People's Democratic Republic of Algeria

**Ministry of Higher Education and Scientific Research
Kasdi Merbah Ouargla University**

Faculty of Letters and Languages

Department of Letters and English Language

Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in field of English Language and Literature

Specialty: Linguistics

Teachers' Attitudes Towards the Use of Audio Scripts to Enhance EFL Learners' Listening Skill

A Case Study of Middle School Teachers

Presented and publicly defended by
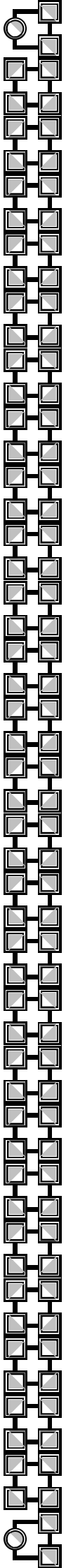
SARA GUENDOUZ

Supervised by

Dr. Bajadi Nour El Imane

Jury

Dr. BENZOUKH Halima	President	KMU- Ouargla
Dr.BADJADI Nour El Imane	Supervisor	KMU- Ouargla
Dr. BOUTEMEDJET Ibtisam	Examiner	KMU- Ouargla

Academic Year:

2021/2022

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. 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. To my father's pure soul, your support and tenderness have always been in the back of my every thought. Knowing that my success is what gladdens you the most is a delight that I will forever be grateful for.

To my dear brothers Zine AL Abidine and Mohammed Lassaad with their wives.

To my dear sisters Souad, Salima, Radia, Mona, Afaf, Ibtisam with their husbands.

To my Sweet beautiful sister and my friend, Hanane who has supported me very generously.

«To Myself »

GUENDOUZ SARA

Acknowledgements

First of all, I would like to thank Allah for enlightening my way and giving me patient and willingness to complete this research.

My deepest respect, thanks, and gratitude to my supervisor Dr. BADJADI Nour El Imane who made the realization of the present work possible. I would like to thank her for her accurate advice and endless patience throughout the stages of this research. Words are not enough, but it was an honour for me to get her as a supervisor.

I also would like to thank the board examiners Dr. BENZOUKH Halima and Dr.BOUTEMEDJET Ibtisam who accepted to read and help me polish up my dissertation. Thanks also go to Middle school teachers who have helped me very sincerely in answering the questionnaire.

Abstract

Enhancing EFL learners' listening skill is one of the most important aims of foreign language acquisition; this aim is achieved through providing appropriate techniques and effective strategies that improve learners' language skills. One of these techniques is audio passages and their corresponding scripts. The present study aims at pointing out middle school teachers'attitudes towards incorporating audio scripts in EFL classrooms and their impact on the learners' listening skill. Bearing this in mind, two basic hypotheses were identified: the first is that teachers will have positive opinions about the use of audio scripts to enhance EFL learners' listening skill. The second hypothesis is that the assimilation of audio scripts can help learners in EFL classrooms improve their listening skill. To achieve the set aims of this research, a questionnaire was conducted with a sample of teachers in order to build a reliable picture of teachers' attitudes towards the use of audio scripts.

key words: audio scripts, listening skill, teacher attitudes, skills integration, teaching materials design

List of Abbreviations and Symbols

EFL: English as a foreign Language

ESL: English as a second language

FL: Foreign language

L2: Second Language

Q: Question

%: Percentage of Teachers/ Students

List of Tables

List of Figures

Table of Contents

Part one: Theoretical Overview about the Related Literature
Chapter One: The listening skill

Chapter Two: The Integration of Audio Materials with Script

Part Two: The Field Work

Chapter Three: Methodology, Results, and Discussion

General Introduction

1. Statement of the Problem

Nowadays, listening is seen as an important component of language teaching and learning. It is a complex process that is best developed through consistent practice. In the classroom, teachers have to includ some authentic materials that help EFL/ESL learners to have much opportunity to learn about the real language as it is produced by native speakers; thus, it helps learners develop effective listening skills. In fact, most EFL learners at middle school face many difficulties when it comes to enhancing their listening skill. therefore, teachers should take these problems into account and try to solve them by including different teaching materials that might stimulate language use. In this study, we will focus on the use of audio scripts in classrooms to enhance EFL learners listening skill. It is hoped to find some positive attitudes among teachers towards the use of these materials to help learners improve their listening skills.

2.Aim of the Study

The present study aims at pointing out the teachers' attitudes towards incorporating audio scripts in EFL classrooms to enhance the learners' listening skill.

3.Research Questions

This study seeks to answer the following questions:

Q1. What are teachers' attitudes towards the use of audio scripts as teaching materials to enhance EFL learners' listening skill?

Q2. From the teachers' perspective, in what ways can the use of audio scripts lead to the development of learners' listening skill?

4.Hypothesis

The hypotheses suggested in this study are:

- Teachers have positive attitudes towards using audio scripts to improve learners' listening skill.
- the incorporating of audio scripts can help learners in EFL classroom improve their listening skill.

5.Methodology

5.1. The Sample

To achieve the aims of this study, we dealt with a sample of 17 English language teachers from different middle schools. One form of a questionnaire was used, and it was delivered to middle school English teachers. They have been chosen as participants because teachers' opinions at that level are of much importance bearing in mind that one of the important teacher's roles in the session is to observe and evaluate students' skills .

5.2.Procedure

To achieve the aim of this study, a descriptive method was used to collect valid data. A questionnaire was distributed to English language teachers from different middle schools. The questionnaire aims to build a reliable picture of teachers' attitudes towards the use of audio scripts to enhance EFL learners' listening skill.

6.Structure of the Study

The present study is divided into two parts, one is,theoretical overview about the related literature containing two chapters, and the other part is the field work including one chapter. In the first chapter, we are going to talk about the definition of listening, the difference between listening and hearing, the process of listening, the strategies of Listening, types of listening which are intensive and extensive listening. In the second chapter, we will explain the integration of audio materials with script to enhance the listening skill , we are going to talk about the authentic materials ,types of authentic materials , authentic listening-viewing Materials , authentic printed materials , authentic listening materials , audio materials across the stages of listening , pre-listening stage , while-listening stage , post-listening stage , importance of using audio materials in the foreign language class , audio materials as a motivational tool in the classroom ,using scripts in listening .The third chapter in the second part , the field work , we will describe and analyze the results of data collection tools which means the questionnaire .

The dissertation conclude by a general conclusion which is intended to sum up the final findings of the study as well as some recommendations and proposals about teachers' attitudes towards the use of audio scripts to enhance EFL learners' listening skill, and finally a hint at the limitations of the present study and suggestions for further research.

Part one :

Theoretical Overview about the Related Literature

Chapter One : The Listening Skill

Chapter One: The Listening Skill

Introduction

   Listening is seen as an important component of language teaching and learning, it is essential because it helps students to develop their communicative abilities and it gives them the opportunity to acquire the second language.

   In this chapter, we shed light on the definition of listening then we mention the theoretical difference between listening and hearing, moving to the process of listening which includes, recieving, attending, understanding, remembering, evaluating, and responding. Moreover, another part of this section is devoted to clarifying the strategies of listening which is divided into top-down process and bottom-up process. Furthermore, we mention the most important types of listening which are intensive and extensive listening.

1.Definition of Listening

   Listening has been defined differently by many researchers. Hamouda (2013) defined listening as the ability to recognize and understand what others are telling. According to Rost (1994), listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language. Rost (2002) furthermore stated that listening is a complex processes of interpretation through which listeners match what they hear with what they already know.

   According to these definitions, listening is a fundamental part not only for the communication process, but also for educational attainment, and the acquisition of a range of other skills such as reading, speaking and writing. It is one of the most important language skills that students learn and acquire.

   Listening is key to all effective communication, it is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

2.Significance of the Listening Skill

   Listening has long been the neglected skill in the second language acquisition process, but nowadays there is an increased interest in L2 listening ability because it has been shown to be effective in triggering language learning.

   According to Lundsteen (1979), listening is the first skill to appear; he continued that children listen before they speak. Hedge (2000) expressed that listening has an important role

in everyday life and when people are engaged in communication,9 percent is spent to writing ,16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process. Hedge (2000) also pointed out that modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. She furthermore emphasized that listening is of great importance in English language classrooms.

Moreover, listening has a significant effect on the other language skills. It develops speaking by improving pronunciation, writing by acquiring vocabularies and reading. 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.

3.Difference between Hearing and Listening

Many people use the words 'listen' and 'hear' but they probably do not know that they differ in meaning; it may seem that they serve the same purpose, but there are major differences between them.

Hearing precedes listening, it is a functional process which does not require a special skill that a person learns because it is innate. Listening is a positive mental activity, it requires effort, focus and attention.

According to Merriam-Webster, hearing is a process, function, or power of perceiving sound, specifically, the special sense by which noises and tones are received as stimuli, while listening means to pay attention to sound, to hear something with thoughtful attention and to give consideration. There is a relationship between hearing and listening, although they are not synonyms, but they share the same process which is sound perception. According to Tyagi (2013) hearing is the perception of sound waves; you must initially hear to listen, but you do not necessarily need to listen in order to hear.

Basis for Comparison	Hearing	Listening
Meaning	Hearing refers to one's ability to perceive sounds, by receiving vibrations through ears.	Listening is something done consciously, that involve the analysis and understanding of the sounds you hear.
What is it?	An ability	A skill
Nature	Primary and continuous	Secondary and temporary
Act	Physiological	Psychological
Involves	Receipt of message through ears.	Interpretation of the message received by ears.
Process	Passive bodily process	Active mental process
Occurs at	Subconscious level	Conscious level
Use of senses	Only one	More than one
Reason	We are neither aware nor we have any control over the sounds we hear.	We listen to acquire knowledge and receive information.
Concentration	Not required	Required

Table 01: Hearing vs. Listening

4.The Process of Listening

In order to be a successful listener you must hear and identify the speech sounds addressed to you, understand the message of those sounds and then critically evaluate or assess that message. These stages are commonly regarded as a simple process, but it is a complicated process. For instance, DeVito (2000) has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding.

4.1.Receiving

Receiving is the first stage in the listening process; it involves hearing and attending which are needed for the next stage. It refers to the attentive act of hearing speaker's message. As we mentioned before, hearing is a functional process that does not require a special skill that a person learns because it is innate, while, attending is considered as process of accurately identifying and interpreting particular sounds that we hear as words. Attending involves being able to discern human speech, it is known as speech segmentation.

4.2.Understanding

The second stage in the listening process is the understanding stage, it is the most important stage to achieve an effective listening. In this stage, the listener attempt to learn the meaning of the message which determines the context and meanings of the words s/he hears through a process called decoding.

4.3.Remembering

In the listening process, remembering is the third stage; it is related to the memory. Remembering stage occurs when the listener categorizes and retains the information gathered from the speaker for future access. It is the act of recalling a pre-existing knowledge.

Remembering begins with listening, if you can't remember something that was said you may not have been listening effectively. Wolvin and Coakley note that the most common reason for not remembering a message after the fact is because it wasn't really learned in the first place (Wolvin & Coakley, 1996). According to Gluck & Mercado & Myers (2008), the listener can improve his memory of a message by processing it meaningfully - that is, by applying it in ways that are meaningful to him.

4.4.Evaluating

Evaluating is the fourth stage of listening process; in this stage, the listener assesses the information received. The evaluation of the same message may differ from one listener to another; this stage occurs most effectively once the listener fully understands what the speaker is trying to say.

4.5.Responding

The last stage of the listening process is responding, which is a result of all the previous stages. The listener in this stage indicate his involvement and provides verbal and/or nonverbal reactions based on short- or long-term memory reflects his feedback about what the others said.
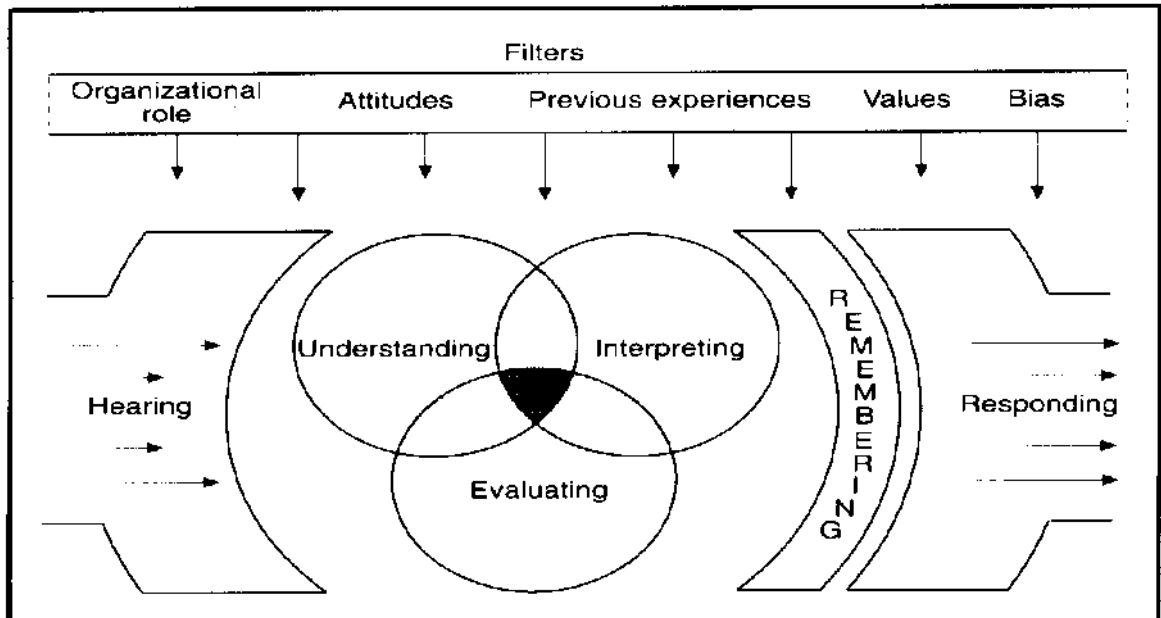
Figure 01: The Hurier Listening Model by Brownell (2010)

5.Strategies of Listening

The Listening process is a complex process which needs special techniques and activities that help learners improve their listening abilities. In the field of listening, scholars and researchers have developed several strategies that attempt to explain how the listening process works in language learners; these strategies are techniques or activities that contribute directly to the recalling of listening input. Among these strategies, we mention the Top-down strategies and the Bottom-up strategies.

5.1.Top-down Listening Strategies

Top-down listening strategies means from top (semantic aspects: meaning) to the down (linguistic aspects). This process takes place when the learners use background knowledge and the previous knowledge in understanding the meaning of a message in order to decode the linguistic aspects of the passage. It is listener-based. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational knowledge, contextual knowledge or Knowledge in the form of "schemata".

According to Nunan (1999: 201) the term schema was first used by the British psychologist Bartlett (1932) who defines it as a mental structure consisting of relevant individual knowledge, memory and experience, which allow us to incorporate what we learn into what we know.

Top-down processing constructs general predictions based on general schemata, and then looks for information to fit into these schemata. The listener actively constructs the original meaning of the speaker using the new input. The listener uses previous knowledge of the context in which the listening takes place to understand what s/he is hearing (Carrell & Eisterhold, 1983 as cited in Pourhosein Gilakjani & Ahmadi, 2011).

Context includes knowledge of the topic, the speakers, and their connection with the situation and with each other and previous happenings. If the incoming information is unfamiliar for the listener, it can't extract his schemata and he can only depend on his linguistic knowledge in listening comprehension. Thus, only depending on top-down processing may leads to the failure of comprehension (Ibid).

5.2.Bottom-up Listening

Bottom (base: linguistic aspects) to get the up (roof: meaning)

In "bottom-up" processing, the listener gives much attention to smallest details of language and combines them in order to grasp the intended meaning (Harmer, 2001). This means that the listener builds gradual comprehension, from the smallest units of the acoustic message to the increasingly larger units of meaning, which will be combined into words, which in turn will combine together to form phrases, clauses, and finally sentences. This process involves reaching the meaning of the utterance from the small components.

The bottom-up process is data-driven; it occurs by decoding sounds from meaningful units into complete texts through listening, starting from the smallest pieces of sensory information (phonemic units) to the largest pieces of sensory information (text), and this includes words, phrases, and utterances. The listener uses his knowledge of words, syntax, and grammar to work on form in the bottom-up processing (Rubin, 1994 as cited in Pourhosein Gilakjani & Ahmadi, 2011).

6.Types of Listening

The listening skill is a major component of the second language acquisition process, in which the learners depend on their listening abilities to learn the target language according to

different situations, which in turn requires different types of listening. There are many types of listening including intensive listening, extensive listening, responsive listening, and selective listening, critical listening and evaluative listening. However, intensive and extensive listening are the most commonly used ones.

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 (Harmer, 1998).

6.1.Extensive listening

Extensive listening focuses on getting the general meaning of audios, which can be found from different resources such as recordings of stories, passages taken from books, television, radio…..etc.

Extensive listening has positive effects on improving language learning. Harmer (1998) stated that extensive listening appears where teachers give their students the opportunity to choose what they want to listen to, using their own material for pleasure and helping students improve the target language. Extensive listening needs intrinsically motivated learners and motivating teachers to practice listening when they are outside the classroom.

6.2.Intensive Listening

Another type of listening is called Intensive listening, It is practiced in everyday situations. It is not about getting the overall meaning of the passage, but it means paying attention to all the speech parts including words, pronunciation, grammar and vocabulary. According to Harmer (2007), intensive listening tends to be more concentrated, less relaxes, and often dedicated not so much to pleasure as to the achievement of a study goal.

Intensive listening goes with audio materials as student's favourite materials that gives them the opportunity to listen to a variety of voices with different accents, different topics with different genres, as well as it provides the learner with a significant source of language input.
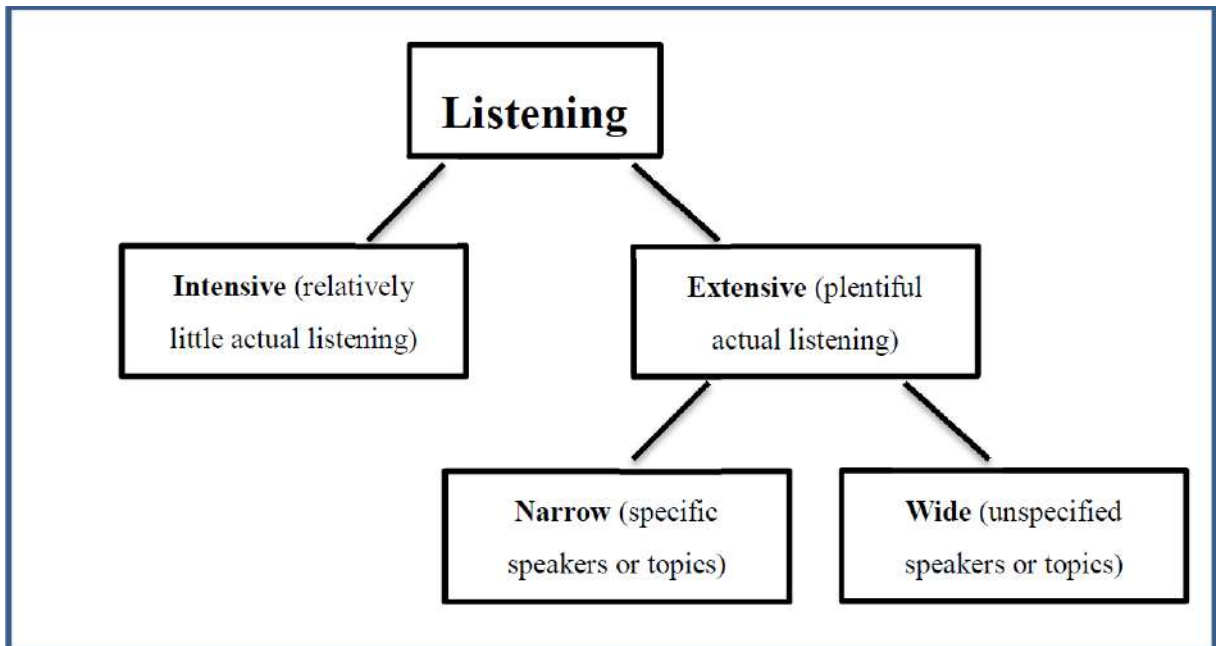
Figure 02: Different approaches to listening (summarized from the literature; e.g. Chang, 2017; Renandya, 2013)

Conclusion

This chapter has attempted to provide basic and essential knowledge about the listening skill. In so doing, we have tried to provide a bird's eye view about the listening skill in the context of foreign language learning and its importance for effective language teaching. By and large, it is a very important skill to acquire in foreign and second languages, but unfortunately it has been considered as the forgotten skill due to the neglect it receives from both teachers and students. The aim behind tackling the listening skill in an independent chapter is to raise attention about its value and to show the importance of this neglected skill.

Chapter Two:

The Integration of Audio Materials with Script

Chapter Two: The Integration of Audio Materials with Script

Introduction

According to many researchers, technology is considered as a body of knowledge used to create tools and develop skills. It is the combination of scientific method and material to meet an objective or to solve a problem. The development of technology has enriched language teaching materials and improved teaching practices since it plays the role of a guide in helping the teacher to facilitate the language input and to reinforce learning by stimulating and motivating the learner and directing his/her attention during the instructional process.

Among the many different types of classroom technologies, authentic audio materials is one of the ways through which technology can be appropriately incorporated into educational environments. With the aim of contributing to the acquisition of the English language and enhancing EFL listening skills, a corresponding script can be used along with an audio passage in order to strengthen the intake of learners by activating and relating the spoken and written forms of language.

1.Authentic Materials

Kernis and Goldman (2006) define authenticity as the degree of congruence between the language of the learning subject and the characteristics of the target language. Authenticity involves the use of material by a native speaker. According to Richards and Schmidt (2002) authentic materials refer to audio/video recordings of a discourse or a conversation that is spontaneously generated by native speakers of the language. Harmer (2007) also mentioned that authentic material involve a language where no concessions are made to foreign speakers and it is normal and natural language used by native or competent speakers of a language.

According to these definitions, authentic materials can be defined as sources which are produced by native or competent speakers of the target language, these sources can be audiobooks, discussions, songs, radio, reports videos, lyrics, newspapers,.....etc.

2.Types of Authentic Materials

According to Gebhard (1966 cited in Ling Zhu Yuanyuan, p.3) authentic materials can be classified into different categories according to the several skills involved in the process of language teaching and learning:

2.1.Authentic Listening-Viewing Materials

This category includes materials which involve both listening and seeing. These types of materials are usually designed to enable the learners to see and hear the language and how it has been used in a real context or situation. They include materials such as such as movies, TV shows, TV commercials, and documentaries…..etc.

2.2.Authentic Printed Materials

According to Jacobson, Degener, and Gates (2003), printed materials can be used in ways that they would be used in the lives of learners outside of their education classes. Authentic printed materials include written materials, such as magazines, newspaper, maps, restaurant menu, and books.

2.3.Authentic listening materials

Gebhard (1996) define authentic listening materials as the real, natural and spontaneous spoken language materials, and that is what represents the source of authenticity in classrooms to enhance learners listening skill. Authentic listening materials refers to audio-materials, such as audio taped short stories, audiobooks, radio ads, songs, and telephone conversations.

3.Audio Materials across the Stages of Listening

In any classroom, it is important to plan and organize a listening lesson, which is made up of three stages that build on each other pre-listening, while listening, and post-listening (Harmer, 2008).

3.1.Pre-Listening Stage

Pre-listening activities are designed in order to provide any information needed to help learners to comprehend the text and to activate their previous knowledge in order to predict what the listening passage will be about. Chastain (1988) has argued that pre-listening activities can be considered as the most crucial aspect in listening process because other activities depend on the extent to which the teacher has been successful in activating students' background and directing them to reach the goals of activity.

Preparatory work is very important before dealing with listening; Underwood (1989) believes that it would not be fair to draw students straight into the listening without introducing the topic or the type of activity they are going to work on.

Familiarity with the subject is the main goal of pre-listening activities, because it prepares the student for actual listening by providing vocabulary, grammatical rules and basic words related to listening and motivating learners to ach the most of what they hear, Schmidt-Rinehart (1994) conducted a research to examine whether there was an interaction between topic familiarity and listening comprehension. The results showed that all of the students in different levels performed better in listening task with a familiar topic.

Pre-listening activities which present an audio passage and a script to be read aim to get learners ready for the exercises by providing them with the necessary information they need to understand the passage.

3.2.While-Listening Stage

While listening activities are activities performed during the time listening to the text, they help teachers and learners to check predictions which are from the pre-listening activities.

Richards (2008) define the while-listening activity as the period during which the students process texts for meaning and respond 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.

Difficulty, length, educational focus, and potential for boredom are factors that play a role in the frequency of text listening. According to (Wilson, 2008), students have to listen to the input at least once. Students hear the passage only once if the focus is on listening for gist, while they listen to the passage different times if the focus is on close language analysis, or if the passage is difficult or long. Moreover, if the listener has not understood the passage after hearing it more than three times, teachers may divide the passage into various pieces.

 In addition to taking into consideration the length and times of playing listening materials, activities which present an audio passage along with a script to be read can be adopted and adapted to the particular instructional focus or aim.

3.3.Post-Listening Stage

Post-Listening activities are used to make sure that students really understand what they were listening to, it comprises all the exercises which are done after listening to the text.

According to (Davis and Pearse, 2000), post listening is the stage that helps students to relate what they have heard with their own ideas and experiences, like what they do in real life.

According to Aryadoust (2013) Post-Listening activities are "the one in which students summarize, interpret, and test the main ideas, share opinions and make personal responses, and assess their learning". When choosing a certain activity the teacher should consider the amount of language work, How much time they need to do a particular task after listening.

Indeed, it is equally important to consider whether the post-listening phase will involve speaking, reading or writing. With this regard, activities which present an audio passage along with a script allow for checking retention and comprehension through both spoken and written responses from the learners.

4.Importance of Using Audio Materials in the Foreign Language Class

We cannot ignore the role of audio materials in developing the listening skill as it is a very important skill both in everyday life and in teaching/learning languages. It is a key element to understand the language input which is very essential in acquiring language.

According to Rost (1994, p. 141), "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking". For Nunan (1998.P. 198) "listening is the fundamental skill in language learning, and without it, learners will never learn to communicate effectively". Therefore, using audio materials can help develop students' listening skill and communicative competence as well.

In teaching /learning context Yildirim & Yildirim (2016, p. 2097) explained the importance of listening to audio materials in the language classroom as follows:

➢ Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

➢ Spoken language provides a means of interaction for the learner, because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

➢ Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

> ➢ Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

To conclude, listening is one of the four skills used by human beings in communication and in learning languages. For this reason, the audio and visual, including textual, materials seem to be an integral part in the language class because they give the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can comprehend, and begin to speak and write effectively. Being a good listener means having the ability to perform correctly in any interactional setting, in addition to achieving a successful learning.

5. Audio Materials as a Motivational Tool in the Classroom

Motivation plays an important role in the teaching process and it has a positive effect in language learning. Students often need support in the classroom to learn a language; whatever this support is, it seems as a means of motivation. Because of that, teachers should put into their consideration how to increase students' motivation in order to have a meaningful education. Feng, Fan, & Yang (2013) stated that both learning motivation and learning achievement affect each other. They also added that students will be more engaged in learning if they appreciate either the outcome or the process of learning.

Authentic audio materials are considered as one of the motivational tools that teachers use in the classroom. As a result, the students show a positive attitude to the learning process due to the material presented. According to Peacock (1997) authentic materials, including audio passages, help prepare learners for real life, meet learners' needs, affect learners' motivation positively. Likewise, since audio materials encourage teachers in adopting effective teaching methods, present cultural information, they seem to make the teachers motivated themselves! And this is what Rao (2019) meant by saying "Since the authentic materials are designed according to the levels and interests of the learners, even the average and shy students can participate dynamically. As a result, the learners learn the English language skills in a short time with self-motivation."

6. Using Scripts in Listening

Reading scripts while listening is an efficient procedure for foreign language learning. Chang (2011) suggests that the reading while listening mode could be used to develop L2 learners' listening competence in the long-run.

As any authentic material used in the classroom to acquire the language, audio scripts are used to provide an excellent bridge between auditory discrimination and word recognition, According to (Osada, 2001; Vandergrift, 2007) the integration of listening with reading provides listeners with linguistic inputs and training, in particular by matching the spoken form with the written form and so helping develop the skills of auditory discrimination and word recognition.

Reading is regarded as a supporting skill for enhancing listening, in that presenting scripts together with listening make the aural input more interesting which is very important to help learners to enhance their listening skill.

Conclusion

Among the different authentic materials used to facilitate the language input ,the audio scripts are regarded as an important tool which targets to build a bridge between auditory discrimination and word recognition, to mention one of the major benefits. The use of this kind of authentic materials in the field of education is not new, especially in L1 contexts where language teachers tend to use combinations of auditory and textual inputs for a better advancement of listening and reading skills.

Part Two:

The Field Work

Chapter Three:

Methodology, Results, and Discussion

Chapter Three : Methodology, Results, and Discussion

Introduction

This chapter represents the practical part of the research. In order to manage the theoretical subject related to the listening skill and the audio scripts, we have distributed a questionnaire for teachers to check their attitudes towards the topic under research. The questionnaire has been used to highlight the different attitudes of teachers towards the use of audio scripts to enhance EFL learners' listening skill in different middle schools. The chapter ends with analysis and interpretation of the results obtained from the teachers' questionnaire.

1.Research Design

The most important step in this work is choosing the appropriate methodology that helps us achieve reliable results. According to Singh (2006) "The role of methodology is to conduct research work in a scientific way. The research method provides the tools and techniques through which the research problem is attacked." In this study, the most appropriate method for our work is the descriptive method since it helps to identify problems related to the current study with an aim to solving them.

2.The sample

The sample consisted of seventeen teachers from different middle schools participated in this study. One form of a questionnaire was used, and it was delivered to middle school English teachers. Teachers were asked to provide adequate and meaningful answers to the proposed questions. To achieve the purposes of this research, teachers' questionnaire is considered to be more helpful in the research, because it provides the researcher with the required perceptual information.

3.Data Gathering Tools: Teachers' Questionnaire

The aim of our study is to show how audio scripts help learners enhance their listening skill. We designed a questionnaire for teachers to get their opinions and their attitudes towards the use of audio scripts in the EFL classroom, to enhance learners' listening abilities.

The teachers' questionnaire is mainly used to explore teachers' attitudes towards the actual use and potential usefulness of audio scripts in middle school EFL classes. This questionnaire consists of 18 questions, divided into three sections: background information, listening skill and the use of audio scripts. The questionnaire is overall structured as follows:

3.1.Section One: Background Information (Q1 – Q3)

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

3.2.Section Two: The Listening Skills (Q4 – Q9)

This section is composed of six questions. It is intended to investigate the teachers' perspectives about the importance of developing and teaching listening to EFL learners.

3.3.Section Three: The Use of Audio Scripts (Q10_Q18)

This section attempts to reflect teachers' opinions about the use of audio scripts to enhance EFL learners' listening skills and to investigate the reasons behind their choices.

4. Results

Section one: Background Information

Q. 1. Gender

a. Male   b. Female

Options	Frequency	Percentage%
Male	5	29%
Female	12	71%
Total	17	100%

Table 02: Teachers' Gender

Figure 03: Teatchers' Gender

From the figure 3, we notice that the majority of the teachers were females with a percentage of (71%), whereas the males were (29%). This means that, the females have more tendencies towards teaching English.

Q.2 Educational Qualification

a. License   b. Master   c. Magister   d. PhD

Options	Frequency	Percentage%
License	9	53%
Master	8	47%
Magister	0	0%
PhD	0	0%
Total	17	100%

Table 03 :Teachers' Educational Qualification

Figure 04: Teachers' Educational Qualification

The analysis of figure 4 indicates that the majority of teachers had a License degree with a percentage of (53%), while (47%) of them had a Master degree. So, the Middle schools have teachers who hold the License degree with a big proportion rather than the other degrees of Master, Magister and PhD.

Q.3. How long have you been teaching English at Middle school?

a-From 1to5 years   b-From5 to 10 years   c-More than 10 years

Options	Frequency	Percentage%
From 1to5 years	8	47%
From5 to 10 years	5	29,4%
More than 10 years	4	24%
Total	17	100%

Table 04: Years of Teaching English
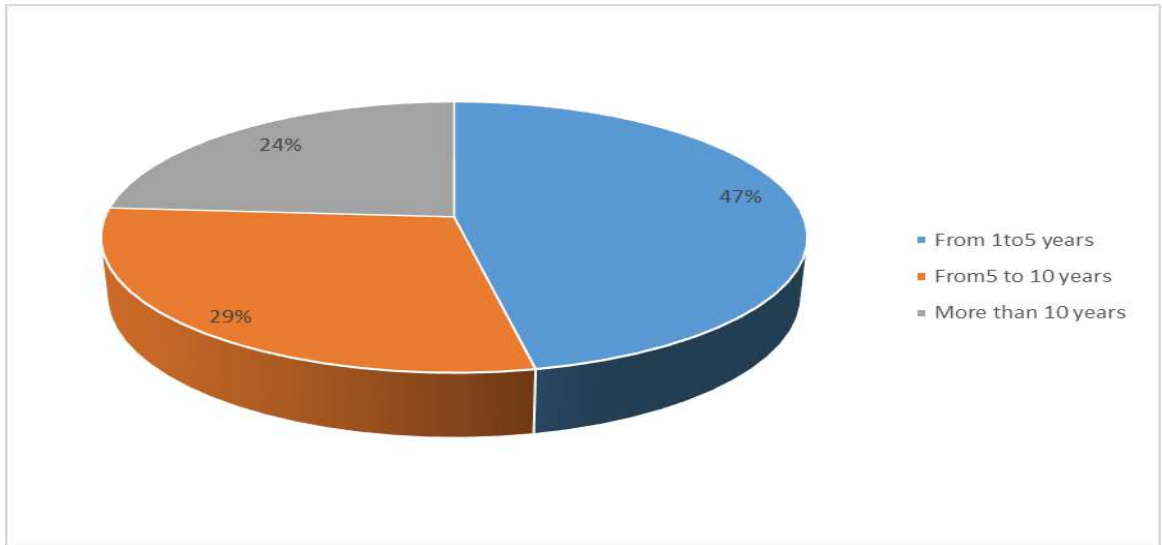
Figure 05: Years of Teaching English

The results of the pie chart shows that the majority of teachers have been teaching English from 1 to 5 years, while (29.4%) of them have been teaching English from 5 to 10 years, and (24%) have more than 10 years. Experienced teachers have a great role in understanding the learners' needs and their weaknesses.

Section Two: The Listening Skill

Q.4 According to you, what is the most important skill among the four skills of language?

 a. Reading   c. Listening

 b. Writing   d. Speaking

Options	Frequency	Percentage%
Reading	4	21%
Writing	0	0%
Listening	3	16%
Speaking	3	26%
Reading+Writing+Listening +Speaking	7	37%
Total	17	100%

Table 05: The Most Important Skill for Teachers
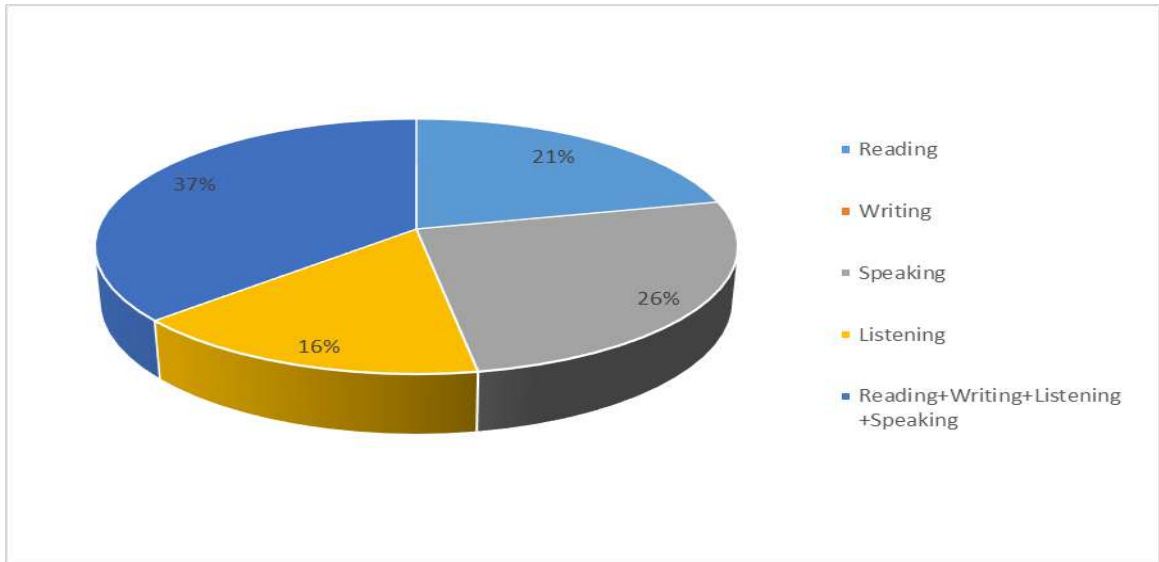
Figure 06: The Most Important Skill for Teachers

The above figure shows that most teachers (37%) claim that all skills have the same importance in learning foreign languages. However (26%) of them notice that speaking is the most important skill, while (21%) of them claim that reading is the most important skill and just a portion of (16%) is given to teachers who believe that listening is the most important skill. Thus, we can deduce that teachers seem to give all the skills the same importance during the teaching process and they do not consider one skill more important than the others.

Q5. Which language skill is the most difficult for your students to develop?

a. Listening   c. Reading

b. Speaking   d. Writing

Options	Frequency	Percentage%
Listening	3	18%
Speaking	4	24%
Reading	1	6%
Writing	9	52%
Total	17	100%

Table 06: The Most Difficult Skill for Learners
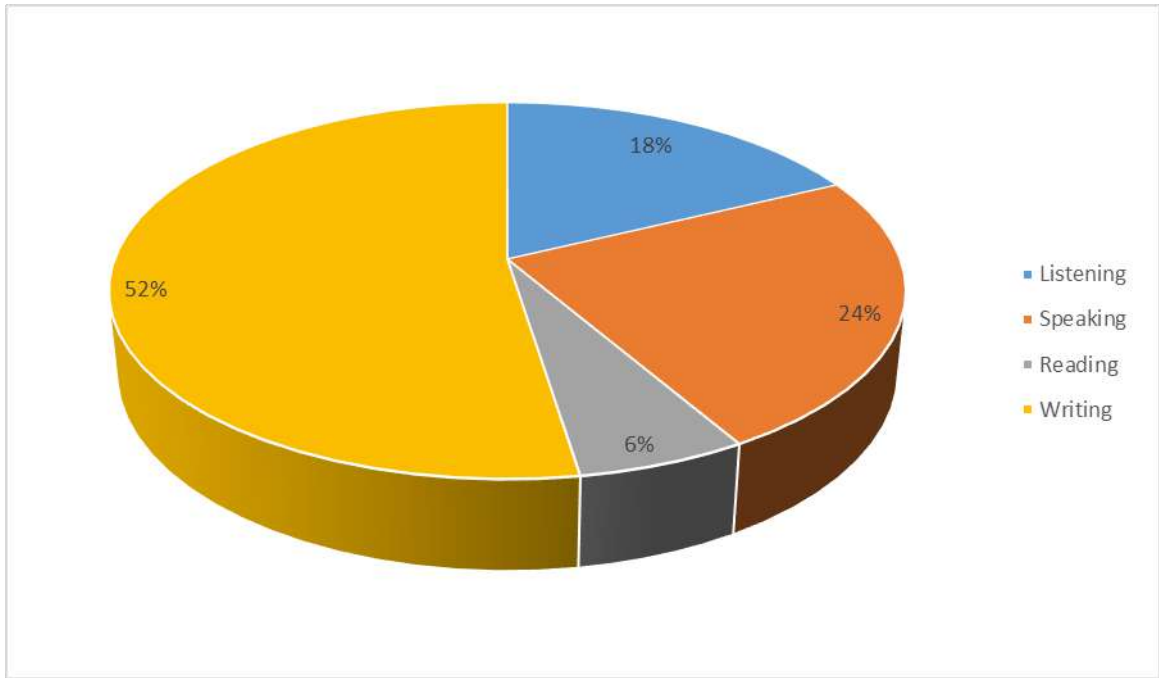
Figure 07: The Most Difficult Skill for Learners

As it is noticeable in the figure above that the majority of teachers (52%) claim that the most difficult skill for learners is writing. However, (24%) see that learners have difficulties with the speaking skill. Yet, (18%) of them state that the listening skill is the main problem of learners. Only a portion of (6%) is given to teachers who believe that the most difficult skill for learners is reading.

Q6. 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

Options	Frequency	Percentage%
Very important	14	82%
Important	3	18%
Not important at all	0	0%
Total	17	100%

Table 07: Teachers' Perceptions about the Importance of Giving Attention to the Listening Skill in EFL Classes
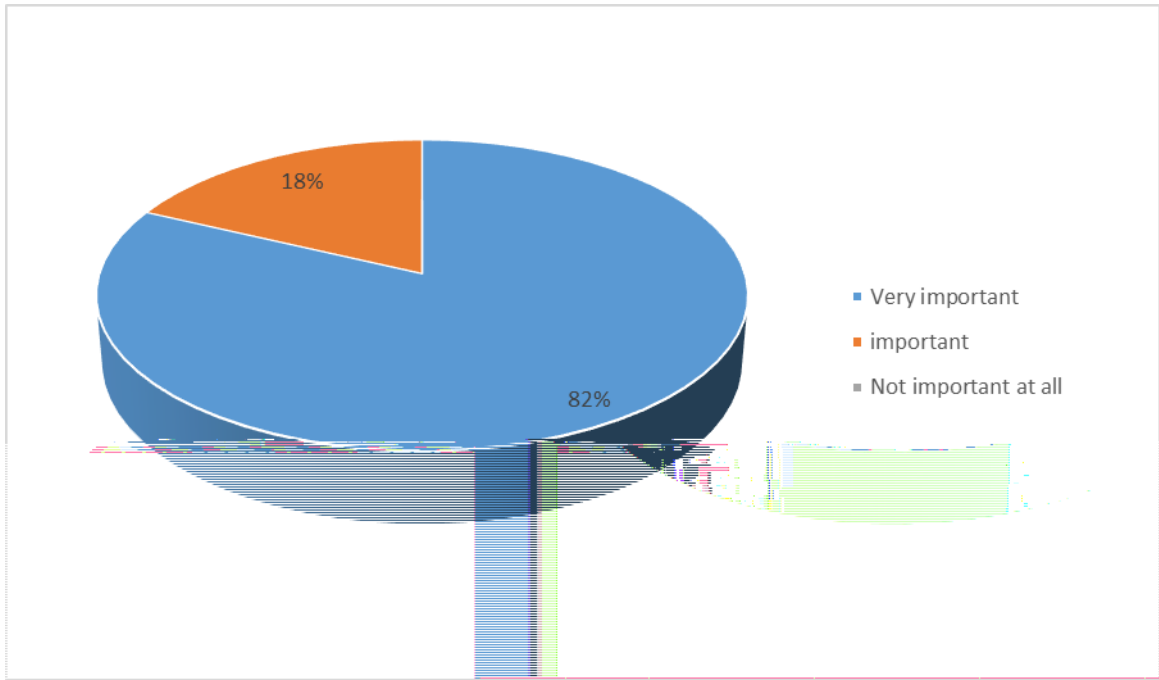
Figure 08 :Teachers' Perceptions about the Importance of Giving much Attention to Listening Skill in EFL Classes

It is obvious from the figure 8 that the highest percentage (82%) of teachers state that giving much attention to listening skill in EFL classes is very important, while (18%) claim that it is important to give the listening skill attention in EFL classes. However, none of them claim to be unimportant.

Q.7. Do you think that listening and hearing are

a.The same   b.Different

Option	Frequency	Percentage%
The same	4	24%
Different	13	76%
Total	17	100%

Table 08: The difference between listening and hearing
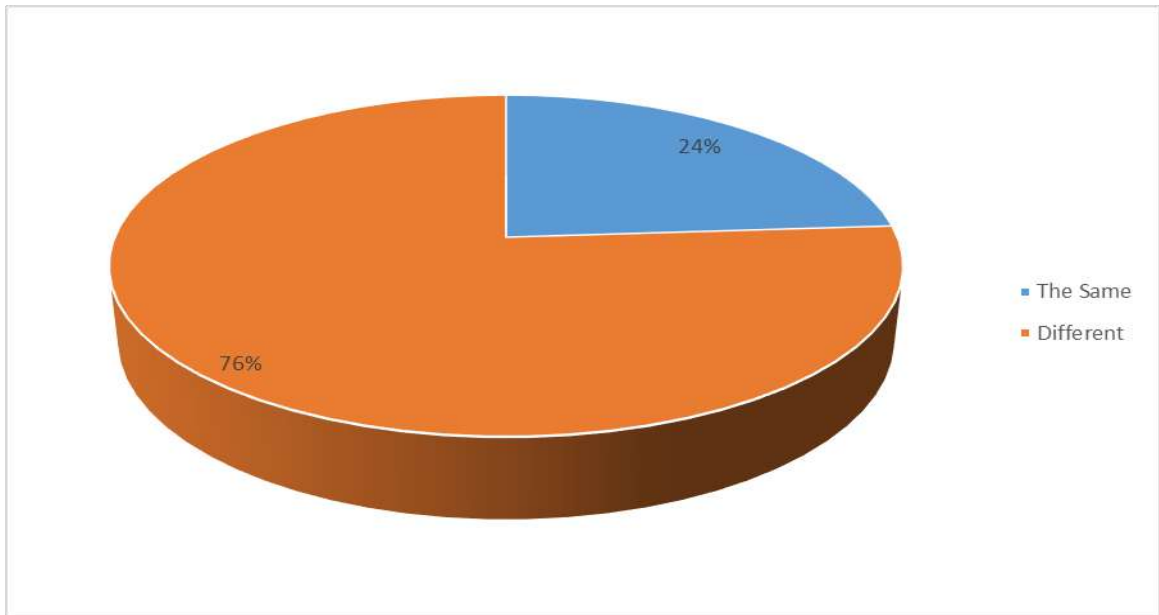
Figure 09: The difference between listening and hearing

The results of figure 9 show that the majority of teachers (76%) claim they find that listening and hearing are different. However, (24%) state that listening and hearing have the same meaning.

Q8. How do you evaluate your students' listening ability?

a. poor   b. Moderate   c. Advanced

Options	Frequency	Percentage%
Poor	1	6%
Moderate	15	88%
Advanced	1	6%
total	17	100%

Table 09: Teachers' Opinions about the Students' Listening Abilities
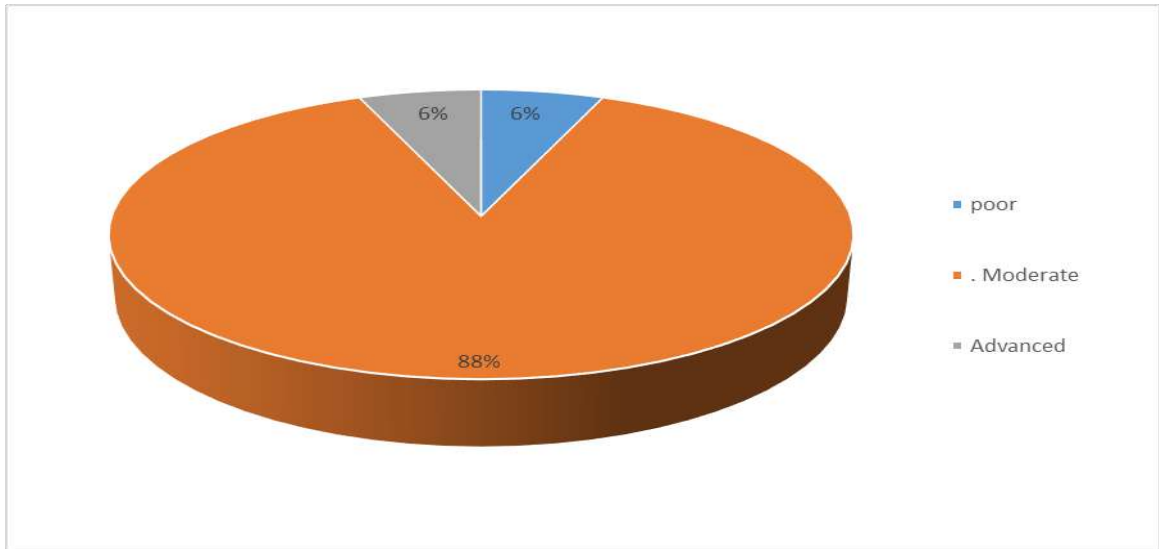
Figure 10: Teachers' Opinions about the Students' Listening Abilities

From the pie chart (88%) of teachers claim that their students have a moderate level of listening abilities. Yet, (6%) of teachers state that their students have poor listening abilities. However, (6%) of them consider their students' listening abilities advanced.

Q9. In your opinion, which skill should be given more attention while learning English?

a. Reading   c. Listening

b. Writing   d. Speaking

Options	Frequency	Percentage%
Reading	2	12%
Writing	1	6%
Listening	9	53%
Speaking	5	29%
Totale	17	100%

Table 10 : Teachers' Perception about the Skill to be Given more Attention while Learning English

Figure 11: Teachers' Perception about the Skill to be Given more Attention while Learning English

Figure 11 shows that (53%) of teachers claim that the listening skill is the skill which should be given much attention while teaching English. However, (29%) of them consider the speaking skill as the most important skill which should be given much attention while teaching. yet, (12%) of teachers state that reading is the skill which should be given much attention while teaching. The percentage (6%) is given to teachers who state that writing is the first skill that must obtain more attention in teaching English.

Section Three: The Use of Audio Scripts

Q.10. How often do you give your students the opportunity to listen to authentic materials?

a. Always   b. Sometime   c. Rarely

Options	Frequency	Percentage%
Always	7	41%
Sometimes	10	59%
Rarely	0	0%
Total	17	100%

Table 11: The Frequency of Students' Opportunity to Listen to Authentic Material

Figure 12: The Frequency of Students' Opportunity to Listen to Authentic Material

As it is noticeable in the pie chart above (59%) of teachers claim that they sometimes give their students the opportunity to listen to Authentic Material in the classroom. While, (41%) of them state that they rarely use authentic material in the classroom. This may indicates that most teachers are aware about the positive affect of using audio scripts in teaching foreign languages.

Q11. Do your students face difficulties while listening?

a. Yes   b. No

Options	Frequency	Percentage%
Yes	13	76%
No	4	24%
Total	17	100%

Table 12: Teachers' Opinions about the Students' Difficulties while Listening
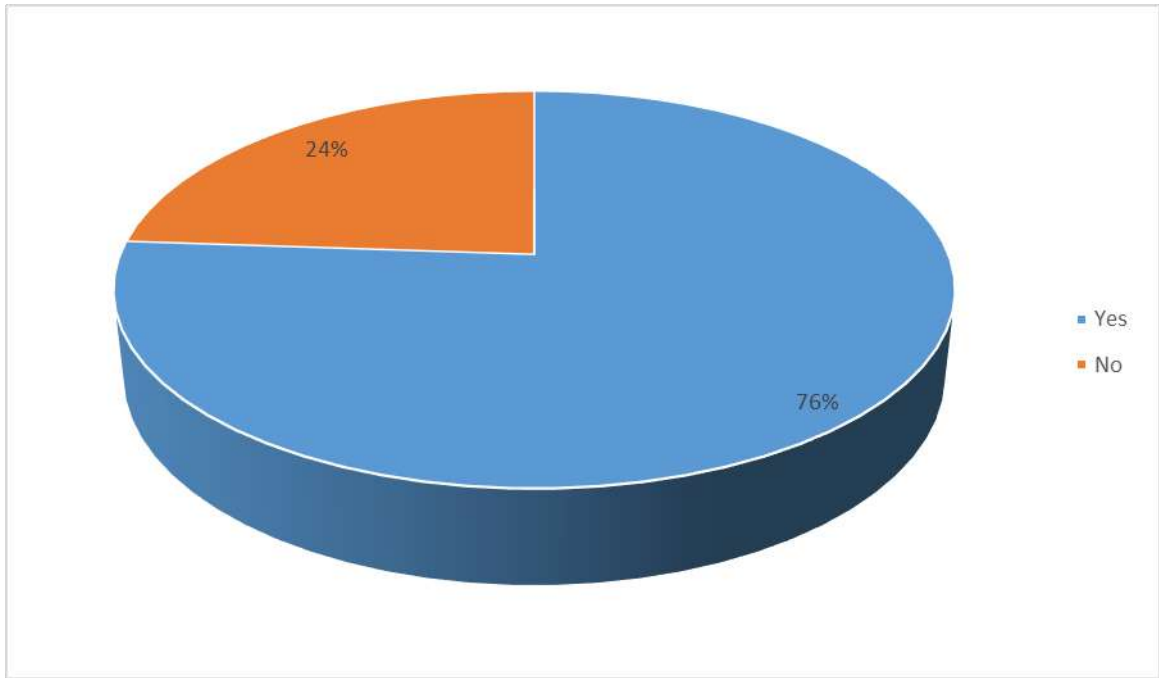
Figure 13: Teachers' Opinions about the Students' Difficulties while Listening

The pie chart shows that (76%) of teachers claim that their students face difficulties while listening and this because of many reasons one of them is because students are foreign language learners. However, (24%) say that their students do not face any difficulties while listening.

Q12. If yes, do they encounter difficulties with?

1. Unfamiliar vocabulary   2. Accent problems

3. Quality of Recorded Materials   4. Others

Options	Frequency	Percentage%
Unfamiliar vocabulary	9	53%
Accent problems	5	29%
Quality of recorded materials	3	18%
Total	17	100%

Table 13: Teachers' Attitudes towards the Difficulties Encountered by Learners when Listening
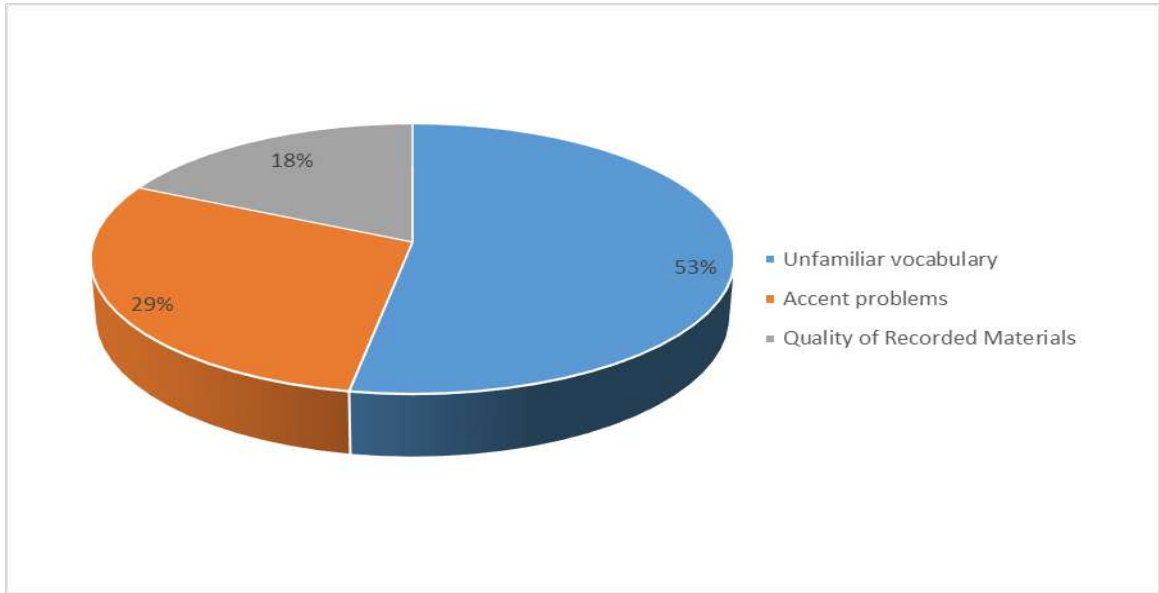
Figure 14: Teachers' Attitudes towards the Difficulties Encountered by Learners when Listening

The pie chart indicates that more than the half (53%) of the sample claim that students have difficulties with the unfamiliar vocabulary when they listen to a certain passage. Wihle (29%) of teachers state that their students suffer from the accent problems, however, (18%) 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.

Q.13. how often does this problem occur?

a. Often   b. Sometimes   c. Rarely

Options	Frequency	Percentage%
Often	6	35%
Sometimes	10	59%
Rarely	1	6%
Total	17	100%

Table 14: Frequency of Students' Difficulties while Listening
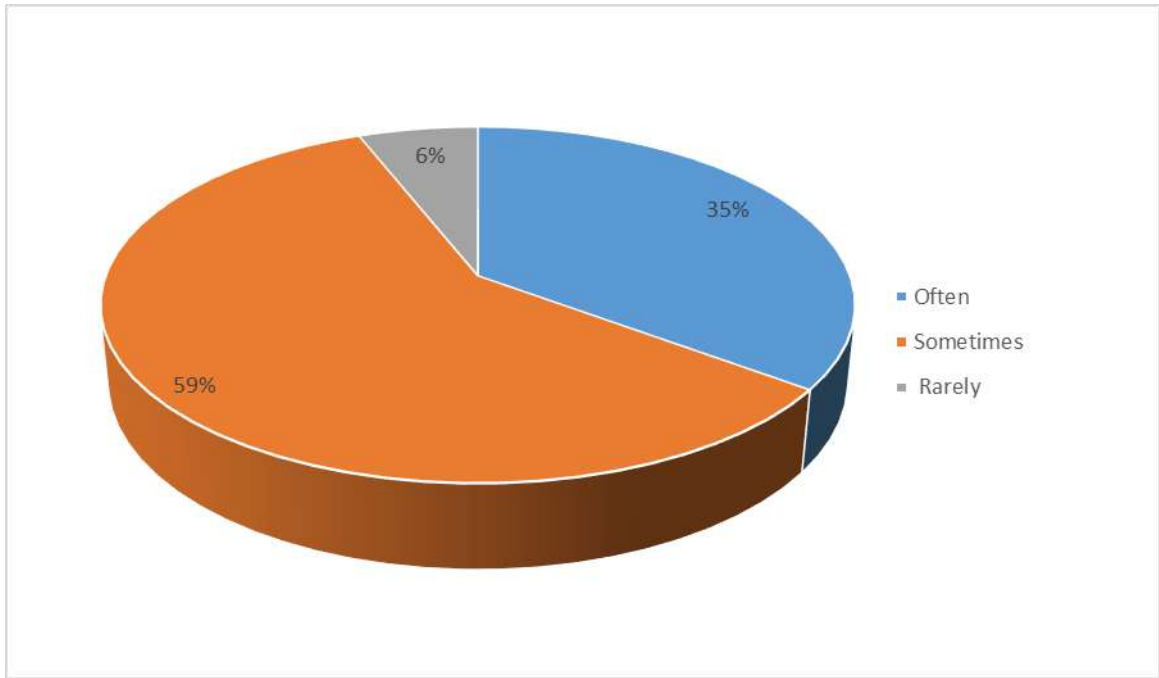
Figure 15: Frequency of Students' Difficulties while Listening

The results obtained from the pie chart indicate that (59%) of teachers claim that students sometimes have difficulties in the listening process. However (35%) of them state that students often have difficulties in listenin .While, (6%) of teachers say that they rarely have this difficulties in listening process . That is to say, foreign language learners generally have listening problems.

Q-14. 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

Options	Frequency	Percentage%
Audio materials	6	35%
Audio-Visual material	9	53%
Native speakers records	2	12%
Total	17	100%

Table 15: Teachers' Opinions about the Preferred Authentic Material Used to Help Students Improve their Listening Skill
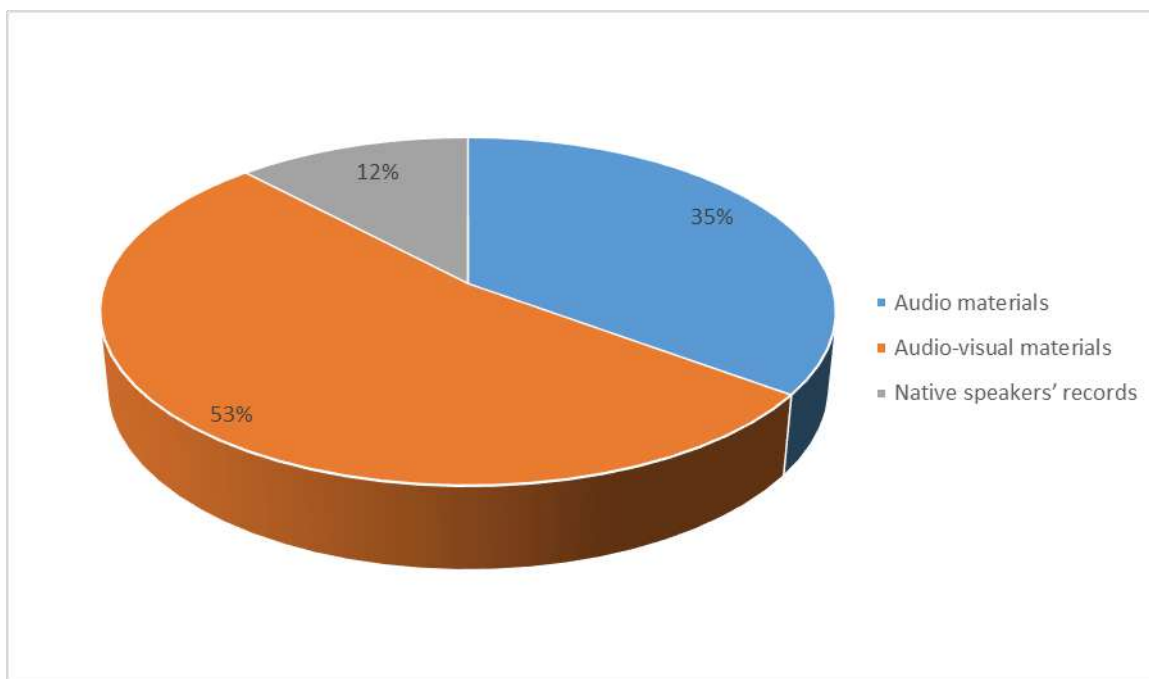
Figure 16: Teachers' Opinions about the Preferred Authentic Material Used to Help Students Improve their Listening Skill

As it is shown in the figure 16, the majority of teachers (54%) prefer to use Audio-Visual material in order to help students to improve their listening skills. However, (35%) of teachers prefer to use only audio material to achieve this aim. Yet, (12%) of them choose the native speakers records to be the appropriate material to develop the students' listening abilities.

Q.15. What do you think of the use of written script with audio/audio-visual authentic materials when teaching English ?

a- Very useful   b- Useful   c- Moderately useful

Options	Frequency	Percentage%
Very useful	11	61%
Useful	5	28%
Moderately useful	1	11%
Total	17	100%

Table 16: Teachers' Attitudes about the Effectiveness the Use to written script with audio/audio-visual authentic materials when Teaching English
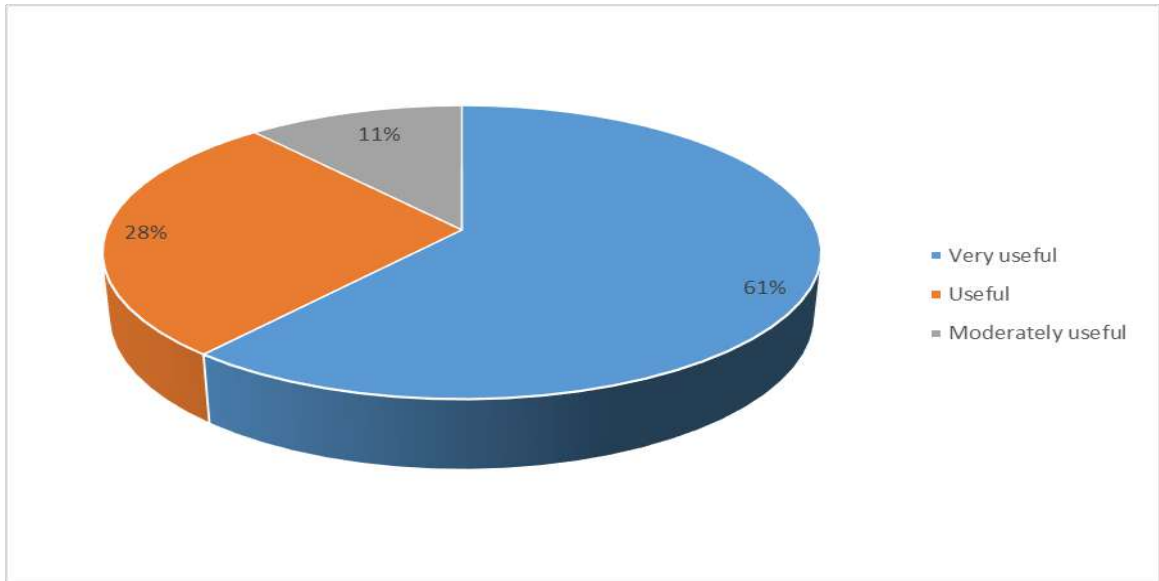
Figure 17: Teachers' Attitudes about the Effectiveness the Use to written script with audio/audio-visual Authentic materials when Teaching English

The pie chart shows that the majority (61%) of teachers state that it is very useful to use written script with audio/audio-visual authentic materials when teaching English. However, (28%) of teachers say that it is useful to use written script with audio/audio-visual authentic materials when teaching English. Only (11%) is given to teachers who believe in using moderately written script with audio/audio-visual Authentic materials when Teaching English. Thus, most teachers believe that the use written script with audio/audio-visual authentic materials when Teaching English is very useful in teaching foreign languages.

Q.16. Do you use audio scripts as an authentic audio material in your classroom?

a. Yes   b. No

Options	Frequency	Percentage%
Yes	15	88%
No	2	12%
Total	17	100%

Table 17: Teachers' Use of Audio scripts in the classroom
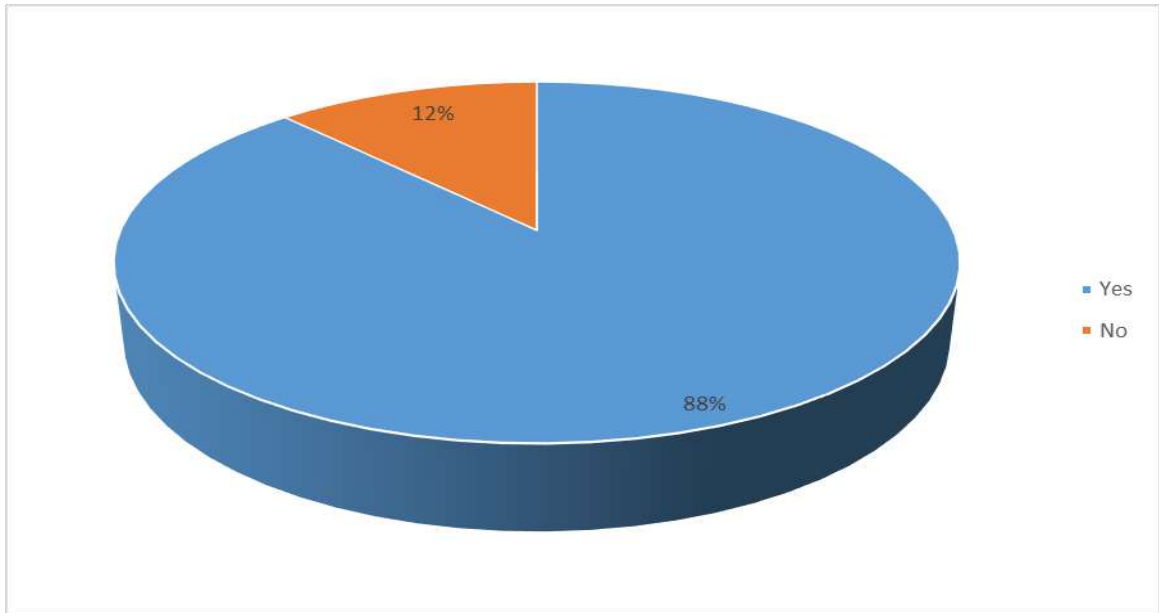
Figure 18: Teachers' Use of Audio Scripts in the classroom

The analysis of the pie chart shows that the majority of teachers (88%) claim that they use audio scripts as an authentic audio material in your classroom. However a portion of (12%) is given to teachers who do not use audio scripts as authentic audio material in their classroom.

If yes, how often?

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

Options	Frequency	Percentage%
Always	1	6%
Sometimes	11	64%
Often	3	18%
Rarely	2	12%
Total	17	100%

Table 18: Frequency of Teachers' Use of Audio Scripts in the Classroom
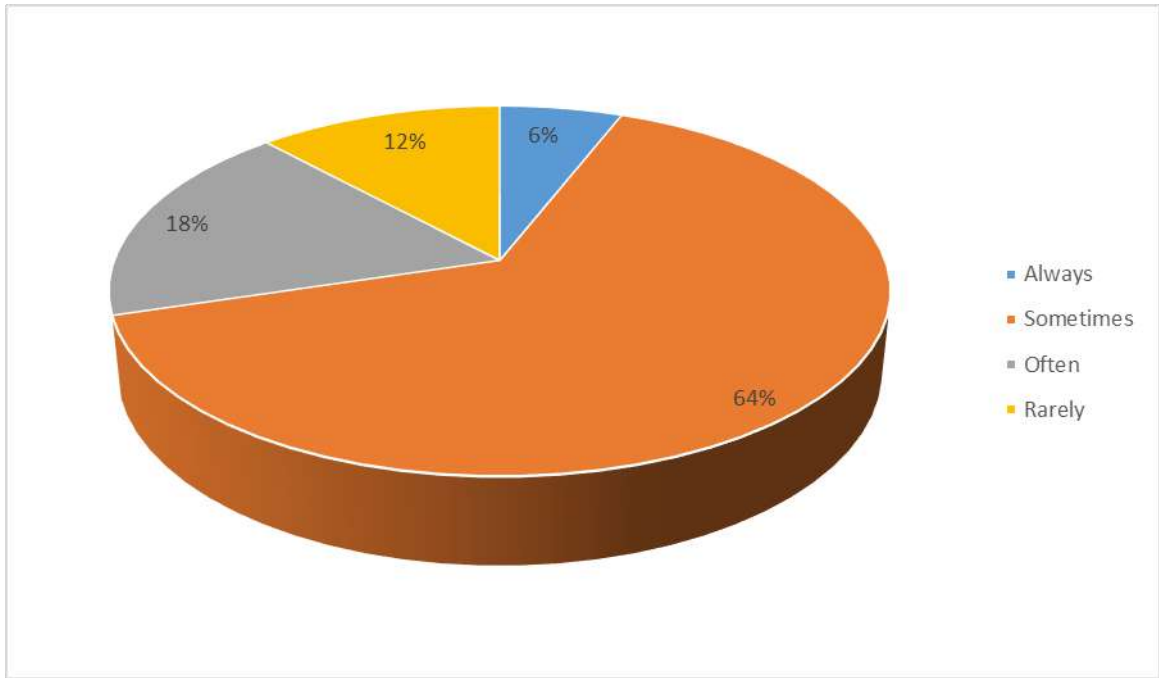
Figure 19: Frequency of teachers' use of audio scripts in the classroom

In the figure above (64%) of teachers claim that they sometimes use audio scripts in the classroom. However, (18%) of them state that they often use audio scripts in the classroom. While, (12%) of teachers say that they rarely use audio scripts , and only (6%) of them always use audio scripts in the classroom .This may indicate that most teachers are aware of the positive effect of using audio scripts in teaching foreign languages .

Q17. As EFL teachers, do audio scripts better help learners to develop their listening skills when used?

a.before listening   b.while listening   c.after listening

Options	Frequency	Percentage%
Before listening	5	29%
While listening	9	53%
After listening	3	18%
Total	17	100%

Table 19: Teachers' Perception about the Effectiveness of Audio scripts in Developing the Students' Listening Skill
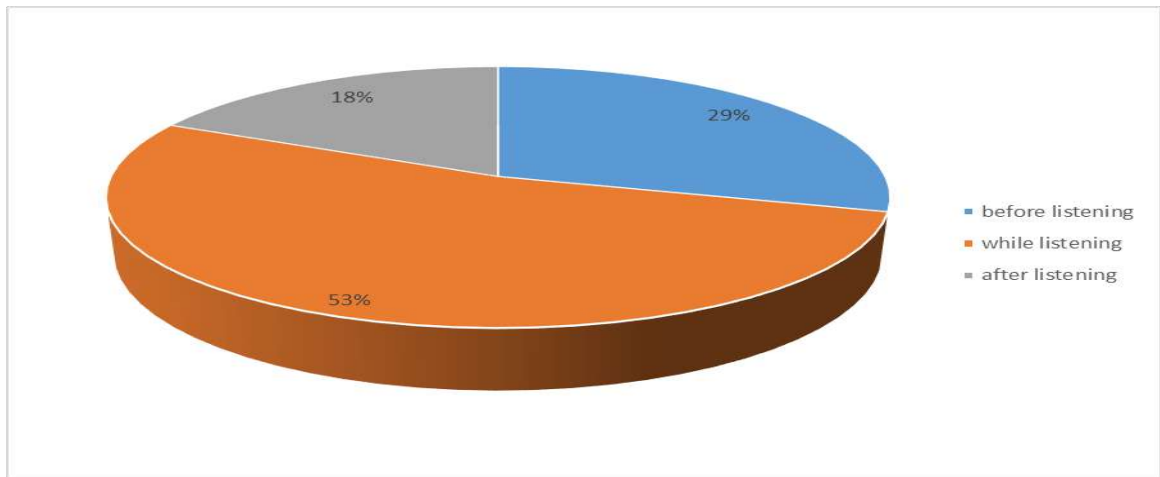
Figure 20: Teachers' Perception about the Effectiveness of Audio scripts in Developing the Students' Listening Skill

The pie chart is shown that the majority (53%) of teachers prefer to use audio scripts while listening to better help learners develop their listening skills. while other teachers (29%) prefer to use audio scripts before listening to better help learners develop their listening skills. Yet, (18%) of them prefer to use audio scripts after listening for the same purpose .

Q19. How can audio scripts 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

Options	Frequency	Percentage%
raise their motivation	3	18%
Help them to learn listening	4	23%
Improve their pronunciation	5	29%
Develop their language abilities	3	18%
Afford learners with the exposure to the real language	2	12%
Total	17	100%

Table 20: Usefulness of Audio Scripts
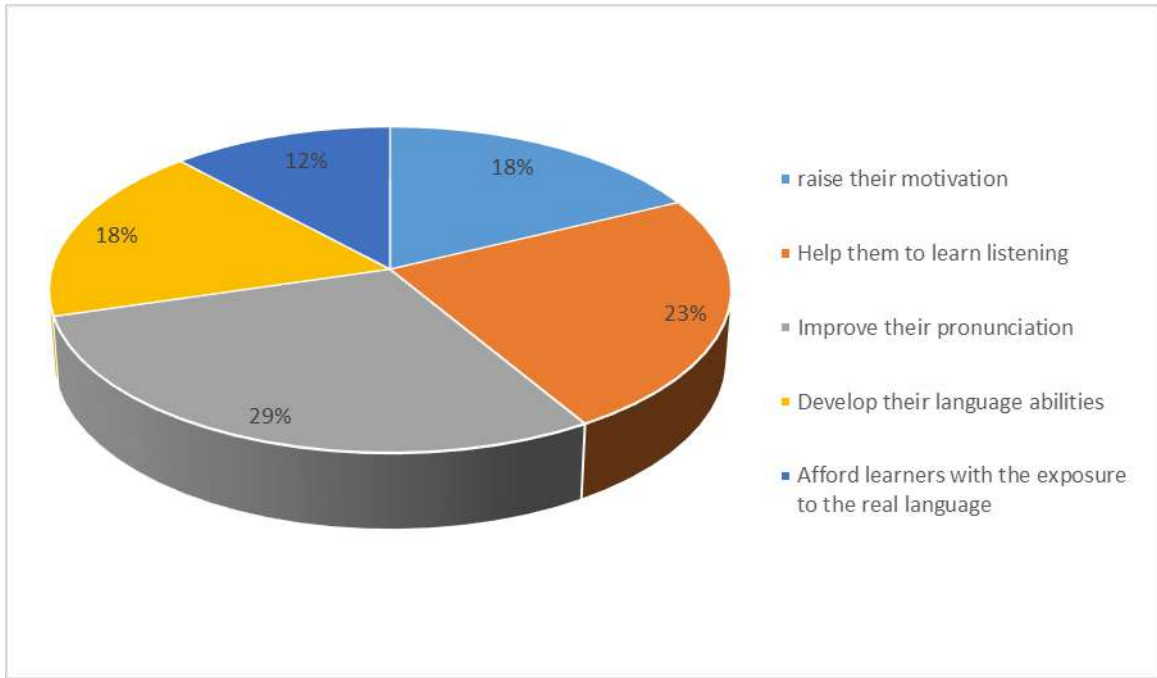
Figure 21: Usefulness of Audio Scripts

(29%) is the highest percentage of teachers agree that audio scripts are useful to improve students' pronunciation. While (23%) of them say that audio scripts are useful to help learners learn listening. However, (18%) of teachers claim that audio scripts have a big role to raise the learners' motivation. Yet, a portion of (18%) is given to teachers who believe that audio scripts are helpful to develop students' language abilities, and only (12%) of teachers claimed that this technology gives learners the opportunity to learn about real language.

5. Discussion

After analyzing the data collected from the teachers' questionnaire, the research came to draw the following results:

First of all, the number of female teachers in the sample is more than the number of males. This may indicate that females are more interested in teaching English at middle school than males. It's also clear that most teachers have a license degree, they have one to five years of experience in teaching English in middle school. Experienced teachers are considered as one of the most important sources of information and their answers are supposed to be of great importance.

Having the four essential language skills of reading, writing, listening and speaking is highly necessary to be regarded as an efficient language learner (Yıldırım, 2013). Most teachers (37%) claim that all skills have the same importance in learning foreign languages. However, (26%) of them notice that speaking is the most important skill, that is to say, English teachers do not focus just on one language skill but they believe that all skills (writing, speaking, listening and reading) should have the same importance.

The analysis of this questionnaire also shows that (52%) of teachers claim that the most difficult skill for learners is the writing skill.According to (Lundsteen, April 1, 1979) ,"listening is the foundation for speaking, which is the foundation for reading,which is the foundation for writing. The ignorance of the listening skills has got a great impact on the learners' writing skill ". Likewise, many researchers state that a good listener most of time is a good writer. Thus, teachers should be aware of the importance of developing the learners' listening skill.

According to Hamouda (2013) "The importance of the listening skill in EFL learning is undeniable since the elixir of acquiring a language is to gain language input ". In EFL classes, it is very important to give the listening skill much attention because it is the base of learning any foreign language. This view revives earlier theoretical accounts. For instance, Huei-Chun (1998) views 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, though. Hence, teachers must encourage their students to develop their listening abilities through the use of different methods and techniques that suit the learners' needs. In this study, (88%) of teachers claim that most of the students' listening ability is moderate; however, (6%) of them say that their students' listening ability is advanced. Nonetheless, (6%) of teachers state that their students' listening abilities

are relatively poor. The main reason behind these poor levels of listening is overlooking the listening skill in the foreign language class, in addition to the lack of audio materials.

As it turned out after analyzing the questionnaire that most of teachers claim that they sometimes give their students the opportunity to listen to authentic materials in the classroom, and because of many reasons, they face some difficulties while listening. Most teachers state that unfamiliar vocabulary and accent problems are the main difficulties students encounter while listening.

Using authentic materials is a very effective way of teaching foreign languages especially to develop the language skills. (54%) of teachers prefer to use audio visual materials as the appropriate material to help learners to improve the listening skills. The majority of teachers state that it is very useful to use written script with audio/audio-visual authentic materials when teaching English because written scripts can help learners catch up with the high speed of audio material and take notes on unfamiliar vocabulary, thus they can associate written and spoken words, then they can recognize and understand it.

According to the teachers who participated in the questionnaire, audio scripts 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.

General Conclusion

This part introduces the summary of the major findings of teachers' attitudes towards the use of audio scripts to enhance EFL learners' listening skill, the limitations of the present study and suggestions for further research.

1. Summary of the Findings

The findings of the present research can be summarized in five most important points:

- According to teachers, all language skills (listening, reading, writing, speaking) are no less important than each other in learning foreign languages. Although writing skill is the most difficult language skill for students among the other skills. Therefore, in my opinion, since all skills are of equal importance, teachers should improve students' language skills, and pay much attention to writing skill. Thus, students acquire language and develop their skills.

- The teachers emphasized that it is very important to pay much attention to listening skill in the EFL class due to the difference between listening and hearing. For me, listening is a very important skill, since the basis of understanding and acquiring language is listening. During the lesson, the students are divided into two groups, hearers and listeners. Students as listeners can acquire the language and understand its input, while the hearers do not acquire the language because they hear and do not understand.

- Most teachers claim that they sometimes give their students the opportunity to listen to authentic materials in the classroom, and because of many reasons, they face some difficulties while listening. I share the same opinion with teachers about the main difficulties students face while listening which are unfamiliar vocabulary and dialect problems, in addition to the misunderstanding of the subject and the quality of the recorded material.

- When teaching English, most teachers claim that it is very useful to use written script with audio/audio visual authentic materials, but they sometimes use it because they prefer to use Audio-Visual material to help students improve their listening skill. for the researcher, it is prefered to use audio scripts at classroom to help students improve not only their listening skill but also reading skill. In my point of view, many teachers ignore the effectiveness of audio scripts in improving students' listening skill, and rely only on the audio-visual materials. ignoring that when using the Audio-Visual material, half of the students' focus is distracted by the colors and shapes in the presentation,

while in the audio scripts, the students focus only on listening to audio passages and reading its corresponding scripts.

- Supporting teachers' opinion about the usefulness of audio scripts, audio scripts 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.

2. Pedagogical Recommendations

The current study confirms the positive effect of using audio scripts in enhancing students' listening skill. Herewith, we suggest some recommendations to be taken in consideration:

First, the teaching curriculum should contain appropriate listening activities to give learners the opportunity to become familiar with the real language.

Second, teachers are also supposed to choose materials that are appropriate for learners in relation to their level, interests and needs.

Third, the regular implementation of listening to audio scripts could be an appropriate solution to listening difficulties.

Fourth, the generalization of the idea of using listening skill to improve the learners' reading that is to say linking listening to reading.

3.Limitations of the Study and Suggestions for Further Research

Regarding the limitations of the study, our study sample was not that large due to the limited time available, but we had the opportunity to go to middle schools and administer a questionnaire with seventeen English teachers which is considered relatively a small sample in quantitative research conventions. Therefore, future research can use the data collection tool of this study with a larger sample of middle school teachers or a sample of teachers at a different level of studies.

Another problem is that most respondents did not justify the open-ended questions and no one gave further suggestions. Hence, a research study which further extends the results of this study by adding qualitative insights through interviews, for instance, would be of a great usefulness.

References

Aryadoust, V. (2013). Building a validity argument for a listening test of academic proficiency. Cambridge scholars.

Bartlett, F. C. (1932). Remembering: A study in experimental and social psychology. Cambridge, UK: Cambridge University Press

Chang, C-S. (2011). The Effect of Reading While Listening to Audiobooks: Listening Fluency and Vocabulary Gain. Asian Journal of English Language Teaching, 21, 43–64 .

Chastain, K. (1988). Developing second-language skills (3rd ed.). San Diego, CA: Harcourt Brace Jovanovich.

Comparison Table Between Hearing and Listening   from: https://keydifferences.com/difference-between-hearing-and-listening.html

Davis, Paul, and Eric Pearse. (2000). Success in English Teaching. Oxford: Oxford University Press.

DeVito, J. A. (2000). The elements of public speaking (7th ed.). New York: NY: Longman.

Feng, H., Fan, J., & Yang, H. (2013). The Relationships Of Learning Motivation and Achievement Motivation In EFL: Gender As an Intermediated Variable. Educational Research International, 2(2), 50–58.

Gebhard, J.G. (1996). Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide. Ann Arbor: The University of Michigan Press

Gluck, M. A., & Mercado, E., & Myers, C. E. (2008). Learning and memory: From brain to behavior. New York: Worth Publishers, pp. 172–173.

Hamouda. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. International Journal of Academic Research in Progressive Education and Development, 2(2), 113-155.

Harmer, J. (2001). The Practice of English Language Teaching (3th ed). London: Longman.

Harmer, J. (2007b). How to Teach English.China: Pearson Education Limited.

Harmer, J. (Ed.). (2008). How to teach listening. Pearson Education Limited.

Harmer, J. (2007). The Practice of English Language Teaching. 4th edn. London: Longman ELT.

Harmer, Jeremy, "How to Teach English". (1998). Longman.

Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.

Jacobson, E., Degener, S., & Gates, V. (2003). Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners. USA: NCSALL .

Kernis, M.,andGoldman,B.(2006).Amulti-componentconceptualizationof authenticity:theoryandresearch. Adv.Exp.Soc.Psychol. 38, 284–357.doi: 10.1016/S0065-2601(06)38006-9

Lundsteen, S. W. (1979). Listening, its impact at all levels on reading and the other language. Urbana: ERIC Clearinghouse on Reading and Communication Skills.

Merriam-Webster. (2018). Dictionary.

Nunan, D. (1999). Second Language Teaching and Learning. Boston: Heinle & Heinle.

Nunan, D. (1998). Approaches to Teaching Listening in Language Classroom. In proceedings of the 1997 Korea TESOL Conference. Taejon, Korea: KOTESOL.

Osada, N. (2001). What strategy do less proficient learners employ in listening comprehension? A reappraisal of bottom-up and top-down processing. Journal of the Pan-Pacific Association of Applied Linguistics, 5, 73–90.

Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners, ELT Journal: English Language Teachers Journal 51 (2) 144 – 156.

Pourhosein Gilakjani, A., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. Journal of Language Teaching and Research, 2(5), 977-988.

Rao, P. S. (2019). The Impact of English Movies on Learning English in ESL/EFL Classrooms. Research Journal of English Language and Literature (RJELAL),7(4), 430-438.

Richards, J. C. (2008). Teaching listening and speaking: From theory to practice. Cambridge, UK: Cambridge University Press.

Richards, J. C., & Schmidt, R. (2002). Longman Dictionary of Language Teaching and Applied Linguistics. Oxford: Pearson Education Limited.

Rost, M. (2002). Teaching and Researching Listening. London: Longman.

Rost, M. (1994). Introducing listening. London: Penguin books.

Schmidt-Rinehart, B. C. (1994). The effects of topic familiarity on second language listening comprehension. The Modern Language Journal, 78, pp. 179-189.

Tyagi, B. (2013). Listening: An important skill and its various aspects. An International Journal in English, (12), 1-8.

Underwood, M. (1989). Teaching listening. New York: Longman.

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. Language Teaching, 40, 191–210.

Wilson, JJ. (2008). How to Teach Listening. England: Pearson.

Wolvin, A., & Coakley, C. G. (1996). Listening 5th ed. Boston: MA: McGraw-Hill.

Yıldırım, S., Yıldırım, Ö. (2016). The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by Language Learners: A Literature Review. Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 16 (4), 2094-2110.

Appendices

Teachers' Questionnaire

Dear teachers,

The questionnaire is a part of a research work for Master degree, it is designed for the aim of collecting data for my study, it aims to investigate **teachers' attitudes towards the use of audio scripts 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. Your answers are of great help to complete the work, and they will be much appreciated. 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

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 to5 years ☐

b-From5 to 10 years ☐

c-More than 10 years ☐

Section two: The Listening skill

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

a. Reading ☐   c. Listening ☐

b. Writing ☐   d. Speaking ☐

5. Which language skill is the most difficult for your students to develop?

a. Listening ☐   c. Reading ☐

b. Speaking ☐   d. Writing ☐

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

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

7.Do you think that listening and hearing are?

a. The same ☐ b. Different ☐

8. How do you evaluate your students' listening ability?

a. Poor ☐ b. Moderate ☐ c. Advanced ☐

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

a. Reading ☐ c. Listening ☐

b. Writing ☐ d. Speaking ☐

Section Three: The use of audio scripts

10.How often do you give your students the opportunity to listen to authentic material?

a. Always ☐ b. Sometime ☐ c. Rarely ☐

11. Do your students face difficulties while listening?

a. Yes ☐ b. No ☐

12.If yes, do they encounter difficulties with?

a. Unfamiliar vocabulary ☐ b. Accent problems

c. Quality of Recorded Materials ☐ d. Others ☐

Please specify

………

………

13. How often does this problem occur?

a. Often ☐ b. Sometimes ☐ c. Rarely ☐

14. Which authentic material do you prefer to use in order to he☐r students improve their listening skill?

a. Audio materials ☐   b. Audio-visual materials

c. Native speakers' records ☐   d. Others, Please specify

…………………………………………………………………………………………………

…………………………………………………………………………………………………

15. What do you think of the use of written script with audio/audio-☐ authentic materials when teaching the listening skill?

a- Very useful ☐   b- Useful ☐   c- moderately useful

Explain

…………………………………………………………………………………………………

…………………………………………………………………………………………………

16. Do you use audio scripts as an authentic audio material in your classroom?

a. Yes ☐   b. No ☐

- If yes, how often?

a. Always ☐   c. Often ☐

b. Sometimes ☐   d. Rarely ☐

17. As EFL Teacher, do audio scripts better help learners to develop their listening skills when used:

a. before listening ☐   b. while listening ☐   c. after listening ☐

Justify: …………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………

18. How can audio scripts be useful for EFL learners' listening skill?

a. raise their motivation

b. Help them to learn listening comprehension

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.

As an EFL teacher, how do you think using writen scripts with the authentic materials may help your students develop their English listening skill?

……

……

……

Thank you for your time

الملخص:

من بين المهارات اللغوية الأربعة تعد مهارة الاستماع ذات أهمية كبيرة ، بالرغم من ان الدراسات السابقة اهملت هذه المهارة الا انها تحضى في الآونة الأخيرة بمكانة عالية في تعلم وتدريس اللغات الأجنبية وهذا لأن تطوير القدرات السمعية للمتعلم من اهم اساسيات اكتساب اللغة .

يعمل الأستاذ جاهدا من اجل تحسين المهارات السمعية للمتعلمين وذالك عن طريق اختيار الوسائل التعليمية المناسبة و استعمالها في الفصل الدراسي. من بين هذه الوسائل لدينا ما يسمى وسائل الاستماع الأصلية مثل: الصور، الأغاني، الكتب، الكتب الصوتية ...الخ. يعد استخدام النصوص الصوتية احد اهم الوسائل المستخدمة لتعليم اللغة و تطوير القدرات السمعية للمتعلم.

لهذا كان الهدف الرئيسي وراء هذه الدراسة هو التحقق من مواقف المعلمين تجاه استخدام النصوص الصوتية لتعزيز مهارة الاستماع لمتعلمي اللغة الإنجليزية كلغة أجنبية ومدى تأثيرها على القدرات السمعية للمتعلم، وفي هذا الصدد تم تحديد فرضيتين رئيسيتين. الفرضية الأولى هي ان تكون مواقف المعلمين إيجابية تجاه استخدام النصوص الصوتية لتحسين مهارات الاستماع لدى المتعلمين، والفرضية الثانية إمكانية مساعدة المتعلمين في فصل اللغة الإنجليزية كلغة أجنبية على تحسين مهارات الاستماع لديهم عن طريق ادماج النصوص الصوتية. ولتحقيق النتائج المرجوة تم تقديم استبيان ل 17 مدرس للغة الإنجليزية في مدارس التعليم المتوسط، و من خلال تحليل النتائج المتحصل عليها تم تأكيد الفرضيات السابقة و اثبات وجود تأثير إيجابي على القدرات السمعية للمتعلم عند استخدام النصوص الصوتية، وتأكيد فعالية النصوص الصوتية المدمجة في مساعدة المتعلمين في فصل اللغة الإنجليزية كلغة أجنبية على تحسين مهارات الاستماع لديهم.

الكلمات المفتاحية:

تعلم اللغات الاجنبية ,المهارات السمعية، النصوص الصوتية.