

**EFFICACY OF AUDIO VISUAL AUTHENTIC MATERIAL IN TEACHING  
LISTENING AT TERTIARY LEVEL CLASSROOM**

**TASNUVA AHMED**

**ID: 10103011**

**Department of English and Humanities**

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**BRAC University, Dhaka, Bangladesh**

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**Of**

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**TASNUVA AHMED**

**ID: 10103011**

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### **Abstract**

This research is concerned with efficacy of audio visual authentic material in teaching listening at tertiary level classrooms. In this paper, the researcher tried to find out how the use of authentic audio-visual materials in teaching English affects the learners. In doing so, a survey has been conducted among language teachers and learners from a few selected private universities of Dhaka. To ensure a large number of participation from the stakeholders, quantitative method has been adopted to conduct the survey. The survey result found that in Bangladesh, learners at tertiary level are getting benefitted by using audio visual authentic material in classroom. Both teachers' and students' survey results of this study revealed that learners enjoy the class where teacher use authentic materials and teachers are also comfortable using authentic materials in classroom. Moreover, the survey results also show that teacher believe the use of audio visual materials expose the learners to the real use of English. The study also revealed that learners feel quite relaxed when teacher use authentic material and they understand the target language better. Finally, the study suggested that a teacher use authentic materials more in class as it enhances students' motivation for learning target language and they also like to use more authentic material based of listening skill, because authentic listening materials increase students' motivation and interest.

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## Chapter 1

### INTRODUCTION

#### 1.1 Introduction:

Authentic materials are print, video, and audio materials students come across in their daily lives, such as change of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students specifically because they are authentic. Also using authentic material in class motivates learners and increases their interest towards language learning because they feel they are learning real language. According to Bacon and Finnemann (1990), if learners want to learn English language properly, they must be exposed to language exactly as it is used in real life situation by native speakers (p.459). Nowadays language teachers mostly depends on using authentic material in class as it helps learners to learn new vocabulary, grammar etc.

#### 1.2 Purpose of the study:

Purpose of the study is to find out if authentic audio visual material makes the listening class effective or not. It also focuses on how learners are benefitted from the use of audio visual authentic material rather than using traditional teaching method.

#### 1.3 Research Questions:

- How do the different stakeholders (teachers, learners and researchers) perceive the use of authentic materials?



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- Based on this experience/ perception about authentic material, what suggestions they came up with about the use of authentic material?

## **Chapter-2**

### **LITERATURE REVIEW**

#### **2.1 Listening Skill& Authentic material:**

According to Miller (2003), the aim of all listening lessons should be to allow the learners to get used to listening to the foreign language in a real world context, and this objective can be achieved with the help of authentic materials. Authentic spoken materials or texts are not prepared for language learning purpose. Radio, television, CR-ROM, internet are the sources of authentic audio visual material (p.2). Moreover, Polio (2014) native speakers create authentic material for their real life purpose, teaching language is not authentic material's main goal (p.3). So, it can be said that if the teacher uses authentic material in listening class students are benefited more because they are introduced to new ways of learning language.

#### **2.2: Audio visual authentic material:**

According to Cakir (2006), to teach students different type of language skill, nowadays language teachers use many audio visual authentic materials in the class. In listening class the use of audio visual materials makes the class interesting and enjoyable for learners. Cakir (2006) added that when teachers use any audio visual material in class, learners are motivated by that and they pay more attention in class (p.67).Hattori (1987) explained that the target language learners use audio visual information for learning language, this helps them to understand the language better. Also audio visual material makes the learning process more active which is helpful for learners to learn fast (as cited in Ghani, 2013, p.26). So, it can be said that using audio visual materials in listening class makes the class more enjoyable and interesting for learners as they can watch and learn at the same time.

### **2.2.1 Using Radio programs as authentic materials:**

According to Miller (2003), as radio programs are more accessible form of authentic listening practice, teachers are more likely to use those in class. BBC World Service (BBC) and Voice of America (VOA) are constantly on air, they are always broadcasting various programs which are very helpful for second language learner (p.2). Mishan (2005) added that radio programs are one of the most easily accessible forms of authentic listening materials that can be provided to student. Moreover using radio in class makes learners more familiar with foreign language culture (p.138). Miller (2003) also added that in order to use radio programs with learners, teachers need to select a program at a suitable time for their class and decide on some comprehensive listening tasks for the learners. For example, with an intermediate group of learners teachers can select a radio program on travel. By listening program on travel learners can relate that with their life (p.2). Similarly Gowon (2009) said that for radio courses and material for English as a second language and foreign language The British broadcasting corporation is playing a very important role. Their English courses are designed to suit various needs such as beginners, intermediate and relatively advanced learners and with content covering diverse topics of English grammars. BBC English programs also include grammar learning session, spelling bees, various pronunciation programs etc. (p.98). So radio program help learners to learn English in a very comfortable environment because they broadcast many helpful programs, like grammar, spelling and pronunciation.

### **2.2.2 Using songs as authentic material:**

According to Arevalo (2010) listening to English song could be a great example of authentic listening. As everyone knows songs can be listening anywhere at home, at office, at cars and so on, so it will be very helpful for learners. Songs and mainly lyrics help learners to enhance their

vocabulary and grammatical knowledge (p.125). Arevelo (2010) also added that there are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Moreover, it mainly depends on the creativity of the teacher (p.125). D.T. Griffiee (1995) said that songs can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practiced, the same way as linguistics areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation. Songs are also good at introducing vocabulary because they provide a meaningful context for the vocabulary. Songs also provide a natural context for the most common structure such as verb, tense and preposition (p.5, 6).

### **2.2.3 Using Video clips as authentic material:**

According to Chan, Lei & Lena (2014) video clips are frequently used in teaching listening of foreign language. With the development of computer science and internet technology videos are more commonly used in EFL classroom. It increases learner's interest by using videos clips and learner can catch some non-verbal components such as gesture, facial expression (p.53). Miller (2003) also added that using television programs or video clips in the classroom helps the learner access more information when listening because they can see what happening as well as listen to the text (p.3). Miller (2003) explains that in order to choose video material for the classroom, topics must be chosen based on students' interest and their level of English proficiency as well as cultural aspects (p.3). Secules, Herron, & Tomasello (1992) stated that video clips offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and more feasible option for listening comprehension (as cited in Long & Doughty, 2009).

#### **2.2.4 Using television shows as authentic materials:**

According to Mishan (2005) television shows is a universal media which introduces learners with the target culture language, it allows them to see the tradition, culture and their relation with each other. He also added that television shows are authentic source which establish a relationship with foreign language learner and target language and develop good listening skill (p.135). So, it can be said that researchers defined radio programs, song, television shows, video clips and internet/CD-ROM software as authentic material for EFL learners. These authentic materials are very beneficial for learners because they can grab learner's attention easily.

#### **2.3 Teacher's perception about using authentic material in class:**

Darwish (2014) said that Teachers believe in presenting students with a richness and variety of resources and materials not to confuse them, but rather to make the most of our potential as teachers for engaging students with language. These authentic materials can create a lot of interest and make teaching- learning process more effective (p.123).According to Rogers (1988) a teacher should incorporate authentic material in class according to learners need, nature, and their level of understanding (p.467).

##### **2.3.1 Purpose of using authentic material in class for teachers:**

According to Rogers (1988), a teacher should incorporate authentic material in class according to learners need, nature and their level of understanding (p.467). Omid & Azam (2015), they conducted a survey and explored the attitudes of teachers toward using authentic materials in EFL classroom in Iran. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such an attitude was to improve students' skills and expose

them to the real English language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials (p.12).

### **2.3.2 Advantages of using authentic material in class for teachers:**

According to Ozkan (2002), the use of audio visual materials is getting popular nowadays. Different audio-visual materials are available for providing the learners with native language exposure. Language teachers can download listening materials from internet according to the proficiency level of their learners within minutes (p.39). Similarly Mayer (2001) claimed that audio-visual materials help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual material in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a connection between the verbal and non-verbal as well as abstract and material issues. There are some abstract things in language which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual support, teachers can make the learners understand better. If the verbal and visual things are presented together, learners can get the information quickly (as cited in Dolati, 2011, p. 6).

### **2.3.3 Disadvantages of using authentic material in class for teachers:**

Omid & Azam (2015), they conducted a survey and explored the attitudes of teachers toward using authentic materials in EFL classroom in Iran. The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes but in some cases teachers found using authentic material difficult because they are not easy to use, costly and maintenance.

Also in some institutes teachers are not getting proper training of using authentic materials (p.112).

### **2.3.4 Teachers suggestion about the use of authentic material in class:**

Meyer (2004) explained the extensive research into the differences between inexperienced and experienced teachers. Meyer (2004) studies suggest that there are many differences between teachers with experience and teachers who have recently started teaching. Inexperienced teachers can, for instance, be struggling with the overall organization of their teaching and the courses, which can lead to a hypothesis that they lack in capacity of bringing anything that is not in the textbooks, in the case of the present study, authentic texts, into classroom. Experienced teachers, however, are usually so practiced with how to teach and organize the class that more time is left to focus on the actual content and various learning groups with different needs (p.972). So it can be said that teaches' training for using authentic material in classroom is essential in every institution. Without proper training teachers could not us authentic material in class properly.

### **2.4 Learner's perception about using authentic material in class:**

According to Nihei (2002), the aim of the language learning should be that the learners can use the target language in their real life, not only in the classroom. If learners only use prepared materials in the classroom they might face difficulties in real life (p.22). Moreover, Rogers & Medley (1988) say that authentic language is the most genuine form of language which presents a suitability of culture and situation of context (as cited in Ghaderpanahi, 2012, n.d).

#### **2.4.1 Purpose of using authentic material in class for learners:**

Omid & Azam (2014) they have done a research on Iranian EFL learners at pre- intermediate level and they have found positives attitudes towards using authentic listening materials in class.

Moreover they also have found that learners moved from their limited learning environment where they only learn from the textbook to another environment connecting them with the language as it is used in the real world by native speakers. The use of authentic materials also seemed to create a lot of interest among the learners, they appeared to enjoy learning by being able to deal with a variety of authentic texts away from their usual classes. Learners also agreed that authentic materials also increase their knowledge of vocabulary for real situations, introduced them how to use language in the real world, improve their cultural understanding, language proficiency and listening comprehension. Researchers also found that using authentic material in class increase learners' motivation (p.193). So it can be said that using authentic material in classroom makes class more interesting and motivates learners to learn more.

#### **2.4.2 Advantages of using authentic material in class for learners:**

According to Ozkan (2002), the use of audio visual materials is getting popular nowadays. Different audio-visual materials are available for providing the learners with native language exposure (p.39). Macwan (2015) explained that visual material helps the learner learn in a very broad way, they can come out with different ideas as they can watch and learn. Also audio visual materials help them learn correct pronunciation because the speakers of the conversation are mostly native speakers. Audio visual materials help them know different types of English language accent. Moreover, they can know different styles of speaking and the supporting non-verbal expressions. Watching videos of English speakers leads them to post session activities like group discussion, role play, presentation, debate, quiz, conversations etc. By listening to the conversations of the native speakers, learners can improve their listening skills, which is not always possible by listening only to the class lectures (p.95). So it can be said that audio visual



materials are very important for learning language and also by using these materials in class learners can think in broad way as they can relate the materials with their real life.

#### **2.4.3 Disadvantages of using authentic material in class for learners:**

Martinez (2002) claimed that authentic materials are sometimes too culturally biased that becomes challenging to understand for learners. Martinez (2002) also added that when too many different structures are mixed in an article, especially students with lower proficiency level face problems to process all of them at the same time. Besides these, articles become old-fashioned very quick. For example: newspaper articles (p.6). Similarly Ghaderpanahi (2012) also added that authentic materials are made by native speakers and sometimes it is difficult to understand for EFL students (p.5). So, it can be said that using authentic material in class sometimes can be difficult for learners. Especially lower proficiency level learners face problem to understand the material in class.

#### **2.4.4 Learners' suggestion about the use of authentic material in class:**

Peacock (1997) mentioned that authentic materials are intrinsically more interesting or stimulating than artificial or non-authentic materials. He also believes that if a teacher uses suitable authentic materials in the language classroom, it motivates students because these are more interesting and inspiring than artificial materials. Peacock (1997) also added that while applying authentic materials in the language classes, a teacher has to ensure that the material is exploited well. Sometimes teachers need to shorten authentic texts, or add a glossary in order to make them more accessible (Cited in Gower, 1995, p. 83). So it can be said that using suitable authentic material in classroom helps learner to understand the material better.

## **2.5 Researchers perception about using authentic material in class:**

McDonough and Shaw (2004) said that many researchers mentioned that sometimes authentic materials need to be adapted to be suitable for a particular level of students. Materials adaptation means matching materials to the learner's needs, the teacher's demands and administration's purpose (p.73).

### **2.5.1 Advantages of using authentic material in class for researcher:**

Rahman (2014) said that English language teaching researchers always like to use authentic material in class because they substitute real world for the artificially created linguistic data. The learners would be exposed to language as it is used in real life outside the classroom. Another argument in favour of the use of authentic materials is their cultural content. The learners would be exposed to the cultural force of the language that they are learning and so comprehension and perceptions of the language would improve (p.206).

### **2.5.2 Disadvantages of using authentic material in class for researcher:**

According to Omid & Azam (2014), they have found that teachers of EFL in Iran need to be more sensitive to students' understanding of the material. When half of the students do not understand the content of the material, teachers have to re-explain that. On the other hand, students are very interested in comparing cultural differences. They are very aware that they are learning via new technologies and it motivates them a lot. Teachers could make use of this opportunity to initiate discussions among students. This is the moment when the language is taught in a cultural context (p.195).

### **2.5.3 Researchers' suggestion about the use of authentic material in class:**

Rahman (2014) said that consciousness-raising can be best achieved by exposing learners to variety of authentic texts. They come across language as it works in real life situations rather than language through simulated discourse. Exposure to real life texts help the learners to focus on language details and get a working knowledge of the linguistic features that provide structure to a text. In this method of teaching, the teacher no longer simply presents the language to the learner for the purpose of illustrating language forms. Instead, they encourage learners to examine their own experience of the language and make generalizations from it (p. 210). So it can be said that teachers plays a very important role in teaching authentic material in classroom, making student conscious about the use of authentic material in class helps them to learn better.

### **2.6 Conclusion:**

In EFL classrooms language teaching becomes interesting when the teachers use different audio-visuals materials. Learners are highly motivated and attentive in classroom when different colourful audio-visual materials are used. According to Allen, Kate & Marquez (2011), Visual authentic materials add interest to a presentation, they can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can bring out unlimited words. Different visuals bring variation in the classroom as they help draw the attention of the learners toward the topics. Use of different pictures related to the lesson of the class lead the classes to be lively as well as learners get some outlines of the topic. It is always better to have something visuals in front of the learners so that they can understand the point well (p.5). So, it can be said that audio visual materials make lessons easy to understand, learners can remember the information of the lesson for long duration because of the use of audio visual materials.

## Chapter-3

### RESEARCH METHODOLOGY

#### 3.1 Introduction:

This chapter focuses on the methodologies that the researcher used to conduct the study. This chapter also discusses the designing of instruments used by the researcher, the steps that the researcher has taken to ensure the validity and reliability of questionnaires, sampling of the study, data collection and analysis procedure and also the limitations of this study.

#### 3.2 Methods of data collection:

The methods that are used in this research include-

- a) Students' questionnaire survey
- b) Teachers' questionnaire survey
- c) Researches' checklist

To conduct this study the researcher used questionnaire method. According to Brown (2001), the advantages of using questionnaires are 'cheap, quick and efficient'. As a result, researcher can cover a large number of people within a short time for survey. He also added that when questionnaire assures anonymity, participants feel comfortable to respond to sensitive topic (p.77). The researcher of this paper also used quantitative method for this study. Aliaga and Gunderson (2000) defined quantitative research as 'explaining phenomena by collecting numerical data that are analyzed using mathematically based methods' (as cited in Muijs, 2011,

p. 1). The advantage of using quantitative is ‘the results are statistically reliable’ (Koul, 2009, p. 82).

### **3.3 Designing instruments:**

To design teachers’ and students’ questionnaires the researcher used same items with some changes in language to fit the participants. Each item in the questionnaire was designed based on the literature review of this paper. The items basically asked for the participants’ the perceptions of different stakeholders (teacher, student and researcher) about authentic material at tertiary level and based on their perceptions the suggestion they came up. In the questionnaire, each item has 5points scale where 1=Entirely disagree, 2=Disagree, 3=Not sure, 4=Agree and 5=Entirely agree. The participants had to tick the appropriate number for their opinion for each item.

### **3.4 Validity and reliability of questionnaires:**

To ensure validity and reliability of the questionnaire the researcher included all the items in the questionnaires based on the literature review of this study. She also surveyed two language classes for gathering more information. The researcher also followed methodologies to interpret the data of the questionnaires.

### **3.5 Sampling of the study:**

To collect data for this study the researcher chose few private universities located in Dhaka city.10 language teachers and 100 students from these universities participated in the questionnaire survey of this study.

### **3.6 Data Analysis:**

To analyze data collected in this study the researcher used mean scores for each item. The mean score refers to the sum of all scores of the participants in a group divided by the number of

participants,  $[X = \Sigma X/n]$  (Seliger & Shohamy, 1989, p.215). Mean score is the average score of each item. It helps a researcher to analyze the whole group of participants' responses for each item (Seliger & Shohamy, 1989, p.216).

### **3.7 Limitations of the study:**

It was not possible for the researcher to find out the answers of this research's questions through classroom observation as teacher's not frequently use audio visual authentic material in class. Questionnaire survey was the only way to find out the results. Due to time and resource limitation it was not possible for the researcher to cover a few more universities in Bangladesh to make the findings more representative. The researcher had to cover only few private universities for this survey. However, the universities were chosen carefully to make the result of this study representative and reliable. It is to be noted that it was difficult for the researcher to find out separate English listening classes at different universities for this study as many universities offer English language courses to their students where listening skill is practiced with other skills like speaking, writing and reading. As a result, the researcher had to conduct survey on those classes where listening skill is integrated with other skills.

## Chapter 4

### FINDINGS AND DISCUSSIONS

#### 4.1 Introduction:

This chapter is developed to analyze the data collected from language teachers and learners and classroom observation from different private universities.

#### 4.2 Results found from teachers' questionnaire survey:

In the students' questionnaire, participants had to tick the appropriate box from five options for each item. For analysis the responses were converted into mathematical figures as follows:

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

The results found from students' questionnaire survey are presented below:

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for mean scores.)

**Table- 1**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	
	<b>The use of authentic audio visual material in listening class is helpful for learners because (1-6)</b>						
1.	Authentic materials increase their motivation towards listening	0 0	1 2	0 0	9 36	0 0	3.8
2.	It helps them use appropriate language according to the context	0 0	3 6	1 3	6 24	0 0	3.3
3.	It makes them feel that they are learning real language	0 0	1 2	3 9	6 24	0 0	3.5
4.	Authentic materials prepare them to successfully use the target language for academic purposes	0 0	2 4	1 3	7 28	0 0	3.5
5.	Authentic materials present authentic information about culture, such as Christmas, Halloween and so on.	0 0	2 4	2 6	6 24	0 0	3.4
6.	It helps them pay more attention in the class	0 0	0 0	3 9	7 28	0 0	3.7
	<b>Using various authentic audio visual materials like radio programs, songs. Video clips,</b>						



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	<b>internet, television shows help learners to learn better English because (7-12)</b>						
7.	In radio BBC English programs example- grammar learning sessions, spelling bees helps learners to learn better grammar.	0 0	0 0	0 0	10 40	0 0	4
8.	Songs and mainly lyrics help learners to enhance their vocabulary knowledge.	0 0	0 0	1 3	9 36	0 0	3.9
9.	Video clips teach learners non-verbal components such as gesture and facial expressions.	0 0	2 4	0 0	8 32	0 0	3.6
10.	Television shows introduces learners with the target language culture, it also allows them to see the tradition, culture and their relation with each other.	0 0	3 6	1 3	6 24	0 0	3.3
	<b>Perceptions of teachers about the use of authentic material in the classroom</b>						
11.	Teachers use authentic material in class for engaging students with the target language.	0 0	7 14	2 6	1 4	0 0	2.4
12.	Teachers found internet and television shows as most useful authentic material for learners.	0 0	0 0	0 0	10 40	0 0	4
	<b>Advantages and disadvantages of using</b>						

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	<b>authentic material in class for teachers (13-16)</b>						
13.	By using authentic material in class teachers can present a topic both verbally and visually.	0 0	0 0	0 0	10 40	0 0	4
14.	Using different visual material in the class, teachers can make the learners understand the topic better.	0 0	0 0	1 3	9 36	0 0	3.9
15.	Sometimes teachers found using authentic material difficult because they are not easy to use, costly, and maintenance.	0 0	6 12	1 3	3 12	0 0	2.7
16.	In some institution teachers are not getting proper training of using authentic material in class.	0 0	3 6	2 6	5 20	0 0	3.2
	<b>Teacher's suggestion about the use of authentic material in class (17,18)</b>						
17.	Inexperience teachers face difficulties of using authentic material in class.	0 0	7 14	3 9	0 0	0 0	2.3
18.	Teacher's training is most essential in every institution for using authentic material in class.	0 0	9 18	1 3	0 0	0 0	2.1

The details of the results of teachers' questionnaire survey are given below:

(For each item the number of total respondents was 10.)

For item no. 1 (Authentic materials increase students motivation towards listening), no one ticked 'entirely disagree'. 1 teacher answered 'disagree' and no one ticked 'not sure'. 9 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.8.

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For item no. 2 (Authentic material helps students use appropriate language according to the context), no one ticked 'entirely disagree'. 3 teachers answered 'disagree' and no one ticked 'not sure'. 6 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.3.

For item no. 3 (Authentic materials make students feel that they are learning real language), no one ticked 'entirely disagree'. 1 teacher answered 'disagree' and 3 teachers ticked 'not sure'. 6 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.5.

For item no. 4 (Authentic materials prepare students to successfully use the target language for academic purposes), no one ticked 'entirely disagree'. 2 teachers answered 'disagree' and 1 teacher ticked 'not sure'. 7 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.5.

For item no. 5 (Authentic materials present authentic information about culture, such as Christmas, Halloween and so on.), no one ticked 'entirely disagree'. 2 teachers answered 'disagree' and 2 teachers ticked 'not sure'. 6 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.4.

For item no. 6 (Authentic material helps students pay more attention in the class), no one ticked 'entirely disagree'. No one answered 'disagree' and 3 teachers ticked 'not sure'. 7 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.7.

For item no. 7 (In radio BBC English programs example- grammar learning sessions, spelling bees helps learners to learn better grammar), no one ticked 'entirely disagree'. No one answered 'disagree' and no one ticked 'not sure'. 10 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 4.

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For item no. 8 (Songs and mainly lyrics help learners to enhance their vocabulary knowledge), no one ticked 'entirely disagree'. No one answered 'disagree' and 1 teacher ticked 'not sure'. 9 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.9.

For item no. 9 (Video clips teach learners non-verbal components such as gesture and facial expressions), no one ticked 'entirely disagree'. 2 teachers answered 'disagree' and no one ticked 'not sure'. 8 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.6.

For item no. 10 (Television shows introduces learners with the target language culture, it also allows them to see the tradition, culture and their relation with each other), no one ticked 'entirely disagree'. 3 teachers answered 'disagree' and no one ticked 'not sure'. 6 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.3..

For item no. 11 (Teachers use authentic material in class for engaging students with the target language), no one ticked 'entirely disagree'. 7 teachers answered 'disagree' and 2 teachers ticked 'not sure'. 1 teacher ticked 'agree' and no one answered 'entirely agree'. The mean score is 2.4.

For item no. 12 (Teachers found internet and television shows as most useful authentic material for learners), no one ticked 'entirely disagree'. No one answered 'disagree' and no one ticked 'not sure'. 10 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 4.

For item no. 13 (By using authentic material in class teachers can present a topic both verbally and visually), no one ticked 'entirely disagree'. No one answered 'disagree' and no one ticked 'not sure'. 10 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 4.

For item no. 14 (Using different visual material in the class, teachers can make the learners understand the topic better), no one ticked 'entirely disagree'. No one answered 'disagree' 1

teacher one ticked 'not sure'. 9 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.9.

For item no. 15 (Sometimes teachers found using authentic material difficult because they are not easy to use, costly, and maintenance), no one ticked 'entirely disagree'. 6 teachers answered 'disagree' 1 teacher one ticked 'not sure'. 3 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 2.7.

For item no. 16 (In some institution teachers are not getting proper training of using authentic material in class), no one ticked 'entirely disagree'. 3 teachers answered 'disagree' 2 teachers one ticked 'not sure'. 5 teachers ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.2.

For item no. 17 (Inexperience teachers face difficulties of using authentic material in class), no one ticked 'entirely disagree'. 7 teachers answered 'disagree' 3 teachers one ticked 'not sure'. No one ticked 'agree' and no one answered 'entirely agree'. The mean score is 2.3.

For item no. 18 (Teacher's training is most essential in every institution for using authentic material in class), no one ticked 'entirely disagree'. 9 teachers answered 'disagree' 1 teacher one ticked 'not sure'. No one ticked 'agree' and no one answered 'entirely agree'. The mean score is 2.1.

#### **4.3 Discussion of the Teachers' Questionnaire Survey Results**

This section discusses the results found in table-1

The interpretation key used for discussion of the results is:

Negative attitude = 1.00-2.25

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Not satisfactory = 2.26-3.00

Satisfactory = 3.01-3.75

Very satisfactory = 3.76-5.00

For item no. 1 “Authentic materials increase student’s motivation towards listening”, mean score in 3.8. It is noticeable that in the mean score is very satisfactory attitude (3.76 – 5.00). That’s mean teachers observe that using authentic material in class motivates students.

For item no. 2 “Authentic material helps students use appropriate language according to the context”, mean score is 3.3. So the mean score is satisfactory attitude (3.01-3.75). It means that authentic material helps students to use proper language according to the context in the classroom.

For item no. 3 “Authentic materials make students feel that they are learning real language”, the mean score of this statement is 3.5. So the mean score is satisfactory as the range is (3.01-3.75).

For item no. 4 “Authentic materials prepare students to successfully use the target language for academic purposes”, 3.5 is the mean score of this statement. The mean score is satisfactory.

For item no. 5 “Authentic materials present authentic information about culture, such as Christmas, Halloween and so on” the mean score of the statement is 3.4. So it is noticeable that the mean score in satisfactory (3.01-3.75).

For item no. 6 “Authentic material helps students pay more attention in the class” the mean score is satisfactory as the result of the mean score in 3.7.

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For item no. 7 “In radio BBC English programs example- grammar learning sessions, spelling bees helps learners to learn better grammar” the mean score is 4. This is the high score as the result of the mean score is very satisfactory (3.76-5.00).

For item no. 8 “Songs and mainly lyrics help learners to enhance their vocabulary knowledge” the mean score of this statement is 3.9. So the result of the mean score is very satisfactory (3.76-5.00).

For item no. 9 “Video clips teach learners non-verbal components such as gesture and facial expressions” the mean score of this statement is 3.6. So the result of the mean score is satisfactory (3.01-3.75).

For item no. 10 “Television shows introduces learners with the target language culture, it also allows them to see the tradition, culture and their relation with each other” the mean score of this statement is 3.3. The result of the mean score is satisfactory (3.01-3.75).

For item no. 11 “Teachers use authentic material in class for engaging students with the target language” the mean score is 2.4. The result of the mean score is low because the result is not satisfactory (2.26-3.00).

For item no. 12 “Teachers found internet and television shows as most useful authentic material for learners” the mean score of this statement is 4. So the result of the mean score is very satisfactory.

For item no. 13 “By using authentic material in class teachers can present a topic both verbally and visually” the mean score of the statement is 4. The result of the mean score is very satisfactory.

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For item no. 14 “Using different visual material in the class, teachers can make the learners understand the topic better” the mean score of the statement is 3.9. The result of the mean score is very satisfactory.

For item no. 15 “Sometimes teachers found using authentic material difficult because they are not easy to use, costly, and maintenance” the mean score is 2.7. So the result of the mean score is not satisfactory (2.26-3.00).

For item no. 16 “In some institution teachers are not getting proper training of using authentic material in class” the mean score of the statement is 3.2. So the result of the mean score is only satisfactory.

For item no. 17 “Inexperience teachers face difficulties of using authentic material in class” the mean score is 2.3. So the result of the mean score is not satisfactory (2.26-3.00).

For item no. 18 “Teacher’s training is most essential in every institution for using authentic material in class” the mean score of the statement is 2.1. The teachers have a very negative attitude (1.00-2.25).



**4.4 Results found from students' questionnaire survey:****Table-2**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	
	<b>I think the use of authentic audio visual material in listening class is helpful in EFL classroom because (1-6)</b>						
1.	Authentic materials increases my motivation towards listening	0 0	4 8	3 9	82 368	11 85	4.05
2.	It helps me use appropriate language according to the context	0 0	6 12	45 153	42 208	7 35	3.51
3.	It makes me feel that I am learning real language	0 0	8 16	40 135	47 228	5 30	3.52
4.	Authentic materials prepare me to successfully use the target language for academic purposes	2 2	2 4	29 117	67 292	0 0	3.57
5.	Authentic materials present authentic information about culture, such as Christmas, Halloween and so on.	1 1	2 4	12 36	70 320	13 95	3.93
6.	It helps me pay more attention in the class	0	0	5	85	10	4.06

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		0	0	21	380	70	
	<b>Using various authentic audio visual materials like radio programs, songs. Video clips, internet, television shows help learners to learn better English because (7-12)</b>						
7.	In radio BBC English programs example- grammar learning sessions, spelling bees helps me to learn better grammar.	0 0	2 4	10 30	56 264	32 190	4.20
8.	Songs and mainly lyrics help me to enhance their vocabulary knowledge	0 0	1 2	12 66	81 348	5 25	3.80
9.	Video clips teach me non-verbal components such as gesture and facial expressions.	0 0	22 44	48 144	23 132	7 65	3.31
10.	Television shows introduces me with the target language culture, it also allows them to see the tradition, culture and their relation with each other.	0 0	35 70	43 159	22 112	0 0	2.93
	<b>Perceptions of learners about the use of authentic material in the classroom (11,12)</b>						
11.	Learners enjoy learning by being able to deal with a variety of authentic texts away from their usual classes.	0 0	17 34	3 9	66 304	17 115	3.98
12.	Authentic materials introduce learners with the	3	28	46	22	1	2.93

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	language of outside the textbook and improve their cultural understanding of target language.	3	56	168	112	5	
	<b>Advantages and disadvantages of using authentic material in class for learners (13-16)</b>						
13.	Audio visual materials help learners know different types of English language accent.	0 0	15 30	49 177	35 160	1 5	3.2
14.	By listening to the conversation of native speakers learners can improve their listening skill.	0 0	3 6	8 39	85 380	4 20	3.83
15.	Sometimes authentic materials are too culturally biased that becomes challenging to understand for learners.	0 0	3 6	14 42	81 364	2 40	3.89
16.	Learners with lower proficiency level face problem when too many different structures are mixed in authentic material.	0 0	38 76	56 198	4 40	2 10	2.79
	<b>Learner's suggestion about the use of authentic material in class (17,18)</b>						
17.	The use of suitable authentic material by the teacher in the language classroom makes the class interesting and also motivates learners.	2 2	32 64	48 174	16 84	3 15	2.92
18.	When the materials are well explained by the teacher in the class, it helps the learners to	0 0	0 0	4 12	89 396	8 65	4.07

	understand it better.						
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The details of the results of students' questionnaire survey are given below:

(For each item the number of total respondents was 116.)

For item no. 1 (Authentic materials increase students motivation towards listening), no one ticked 'entirely disagree'. 4 students answered 'disagree' and 3 students ticked 'not sure'. 82 students ticked 'agree' and 11 students answered 'entirely agree'. The mean score is 4.05.

For item no. 2 (Authentic material helps students use appropriate language according to the context), no one ticked 'entirely disagree'. 6 students answered 'disagree' and 45 students ticked 'not sure'. 42 students ticked 'agree' and 7 students answered 'entirely agree'. The mean score is 3.5.

For item no. 3 (Authentic materials make students feel that they are learning real language), no one ticked 'entirely disagree'. 8 students answered 'disagree' and 40 students ticked 'not sure'. 47 students ticked 'agree' and 5 students answered 'entirely agree'. The mean score is 3.5.

For item no. 4 (Authentic materials prepare students to successfully use the target language for academic purposes), 2 students ticked 'entirely disagree'. 2 students answered 'disagree' and 39 students ticked 'not sure'. 67 students ticked 'agree' and no one answered 'entirely agree'. The mean score is 3.5.

For item no. 5 (Authentic materials present authentic information about culture, such as Christmas, Halloween and so on.), 1 students ticked 'entirely disagree'. 2 students answered 'disagree' and 12 students ticked 'not sure'. 70 students ticked 'agree' and 13 students answered 'entirely agree'. The mean score is 3.9.

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For item no. 6 (Authentic material helps students pay more attention in the class), no one ticked 'entirely disagree'. No one answered 'disagree' and 5 students ticked 'not sure'. 85 students ticked 'agree' and 10 students answered 'entirely agree'. The mean score is 4.0.

For item no. 7 (In radio BBC English programs example- grammar learning sessions, spelling bees helps me to learn better grammar.), no one ticked 'entirely disagree'. 2 students answered 'disagree' and 10 students ticked 'not sure'. 56 students ticked 'agree' and 32 students answered 'entirely agree'. The mean score is 4.2.

For item no. 8 (Songs and mainly lyrics help me to enhance their vocabulary knowledge.), no one ticked 'entirely disagree'. 1 student answered 'disagree' and 12 students ticked 'not sure'. 81 students ticked 'agree' and 5 students answered 'entirely agree'. The mean score is 3.8.

For item no. 9 (Video clips teach me non-verbal components such as gesture and facial expressions.), no one ticked 'entirely disagree'. 22 students answered 'disagree' and 48 students ticked 'not sure'. 23 students ticked 'agree' and 7 students answered 'entirely agree'. The mean score is 3.3.

For item no. 10 (Television shows introduces me with the target language culture, it also allows them to see the tradition, culture and their relation with each other), no one ticked 'entirely disagree'. 35 students answered 'disagree' and 43 students ticked 'not sure'. 22 students ticked 'agree' and no one answered 'entirely agree'. The mean score is 2.9.

For item no. 11 (Learners enjoy learning by being able to deal with a variety of authentic texts away from their usual classes), no one ticked 'entirely disagree'. 17 students answered 'disagree' and 3 students ticked 'not sure'. 66 students ticked 'agree' and 17 students answered 'entirely agree'. The mean score is 3.9.

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For item no. 12 (Authentic materials introduce learners with the language of outside the textbook and improve their cultural understanding of target language), 3 students ticked 'entirely disagree'. 28 students answered 'disagree' and 46 students ticked 'not sure'. 22 students ticked 'agree' and 1 student answered 'entirely agree'. The mean score is 2.9.

For item no. 13 (Audio visual materials help learners know different types of English language accent), no one ticked 'entirely disagree'. 15 students answered 'disagree' and 49 students ticked 'not sure'. 35 students ticked 'agree' and 1 student answered 'entirely agree'. The mean score is 3.2.

For item no. 14 (By listening to the conversation of native speakers learners can improve their listening skill), no one ticked 'entirely disagree'. 3 students answered 'disagree' 8 students one ticked 'not sure'. 85 students ticked 'agree' and 4 students answered 'entirely agree'. The mean score is 3.8.

For item no. 15 (Sometimes authentic materials are too culturally biased that becomes challenging to understand for learners), no one ticked 'entirely disagree'. 3 students answered 'disagree' 14 students one ticked 'not sure'. 81 students ticked 'agree' and 2 students answered 'entirely agree'. The mean score is 3.8.

For item no. 16 (Learners with lower proficiency level face problem when too many different structures are mixed in authentic material), no one ticked 'entirely disagree'. 38 students answered 'disagree' 56 students one ticked 'not sure'. 4 students ticked 'agree' and 2 students answered 'entirely agree'. The mean score is 2.7.

For item no. 17 (The use of suitable authentic material by the teacher in the language classroom makes the class interesting and also motivates learners), 2 students ticked 'entirely disagree'. 32

students answered 'disagree' 48 students one ticked 'not sure'. 16 students ticked 'agree' and 3 students answered 'entirely agree'. The mean score is 2.9.

For item no. 18 (When the materials are well explained by the teacher in the class, it helps the learners to understand it better), no one ticked 'entirely disagree'. No one answered 'disagree' 4 students ticked 'not sure'. 89 students ticked 'agree' and 8 students answered 'entirely agree'. The mean score is 4.0.

#### **4.5 Discussion of the students' Questionnaire Survey Results**

This section discusses the results found in table-2

The interpretation key used for discussion of the results is:

Negative attitude = 1.00-2.25

Not satisfactory = 2.26-3.00

Satisfactory = 3.01-3.75

Very satisfactory = 3.76-5.00

For item no. 1 "Authentic materials increase student's motivation towards listening" the mean score of this statement is 4.05. So the result of the mean score is very satisfactory as the score is very high (3.76-5.00).

For item no. 2 "Authentic material helps students use appropriate language according to the context" mean score of the statement is 3.5. The result of the mean score is very satisfactory (3.76-5.00).

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For item no. 3 “Authentic materials make students feel that they are learning real language” 3.5 is the mean score of this statement. The result of the mean score is very satisfactory.

For item no. 4 “Authentic materials prepare students to successfully use the target language for academic purposes” the mean score of this statement is 3.5. This is a very satisfactory result (3.76-5.00).

For item no. 5 “Authentic materials present authentic information about culture, such as Christmas, Halloween and so on.” The mean score of this statement is 3.9. The result of this mean score is very satisfactory.

For item no. 6 “Authentic material helps students pay more attention in the class” the mean score of this statement is 4. This result of the mean score is very satisfactory (3.76-5.00).

For item no. 7 “In radio BBC English programs example- grammar learning sessions, spelling bees helps me to learn better grammar” 4.2 is the mean score of this statement. So the result is very satisfactory.

For item no. 8 “Songs and mainly lyrics help me to enhance their vocabulary knowledge” the mean score of this statement is 3.8. So the result of this mean score is very satisfactory (3.76-5.00).

For item no. 9 “Video clips teach me non-verbal components such as gesture and facial expressions” 3.3 is the mean score of this statement. The result of this mean score is satisfactory (3.01-3.75).



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For item no. 10 “Television shows introduces me with the target language culture, it also allows them to see the tradition, culture and their relation with each other” the score of the mean is 2.9.

The result of the mean score is not satisfactory as the result is very low (2.26-3.00)

For item no. 11 “Learners enjoy learning by being able to deal with a variety of authentic texts away from their usual classes” 3.9 is the mean score of this statement. So the result of the mean score is very satisfactory.

For item no. 12 “Authentic materials introduce learners with the language of outside the textbook and improve their cultural understanding of target language” 2.9 is the mean score of this statement which is a low score. So the result of the mean score is not satisfactory (2.26-3.00).

For item no. 13 “Audio visual materials help learners know different types of English language accent” the mean score of this statement is 3.2. The result of the mean score is satisfactory (3.01-3.750).

For item no. 14 “By listening to the conversation of native speakers learners can improve their listening skill” 3.8 is the mean score of this statement. The result of the mean score is very satisfactory (3.76-5.00).

For item no. 15 “Sometimes authentic materials are too culturally biased that becomes challenging to understand for learners” the mean score of this statement is 3.8. The result of the mean score is very satisfactory (3.76-5.00).

For item no. 16 “Learners with lower proficiency level face problem when too many different structures are mixed in authentic material” 2.7 is the mean score of this statement. The result of the mean score is not satisfactory (2.26-3.00).

For item no. 17 “The use of suitable authentic material by the teacher in the language classroom makes the class interesting and also motivates learners” 2.9 are the mean score of this statement.

So the result of the mean score is not satisfactory (2.26-3.00).

For item no. 18 “When the materials are well explained by the teacher in the class, it helps the learners to understand it better” the mean score of this statement is 4. The result of the mean score is very satisfactory because the score is very high.

#### **4.6 Researcher’s Own Evaluation Using the Checklist:**

This section presents the researchers’ own evaluation of the checklist which she filled up during classroom observation. The results found for each of the items under individual areas have been given in order.

##### **A. The use of authentic audio visual material**

Statement.1: the researcher found that the teacher began the class with talking about the previous lesson. The students seemed very excited when the teacher told them that she is going to play a song in class, which proves that using authentic material in class motivates students.

Statement.2: According to classroom observation the researcher found that students were not using English appropriately for all the time though there was contextual demand for using it.

Statement.3: the researcher found that most of the students were feeling very relaxed while listening the song and enjoying that moment. It seemed they are learning the language in this way.

Statement.4: the researcher found that in most of the cases students are not interested to use English or L2 for informal conversation. However from observing some students attitude towards target language learning seemed that they appreciate the use of authentic audio-video clips during class time rather than listening to any particular lecture or following any reading article.

Statement.5: the researcher had seen the song that was played in class was on 'All of me' do not have any information about culture.

Statement.6: researcher found that few students got distracted while listening the song. However most of the students seemed more attentive while listening the song rather than listening to class lecture.

### **B. Using various audio visual materials**

Statement.7: the researchers found that in none of the classes' teacher played any radio program for classroom activity.

Statement.8: the researcher observed that by playing the song in the class students learn many new vocabularies from the song lyrics and also learn some new pronunciation which was unknown to them.

Statement.9: students seemed more comfortable using video clips rather than using radio in the class, because they cannot see the speaker of the target language.

Statement.10: the researcher did not found any particular class where teacher use television shows.

Statement.11: researcher found that learners preferred video clips rather than audio clips as they feel that gestures and facial expression of the speaker and the contextual setting of the video help them to understand the target language efficiently.

**C. Perceptions of teachers about the use of authentic material (advantages, disadvantages, suggestion)**

Statement.12: the researcher found that teachers use authentic material such as songs, audio clips in class for engaging students with the target language.

Statement.13: Researcher found that none of the teachers does not use internet or television show for classroom activities.

Statement.14: using authentic material in class teachers can present a topic both verbally and visually it was very helpful for the learner.

Statement.15: Researcher found that one of the teachers was faced difficulties of playing audio clips from the computer.

Statement.16: Researcher found that teachers are not properly trained of using authentic material.

Statement.17: Researcher found that inexperience teachers face difficulties of using authentic material in class.

**D. Perceptions of learners about the use of authentic material (advantages, disadvantages and suggestion)**

Statement.18: Researchers found that learners enjoy learning by being able to deal with a variety of authentic texts away from their usual classes.

Statement.19: researcher observes that authentic materials introduce learners with the language of outside the textbook and improve their cultural understanding of target language.

Statement.20: audio visual materials help learners know different types of English language accent.

Statement 21: researcher found that listening to the conversation of native speaker's learners improves students listening skill.

Statement.22: sometimes authentic materials are too culturally biased that becomes challenging to understand for learners.

Statement.23: researcher found that learners with lower proficiency level face problem when there are too many different structures are mixed in authentic material.

Statement.24: the use of suitable authentic material by the teacher in the language classroom makes the class interesting and also motivates learners.

Statement.25: researcher found that when teacher properly explained the material in the class it helps students to understand the material easily.

## Chapter 5

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion:

To sum up, it can be said that in Bangladesh, learners at tertiary level are getting benefitted by using audio visual authentic material in classroom. Both teachers' and students' survey results of this study revealed that learners' enjoy the class where teacher use authentic material and teachers' are also comfortable of using authentic material in classroom. Moreover, the survey results also showed that teacher believe the use of audio visual materials expose the learners to the real English language, they are comfortable of using video and internet in the classroom as it is easily available to excess. The study also revealed how learners' feel very relax when teacher use authentic material and they understand target language better. Finally, the study suggested teacher should use authentic materials more in class as it enhances students' motivation for learning target language and they also like to use more authentic material based of listening skill, because authentic listening materials increase students' interest towards class.

#### 5.2 Recommendations:

1. Although using audio visual authentic material in class has lot of benefits, many teachers neglect it to use. Instead of using textbook, teacher can use authentic material to make the class interesting. The students do not give attention in class when they find it boring. Using authentic material in class can bring variety in class and hold the students' attention.

2. Teachers in observed classes emphasize in using textbook. They can start the class by showing students video clips, or any pictures which is related with their topic.
3. Students should have a pair work or group work after watching any video clips or listen any songs, so they can share their idea with each other before they share it with their teacher.
4. It is necessary to tell the students what they are going to do in the class before the teacher start the class, some students got distracted if they are not informed about the task.

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**APPENDICES**

**Appendix: I**

**Questionnaire for Teachers:**

**A note for student:** This questionnaire is designed for a study on ‘Efficacy of audio visual authentic material in teaching listening at tertiary level classroom’ for an undergrad thesis in English. Your answers will not be disclosed and used only for the purposes of the research.

Thank you for your co-operation.

**Instruction:** Each of the items has 5 points scale where 1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree. Tick (√) the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
	<b>The use of authentic audio visual material in listening class is helpful for learners because (1-6)</b>					
1.	Authentic materials increase their motivation towards listening	1	2	3	4	5
2.	It helps them use appropriate language according to the context	1	2	3	4	5

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3.	It makes them feel that they are learning real language	1	2	3	4	5
4.	Authentic materials prepare them to successfully use the target language for academic purposes	1	2	3	4	5
5.	Authentic materials present authentic information about culture, such as Christmas, Halloween and so on.	1	2	3	4	5
6.	It helps them pay more attention in the class	1	2	3	4	5
	<b>Using various authentic audio visual materials like radio programs, songs. Video clips, internet, television shows help learners to learn better English because (7-10)</b>					
7.	In radio BBC English programs example- grammar learning sessions, spelling bees helps learners to learn better grammar.	1	2	3	4	5
8.	Songs and mainly lyrics help learners to enhance their vocabulary knowledge.	1	2	3	4	5
9.	Video clips teach learners non-verbal components such as gesture and facial expressions.	1	2	3	4	5
10.	Television shows introduces learners with the target language culture, it also allows them to see the tradition, culture and their relation with each other.	1	2	3	4	5

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	<b>Perceptions of teachers about the use of authentic material in the classroom (11,12)</b>					
11	Teachers use authentic material in class for engaging students with the target language.	1	2	3	4	5
12.	Teachers found internet and television shows as most useful authentic material for learners.	1	2	3	4	5
	<b>Advantages and disadvantages of using authentic material in class for teachers (13-16)</b>					
13.	By using authentic material in class teachers can present a topic both verbally and visually.	1	2	3	4	5
14.	Using different visual material in the class, teachers can make the learners understand the topic better.	1	2	3	4	5
15.	Sometimes teachers found using authentic material difficult because they are not easy to use, costly, and maintenance.	1	2	3	4	5
16.	In some institution teachers are not getting proper training of using authentic material in class.	1	2	3	4	5
	<b>Teacher's suggestion about the use of authentic material in class (17,18)</b>					
17.	Inexperience teachers face difficulties of using	1	2	3	4	5

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	authentic material in class.					
18.	Teacher's training is most essential in every institution for using authentic material in class.	1	2	3	4	5

**Appendix: II**

**Questionnaire for Students:**

**A note for students:** This questionnaire is designed for the study on ‘Efficacy of audio visual authentic material in teaching listening at tertiary level classroom’ for an undergrad thesis in English. Your answers will not be disclosed but will only be used for the purposes of the research. Thank you for your co-operation.

**Instruction:** Each of the items has 5 points scale where 1= Entirely disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Entirely agree. Tick (√) the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
	<b>I think the use of authentic audio visual material in listening class is helpful in EFL classroom because (1-6)</b>					
1.	Authentic materials increases my motivation towards listening	1	2	3	4	5
2.	It helps me use appropriate language according to the context	1	2	3	4	5

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3.	It makes me feel that I am learning real language	1	2	3	4	5
4.	Authentic materials prepare me to successfully use the target language for academic purposes	1	2	3	4	5
5.	Authentic materials present authentic information about culture, such as Christmas, Halloween and so on.	1	2	3	4	5
6.	It helps me pay more attention in the class	1	2	3	4	5
<p><b>Using various authentic audio visual materials like radio programs, songs. Video clips, internet, television shows help learners to learn better English because (7-10)</b></p>						
7.	In radio BBC English programs example- grammar learning sessions, spelling bees helps me to learn better grammar.	1	2	3	4	5
8.	Songs and mainly lyrics help me to enhance their vocabulary knowledge.	1	2	3	4	5
9.	Video clips teach me non-verbal components such as gesture and facial expressions.	1	2	3	4	5
10.	Television shows introduces me with the target language culture, it also allows them to see the tradition, culture and their relation with each other.	1	2	3	4	5
<p><b>Perceptions of learners about the use of</b></p>						



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	<b>authentic material in the classroom (11,12)</b>					
11.	Learners enjoy learning by being able to deal with a variety of authentic texts away from their usual classes.	1	2	3	4	5
12.	Authentic materials introduce learners with the language of outside the textbook and improve their cultural understanding of target language.	1	2	3	4	5
	<b>Advantages and disadvantages of using authentic material in class for learners (13-16)</b>					
13.	Audio visual materials help learners know different types of English language accent.	1	2	3	4	5
14.	By listening to the conversation of native speakers learners can improve their listening skill.	1	2	3	4	5
15.	Sometimes authentic materials are too culturally biased that becomes challenging to understand for learners.	1	2	3	4	5
16.	Learners with lower proficiency level face problem when too many different structures are mixed in authentic material.	1	2	3	4	5
	<b>Learner's suggestion about the use of authentic material in class (17,18)</b>	1	2	3	4	5

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17.	The use of suitable authentic material by the teacher in the language classroom makes the class interesting and also motivates learners	1	2	3	4	5
18.	When the materials are well explained by the teacher in the class, it helps the learners to understand it better.	1	2	3	4	5

**Appendix: III**

**Checklist for the Researcher**

**A. The use of authentic audio visual material**

1. Do authentic materials increase students' motivation towards listening?
2. Does authentic material help students' use appropriate language according to the context?
3. Does authentic material make them feel that they are learning real language?
4. Do authentic materials prepare students to successfully use the target language for academic purpose?
5. Do authentic material present authentic information about culture, such as Christmas, Halloween and so on?
6. Does authentic material help students pay more attention in the class?

**B. Using various audio visual materials**

7. Do radio BBC English programs example- grammar learning sessions, spelling bees helps learners to learn better grammar?
8. Do songs and mainly lyrics help learners to enhance their vocabulary knowledge?
9. Do Video clips teach learners non-verbal components such as gesture and facial expressions?
10. Do television shows introduce learners with the target language culture, it also allows them to see the tradition, culture and their relation with each other?

**C. Perceptions of teachers about the use of authentic material (advantages, disadvantaged, suggestion)**

11. Do teachers use authentic material in class for engaging students with the target language?
12. Do teachers found internet and television shows as most useful authentic material for learners?
13. Does using authentic material in class teachers can present a topic both verbally and visually?
14. Does using different visual material in the class, teachers can make the learners understand the topic better?
15. Do teachers found using authentic material difficult because they are not easy to use, costly, and maintenance?
16. Do teachers are not getting proper training of using authentic material in class?
17. Do inexperience teachers face difficulties of using authentic material in class?
18. Do teacher's training is most essential in every institution for using authentic material in class?

**D. Perceptions of learners about the use of authentic material (advantages, disadvantages and suggestion)**

19. Do learners enjoy learning by being able to deal with a variety of authentic texts away from their usual classes?
20. Do authentic materials introduce learners with the language of outside the textbook and improve their cultural understanding of target language?
21. Do audio visual materials help learners know different types of English language accent?

22. Does listening to the conversation of native speakers learners can improve their listening skill?
23. Do authentic materials are too culturally biased that becomes challenging to understand for learners?
24. Do learners with lower proficiency level face problem when too many different structures are mixed in authentic material?
25. Does the use of suitable authentic material by the teacher in the language classroom makes the class interesting and also motivates learners?
26. Does well explained material by the teacher in the classroom helps the learners understand it better?