening abilities, and only (2.5%) is given to students who have a very poor level in listening. We deduce that most of our participants have an average listening skill level because of many reasons such as the teachers’ ignorance of the listening skill.

Q7. Do you consider good listening ability important to comprehend English?
### Table 33

**Students’ Attitudes towards the Importance of Listening Ability to Comprehend English**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>23</td>
<td>57.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 33 shows that a great majority of students (57.5%) claim that the good listening ability is always important to comprehend English Language. (22.5%) state that good listening abilities are sometimes important to understand English. A portion of (17.5%) say that they rarely consider good listening important to comprehend English. Only (2.5%) from our participants claim that understanding English never needs a good listener. Thus, good listening is considered as one of the most important factors that help learners to comprehend English language.

Q8. Do you face difficulties when you listen to any audio material?

a. Always  
b. Rarely  
c. Sometimes  
d. Never
Table 34

The Frequency of Students’ Difficulties when Listening to Audio Materials

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>15,0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>20</td>
<td>50,0</td>
</tr>
<tr>
<td>Rarely</td>
<td>8</td>
<td>20,0</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
<td>15,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The problem of listening skills is discussed in table (34). It shows that the majority of students, i.e., (50%) sometimes encounter this problem, whereas, (20%) of them assert that they rarely face this problem. Just a portion of (15%) of students claimed that this problem either rarely or always encountered. So, this problem can be solved if the teachers devote enough time for learners to listen to real language through using authentic materials.

Q-9. Do you think that using audio materials is the most important source to improve your listening skills?

a. Always  
b. Rarely  
c. Sometimes  
d. Never
Table 35

Students’ Attitudes towards the Importance of Using Audio Short Stories to Improve Listening Skills

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>17</td>
<td>42.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 35 shows that (42.5%) the highest percentage of students claim that audio materials are always the most important source to improve the listening skill. (32.5%) of the students state that audio materials are not always the most crucial tool to develop the listening abilities. A portion of (15%) is given to students who agree that audio materials are rarely considered as the most important source to improve the listening skill. The least percentage (10%) of students say that using audio materials does not enhance the learners’ listening abilities. Thus the majority of students consider the use of audio materials as the most important source to develop the listening abilities.

Q- 10. Are listening activities in oral sessions helpful to develop listening abilities?

a. Always  b. Rarely

c. Sometimes  d. Never
Table 36

The Usefulness of Using Listening Activities in Oral Session to Develop the students’ Listening Skills

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>16</td>
<td>40,0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>32,5</td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>15,0</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>12,5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 36 shows clearly that most students (40 %) agree that listening activities always help them to enhance their listening skills. Yet, 32% of them claim that they are sometimes helpful to develop listening abilities. However only (15%) state that they are rarely benefited from these activities, and a portion of (12%) is given to students who say that using audio activities is not helpful to develop the learners’ listening skills.

Q-11 Do you think that listening needs special training to be developed?

a. Always                                       b. Rarely

c. Sometimes                                    d. Never
Table 37
*Students’ Attitudes towards the Necessity of a Special Training to Develop the Listening Skill*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>21</td>
<td>52,5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>25,0</td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>15,0</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>7,5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 37 shows that almost half of the students (52%) believe that listening always needs a special training to be developed. (25%) of them state that listening does not always need a training, (30%) of the students see that listening rarely needs a training. However, only (7.5%) of students consider that listening does not need a special training to be developed.

Q-12 Can a good listener learn language easily and better than the poor listener?

a. Always  
b. Rarely 
c. Sometimes  
d. Never  

Table 38
*Students’ Attitude towards the Impact of Having good listening Abilities on Language Learning.*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>23</td>
<td>57,5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>22,5</td>
</tr>
<tr>
<td>Rarely</td>
<td>6</td>
<td>15,0</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>5,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 38 shows that a great majority of students. (57.5%) believe that a good listener always learns better than a poor listener, while (22.5%) claim that this fact is sometimes true.
A portion of (15%) is given to students who see that a good listener is rarely considered as good learner. Still a portion of (5%) is for students claim that good listener never learns better than the poor listener.

Section Three: Audio Short Stories

Q-13. What kind of authentic audio materials do you prefer to listen to in oral session?

a. Long stories  b. songs

c. Short stories  d. Dialogues

e. Others

Table 39

Students’ Preferable Audio Material in Oral Session

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>long stories</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Songs</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Short stories</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Dialogues</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

As the results indicate in table 39, (25%) of students view that songs are the favorite audio material which they prefer to listen to in oral session. About (40%) students consider short stories as the appropriate audio material to be used in EFL oral classes. A portion of (30%) is given to students who claim that they prefer to listen to dialogues as an audio material in oral sessions. Only (5%) of them choose long stories to be their preferable material used in oral sessions.
Q14. Do you like listening to audio material in oral session?

a. Yes

b. No

Table 40

*Students’ Attitudes towards Listening to Audio Short Stories in Oral Session*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 40 shows clearly that most students (67.5%) like listening to audio materials in oral sessions. Only (32.5%) do not like using audio material in oral classes.

Q15. Does your teacher use audio short stories in oral session?

a. Yes

b. No

Table 41

*The Use of Audio Short stories by Teachers*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 41, it is clear that (72.5%) of students state that their teachers do use audio short stories in oral session. However, (27.5%) of them state the opposite.

Q16. When using aural authentic materials, how often does your teacher repeat the listening passage?

a. two times  
b. Three times  
c. More than 3times
Table 42

*Teachers’ Repetition of the Listening Passage*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two time</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Three times</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td>More than 3 times</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is noted from table 42 that (47.5%) of students state that the listening passage is repeated more than three times, about (35%) of them claim that their teachers repeat the listening passage three times. Only (17.5%) of them say that the passage is repeated two times.

Q17. Do you think that listening to short stories is the appropriate source to improve your listening skills?

a. Yes

b. No

Table 43

*Students’ Attitudes towards Audio Short Stories as a Source to Improve their Listening Skills*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 43 shows clearly that most students (67.5%) agree that audio short stories are the appropriate source to improve listening skills. However, only (32%) do not believe that the use of audio short stories is helpful to develop the listening abilities.

Q18. To what extent do audio short stories improve your listening skill?

a. Very much  

b. a little bit  

c. Somehow  

d. Not at all  

Table 44  

Students’ Attitudes towards the Importance of Audio Short Stories to Improve their Listening Skill

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>16</td>
<td>40,0</td>
</tr>
<tr>
<td>A little</td>
<td>11</td>
<td>27,5</td>
</tr>
<tr>
<td>Somehow</td>
<td>10</td>
<td>25,0</td>
</tr>
<tr>
<td>Not at all</td>
<td>3</td>
<td>7,5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

It is obvious from the table above that (40%) of the students claim that audio short stories are very helpful to improve the listening skill, and (25%) of the students state that audio short stories are somehow helpful to develop listening abilities. A portion of (27.5%) is given to students who state that audio short stories have a little impact on improving the listening skills. Yet, only (7.5%) of them believe that this technique has no impact on improving the listening skills.

Q19. When you listen to short stories, do you think you are learning better than listening to the other authentic materials?

a. Yes  

b. No
Table 45

Students’ Perception about Learning with Audio Short Stories Compared to other Audio Materials.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>60,0</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>40,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The problem of the appropriate authentic listening material is discussed in the table 45. It shows that the majority of students, i.e., (60%) agree that listening to short stories make them learn better than listening to other authentic materials. Yet, (40%) of them claim that using audio short stories is not the best source to improve listening abilities.

Q-20. When you listen to short stories, what kind of difficulties do you encounter?

a. Unfamiliar vocabulary
b. Accent problems
c. Quality of Recorded Materials
d. Others

Table 46

Difficulties Faced by Students when Listening to Audio Short Stories

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfamiliar vocabulary</td>
<td>19</td>
<td>47,5</td>
</tr>
<tr>
<td>Accent problems</td>
<td>13</td>
<td>32,5</td>
</tr>
<tr>
<td>Quality of Recorded Materials</td>
<td>8</td>
<td>20,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Table 46 shows that (47.5%) of students face problems of unfamiliar vocabulary. (32.5%) of them state that they suffer from accent problems. The least percentage of students (20%) claims that they have problems with the quality of recorded materials.

Q-21. Which aspect does audio short stories tend to enhance more?

a. To Improve listening ability
b. To Learn prononciation
c. To Learn new vocabulary
d. To raise your motivation
e. To afford with the exposure to the real language

Table 47

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve listening ability</td>
<td>16</td>
<td>40,0</td>
</tr>
<tr>
<td>To learn pronunciation</td>
<td>11</td>
<td>27,5</td>
</tr>
<tr>
<td>To learn new vocabulary</td>
<td>5</td>
<td>12,5</td>
</tr>
<tr>
<td>To raise your motivation</td>
<td>3</td>
<td>7,5</td>
</tr>
<tr>
<td>To afford with the exposure to</td>
<td>5</td>
<td>12,5</td>
</tr>
<tr>
<td>real language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 47 clearly shows that (40%) of students believe that audio short stories help them to improve the listening abilities. (27%) of students see audio short stories as a significant tool to learn pronunciation. Yet (12.5%) of them claim that audio short stories are helpful to learn new vocabulary. Others (12.5%) state that audio short stories afford them with the exposure to real language. However, only (7.5%) of the students consider short stories as a motivating tool.
Q22. Using audio short stories in EFL classroom is beneficial.

a) Strongly agree  b) Agree  c) Somehow Agree  
d) Disagree  e) Strongly Disagree

Table 48

*Usefulness of Audio Short Stories in EFL Classroom*

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Somehow agree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As the above table shows, It is observed that (37.5%) of students agree that using audio short stories in EFL classrooms is beneficial. Besides, (32.5%) of students strongly agree with the idea that audio short stories are useful to teach foreign languages. Yet, (20%) of them strongly disagree. A portion of (7.5%) is given to students who disagree with the usefulness of audio short stories in EFL classes. However, only (2.5%) of students state that audio short stories are somehow beneficial for learners.

Q.23. When your teacher uses audio short stories, do you expect the development of your listening skill to be so immediate?

a. Yes
b. No
Table 49

*Students’ Attitudes toward the Development of their Listening Skills when Using Audio *Short Stories*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>55,0</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>45,0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

From table 23, it is clear that (55%) of students claim that they expect the development of their listening skill to be so immediate. However, (45%) of them state the opposite.

Q24. What are the activities which your teacher use after you listen to audio short stories?

a. Summarizing and paraphrasing  
b. Gap filling  
c. Answering questions  
d. Ordering the events

Table 50

*The Activities Used by Teachers when Using Audio Short Stories*

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing and paraphrasing</td>
<td>14</td>
<td>35,0</td>
</tr>
<tr>
<td>Gap filling</td>
<td>10</td>
<td>25,0</td>
</tr>
<tr>
<td>Answering questions</td>
<td>13</td>
<td>32,5</td>
</tr>
<tr>
<td>Ordering the events</td>
<td>3</td>
<td>7,5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The analysis of table 50 shows that (35%) of student claim that their teachers use summarizing and paraphrasing activities after listening to audio short stories, while (32.5%)
of them state that they use answering different questions, and a portion of (25%) say that their teachers give them gap filling exercises after listening to short stories.

Concerning section four none give further suggestions.

2.3.4. Discussion of the Results

On the light of the results obtained from the students’ questionnaire, we notice that females had more inclination than males towards studying English language. Generally most females in the Algerian educational system prefer studying literary branches and foreign languages, unlike males who prefer to choose scientific branches.

The majority of students consider their level in English as average. The remaining students claim that their level in English is good; this means that most students have a good perception towards learning English language.

(52.5%) of students like learning English. This is proved through their choice of studying English at university which was a personal choice.

Most of students (40%) consider the speaking skill as the most important skill since it permits them to express their ideas and opinions during the learning process, listening was in the second rank due to its crucial role in acquiring and developing the target language.

(52.5%) of students consider their listening abilities average. The rest claim that their listening abilities are good. These results showed that teachers provide their learners with appropriate authentic materials that help them to develop their listening abilities, because the good listening abilities are the key concept to comprehend English language. Thus, teachers should give much importance to listening skill through incorporating different materials in their courses.

About (65%) of students face difficulties when they listen to audio materials. These difficulties appear due to many reasons. Thus, teachers have to provide learners with the suitable conditions to overcome these difficulties.
Audio materials are considered as the most important source to improve the learners’ listening skills. That is to say, teaching foreign languages needs to afford learners with the exposure to the real language, to achieve this aim, teachers should design specific materials which suit the learners’ level, needs and interest. Besides, using listening activities is considered as one of the most effective techniques to teach English. These activities have a great role in helping learners to engage within the audio material selected by the teacher. In addition to that, listening activities are very useful for teachers to evaluate their learners.

EFL learners need a special training in order to learn how to listen to the target language because listening is considered as a very complex skill which really needs a training to be developed by using different methods, techniques and materials.

(57.5%) of students believe that the good listener learns better and more easily than the poor listener because he can recognize what he is listening to since he is familiar with different aspects such as the new vocabulary, accents, the correct pronunciation etc…, Hence, teachers should focus on improving the learners’ listening skills in order to achieve an effective learning.

(40%) consider audio short stories as the most appropriate material to be used in oral classes. (30%) of students prefer to listen to songs as an authentic audio material in oral session. That is to say, students learn better with the use of audio short stories because they help them to raise their motivation, to develop listening abilities, to learn new vocabulary and to improve their pronunciation.

The majority of teachers use audio short stories in oral session and expose learners to the real language by repeating the listening passage more than three times in order to give the learners the opportunity to listen and understand the passage, because repetition is an effective technique that help learners to develop their listening abilities and encourage them to
memorize the new vocabulary, to learn how to use tenses and to acquire the correct pronunciation.

(67.5%) of students state that listening to audio short stories is the appropriate source for learners to improve their listening abilities. Students learn better when they listen to short stories rather than the other audio materials such as dialogues long stories and songs. Audio short stories help learners to develop their critical thinking, motivate and cultivate them and help them to improve all the language skills.

Most of EFL students face many difficulties when they listen to audio short stories especially with the unfamiliar vocabulary and accent problems because of their poor listening and the lack of using audio material in EFL classes. To overcome these difficulties, teachers should design special materials in order to help the learners to improve their language abilities.

(40%) of students believe that the most enhanced aspects when using audio short stories are listening abilities and pronunciation in addition to training the learners’ ears to be familiar with different accent, acquiring new vocabulary and learning the correct pronunciation of words.

Using audio short stories is very beneficial since they enable the learners to observe the development of their listening skill through providing them with different activities such as summarizing and paraphrasing, gap filling and answering questions. These activities are very useful for learners to develop all the language skills.

**Conclusion**

The current study aims at investigating teachers’ and students’ attitudes towards the use of audio short stories to enhance EFL learners’ listening skills. The results obtained from the two questionnaires denote that students enjoy the use of audio short stories in oral sessions in addition to their positive attitudes towards their effectiveness in developing the language
abilities especially the listening skills. Teachers consider the use of audio short stories as one of the most effective techniques to develop the learners’ language skills and to afford learners with the real language.
General Conclusion

Developing the listening skill is a hard task for both teachers and learners. Teachers as material providers should work hard to use the appropriate materials which help their students to learn the language in an enjoyable atmosphere by taking into account many aspects, such as the learners’ needs and interests. Students learn better when exposing them to a motivational material in which they enjoy learning. Yet, developing the learners’ listening skills is a very challenging task since many of learners encounter many difficulties when they listen. Accordingly, teachers may use different techniques to help learners overcome all the listening difficulties. Thus, using audio short stories is considered as one of the most crucial technique to improve all the language skills especially the listening skills.

The present study sheds light on students’ and teachers’ attitudes towards the use of audio short stories to enhance the learners’ listening skill. The hypothesis set was that learners and teachers would have positive attitudes towards incorporating audio short stories in EFL oral settings to improve the learners’ listening abilities. This hypothesis was confirmed through the results obtained from both questionnaires of oral expression teachers and second year LMD students of English.

The results of the analysis of teachers and students questionnaire showed that both of them were aware of the positive effect of using audio short stories in teaching and learning the listening skills. Teachers consider audio short stories as one of the most important techniques which have a great impact on the development of the language skills. To use this technique, teachers should take into account many aspects to expose learners with the appropriate short story which suit their needs, level and interests. Audio short stories help learners to raise their motivation in order to achieve their aims and play a great role in affording learners with the real language. Thus, learners will benefit from this material and they will be exposed directly to native speakers’ language.
Limitation of the Study

Concerning the limitations of the study, the sample of our study was not that big number because not all second year students had the opportunity to use audio short stories in oral session module. They were just 40 students out of 234, so the results were not 100% reliable to a large extent. There was also the problem of the limited time we had, we were obliged to use a questionnaire since it allows us to gather a large amount of data in a short period of time. The data collected from the questionnaire are not 100% valid, because we cannot consider the participants’ answers as 100% trustful. Another problem is that most respondents did not give justifications to open-ended questions and no one gives further suggestions.

Pedagogical Recommendation

The present study validates the positive effect of using audio short stories on enhancing students’ listening skills. Thus, it is recommended for EFL teachers to use such material in oral expression sessions. In fact, EFL teachers are not adequately aware about the importance of the listening skill in learning foreign languages. Thus the teaching curriculum should contain adequate listening activities in order to give the learners the opportunity to be exposed to the real language. It is also hoped to use audio short stories in oral sessions in a regular manner. Besides, the administration should provide the teachers with the media equipments needed. Hence, the regular implementation of listening to audio short stories could be the appropriate solution for listening difficulties. Besides, teachers are also supposed to select the suitable materials for learners with regard to their level, interest and needs.
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*SAGE Reference Online.*

Teachers’ Questionnaire

Dear Teacher,

This questionnaire is designed for the aim of collecting data for my study which aims to investigate teachers’ and students’ attitudes towards the use of audio short stories to enhance the EFL learners’ listening skill.

You are invited to take part in this investigation and I would be very grateful and thankful if you could answer these questions as sincerely as possible. Please answer each statement by ticking in the corresponding box (es).

Please feel free to share your opinions and thoughts. Your ideas are highly valued and your cooperation is genuinely appreciated.

May I thank you in advance

Presented by Miss. Doumir Mouchira

Department of English

LAribi Ben M’Hidi University

Oum El Bouaghi
Section one: Background information

1. Gender
   a. Male □
   b. Female □

2. Educational Qualification
   a. License □
   b. Master □
   c. Magister □
   d. PhD □

3. How long have you been teaching English at university?
   a-From 1 to 5 years □
   b-From 5 to 10 years □
   c-More than 10 years □

4. How long have you been teaching oral expression?

Section two: The Listening skill

5. According to you, what is the most important skill among the four skills of language?
   a. Reading □
   b. Writing □
   c. Listening □
   d. Speaking □

6. Do you think that listening should be taught?
   a. Yes □
   b. No □

   If yes, select how:
   a. Directly □
   b. Indirectly □
   c. Both □

7. Which language skill is the most difficult for your students to develop?
   a. Listening □
   b. Speaking □
   c. Reading □
   d. Writing □

8. Do you find it difficult to teach the listening skill in oral sessions?
   Yes □
   No □
9. In your opinion, is it important to give much attention to listening skill in the EFL class?
   a. Very important ☐  important ☐  c. Not important at all ☐

10. How do you evaluate your students’ listening ability?
    a. Deep ☐  b. Moderate ☐
    c. Broad. ☐  d. Poor ☐

11. In your opinion, which skill should be given more attention while learning English?
    a. Reading ☐  c. Listening ☐
    b. Writing ☐  d. Speaking ☐

Section Three: Teachers’ Attitudes towards the use of audio short stories to improve EFL learners’ listening skill

12. Do you use audio short stories as a listening material in your classroom?
    a. Yes ☐  b. No ☐
    - If yes, how often?
      a. Always ☐  c. Often ☐
      b. Sometimes ☐  d. Rarely ☐

13. Which authentic material do you prefer to use in order to help your students improve their listening skill?
    a. Audio materials ☐  b. Audio-visual materials ☐
    c. Native speakers’ records ☐  d. Others ☐
    Please specify
    ........................................................................................................................................................................

14. What do you think of the use of intensive listening to authentic materials when teaching oral expression?
    a- Very useful ☐  b- Useful ☐  c- Less useful ☐

15. How often do you give your students the opportunity to listen to authentic material?
16. Do your students face difficulties while listening?
   a. Yes ☐   b. No ☐

If yes, how often does this problem occur?

17. Do they encounter difficulties with?
   1. Unfamiliar vocabulary ☐   2. Accent problems ☐
   3. Quality of Recorded Materials ☐   4. Others ☐
   Please specify
   ........................................................................................................................................
   ........................................................................................................................................

18. As an EFL teacher, what are the other authentic materials you use to help your students overcome these difficulties?
   ........................................................................................................................................
   ........................................................................................................................................

19. Upon which criteria do you choose the audio short stories included in your oral session?
   a. Shortness ☐   b. Simplicity ☐
   c. Students’ interest ☐   d. Students’ proficiency ☐
   e. Others ☐
   - Please specify
   ........................................................................................................................................
   ........................................................................................................................................

20. As EFL Teachers, do audio short stories help learners to develop their listening skills?
   a. Agree ☐   b. strongly agree ☐
   c. Somehow Agree ☐   d. Disagree ☐
   e. Strongly Disagree ☐

   Explain
   ........................................................................................................................................
   ........................................................................................................................................

21. How can audio short stories be useful for EFL learners?
   a. raise their motivation ☐
b. Help them to learn listening

c. Improve their pronunciation

d. Develop their language abilities

e. Afford learners with the exposure to the real language

**NB:** You may choose more than one choice.

22. What are the types of listening activities do you prefer to use when using the audio short stories?

a. Summarizing and paraphrasing

b. Gap filling

c. Answering questions

d. Ordering the events

e. Others

23. Do you think that the internet is the only source to get the audio short stories?

Yes  No

24. Do you often design the activities you use?

Yes  No

If yes please justify

Section Four: Further Suggestion or Comments

25. Any further suggestions

Thank you for time
Dear students,

The following questionnaire was designed to collect data for a research entitled:” Teachers’ and Learners’ attitudes towards the use of audio short stories to enhance EFL learners’ listening skill. “ at Larbi Ben M’hidi University. It seeks to investigate the use of audio short stories on second year university student in order to improve their listening skill. The data collected will help us to know how much audio short stories are helpful for EFL learners and to discover all the possible suggestions about its incorporation in the Algerian EFL classes.

I would be so grateful if you collaborate with us by answering this questionnaire as accurately as possible. Your contribution is very much appreciated. Please choose the answer by ticking the box(es) that seem appropriate for you.

Please feel free to show your opinion and thoughts about this topic

Thank you for your cooperation.

Miss: Doumir Mouchira

Faculty of letters and languages

Larbi Ben M’hidi University

Oum El-Bouaghi
Section One: Background Information

1. Sex: a-Male □ b-Female □

2. Studying English at the university was:
   a-A personal choice □ b-Opposed on you □

3. Your level of English is:
   a- Good □ b-Average □ c-Poor □

4. Do you like learning English?
   - Yes □ - No □
   Please justify
   ……………………………………………………………………………………………………………………………

Section Two: The listening skill

5. According to you what is the most important skill
   a_ Listening □ b_ Speaking □
   c_ Reading □ d_ Writing □
   - Justify your answer please
   ……………………………………………………………………………………………………………………………

6. Your listening abilities are:
   a. Very good □ b. Good □
   c. Average □ d. Poor □
   e. Very poor □

NB: Please answer the following statements by putting (×) in the box which expresses your perspectives:
<table>
<thead>
<tr>
<th>N</th>
<th>Statements</th>
<th>Always</th>
<th>sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Do you consider good listening ability important to comprehend English language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do you face difficulties when you listen to any audio material?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you think that using audio materials is the most important source to improve your listening skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Are listening activities in oral sessions helpful to develop listening abilities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Do you think that listening needs special training to develop?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Can a good listener learn languages easily and better than the poor listener?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section Three: Audio Short Stories**

13. What kind of authentic audio materials do you prefer to listen to in oral sessions?
   a. Long stories [ ]
   b. Songs [ ]
   c. Short stories [ ]
   d. Dialogues [ ]
   e. Others [ ]

14. Do you like listening to audio materials in oral sessions?
   a. Yes [ ]
   b. No [ ]

   Please specify

15. Does your teacher use audio short stories in oral sessions?
   a) Yes [ ]
   b) No [ ]

16. When using aural authentic materials, how often does your teacher repeat the listening passage?
   a. Two times [ ]
   b. Three times [ ]
   c. More than 3 times [ ]

17. Do you think that listening to short stories is the appropriate source to improve your listening skills?
   a) Yes [ ]
   b) No [ ]
If “No” please justify

18. To what extent do audio short stories improve your listening skill.
   a) Very much  [ ]   c) Somehow  [ ]
   b) A little bit  [ ]   d) Not at all  [ ]

19. When you listen to short stories, do you think you are learning better than listening to the other authentic materials?
   Yes  [ ]   No  [ ]

20. When you listen to short stories, what kind of difficulties do you encounter?
   a. Unfamiliar vocabulary  [ ]
   b. Accent problems  [ ]
   c. Quality of Recorded Materials  [ ]
   d. Others  [ ]

   - Please specify

21. Which aspect does audio short stories tend to enhance more?
   a. To Improve listening ability  [ ]
   b. To Learn pronunciation  [ ]
   c. To Learn new vocabulary  [ ]
   d. To raise your motivation  [ ]
   e. To afford with the exposure to the real language  [ ]
   f. Others  [ ]

   - Please specify

22. Using audio short stories in EFL classroom is beneficial
   a) Strongly agree  [ ]   b) Agree  [ ]   c) Somehow Agree  [ ]
   d) Disagree  [ ]   e) Strongly Disagree  [ ]
23. When your teacher uses audio short stories. Do you expect the development of your listening skill to be so immediate?
   Yes □  No □

24. What are the activities which your teacher use after you listen to audio short stories?
   a. Summarizing and paraphrasing □
   b. Gap filling □
   c. Answering questions □
   d. Ordering the events □

25. Name some short stories you listened to in oral sessions?
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

Section Four: Further Suggestion or comments

26. If you have any further suggestions, please share.
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

Thank you for time
الملخص

يعتبر تطوير القدرات السمعية للمتعلم من أهم أساسيات اكتساب اللغات الجينية حيث يعمل الإستاذ جاهداً على اختيار الوسائل المناسبة لمساعدة المتعلمين على تحسين مهاراتهم اللغوية. من بين هذه الوسائل هي موارد الاستماع الإصطناعية مثل البرامج والكتب القصصية الخ. يعد استخدام القصص القصيرة المسموعة أحد أهم وسائل تعليم اللغة وتطوير القدرات السمعية لدى المتعلمين. تهدف هذه الدراسة إلى تحليل مواقف كل من الإستاذة و الطلبة من استخدام القصص القصيرة المسموعة في حصص التعبير الشفوي و مدى تأثيرها على القدرات السمعية للطالب و في هذا الصدد تم تحديد فرضية أساسية وهي أن تكون أداء كل من الطلبة و الإستاذة إيجابية نحو استخدام القصص القصيرة المسموعة لتحسين المهارات السمعية للمتعلم. و لتحقيق النتائج المرجوة تم تقديم استبيانات لكل استاذة التعبير الشفوي في قسم اللغة الإنجليزية و هم 13 استاذًا إضافة إلى 40 طالب من السنة الثانية ليسانس من أصل 234 و من خلال التحليل و النتائج المتحصل عليها تم تأكيد الفرضية السابقة و أثبتت وجود تأثير إيجابي في القدرات السمعية للمتعلم عند استخدام القصص القصيرة المسموعة.

الكلمات المفتاحية

القصص القصيرة المسموعة

المهارات السمعية
Résumé

L’intégration de la littérature dans l’enseignement des langues étrangères doit être une méthode très efficace pour améliorer les compétences d’écoute des élèves. L’utilisation de nouvelles est soutenue par de nombreux chercheurs dans le domaine de la pédagogie des langues en raison de sa simplicité et la brièveté par rapport aux autres genres littéraire. La présente étude vise à mettre les attitudes des enseignants de module d’expression orale et des étudiants à l’égard de l’utilisation de nouvelles pour améliorer les compétences d’écoute des élèves. Pour répondre à l’objectif de la présente étude deux questionnaires ont été adressés aux étudiants LMD deuxième Année et les enseignants de l’expression orale pour recueillir des données valables sur leur attitudes à l’égard de l’effet d’utilisations des nouvelles sur le renforcement des compétences d’écoute des élèves. Cette étude a lien au département d’anglais de l’université Larbi Ben Mhidi, Oum El Bouaghi. L’analyse des résultats obtenus par les questionnaires à noter que les étudiants et les enseignants apprécient l’utilisation de nouvelles pour améliores des compétences d’écoute des étudiant.

Les mots clé

Les compétences d’écoute

Les nouvelles