

Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature

The Effect of Using Authentic Audio Materials on EFL Students' Listening Self-efficacy, Motivation and Comprehension: First Year Social Sciences Students at Jimma University in Focus

By

Salilew Abebe

A Dissertation Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for Doctor of Philosophy in Teaching English as a Foreign Language (PhD in TEFL)

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Co-advisor: Tewodros Zeleke (PhD, Assistant Professor)

Feb, 2023

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Principal Advisor

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Declaration

I, the undersigned, declare that this dissertation is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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Date of Submission: Feb, 2023

Abstract

The main objective of this study was to investigate the effect of using authentic audio materials on EFL students' listening self-efficacy, motivation and comprehension. The study employed a quasi-experimental research design. Furthermore, both quantitative and qualitative approaches were used in the study. The participants of the study were 1st - year undergraduate students of Jimma University who were assigned to the Social Sciences' Stream in 2022. Two intact groups were randomly selected among the total of 20 groups and assigned randomly to treatment and control groups for the research. The treatment group contained 51 students and similarly, the control group contained 51 students. To collect the quantitative data, listening comprehension tests and questionnaires were used whereas to collect the qualitative data, reflective journal was used. The quantitative data were analyzed using SPSS version 23 by employing inferential statistics specifically, Independent samples t-test. The qualitative data were analyzed using a qualitative software analysis tool called Atlas.ti version 7. The quantitative results of the findings showed a statistically significant difference in favour of the treatment group regarding the effect of using authentic audio materials on students' listening self-efficacy ($t(100) = 3.896, p=0.001$), students' listening motivation ($t(100) = 3.320, p=0.001$) and students' listening comprehension ($t(100) = 3.184, p=0.002$). These findings showed that using authentic audio materials in EFL classrooms helps students to improve their listening self-efficacy, motivation and comprehension. Moreover, the results of the qualitative findings also showed that most of the participants found authentic audio materials motivating and empowering in their listening self-efficacy and listening comprehension improvement. Based on these findings, the researcher recommends that carefully selected authentic audio materials with graded tasks should be used in EFL listening classrooms.

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List of Acronyms

TEFL: Teaching English as a Foreign Language

CLT: Communicative Language Teaching

BBC: British Broadcasting Corporation

EFL: English as a Foreign Language

MOE: Ministry of Education

DVD: Digital Video Disc or Digital Versatile Disc

CD: Compact Disk

CD-ROM: Compact Disk Read -Only Memory

AM: Ammotivation

ESL: English as a Second Language

IELTS: International English Language Testing System

MOSHE: Ministry of Science and Higher Education

LLOS-IEA: Language Learning Orientations Scale - Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales

Chapter One: Introduction

1.1 Introduction

The purpose of this study was to investigate the effects of using authentic audio materials on EFL students' English language listening self-efficacy, motivation and comprehension. In this first chapter, the background of the study, statement of the problem, objectives of the study and research questions are presented. Similarly, the scope of the study, the significance of the study, limitations of the study and definitions of key terms are presented. Furthermore, the organization of the study is explained.

1.2 Background of the Study

The language teaching-learning process has undergone different changes. The dominant method for much of the last century was Grammar Translation Method and it dominated European and foreign language teaching from the 1840s to the 1940s (Rodgers, 1986). Following that, the Direct Method which posits that students should think in the target language was introduced. Later, in the 1950s and the 1960s, this was challenged by Audiolingualism, which is based on the theory of behaviorism in which language learning was considered as habit formation. Later, Audiolingualism was challenged by the silent way, Dsuggestopedia and community language, learning which aim to develop students' interest in the target language and the target culture. Next, Total Physical Response, which assumes that the target language can often be conveyed through actions, was introduced. However, in the 1970s, a major re-appraisal of language teaching occurred; that is, the emergence of the Communicative Language Teaching (CLT) Approach, which emphasizes language functions over forms and gives priority to fluency and acceptable language over accuracy (Freeman, 2000; Richards & Rodgers, 1986). Therefore, since English as a Foreign Language students need to have exposure to real language in recent times to cope with the 21st century needs and skills, the instruction of English listening skills requires the use of authentic audio materials.

In the era of globalization, language learning and the development of language proficiency play a great role in achieving goals in life. Consequently, people around the globe need to have good language command of English since English is the main language of the international community. International English is also the concept of the English language as a global means

of communication in numerous dialects (Patel & Jain, 2008). Furthermore, English is used as a Lingua Franca in most countries of the world (Harmer, 2007). It has also become the language of worldwide communication in media, education, science and technology, business, academia, politics, and so on (Mulu, 2019; MOE, 2009).

This being the case, English is used and learned as a foreign language in some countries including Ethiopia. Learning a foreign language is a long and complex process. In relation to foreign language learning, listening is at the heart of effective communication. Besides, in language acquisition, listening comes first before speaking (Patel & Jain, 2008; Nation & Newton, 2009). Therefore, acquiring a basic knowledge of listening skills is a way for learning other skills too. However, many people do not listen well, and they suffer from this inability. Obviously, without listening, communication fails and eventually, the message will be misunderstood and the sender may be frustrated (Mahi, 2017). Hadijah and Shalawati (2016) state that to have good listening skills in English, listeners need to enrich themselves with basic language knowledge such as vocabulary, grammar, pronunciation, and other language components.

On the other hand, the onset of using authentic texts in the classroom is closely related to the emergence of Communicative Language Teaching, which makes use of texts for genuine communicative purposes (Mishan, 2005). Task- Based Language Teaching, which is the realization of CLT, also suggests that what students learn should be connected with what they need in the real world (Nunan, 2003). Liu (2016) also states that due to the beginning of CLT, the nature of the language classroom automatically changed from artificiality to authenticity with a view to developing students' communicative language competence. In using authentic materials, the computer serves as a vehicle for delivering the materials to the students by helping the students listen to activities and do repeated drills (Evans, 2009). Besides, using authentic materials motivates the students to practice listening skills, and if the goal of teaching is to equip students with the ability to deal ultimately with the authentic language of the real world, they should be given opportunities to cope with this in the classroom. Therefore, to be proficient in listening, learners have to develop their listening skills using authentic materials.

In addition to the aforementioned ideas, Communicative Language Teaching Approach tries to ensure communicative competence through functions and authentic discourse. This in turn

brought significant developments in terms of listening to L₂ (Freeman, 2000). It emphasizes the authenticity of materials, contexts and responses. Thus, in CLT, listening materials closer to students' real life will be presented, and so, teachers should search on the internet and prepare them for classroom use since non-authentic listening materials have characteristics which in no way approximate to real spoken language (Wilson, 2008; Hedge, 2000; Mishan, 2005). Brosnan et al., (1984), as cited in Qamariah (2016), also explain that using authentic materials has several advantages because in authentic materials, language is presented naturally. Besides, the sources of authentic materials are endless. The most common sources are newspapers, magazines, TV, video, radio, literature, the internet (e.g. YouTube), podcasts etc. (Omid & Azam, 2016). Appropriate listening materials can effectively eliminate the learners' fear and set up their learning self-efficacy (Pan, 2016).

Concerning listening to audio, there has been a move towards using authentic recordings, listening items originally intended for the ears of native listeners rather than those specially prepared for language learners (Field, 2008). The definitions of the terms 'authentic' and 'authenticity' and their application to language learning have been the subject of great controversy over the past three decades. The stimulus for this can be dated back to the inception of Communicative Language Teaching (CLT) in the 1970s. In this study, authentic materials are used to refer to print, video, and audio materials that students encounter in their daily lives.

On the other hand, foreign or second language listeners become better listeners when they are motivated. Motivated listeners tend to think ahead, predict and struggle with the meaning of the whole text rather than worrying about unknown words, and they see themselves as participants in interaction rather than passive recipients of messages (Tashkent, 2019). Besides, they take ownership of what they hear rather than just answering comprehension questions or completing a given task. They also create their own agenda in accordance with their goals. They also have the ability to focus on valuable information that will allow them to achieve those goals, and this reduces the load on their short-term memory. They also listen to different things in different ways, adapting their strategies to the text (Wilson, 2008). Therefore, to benefit the most from listening, students have to be motivated.

Listening comprehension can be a linguistic and primary skill among the four language skills, and it is crucial for learning a language (Alrawashdeh & Al-Zayed, 2017; Becker, 2016). Therefore, students in general, and higher learning institution students in particular, need to develop their EFL listening comprehension, since in most countries including Ethiopia, English is the medium of instruction at those levels. In line with this, to conduct effective listening instruction in the classroom, instructors have to support their teaching with teaching aids one of which is using authentic audio materials.

Authentic materials play an effective role in the development of students' listening skills and result in students' increased level of academic achievement, motivation, learning efforts and self-confidence (Polat & Eristi, 2019). Similarly, Mallapiang (2014) found that authentic materials would lead to improved students' listening comprehension abilities and motivation. From the aforementioned statements, one can understand that authentic materials can motivate learners, and they can also boost their listening confidence which in turn results in better academic achievements. Furthermore, the use of authentic materials in the classroom can help the learners bridge the real-life experience gap between the classroom and the outside world. On the other hand, there is an ongoing debate among scholars about what it means by 'authentic'. However, Gilmore (2007, p.98) defines "authenticity" in the following way: "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort." From this definition, it is apparent that the source of the discourse and the context of the production are essential to categorize texts into authentic or non-authentic. Accordingly, the current study made use of real English authentic audio materials in teaching listening comprehension.

In the same way, there is a controversy among some scholars about whether using authentic texts in EFL classrooms has positive or negative consequences. In line with this issue, there are contradictory results. For instance, scholars like Tamo (2009) state that since authentic texts have too many structures and create confusion, and take much time for teachers' preparation; such texts can have disadvantages for non-native learners. Besides, Mohammed (2021) adds that authentic materials can contain complex language such as difficult vocabulary and complex linguistic structures that can be difficult for non-native speakers of English to comprehend.

Nevertheless, many scholars agree on the positive effects of using authentic texts in EFL classrooms since authentic materials provide rich input for learners, expose learners to real language use, have the potential to be exploited in different ways, and create active participation (Gilmore, 2007; Mishan, 2005). From the above explanations, we can understand that authentic texts have the potential to depict real language use and can be exploited effectively for classroom use. Authentic materials lower EFL students' listening anxiety, is highly effective in the development of students' English listening skills and make language learning meaningful (Polat & Eristi, 2019; Hamouda, 2020). Morrison (1989) argues that authentic listening materials can and should be used at all levels starting from beginners to advanced levels.

In the Ethiopian context, Mamo (2013) conducted a study on the use of authentic materials in teaching listening skills about college students and found that even though instructors and students were aware of the benefits of authentic materials, they rarely used them because of some restricting factors such as workloads, class size and the like. The finding further revealed that authentic materials highly motivated the students and gave them a sense of achievement. However, this study did not investigate the effect of using authentic audio materials on English as a Foreign Language (EFL) students' listening self-efficacy. Moreover, Gencha (2019) conducted a local study at the secondary school level and found that almost all teachers did not incorporate authentic listening materials into the English classrooms because the text book is bulky in its content. These findings show that to design listening activities using authentic materials, teachers need to get adequate time, and the curriculum should also comprise authentic audio materials so that such materials will be part of the text books' content.

There is a wide range of evidence about the advantages of using authentic materials in EFL classes. Liu (2016) states that although the issue of using authentic materials in EFL classes is sometimes debatable, currently, awareness about their benefits is increasing, and to benefit most of them, activities need to be properly designed. Hamouda (2020) also asserts that when using authentic audio materials, to manage the difficulties of activities and help learners understand natural speech, authentic audio materials should be exploited well. This shows that appropriate and diverse activities can be designed using authentic audio materials (Porter & Roperts, 1981). Many scholars agree that authentic audio materials are essential for EFL learners, and therefore,

more exposure to authentic speech results in more improvement in students' listening comprehension.

Instructors can make their learners improve their listening by using activities that develop their sense of instrumentality i.e. the awareness that there is a relationship between what one does (for example strategies used) and learning outcomes (e.g. how successfully a listening passage is understood). Besides, levels of self-efficacy seem to be increased by activities that allow adult learners to verbalise and discuss their strategy use (Graham, 2011). In line with this, engagement of one's previous performance in tasks, interpretations and probable success helps to create one's efficacy beliefs (Motallebzadeh, 2013). Moreover, Self-efficacy is a highly effective predictor of students' motivation and learning (Zimmerman, 2000). This statement shows that if students have a high self-efficacy, then, they will have a high level of motivation and learn their education in a better way.

In general, authentic audio materials are claimed to make the students ready for communication and exchange of ideas in the real world. Thus, it is essential to note that students can be provided with a wide range of authentic audio materials to increase their listening comprehension, boost their listening self-efficacy and enhance their listening motivation as opposed to simply relying on reading scripts from textbooks. On the other hand, students tend to have difficulty in concentrating on listening since it requires an enormous amount of effort to understand the meaning (Kim, 2015).

1.3 Statement of the Problem

After Communicative Language Teaching (CLT) came into existence in the late 1970s, the nature of the language classroom changed dramatically from artificiality to authenticity with a view of developing language learners' communicative competence by linking language classrooms to the reality of the outside world (Liu, 2016). For example, in teaching listening for gist, teachers can search for radio station programs and make language-based activities to be used in the classroom based on such programs. Mishan (2005) states that the design of language learning materials is the direct concern of an authentic-centred approach and they can be materials provided by individual teachers to be used in individual contexts.

Listening is one of the receptive language skills by which one extracts information, and it has been identified as an active process although learners comprehend it as a passive activity (Harmer, 2007; Al-Azzemy & Al-Jamal, 2019). Besides, listening is not only a skill area in language performance, but is also a critical means of acquiring a second language. As a result, teaching listening involves the selection of input sources which may be live or recorded on audio or video. Then, it is followed by the preparation of input into segments for presentation and tasks for learners to engage in (Carter & Nunan, 2001).

In foreign language learning, listening is a key to learning the language to receive language input (Gilakjani & Sabouri, 2016; Alrawashdeh & Alzayed, 2017). From this explanation, one can understand that listening is an important language skill which needs to be cultivated and fostered by EFL learners. That is why this research was concerned with studying the effects of authentic audio materials (independent variable) on the following three dependent variables: listening self-efficacy, listening motivation and listening comprehension.

From the experience and observation of the researcher, first-year students in Jimma University have a deficiency in English listening comprehension. This may be due to a lack of access to authentic audio materials, and as a result, students are not confident enough in using all English language skills in general and listening comprehension in particular. Ary, Jacobs, Sorensen and Razavieh (2010) state that the researcher's own experience as an educational practitioner is the most fruitful source of obtaining a research problem. Furthermore, as an instructor, while offering Communicative English Language Skills I course to undergraduate students across different departments at Jimma University, the researcher often observed students failing to comprehend even what he says including instructions during classroom activities. This shows that students have EFL listening comprehension difficulties and they don't usually pay attention to it in the EFL classrooms. This may be due to less listening motivation which in turn results in less listening self-efficacy.

In line with this, listening is a way of facilitating the development of language proficiency, and it is the main source of language input especially at the university level. Most importantly, when instructors teach in the classroom at university, students should carefully listen to them and understand the topic being taught. If the students do not have good listening comprehension, they cannot understand what instructors say which results in low academic performance. Therefore,

the exposure of students to authentic audio can make them have access to different vocabularies, and native speakers' accents. Consequently, making repeated listening practice helps them to develop the skill of comprehending the message of the listening activities.

However, from the researcher's observation and teaching experience, currently, the practice of using authentic audio materials in the classroom is scarce at Jimma University. For example, in delivering the Communicative English Language Skills I course to freshman undergraduate students, listening is one of the core skills to be treated. Nevertheless, to teach and assess the listening comprehension of the students, it is a usual trend for instructors to read academic texts which are included in the module. Accordingly, a written text is read for the students by the instructors so that the students listen two or more times and supply their answers to the listening comprehension questions. This can be partly due to instructors' lack of adequate searching skills, the challenge of designing tasks that it requires extra time and facilities, etc. In consequence, the students will not be exposed to real pronunciation, and thus, they will not develop good listening comprehension. Besides, they may not learn the culture of native speakers. All these will hurt the students since language and culture are also related. However, listening comprehension can be improved with increased exposure to authentic speech as it significantly increases learners' on-task behavior (Herron & Seay, 1991; Peacock, 1997).

The Communicative English Language skills I module that is now being used provides one listening script for each of the five units. The scripts are meant to be read by instructors for the students so that they will listen and do the listening comprehension questions that are designed from the texts. Therefore, this does not contribute to authenticity since the teachers themselves are reading the written scripts taken from different sources as if it is a reading lesson. Hence, the students have a deficiency in listening comprehension in English, show poor academic performance, and they may also be demotivated in learning listening skills.

Furthermore, some of the objectives of the Communicative English Language Skills' I module concerning listening section are helping the students to express themselves in social and academic events in English, taking lecture notes by listening to a talk, finding out what is involved in a lecture, listening and taking notes from a story, listening to a lecture and identifying the main ideas and specific information, predicting the content of a listening text, using English with a reasonable level of fluency and accuracy, predicting the content of a lecture,

listening to talks related to social and academic events given in English and developing their English on their own. Accordingly, to develop their listening skills, the students have to listen to different authentic audio materials such as BBC radio and Television, VOA, podcasts, etc. Therefore, authentic audio materials are crucial to address such objectives. That is one of the reasons why the current researcher was interested to conduct this study.

Authentic materials are among the most important tools a teacher can and must use in class to make his/her teaching go smoothly and be effective in equipping the students with the necessary knowledge (Al-Azri & Al-Rashdi, 2004). It has also been found that the use of aural authentic listening material since EFL classrooms improves learners' listening comprehension and has positive effects on EFL learners (Mousavi & Irvani, 2012). Mishan (2005) also found that authentic materials enhance language acquisition and bring enjoyment as well as motivation to learning. As a result, authentic materials need to be presented to language learners because they reflect how the language is used in the real world (Rismawati, 2017).

Several studies have been conducted with regard to the use of authentic audio materials in teaching listening comprehension by international scholars. However, as far as the knowledge of the current researcher is concerned, only few studies are conducted on the use of authentic audio materials in Ethiopian educational institutions in general and higher education institutions in particular.

In a study conducted by Sabet and Mahesefat (2012) on the Impact of Authentic Listening Materials on Elementary EFL Learners' Listening Skills, it was found that students who were exposed to authentic materials performed better and that less proficient students can also benefit from it. These researchers added that even though it is unjustly neglected throughout literature, listening is one of the most pivotal skills. Liu (2016) also conducted a study on Adaptation of Authentic Materials in English Listening Comprehension Classes and suggested that language teachers should understand the notion of authenticity, and use authentic materials through graded tasks in their classes. However, from the current researcher's observation, it seems that the issue of using authentic listening materials in teaching English as a Foreign Language (EFL) classes is not clearly understood and not well-practiced in the study setting.

When using authentic audio materials in the classroom, instructors can play the audio from their computers and make their students listen to the audio through speakers (Sejdiu, 2017). However, in the current study setting, teachers are not using authentic audio materials, particularly for teaching listening lessons. Shian and Yunus (2016), in a study on Audio Clips in Developing Listening Comprehension in Malaysian Primary ESL Classrooms, found that teachers play an important role in dynamically exposing their learners to active listening and multimedia since audio clips could encourage the development of listening comprehension. From these findings, one can understand that the role of teachers in exposing students to active listening is paramount.

Authentic materials enhance students' listening comprehension, motivation and interest (Hamouda, 2020; Gavilanes, 2018; Mallapiang, 2014). Besides, students' active learning and participation are linked since in active learning, students work to achieve the goal they set for themselves and this increases their motivation (Mikalayeva, 2016). Students' active listening participation can be enhanced through the use of authentic audio materials. However, since the current Communicative English Language Skills I module is not equipped with authentic audio materials, the students cannot learn listening comprehension using such materials. This can have undesirable consequences on the learners such as failure to understand what their instructors teach in the classroom and poor academic achievements.

Sample (2015) also concluded that using authentic activities such as video clips and restaurant menus in class increases students' motivation. Besides, Sample found that all of the students showed motivation through exposure to authentic materials. On the other hand, non-authentic materials such as dictionaries, grammar books, work books, photocopies, etc. are those that have been designed especially for language students for pedagogical purposes. Consequently, non-authentic materials have the characteristics of fostering artificial language and typically focus on linguistic structures (Mahi, 2017).

Furthermore, a study conducted by Gilmore (2011) on the use of authentic listening materials in Japan showed that authentic materials and their associated tasks were more effective in developing broader ranges of communicative competencies. Mackay (2005, as cited in Palmer, 2014) explains that the International Listening Association claims that 85 percent of students'

learning is derived from listening. From this explanation, it is apparent that students' learning can be improved by teaching them to listen well and providing them with more listening activities. Dewi (2018) also found that using authentic materials influences on students' achievement in listening comprehension. The study was conducted at a Junior High School in Indonesia. However, it did not investigate whether using authentic material has any influence on learners' listening self-efficacy. As a result, this is one of the gaps that the current research tried to fill.

Herron and Seay (1991) also studied the effect of authentic oral tests on students' listening comprehension in foreign language classrooms and found that students' listening comprehension was improved with exposure to authentic speech. Besides, Hwang (2005) studied effective EFL education through popular authentic materials and found that materials such as real clips, essays and short stories are relevant to students' mindsets. However, this study did not address the relevance of authentic materials for improving listening comprehension. Furthermore, as far as the knowledge of the current researcher goes, there is no such quasi-experimental study conducted in the current study setting. As a result, this is the other gap that the current researcher tried to fill.

Peacock (1997) conducted a similar study on "the effect of authentic materials on the motivation of EFL learners" and found a contradictory result which indicates that although the motivation of the students was improved, learners' reports showed authentic materials to be less interesting than artificial materials. This study was conducted at a beginner level. The researcher states that learners were motivated by authentic materials but not because they were interesting. The researcher adds that interest in the materials in use is quite separate as a component of motivation from levels of attention or action and persistence with the learning task. As a result, the researcher recommends that authentic materials should be selected based on their motivation effect as a criterion. Accordingly, the current researcher also tried to fill this gap by selecting interesting authentic audio materials that could have an impact on the motivation of the participants.

Mohamadkhani, Farokhi and Farokhi, (2013) conducted a related study and found that using audio materials has a positive effect on improving learners' listening comprehension. The study was conducted at a high school level. Besides, apart from showing the positive effect of audio materials, this study did not explore whether it increases or decreases listening motivation and listening self-efficacy. Therefore, this study tried to check whether using authentic audio materials increases or decreases learners' level of listening motivation and listening self-efficacy. Similarly, Dewi (2018) also researched utilizing authentic materials on students' listening comprehension and found that authentic materials have a positive influence on students' achievement in listening comprehension. However, this study did not investigate the effect of authentic audio materials about listening motivation which the current researcher tried to address.

Vandergrift (2005) conducted a study on the relationships among motivation orientations, metacognitive awareness and proficiency in L2 listening. The result of this study showed that even though the results concerning intrinsic and extrinsic motivations are not positive, listening proficiency negatively correlated with amotivation. This means that if students are not motivated, their listening skills cannot be improved.

Kochito (2013) conducted a local study on the use of authentic materials in teaching listening skills to college students and found that although instructors and students were aware of the benefits of authentic materials, they rarely used them because of some restricting factors such as workloads, class size and the like. The finding further revealed that authentic materials highly motivate the students and give them a sense of achievement. This research was a survey while the current research is quasi-experimental in design. Besides, Kochito's study did not investigate the effect of authentic audio materials on students' listening self-efficacy which is one focus area of the current study.

Another local study conducted on the use of authentic materials by Mulugeta (2019) found that almost all teachers did not incorporate authentic listening materials into English classrooms because the textbook is bulky in its content. The study was conducted at secondary and preparatory school levels, and it employed a mixed research design. Therefore, one can understand that even the few local types of research conducted are not quasi-experimental. As a

result, there is a scarcity of experimental research conducted on the use of authentic listening materials especially at the tertiary level in Ethiopia context.

Generally, from the above explanations, it is apparent that most of the studies on the effect of using authentic audio materials on students' listening comprehension, listening self-efficacy and listening motivation were conducted by international scholars. Besides, the studies were conducted mostly at elementary, junior, secondary and preparatory schools but not at the higher institution level. Consequently, there seems to be a lack of quasi-experimental research on the issues under investigation, i.e. the effects of using authentic audio materials on EFL students' listening self-efficacy.

Furthermore, even though listening is one of the pivotal skills, little attention is given to it in that it is not equipped with practical listening activities aided by authentic audio materials. To fully realize the listening lesson objectives of the course Communicative English Language Skills' I, authentic audio materials should be used. Therefore, this study contributes to providing sample authentic audio materials with different listening activities designed to be used by instructors while teaching listening comprehension in the classroom. Furthermore, the current study contributes a manual for using the sample authentic audio materials.

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of this study was to investigate the effects of using authentic audio materials on EFL students' listening self-efficacy, motivation and comprehension regarding first-year Social Sciences Students at Jimma University.

1.4.2 Specific Objectives

The specific objectives of the study were to:

- find out if there is a statistically significant difference in the mean values of listening self-efficacy between students who are taught listening by using authentic audio materials and students who are taught listening through the conventional method;

- ascertain if there is a statistically significant difference in the mean values of listening motivation between students who are taught listening by using authentic audio materials and students who are taught listening through the conventional method.
- identify if there is a statistically significant difference in the mean values of listening comprehension between students who are taught listening by using authentic audio materials and students who are taught listening through the conventional method.

1.5 Research hypotheses

The following are the research hypotheses formulated for the three research questions:

Hypothesis -1

H₀: There is no statistically significant difference in the mean values of listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

H₁: There is a statistically significant difference in the mean values of listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

Hypothesis -2

H₀: There is no statistically significant difference in the mean values of listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

H₁: There is a statistically significant difference in the mean values of listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

Hypothesis -3

***H*₀**: There is no statistically significant difference in the mean values of listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

***H*₁**: There is a statistically significant difference in the mean values of listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

1.6 Research Questions

To attain the research objectives, this study tried to answer the following research questions:

1. Is there a statistically significant difference in the mean values of listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?
2. Is there a statistically significant difference in the mean values of listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?
3. Is there a statistically significant difference in the mean values of listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?

1.7 Significance of the Study

The researcher believes that the findings of this study will be mainly vital for instructors who teach and students who learn Communicative English Language Skills I to use authentic audio materials in their classrooms through graded tasks. It contributes by providing recommendations on how authentic audio materials can be effectively utilized in the listening section of the course. To realize this, the researcher has provided a manual or guideline on how to use the selected authentic audio materials in the classroom based on the outcome of the study. Therefore, instructors can use the manual. Most importantly, it will be an input for MOE, curriculum designers, education experts and other stakeholders to further reconsider the issue of incorporating and using authentic audio materials during listening activities in the classroom.

Furthermore, the current researcher believes that the result of this study will alert particularly instructors to design real-life listening activities using authentic audio materials and make the students listen to them in the classroom. This in turn results in the development of the EFL learners' listening comprehension skills so that they can better grasp knowledge of the different courses they take during their stay at higher institutions and through their entire academic life. Furthermore, learning through authentic audio materials will help the students to develop their listening comprehension of the social context and communication in the real world.

Besides, when applying for scholarships to study abroad and when the students want to apply and work in international organizations, they will be competitive in scoring good results in the listening proficiency entrance examinations. Since listening is a way of getting knowledge, cultivating it means helping students get more information in their academics which in turn leads to success in their academic and social life. In addition, it will be a baseline for other researchers who are interested to conduct a study in a similar area.

1.8 Scope of the Study

This study was conducted in Ethiopia, Oromia Regional State, Jimma town specifically at Jimma University. On the other hand, even though there are many types of authentic materials, such as authentic print materials, authentic audio-video materials and authentic audio materials, this study only focused on authentic audio materials. Furthermore, audio materials can be retrieved from audio-visual materials as well; however, the focus of this study was only on authentic audio materials. As the main purpose of this study was to investigate the effect of using authentic audio materials on EFL the listening self-efficacy, motivation and comprehension of Freshman Social Science Stream students at Jimma University, it was only limited to classroom activities where students listened to selected authentic audio materials and did different listening comprehension questions both individually and in pairs.

Moreover, Authentic audio materials were used in this study because the Communicative English Language Skills I module is not equipped with them and the researcher believes that using authentic audio materials can help EFL students learn English as it is used in the real world, and this in turn, improves the students' listening comprehension. First-year students were selected because they will stay in the university for four or more years studying different disciplines. As a result, cultivating the students' listening comprehension at the onset of the

programs will help them to be successful in their stay throughout the university. This in turn helps the students to achieve excellent results. Besides, Jimma University was selected through convenience sampling.

1.9 Limitations of the Study

Any research is not without limitations, and so, this study has certain limitations. First, the sample size of the current study contained only two sections taken from a single university. If more universities and sections were included, it would be possible for better generalizations. Second, the instruments of data collection used were limited only to measuring listening self-efficacy, listening motivation, listening comprehension and the respondents' perception of using authentic audio materials. However, there could be other related variables like vocabulary size, listening anxiety, etc. In addition, since the local studies conducted on the topic were very limited, availability of local literature is scarce in this area of knowledge. Furthermore, this study cannot be generalized to other language skills like reading, writing, etc.

1.10 Operational Definitions of Key Terms

Audio - Merriam Webster Dictionary defines audio as the transmission, reception, or reproduction of sound.

Authentic audio materials - Authentic materials are print, video, and audio materials students encounter in their daily lives, and not created specifically to be used in the classroom; but, they make excellent learning tools for students precisely because they are authentic (Ianiro, (2007). Accordingly, in the current study, authentic audio materials refer to the interview, documentaries and essay used to train the treatment group.

Authentic materials - Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change of address forms, job applications, menus, voice mail messages, radio programs and videos and which are not created specifically to be used in the classroom but, they make excellent learning tools for students precisely because they are authentic (Ianiro, 2007).

English as a Foreign Language (EFL) - A foreign language is a language learned largely in the classroom and is not spoken in the society where the teaching occurs (Moeller & Catalano,

2015). EFL stands for English as a Foreign Language; generally used to mean English for work or study (Jenkin, 2010).

Intensive Listening - Intensive listening is listening for detail information to respond to more focused questions (Field, 2008). Intensive listening is concerned with teachers' use of different types of materials such as tape, CD or hard disk when they want their students to practice listening in the classroom (Harmer, 2007). Similarly, in the current study, a computer and speaker were used to make the research participants listen to authentic audio materials.

Listening - Listening is an active and complex process of constructing meaning by applying linguistic and non-linguistic knowledge to incoming sounds (Chang, 2012; Buck, 2001).

Listening Anxiety - Spielberger (1983, as cited in Pan (2016) defines Anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Anxiety makes students nervous and afraid and this leads to poor performance (Xu, 2011). Lili (2015) also confirms that freshman students become easily anxious since they lack confidence in using listening strategies and these make it difficult for them to deal with and comprehend the incoming information. This in turn contributes to poor academic performance. In this study, listening anxiety was dealt with by giving students at least three times listening opportunities when teaching the listening class and giving them pre-listening activities.

Listening Comprehension - Listening comprehension is defined as one's ability to comprehend spoken language at the discourse level including conversations, stories (i.e., narratives), and informational oral texts that involve the processes of extracting and constructing meaning (Kim and Pilcher, 2016). The listening skill of students is usually measured by using a listening comprehension test. Likewise, in this study, a listening comprehension test was employed to measure the study participants' listening comprehension.

Listening Self-efficacy - in the field of second language acquisition (SLA), the definition of self-efficacy refers to one's judgment about his or her competence in completing a task in English based on previous learning experiences (Yu, Xu, & Zheng, 2017). Listening self-efficacy is usually measured using a questionnaire. As a result, in this study, a listening self-efficacy questionnaire containing 20 items was applied.

Motivation - Mullins (2010) defines motivation as a concept concerned basically with why people behave in a certain way.

Podcast - Cambridge Dictionary defines podcast as a radio program that is stored in a digital form that you can download from the internet and play on a computer or an MP3 player.

Text authenticity - Authentic text is one that came about in the course of genuine communication, rather than being specifically written for language teaching and learning (Nunan, 2015). So, selected authentic audio materials such as interviews, documentaries, etc. which are designed for real-life communication were used in the current study.

Perception - is the set of processes by which we recognize, organize, and make sense of stimuli in our environment (Sternberg, Sternberg & Mio, 2012).

1.11 Organization of the Study

This dissertation is organized into five chapters. The first chapter deals with an introduction to the study. The second chapter presents the literature review. The third chapter discusses the research methodology that focuses on the research paradigm, research design, study context, population and sampling, sample size and sampling techniques, data collection instruments, validity and reliability, procedures of data collection, intervention materials and procedures, methods of data analysis, assumptions of parametric tests that were fulfilled, ethical considerations, research dissemination plan and conclusion. Moreover, it contains the results of the pilot study along with the lessons learned from the pilot study. The fourth chapter presents the findings and discussions and the fifth chapter presents the summary, conclusions, and recommendations of the study.

1.12 Conclusion

In this chapter, the introduction, background of the study, the research objectives and research questions were presented. Besides, the statement of the problem was stated, and the justifications for conducting the current research were also presented. Furthermore, the scope of the study, its limitations, definition of key terms and the way this report is organized were explained. The next chapter presents the literature review.

Chapter Two: Review of Related Literature

2.1 Introduction

The purpose of this study was to investigate the effects of using authentic audio materials on EFL students' English language listening self-efficacy, motivation and comprehension. This chapter presents a literature review that has been made by the researcher with regard to the topic studied. Specifically, it contains background information, definitions of listening, hearing versus listening, types of listening, issues that make listening difficult and listening instruction. Besides, it deals with authentic listening materials, the roles of teachers in listening comprehension, text authenticity, models of the listening process, listening self-efficacy, listening motivation, listening task characteristics, and second language/foreign language listening. Furthermore, it discusses the theoretical and conceptual frameworks of the current study, memory building during comprehension and language testing systems.

2.2 Background

Listening is one of the most pivotal language skills, a receptive skill and a way of learning the language (Khira, 2016; Sabet & Mahsefat, 2012; Nation & Newton, 2009). Good ability in listening means having the competence to comprehend information during listening activities (Hadijah & Shalawati, 2016). However, students face a lot of difficulties when listening to English (Gilakjani & Sabouri, 2016). As a result, students need to develop good listening comprehension through practical activities one of which is using authentic audio materials. Therefore, by having exposure to real listening materials, students need to have extensive listening practice so as to improve their listening comprehension.

2.2.1 Definition of the Term "Listening"

The term 'listening' is used in language teaching to refer to a complex process that allows us to understand spoken language (Carter & Nunan, 2001; Brown, 2006). Merriam Webster (1828) Dictionary defines listening as paying attention to sound and hearing something with thoughtful attention and giving attention. Gulec and Durmus (2014) also explain that listening is the ability to fully understand a message which a speaking or a loudly reading person wants to convey.

Chang (2012) defines listening as an active, creative and demanding process of selecting and interpreting information from auditory clues. Kotzman and Kotzman (2008) affirm that listening involves both receiving messages from others and responding to them.

Becker (2016) also defines listening as a complex mental process that is crucial for learning a language. So, this definition shows that listening is a complex activity and at the same time very important for learning a language. Concerning this, when learning a language, first, learners have to listen to respond. As a result, the listening activity makes listeners involved in the meaning interpretation of what they listen to.

Richards (2006) also describes the skills of listening in terms of micro-skills such as recognizing the topic of a conversation, speakers' attitude towards a topic, time reference of an utterance, following speech at different rates of speed and identifying key information in a passage. Nunan (2003) also briefs that listening is a receptive skill that requires a person to receive and understand incoming information or input. Therefore, listening engages listeners in interpreting the message of the spoken text.

Listening is an active and purposeful process of making sense of what we hear (Nunan, 2003; Soltani, 2015). This statement shows that as people listen, they process not only what they listen but also connect it to other information they already know. Since listeners combine what they listen to with their own ideas and experiences, they are creating the meaning in their own minds. This shows that listening is primarily a cognitive activity that involves the activation and modification of concepts in the listener's mind. The conceptual knowledge that the listener brings to text comprehension needs to be coordinated in ways that allow him or her to activate it efficiently and continuously arrive at an acceptable cognitive understanding of the input (Rost, 2011). The listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context (Nunan, 2004). Furthermore, since listening involves a complex process, listeners must understand and interpret spoken messages in real-time (Chang, 2012). Therefore, since listening plays an important role in communication in people's daily lives, they have to rehearse it (Yıldırım & Yıldırım, 2016).

Good ability in listening refers to competence to comprehend information during listening activities. However, listening is still considered as one of the most difficult skills for English language learners although they learn English for many years (Hadijah & Shalawati, 2016). Palmer (2014) avows that infant learns listening before speaking; so, listening is the primary way

by which students obtain information. In the classroom context, spoken language comprises lectures, process explanations, project instructions, presentations given by classmates, discussions in groups or pairs, etc. Since classroom education is fundamentally based on communication, teachers and students engage in listening and speaking.

Even though students mostly listen to lectures, they may also need to listen to audio-cassettes, radio, CDs, TV programs, DVDs, and multimedia packages on computer or CD-ROM for performances of different activities so that they can develop their listening skills (Gregory & Chambers, 2006). Listening has an important role both in daily life and in academic contexts as it is crucial to sustain effective communication (Yıldırım &Yıldırım, 2016).

Listening is often compared to reading which is the other receptive skill. While these two share some similarities, two major differences should be noted between them. First, listening usually happens in real time so, people have to listen and have to comprehend what they listen to immediately as there is no time to go back and review, look up unknown words, etc. Second, although listening is a receptive skill, it mostly happens in the middle of a conversation that is something that requires productive, spoken responses (Nunan, 2003). As a result, one can understand that listening requires immediate attention and can be responded to by speaking.

For a long time, listening has been treated as a neglected skill of the four macro-skills: speaking, listening, reading, and writing. However, Flowerdew and Miller (2005) brief that listening is an essential part of communicative competence, and therefore, it is a skill that deserves equal treatment with the other skills both in the classroom and in the preparation of language teachers (Flowerdew & Miller, 2005). Rost (2011) categorizes the definitions given to listening into four types (orientations) which include receptive, constructive, collaborative and transformative.

2.2.2 Orientation Type 1: Receptive

Rost (2011) explains that listening means receiving what the speaker actually says. This statement shows that listening is catching what the speaker says, decoding the speaker's message, unpacking the speaker's content, harvesting what is in the speaker's mind, receiving, etc. Tasarım and Tasarım (2016) also define listening as an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. As a

result, the listener tries to understand the intended message of the oral text so as to respond effectively to oral communication.

2.2.3 Orientation Type 2: Constructive

Listening is constructing and representing meaning. This statement shows that listening is finding out what is relevant for you, understanding why the speaker is talking to you as a listener, and noticing what is not said. Besides, oral language is received, purposefully attended to, recognized and interpreted in terms of past experiences and future expectations (Rost, 2011). Nunan (2003) also defines listening as an active, purposeful process of making sense of what we listen to. Furthermore, listening is meaning-based. As a result, we can understand that listening involves the activities of meaning creation out of what we listen and it is also purposeful.

2.2.4 Orientation Type 3: Collaborative

Listening requires negotiating meaning with the speaker and responding to it (Rost, 2011). This statement refers to the idea that listening means responding to what the speaker has said, negotiating shared information or values with the speaker, etc. Besides, Pan (2016) defines listening as a creative skill that demands active involvement. This shows that listeners share their knowledge from both linguistics and non-linguistics sources.

2.2.5 Orientation Type 4: Transformative

The concept of listening as transformative refers to creating meaning through involvement, imagination and empathy. This statement shows that listening is creating a connection between the speaker and the listener, imagining a possible world for the speaker's meaning, creating meaning in the speaker and the intention to complete the communication process, etc. (Rost, 2011). Therefore, in order to reach certain meanings, listeners need to involve actively and look for ways of understanding the speaker's intent.

2.3 Hearing Vs Listening

The terms 'hearing' and 'listening' are often used interchangeably in everyday talk. It is a natural ability for humans to hear. So, hearing is the primary physiological system that allows for the reception and conversion of sound waves. While hearing provides a basis for listening, it is only a precursor for it. Consequently, while both hearing and listening are initiated through sound perception, the difference between them is essentially a degree of intention (Rost, 2011).

Hearing is not listening, and therefore, many factors need to be considered in the development of effective listening skills. Training is also required on how to listen to L₂ listeners. Therefore, models such as bottom-up, top-down and interactive processing are at the core of learning listening skills, and most textbooks and current pedagogy for L₂ learners take these models into account (Flowerdew & Miller, 2005).

Listening is much more than hearing (Downs, 2008). From this statement, it is apparent that one can hear, but may not listen. Hearing is a passive and unconscious process, whereas listening is an active and conscious process. Besides, hearing is simply the act of perceiving and receiving sound waves or vibrations through the ear. However, listening is the act of hearing a sound with understanding the meaning (Soltani, 2015).

Furthermore, listening is not just hearing. It is an active process that may begin even before the first speech signal is recognized and it may go on long after the input or spoken information has stopped. Meaning cannot be simply extracted from the sound signals, and understanding is the result of active construction occurring at all levels of text (sounds, grammar, lexis and discourse structure) and context which refers to the topic, the participants, the communicative purpose, and the place or setting for the interaction (Nunan, 2015). Listening is a very active process since as people listen, they process not only what they listen to but also connect it to other information they already know. Because listeners combine what they listen to with their own ideas and experiences, it means they create the meaning in their own minds (Nunan, 2003).

2.4 Types of Listening

Below are the major types of listening (Harmer, 2007). These include extensive listening, intensive listening, selective listening, interactive listening, responsive listening, autonomous listening, listening for gist, listening for specific information, listening in detail and inferential listening.

2.4.1 Extensive Listening

Extensive listening is a kind of listening which takes place outside the classroom. In extensive listening, the teacher encourages the students to choose what they want to listen to and they listen for pleasure and overall improvement of their language (Harmer, 2007).

Listening can be seen at two levels. First, learners are asked to listen to the recording generally, to gain some information about who the speakers are and what they are speaking about. During the second and subsequent plays, the listeners, having been familiar with the general content of the text, are able to listen for details and to respond to more focused questions and this central part of the listening exercise was traditionally referred to as intensive listening (Field, 2008).

2.4.2 Intensive Listening

When instructors want their students to practice listening in the classroom, they use different types of materials such as tape, CD or hard disk, and it is called intensive listening (Harmer, 2007). Field (2008) also briefs that intensive listening deals with listening to recordings to report details. Since audio materials are portable and easily available, teachers can take them from class to class and use them. However, in a big classroom, the quality and audibility of the material should be checked so that all students listen well.

Intensive listening involves accurate perception involved in higher-level comprehension and listening. The ability to listen intensively when required as in listening for specific details is an essential component of listening proficiency (Rost, 2011). Intensive listening refers to listening to a text closely to decode the input for purposes of analysis. The types of intensive listening include dictation, elicited repetition, and shadowing. If students are to get the maximum benefit from the listening, teachers should replay the tape two or more times since from each listening, they will get more secured (Harmer, 2007). Besides, Field (2008) explains that repeated listening helps learners build on the information that is extracted.

Reading aloud, storytelling, interviews and conversations are also part of live listening in intensive listening. Therefore, students need to practice listening using listening materials. To this effect, teachers have to design intensive listening activities using different authentic audio materials and use them while teaching listening comprehension in their classes.

2.4.3 Selective Listening

Selective listening tasks are among the most important form of listening instruction in use today. Lesson content for selective listening includes numbers and numerical relationships, letters, sounds, abbreviations, spelling, directions and spatial relations, time and temporal sequences,

dates and chronological order, measurements and amounts, proportion, comparison, and contrast and this helps to get important information specific to certain issues (Rost, 2011).

So, one can understand that selective listening deals with listening that we engage in when we need specific information to carry out some activity selectively. Furthermore, selective listening refers to listening with a planned purpose in mind often to gather specific information to perform a task. Selective listening is used to refer to attending to only what you want to listen and tuning out everything else (Rost, 2011). Furthermore, selective listening is concerned with listening for key information without trying to understand every word such as listening to a conversation and identifying the number of speakers (Nunan, 2004).

2.4.4 Interactive Listening

Rost (2011) defines interactive listening as listening in a collaborative conversation. In collaborative conversation, learners talk to each other, or they can talk with native speakers. As a result, they take turns and listen to one another. Field (2008) also states that most of the time, learners are engaged in interactive listening in which they participate in the listening activity. Therefore, one can understand that interactive listening is participatory which invites the learners to get engaged in the listening practice. Consequently, since the listeners engage in the activities through interaction, their participation is paramount.

2.4.5 Responsive Listening

Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. In responsive listening, the listener's response is affective that is expressing an opinion or point of view rather than informational which is giving back facts based on what was heard (Rost, 2011). Therefore, in responsive listening, the listener's response is at the center of communication.

2.4.6 Autonomous Listening

Autonomous listening refers to a self-directed listening activity in which learners choose what to listen to, seek feedback on their comprehension and monitor their own progress. Concerning this, language acquisition that does not involve teachers or classrooms or online courses, is autonomous listening. Besides, autonomous listening refers to independent listening which is

carried out without the direct guidance of an instructor. The key is that the learner is in control of input selection, task completion, and assessment (Rost, 2011).

Based on the type of listening we engage in from day-to-day, Wilson (2008) categorizes listening into the following:

2.4.7 Listening for Gist

Listening for gist refers to occasions when we want to know the general idea of what is being said. Listening for gist deals with identifying who is speaking to whom and why, and how successful is the speaker in communicating the point. Listening to main ideas means that the listener wants to get a general idea of what is being said (Brown, 2006). Hedge (2000) also affirms that listening for gist is listening for the main ideas and essential information like differentiating main ideas from supporting details, separating statements from examples, etc. Therefore, one can understand that listening for gist is mainly concerned with identifying the key ideas of the listening activities.

2.4.8 Listening for Specific Information

Listening for specific information is applied when listeners do not need to understand everything, but only a very specific part of the spoken text. For example, while listening to a list of delayed trains, listeners are only interested in hearing news about one particular train that is the one they want to catch, and so, they listen selectively for this specific information and this means that they ignore the information about the other trains which they do not catch. Therefore, one can understand that when listeners look for precise information, they apply the strategy of listening for specific information.

2.4.9 Listening for Detail

Listening for detail refers to the type of listening listeners do when, for example, they need to find errors or determine differences between one passage and another. They cannot afford to ignore anything because unlike listening for specific information, they do not know exactly what information will help them to achieve their task (Wilson, 2008). Brown (2006) also states that listening for details is something that listeners do in everyday life. For example, they need the details when they are getting directions to some place like a friend's home, and therefore, just understanding the topic, in this case, may not help them. To comprehend better, listeners make

use of every bit of information they listen to since this helps them get the information they need.

2.4.10 Inferential Listening

Inferential listening is concerned with listening to what listeners imply when they wish to know how the speaker feels, and this may involve inferring. Inferential comprehension questions require students to use clues or logic to answer questions (Schmitt, Hale, McCallum & Mauck, 2011). Therefore, students need to use appropriate logical explanations to answer the listening comprehension questions. Consequently, inference is an important strategy that could be applied in listening activities. Inference helps listeners to grasp the meanings of an oral message by analyzing textual and contextual information (Gou, 2015). As a result, listeners use inferential techniques especially when they have poor linguistic skills.

2.5 Listening and the Learner

Moetley (2001) and Rost, (2001) as cited in (Gruyter, 2006), explain that listening to a second language (L2) has been regarded as the most widely used language skill in an individual's daily life. Listening involves both receiving messages from others and responding to them (Chang, 2012). This shows that listening is an interactive cognitive activity. Therefore, one can understand that listening is not a passive activity; rather, it makes listeners struggle with the content to understand the message of the listening text.

A spoken language is different from a written language. Thus, the following are the three characteristics of speech that are especially important in the listening comprehension construct: firstly, speech is encoded in the form of sound; secondly, it is linear and takes place in real-time, with no chance of review and thirdly, it is linguistically different from written language (Buck, 2001). These are what make listening a difficult skill to master for the learner. Therefore, learners have to pay careful attention to what they listen and use different listening approaches to comprehend a listening text. To enable students to comprehend a spoken text easily, teachers should expose them to repeated listening practices i.e. using authentic audio materials.

2.6 Listening Comprehension

Listening is one of the essential skills which need to be mastered for communication and it is an integrated ability that requires a number of overlapping psycholinguistic abilities such as

linguistic processing, semantic processing and pragmatic processing (Pan, 2016; Rost, 2011). Listening also provides the basis for other language skills, and it can be improved by increasing awareness about its importance and knowledge of the processes involved in it (Nation & Newton, 2009; Kotzman & Kotzman, 2008). Previously, listening was unjustly neglected in the literature, and it was considered a passive skill even though currently, this view has been changed (Sabet & Mahsefat, 2012). Therefore, as an essential part of communicative competence, listening has to be considered as a skill that deserves equal treatment with the other skills, and learners have to develop their listening skills to comprehend a spoken text easily.

Listening comprehension is a very complex process since many factors such as listening materials, the process of listening, teaching procedures, personal factors, etc. can affect it (Pan, 2016). For this reason, to measure listening comprehension, we must first understand how the process works (Buck, 2001; Jordens, 2006). To comprehend what they are listening to, listeners must be able to receive auditory signals (i.e., input) and break them up into linguistic units (morphemes, words). Listening is also an active and complex process of constructing meaning by applying linguistic and non-linguistic knowledge to incoming sounds (Chang, 2012; Buck, 2001). Good listeners sometimes make calculated guess and hold the information in their memory since ambiguity is sometimes unavoidable (Wilson, 2008). All the while, listeners have to retrieve the meaning of those linguistic units from their long-term memory.

One's ability to listen and comprehend the spoken language of multiple utterances (i.e., listening comprehension) is one of the necessary component skills in reading and writing development. This is true because after listening, students will respond in speaking, and writing as well. As multiple language and cognitive skills contribute to listening comprehension, developing and coordinating these skills are not likely to occur in a short period (Kim, & Pilcher, 2016). In line with this, a component skill of listening comprehension such as vocabulary is expansive and continues to grow throughout the life time and so would listening comprehension (Kim & Pilcher, 2016).

Since listening comprehension is a complex skill, listening has been considered the most difficult skill to learn out of the four skills (Gruyter, 2006; Field, 2008). Listening is said to be the most difficult skill because speech is encoded in the form of sound; it is linear and takes place in real-time with no chance of review, and it is also linguistically different from written language (Buck,

2001). Besides, especially in non-reciprocal listening in which the listeners lack control over the input, the speed of the speaker, the accent, duration, number of speakers, and background noise, listening comprehension becomes problematic (Wilson, 2008; Alzhamil, 2021). Comprehension difficulties in conversation can arise at the levels of phonological processing, grammatical parsing, word recognition, informational packaging, conceptual representation of the content and elliptical utterances in which an item is omitted because it is assumed to be understood (Carter & Nunan, 2001).

Listening comprehension takes place in real-time, and it is the most difficult language skill to tackle. Furthermore, Gilakjani and Sabouri (2016) state that students have critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary. Because of this reason, listening comprehension is problematic for many Foreign Language (FL) learners (Kassem, 2015). However, to develop confidence in listening comprehension and boost listening self-efficacy, students need to have extensive rehearsal.

Furthermore, listening comprehension is an essential part of language learning since learners want to understand native speakers and a lot of multimedia like DVDs and different listening sources from the Internet (Gilakjani & Sabouri, 2016). Listening comprehension is an active process because listeners analyze what they listen and interpret it based on their linguistic knowledge and knowledge of the topic (Vandergrift & Goh, 2012). As a result, listeners make use of their background knowledge and interpret what they listen to reach its meaning.

Traditionally, listening was considered as the transmission of information that is as a one-way listening, and therefore, it fails to comprise two way listening (Nation & Newton, 2009). The comprehension approach to listening emphasizes understanding of the language rather than interaction which is in contrast to the communicative approach (Vijayalakshmi, 2017). The focus here is understanding the meanings of words; but, it is a silent way. In this way, much of the classroom practice consisted of the teacher reading aloud a written text one or more times and then, asking students a number of listening comprehension questions about it.

Furthermore, Herron and Seay (1991) assert that in the traditional view of listening, foreign language students listen to taped materials (e.g. dialogue or narratives) written by textbook authors. This listening text is tightly controlled for structures and vocabulary. However, using

authentic audio materials is very crucial because students observe the dynamics of communication as they listen to native speakers interacting in a foreign culture.

On the other hand, the most recent models view listening as a much more active and interpretive process in which the message is not fixed; but, is created by interactions between participants (Nation & Newton, 2009). Moreover, Schultz (2003) also briefs that the act of listening is based on interaction rather than reception, and so, listening is basically about being in a relationship with one another. So, in this view, it is apparent that listening is an interactive activity. As a result, participants have to interact and exchange ideas actively while listening for a better understanding of the message being spoken. In addition, interactive listening has the interpersonal function of establishing and maintaining social relationships (Nunan, 1991). So, listeners share ideas with speakers. Therefore, from the current listening models such as the interactive model, one can understand that listening is an active process which requires the engagement of participants.

Vandergrift (2007) also avows that even though listening comprehension lies at the heart of language learning, it is the least understood and least researched skill. Besides, the skill itself and the characteristics of naturally spoken English were not given much attention. However, the objective of the traditional way of teaching listening was to provide an alternative way of presenting language and testing which can be understood (Donough, Shaw & Masuhara, 2013).

Listening comprehension is about understanding what the language heard refers to in one's experience or in the outside world. Complete comprehension refers to the listener having a clear concept in memory for every reference used by the speaker, not necessarily the same referents in the speaker's memory. The process of comprehension occurs in an ongoing cycle as the listener is attending to speech (Rost, 2011). Since listening takes place overtime, the space and gaps that exist in writing do not exist in the speech (Willson, 2008). Therefore, listening comprehension requires listeners to pay immediate attention to what they listen to.

One of the theories of listening is that it necessitates action. As a result, listening is based on interaction rather than simply perception (Schultz, 2003). However, listening comprehension is a big challenge for both English as a Foreign Language listeners and instructors by causing frustration, poor listening performance, etc. This happens due to the fact that inadequate attention

is given to listening in the classroom (Maftoon & Alamdari, 2016). Therefore, listening needs to be given more focus since it is a way of getting information for students, and it is one of the fundamental skills in language learning (Hamouda, 2020; Andualem, Dagne & Demelash, 2017).

Listening comprehension has been neglected in research especially when we compare it with other skills like reading, writing, etc. However, it is true that listening is crucial in language learning in that it provides input for the learner and listening comprehension is a vital skill for a good language learner (Tabrxi & Saeidi (2015); Becker, (2016); Czcelik, Branden & Streendam, (2020). Without understanding inputs, students cannot learn anything (Hamouda, 2013). Furthermore, listening comprehension plays an important role in the process of language learning as it is one of the four macro language skills in language acquisition (Sharaf, Mobaraki, & Nia, 2018). This means that the naturalistic acquisition of other languages is dependent on listening as listening is a precursor to speaking (Nation & Newton, 2009). From this statement, it is apparent that listening is the way of learning the language.

During lectures in English, EFL students face more difficulties than native speakers because EFL students have to comprehend the subject matter delivered in English as well as deal with other challenges such as understanding the lecturer's accent, and the speed of delivery that a lecture could create. English as a Foreign Language (EFL) students also have to struggle with the difficulty of listening and taking notes at the same time, as well as processing visual aids such as presentation slides or textbooks (Hamouda, 2013). One way to ease the difficulties students experience while listening in a second language is to help them develop listening strategies.

Nowadays, listening is considered as a primary vehicle for L2 language learning. Factors involved in listening comprehension such as linguistic, psychological and cultural have made listening a difficult task. However, since the emergence of the Communicative Approach in the 1970's, the teaching of listening is supposed to be carried out as part of the overall communicative construct (Gruyter, 2006).

Listening requires effort and concentration. Therefore, poor listening skills can have adverse consequences. For students, poor listening skills can result in lower grades, incorrect assignments, lost job opportunities and the like (Woottipong, 2014). This shows that listening

comprehension plays an important role in one's educational and daily life. Listening comprehension affects the students' success not only in English courses, but also in other subjects and lessons; so, the necessity of developing such skills becomes significantly apparent (Bilican, Kutlu, & Yildirim, 2012).

Listening involves production especially speaking and writing tasks. The focus of a listening lesson, or a listening segment within a lesson that includes other skills should be mainly on listening, not on speaking or writing. However, we can only evaluate whether a learner has understood a listening text through the production of one kind or another. This might involve answering questions, either orally or in writing, or the response might be non-verbal, for example, listening to a set of instructions and assembling a toy or a game, listening and then, drawing a picture, etc. The richer the variety of tasks, the more interesting the listening lesson will be for the students and the teacher (Nunan, 2015).

The primary purposes of human listening are information gathering and pleasure though there are other reasons, such as empathy, assessment and criticism (Wilson, 2008). Listening comprehension plays a prominent role in the process of language learning as it is a way of getting information (Shari at al., 2018). For teachers, teaching listening comprehension is one of the most vital activities; but, a difficult task for any foreign language teachers because there are no rules as in grammar teaching (Safran, 2015). Therefore, to minimize such difficulties, teachers can build students' skills by asking them to focus on their reasons for listening each time they listen and this is a form of strategy training. Strategies are ways to ease the burden of listening and should be taught (Brown, 2006).

2.7 Memory building during Comprehension

Memory access during listening refers to both the process of activating existing memories and the process of forming new memory connections or strengthening the existing memories during and immediately following comprehension (Rost, 2011). Therefore, memory can be generally seen in two dimensions which are long-term memory, associated with the sum of all of a person's knowledge and experience and short-term memory, associated with knowledge that is activated at a particular moment.

2.8 What makes Listening difficult?

Since universities and schools pay more attention to other skills than listening, students face a lot of difficulties in understanding English language listening (Gilakjani & Sabouri, 2016). Furthermore, although listening comprehension is the centerpiece of learning a language, it is the most difficult modality for students' success (Henderson, 2017; Vandergrift, 2004). Moreover, listening is considered a difficult skill, and the difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment (Wilson, 2008; Brown, 2006). These four categories are discussed below:

2.8.1 Characteristics of the Message

Wilson (2008) asserts that knowing the written form of a word is no guarantee that students will recognize the spoken form. This shows that listening is a difficult skill. Unknown words, lexical density, and complex grammatical structures are also linguistic difficulties that make listening harder. Familiarity with the topic, text type and cultural accessibility are also important considerations concerning the characteristics of the message.

Cultural knowledge of the language affects the understanding of the learners (Gilakjani & Sabouri, 2016). Many words in English possess more than one meaning; so, they have to be used appropriately to not confuse the learners while listening. In addition, listening activity requires instant processing with little or no chance of access to the spoken text, and this makes it a more complex activity (Walker, 2014). Therefore, it is apparent that the characteristics of the message being conveyed can affect the level of comprehension among listeners during listening.

2.8.2 Characteristics of the Delivery

Mode of delivery aids to distinguish between reciprocal and non-reciprocal listening; so, it is very important to be considered in listening activities. Reciprocal listening which involves interaction between two or more people like conversation, allows the use of repair strategies in which speakers can react and listeners can ask for clarification. As a result, one can understand that the focus of reciprocal listening is on collaborative learning than that of independent learning. Additionally, students explain what they learn to their peers and learn from each other.

Contrary to reciprocal listening, non-reciprocal listening describes a situation in which the listener has no opportunity to contribute to a dialogue, for example, watching television or listening to the radio. As a result, the listeners have no chance for asking for clarification, repetition, and clarity of ideas (Wilson, 2008). This type of listening is a one-way listening.

2.8.3 Characteristics of the Listener

Some students may not give concentration and attention to what they listen while other students may lack motivation. Moreover, other students may have their own modes of learning. Armstrong (2009) explains that each person possesses eight bits of intelligences which are linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalist which can be related to preferred modes of learning. However, the eight intelligences may work together in ways unique to each person. So, one can understand that based on their preferences in line with their intelligence, learners may choose different ways of learning to listen. Gilakjani and Sabouri (2016) found that since universities and schools give more focus to writing, reading and vocabulary learning, listening comprehension is a complete challenge for students. Furthermore, teachers do not usually pay attention to the development of students' listening skills.

However, listeners with greater working memory capacity, for example, those efficient at processing incoming information, understand most of what they listen to. Besides, the use of meta-cognitive strategies, cognitive abilities, experience with L2 listening, background knowledge about the topic, vocabulary size, etc. can influence listening comprehension (Bloomfield et al., 2011). Metacognitive listening strategies are general skills through which learners manage, direct, regulate and guide their learning while cognitive ability refers to manipulating materials to be learned or applying the specific technique to the learning task (Tham, 2018).

2.8.4 Characteristics of the Environment

Environmental condition is one of the factors that affect listening comprehension. The temperature of the room, background noise such as heavy traffic etc. are some of the environmental conditions which may affect listening performance. Gilakjani and Sabouri (2016) affirm that some teachers use recorded materials with low quality. As a result, if such audio are going to be used for listening, learners will not listen appropriately and the message will also be

distorted or misunderstood. Furthermore, noise and distortion interfere with listening comprehension so students will not listen well (Bloomfield et al., 2012). Furthermore, defective equipment which affects the clarity of a recording contributes to listening difficulty.

2.9 Listening Instruction

Listening is one of the four macro language skills, and it is a very important skill since it is a way of getting information. Much of L₂ listening pedagogy put a considerable emphasis on answering comprehension questions (e.g. multiple choice, fill in the blanks, etc.) (Siegal & Siegol, 2015). In most of the English as Foreign Language textbooks, most of the activities include product-oriented activities that are testing word recognition and listening comprehension rather than a process-oriented approach which focuses on providing instruction to aid in word recognition and comprehension (Nguyen & Abbott, 2016). However, a balanced L₂ instructional approach that includes both process and product-oriented listening instruction is beneficial (Nguyen & Abbott, 2016). Therefore, by applying the integration of both product and process-oriented approaches, instructors have to help their students to develop listening comprehension.

2.9.1 Process-oriented Listening

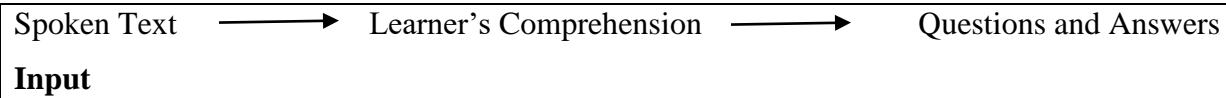
To obtain information and develop participation in spoken communication which are vital in the real world, students need to develop their listening skills. A process-based approach to listening is an approach which is primarily concerned with the students' listening development and the ways they go about tackling a task rather than the outcome (Wilson, 2008). Therefore, students can develop their listening skills by paying more attention to the activities they do. On the other hand, a product-based listening approach is an approach to a task that emphasizes the outcome of a task rather than the way it is achieved (Wilson, 2008). As a result, instructors should adequately focus on the students' achievement in listening skills.

2.9.2 Product-oriented Listening

By using a product approach to listening, the focus is very much on finding out how much information the listeners could recall through direct quoting, and spoken text presentation in which listeners pay more attention to the messages (Flowerdew & Miller, 2005). Therefore, it is clear that what is most required here is the students' listening comprehension achievement. On the other hand, by applying a process approach to listening, the teacher sets the scene first, gives students reasons to listen and post-listening activities as well. Furthermore, by adapting the

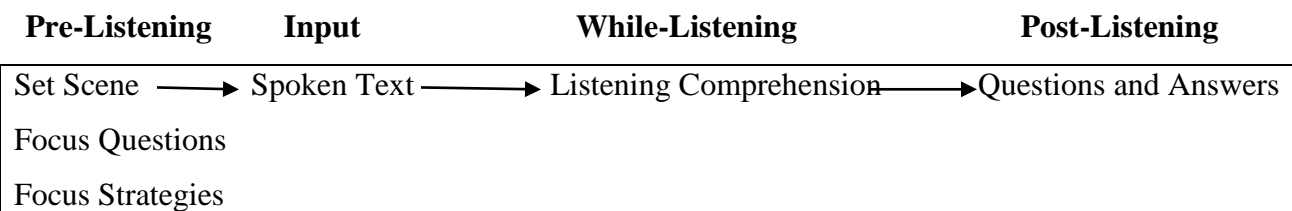
second model, the instructors incorporate repetitive checkups and comprehension evaluation activities. The three models of integrating questions while teaching listening are depicted below (Flowerdew & Miller, 2005):

Model -1



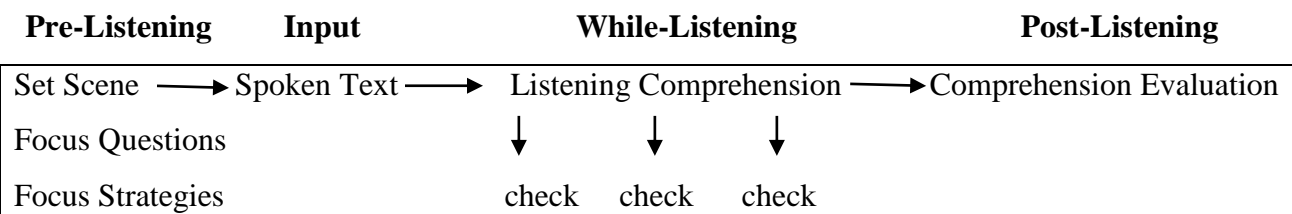
Model -1: A Product Approach to using Questions in Listening (Flowerdew & Miller, 2005, p.185)

Model -2a



Model 2a: A Process Approach to using Questions in Listening (Flowerdew & Miller, 2005, p.185)

Model -2b



Model -2b: Adaptation of the Second Model (Flowerdew & Miller, 2005, p.185)

We can understand from the above models that in Model-1, which applies a product approach, the spoken text will simply be provided as a listening input; then, students' comprehension will be checked using questions and answers types of assessment. However, in Model -2a, which

applies a process approach to listening, instructors provide students a scene or context about what they are going to listen to, then they will listen to questions they are supposed to respond to and the strategies they will use as well. Afterwards, the students will be exposed to spoken texts for listening comprehension. Finally, this will be followed by questions and answers. With regards to Model -2b, which shows the adaptation of Model -2a, having taken all the components of Model - 2a, it incorporates repetitive checkups during comprehension and ends with comprehension evaluation activities.

2.10 Listening Strategies

According to Bao and Guan (2019), “Second language listening strategies can be defined as how listeners manage real-time interactions with a spoken text to achieve comprehension” (p.1). Vandergrift and Cross (2018) also state that listening strategies are deliberate, cognitive steps used by learners to enhance comprehension of the target language. Furthermore, the listening strategy incorporates the performance of mental processing, and it is about knowing what to do when one fails to comprehend a spoken text.

Moreover, Bao and Guan (2019), classify listening strategies into four: cognitive, metacognitive, affective and social strategies. Cognitive strategies are concerned with identifying the main ideas of a spoken text, inferencing, storing, recalling, prediction, note-taking, elaboration, summarizing, etc. (Ngo, 2019). Listening comprehension is an active process (Azzemy & Jemal (2019); Becker, (2016). So, we can understand that listening engages learners’ mental activities.

Metacognitive experiences can activate metacognitive knowledge in long-term memory, including listening strategy knowledge and trigger the selection and activation of appropriate listening strategies to facilitate and maximize comprehension (Vandergrift & Cross, 2018)

Affective strategies are also among the important listening strategies. In most cases, affective components of listening focus on the associations between listening and traits like personality factors that may affect individual motivation (Worthington & Bodie, 2018). Affective strategies are also related to managing emotions which can be either positive or negative (Bao & Guan, 2019). Therefore, traits can affect students’ listening comprehension either positively or negatively. Social strategies are related to interaction (Ngo, 2019). This means that students can

learn by interacting with others. After receiving and interpreting the message through cognitive and psychological processes, listeners respond to the message. So, the listener's feedback brings the listening to the communication relationship which is an important part of the communication interaction (Wolvin, 2010). Moreover, perceptions of effective listening are tied to the patterns of response which affects both the immediate communication and the relationship of those communicating (Hall, 2012). Therefore, one can understand that it is also very important to deal with social strategies in listening comprehension.

3. Learning through Reflection

Johns (2009) describes reflection as being mindful of self, either within or after experience as if a mirror in which the practitioner can view and focus self within the context of a particular experience to confront, understand and move towards resolving the contradiction between one's vision and actual practice. As a result, it is apparent that reflection can be considered as a mirror for improving actual practice.

One way through which students reflect their views is by using reflective journals. Farrah (2012) affirms that reflective journal writing is an effective learning technique that enables students to learn while they are writing. One of the ways by which reflective journals help students is by establishing connections between new information and the things they already know. Reflective journal writing is an effective learning technique that enables students to learn while they are writing too. Boud (2001) also clarifies that journal writing can be viewed through many different lenses: as a form of self-expression, a record of events or a form of therapy. Therefore, one can understand that through journal writing, students can narrate events (experiences) that they have gone through and look for better ways of learning.

Journal writing also facilitates reflection and it is also a method of learning from experience (Plack, Driscoll, Blissett, McKenna, & Plack, 2005). Reflective journal writing enhances students' learning experience, and learners' motivation and promotes higher-order thinking skills (Estrada & Rahman, 2014). Through reflection, students can evaluate a given experience by explaining its advantages and disadvantages. Therefore, such reflections help for evaluation so that appropriate action will be taken for further improvement.

Reflective journal writing is a teaching/learning strategy within which the responsibility for the student's learning is shared by both the educator and the students. So, the students have also an active role to play in the improvement of their own learning. They reflect on what they have gone through by writing it in a journal (Doucet & Wilson, 1997). As a result, the reflective journal is one of the most commonly used tools around the world (Abednia, Hovassapian, Teimournezhad & Ghanbari, 2013). Besides, reflective writing is currently emerging as a requirement of higher education courses to promote learners' self-reflection, and critical thinking (Estrada & Rahman, 2014). Therefore, reflective journals help the learners in cultivating their self-reflection about an event so that they will better understand the situation.

Johns (2009) avows that there are different models of reflection. Some of them include the work of Gibbs (1988), Scone (1983), Kolb (1984) & Johns (2000). According to Wain (2017), the Gibbs (1988) reflective cycle incorporates the following six different elements:

1. Description: In the description, the learner recalls events, drawing on powers of observation to remember with accuracy and impartiality.
2. Feelings: the learner identifies reactions to the events.
3. Evaluation: the learner weighs up the positive and negative aspects of the experience.
4. Analysis: the learner marks personal interactions against published literature and research.
5. Conclusion: the learner summarizes responses to the events, what has been learned and what reactions or responses would be in the future.
6. Action: It is a method that helps to formalize the outcome of the learner's reflection.

Therefore, from the above explanations, one can understand that Gibbs' reflective cycle is comprehensive in that it helps students to reflect on a given classroom event by recalling, by showing their feelings, judging, and making analyses and conclusions which further lead to actions that need to be taken.

4. Authentic Listening Materials

Authentic listening materials are essential in teaching and learning listening skills since they present the function of the language as it is used in the real world. Listening is one of the difficult skills especially, for English as a Foreign Language learners. Therefore, one way of solving such

a problem is by using authentic listening materials (Mousavi & Iravani, 2012). In teaching listening comprehension, authentic materials are one of the good materials to be used (Dewi, 2018). As a result, one can understand that authentic audio materials are very important for learners who learn listening comprehension so as to develop their listening proficiency. Furthermore, it increases students' motivation.

4.1 Definition of Authentic Materials

The term "authentic materials" has been defined in different ways throughout the literature (Omid & Azam, 2016). However, the key point in which the scholars focus is almost similar, that is, they refer to materials which are usually used in real-life communication. Hedge (2000) defines authentic materials as materials which have not been designed especially for language learners and those which do not have contrived or simplified language. This definition implies that authentic materials contain language as it is naturally spoken by native speakers without any modification. Nunan (2015, p. 41) defines authentic listening texts as, "Authentic listening texts are those that originally emerged in the course of some type of communication outside of the classroom - a casual conversation in a coffee shop, a news broadcast, a train announcement, and so on and are subsequently imported into the classroom for teaching purposes."

From this definition, one can understand that authentic listening texts are texts which are natural and produced for communication in day-to-day life. As a result, teachers need to take much time to prepare authentic materials for classroom use by setting comprehension questions and tasks since they are not normally provided in the pedagogical framework (Wilson, 2008). So, teachers as resourceful professionals can adapt and use them in their classrooms.

Furthermore, authentic materials are print, video, and audio materials students encounter in their daily lives. These include, but are not limited to, 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 an excellent learning tool for students precisely because they are authentic (Ianiro, 2007). The Oxford Dictionary defines the term 'authentic' as known to be real and what somebody claims it is and not a copy; true and accurate. Therefore, we can understand that authentic materials are genuine materials.

Furthermore, Ianiro (2007) affirms that there are two main categories of authentic materials which are print and auditory. The print authentic materials include utility bills, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, newspapers, packing slips, order forms, ATM screens, etc. Auditory authentic materials on the other hand include phone messages, radio broadcasts, podcasts, e-books, movies, videos and DVDs, television programs, etc. ‘Authenticity’ in this context refers to the use of spoken and written materials that have been produced for communication and not for language teaching (Nunan, 2004). Below are lists of some of the authentic audio materials from the literature that the researcher tried to investigate: American Institute for Research (2007); Nunan (2013); Gebhard (1996) as cited in Qamariah (2016); Belaid & Murray (2015); Kochito (2013).

- | | |
|--|-----------------------|
| 1. Radio broadcasts | 8. Songs |
| 2. Podcasts | 9. Documentaries |
| 3. E-books | 10. Sales pitches |
| 4. Quiz shows | 11. Conversations |
| 5. Clips | 12. Discussions |
| 6. Soap operas | |
| 7. Professionally audio-taped short stories and novels | |
| 13. Meetings | 19. Descriptions |
| 14. Talks | 20. Directions |
| 15. Announcements | 21. Interviews |
| 16. Telephone Conversations | 22. Advertisements |
| 17. Anecdotes | 23. Weather Forecasts |
| 18. Oral histories | |

Authentic materials may be difficult for students if they do not have much exposure to listening to them since listening as with other skills require extensive rehearsal. With regard to language acquisition difficulties, Krashen (1982) states that learners can acquire language by understanding an input which is beyond their current level of understanding (i+1). Therefore, one can understand that learners can comprehend a challenging task with appropriate levels of difficulties, context and extra linguistics information. Most importantly, careful selection of

authentic materials can help to overcome the difficulties caused by using authentic materials (Gilmore, 2007). Furthermore, teachers can support the students by minimizing the task difficulties of authentic texts by helping them with vocabulary words (Ianiro, 2007; McDonald, 2012).

Since the launching of Communicative Language Teaching and the development of various technologies especially the internet, using authentic materials for teaching has been a trend in language classrooms especially for listening comprehension courses (Liu, 2016). Although the use of authentic materials in the classroom has become general practice during the previous 30 years; the issue of authenticity has been one of the most debatable aspects on the ground. However, the need or usefulness of authentic materials has been increasingly recognized especially in non-native countries such as Iran (Omid & Azam, 2016). Authentic material helps bring the contact to life and ultimately makes learning a language more meaningful and easy for students (Qamariah, 2016).

The beginning of the Communicative Language Teaching Approach is due to the need for real communication. The authentic text engages readers' or listeners' thoughts and emotions where the language is a tool to interpret the writer's or speaker's message. The authentic task focuses on conveying meaning using the language as a tool, and the authentic classroom provides an imagined environment which enables learners to communicate in a way that is similar to the real world (Hamed, 2017). Furthermore, Nunan (2013) explains that using authentic data has the advantage of helping learners encounter the target language items in the context in which they naturally occur. Therefore, students can self-access much authentic listening content on the internet from the following websites: e.g., www.voa.gov (Voice of America) and www.bbc.co.uk/worldservice/ - BBC World Service, etc. (Nunan & Carter, 2001).

A study conducted by Shian and Yunus (2016) found that audio clips could encourage the development of listening comprehension. They also recommended that audio clips could be expanded into a listening module that slowly moves towards authentic listening to equip learners with real-world skills and experiences. On the other hand, non-authentic materials are designed for pedagogical purposes and contain more features of artificiality.

Authentic materials play an effective role in the development of students' listening skills. As a result of this, their academic achievement levels increase and their learning motivations, learning efforts and self-confidence levels increase, too. The use of authentic materials is one of the good techniques for dealing with meaning comprehension. Furthermore, students can encounter real language use i.e, learners feel that they are learning a target language as it is used outside the classroom, and it attracts learners' attention as well (Mallapiang, 2014; Oguz & Bahar, 2008). Therefore, authentic materials have to be consistently accessible to students for listening practice.

Furthermore, in constructivist learning environments, students should work with authentic materials (Oguz & Bahar, 2008). These types of materials engage both the learners and the teachers; students become thinkers and problem solvers and they also enjoy learning. So, the use of authentic materials helps the students use the real language appropriately through extensive practice. Besides, one of the purposes of learning a foreign language is to be able to use the language appropriately. As a result, learning through authentic materials helps the students to grasp the necessary listening skills required in the real world. The learners will acquire a natural pronunciation, and this improves their listening comprehension (Adam, Stan & Moangh, 2014). Therefore, EFL teachers should expose their students to authentic listening materials so as to help them learn real language skills.

Gebhard (1996), (as cited in Qamariah, 2016), classifies authentic materials into three. These are authentic Listening - viewing materials, authentic visual materials, and authentic printed materials.

1. Authentic Listening - Viewing Materials:

Authentic Listening - Viewing Materials include TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio advertisements, songs, documentaries, and sales pitches.

2. Authentic Visual Materials:

Authentic Visual Materials comprise slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays. These materials are those which students see and learn through them.

3. Authentic Printed Materials:

Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, etc. are among the printed materials. Authentic language shows how grammatical forms operate in the real world rather than in the mind of a textbook writer, and therefore, it allows learners to encounter target language items. On the contrary, non-authentic texts are meant to make the language easier to comprehend; but, an unvarying diet of such texts can make language learning more difficult for learners and do not equip the students with real-world knowledge (Candlin & Mercer, 2001).

One of the principles and practices in task-based language teaching is the introduction of authentic texts into the learning situation and the linking of classroom language learning with language use outside the classroom (Nunan, 2004). So, to realize this concept, teachers need to teach their students using authentic materials. Despite this fact, Hamed (2017) found that Arabic as a Foreign Language teachers lack a clear understanding of authentic tasks. If the texts are authentic, students cope with the language being spoken at normal speed and with features such as accents, hesitations, fillers, and ellipses (Flowerdew & Miller, 2005).

4.2 Text Authenticity

Nunan (2015) explains that an authentic text is one that came about in the course of genuine communication, rather than being specifically provided for language teaching and learning purpose. This statement shows that text authenticity is concerned with texts that are produced in real-life communication. As a result, currently, authentic materials became part of pedagogy for teaching listening.

Besides, Gilmore (2007, p.98) defines an 'authentic text' as "...a stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort." From this statement, one can understand that an authentic text is a text produced by native speakers and it also communicates a real message to the target audience. Gilmore adds that by using these criteria, it is possible to say whether a text is authentic or not by referring to the source of the discourse and the context of its production.

In the Communicative Language Teaching Approach, which is one of the contemporary approaches used in language teaching, the text and the task which students learn should have a relation to the real world (Flowerdew & Miller, 2005). Besides, since listening carries the heaviest burden of oral communication, it should be given emphasis (Kok, 2017). Therefore, one can understand that text authenticity is very important in teaching listening skills as well. Berardo (2006) also concludes that authentic materials should be the kind of materials that students need for using the language. It also enables learners to interact with the real language and content rather than the form. Therefore, using authentic materials helps learners learn a language as it is used in the real world.

4.3 Selecting Authentic Materials

The selection of authentic materials should always be informed by course goals and individual lesson objectives. Course materials of any kind should always be compatible with course goals (Ryan, 2013). Accordingly, some of the objectives of the listening section of the course Communicative English Language Skills I (FLEn 1011) are finding out what is involved in the listening text, listening and taking notes from a lecture and a story, listening to talks and taking notes, predicting the content of a listening text, etc. Willemse, Jooste, and BozTalk (2019) explain that the design of authentic learning experiences can promote the development of knowledge and skill in a real-life setting. However, if not properly chosen, handled and used, authentic materials can cause frustration among the students. e.g. if they face highly unfamiliar words. It is time-consuming since it takes more time to prepare the materials too (Adam et al., 2011). Therefore, teachers have to consider these issues when designing listening activities using authentic audio materials.

Furthermore, to prepare a lesson using authentic audio recordings, teachers should search for a text or radio program that would either interest their students or be typically related to the lesson they are currently teaching. Besides, it is best to find an authentic text from which you can extract about 5-8 minutes of listening materials (Hancock & McDonald. 2012). Concerning the selection of authentic materials, Lee (1995) asserts the following four guiding principles:

1. Textually authenticity;
2. Compatibility with the course objectives;
3. Suitability for the approach we adopt and;
4. Suitability for the tasks/activities designed.

The following questions need to be addressed in textual authenticity: Does it possess communicative potential? Does it have a realistic situation? Is the content relevant to learners' life communicative needs? Such questions need to be addressed with regard to textual authenticity. Authentic materials create high interest in the students because of their relevance to the real world (Oguz & Bahar, 2008). This shows that authentic materials reflect real-life situations; so, they equip students with real-world knowledge. Further, McGrath (2002) states that learners can learn more than language from the materials used in language learning classes. So, authentic materials should always be chosen carefully.

In addition, compatibility with the course objectives needs to respond to the following questions: Does it have content and construct validity, i.e. can it really improve the language skill(s) we want our learners to practice? Is it too short or too long? Is it for comprehension/production activity? Are the text's language styles and rhetorical structure relevant to the course objectives? Consequently, such questions need to be responded to when selecting authentic materials. Listening comprehension is the process of understanding speech in a second or foreign language (Ahmadi, 2016). Therefore, the authentic audio that will be chosen need be something students listen to and try to understand.

Furthermore, the authentic materials we choose have to be suitable for the approach that we adopt. In teaching listening skills, different approaches might be used. In line with this, the audio materials we choose have to be suitable for the approach of listening comprehension we use. In adapting the process model, the students will be evaluated after their comprehension is

repeatedly checked by the teacher (Flowerdew & Miller, 2005). Furthermore, the authentic materials we select have to be suitable for the tasks/activities that we design. The design of tasks needs to be in a way that helps to exploit the authentic text (Porter & Roberts, 1981). Therefore, the authentic audio to be used have to be rich in producing varieties of listening comprehension activities.

The need for real communication led to the emergence of the Communicative Language Teaching Approach. The authentic text engages readers' or listeners' thoughts and emotions. Consequently, the authentic learner's response is the interaction between the learners and the text to create their own interpretation of the text and as a result, the authentic task focuses on conveying meaning through the use of language. Additionally, the authentic classroom provides an imagined environment which enables learners to communicate in a way that is similar to the real world (Hamed, 2017). As a result, learning through authentic materials makes the learners ready for real life.

The Communicative Approach focuses on meaning more than form, and this leads to a change in the types of tasks to be used. Similarly, since teaching pedagogy has witnessed a major shift from contrived materials to authentic materials, the tasks have changed in the same way (Hamed, 2017). Some of the reasons for using authentic materials include authentic materials that give authentic cultural information; they expose students to real language; they can positively affect motivation and thereby improve communicative competence. To be effective, authentic materials should always be chosen keeping in mind the course goals and lesson objectives. If this issue is considered, it is possible to design activities using authentic materials (Ryan, 2013).

Under listed are some of how teachers may ensure that the authentic materials used are within the capability of the students (Qamariah, 2016).

1. Simplifying the task

It is not necessarily the language that makes the English language difficult. The difficulty may likewise emerge from the task that is set. It is possible to utilize a listening text which is well beyond the students' level, provided that what is demanded of the learner is straightforward.

Students can understand a challenging listening task that is somewhat beyond their comprehension ability provided that they have repeated listening practices.

2. Grading the text

When teachers arrange authentic materials to be used with their students, they should have enough collection of samples. Then, they can grade authentic materials appropriately with proficiency. As a result, to grade the authentic materials, teachers can consider more frequent vocabulary, basic sentence structure, simpler and less dense ideas and facts, degree of redundancy, with ideas/facts expressed more than once, degree of repetition of words and very specific context or genre of communication, which to some extent predetermines how participants behave (Qamariah, 2016).

3. Staging the materials

Staging materials refers to the way by which instructors arrange the activities they give for their students from simple to more difficult ones. By using single authentic materials, teachers may outline numerous tasks. While teaching in the classroom, they ought to start with very straightforward assignments and increase to more challenging tasks. Furthermore, students feel more comfortable and inspired when learning with authentic materials. Gilmore (2011) found in his experiment that authentic materials help to develop a range of communicative competencies than the English as a Foreign Language (EFL) books. This finding indicates that authentic materials provide richer input for learners which helps them learn real-life communication.

5. The roles of the Teacher in Intensive Listening

In providing intensive listening tasks in the classroom, teachers play many roles. Teachers are organizers, machine operators, feedback organizers, and prompters (Harmer, 2007). Therefore, teachers have to be aware of these roles and help their students with better listening comprehension.

5.1 Organizer

Teachers have to tell their students what their listening purpose exactly is and give them clear instructions on how to achieve it. They have to provide them with texts that are achievable and comprehensible (Harmer, 2007). Teachers play great roles in organizing and using audio

recordings. These include the roles they play during the pre-listening, while- listening and post-listening activities. During pre-listening, teachers teach key vocabulary, and make the students ready for the listening while while listening, they make the students listen to the actual recordings. Additionally, during post-listening sessions, teachers monitor the students' discussions, ask for textual evidences of students' ideas, check students' answers, give feedback etc. (Wilson, 2008).

5.2 Machine Operator

Teachers need to be as efficient as possible when working with audio machines. This means that knowing where the segment required on the tape or disk is found, knowing how to use the play back machine counter, and knowing how to get back there, etc. are crucial. Moreover, in utilizing audio machines, it is advisable to check the materials before coming to the classroom so that there will be no time wastage. Teachers need knowledge about how the equipment works when using recordings (Wilson, 2008). This helps teachers to specifically identify where the segment they want their students to listen to is found so that they can easily manipulate it. This shows that having basic knowledge of how to manipulate the recordings appropriately is crucial.

5.3 Feedback Organizer

When students complete different tasks, instructors should give them feedback to check whether they have completed the task successfully (Harmer, 2007). Students will also be given different pair and group works so that they will reflect on the answers. Assessment and correction are the two components of feedback given to students. In making assessment, teachers inform their students how they have performed whereas in giving correction, they provide specific information on the students' performance through different mechanism such as explanation, providing better alternatives, etc (Ur, 1999). Besides, in communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation (Ellis, 2009).

5.4 Prompter

Instructors should aim to use listening materials for many purposes as possible both for practicing a variety of skills and as a source material for other activities. In order to expose students to varieties of language and spoken input, teachers can make them listen to different materials again and again (Harmer, 2007). One way of making the students use real language is teaching them using authentic materials (Mallapiang, (2014). For a particular communicative

situation, the set of language features such as phonological, lexical, syntactic, and pragmatic need to be practiced (Fasold & Connor-linton, 2006). As a result, teachers can use authentic recordings in the classroom so that their students practice such linguistics features.

6. Models of the Listening Process

To understand what we listen, it is helpful to think about how we process the input. Several models have been developed to explain how the listening process functions in adults. Nunan (2003) states two ways of processing information which are top-down and bottom-up processing. Further, Flowerdew and Miller (2005) add the third type called interactive processing. Accordingly, top-down processing, bottom-up processing and interactive processing are discussed below.

6.1 Top-down Processing

Top-down processing is processing an input based on general knowledge/life experience (content schema) and knowledge of situational routines (textual schema). This means that top-down processing makes use of background knowledge in understanding the meaning of what is listened. Wang and Daller (2017) found that skilled listeners contextualize knowledge and general knowledge about the world into their understanding of speech. Background knowledge may take several forms such as previous knowledge about the topic of discourse, and situational or contextual knowledge, or it may be knowledge stored in long-term memory in the form of schemata about the overall structure of events and the relationship between them (Nunan, 2015).

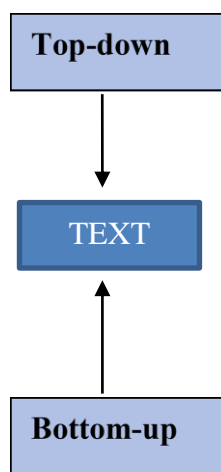
Furthermore, top-down model emphasizes the use of previous knowledge in processing a text rather than relying upon individual sounds and words. The need for the development of the top-down model was raised when researchers identified the fact that treatment subjects in a study are unable to identify shortened sounds in isolation from the words they form. However, subjects are quite able to identify shortened words so long as they are presented with the surrounding context. For example, when presented with the sound /m_/, it is not possible to predict which sound follows it. However, if presented with this sound in a context such as “The cat sat on the /mæ/,” it is quite easy to predict that the following sound is likely to be /t/. This example shows that listeners also rely more on prior contextual knowledge to understand a text (Flowerdew &

Miller, 2005). Furthermore, the top-down model emphasizes the use of background knowledge to predict content (Wilson, 2008).

6.2 Bottom-up Processing

Bottom-up processing depends on knowledge of vocabulary, grammar, sounds etc to get the meaning of a given text. It refers to the use of incoming data as a source of information about the meaning of a message. From the perspective of bottom-up processing, the process of comprehension begins with the message received, which is analyzed at successive levels of sounds, words, clauses and sentences until the intended meaning is arrived at (Nunan, 2015).

The bottom-up model was the first model of listening developed by researchers working in the 1940's and 1950's. According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message such as individual sounds, or phonemes. Finally, individual sentences are combined to create ideas, concepts and relationships between them. Therefore, listeners try to interpret the spoken text starting from sounds. According to the bottom-up processing model, the different types of knowledge necessary in the listening process are applied in serial and hierarchical ways. Bottom-up model of text processing follows a traditional view of communication as the transmission of information (Flowerdew & Miller, 2005). Below is a diagram showing top-down and bottom-up processing:



(Donough, et al. 2013).

Figure 1: Top-down and bottom-up processing

6.3 Interactive Processing

Pre-listening activities are good ways to make interactive processing in the classroom. Before listening, learners can brainstorm vocabularies related to a topic or invent a short dialogue relevant to functions such as giving directions or shopping. In such process, learners base their information on their knowledge of life (top-down information) as they generate vocabulary and sentences (bottom up data) which results in a more integrated attempt of processing. Consequently, the use of a combination of top-down and bottom-up models is also called interactive processing (Flowerdew & Miller, 2005). An important advantage of the interactive model over hierarchical models, such as bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing (Flowerdew & Miller, 2005). This model is sensitive to individual learning styles, on one hand and group needs, on the other hand. Therefore, it contributes a lot to language learning pedagogy in general and listening skills pedagogy in particular.

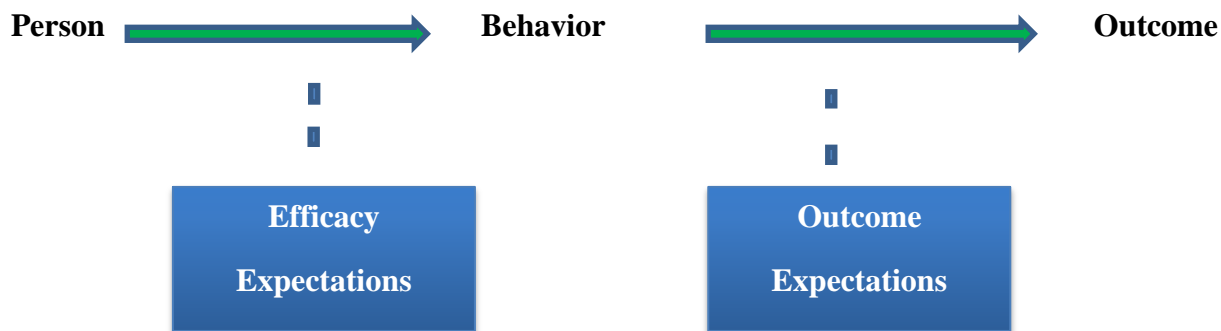
7. Listening Self-efficacy

Bandura (1997) defines self-efficacy as people's belief in their capacity to exercise control over their own functioning and over environmental demands. Perceived self-efficacy occupies a pivotal role in social cognitive theory because it affects action not only directly, but through its impact on other classes of determinants as well (Bandura, 1999). Other thinkers like Graham also provided definitions to the term 'self-efficacy'. Graham (2011) defines self-efficacy broadly as the belief in one's ability to carry out specific tasks successfully. In order to develop self-efficacy, knowledge and skills that help to perform activities are vital (Levitt, 2008). Self-efficacy can also be defined as personal beliefs in one's capabilities (Mills, Pajors, & Herron, 2006). From the aforementioned definitions, one can understand that the way learners' sense of self-efficacy can affect their academic achievements. Therefore, it is apparent that self-efficacy beliefs can also contribute to students' abilities when doing listening activities in the EFL classroom (Motallebzadeh, et al., 2013). This is because self-efficacy is crucial to the development of effective listening skills. Similarly, listening self-efficacy is related with listening performance. Thus, learners need to have good self-efficacy about the skills that they are learning.

As a result, self-efficacy is a significant component of social cognitive theory. Learners' beliefs in their capabilities affect their performances tremendously. Encouragement, positive feedback,

psychological and emotional states affect self-efficacy too; therefore, learners who have low anxiety during a task performance, feel at ease and tend to perceive the situation as pleasant and as a result, they strengthen their self-efficacy beliefs (Raofi, Tan, & Chan, 2012). Since self-efficacy is one of the most influential factors for L₂ learning, it appears to be very important for the teacher to help students develop their self-efficacy through different techniques. Lower English language proficiency is usually associated with lower self-efficacy (Ardasheva Carbonneau, Roo & Wang, 2018). Therefore, by helping learners boost their listening self-efficacy, teachers have to help students achieve academic success.

Self-efficacy is highly important in students' listening comprehension ability (Tabrizi & Saeidi, 2015). Thus, students listening skills' self-efficacy needs to be developed so as to make them successful in their academics. Below is a figure illustrating how efficacy expectation and outcome expectations influence one's success/failure in accomplishing certain tasks.



(Bandura , 1997 p.193)

Figure 2: Diagrammatic Representation of the difference between Efficacy Expectations and Outcome Expectations.

Outcome expectations and efficacy expectations are different. This could be because an individual's belief in a particular course of action will affect the outcome. An efficacy expectation is a conviction that one can successfully execute the behavior required to produce the outcomes (Bandura, 1978). As a result, expectations of personal mastery affect both the initiation and persistence of coping behavior. This means that if individuals have the courage and

determination to carry out certain tasks, they are likely to obtain a positive result. So, it is clear that learners' self-efficacy affects their language learning success (Tabrizi & Saeidi, 2015).

An outcome expectancy is defined as a person's estimate that a given behavior will lead to a certain outcome (Bandura, 1978). Self-efficacy can influence choices of activities; therefore, students who have a low sense of efficacy may attempt to avoid tasks whereas those who judge themselves more efficacious should participate more eagerly (Schunk, 1985). As a result, one can understand that positive outcomes will likely occur provided that learners establish good expectations and work towards achieving them.

English as a Foreign Language (EFL) learners' self-efficacy plays an important role in English language learning and is usually considered as a critical factor affecting their English language proficiency (Yu at al., 2017). A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. As a result, students' listening self-efficacy has to be given due emphasis. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. In contrast, people who doubt their capabilities shy away from difficult tasks and they view them as personal threats. Thus, such people have low aspirations and weak commitment to the goals they choose to pursue (Bandura, 1994).

Self-efficacy measures focus on performance capabilities rather than on personal qualities such as one's physical or psychological characteristics (Zimmerman, 2000). Perceptions of efficacy depend on a mastery criterion of performance rather than on normative or other criteria. Self-efficacy belief is also multidimensional, and it can differ based on functioning (Zimmerman, 2000). Accordingly, self-efficacy beliefs make use of the following self-regulatory processes to help motivate students learning. These are goal setting, self-monitoring, self-evaluation and strategy use.

7.1 Goal Setting

Humans have the consciousness to set goals in their life and work hard to achieve their goals. They also find ways by which they realize their expectations. Goal setting makes ways for purposefully-directed action (Locke, 1991). Goal setting is one of the most common psychological strategies. Therefore, students need to set their goals while learning listening skills

and work to achieve them. Larsen and Engell (2013) avow that goals play a causal role in the action. Ability and motivation are also required for a good performance in learning EFL listening skills (Locke & Latham, 2012).

7.2 Self-monitoring

Self-monitoring is concerned with monitoring and controlling one's expression which contains reliable cues. Snyder (1974) states that a self-monitoring individual is particularly sensitive to the expression and self-presentation of others in social situations. Self-monitoring is associated with better self-care and self-efficacy (Schwarzer, Antoniuk, & Gholami, 2014). Xiang (2004) asserts that self-monitoring is effective in improving the organization of students' compositions. Xiang adds that self-monitoring is especially helpful for high achievers. Therefore, one can understand that self-monitoring is related to self-efficacy, and this has a significant effect on the improvement of EFL students' listening skills.

7.3 Self-evaluation

Self-evaluation helps learners see their progress in learning through different mechanisms. Self-evaluation is the self-reflection phase that follows the process of learning efforts (Yabukoshi, 2018). Thus, self-evaluation helps learners to check the efforts that they exert to learn a language so that they will make necessary amendments for further learning. Moreover, in self-directed language learning, learners determine how well they use the language and diagnose their needs. Learners also make decisions about how to learn a language and about what language learning is like (O'Malley & Chamot, 1990).

7.4 Strategy Use

Oxford (2011) affirms that L₂ learning strategies are the learners' goal-directed actions for improving language proficiency or achievement. Language learning strategies include the identification of materials that need to be learned, identifying it from other materials, grouping it for easier learning, having repeated contact with the material, etc. (Cohen, 2011). Language learners usually try to differentiate what materials are helpful for them to learn specific language components, (e.g. listening skills). They also try to put them together in some meaningful way for faster and easier learning and remembering. Cohen adds that retrieval strategies, rehearsal strategies, coping strategies and communication strategies are essential for mastery of certain specific skills that are required to be developed.

8. Listening Motivation

Motivation plays a key role in education in general and language learning in particular. So, motivated language learners can easily master the language skills such as listening and use them appropriately since motivation influences language learning positivity. Zhang, Dai, and Ardasheva (2015) affirm that the word “motivation” is derived from a Latin verb, “movere” and this word explains the reasons for human’s desires, needs and actions. From this explanation, one can understand that there is a cause why humans can be motivated and they have their own needs and at the same time, they take actions to achieve their goals. Therefore, motivated language learners are those who are energized toward the end of activities whereas those who feel no aspiration to act are unmotivated (Ryan & Decca, 2000).

Furthermore, Laming (2004) defines motivation as switching on some pattern of behavior, of a program of action specified within the individual which might be innate or might have been derived from experience. That is why students always choose activities that they want to engage in (Dembo, 2004). As a result, based on their motivation, EFL students can select language learning tasks and engage in so that they will improve their listening skills. In line with this, researchers found that motivation highly correlates to the success of second language acquisition since motivated language learners are highly involved in different activities and make maximum efforts to master the target language. Hence motivation has an important role in ELT, particularly in learning listening skills since motivation and listening are highly related and motivation encourages the students to take part in different tasks (Goctu, 2016).

Vandergrift (2005) states three types of orientations to motivation which are ammotivation, extrinsic motivation and intrinsic motivation that are enclosed in the self-determination framework and lie on a continuum of increasing self-determination. Furthermore, Vandergrift identified three sub-categories of extrinsic motivation: external regulation, introjected regulation and identified regulation and three sub-categories of internal motivation which are internal motivation knowledge, internal motivation accomplishment and internal motivation stimulation.

Amotivation (AM) is the least self-determined end of the continuum; so, ammotivated learners are those who do not see the relation between their actions and its result (Vandergrift, 2005). So, if learners think that they are not bringing change due to their actions in learning EFL listening, they are said to be amotivated. This can impact their intention to continue learning the language

(Zhang et al., 2020). Consequently, one can understand that motivation is a driving force to continue language learning and generate a new feeling to further continue learning it.

Ryan and Deci (2000) define external motivation as a construct that pertains whenever an activity is done in order to attain some separable outcome. So, from this explanation, it is apparent that external motivation is concerned with an external driving force, or it is a means to an end (Goctu, 2016). Extrinsic motivation contains three sub-types: external regulation, introjected regulation and identified regulation (Vandergrift, 2005).

External regulation deals with being motivated because of pressure or reward from the social environment (e.g., getting good jobs). Obtaining social approval from the community for getting a reward is also crucial (Goctu, 2016). Cameron, Pierce, Banko, and Gear (2005) affirm that giving rewards for the successful completion of tasks leads students to express high interest in doing further related activities. Social experience has an impact on motivation since it can increase or decrease motivation since it is a dynamic phenomenon (Murray, Gao & Lamb, 2011). Therefore, to get rewards from the social environment in learning EFL listening, students have to exert their maximum effort.

Introjected regulation deals with having more internalized reasons for learning L2, for example, to prove that one is a good citizen (Vandergrift, 2005). Engagement and the motivation of self-systems have an immediate link with one's intention to continue studies (Zhang et al., 2020). So, learners try to achieve their internal goals of learning EFL listening which they expect to fulfill. Furthermore, since motivation is one of the factors which affect listening comprehension, learners need to be highly motivated and engage in different tasks.

Identified regulation is a component of extrinsic motivation which learners apply for personal choice, priority or value placed on the outcome of language learning, for example, choosing to be the kind of person who can speak more than one language. Motivation is a stimulus for happiness thereby leading to achievement (Goctu, 2016). So, based on their personal choice, L2 learners can select and do activities given top priority. As a result, motivation plays a great role in learning L2 by helping learners remain motivated since it is an impetus for learning (Zhang et al., 2020). Here, one can understand that the personal choice of the L2 learners is very important

for giving priorities to do tasks. Consequently, learners work hard to achieve the goals they have set in learning EFL listening.

Vandergrift (2005) defines internal motivation as internal factors such as enjoyment and satisfaction for oneself. One of the components of internal motivation is knowledge which deals with the motivation to do tasks for exploring new ideas and knowledge development. By sharing knowledge and experiences, learners can also develop their motivation (Win, 2018). When students are internally motivated, they can also bring innovative ideas by sharing their background knowledge which further brings knowledge improvement.

The second component of internal motivation is accomplishment. It is related to an attempt to master a task or achieve a goal (e.g. understanding difficult ideas in language learning). Gotcu (2016) asserts that motivation influences both the rate and success of foreign language learning. So, if students have an accomplishment motivation to overcome the difficulties of comprehending foreign language listening activities, they will master the listening skill in a short period. Foreign language listening is a difficult skill to master because learners may be unable to listen to the pronunciations of native speakers, and they may not be exposed to their culture as well. However, some students make more efforts to learn a foreign language even if the tasks are too difficult or challenging (Dembo and Seli, 2016). Dornyei (1994) also briefs that for the achievement of second or foreign language learning, motivation is one of the key factors to be considered. Therefore, to achieve their goals, learners need to be motivated.

The third component of internal motivation is stimulation, which is the most self-determined of all the motivation sub-types. Internal motivation stimulation is based on the feeling stimulated by carrying out the task (e.g. fun and excitement) (Vandergrift, 2005). Without enough motivation, even individuals with high abilities cannot easily obtain long-term goals (Dornyei, 1998). As a result, to be motivated, EFL listening learners need to be stimulated. An initial stimulus for learning L2 is also provided by motivation. Therefore, one can understand that stimulus and motivation are highly interrelated when it comes to language learning.

9. Perceptions

Perception is the process by which we receive and interpret information from the world around us and it is influenced by the ways our bodies are structured to receive and process stimuli from the environment (Afsaneh & Safoura, 2015). Moreover, perception deals with the individual's feelings about, or appraisal of, a given object, thing or person based on the individuals' past and present experiences (Salifu & Bakari, 2022). Yoo and Kim (2019) also avow that institutions should promote not only students' academic development but also their happiness by fostering an appropriate educational environment. Perceptions also reflect our emotions, expectations, learning and needs. Therefore, one can understand from this statement that there is a relationship between the way we perceive things and our learning and needs besides emotions and expectations.

Recognizing learners' perceptions are critical to the strategic adaptations they make during studying (McCardle & Hadwin, 2015). From this statement, it is apparent that it is essential to check how learners perceive learning using different materials. For example, using authentic audio materials while learning listening comprehension skills. McCardle and Hadwin (2015) also found that students' performance is negatively affected by the negative perceptions of the students where as positive perceptions of the students bring positive impact on students' performance. Furthermore, Goldstone, Landy and Son (2010) affirm that perception and high-level cognition are more closely related. As a result, if students have positive perceptions about how they learn and their learning environment, their performance will be enhanced.

Lizzio, Wilson and Simons (2002) also found that students' perceptions of their current learning environment were a stronger predictor of learning outcomes at university than prior achievement at school. Therefore, it is clear that students' perceptions are crucial to be considered when using different teaching aids like Authentic Audio Materials. That is why the current researcher wanted to consider the participants' perceptions on using Authentic Audio Materials.

Hromova (2019) also found that teachers have to monitor their students' perceptions and create an effective educational environment, raising their students' self-confidence and responsibility since a positive mental climate and natural curiosity of students can boost their motivation and perception of successful and enjoyable language learning. From this statement, one can

comprehend that to have triumphant learning, students' good learning environmental as well as interest so as to develop good perceptions about what they learn.

Language and perception are two central cognitive systems. The most straightforward explanation of why language and perception are inextricably related is the fact that we can talk about what we perceive (Vulchanova, Fritz, & Milburn, 2019). From this explanation, it is evident that perception is highly related with language learning; therefore, the way language learners perceive how they learn may affect how they learn.

The main task of human perception is to amplify and strengthen sensory inputs to be able to perceive, orientate and act very quickly, specifically and efficiently (Carbon, 2014). Accordingly, when students perceive something in a certain way, they try to orient themselves to act in a way of their perceptions. This shows the strength of perception in guiding how students approach their learning. Tudor and Liz (2015) also affirm that students' perceptions have a much wider role and can influence the students' experience. Furthermore, Saltürk (2021) found that the way students perceive success plays a role in their psychological well-being, way of setting their goals and structuring their self-esteem.

10. Second Language/Foreign Language Listening

In language teaching, listening refers to a complex process that allows us to understand spoken language, and it is crucial in English as a Second/Foreign Language (ESL/EFL) learning (Bozorgian & Pillay, 2013). To communicate adequately, a listener needs to understand what the speaker says (Poelmans, 2003). This statement implies that listening requires comprehension. For listening comprehension exercises, authentic materials could be used in a listening classroom (Liu, 2016).

Due to their inefficiency in the target language, some paralinguistic factors slow down the understanding of L2 listening for beginning and lower intermediate-level language learners. Inadequate vocabulary repertoire and schemata limit L2 listeners, and insufficient listening experience leads L2 listeners to apply inappropriate lexical segmentation strategies with the available phonemes. As a result, L2 listeners are not able to examine their decoding and/or

manage their uncertain word recognition during the real-time listening process (Bozorgian & Pillay, 2013).

11. Language Testing Systems

The International English Language Testing System (IELTS) is one of the most reputable English tests that are used to assess the language proficiency of those who intend to study or work in an English-speaking context (Hashemi & Daneshfar, 2018). It is also one of the world's known examinations for students to learn the English language (Mallillin & Gilbang, 2007).

The International English Language Testing System (IELTS) test has been developed to meet the need for fulfilling requirements to study abroad. Furthermore, it is used to assess and provide information concerning the English level of the applicants based on which the students English proficiency will be labeled according to specific band scores of the International English Language Testing System (IELTS) testing organization. The structure of the International English Language Testing System (IELTS) contains four equally weighted sub-components namely speaking, listening, reading and writing (Hashemi & Daneshfar, 2018).

The mean of the four sub-sections makes up the candidate's overall band score (Feast, 2002). The IELTS module program being implemented in the General English Foundation under the International Foundation Program is effective in terms of speaking, listening, writing and reading. The International English Language Testing System (IELTS) is available in two test versions: IELTS Academic and IELTS General Training. The Academic version is intended for those applying for higher education or professional registration and the General Training aims at measuring the language ability of those migrating to Australia, Canada and the UK, or applying for secondary education, training programs and work experience in an English-speaking environment (Hashemi & Daneshfar, 2018). Sabet and Babaei (2017) also state that the IELTS test in its current format is comprised of two modules which are academic and general. Each of these modules includes four components: listening, reading, writing, and speaking.

There is no pass or fail in IELTS. Rather, all test results are reported on a clear 9-band scale from 1, the lowest, to 9, the highest (0 -did not attempt the test, 1-not user, 2- Intermittent user, 3-

Extremely limited user, 4-limited user, 5-modest user, 6- Competent user, 7- Good user, 8-Very good user, 9-Expert user) (British Council, idp, & Cambridge Assessment English, 2019).

12. Testing Listening

Listening skill is one of the four language learning skills. Additionally, it is estimated that nearly 90 percent of the class time in high school and university is spent on listening to discussions and lectures (Malawians, 2014). The amount of context provided, clarity of instructions, response format, availability of question preview, etc. are factors that determine the nature of assessment tasks (Mohamadi, 2013). Buck (2001) affirms three approaches to language testing which also apply to listening. The first one is the discrete point approach which tests each of the units of linguistic knowledge using true/false, multiple-choice test items and using pictures. The second one is an integrative testing approach which assesses the processes of language focusing on the whole. Reduced redundancy and listening cloze are among the ways of testing listening through an integrative approach. The third one is a communicative testing approach which uses authentic testing in which the test takers will be given imaginary situations on scripted texts and respond to listening comprehension questions including ‘fill in the blanks’ type items.

12.1 IELTS Academic

IELTS Academic measures English language proficiency needed for an academic, higher learning environment. The test tasks are intended for all test takers in all subjects and for the listening section, 30 minutes plus 10 extra minutes will be given to transfer the answers on the answer sheet (Hashemi & Daneshfar, 2018). For the purpose of the current study, the researcher used the script of the IELTS 2019 real examination by adapting the script and recording it using his own voice. To make the level of difficulty appropriate to the study participants, the listening section script was modified by language experts. Most importantly, except for the fill in the blanks questions, all the other questions were set by the researcher using the listening script. The IELTS academic texts are appropriate and accessible to test takers entering undergraduate or postgraduate courses or seeking professional registration (British Council, idp, & Cambridge Assessment English, 2019).

12.2 IELTS General Training

The International English Language Testing System (IELTS) is a test that measures the language proficiency of people who want to study or work in environments where English is used as a

language of communication, and it provides a valid and accurate assessment of the four language skills: Listening, Reading, Writing and Speaking (British Council, et al., 2019). In IELTS general test listening section, 30 minutes plus 10 extra minutes will be given to transfer the answers on the answer sheet and the number of questions is also 40 (Hashemi & Daneshfar, 2018).

The IELTS, General Training measures English language proficiency in a practical, everyday context. The tasks and texts reflect both workplace and social situations (British Council, et al. 2019). The listening component has different task types. One of its components is the multiple choice type which intends to measure information on specific points in detail or an overall understanding of the main points of the listening audio. Accordingly, there is a type of question followed by three possible responses, or the beginning of a sentence followed by three possible ways to fill in blank spaces in the sentence. Test takers are required to choose the correct answer. IELTS General Training is recognized by employers, professional bodies and immigration authorities (British Council, et al., 2019).

The other type is matching which assesses the listening skill for detail or the test taker's understanding of information in a given conversation. It might be applied to evaluate test takers' capability to identify connections and relations among facts in the listening manuscript. Accordingly, the applicants are expected to match a list of numbered items from the listening audio played to a set of options on the question paper. The next one is the plan, map, diagram labeling, note, summary and completion. These assess the ability to understand, for example, a description of a place, and to relate this to a visual representation. This may include being able to follow language expressing spatial relationships and directions.

13. Listening Task Characteristics

Brunfaut and Revesz (2015) affirm the following listening task characteristics: linguistic complexity, explicitness, speed of delivery and response characteristics. Therefore, each of these factors contributes to making the listening activity difficult for the learners. As a result, teachers have to be very careful when selecting listening materials to be used in the classroom.

13.1 Linguistic Complexity

A large number of linguistic factors including phonological, lexical, syntactic, and discourse features have been identified as affecting L2 listening comprehension. Moreover, when L2 listeners are unable to automatically recognize some of the words that they listen to, they may rely on context to fill in the missing words (Leonard, 2019). Revesz and Brunfaut (2013) also state that linguistic clues such as phonological features play roles in decoding L2 auditory information. Therefore, teachers need to consider such issues in teaching listening comprehension.

13.2 Explicitness

More explicit texts pose less challenge for listeners because they demand less engagement in pragmatic processes such as inferencing and evaluation of contextual factors (Rost, 2011). Révész and Brunfaut (2013) also found that explicitness is another characteristic that is expected to determine listening difficulty. However, if the texts are implicit, they will create listening difficulties for the learners. Therefore, one can understand that text explicitness is an important concept in teaching and learning listening skills.

13.3 Speed of Delivery

Faster delivery of speech is assumed to cause more listening difficulty because it affords a shorter period to process the incoming information. Idrissova, Smagulova, and Tussupbekova, (2015) avow that students in mixed-level groups have difficulties in coping with the speed of delivery during listening and speaking sessions. Wilson (2008) further explains that the listener has no influence over factors such as the speed at which the speaker talks, the vocabulary and the grammar used, and there is no recourse to asking for repetition of a word if the speaker's pronunciation renders it incomprehensible. However, teachers have the responsibilities to play the audio repeatedly so that the students will have more chances to listen.

13.4 Response Characteristics

Researchers have also found the effects of listening task difficulty of task response aspects such as the format and length of response. Familiarity with the L2 changes the extent to which the L2 listener uses top-down or bottom-up strategies in listening (Bloomfield, Wayland, Rhoades, Blodgett, Linck & Ross, 2010). Hemmati and Ghaderi (2014) also found that the lengths of the text and test item types are among the factors that affect test takers' performance of listening

comprehension. These in turn will affect the way and the time the students respond. Therefore, such issues need to be taken into account while teaching and learning listening skills.

14. Stages of Listening

Field (2008) states that a good English Language Teaching (ELT) listening lesson comprises pre-listening, while listening and post-listening stages.

14.1 Pre-listening Stage

The pre-listening stage is mainly concerned with establishing context, creating motivation for listening and pre-teaching only critical vocabulary. Pre-teaching only critical words which are helpful for listeners to understand the text is very important at this stage. These words should be words which are central to understanding the listening text. As a result, in any given listening text, there should be very few critical items which need to be explained before the actual listening. Furthermore, it is better to tell students the general idea of what they are going to listen. Teachers also need to motivate their students to listen by telling them a purpose for listening. Rost (2011) also states that pre-listening is a stage of instruction designed to prepare students for listening and it can encompass vocabularies or concepts that help students understand the listening activity. Pre-listening gives students a great chance of success in any task by preparing them for what they are going to listen (Wilson, 2008). Therefore, by teaching key vocabulary before the actual listening, teachers have to make their students ready for the listening stage.

14.2 Listening Stage (While Listening)

During the listening stage, the students listen to the listening material and do different activities such as answering questions, working on 'fill in the blanks' questions, etc (Wilson, 2008). While they listen, learners will need to be involved in an authentic purpose for listening. They are encouraged to attend to the text more intensively or more extensively, for gist or specific information. For example, while listening to a short lecture, students may be required to make notes and draw a simple diagram (Flowerdew & Miller, 2005). Moreover, the while listening activity also comprises working on pre-set questions. Therefore, after working on the questions, teachers have to check students' answers and give them feedback.

14.3 Post- listening Stage

The last listening stage is post-listening. Post-listening activities help students structure what they have listened and exercise their memories in the L2 (Rost, 2011). Donough, et al., (2013), state that the post-listening stage is an opportunity for different kinds of follow-up works that are thematic, lexical, grammatical, skills developmental and so on. The purpose of post-listening activities is to recycle the vocabulary, structures and topic of the listening material; thus, adding to students' linguistic and background knowledge. Furthermore, it facilitates bottom-up and top-down processing in subsequent listening comprehension experiences (Donaldson & Haggstrom, 2006).

15. The nature of Spoken Language

15.1 Characteristics of Spoken Texts

Buck (2001) states that the following are important characteristics of spoken texts: phonology, accent, prosodic features, speech rate, hesitations, and discourse structure.

15.1.1 Phonological Modification

To understand speech, the sounds of a language must be learned. In rapid speech, adjacent sounds influence each other, and such modifications take place according to a set of very complex rules, which vary from one language to another (Buck, 2001). This statement shows that the degree of phonological modification varies depending on the situation. For example, in formal situations, speakers will tend to have fewer modifications than in informal situations. In addition, in cases where the information is important, speakers will tend to pronounce the words with more care than normal ways of pronunciation. The most important phonological changes in English are assimilation, elision and intrusion. Consequently, understanding these phonological features can help the students to comprehend the listening text with little difficulty.

Assimilation happens when sounds influence the pronunciation of adjacent sounds, for example, 'won't you' is generally pronounced something like 'wonchoo'. Further, Elision is when sounds are dropped in a rapid speech, for example, 'next day' is usually pronounced something like 'nexday.' On the other hand, the intrusion is when a new sound is introduced between other sounds. For example, in standard British English, the sound /r/ at the end of the word 'far' is normally pronounced, but if the word is immediately followed by a vowel, as in 'far away' then, it is inserted between the two sounds (Buck, 2001). Furthermore, assimilation is the most

common type of alternation which indicates two sounds that are different become more alike (Fasold & Connor-linton, 2006). As a result, the neighboring sounds which can be either local or long distance influence each other to result in assimilation.

In English, the little words with grammatical function usually have two pronunciations, a strong form, which is used in isolation or when the word is receiving stress and a weak form, which is used in connected speech when the word has no sentence stress. So, this indicates that there is a modification of pronunciation during fast speech. Besides, one sound may be said to be phonetically different from another sound if it can be shown to be measurably different on some scale that is if it is louder, or longer, or higher in pitch. As a result, the structure of the acoustic wave form can sometimes be different in some other measurable way. Therefore, this can bring meaning differences (Al-Hattami, 2000).

Sound systems and intonation skills are among the phonological competencies to be developed by learners. A phoneme which is a sound in a definite form functions in making up a sound image of a word and helps to differentiate meaning and grammar forms (Kharzhlevska et al., 2019). At a phoneme level, consonants and vowel sounds are identified which help to adjust to speakers' voices as well (Field, 2008). Therefore, to listen and effectively understand a spoken text, listeners have to pay careful attention to phonological aspects.

15.1.2 Accent

The accented speech that second language (L2) learners typically exhibit can have consequences on communication. Hayes-Harb and Watzinger-Tharp (2012) explain that speech signals (e.g. change in syllable structures) contribute to accentedness and intelligibility. Different groups of language users pronounce language in different ways since everyone has an accent. As a result, the most common accents are related to geography. In the case of English, Australians pronounce English differently from Americans, and this is different again from British English. Therefore, one can understand that accents do not only vary in the geographical region but also according to social groups. The accent is a very important variable in listening comprehension. An unfamiliar accent can make comprehension almost impossible for the listener (Buck, 2001). Thus, from this explanation, it is apparent that accents have effects on listening comprehension.

Traditionally, ‘non-native’ speakers of English who use English as an international language are encouraged to learn and use one of the standardized forms of ‘native’ English. This is because a standardized ‘native’ form is supposed to help communication in international contexts (Nejjari, Gerritsen, Haagen, & Korzilius, 2012).

15.1.3 Prosodic Features

Understanding the sound system of a language involves more than just knowing the pronunciation of individual sounds and how they change in rapid speech. The prosodic features such as stress and intonation also carry a great deal of communicative information (Buck, 2001). Stress is usually put on the most important words like nouns which carry information that is new to the listener and the stressed parts tend to be louder. Furthermore, listening involves different levels including recognition of intonation patterns (Wilson, 2008). Furthermore, Namaziandost, Nasri, and Akbari (2019) found that to develop bottom-up processing, students are asked to identify individual sounds, word boundaries, stressed syllables, intonation patterns, etc. In general, one can understand that prosodic features such as stress and intonation are among the important features of spoken text. Therefore, to listen and comprehend a spoken text, students need to have basic knowledge of stress and intonation.

15.1.4 Stress

Stress is one of the prosodic features of spoken text. Zsiga (2013) defines linguistic stress as a prominence relation between syllables. It shows that certain syllables can be longer, louder, or more articulated than those around them (Fasold & Connor-linton, 2006). In English, stressed syllables are not only louder; they are usually more clearly enunciated, longer and are often preceded or followed by a short pause. The two types of stress which are important in English are word stress and sentence stress. Word stress is the relative emphasis of the various syllables within a word, and it forms a very important part of the phonological shape of the word. Besides, sentence stress is what gives English its rhythm or beat; so, it can be considered as the music of spoken English. As a result, both word stress and sentence stress help the listeners to understand spoken English especially when spoken fast (Carmen, 2010). Variations in stress can result in prosodic differences among world languages (Mary & Yegnanarayana, 2008). As a result, the place where we put the stress can determine the meaning of what we want to say.

Field (2008) also asserts that understanding the stress patterns of words is one of the sub-skills for the development of listening skills. In addition, Gilakjani and Saber (2016) state that listeners make use of sound discrimination, previous knowledge, grammatical structures, stress, intonation and other linguistic or non-linguistic clues to comprehend an oral input. Therefore, from the aforementioned explanations, one can understand that stress is one of the most important variables in listening comprehension.

Moreover, sentence stress is the relative emphasis of the words within an utterance. In English, the most important words in an utterance are given more stress than the surrounding words. Words are stressed to indicate the point the speaker is making. For example, if a speaker says,

My **SISTER** returned yesterday,

The stress is on the word '**SISTER**', indicating that the topic of the utterance is the person, rather than what she did. However, if the stress changes to

My sister **RETURNED** yesterday,

The topic is what she did, rather than who did it (Buck, 2001). Accordingly, one can understand that the most important part of a sentence is given more emphasis.

Namaziandost, et al., (2019) affirm that to process listening comprehension, students can be asked to identify the stressed syllables in a word. This helps students to easily comprehend the listening text. In general, since stress by itself carries meaning, listeners have to pay attention to where the stress lies to comprehend the intended message.

15.1.5 Intonation

Intonation is the variation in pitch that takes place within an utterance. Intonation refers to the use of pitch and other supra-segmental features to convey discourse-level meaning (Zsiga, 2013). Furthermore, it is about linguistic uses of the pitch to convey meaning at the sentence or discourse level. In English, statements end with a falling intonation and questions with a rising intonation, and the intonation pattern can make a considerable difference to meaning. Intonation patterns tend to vary from one language group to another, and they also change over time. Intonation distinguishes different kinds of sentences or focuses attention on a particular word (Fasold & Connor-linton, 2006). The pitch of a voice also carries much information: it tells

whether the speaker is male or female, old or young, angry or happy, etc. Thus, one can understand that intonation can give much information about the speaker and what is spoken..

Stress and intonation are very important in word recognition (Buck, 2001). So, students should have basic skills in how stress and intonation are used in spoken text. Intonation carries important information about the message of the listening text (Vandergrift, 2006). In line with this, Gilakjani and Ahmadi (2011) found that discrimination in English pronunciation, intonation and language flow are among the most important skills required in listening comprehension. Therefore, intonation and stress have great roles in comprehending the message of a listening text.

The use of intonation may prevent learners' understanding of the spoken English because for a foreign language learner, comprehending the meaning of the spoken language requires more effort when compared with native speakers of that language (Yildirim & Yildirim, 2016). As a result, the development of phonological competence and intonation pattern play a prominent role. By learning these patterns, listeners can understand the message of a spoken text within the communication situation (Kharzhlevska, 2019). Eken and Dilidüzgün (2014) also found that bottom-up listening considers paying attention to intonation patterns so as to make comprehension easier. Therefore, it is apparent that intonation signals the information structure of utterances. As a result, understanding the intonation patterns helps listeners to easily comprehend the message of a spoken text.

15.1.6 Speech Rate

Speech rate is defined as a speaker's overall pacing and the speed of utterance delivery. It was also found that in the IELTS task, comprehensibility was associated solely with pronunciation and fluency categories specifically, segments, word stress, rhythm, and speech rate (Crowther, Isaacs, Trofimovich & Saito, 2015). While listening to too fast speech, L2 listeners cannot easily understand the message. Listeners' perceptions that the speech is very fast are due to challenges seen in processing automaticity. Consequently, instructors have to give their students more listening opportunities since skill development requires repeated rehearsal.

Although Buck (2001) avows that actual speech rate does affect comprehension, Vandergrift and Goh (2012) explain that speech rate affects comprehension. Even the comprehension of L1

listeners begins to decline for texts with a speech rate above 300 words per minute (wpm). This shows that a fast speech rate affects listening comprehension (Liontas, DelliCarpini, Renandya, & Hu, 2018). Therefore, one can understand that too a fast speech rate may make listening difficult to understand. Therefore, students should listen carefully and be given more time for listening to different authentic audio materials.

15.1.7 Hesitation and Language Comprehension

Hesitations are important characteristics of spoken texts. According to Buck (2001, p.41), there are four main types of hesitations:

1. Unfilled pauses, which are just periods of silence;
2. Filled pauses, where the speaker uses fillers such as ‘uh’, ‘um’, ‘ah’, ‘mm’ or ‘well’, ‘any way’, ‘let me see,’ etc.;
3. Repetitions, are where the speaker repeats the same word or part of a word.
4. False starts, where the speaker stops and then replaces the previous word or phrase with another choice.

Hesitations are very important elements in a spoken language. Pauses and hesitations are a frequent phenomenon in the production of a second language and they can affect listening comprehension. Therefore, learners need to have adequate exposure to listening materials since practice is the key to improving listening.

The hesitation phenomenon can present a major comprehension difficulty to non-native speakers who are listening to spontaneous speech. Listeners might misinterpret these hesitations resulting in misunderstanding the message (Buck, 2001). Since it is unplanned, listeners have to try to understand the spoken text and overcome the problems of hesitations corrections, false starts, pauses, and short idea units (Vandergrift, 2006). This can be achieved through exposure to authentic audio materials and repetitive listening practice.

16. Theoretical Framework

The theories that underpin this study are both constructivism and cognitivism. Nor and Rashid (2018) affirm that each theory has its own plausible limitations, and therefore, there is no one solid linguistic theory that can provide the ultimate explanation of L2 learning.

Constructivism learning theory is mainly concerned with how the learner structures or configures knowledge (Curiskis, 2008). Büyükduman and Şirin (2010) state that constructivism is a theory about how people learn. According to constructivism, learning means constructing, creating, inventing, and developing our own knowledge. Furthermore, when applying constructivism in the classroom, teachers give learners opportunities by which they construct knowledge via their own experiences rather than being told by teachers. Furthermore, Uwalaka and Offorma (2015) also explain that constructivism is a set of beliefs about knowing and learning that emphasizes the active role of learners in constructing their own knowledge with new experiences.

The theory of constructivism implies that learners engage in meaning construction so that knowledge is built and transferred. As a result, applying constructivism in the classroom makes the students foster multiple interpretations of reality, and it will be a student-centered classroom (Curiskis, 2008). Therefore, in teaching listening comprehension, constructivism allows the students to construct ideas, skills and knowledge based on their previous experience (Uwalaka & Offorma, 2015). Students' background knowledge plays an active role in listening comprehension and knowledge of the world is a base for interpretation (Haiyan, 2018). So, it is apparent that activating students' background knowledge is an important approach to teaching listening skills as it facilitates comprehension. Moreover, students will be motivated when learning in such a way which in turn improves their listening self-efficacy.

The application of listening also involves cognitive strategies through the involvement of constituents like discrimination, comprehension, interpretation, critical evaluation, etc. These involve the ear and brain so as to make literal, interpretive and critical level comprehension (Tutolo, 1977). As a result, one can see that the brain is highly active in analyzing, processing and evaluating the spoken text during listening which is directly related to listening comprehension.

Besides, the two broad cognitive strategies: bottom-up and top-down strategies involve cognitive processing. Bottom-up processing involves building meaning from the linguistic content of a text while top-down processing involves the use of background knowledge to understand a text (Yeldham, 2018). Vandergrift (2004) also affirms that a balance of using both a bottom-up approach which helps learners develop word recognition skills and a top-down approach, which

helps them to learn real-life listening skills are required in dealing with the teaching and learning of listening.

To understand a listening text, listeners focus on the main words to understand the new words; listeners can try to understand the listening text without translating to L1 and listeners guess the meaning of new words by relying on any clues such as contextual or linguistic (Abdalhamid, 2012). Complex cognitive processes such as picking up acoustic signals, re-imagining them into words, turning the words into meaningful sentences, and organizing them into propositions using linguistic and non-linguistic contexts are tasks carried out by listeners (Wilson, 2008). Therefore, this statement clearly shows that listening involves a cognitive process.

17. Conceptual Framework

Successful listening involves the integration of information encoded in the message itself with the broader knowledge of the world. In other words, successful listeners use both bottom-up and top-down strategies in reconstructing messages (Nunan, 1991). Below is a conceptual framework developed from the literature review and the experience of the researcher:

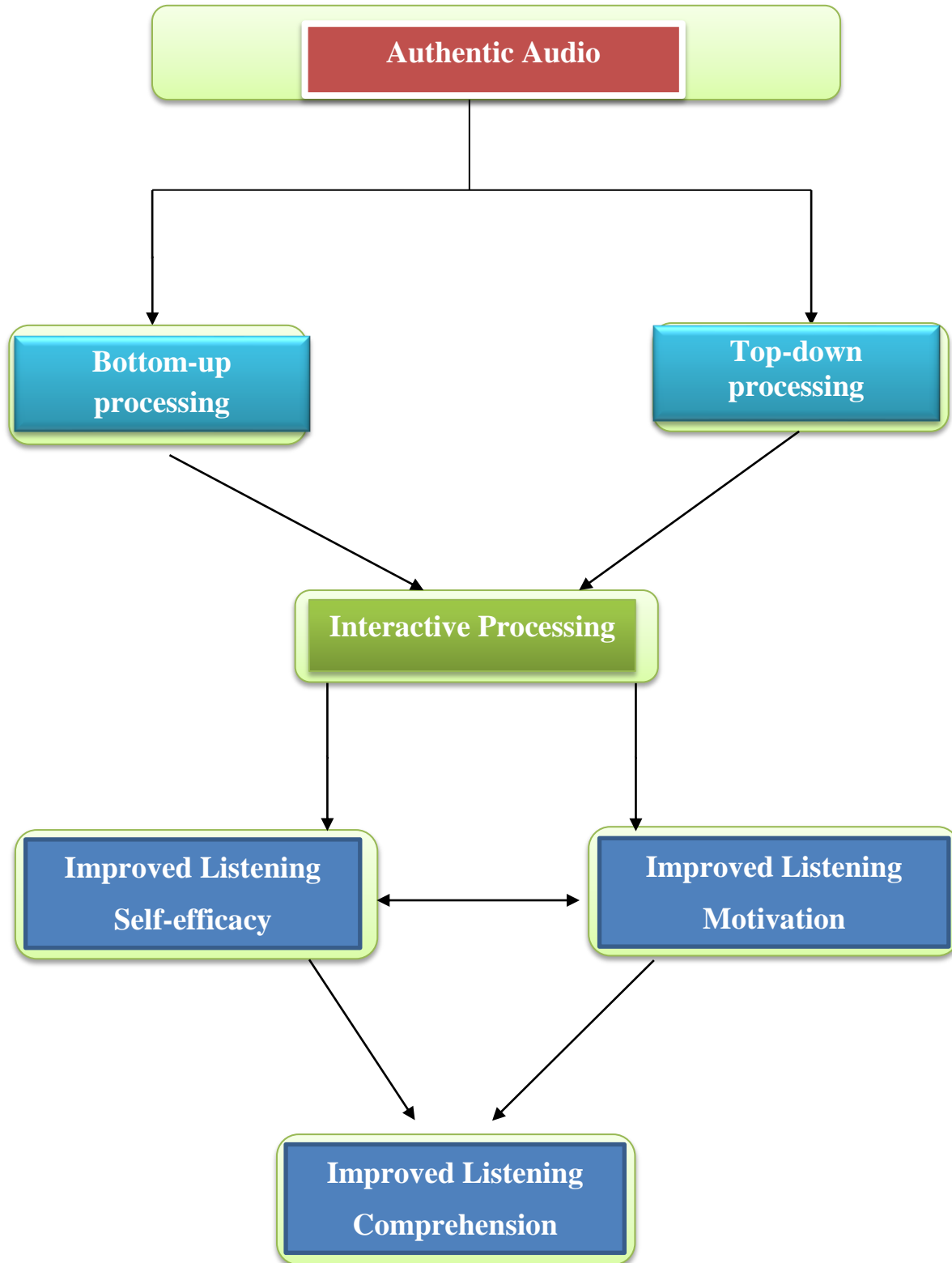


Figure 3: Conceptual Framework

The aforementioned conceptual framework shows that when listening to authentic audio materials, learners can process listening using either bottom-up processing or top-down processing model. Besides, they can use both processing models simultaneously which is referred to as interactive processing. Therefore, interactive processing can result in improved learners' listening self-efficacy and listening motivation which in turn develops their listening comprehension. As a result, authentic audio materials can improve EFL students' listening self-efficacy, listening motivation and listening comprehension through interactive processing.

18. Conclusion

In general, this chapter briefly discussed the literature review undertaken for the study. It tried to present issues that are related to authentic listening materials, listening comprehension, listening self-efficacy and listening motivation. In addition, it discussed listening instruction and testing. The theoretical framework and conceptual frameworks of the study are also presented.

Chapter Three: Research Methodology

3.1 Introduction

The purpose of this study was to investigate the effects of using authentic audio materials on EFL students' English language listening self-efficacy, motivation and comprehension. This chapter deals with the research methodology. It includes research design, study context, research paradigm, population and sampling, and sampling techniques. Furthermore, data collection instruments, validity and reliability, procedures of data collection, experimental procedure, methods of data analysis, ethical considerations, research dissemination plan, and conclusion are the other contents of the chapter.

3.2 Research Paradigm

Conducting research usually needs the use of a research paradigm. McNiff and Whitehead (2006) define a paradigm as a set of ideas or theories appropriate to a specific context. Besides, McGregor and Murnane (2010, p.419) define the paradigm in the following way: "A paradigm is a set of assumptions, concepts, values and practices that constitute a way of viewing reality."

As a result, from this definition, one can understand that a paradigm is an important component of research that shows how the researcher views reality, and this in turn affects the research. Therefore, each paradigm consists of methodology, ontology, epistemology, assumptions about knowledge, values, reality and logic (Scotland, 2012). Accordingly, researchers have to understand and articulate about the nature of reality, what can be known about it and how they go about attaining this knowledge (Rehman & Alharthi, 2016).

According to Creswell (2018), four world views are widely discussed in the literature. These are post-positivism, constructivism, transformative, and pragmatism.

The first one is the post-positivist worldview which is sometimes called the scientific method, or doing science research. It is also called positivist/postpositivist research, empirical science, and postpositivism. Post-positivism represents the thinking after positivism, challenging the traditional notion of the absolute truth of knowledge and recognizing that we cannot be absolutely positive about our claims of knowledge when studying the behavior and actions of humans.

Post positivism is a certain pluralism which balances both positivists and interpretivist approaches. It is a stepped forward as a reaction of educational researchers to the limitations of positivism and promotes the triangulation of qualitative and quantitative methods that explores the diversity of facts researchable through various kinds of investigations (Panhwar, Ansari & Shah, 2017). Moreover, Post-positivists hold a deterministic philosophy in which causes (probably) determine effects or outcomes. Thus, the problems studied by post- positivists reflect the need to identify and assess the causes that influence outcomes, such as those found in experiments (Creswell, 2018). Besides, Post-positivism does not suggest that positivism is no longer relevant but rather offers that something exists subsequent to positivism that also is worth considering (Henderson, 2011).

Furthermore, post-positivists seek to understand causal relationships; as a result, experimental and correlational studies are used (Henn et.al., 2006). However, participants' perspectives are often sought. The ontological position of post-positivism is critical realism. It assumes a reality that exists independent of the observer, but which can only be apprehended imperfectly because of the complexity of social phenomena. It also recognizes the possibility of the researcher's own beliefs and values affecting what is being observed (Rechman & Alharthi, 2016).

The second paradigm is the Constructivism or social constructive view. Constructivism or social constructive is typically seen as an approach to qualitative research. Social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences-meanings directed toward certain objects or things. The goal of the research is to rely as much as possible on the participants' views of the situation being studied. Furthermore, the best option which the constructivist philosophers believe and proposes is for example, fully engaging the student in the teaching and learning processes so that his engagement would enable him personally discover the knowledge or "truth" (Adom, Yeboah & Ankrah, 2016).

The third paradigm is called the Transformative worldview. A transformative worldview holds that research inquiry needs to be intertwined with politics and a political change agenda to confront social oppression at whatever levels it. Thus, the research contains an action agenda for reform that may change lives of the participants, the institutions in which individuals work or

live, and the researcher's life. Moreover, specific issues need to be addressed that speak to important social issues of the day, issues such as empowerment, inequality, oppression, domination, suppression, and alienation (Creswell, 2018). Furthermore, Mertens (2007) states that transformative paradigm with its associated philosophical assumptions provides a framework for addressing inequality and injustice in society using culturally competent, mixed methods strategies. Furthermore, the transformative paradigm is a framework of belief systems that directly engage members of culturally diverse groups with a focus on increased social justice (Mertens, 2010). Its axiological assumption reflects a connection between the research process and the use of the findings to further human rights and social justice.

The fourth world view is called pragmatism. Pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions. There is a concern with applications-what works and solutions to problems. Instead of focusing on methods, researchers emphasize the research problem and question and use all approaches available to understand the problem. Pragmatism is not committed to any one system of philosophy and reality. This applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research. Individual researchers have a freedom of choice.

The research paradigm that underpins the current study is post-positivism. Post-positivism emerged during the 20th century from positivism (Scotland, 2012), and it claims that truth is created and there is more than one truth; and it also relies on humans interpretations of their world (McGregor & Murnane, 2010). Post-positivism is in response to the weaknesses of positivist epistemology and ontology (Given, 2008). It assumes a reality that exists independent of the observer; but, which can only be apprehended because of the complexity of social phenomena. Furthermore, it recognizes the possibility of the researcher's own beliefs and values affecting what is being observed (Rehman & Alharthi, 2016).

Post-positivist paradigm provides a paradigm that moves positivism from a narrow outlook to a more encompassing way of examining the real world which also allows for the use of mixed methods approaches (Henderson, 2013). Therefore, it is an appropriate paradigm to be used for this study since both quantitative and qualitative data were employed to collect data from the respondents which were also analyzed using both methods. Furthermore, since the post-positivist

paradigm allows for the use of both quantitative and qualitative data, inferential statistics specifically independent samplers t-test was employed for analyzing the quantitative data and coding and thematization were employed for analyzing the qualitative data. Because of the aforementioned practical reasons, the current researcher followed the post-positivism paradigm.

3.3 Research Design

This study employed a quasi-experimental design which applied mixed (quantitative and qualitative) approaches. It is a Nonrandomized Control Group, Pre-test-Post-test Design. A quasi-experimental design is a type of experimental design in which the researcher does not use random assignment of subjects to groups, but, utilizes preexisting intact groups, such as classrooms (Fraenkel, et.al., 2012; Ary et.al., 2010). Gray (2004) explains that one of the strengths of quasi-experimental design is that it is about as near as one can get to an experimental design; so, it can support causal inferences. Best and Kahn (1995) also assert that quasi-experimental design is often used in classroom experiments when treatment and control groups are naturally assembled groups as intact classes, which may be similar. Consequently, the treatment group (group 15) and control group (group 12) that the current researcher used for this study were taken from those which were already assigned.

3.4 Study Context

This study was conducted at Jimma University. It was conducted from 2019-2023. Jimma University (JU) was founded by the amalgamation of the Jimma Institute of Health Science and the Jimma College of Agriculture in the 1999's. Jimma University is located 352 kms South-west of Addis Ababa in Jimma town which covers an area of 409 hectares. It has four campuses; namely Jimma University-Main Campus, Jimma University College of Agriculture and Veterinary Medicine, College of Business and Economics and Jimma University Institute of technology - Kito Furdisa campus (Jimma University, 2020).

Jimma University is comprised of the following colleges and institutes: College of Agriculture and Veterinary Medicine, College of Business and Economics, College of Law, College of Governance and Development Studies, College of Natural Sciences, College of Social Sciences and Humanities, College of Medical Sciences, College of Public Health and College of Other Health Sciences, Institute of Health Sciences, Jimma Institute of Technology and School of

Graduate Studies. Accordingly, this study was conducted at Jimma University, Main campus where 1st year Social Science students were assigned.

The researcher has been teaching Communicative English Language Skills I (FLEn 1011) at the University for many years and identified the content of the module and the challenges students face while learning the listening comprehension sections of the course. Since the Communicative English Language Skills I (FLEn 1011) course on which this study was conducted, is delivered only once in an academic year, this study was conducted on 1st-year undergraduate entries of 2022 during the first semester.

3.5 Population and Sampling

3.5.1 Study Population

The population of this study was 1st year undergraduate students who joined Jimma University in 2022. Jimma University was selected through convenience sampling method since the researcher is working there and can easily access the research participants. From the four streams, namely, Pure Natural Sciences Stream, Pure Social Sciences Stream, Natural Sciences Stream (Teacher Education), and Social Sciences Stream (Teacher Education), Social Sciences Stream was chosen using simple random sampling technique by applying a lottery method. Fraenkel, Wallen and Hyun (2012) affirm that in a random assignment, every individual who is participating in the experiment has an equal chance of being assigned to any of the treatment or control conditions being compared.

As a result, this study was conducted on 1st-year students of Jimma University who were assigned to the Social Sciences' Stream in 2022. First-year students who were assigned to Social Sciences Stream were 20 intact groups. Two groups (group 15 and group 12) were randomly selected using the lottery method from the twenty intact groups and included in the study. Similarly, the two groups selected were randomly assigned to the treatment group (group 15) and the control group (group 12) since the study design was quasi-experimental. Totally, one-hundred and two (102) participants took part in the study: fifty-one (51) participants in the treatment group and 51 (fifty-one) participants in the control group. All the participants in both groups took the listening comprehension test, and responded to a questionnaire on EFL listening self-efficacy and the questionnaire on Intrinsic Motivation, Extrinsic Motivation, and

Amotivation Subscales (LLOS-IEA). However, reflective journals were only written by the treatment group after the intervention.

3.5.2 Sample Size and Sampling Techniques

Jimma University is one of the Public Research Universities in Ethiopia. First-year students who are assigned to Jimma University every academic year are allocated to four streams: Pure Natural Sciences Stream, Pure Social Sciences Stream, Natural Sciences Stream (Teacher Education), and Social Sciences Stream (Teacher Education). For Communicative English Language Skills I (FLEn 1011), the number of students assigned to each group ranges from 40-60 as per the guideline from the Ministry of Education. The total number of students who were assigned to the Social Sciences Stream in 2022 was 1,343, and they were allocated to 20 intact groups. Consequently, the samples: group 15 (treatment group) and group 12 (control group) were selected randomly from a total of 20 groups. Lotter method was employed to assign the groups to either treatment or control since it is one of the best-known probability sampling procedures (Ary et al., 2010).

There is no fixed number or percentage of subjects that determines the size of an adequate sample since it depends on the nature of the population of interest or the data to be gathered and analyzed (Best & Kahn, 1993). However, in quasi-experimental research, the investigator uses intact classes (groups) for the experiment (Creswell, 2012; Fraenkel et.al., 2012). As a result, by considering the 20 intact groups of Freshman Social Science students who were assigned to Jimma University, College of Social Sciences and Humanities by the Ministry of Education, the researcher randomly selected the treatment group (group 15) and the control group (group 12).

Concerning the sampling techniques, first, Jimma University was chosen using convenience sampling since the researcher has been teaching at the university for many years and can easily access the respondents. Second, among the four streams, 1st year Pure Social Sciences' students were chosen by employing a simple random sampling technique, specifically using the lottery method. Third, from 1st -year students who were assigned to Pure Social Sciences Stream in 2022 comprising 20 groups, two groups (group 15 for treatment) and (group 12 for control) were chosen randomly. A simple random sample is one in which each and every member of the

population has an equal and independent chance of being selected (Fraenkel et al., (2012; Best & Kahn, 1993)

3.5.3 Selection of Authentic Audio Materials

The following guiding principles were used in selecting the authentic audio materials: textually authenticity, compatibility with the course objectives, suitability for the approach we adopt and suitability for the tasks/activities designed (Lee, 1995).

The following Table shows detailed descriptions of the authentic audio materials that were used for the experiment.

Table 3.1: Descriptions of the Authentic Audio Materials used in the Study

No	Type of the Authentic Audio	Source	Duration of the Authentic Audio Materials
1.	Interview- Theresa May	http://www.youtube.com/watch?v=VqF96Um0HQw .	6:32 (Six Minutes and thirty-two Seconds)
2.	A British History in Weather: The Weather Indoors	https://www.bbc.co.uk/sounds/play/b079ndwy	7:09 (Seven Minutes and nine Seconds)
3.	The Documentary Podcast Interview: Tina Brown	https://www.youtube.com/watch?v=CfALVb2IQ1o	7:00 (Seven Minutes)
4.	The Documentary: The River Man	https://www.bbc.co.uk/sounds/play/w3ct3hgp	6:15 (Six Minutes and fifteen Seconds)
5.	The Essay: Jazz among the British: On Not Being a Jazzer	https://www.bbc.co.uk/sounds/play/m000pgbm	7:15 (Seven Minutes and fifteen Seconds)

Even though the durations of the authentic audio materials were originally long, to make it effective for use in line with the objective of this study, the researcher trimmed the audio into manageable lengths. Accordingly, the first authentic audio, ‘*Interview-Theresa May*’ was cut and

minimized to 6:32 (Six Minutes and thirty-two Seconds), the second authentic audio which is ‘*A British History in Weather: The Weather Indoors*’ was minimized to 7:07 (Seven Minutes and nine Seconds), and the third audio which was ‘*The Documentary Podcast Interview: Tina Brown*’ was cut and minimized into 7:00 (Seven Minutes). Furthermore, the fourth and the fifth authentic audio materials used are called ‘The Documentary: The River Man’ and ‘The Essay: Jazz among the British’ which have the length of 6:15 (Six Minutes and fifteen Seconds) and 7:15 (Seven Minutes and fifteen Seconds) consecutively. To trim the authentic audio materials appropriately, an online editing software called Wavepad Sound Editor was employed by the researcher. Recordings vary in length, and it is best to find one from which one can extract about 5-8 minutes of listening material (Hancock & McDonald, 2010).

Authentic listening resources that can reflect real-life conditions can be accessed from podcast s on the internet (Sendag, Gedik, & Toker, 2018). The podcast is a recorded audio/video file uploaded to a website and contains authentic materials on many topics spoken by native English speakers (Alfa, 2020). Therefore, it helps learners to know the way native speakers speak and this in turn results in the development of listening comprehension. To download the authentic audio materials, the internet was the most vital source of data (information) used for this study. Accordingly, different listening comprehension activities (pre-listening, while-listening and post-listening) were designed using authentic audio materials in line with the listening activities included in the Communicative English Language Skills I module.

3.6 Instruments for Data Collection

The instruments used to collect data for the present study were Questionnaire, Test and Reflective Journal. The number of questionnaires used, their respective themes and the number of items they contain are depicted in Table 3.2 below:

Table 3.2: Number of Items and Themes

Instruments	Themes focused	No of Items
Questionnaire I	EFL learners' Self-efficacy about Listening Skill	20
Questionnaire II	Intrinsic Motivation, Extrinsic Motivation, and Amotivation subscales (LLOS- IEA)	45
Reflective Journal	Reflective Journal writing of learning events or experiences	7
Test	Listening Comprehension Test	30

3.6.1 Questionnaires

The first instrument employed for the data collection was the questionnaire on the students' listening self-efficacy. Accordingly, for the listening self-efficacy measurement, the questionnaire developed by Rahimi and Abedini (2009) was adapted with little modification and used to collect the required data. It is a measurement scale questionnaire that contains 20 items which are rated with 5 - a point Lickert scale ranging from "strongly disagree" to "strongly agree". The researcher believes that this instrument is comprehensive enough and appropriate for checking the participants' listening self-efficacy. The listening self-efficacy questionnaire was mainly used to answer research question No 1 which seeks to check if there is a statistically significant difference in listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method. This questionnaire was administered to both the treatment and control groups before and after the intervention.

The second questionnaire employed for data collection was Language Learning Orientations Scale-Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA). This questionnaire was adapted from Noels, Pelletier, Celement and Vallerand (2000) and used after making necessary modifications. The major modification made is that the questions were modified in a way that they measure listening motivation in the context of the study. Accordingly, some words and phrases are added to some of the questions. Besides, the original seven point lickert scale was reduced to five point lickert scale. The questionnaire contains 45 items to address amotivation, extrinsic and intrinsic motivations. This questionnaire was mainly

used to address research question No 2 which inquires if there is any statistically significant difference in listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method. The questionnaire was administered to both the treatment and control groups before and after the intervention.

3.6.2 Listening Comprehension Test

Concerning the listening comprehension, a test which contains 30 items was set from the text of the IELTS 2019 Examination's listening section. A section of the listening script from the IELTS 2019 was taken and some modifications were made to the text to deal with the level of difficulties (i.e some difficult vocabularies were changed). After taking necessary comments from TEFL experts, it was read and recorded in the researcher's own voice. The recording was done since the original native speaker's pronunciation may be difficult for the participants to understand easily. Following this, the recorded audio was shown to supervisors and TEFL experts for further improvement in voice quality and level of difficulty so that it would suit the participants' level of understanding.

The listening comprehension test has four (4) parts. Part-I is table completion and fill- in- the blanks (10 items); part- II is True/False items (5 items); part-III contains matching items (5 items) and finally, Part- IV contains Multiple choice questions (10 items).The table completion part was adopted from the IELTS 2019 listening test. However, the other three parts were set by the researcher from the listening script taken from the IELTS 2019 examination. Accordingly, the listening questions were adequately reviewed and commented on by TEFL experts, and necessary adjustments/modifications were made concerning suitability, level of difficulty and related issues ahead of using them. The purpose of administering the listening comprehension test was to compare and check the participants' level of listening comprehension before and after the intervention. The test was primarily used to address research question No 3 which tried to check if there is a statistically significant difference in listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

Accordingly, the same listening comprehension test was administered to both the treatment and control groups before and after the intervention. The main purpose of administering the listening

comprehension test to both the treatment and control groups was to check if a statistically significant difference is observed following the intervention.

3.6.3 Reflective Journal

A reflective journal was one of the instruments used to collect data for this study; it was used to collect qualitative data. Reflection is a process of learning through everyday experiences (Wain, 2017). As a result, students are required to demonstrate their reflections on what they learn using a structured model as this helps further improvement of their learning. In this research, Gibbs's (1988) reflective model was adapted and used to collect data from the students through reflective journal writing since it is comprehensive and more suitable.

The reflective journal was employed only for examining the participants' perception of whether using authentic audio materials can help them improve their listening self-efficacy, motivation and comprehension skills or not so as to maintain data triangulation. Therefore, the reflective journal was used as a supportive instrument for cross-checking the results obtained through listening self-efficacy, and listening motivation questionnaires and the listening comprehension test. The reflective journal was written only by the treatment group during the post-intervention and it was written for one time.

The study participants were free to write down whatever they feel about the authentic audio materials used for teaching listening comprehension during the intervention. The items requested the participants' the specific activities they did while listening to authentic audio materials, what they were thinking and how they were feeling while listening to authentic audio materials, whether authentic audio materials can improve their listening comprehension, their evaluation of using authentic audio materials, whether such audios improve their listening motivation and listening self-efficacy, any challenges they face while listening, and any additional reflective ideas of their own. Finally, the researcher used the qualitative data as an essential input for the study to triangulate the information obtained from the quantitative data. As a result, a reflective journal was administered to all participants in the treatment group following the intervention.

3.7 Validity and Reliability

3.7.1 Validity

Validity refers to the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). In quantitative research, validity might be improved through careful sampling, appropriate instrumentation and statistical treatments of data whereas in qualitative studies, validity might be addressed through honesty, depth, richness and scope of the data achieved, the participants' approaches, the extent of triangulation and the objectivity of the researcher (Cohen et al., 2007). To keep the validity of the listening comprehension test, it was shown to TEFL experts including the researcher's supervisors for comments and suggestions for improvement. Accordingly, appropriate adjustments were made based on the comments before using it. Ultimately, experts' judgments' were used to check the validity of the instruments.

In general, to maintain the content-related validity of the instruments and check whether all the question items designed cover all the relevant parts of the literature, the objectives of the study, the definition of variables, and the format of the instruments, the researcher consulted experts for evaluation. Accordingly, after evaluating each of the items, they gave their invaluable comments for further improvement. Therefore, some questions were modified accordingly. To accomplish this task, four (4) TEFL experts (PhD holders) including the researcher's supervisors were involved in the validation process. Consequently, their judgment, comments and suggestions were incorporated into the final instruments. The determination of content validity is primarily judgmental; so, it can be determined by using a panel of discussion to judge how well the measuring instruments meet the required standards (Kothari, 2004). Therefore, to deal with content validity, the researcher used experts' judgment.

Furthermore, to deal with the face validity of the listening comprehension test, the researcher checked the contents of the test items to check that they can measure listening comprehension. Concerning the construct validity of the instruments, they were checked whether all the variables of the study are included. The clear operationalization of the constructs such as listening self-efficacy, listening motivation and listening comprehension were considered so that construct validity agreement can be sought (Cohen et al., 2007). Furthermore, the EFL learners' self-efficacy Questionnaire, and the Language Learning Orientations Scale - Intrinsic Motivation,

Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) questionnaires that were adapted and used were critically reviewed to check that they contain relevant questions that help to measure the participants' listening self-efficacy and listening skills' motivation consecutively.

Concerning the reflective journal that was used to collect the qualitative data, the researcher looked at the trustworthiness of the data by using the following criteria: credibility, dependability, confirmability and transferability (Ary et al., 2010). Additionally, the use of proper vocabulary, recording questions as well as personal reactions, describing the content and documenting sources are among important considerations that help to ensure reliability and validity in qualitative studies (Fraenkel et.al., 2012). Therefore, the data that were gathered through the reflective journal were thoroughly checked.

3.7.1.1 Credibility (Internal Validity)

To maintain the credibility of the qualitative instrument, the researcher checked for recurring responses so that the frequency of the responses was considered to see the pattern of ideas. Furthermore, the researcher provided probing questions that led the study participants to respond appropriately to the question items. The search for things that lie behind the surface content of the data to know more about what the thing is and how it works requires the researchers probing of data (Denscombe, 2001). Accordingly, in this study, the researcher checked recurring responses and used probing questions.

3.7.1.2 Transferability (External Validity)

To deal with the transferability issues of the reflective journal, the researcher employed thick descriptions - describing each response to the items in detail and with adequate information. The researcher tried to provide accurate, detailed and complete descriptions of the context (setting), participants, events, and themes to assist the reader in determining transferability (Fitzpatrick, 2018). The researcher also checked recurrent responses so as to look for similarities, and described the setting and participants to assist the reader in determining transferability. Moreover, other researchers can use the result of this study as a baseline for conducting related research.

3.7.1.3 Dependability (Trustworthiness)

Concerning dependability, the researcher checked whether the instrument addresses the objectives and questions of the study. An audit trail was also used. An audit trail is the presentation of materials gathered within a naturalistic enquiry that allows other researchers to trace the original researcher's analysis and conclusion (Gray,2004). Audit trials help others determine how decisions are made and what makes the situation unique by documenting the way the study was conducted, what was done, when and why. This can be done through documenting raw data gathered through interviews, observation and records of the enquirer's decisions (Ary et al., 2010). Therefore, the researcher kept thorough notes and records of all activities in a well-organized form.

3.7.1.4 Confirmability

To deal with the confirmability of the reflective journal, the researcher employed peer-review, and audit trials. Besides, the data obtained through the qualitative instrument was checked in line with the data obtained through the quantitative instruments using triangulation of methods. A thick description of the data was employed. Peer review helps to examine the audit trial already performed so as to check the detailed description of the chronology of the research activities (Morrow, 2005).

3.7.2 Reliability

Reliability refers to the consistency or dependability of a measurement technique, and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions (Marczyk, Dematteo & Festinger, 2005). Reliability is a measure of consistency over time and over similar samples. As a result, by using different procedures, researchers try to ensure the reliability of their instruments since the inferences they ultimately draw will depend on the data they collect using different instruments. George and Mallery (2003) as cited in (Saidi and Siew, 2019) state that a Cronbach alpha reliability coefficient of 0.70 and above is acceptable to be used for research.

Consequently, when researchers develop a questionnaire or another instrument, they have to make sure that the instrument is valid and reliable. As a result, a reliable instrument for a piece of research will yield similar data from similar respondents over time (Cohen, Manion & Morrison, 2005). When using questionnaires and other tools, we can check the internal consistency of items

by using Cronach’s Alpha, which is one of the most popular instruments for checking internal consistency. Cronbach’s alpha is calculated using the following formula:

$$\text{Cronbach's } \alpha = \frac{K}{(K-1)} \left[1 - \frac{\sum \text{Var} (i)}{\text{Var} (\text{sum})} \right]$$

Where,

K is the number of items,

Var (i) is the variance of an item, and

Var (sum) is the variance of the totals for each participant (Hinton, 2004).

The table below shows the Cronbach’s Alpha Reliability coefficients of the questioners and the listening comprehension test.

Table 3.3: Cronbach’s Alpha Reliability Test Results of the Questionnaires and the Test

Questionnaires	Themes of the Questionnaires	No of Items	Cronbach Alpha Coefficient
Questionnaire I	EFL learners’ Self-efficacy about Listening Skill	20	0.92
Questionnaire II	Intrinsic Motivation, Extrinsic Motivation, and Amotivation subscales (LLOS- IEA)	45	0.91
Test	Listening Comprehension Test	30	0.79

To deal with the reliability of the EFL learners’ listening self-efficacy about listening skills, the current researcher adapted the questionnaire from Rahimi & Abedini (2009). The reliability Cronbach Alpha of the questionnaire was found 0.92 which is acceptable. Freankel et al., (2012) affirm that a useful rule of thumb for research purposes is that reliability should be at least .70. In

addition, the Cronbach alpha for the questionnaire on listening motivation was calculated and found to be 0.91(See Table 3.3). Therefore, from the above results, it is clear that both the EFL learners' listening self-efficacy questionnaire and the listening motivation questionnaire are reliable. The Cronbach alpha result for the listening comprehension test calculated was 0.79. Cronbach Alpha (alpha coefficient) is a general form of the KR20 formula to be used in calculating the reliability of items (Fraenkel et al., 2012).

3.8 Procedures of Data Collection

To collect relevant data for the research, first, the researcher obtained the willingness of the participants to take part in the research using oral consent and then, gave orientations to both the treatment and control groups concerning the objective of the research and how it will be conducted. Second, the researcher administered the listening comprehension for the pre-test. The listening comprehension test was administered to the participants of both the treatment and control groups, and they were given a few minutes to read and understand the questions before the actual listening. Following that, the participants listened to the listening comprehension test audio for three times and did the listening comprehension questions based on the audio. Harmer (2007) states that to help students get the highest benefit from a listening, teachers have to replay recordings two or more times since each listening enables them to be more secure and better understand the listening text.

Following the listening comprehension pre-test, questionnaires on the participants' listening Self-efficacy, and Language Learning Orientations Scales were administered and the participants of both the treatment and control groups replied to them accordingly. In general, both the treatment and control groups were given the pre-test and responded to the questionnaires. The pre-intervention information was used to examine if both the treatment and control groups were initially similar concerning their listening comprehension, listening self-efficacy and listening motivation (Chen & Krauss, 2005). Besides, Berry (2008) avows that pre-intervention data are used to determine the pre-existing subject knowledge.

Next to the administration of the pre-intervention, the second activity that was carried out was applying the intervention. During the intervention, the treatment group was taught listening comprehension using the selected authentic audio materials while the control group was taught listening comprehension using the scripts from the Communicative English Skills I Module.

Following the intervention, the post-test data were collected. Accordingly, during the post-intervention phase, both the treatment and control groups were provided with the same listening comprehension test which they took during the pre-intervention. Besides, both groups responded to the questionnaires on the listening Self-efficacy and Language Learning Orientations Scale. On the other hand, the reflective journal was responded to only by the treatment group during the post-intervention.

Concerning time breakdown for tutorial classes, the following procedures were followed: Tutorial classes are extra time added to all the regular classes' time already allotted for the course (Communicative English Language Skills I).

Communicative English Language Skills I (FLEn 1011) is a three-credit hours course offered as a common course to all 1st-year undergraduate students joining Ethiopian higher learning institutions. Therefore, students have 48 hours of contact per semester for the course. Concerning the content, the newly restructured module for the course in 2019 consists of five units that are categorized under the following units: unit 1 - Study Skills, unit 2 - Health and Fitness, unit 3 - Cultural Values, unit 4 - Wildlife and unit 5 - Population. Therefore, this study covered all five units.

Under each of the units, seven activities are included. Unit 1 consists of the following: 1.1 Listening, 1.2 Grammar focus: modals and infinitives for giving advice, 1.3. reading, 1.4 grammar focus: present perfect tense, 1.5 reflections, 1.6 self-assessment, and 1.7 summaries. The next unit, which is Unit 2, consists of 2.1 listening, 2.2 grammar focus: conditionals, 2.3 reading, 2.4 vocabulary, 2.5 reflections, 2.6 self-assessment and 2.7 summary. Moreover, Unit 3 comprises the following sub- sections: 3.1 listening, 3.2 grammar focus: the present simple, past simple, present perfect and past perfect in contrast, 3.3 strategies for improving English grammar knowledge, 3.4 reading, 3.5 reflections, 3.6 self-assessment and 3.7 is summary. Furthermore, unit four encompasses 4.1 listening, 4.2 reading, 4.3 vocabulary, 4.4 Grammar focus: Conditionals revised, 4.5 reflections, 4.6 self-assessment and 4.7 summary and unit five includes 5.1 listening, 5.2 reading, 5.3 vocabulary, 5.4 Grammar focus: voice, 5.5 reflections, 5.6 self-assessment and 5.7 summary.

As a result, the researcher allocated a total of 48 hrs to the five units which are 48/5; 9 hours and 36 minutes for each unit. This means each unit has 9 hours and 36 minutes of contact per semester for all the activities. Besides, each unit has seven (7) sub-components under it as can be seen from the descriptions above. Therefore, to get the time allocated for each of the sub-units under each unit, the researcher divided the total time given for each unit by its sub-units (i.e. $9.36 \text{ hrs}/7=1\text{hr and } 22 \text{ minutes}$) assuming that all sub-components get an equal share. As a result, each sub-unit under every unit got 1 hr. and 22.28 minutes which \approx 1hr. and 22 minutes. Following this, to calculate the time allocated for listening through the five units (the course), the researcher multiplied the number of times given for each sub-unit by the number of units (1hr and 22 minutes X 5 = 6 hours and 50 minutes. Thus, this result shows that the overall time given for listening in the course is (six) 6 hours and fifty (50) minutes. Therefore, since the researcher needs additional time for the experiment, a total of 34 hours and 20 minutes' of tutorial time was added to both the treatment and control groups each receiving 17 hrs and 10 minutes of the tutorial. Accordingly, the treatment group received 6 hrs and 50 minutes of listening class time which was already allocated by the course plus 17 hours and 10 minutes of tutorial which was total 24hrs. Similarly, the control group received 6 hrs and 50 minutes of listening class time which was already allocated by the course plus 17 hours and 10 minutes of tutorial which was a total 24hrs.

3.9 Intervention Material and Procedures

To experiment, five selected authentic audio materials from the BBC websites were used for the treatment group. On the other hand, the five listening scripts found in the Communicative English Language Skills I (FLEn 1011) module were used for the control group. Therefore, the students were taught listening skills using the aforementioned materials during the intervention. At the end of the intervention, a post-test was given for both the treatment and control groups.

Concerning the selection of authentic audio materials for the treatment group, since the numbers of authentic audio materials are many so that the researcher cannot deal with all, the researcher selected five authentic audio materials based on the following guiding principles: textually authenticity, compatibility with the course objectives, suitability for the approach we adopt and suitability for the tasks/activities designed (Lee, 1995). These authentic audios were entitled, "*Interview - Theresa May*", "*A British History in Weather: The Weather Indoors*", "*The*

Documentary Podcast Interview: Tina Brown”, “*The Documentary: The River Man*” and “*The Essay: Jazz among the British*”. The audio materials were downloaded from the following BBC websites consecutively: <http://www.youtube.com/watch?v=VqF96Um0HQw>, <https://www.bbc.co.uk/sounds/play/b079ndwy>, <https://www.youtube.com/watch?v=CfALVb2IQ1o>, <https://www.bbc.co.uk/sounds/play/w3ct3hgp> and <https://www.bbc.co.uk/sounds/play/m000pghm>.

On the other hand, concerning the five listening scripts used for the control group from the Communicative English Language Skills I module, the scripts are found in each of the five units (Units 1-5). Accordingly, the listening script found under Unit 1 is entitled, “*Taking Notes in Lectures*”, and that of Unit 2 is entitled, “*Zinedine Zidane*.” Furthermore, the listening script for Unit 3 is entitled, “*Cultural Tourism*” and that of Unit 4 and Unit 5 entitled, “*Human-wildlife Interaction*” and “*Population Density*” consecutively. These scripts are followed by different pre-listening, while-listening and post-listening activities. Accordingly, instructors who deliver the course are supposed to read the script to students and make the students do the activities.

Concerning the procedures followed during the experiment, it was conducted in the students’ classroom. The similarities between the listening materials used both for the treatment and control groups are both materials are used to teach listening comprehension, both have pre-listening, while listening and post-listening activities, and both are designed for teaching 1st – year students. However, the difference between the materials used for teaching the treatment and control groups is that students in the treatment group were taught by using authentic audio materials while students in the control group were taught by non-authentic listening texts from the Communicative English Language Skills- I module. During the post-test, the tests were conducted in the same room for both the treatment and control groups. The room was large enough to incorporate both the participants of the treatment and control groups simultaneously. Furthermore, the room was a smart classroom which is found on the 2nd floor of the classroom building called Central Building (CB) at Jimma University. Therefore, being on the second floor is an advantage because, on this floor, there is little sound distraction. Moreover, during the experiment, the door of the room was closed so as to avoid any external sound distractions.

The experiment was carried out for 48 hours (24 hours for the treatment group and 24 hours for the control group). Assuming that the time already given for the five units is (six) 6, hours and fifty (50) minutes in the course Communicative English Language Skills I, the researcher arranged tutorials of 17 hrs and 10 minutes of listening class for each of the groups within the study time. Therefore, by discussing with the study participants, the researcher arranged the required tutorial classes for the listening section. As a result, tutorial sessions were provided for both the treatment and control groups accordingly. For conducting the experiment, a laptop computer and a WS JAR, E-6222A speaker was used. The speaker had a wireless transmission range of 10 meters. Therefore, the laptop computer was connected to the speaker using Bluetooth technology. The sound quality (optimum volume and clarity) and appropriateness of the facilities were checked before the actual listening sessions.

Before the intervention, participants of both the treatment and control groups were given an orientation. The orientation was mainly about the objectives of the research and the activities that they perform during the pre-listening, while-listening and post-listening stages. The researcher believes that the orientation helped the participants to carry out the listening activities effectively.

During the onset of the experiment, both the treatment and control groups were informed about the research objectives. Then, they were given a question paper for the listening comprehension test and some time to read and understand the listening comprehension questions before answering them. Then, after making sure that they were ready to listen, the listening test audio was played from the laptop computer, and they were made to listen to the audio three times. After that, both the treatment and control groups were given some time to complete the listening comprehension questions from what they listened to. Next, they were instructed to complete the questions that they have not finished. Finally, after they finished, the listening comprehension test papers were collected for marking.

After the participants completed the listening comprehension test, they were informed to respond to the EFL learners' listening self-efficacy questionnaire. Accordingly, they filled out the listening self-efficacy questionnaire. Following this, they replied to the Language Learning

Orientations Scale-Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) questionnaire which was the other instrument.

During the intervention, the study participants in the treatment group were made to listen to the five selected authentic audio materials each three times and practiced listening comprehension. Similar to the procedure of the pre-test, first, they were given listening comprehension questions that were set from the authentic audio materials so that they understand the questions. Any ambiguity was explained to them by the researcher. Then, the authentic audio materials were played for them from the laptop computer each three times making sure that they were ready to listen. After the first listening, they were given some time to complete some of the questions. Then, during the second listening, they were instructed to complete the rest of the listening comprehension questions. Finally, during the last listening, they were told to complete the activities left with them.

On the other hand, the control group was made to listen to the five listening scripts from the Communicative English Language Skills I Module each three times. Similar to the procedures applied to the treatment group, after the first listening, they were given some time to complete some of the questions. Then, during the second listening, they were instructed to complete the rest of the comprehension questions. Finally, during the last listening, they were told to complete the activities left with them. In this experiment, what makes the treatment group different from the control group is only the use of authentic audio materials (the teaching materials used for listening) while learning listening skills, and all other methodologies employed were the same as that of the control group.

During the post-test, the study participants of both the treatment and control groups were given a question paper of the listening comprehension test, and they were given some time to read and understand the listening questions before the actual listening. After making sure that they were ready to listen, the listening test audio was played from the laptop computer, and they were made to listen to the audio through speakers three times. After that, they were given some time to complete the listening comprehension questions from what they listened to. Following this, they listened for the second time and third times. Next, they were instructed to complete the questions

that they have left from the listening comprehension questions. Finally, after they finished, the test papers were collected for marking. Afterward, both the treatment and control groups responded to the EFL learners' Listening Self-efficacy questionnaire about listening skills and Language Learning Orientations Scale- Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) questionnaire consecutively. On the other hand, the reflective journal was only responded to by the treatment group during the posttest. Therefore, the experiment was carried out using the aforementioned procedures.

To prevent the participants from cheating on each other during the listening comprehension test, the administration of the test was carried out by two invigilators in the same room. Therefore, there was strict follow-up and monitoring during the administration of the test. Besides, the same listening comprehension test was administered during the pre-test and post-test for both the treatment and control groups.

In general, the procedures followed during each listening lesson consisted of the following:

1. In the beginning, the participants of both the treatment and control groups were given a brief orientation about the listening activities that they will carry out.
2. Then, participants of both the treatment and control groups responded to the pre-test questions and the pre-intervention questionnaires.
3. For each listening lesson, participants of both groups were made to work on pre-listening activities before the actual listening.
4. The participants listened to the authentic audio (treatment group) and listening scripts (control group), each three times during the experiment weeks.
5. After listening to each of the authentic audio materials (treatment group) and each of the listening scripts (control group), the participants did the listening exercises during the while-listening stage throughout the whole experiment time.
6. Similarly, participants of both the treatment and control groups worked on post-listening stage activities.
7. Ultimately, the participants of both the treatment and control groups responded to the questionnaires on the Listening Self-efficacy questionnaire and Language Learning Orientations Scale-Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales

(LLOS-IEA), and the Listening comprehension test during the post-test while the reflective journal was replied only by the treatment group.

Furthermore, the listening comprehension tests administered to both the treatment and control groups were marked by the researcher. The researcher used answer keys which were already set for each of the 30 question items since the questions were objective type. After marking the question items, the score was calculated and the summation of the results was used for analysis.

3.10 Methods of Data Analysis

This section discusses the assumptions of parametric tests fulfilled and the descriptive and inferential techniques used to analyze the data.

3.10.1 Assumptions of Parametric Tests Fulfilled

Prior to conducting the analysis, basic assumptions required to be fulfilled for applying parametric tests specifically an independent samples t-test were verified and checked. The participants of the study contain two randomly selected groups of students who were first-year students of Jimma University, Social Sciences' Stream in 2022. The groups (sections) were selected randomly and they are intact groups. The treatment group contains 51 participants and the control group also contains 51 students.

3.10.1.1 Data Measurement Scales

Concerning the type of data, both the questionnaire for Language Learning Orientations Scale-Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) and EFL Learners' Self-efficacy about Listening Skill were originally set in categorical data with 5-point Likert scale. Consequently, the data were transformed into mean using SPSS version 23 since the mean of the data were expected to be compared. So, the data were converted into the mean which were in turn transformed into the interval level. Additionally, the data for the Listening Comprehension Test result was already at an interval level.

3.10.1.2 Normality

A normal distribution is symmetric about the mean or average value. Therefore, when using parametric tests such as a t-test, data should be normally distributed. To check the distribution of the data, the current researcher calculated the Skewness and Kurtosis of the data. Kurtosis is a measure of the “peakedness” or the “flatness” of a distribution where as Skewness measures to

what extent a distribution of values deviates from symmetry around the mean (George & Mallery, 2020). The following table depicts the results of the skewness and kurtosis of the data:

Table 3.4: Skewness and Kurtosis for Listening Self-efficacy, Listening Motivation and Listening Comprehension

Listening Self-efficacy	Skewness	-.085
	Kurtosis	-.858
Listening Motivation	Skewness	.144
	Kurtosis	.147
Listening Comprehension	Skewness	-.033
	Kurtosis	-.115

It can be seen from the above table that the Skewness and Kurtosis for the Listening Self-efficacy data are -.085 and -.858 respectively. Besides, the Skewness and Kurtosis for the data on Listening Motivation are .144 and .147 respectively. The Skewness for the data on the Listening comprehension Test is -.033 and the Kurtosis was found -.115. From this data, we can conclude that the data are approximately normal. Kurtosis and Skewness values between ± 1.0 are considered excellent for most psychometric purposes (George & Mallery, 2020).

3.10.1.3 Adequacy of Sample Size

When selecting participants for a study, it is important to determine the size of the sample needed (Creswell, 2012). Drawing conclusions about a population after studying a sample is never totally satisfactory, since researchers can never be sure that their sample is perfectly representative of the population. The sample size for this study consists of a total of one hundred and two (102) participants in both groups: fifty-one (51) participants in the treatment group and fifty-one (51) participants in the control group. Although samples should be as large as a researcher can obtain with a reasonable expenditure of time and energy, a recommended minimum number of subjects is 30 in each group for experimental studies (Fraenkel, Wallen & Hyun, 2012). Therefore, it is obvious from the data stated that the sample size is adequate for a quasi-experimental study.

3.10.1.4 Homogeneity

Homogeneity measures are used to assess the inter-item consistency of the items on a test (Ary, Jacobs, Sorensen & Razavieh, 2010). Parametric techniques assume that samples are obtained from populations of equal variances. Accordingly, to ensure homogeneity, Levenes' Test for Equality of Variances was computed as part of the independent samples t-test using SPSS Version 23.0, and the results are presented in the table below:

Table 3.5: Results for the Levenes' Test for Equality of Variances among the Groups

		Levene's Test for Equality of Variances
		Sig.
Listening Self-efficacy	Equal variances assumed	.111
Listening Motivation	Equal variances assumed	.267
Listening Comprehension	Equal variances assumed	.324

One can understand from the above table that Levene's Test for Equality of Variances for Listening Self-efficacy is 0.111, $P > 0.05$, Listening Motivation is 0.267, $P > 0.05$ and that of Listening Comprehension is 0.324, $P > 0.324$. From these data, one can understand that the variability of scores for each of the groups is similar. Therefore, the groups are homogeneous.

3.10.2 Data Analysis

Data analysis is a crucial component of research work through which researchers analyze and look into the data collected so as to check the findings. Gray (2004) affirms that the objective of data analysis is to find relationships and contrasts between variables. Descriptive and inferential statistics help the researchers describe the information collected through different instruments (Fraenkel et al., 2012).

This study is a quasi-experimental research. The researcher applied a t-test for independent means for analysis of the results. T-test for independent means is used to compare the mean scores of two different or independent groups (Fraenkel et al., 2012). A T-test is a statistic used to measure the difference between the means of one sample on two separate occasions or

between two samples on one occasion (Cohen et al., 2007). The mean scores of the treatment group were compared with the mean scores of the control group to check the effects of using authentic audio materials on the dependent variables by using a t-test for independent means.

Therefore, the grand value of the treatment group was compared with the grand value of the control group to find if there is a statistically significant difference in listening self-efficacy between students who were taught listening by using authentic audio materials and students who were taught listening through the conventional method, to ascertain if there is a statistically significant difference in listening motivation between students who were taught listening by using authentic audio materials and students who were taught listening through the conventional method and to identify if there is a statistically significant difference in listening comprehension between students who were taught listening by using authentic audio materials and students who were taught listening through the conventional method.

Furthermore, the researcher used descriptive statistics to report the mean and standard deviation values. For the quantitative data analysis, the researcher employed Statistical Package for the Social Sciences (SPSS, version 23). On the other hand, for the analysis of the qualitative data, thematic analysis was employed using Atlas.ti version 7 software. In using thematic analysis, researchers examine each new piece of information concerning a specific research question and construct a tentative answer to the question, and the tentative questions will be categorized into themes (Hancock & Algozzine, 2006). Finally, themes well-supported by available information will emerge.

3.11 Ethical Considerations

Before data collection, a letter of research permission was obtained from the Research and Postgraduate Coordinating Office of Jimma University. Then, the letter was communicated to the research participants. The researcher informed the objective of the research to the study participants. The participants were also informed that they could withdraw from the research at any time based on their interests. The confidentiality of the data and anonymity of the respondents were maintained, too. The respondents were also told that the data would only be used for the research purpose. Finally, the data were collected after oral consent was obtained

from the participants. Therefore, the participants of the study remained anonymous when reporting the results of the study.

3.11.1 Avoiding Harm to the Participants

The participants of the study were free from any harm related to the research. To do this, the participants took part in the study only after consent was achieved from them. The classroom in which the research took place was checked and arranged ahead of time so that it would not affect the participants' comfort. Moreover, the volume of the listening audio as well as the listening text was made optimum so that it would not affect their ears.

3.11.2 Confidentiality of Data

The data that were collected for this study were only used for the research purpose. The data collected were only accessed by the researcher and the supervisors. As a result, the data were kept in a secure place and accessed only by the researcher.

3.11.3 Confidentiality of Participants

The confidentiality of the participants was kept to the maximum. To do this, the questionnaires that the participants filled out and the listening comprehension test that they took were coded by the researcher. Furthermore, the reflective journal which was administered to the treatment group was coded by the researcher ahead of time. Accordingly, the researcher accessed the data using their codes and did the analysis. As a result, the participants were oriented not to write their names on the questionnaires and listening comprehension test papers.

3.11.4 Informed Consent

Concerning the informed consent, the researcher communicated the objective of the research to the study participants and that the outcome would benefit students who take the course Communicative English Language Skills I and instructors in the process of teaching English listening skills. Following this, the researcher obtained oral consent from the study participants. The data were collected only after oral consent was obtained.

3.12 Research Dissemination Plan

The output of this research will be published in a reputable journal. It will also be presented at seminars, research conferences and different educational forums.

3.13 Conclusion

In general, this chapter dealt with the methodology section. It discussed how, when and where the study was conducted and it presented information about the study participants and researchers. Furthermore, detailed descriptions were given concerning the procedures followed while conducting the research.

3.14 Results of the Pilot Study

The main objective of the pilot study was to check the validity and reliabilities of data collection instruments used to collect data for the research conducted under the following research title: *“The effects of Using Authentic Audio Materials on EFL Students’ Listening Self-efficacy, Listening Motivation and Listening Comprehension: The Case of 1st Year Social Sciences Students at Jimma University”*. To achieve the objective of this study, data were collected using questionnaires, listening comprehension tests and reflective journals.

The study employed a quasi-experimental design, and it made use of mixed (quantitative and qualitative) approaches. The study population for this pilot study was 1st-year undergraduate Students who joined Jimma University in 2021, and among these, the study considered those who were assigned to the College of Social Sciences and Humanities. Accordingly, two intact groups were randomly selected among the 19 sections 1st-year students who were assigned to the College of Social Sciences and Humanities.

3.14.1 Validity and Reliability of Data Collection Instruments

The validity and reliability of instruments are crucial components of data collection that need to be checked before data collection. Therefore, the validity and reliability of the following instruments used to collect data for the pilot study were checked and verified:

1. EFL Learners' Self-efficacy about Listening Skill Questionnaire;
2. Language Learning Orientations Scale-Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) Questionnaire;
3. Listening Comprehension Test;
4. Reflective Journal.

3.14.1.1 Validity

Kothari (2004) asserts that validity is the degree to which an instrument measures what it is supposed to measure. The validity of the listening comprehension test was checked through experts' judgment; it was shown to TEFL experts. As a result, it was used after making the required adjustments based on experts' comments, corrections and suggestions concerning its suitability, level of difficulty and appropriateness to the target population.

Concerning the listening self-efficacy measurement scale, a questionnaire on EFL learners' self-efficacy about listening skills was adopted from that of Rahimi and Abedini (2009) for the pilot study. It is a five-point Lickert scale (strongly agree, agree, no idea, disagree and strongly disagree), and it contains 20 items. The tool for measuring listening self-efficacy is a standard tool having a reliability alpha coefficient of 0.73 and was used by Rahimi & Abedini (2009).

For verifying listening motivation, the Language Learning Orientations Scale- Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) questionnaire was adapted and used. This questionnaire, which contains 45 items, was adapted from Noels et al., (2000). It requests information on amotivation, extrinsic motivation and intrinsic motivation. Most importantly, to sustain the validity of the instruments 4 TEFL instructors (PhD holders) were involved in the validation process. Consequently, their judgments, comments and suggestions were considered in the final instruments. The determination of content validity is primarily judgmental; so, it can be determined by using a panel of discussion to judge how well the measuring instruments meet the required standards (Kothari, 2004).

In addition, to deal with the face validity of the listening comprehension test, the researcher checked the contents of the test items against the objectives of the study. Concerning the construct validity of the instruments, they were checked whether all the variables of the study are included. The clear operationalization of the constructs was considered so that construct validity agreement can be sought (Cohen et al., 2007). Furthermore, the EFL Learners' Self-efficacy Questionnaire, Language Learning Orientations Scale -Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) questionnaire that was adapted and used was critically reviewed to check that they contain relevant questions that help to measure the participants' listening self-efficacy and listening motivation consecutively.

Concerning the reflective journal that was used to collect qualitative data, the researcher looked at the trustworthiness of the study by using the following criteria: credibility, dependability, confirmability and transferability (Ary et al., 2010). To maintain the credibility (internal validity) of the reflective journal, the researcher checked for recurring responses and as a result, the frequencies of the responses were considered. Besides, the researcher provided leading questions in a way that the respondents can understand and respond clearly. To address the dependability (trustworthiness) of the reflective journal, the researcher checked whether the instrument addresses the objectives of the study. Additionally, the researcher kept thorough notes and records of all the activities in a well-organized way. On the other hand, to check confirmability, the researcher employed peer-review, audit trail, and triangulation of methods. Finally, to attest to the transferability of the reflective journal, a thick description- describing each response to the items in detail with adequate information was employed.

3.14.1.2 Reliability

The consistency or dependability of a measurement technique is referred to as reliability, and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions (Marczyk, Dematteo, & Festinger, 2005). Consequently, researchers try to ensure the reliability of their instruments by using different procedures. To address the reliability of the instruments, the current researcher calculated the Cronbach's alpha reliability coefficients for Language Learning Orientations Scale- Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) questionnaire and Listening Comprehension Test. Moreover, for this pilot study, the questionnaire on EFL Learners' Self-efficacy about Listening Skill questionnaire was adopted from that of Rahimi & Abedini (2009). The tool for measuring listening self-efficacy is a standard tool having a reliability alpha coefficient of 0.73. The table below depicts the Cronbach's alpha coefficients of the instruments used during the pilot study:

Table 3.6: Cronbach’s Alpha Reliability Coefficient of Data Collection Instruments during the Pilot Study

Questionnaires	Themes of the Questionnaires	No of Items	Cronbach Alpha Coefficient
Questionnaire I	EFL learners’ Self-efficacy about Listening Skill	20	0.73
Questionnaire II	Intrinsic Motivation, Extrinsic Motivation, and Amotivation subscales (LLOS- IEA)	45	0.851
Test	Listening Comprehension Test	30	0.958

Therefore, it can be seen that the instruments used for data collection are both valid and reliable.

3.15 Main Findings of the Pilot Study

The main objective of the pilot study was to assess the validity and reliability of data collection instruments. Accordingly, the findings showed that the instruments of data collection used are both valid and reliable (see **Table 3.6**). Furthermore, the results of the pilot study showed a statistically significant difference favoring the treatment group of using authentic audio files on students’ listening self-efficacy ($t(75) = 4.385, p=0.001$), students’ listening motivation ($t(75) = 3.216, p=0.002$) and students’ listening comprehension ($t(75) = 8.187, p=0.001$).

3.16 Lessons Learned from the Pilot Study

While conducting the pilot study, the researcher obtained vital experiences and good lessons that helped him complete the main study. The following are some of the lessons learned from the pilot study:

- The researcher was able to check the feasibility and appropriateness of the research instruments that were used for the main study in terms of validity and reliability.
- The researcher has obtained good experience in conducting the listening comprehension test particularly how to use the speaker and the source computer and manage the sound system.

- The researcher has obtained appropriate lessons on allocating adequate time for listening comprehension activities.
- The researcher obtained good lessons on how to administer the questionnaires effectively and clarify vocabularies that were vague to the respondents.
- The researcher learned that more authentic audio materials can be incorporated into a listening classroom for better improvements in the participants' listening self-efficacy, motivation and comprehension.

Chapter Four: Findings

4.1 Introduction

The purpose of this study was to assess the effects of using authentic audio materials on EFL students' English language listening self-efficacy, motivation and comprehension. This chapter presents the results and discussion of the findings. Accordingly, the quantitative findings computed using t-tests are presented using tables. On the other hand, the results of the qualitative findings of the thematic analysis were conducted using Atlas. ti version 7 is presented. Furthermore, a summary of the findings is also included.

4.2 Quantitative Findings

4.2.1 Administration of the Questionnaires and the Listening Comprehension Test

Since the design of the study was quasi-experimental, the researcher administered the questionnaires and the listening comprehension test both during the pre-intervention and post-intervention phases. Accordingly, during pre-intervention, both the treatment and control groups took Listening Comprehension Test and responded to the questionnaires on EFL Learners' Self-efficacy about Listening Skills, and the questionnaire on Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA). Likewise, during the post-intervention phase, both the treatment and control groups took the same Listening Comprehension Test and responded to the questionnaires on EFL Learners' Self-efficacy about Listening Skills, and questionnaire on Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA). However, the Reflective Journal was solely administered to the treatment group only during the post-intervention.

4.2.2 T-test Results for the Pre-intervention

The t-test results of the pre-intervention for the data on listening self-efficacy, listening motivation and listening comprehension are presented using separate tables below:

An independent samples t-test was conducted to find out if there is a statistically significant difference in the mean values between the treatment and control groups in terms of their listening self-efficacy before the experiment. Accordingly, the t-test result of the responses is shown in Table 4.1 below:

Table 4.1: Participants' Listening Self-efficacy (pre-intervention)

	Groups	Mean	SD		t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Listening Self-efficacy	Treatment (N = 51)	3.2804	.35015	Equal variances assumed	.853	100	.396
	Control (N = 51)	3.2147	.42395				

As can be seen from Table 4.1 above, the same number of participants took part both in the treatment and control groups (51 participants in the treatment group and 51 participants in the control group). The mean of the two groups in self-efficacy were computed and the mean and standard deviation of the treatment group were found ($m= 3.2804, sd=.35015$) and the mean and standard deviation of the control group are ($m=3.2147, sd=.42395$). These results suggest that the two groups are similar in listening self-efficacy before the intervention.

In addition, an independent-sample *t*-test was calculated to compare the mean scores of the listening self-efficacy of the treatment group with the control group before the experiment. No statistically significant difference was found between the treatment and control groups ($t(100) = .853, p=0.396$). As a result, it was found that there was no statistically significant difference in the mean values of listening self-efficacy between the treatment and control groups. This shows that the two groups were similar in terms of their listening self-efficacy before the intervention.

An independent samples *t*-test was also conducted to ascertain if there is a statistically significant difference in the mean values between the treatment and control groups in terms of their listening motivation before experimenting. Accordingly, the *t*-test result of the responses is shown in Table 4.2 below:

Table 4.2: Participants' Listening Motivation (pre-intervention)

	Groups	Mean	SD		t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Listening Motivation	Treatment (N = 51)	3.1538	.69026	Equal variances assumed	.243	100	.808
	Control (N = 51)	3.1229	.59077				

Concerning EFL listening motivation, Table 4.2 above shows that the number of participants both in the treatment and control groups is equal (51 in the treatment group and 51 in the control group). The mean of the two groups in listening motivation was computed before the onset of the experiment. The result shows that the mean and standard deviation of the treatment group were found to be **m=3.1538, sd=.69026** and the mean and standard deviation of the control group were found to be **m=3.1229, sd=.59077**. These results propose that both the treatment and control groups are similar in terms of listening motivation before the onset of the experiment.

Independent-sample *t*-test was calculated by comparing the listening motivation mean scores of the treatment group with the control group before the treatment was introduced. No statistically significant difference was found (***t*(100) =.243, *p*=0.808**). Consequently, the finding showed that there was no statistically significant difference in listening motivation between the treatment and control groups before the experiment. This implies that both the treatment and the control groups had similar listening motivations before the experiment.

Similarly, an independent samples *t*-test was conducted to identify if there is a statistically significant difference in the mean values between the treatment and control groups in terms of their listening comprehension before the onset of the experiment. Accordingly, the *t*-test result of the responses is shown in Table 4.3 below:

Table 4.3: Participants' Listening Comprehension (pre-intervention)

	Groups	Mean	SD		t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Listening Comprehension	Treatment (N = 51)	12.0000	3.61109	Equal variances assumed	.174	100	.862
	Control (N = 51)	11.8824	3.18526				

As it is depicted in Table 4.3 above, 51 participants took part in the treatment group. Similarly, 51 participants took part in the control group. The mean and standard deviation of the two groups were calculated. The results showed that the mean and standard deviation of the treatment group were found to be **m=12.0000, sd=3.61109** and the mean and standard deviation of the control group were found to be **m=11.8824, sd=3.18526**. The results suggest that both the treatment and control groups are similar in terms of their listening comprehension before the intervention.

An independent samples t-test was calculated to compare the listening comprehension mean scores of the treatment group with that of the control group. No statistically significant difference was found ($t(100) = .174, p=0.862$). Therefore, this shows that both the treatment and control groups had similar listening comprehension levels before the experiment.

4.2.4 Post-intervention Results

In this section, the post-intervention results of the t-tests are presented. Accordingly, three independent t-tests were computed. One of the ways of controlling Type -1 error across multiple tests is using a Bonferroni adjustment (Pallant, 2007). As a result, since multiple t-tests were run in the analysis of the current investigation, Bonferroni adjustment was made so as to minimize type -1 error. Therefore, to make Bonferroni adjustment, the normal alpha value (typically .05) was divided by the number of dependent variables. The total number of dependent variables in

this study was three: Listening Self-efficacy, Listening Motivation and Listening Comprehension. Accordingly, $.05/3 = 0.16666 \approx .017$. Consequently, .017 was considered as a cut point for statistical significance.

Accordingly, the post-intervention results are stated with their respective research questions and hypotheses. As a result, the post-intervention analysis results of the three dependent variables each with the independent variable are presented using the following tables:

Research Question 1: Is there a statistically significant difference in the mean values of listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?

The research hypotheses for the above research question are stated below:

***H*₀: There is no statistically significant difference in the mean values of listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.**

***H*₁: There is a statistically significant difference in the mean values of listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.**

Research questions N_o 1 seeks to check if there are any significant effects of using authentic audio materials on students listening self-efficacy. Accordingly, the result of the post-test is shown in Table 4.4 below:

Table 4.4: The Effect of Using Authentic Audios on the Participants' Listening Self-efficacy (post-intervention)

	Groups	Mean	SD		t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Listening Self-efficacy	Treatment (N = 51)	3.6588	.64037	Equal variances assumed	3.896	100	.001
	Control (N = 51)	3.2029	.53679				

As it can be seen from Table 4.4 above, fifty-one (51) participants took part in the treatment group. Likewise, fifty-one (51) participants participated in the control group during the post-intervention. The mean scores of the two groups were compared to check if the intervention has brought a significant effect on the participants' listening self-efficacy. The result showed that the mean and standard deviation of the treatment group were found $m=3.6588$, $sd=.64037$ while the mean and standard deviation of the control group were found $m=3.2029$, $sd=.53679$. This result shows that the mean listening self-efficacy values of the treatment and control groups are different favoring the treatment group.

An independent samples *t*-test conducted to compare the post-intervention mean scores of the treatment and control groups to check the effect of using authentic audio materials on the participants' listening self-efficacy found a statistically significant difference between the means of the two groups ($t(100) = 3.896$, $p=0.001$). It can be seen from the *t*-test result that the *p*-value = 0.001 is less than the cut point (.017). As a result, the researcher rejected the null hypothesis and accepted the alternative hypothesis. This implies that using authentic audio materials in the classroom has a positive effect on improving students' listening self-efficacy.

Chamba and Gavilanes (2008) affirm that authentic materials are vital in the classroom, and they have a huge impact on EFL learners due to the input and exposure to the language they provide. As a result, using such materials can develop the learners' listening self-efficacy which in turn improves their results in EFL. Nunan (2013) also writes that using authentic data helps learners encounter the target language items in the context in which they naturally occur. Thus, this situation can help the students practice real language use which helps them to boost their English language listening skills and self-efficacy. The finding of the current study is also analogous with the aforementioned notions in those students who were taught using authentic audio materials showed higher listening self-efficacy than students who were taught using conventional material.

Research Question 2: Is there a statistically significant difference in the mean values of listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?

The research hypotheses for the above research questions are stated below:

***H*₀: There is no statistically significant difference in the mean values of listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.**

***H*₁: There is a statistically significant difference in the mean values of listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.**

Table 4.5: The Effect of Using Authentic Audios on the Participants' Listening Motivation (post-intervention)

	Groups	Mean	SD		t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Listening Motivation	Treatment (N = 51)	3.6061	.44119	Equal variances assumed	3.320	100	.001
	Control (N = 51)	3.2370	.66008				

As can be seen from Table 4.5 above, one hundred and two (102) participants took part in the study (51 in the treatment group and 51 in the control group) during the post-intervention. A comparison of the two groups was made to check if there is any statistically significant difference between the mean scores of the two groups' listening motivation following the intervention. The post-intervention result showed that the mean and standard deviation values of the treatment group were found **m=3.6061, sd=.44119** and the mean and standard deviation values of the control group were found **m=3.2370, sd=.66008**. Thus, this result suggests that using authentic audio materials in the classroom can increase EFL students listening motivation.

An independent-samples t-test comparing the mean scores of the treatment and control groups for using authentic audio materials on the participants' English listening skills motivation (after intervention) found a statistically significant difference between the means of the two groups (**t(100) =3.320, p=0.001**). For this reason, the null hypothesis was rejected and the alternate hypothesis was accepted. This means that using authentic audio materials in EFL classrooms has a significant positive effect on students' listening motivation.

Real language use attracts learners' attention (Mallapiang, 2014; Oguz & Bahar, 2008). Additionally, Chamba and Gavilanes (2008) found that authentic materials increase students' motivation and interest. Consequently, if students are exposed to authentic audio materials, they will be interested in it, and this can increase their listening motivation. Pan (2016) found that

listening demands active involvement. Consequently, if learners are engaged actively in authentic listening tasks, their motivation increases resulting in better academic achievements. Correspondingly, the results of the current investigation showed that the listening motivation of the treatment group was higher than that of the control group as a result of the intervention.

Research Question 3: Is there a statistically significant difference in the mean values of listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?

The research hypotheses for the above research questions are stated below:

H_0 : There is no statistically significant difference in the mean values of listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

H_1 : There is a statistically significant difference in the mean values of listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method.

Table 4.6: The Effect of Using Authentic Audios on the Participants' Listening Comprehension (post-intervention)

	Groups	Mean	SD		t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Listening Comprehension	Treatment (N = 51)	13.4118	4.42347	Equal variances assumed	3.184	100	.002
	Control (N = 51)	10.9020	3.48284.				

As can be seen from Table 4.6 above, fifty-one (51) participants took part in the treatment group. Similarly, fifty-one (51) participants participated in the control group. The mean of the two groups was compared to verify if there is any statistically significant difference following the intervention. Consequently, the mean and the standard deviation values of the treatment group were found **m=13.4118, sd=4.42347** where as the mean and the standard deviation values of the control group were found **m=10.9020, sd=3.48284**. This result suggests that using authentic audio materials in EFL classrooms improves students' listening comprehension.

An independent samples *t*-test was conducted to compare the mean scores of the treatment group with the control group to identify the effect of using authentic audio materials on the participants' English listening comprehension following the intervention. A statistically significant difference was found between the means of the two groups ($t(100) = 3.184, p=0.002$). As a result, the null hypothesis was rejected and the research hypothesis was accepted. The result implies that using authentic audio materials in EFL classrooms significantly improves students' listening comprehension.

Shian and Yunus (2016) assert that a listening module should be equipped with authentic listening as it encourages the development of listening comprehension. This statement shows that authentic materials are very essential for the development of students' listening comprehension. Adam, Stan and Moangh (2014) confirm that by using authentic materials, learners will acquire natural pronunciation and this improves their listening comprehension. Therefore, from this finding, it is clear that authentic audio materials can improve learners' listening comprehension.

4.2.5 Summary of the Quantitative Findings

In general, as the aforementioned detailed explanations show, the mean values of the treatment and control groups were compared to find out if there is a statistically significant difference in listening self-efficacy between students who are taught listening by using authentic audio materials and students who are taught listening through the conventional method. Similarly, to ascertain if there is a statistically significant difference in listening motivation between students who are taught listening by using authentic audio materials and students who are taught listening through the conventional method, the mean values of the treatment and control groups were compared. Correspondingly, to identify if there is a statistically significant mean difference in

listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method, a t- test was run and the mean scores of the treatment and control groups were compared. Consequently, the Independent Samples t-test results showed that using authentic audio materials in EFL listening classroom significantly improves students' listening self-efficacy, listening motivation and listening comprehension.

4.3 Qualitative Findings

The participants who wrote the reflective journals were fifty-one (51). They were the only participants in the treatment group since the journal was administered to them after the intervention. Therefore, it was after the intervention that the participants in the treatment group responded to the reflective journal.

4.3.1 The Reflective Journal

One of the ways by which learners reflect their views about a particular issue is by using a reflective journal. Estrada and Rahman (2014) state that reflective journal writing increases students' learning experience, learners' motivation and higher order-thinking.

The main aim of using the reflective journal was to examine the participants' perceptions of whether using authentic audio materials can help them improve their English listening self-efficacy, motivation and comprehension or not. The journal consists of seven (7) questions. Item N_o 1 enquires the participants to describe the event that took place in the classroom and the specific activities they carried out, and item N_o 2 asks respondents to describe their feeling about listening to authentic audio materials and whether they are motivating or not. Item N_o 3 requests the students to evaluate the authentic audio materials they listen to and their own listening self-efficacy while item N_o 4 is about the challenges (if any) they faced while listening and what sense (s) they make out of it. Besides, item N_o 5 is all about describing what they have learned through listening to authentic audio materials. On the other hand, item N_o 6 is about describing the ways of improving their listening comprehension and what they do if they get further opportunities of listening to such materials. The final question (N_o 7) requests the respondents to write down if they have any additional reflective ideas. Accordingly, to attain the purpose of the study, the responses given by the research participants were analyzed and interpreted based on their theme category as follows:

Question No 1: Describing the Event

Concerning Item No 1 (Theme 1) given in the reflective journal which requests the research participants to describe the event that happened in the classroom, and what they did at that time, almost all of the participants responded that they listened to authentic audio materials in the classroom; they did listening exercises and took notes from the listening. In addition, they stated that they also paid attention while listening to authentic audio materials. For example, Participant E-7 said, “I listened to authentic audio and it is helpful for learning. So, it should continue.” From this response, one can understand that the authentic audio materials were played in the classroom so that the students listened to them. Chambers and Gregory, (2006) also affirm that even though students listen to a lecture in the classroom, they need to listen to audio-cassettes, the radio, CDs and (while also watching) TV programmes, DVDs and multimedia packages on computer or CD-ROM. Moreover, Participant E-18, said: “I listened to the authentic audios and did the listening activities. E.g. fill in the blank spaces.” This particular response also shows that listening from authentic audio materials took place in the classroom and the students listened to it and did listening comprehension activities.

Furthermore, Participant E-27 said, “I listened to audio materials. I wrote notes.” This quotation also shows that besides listening to audio materials, the participants took notes from the listening. Flowerdew and Miller (2005) also affirm that while listening to a lecture, students are required to make notes. Moreover, in a listening classroom, the students practice taking notes while the teacher plays audio materials (Karim & Dowlatabadi, 2014).

Similarly, Participant E-28, said, “Listening to authentic audios and writing, listening with attention.” This quotation shows that the participant listened to authentic audio materials by paying attention to it. In addition, it shows that the participant wrote notes by listening to the audio materials. This indicates that while listening, students usually take notes of important points. The other participant E-49, said, “Listening activity was done from different audios. I practiced English listening.” The quotation shows that the participant engaged in listening exercise activities.

From the above quotation, one can understand that an authentic audio listening event happened in the classroom and the participants did different activities such as taking notes, doing different

listening activities (comprehension) questions, etc. In line with this, Wilson (2008) avows that during the listening stage, students listen to the listening materials and do different activities such as answering questions, filling in the blank spaces, etc.

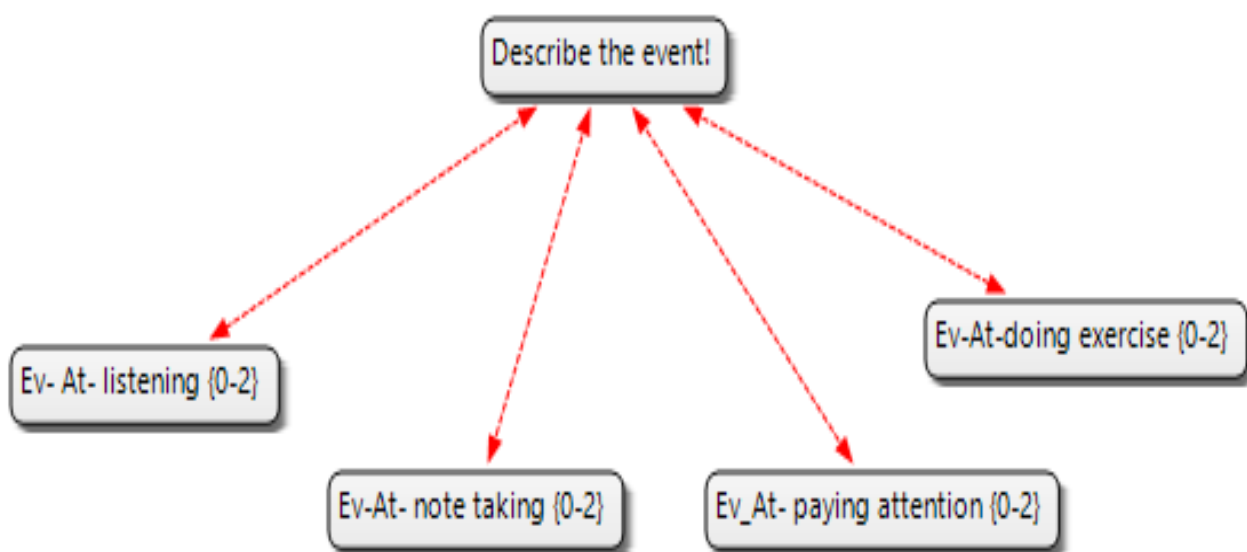


Figure 4: Diagrammatic Representation of the theme “Describe the event”

From the aforementioned results and diagram, one can understand that most of the participants were listening carefully to the authentic audio materials and doing different listening exercises. This shows that unlike hearing, listening requires paying attention and doing more practice. Thus, to improve their listening comprehension, students need to pay attention to the authentic audio materials they listen to in the classroom and practice often.

Question No 2: Feelings

Question No 2 of the reflective journal requests the participants to write down what they were thinking and how they were feeling while they were listening to authentic audio materials. Furthermore, it inquires the research participants to describe whether the authentic audios were motivating or not and their justifications for their responses.

In response to the aforementioned question, most of the participants explained that when they were listening to authentic audio materials, they were motivated and interested in them. Furthermore, they said that the materials are good for improving English listening comprehension. The reason they gave for listening to authentic audio materials is that they found them important and motivating for improving their listening comprehension. In line with this, for example, Participant E - 03 said, “When I was listening to the audios, I was thinking about the information and I was feeling good. I clearly attended to the audio.” From this explanation, one can understand that the listener was thinking about what the listening was all about and feeling happy.

In addition, participant E-07, said, “I am feeling good because it activates the mind. Listening to authentic audio creates good emotion.” This quotation shows us that listening to authentic audio materials creates a good feeling by activating the mind. Polot and Eristi (2019) found that learning through authentic materials help students improve their motivation. Furthermore, when dealing with various authentic materials, students’ knowledge of the target culture will be enriched and through practicing day-to-day, they may find authentic listening materials no longer so difficult (Mallapiang, 2014).

Participant E-11 said, “I was thinking and feeling best because it helps me to develop self-confidence. So, it is very important or advantageous.” From the participant’s explanation, it is clear that listening to authentic audio materials creates the best feeling and helps to develop self-confidence. Likewise, participant E-16 said, “Learning through authentic audio materials motivates me. After listening to the authentic audio, I try to answer the questions.” One can understand from this quotation that authentic audio materials create motivation for learners. The participant was also briefed that the listening session was followed by questions. In addition, participant E-31, said, “My feeling was good and it was interesting.” The participant affirmed that using authentic audio materials creates a good feeling and arouses the listeners’ interest. In line with this, Mishan (2005) asserts that authentic materials enhance language acquisition, and bring enjoyment and motivation to learning.

On the other hand, a few participants stated that when they were listening to the authentic audio materials, they were terrified thinking that it is difficult. In line with this, participant E-14, said, “The English language is not our mother tongue. My feeling is not good because of not knowing

the meanings.” This statement shows that the listener might be afraid because of not knowing the words that are used by native speakers in authentic audio materials.

Similarly, participant E-36, said, “First, it was frustrating. Then, I started to practice and developed more. The materials encouraged me to be a good English listener.” From this quote, one can comprehend that at the beginning, when one does not have sufficient practice, listening comprehension may be difficult; however, it can be improved through extensive rehearsal.

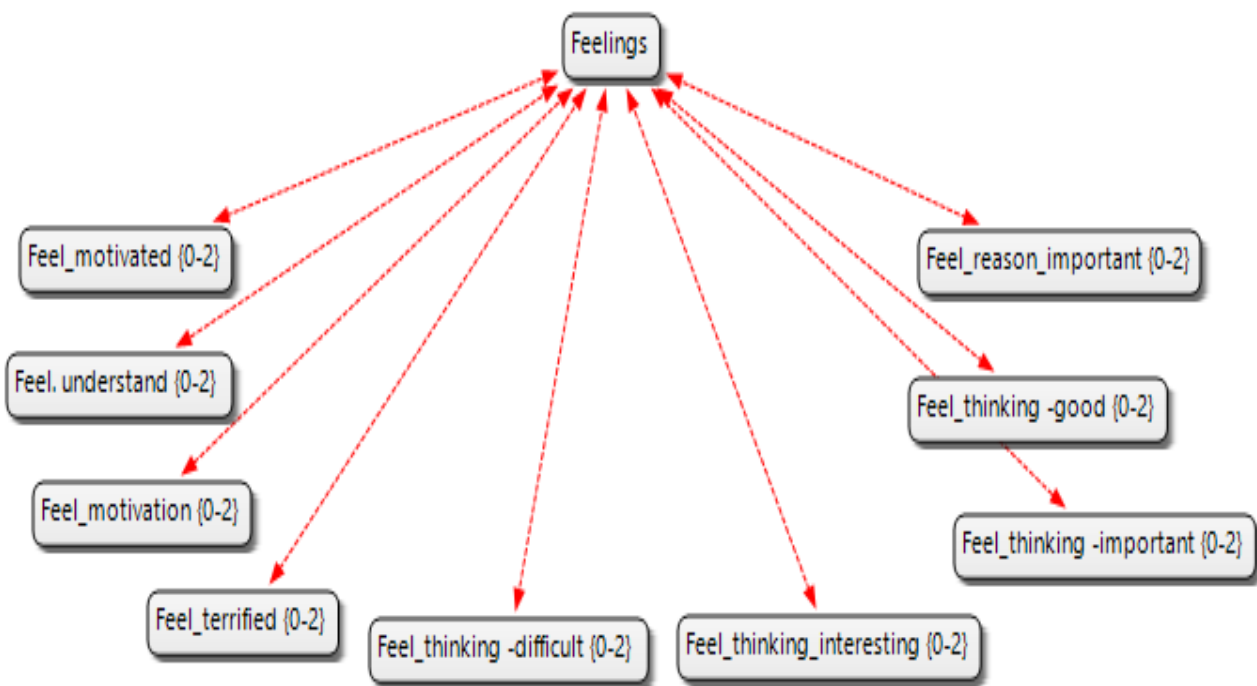


Figure 5: Diagrammatic Representation of the theme “Feelings”

As it can be seen from figure 5 above, most of the participants were feeling motivated while listening to authentic audio materials, however, few participants were thinking difficult especially at the beginning of the listening activity. This means that the first listening can be difficult. However, repeated exposure to authentic audio listening can make listening comprehension easier.

Question No 3: Evaluation

The reflective journal's Item No 3 requests the research participants to describe the good and bad sides of the authentic audio materials they listened to in the classroom. Furthermore, it asks the participants to explain whether the authentic audio materials helped them improve their English language listening comprehension and listening self-efficacy or not.

In response to this, participant E-03 said "I think it is good because it helps us to improve our English language listening skills. Similarly, Mallapiang (2014) states that authentic materials are effective ways for improving students' listening skills. On the other hand, the bad thing about the audio is that if we do not attend it, it becomes more difficult to understand." From this quote, one can understand that listening comprehension requires practice. The participant explained that listening to authentic audio materials is good as it helps to improve English language listening skills.

Similarly, participant E-07 said, "It was good because listening to authentic audio is very surprising. It activates the mind. It helps to improve English listening comprehension." This study is consistent with the finding by Mallapiang (2014) who found that the use of authentic materials is effective to improve the students' listening skills. The statement also expresses the importance of listening to authentic audio materials for the improvement of students' English language listening skills' through motivation.

Participant E-12 said that the authentic audio material was a good audio file adding that the bad thing was the speed of the speaker. The participant also explained that listening practice is very important in using authentic audio files. Participant E-24 said, "It is good. Yes, it helps to improve my listening comprehension and listening self-efficacy." Therefore, one can comprehend from this quotation that authentic audio materials are good for the improvement of listening comprehension and listening self-efficacy.

Likewise, participant E-35 said that the sound of the authentic audio was good. The bad thing was the pronunciation. However, it is good to improve listening skills and boost listening self-efficacy. From the explanations of this participant, one can understand that even though the materials are good for improving English language listening skills and listening self-efficacy, pronunciation is a challenge. Ghaderpanahi (2012) explains that listening is probably the least

explicit of the four language skills, making it the most difficult one to learn. However, listening is a skill that can be improved through extensive practice.

Most of the participants gave their evaluation stating that the authentic audio materials were good for improving listening comprehension and getting information. They also stated that it was understandable; the sound is clear and it can help to boost their listening self-efficacy. On the other hand, a few respondents stated that although the authentic audio materials were good while listening, there were some challenges like the duration (lack of practice time), the speed and the pronunciation. Since native speakers raise and lower the pitch of an utterance when they speak, foreign language learners can have difficulty understanding the spoken language (Ghaderpanahi, 2012). In line with this, Liu (2016) states that by using authentic materials, designing tasks from simple to complex can help the students to comprehend the materials and the phonological features of the real target language.

Participant E- 47 said, “The voice quality was good. However, the pronunciation is challenging. However, it helps to listen comprehension and increasing listening self-efficacy.” From this quote, one can understand that even if the voice was audible, listening to what the speakers said was difficult. Thus, the listeners should have repeated exposure and practice so that they can easily comprehend the pronunciation.

Generally, most of the participants said that the authentic audio materials are good for improving their listening comprehension and listening self-efficacy even though few of them reported lack of time, the speed of the speaker and pronunciation as challenges. Most of them stated that by listening to authentic audio materials, they can get information and thereby develop their listening comprehension. In addition, they said that listening to such audio materials helps them to boost their listening self-efficacy.

Question No 4: Analyze

Item No 4 of the reflective journal inquires the research participants to explain what sense they made while they were listening to the authentic audio materials and if they came across any challenge while listening in the classroom. Concerning this question, most of the participants responded that they made good sense while listening to the authentic audio materials and they stated that they were happy. They added that it was interesting and motivating for learning.

On the other hand, a few respondents stated that the time given for listening practice is not enough (short duration) and the speed and pronunciation are difficult. For example, Participant E-35 said, “I feel very excited. But, the time is short.” One can understand from this quote that more listening practice time is required to bring about a better listening skills’ improvement.

Participant E-14 said, “It is difficult but, it requires time and deep thinking. The materials are important.” From this particular quote, one can understand that the material is difficult as it requires time for practice. It is known that as with other language skills, the improvement of listening skills requires rehearsal.

However, participant E-30 said, “It is interesting for me. Some words are difficult for me at first listening.” It is apparent from this participant’s response that the materials are interesting even though the words can be difficult during the first listening experience. In line with this, Ianiro (2007) affirms that when students have difficulty understanding authentic texts, teachers can provide temporary support for minimizing the difficulty of the text by helping them teaching key words. Therefore, teachers have great roles in helping the students to deal with authentic audio materials and they have to help them make extensive listening practice.

Correspondingly, participant E-39 said, “It is positive; I enjoyed it. However, the pronunciations of some words are difficult.” Therefore, one can realize from this explanation that listening to authentic audio materials creates enjoyment; however, some words may be difficult to comprehend due to native speakers’ accents. Therefore, it is apparent from most of the participants’ responses that authentic audio materials are good for listening skills improvement, and they are interesting even though few of the participants said that issues like pronunciation, speed and time are difficult.

Question N_o 5: Conclusion

Question N_o 5 requests the participants to draw conclusions concerning what they have learned from listening to the authentic audio materials and what else they could have done. In response to this question, many participants responded that they had improved their listening skills; they had learned the meanings of words, writing main points from the listening and they had got information. They also explained that they had learned the pronunciation of some words and how

to pay attention when listening to authentic audio materials. In addition, participant E-03 said, “I learned that when the audio starts, we have to concentrate on what we listen and take notes about the information.” This statement depicts that when listening to an audio, paying attention and taking notes are important tasks for the listeners.

Participant E-16 said, “I learned many things from the authentic audio materials such as a system for listening, a system for listening to actual or native English language speakers, many different words or sentences from the audio material, and behavior of the actual listening.” It is clear from this quotation that learners can learn many things such as listening to native speakers, developing word power and learning different sentence structures.

Participant E-10 said that listening to the audio deeply, doing matching questions, filling in the blank spaces and giving short answers were the activities that were carried out in the classroom. Furthermore, participant E-47 said, “Listening to native speakers. I practiced how to say some words.” One can understand from this quotation that the participant was involved in practicing listening to authentic audio materials. Harmers (2007) asserts that listening is one of the receptive language skills by which one extracts information. Therefore, to improve their English listening comprehension, students need to practice listening skills using audio materials.

Question No 6: Action

Question No 6 of the reflective journal enquires the research participants to explain what they will do if they are given more chances to listen to such authentic audio materials again and the way they think their listening comprehension will be improved. In response to this question, most of the participants explained that if they are made to listen to authentic audio materials again, they will improve their listening comprehension better. When dealing with various authentic materials, students’ knowledge of the target culture will be enriched and through day-to-day practice, they will find authentic listening materials no longer difficult (Mallapiang, (2014). Furthermore, most of the participants briefed that they will pay more attention to what they listen, and listen with more concentration, learn pronunciation, take more notes and do more listening activities if they are given more chances of listening to authentic audio materials.

Participant E-03 said, “If I get a chance to listen to such audio again, I will attend to it clearly and I will take notes.” From this explanation, it is apparent that repeated exposure to the

listening audio materials leads to listening clarity. i.e ideas, concepts, words and pronunciation will be more clear when a listener does repeated listening activities. This statement also shows the fact that successful listening skills are acquired over time and with lots of practice (Nor, 2014).

Similarly, Participant E-04 said,

I prepare myself again and again and I will improve my listening comprehension. In my opinion, listening comprehension will be improved in many ways. But, in this way, they will highly improve or they are good materials to improve our listening comprehension.

From the aforementioned research participant's clarification, it is notable that although there are many ways of improving listening comprehension, listening to authentic audio materials repeatedly is considered one way. Participant E-11 also said, "I will comprehend better." This statement also shows that listening to authentic audio materials can result in the development of listening comprehension. Furthermore, participant E-16 said, "Listening to the authentic audio again has many importance. E.g. to imitate correct pronunciation, to provide correct answers to questions. After listening, my listening comprehension is improved and I am motivated." From this particular quote, one can understand that listening to authentic audio materials can help to learn how words are pronounced by native speakers through imitation. In addition, after listening to such materials, students can respond to various listening comprehension questions. Generally, it is notable that having practical listening activities using authentic audio materials is vital for improving EFL students' listening comprehension.

Question No 7: Additional Reflections from the Study Participants

The research participants were also asked to write down if they have any additional ideas concerning the use of authentic audio materials in English language listening classes. In line with this question, the participants replied that authentic audio materials are important for English listening skills' improvement. Participant E-06 said, "Every student should participate in it as it improves listening ability." Therefore, from the participant's responses, one can understand that authentic audio materials are vital for the improvement of students' listening comprehension. In addition, participant E-18 also said, "Generally, the authentic audio which we listened to already initiated us to look for different way to improve our English listening skill." We can understand

from this explanation that the respondent did not have exposure to English authentic audio materials previously; however, the exposure obtained during the training helped him to think about authentic audio materials that can help to improve English listening comprehension. Therefore, one can recognize that even though authentic audio materials are good for improving the participants' listening comprehension, students do not usually have exposure to them.

4.3.2 Summary of the Qualitative Findings

The reflective journal was administered to the treatment group to get the participants' responses concerning the event that took place in the classroom when authentic audio materials were played. In addition, it requests the participants to write down what they were thinking and how they were feeling while they were listening to the materials, and to describe the good and bad sides of the authentic audio materials. Additionally, it inquires the participants to explain the sense they made while they were listening to the authentic audio and if they came across any challenge while listening in the classroom and to draw conclusions about what they have learned from listening to the authentic audio materials. Furthermore, it asks the participants to explain what they would do if they are given a chance to listen to such authentic audio materials again and the way they think their listening comprehension will be improved. Moreover, they were asked to write down if they have any additional reflective ideas concerning the effect of using the use of authentic audio materials on EFL listening self-efficacy, listening motivation and listening comprehension.

In general, most of the participants responded that listening to authentic audio materials took place in the classroom in which they listened with attention, took notes, and did different listening comprehension activities. Similarly, most of the participants said that they were feeling good and interested while listening to the materials. They also stated that authentic audio materials are good for improving the listening comprehension of EFL students; however, few participants stated that pronunciation, lack of adequate practice time, and speed were the challenges they faced. The participants also raised that they had good sense while listening to the authentic audio materials in the classroom. Regarding what they would do if they are given the chance of listening to authentic audio materials again, most of the participants said that they will practice listening more and more and try to develop the skill of note-taking too. Moreover, they explained that since authentic audio materials are good for the improvement of students'

listening comprehension, listening self-efficacy and listening motivation, they have to practice listening using such materials.

Chapter Five: Discussions of the Findings

The main objective of this study was to investigate the effect of using authentic audio materials on EFL students' English language listening self-efficacy, listening motivation and listening comprehension. To achieve the objective of this study, data were collected using questionnaires, listening comprehension tests and reflective journal. Consequently, the discussions of the results are presented below.

5.5.1 Effects of the Independent Variable on the Dependent Variables

Following is a discussion on the effects of the independent variable (using authentic audio materials to teach listening comprehension) on the dependent variables (listening self-efficacy, listening motivation and listening comprehension).

5.5.1.1 Effects of Authentic Audio Materials on the Participants' Listening Self-efficacy.

The findings of the post-intervention showed that the participants who were exposed to authentic audio materials showed a higher listening self-efficacy than those who were taught using conventional materials (See Table 4.4). On the other hand, the results of the pre-intervention showed that there was no statistically significant difference between the treatment and control groups' listening self-efficacy (See Table 4.1). The listening self-efficacy level of the EFL learners plays a great role in improving their listening comprehension which further contributes to their overall academic achievements. In line with this, Ardasheva Carbonneau, Roo and Wang (2018) found that lower self-efficacy results in poor academic achievements. As a result, EFL learners need to develop their listening self-efficacy to be good listeners and better academic achievers while their stay in higher learning institutions. This indicates that boosting the students' listening self-efficacy can help students improve their English language skills in general and listening skills in particular.

In addition, the qualitative findings also show that most of the participants stated that listening to authentic audio materials helps to boost their listening self-efficacy. They also added that listening to authentic audio materials can increase their listening self-efficacy because it activates their mind. On the contrary few participants responded that even if authentic audio materials are good for improving their listening self-efficacy, lack of sufficient time for listening practice and the speed at which the speakers speak are challenges for them to comprehend;

Harmer (2007) also affirms that listening is one of the receptive language skills by which one extracts information. Consequently, to listen attentively to what their instructors teach them and to grasp the lesson that is taught in the classroom effectively, learners need to improve their listening self-efficacy.

5.5.1.2 Effects of Authentic Audio Materials on the Participant s' Listening Motivation

The post-intervention results of the study showed that there is a statistically significant difference in listening motivation between students were taught listening using authentic audio materials and students who were taught listening through the conventional method (see **Table 4.5**). Consequently, the null hypothesis which was sated as, “There is no statistically significant difference in using authentic audio materials on EFL students’ listening motivation between treatment and control groups.” was rejected.

The qualitative findings also show that most of the participants were motivated while listening to authentic audio materials. However, few of the participants asserted that the materials were difficult when listening to the first time since it is not their mother tongue. This shows that students need to have extensive listening practice to understand authentic audio materials. Since listening is a skill which requires practice, students should get an opportunity for such activities.

Ryan and Decca (2000) confirm that motivated language learners are energized towards the end of activities. In learning listening skills, motivation has an important role since motivation and listening are highly related (Goctu, 2016). Therefore, one can understand that motivation plays a key role in language learning. Concerning this, using authentic audio materials with diverse activities is helpful to motivate the learners.

Moreover, Mishan (2005) also claims that authentic materials bring enjoyment and motivation to classroom learning. When students are motivated, they will be more successful and achieve the goal that they set for themselves and this leads to academic success. Authentic materials are the most important tools a teacher can and must use in class to make his/her learning effective (Al-Azri & Al-Rashdi, 2004). One can understand from this finding that using authentic materials in the classroom makes the teaching-learning process effective, too. Moreover, Rismawati (2017) found that authentic materials reflect how the language is used in the real world. Therefore,

teaching EFL students using real language has enormous benefits for learners. The finding of this study is also similar to the one conducted by Sample (2015) in which the researcher found that authentic activities increase students' motivation.

5.5.1.3 Effects of Authentic Audio Materials on the Participants' English Language Listening Comprehension

Concerning the effect of using authentic audio materials on the participants' listening comprehension, the post-test result obtained from the t-test showed that there is a statistically significant difference in that the mean score of the treatment group is significantly high (see **Table 4.6**). Findings of the qualitative data also depict that most of the participants gave their evaluation that listening to authentic audio materials improves their listening comprehension and helps them to get information. On the contrary, few respondents reacted that although the authentic audio materials were good for improving their listening comprehension, lack of adequate practice time, and the speed and pronunciation of the speakers were challenging.

Listening comprehension can be improved with increased exposure to authentic speech as it significantly increases learners' on-task behavior (Herron & Seay, 1991; Peacock, 1997). Furthermore, Field (2008) explains that if students listen to audio repeatedly, they will build on the information that is extracted. This statement shows that if they get repeated exposure, they will improve their listening comprehension.

The finding of the present study is also analogous to a study by Dewi (2015) which found that using authentic materials influences students' listening comprehension achievement. Therefore, this statement implies that when students are trained in listening skills using authentic audio materials, their listening comprehension will increase and this leads them to achieve better academic results.

Chapter Six: Summary, Conclusions, and Recommendations

In this chapter, summaries of the findings of the study are made. Then, based on the findings of the study, conclusions are drawn and recommendations are also forwarded.

The main purpose of this study was to investigate the effect of using authentic audio materials on EFL students' listening self-efficacy, listening motivation, and listening comprehension: the case of freshman Social Sciences' Stream students at Jimma University. The study employed a quasi-experimental design. It also applied quantitative and qualitative approaches. The research paradigm that underpins the study is post-positivism. The study's populations were first-year Jimma University students who were assigned to Social Sciences' Stream in 2022. Jimma University was selected using a convenience sampling technique since the researcher has been teaching there for many years. Among the total number of first-year Sciences' Stream students assigned to Jimma University in 2022, two groups were randomly selected and assigned into treatment and control groups.

Concerning the selection of authentic audio materials, the guiding principle by Lee (1995) was employed. Accordingly, five authentic audio materials were selected and downloaded from different BBC websites. Most importantly, the materials were chosen on the basis following four guiding principles:

1. Textually authenticity;
2. Compatibility with the course objectives;
3. Suitability for the approach we adopt and;
4. Suitability for the tasks/activities designed (Lee, 1995).

Then, the audio materials were cut into manageable lengths using an audio trimmer software called wave pad. Furthermore, the following instruments were used for collecting data: EFL Learners' Self-efficacy about Listening Skills, Intrinsic Motivation, Extrinsic Motivation, and Amotivation subscales (LLOS- IEA), Reflective Journal, and Listening Comprehension Test. The validity and reliability of the instruments were also checked. Furthermore, procedures followed for data collection and intervention were extensively discussed. Finally, an independent samples t-test was computed for the analysis of the quantitative data. On the other hand, Atlas. ti version 7 was used for the analysis of the qualitative data. Moreover, basic assumptions to be fulfilled for employing parametric tests were verified.

6.1 Summary of the Overall Study

The purpose of this study was to investigate the effect of using authentic audio materials on EFL students' English language listening self-efficacy, motivation and comprehension. To address this research topic, the following research questions were formulated and answered:

1. Is there a statistically significant difference in the mean values of listening self-efficacy between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?
2. Is there a statistically significant difference in the mean values of listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?
3. Is there a statistically significant difference in the mean values of listening comprehension between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method?

To achieve the objectives of this study, the following data collection instruments were employed: A Questionnaire on EFL learners' self-efficacy about listening skill, questionnaire on Intrinsic Motivation, Extrinsic Motivation, and Amotivation subscales (LLOS- IEA), Listening Comprehension Test and Reflective Journal. The results of the quantitative data were analyzed using an independent samples t-test. On the other hand, the results of the qualitative data were analyzed using Atlas. ti version 7.

Concerning the first research question, an independent sample t-test was run to see if there was a statistically significant mean difference between the treatment and control groups concerning listening self-efficacy. Based on the analysis, a statistically significant difference was observed between participants who were taught listening using authentic audio materials and students who were taught listening using the conventional method during the post-intervention.

Similarly, concerning research question no 2, which states if there is a statistically significant difference in listening motivation between students who are taught listening using authentic audio materials and students who are taught listening through the conventional method, a

statistically significant difference was found based on the analysis of the post-intervention results.

To answer research question no 3, the result of the listening comprehension test which was administered during the post-test showed a statistically significant difference between the treatment and control groups. Therefore, it is evident from the results of these findings that authentic audio materials can improve EFL students' listening comprehension.

Concerning the qualitative data, which were collected to assess the treatment group students' perceptions of the use of authentic audio materials on their listening self-efficacy, listening motivation and listening comprehension, the findings of the qualitative data depicted that most of the participants of the study replied that the use of authentic audio materials helps them to develop their listening self-efficacy, listening motivation and listening comprehension. On the other hand, a few participants of the study responded that even if the authentic audio materials are good for developing EFL listening comprehension, improving listening self-efficacy and activating listening motivation, the pronunciation, the speed, and some vocabularies are difficult and the time allocated was not adequate.

6.2 Conclusions

Based on the findings of the study, the following conclusions are drawn:

- ✚ The mean values in listening self-efficacy, listening motivation and listening comprehension of the treatment and control groups are statistically different favoring the treatment group. Therefore, it can be concluded that using authentic audio materials in EFL listening classes can help learners' to improve their listening self-efficacy, listening motivation and listening comprehension.
- ✚ Furthermore, the quantitative results are supported by the qualitative findings.

6.3 Recommendations

Based on the findings of the study, the following recommendations are forwarded:

- EFL Communicative English Language Skills I (FLEn 1011) instructions should be supported by carefully selected authentic audio materials.

- EFL instructors should utilize e-resources effectively by selecting and downloading authentic audio materials from websites such as BBC when teaching the listening section of the course Communicative English Language Skills I (FLEn 1011).
- EFL students' should be given more listening practice time; as they listen for more time, their assurance of comprehending the listening materials will increase making them more confident.
- To deal with the pronunciation difficulties of native speakers, learners need to have repeated exposure to listening to authentic audio materials since listening practice is the key.
- More key vocabularies need to be taught at the pre-listening stage and the frequency of listening to authentic audio materials has to be increased for the listeners. .
- EFL students should apply interactive processing which comprises both bottom-up and top-down processing models while listening to authentic audio materials in the classrooms.
- EFL students should be given more listening practice time while they listen to authentic audio materials in the classroom. The more they listen, the better they understand.
- Since this study dealt with authentic audio materials, future researchers may focus on using authentic video materials in EFL listening classrooms.

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Appendix –A: Questionnaire on EFL Learners' Self-efficacy about Listening Skill

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear students,

I am conducting a research for my PhD dissertation entitled, *“The Effects of Using Authentic Audio Materials on EFL Students’ Listening Self-efficacy, Motivation and Comprehension: the Case of 1st year Social Science students at Jimma University.”* Therefore, I kindly request you to respond to the following questions. Your genuine response is vital for the successful completion of this study. The responses you give will be kept confidential and you are also not required to write your name. For any clarification, please, do not hesitate to ask.

Thank you in advance for your cooperation!

Researcher’s contact information:

Researcher’s Name: Salilew Abebe

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Jimma, Ethiopia

Participant’s code: _____

Direction: Please, put a tick mark (√) in the box for your choice on the extent to which you agree or disagree to the following statements(1 = *Strongly Disagree*; 2 = *Disagree*; 3 = *No Idea*; 4 = *Agree*; and 5 = *Strongly Agree*).

No	Items for measuring Listening Self-efficacy	1	2	3	4	5
1.	I can do different activities for improving my listening skill.					
2.	In a listening practice, although I understand almost every word, the big problem is that I do not have the ability to keep all of them in my mind.					
3.	I have the ability to concentrate on the content to which I listen.					
4.	I believe that my proficiency in listening skill will improve through practice.					
5.	I am sure that if I practice listening more, I will get better mark in the course.					
6.	I can understand listening activities given to me in the class very well.					
7.	I cannot understand English spoken by native speakers.					
8.	I do well in the English listening tasks.					
9.	I am smart at working on English listening activities.					
10.	I complete listening activities given to me with in the given time.					
11.	Even if the listening practice in the class is difficult and I cannot understand it completely, I can find a strategy to answer most of the related questions.					
12.	I am very stressed during the listening class.					
13.	I enjoy doing listening practice, when the speaker speaks fast.					
14.	I enjoy doing listening practice with a proficient partner.					
15.	Comprehending listening tasks given to me in the classroom are easy for me.					
16.	When I am doing a listening practice with a computer at home, it is not important that how difficult it is because I repeat it so much that I can understand it.					
17.	I enjoy meeting tourists who speak English because I can listen to what they say and understand them well.					
18.	Listening tasks given to me in the classroom are challenging to comprehend for me.					
19.	In the listening class, when the teacher asks a question, I am usually the first to give response.					
20.	I am confident to answer any listening questions I am asked in class.					

Appendix –B: Language Learning Orientations Scale- Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) questionnaire.

**Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature**

Dear students,

I am conducting a research for my PhD dissertation entitled, “*The Effects of Using Authentic Audio Materials on EFL Students’ Listening Self-efficacy, motivation and Comprehension: the Case of 1st year Social Science students at Jimma University.*” Therefore, I kindly request you to respond to the following questions. Your genuine response is vital for the successful completion of this study. The responses you give will be kept confidential and you are also not required to write your name. For any clarification, please, don’t hesitate to ask.

Thank you in advance for your cooperation!

Researcher’s contact information:

Researcher’s Name: Salilew Abebe

Cell phone: +2519- 13-09-51-34

E-mail: salilewabebe@gmail.com

Jimma, Ethiopia

Participant’s code: _____

Why do you learn listening skills?

Direction: Using the scale below, indicate to what extent each of the following items corresponds to one of the reasons why you learn listening skills. Why do you learn listening skills? Please, encircle your choices.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
1	2	3	4	5

Why do you learn English listening skills?

No	Items designed for measuring English listening Motivation	<i>Scales</i>				
Amotivation						
1.	Honestly, I don't know; I really feel that I am wasting my time in working on English listening activities.	1	2	3	4	5
2.	I once had good reasons for working on English listening skills; however, now, I wonder whether I should continue.	1	2	3	4	5
3.	I can't see why I participate on English listening activities.	1	2	3	4	5
4.	I don't know; I can't understand what I am doing in working on English listening activities.	1	2	3	4	5
5.	I am simply working on English listening skills' activities; however, it does not benefit me.	1	2	3	4	5
6.	I have no intention to work on English listening tasks.	1	2	3	4	5
7.	I am not competent to learn English listening skills.	1	2	3	4	5
Extrinsic Motivation - External Regulation						

1 = Does not correspond at all 2 = Corresponds a little

3 = Corresponds moderately 4 = Corresponds a lot 5 = Corresponds exactly

8.	If only I develop good English listening skills, I will find a high-paying job.	1	2	3	4	5
9.	I learn English listening skills in order to obtain a more prestigious job later on.	1	2	3	4	5
10.	I learn English listening skills because I want to have "the good life" later on.	1	2	3	4	5
11.	I learn English listening skills because it makes me get good grade.	1	2	3	4	5
12.	Because I benefit a lot being accepted by English community.	1	2	3	4	5
13.	I learn English listening skills to prove to myself that I am capable of listening to English language.	1	2	3	4	5
14.	I learn English listening skills because when I succeed in English listening skills, I feel important.	1	2	3	4	5
15.	I learn English listening skills to show myself that I am capable of comprehending listening.	1	2	3	4	5
16.	Because I want to show myself that I can succeed in English listening skills.	1	2	3	4	5
17.	I am learning English listening skills because I think it will enhance myself esteem.	1	2	3	4	5
18.	I learn English listening skills because failing to understand What native speakers say makes me lose my confidence.	1	2	3	4	5
19.	I learn English listening skills because I think that learning English listening skills will help me better prepare for the career I have chosen.	1	2	3	4	5
20.	I learn English listening skills will enable me to enter the job market in a field that I like.	1	2	3	4	5
21.	Learning English listening skills helps me make a better choice regarding my career orientation.	1	2	3	4	5

1 = Does not correspond at all 2 = Corresponds a little

3 = Corresponds moderately 4 = Corresponds a lot 5 = Corresponds exactly

22.	I learn English listening skills because I believe that attending additional English listening classes will improve my competence as a worker later on.	1	2	3	4	5
23.	I learn English listening skills because I have personally decided to learn.	1	2	3	4	5
24.	I learn English listening skills because learning English listening skills is crucial for my future goals.	1	2	3	4	5
25.	I learn English listening skills because learning English listening skills is valuable in my life.	1	2	3	4	5
Intrinsic Motivation - to know						
26.	I learn English listening skills because I experience pleasure and satisfaction while learning new things through listening.	1	2	3	4	5
27.	I learn English listening skills for the pleasure I experience when I discover new listening strategies that I have never seen before.	1	2	3	4	5
28.	I learn English listening skills for the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1	2	3	4	5
29.	I learn English listening skills because learning English listening skills allows me to continue to learn about many things that interest me.	1	2	3	4	5
30.	I learn English listening skills because I enjoy listening to English pronunciation.	1	2	3	4	5
31.	I learn English listening skills because I enjoy listening to English from podcasts.	1	2	3	4	5
32.	I learn English listening skills because I experience pleasure and satisfaction while improving my English listening skills.	1	2	3	4	5
33.	I learn English listening skills for the pleasure I experience while surpassing myself in learning it.	1	2	3	4	5

1 = Does not correspond at all 2 = Corresponds a little

3 = Corresponds moderately 4 = Corresponds a lot 5 = Corresponds exactly

34.	I learn English listening skills for the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1	2	3	4	5
35.	I learn English listening skills for the satisfaction I feel when I am in the process of accomplishing difficult listening activities.	1	2	3	4	5
36.	I learn English listening skills because learning English listening skills allows me to experience a personal satisfaction in my quest for excellence in my studies.	1	2	3	4	5
37.	I learn English listening skills for the pleasure that I experience when I master English listening skills.	1	2	3	4	5
38.	I learn English listening skills for the satisfaction I experience in achieving my goal of learning English listening skills.	1	2	3	4	5
39.	By learning English listening skills, I feel competent.	1	2	3	4	5
40.	I learn English listening skills for the intense interesting feelings I experience when listening to English language spoken by native speakers.	1	2	3	4	5
41.	I learn English listening skills for the pleasure that I experience when I listen to interesting authentic listening materials.	1	2	3	4	5
42.	I learn English listening skills for the pleasure that I experience when I feel completely absorbed by scholars' making speech in English.	1	2	3	4	5
43.	I learn English listening skills for the "high" feeling that I experience while listening about various interesting issues.	1	2	3	4	5
44.	I learn English listening skills because learning English listening skills makes me fun.	1	2	3	4	5
45.	I learn English listening skills because I feel excited when I see someone who comprehends a listening text.	1	2	3	4	5

Appendix – C: Listening Comprehension Test (30 items)

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear students,

I am conducting a research for my PhD dissertation entitled, *“The Effects of Using Authentic Audio Materials on EFL Students’ Listening Self-efficacy, Motivation and Comprehension: the Case of 1st year Social Science students at Jimma University.”* Therefore, I kindly request you to listen carefully to the listening audio played to you for three times and respond to the following questions accordingly. Your genuine response is vital for the successful completion of this study. The responses you give will be kept confidential and you are also not required to write your name. For any clarification, please, do not hesitate to ask.

Thank you in advance for your cooperation!

Researcher’s contact information:

Researcher’s Name: Salilew Abebe

Cell phone: +2519- 13-09-51-34

E-mail: salilewabebe@gmail.com

Jimma, Ethiopia

Participant’s code: _____

Instruction: Listen very carefully to the audio about caves and choose the correct answer for each of the following questions based on the information you get from the listening. Write your answer in the space provided (1 mark each).

Part – I Table Completion

Instruction: Complete the table below with the information from the listening (1 mark each).

Three main reasons for Cave formation		
Dissolution	Volcanic Lava Tubes	Action of Waves
Usually and most commonly involves 1 _____	Good examples in 2 _____	Generally quite 3 _____

Limestone
caves

Often have formations made of 4 _____ carbonate e.g. stalactites, stalagmites and 5 _____

In the
1950s

Some cavers heard the sound of 6 _____ underneath some large boulders on the cave 7 _____. It is sign of a deeper 8 _____. It looks until 9 _____ for a group of cavers to gain 10 _____ to start digging.

Part- II True/False

Instruction: Based on the audio you have listened to, write “True” if the statement is correct and “False” if it is “wrong” on the space provided.

_____ 11. The number of caves identified and documented is enormous.

_____ 12. Lechuguilla cave is found in France.

_____ 13. Caving involves difficulties and dangers.

_____ 14. Cartography does not help in studying caves.

_____ 15. Explorations pave ways for the discovery of new caves.

Part- III Matching

Instruction: Match the words or phrases given under Column “A” with their appropriate explanations given under Column “B” (1 mark each).

Column “A”

- _____ 16. Limestone bedrock
- _____ 17. Exploration
- _____ 18. Stalagmites
- _____ 19. America, France or Australia
- _____ 20. The deepest cave in America

Column “B”

- A. ever-growing masses that result from drops of ground water growing from floor.
- B. resulted from hydrogen-sulfide from close oil deposits.
- C. helps as a prime material for cave formation.
- D. caving has long been a popular activity.
- E. Clear water cave in Borneo
- F. gives ways to the discoveries of new caves.

Part – IV Multiple Choice Questions

_____ 21. Which of the following statements is correct according to the listening?

- A. No explorations are required for a cave to be known.
- B. Studying caves is a multi-discipline activity.
- C. Cave explorations cannot be made for fun.
- D. None.

_____ 22. The documentation of the number of caves in the world _____

- A. has been done enormously since huge documentations are found in the world.
- B. has no link with concern of doing caving activities.
- C. is usually practiced by countries which have been exposed to such activities.
- D. All are correct answers.

_____ 23. Caves _____

- A. Are mysterious places.
- B. Can be formed by the effect of little acidic water.
- C. Can be formed by limestone formations
- D. All.

_____ 24. The formal name for the study of caves is called _____.

- A. Serology
- B. Scatology
- C. Stereology
- D. Speleology

_____ 25. The most common types of primary caves are _____.

- A. Volcanoes
- B. Lava tubes
- C. Stalactites
- D. Stalagmites

_____ 26. Which of the following issues is first discussed by the lecturer?

- A. The multi-disciplinary nature of speleology
- B. The issue that caves remain unknown until explored.
- C. Lechuguilla cave in New Mexico
- D. None

_____ 27. Which of the following statements is false?

- A. Many caves have been found so far.
- B. Caves can be resulted from hydrogen-sulfide from close oil deposits.
- C. Caves remain secretive until discovered.
- D. All.

_____ 28. Mammoth cave is found in _____.

- A. Borneo
- B. Switzerland
- C. America
- D. Italy

_____ 29. Which of the following countries was indicated in the listening having huge areas of limestone bedrock?

- A. France
- B. China
- C. America
- D. None

_____ 30. Sea caves _____

- A. usually erode into fault lines.
- B. are formed from waves
- C. are the shortest
- D. All

Appendix – D: Reflective Journal (to be filled by students)

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear students,

I am conducting a research for my PhD dissertation entitled, “*The Effects of Using Authentic Audio Materials on EFL Students’ Listening Self-efficacy, Motivation and Comprehension: the Case of 1st year Social Science students at Jimma University.*” Therefore, I kindly request you to respond to the following questions. Your genuine response is vital for the successful completion of this study. The responses you give will be kept confidential and you are also not required to write your name. For any clarification, please, don’t hesitate to ask.

Thank you in advance for your cooperation!

Researcher’s contact information:

Researcher’s Name: Salilew Abebe

Cell phone: +2519- 13-09-51-34

E-mail: salilewabebe@gmail.com

Jimma, Ethiopia

Participant’s code: _____

3.	<p>Evaluation:</p> <p>What was good or bad about listening to the Authentic Audios?</p> <p>Did it help you improve your English listening comprehension?</p> <p>Did it help you boost your listening Self-efficacy?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4.	<p>Analyze:</p> <p>What sense can you make of listening to Authentic Audio Materials?</p> <p>Is there any challenge you faced while listening to the Authentic Audio Materials? If so, why?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5.	<p>Conclusion:</p> <p>What have you learned from listening to Authentic Audio Materials?</p> <p>What else could you have done?</p>	<hr/> <hr/> <hr/> <hr/>

		<hr/> <hr/> <hr/> <hr/>
6.	<p>Action:</p> <p>If you are made to listen to such audios again, what would you do?</p> <p>In what ways do you think listening comprehension will further be improved?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
7.	<p>If you have any additional reflective ideas, please write!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Adapted from Gibbs, (1988)

**Appendix – E: Manual for Teaching Listening Comprehension to the
Treatment Group**

**Manual provided for teaching Listening
Comprehension using Authentic Audio Materials**

Prepared by: Salilew Abebe (MA)

Feb, 2023

Jimma University, Ethiopia

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Classroom Activities designed using the Authentic Audio Materials

1. An interview- Theresa May

1.1 Pre-listening Activities

Activity – A: Individual Work

Instruction: Look at the picture below and answer questions that follow!



- A. Do you know the woman depicted by the picture above? If so, what is her name? Who is she from? What is her work?

Now, answer the following questions:

1. What is Brexit?
2. Which countries constitute European Union (EU)?
3. What do you think are the roles of parliament in a given country?
4. Can you discuss about Theresa May? Who is she? What is her responsibility?

Activity - B: Pair Work

Instruction: In pair, discuss the questions No 1-4 which are given under activity “A” above and report it to the classroom.

Activity - C: Pre-teaching Key Vocabularies

Instruction: In pairs, discuss the meanings of the following words.

- ✓ vote =
- ✓ crucial =
- ✓ withdrawal =
- ✓ delay =
- ✓ deal =
- ✓ guarantee =
- ✓ frustrate =
- ✓ integral =

1.2 While-listening Activities

Activity - A: Fill in the blanks

Instruction: Fill in the blanks with appropriate words or phrases from the listening (1st time listening).

1. The Brexit vote will not only decide Britain’s future in Europe, but the future of the _____.
2. According to Theresa May, any deal that they make with European Union will involve a _____.
3. May explained that the oppositions are trying to _____ Brexit.

4. John (the Journalist) told May that if she fails to maintain the deal, the parliament _____.
5. May explained that there are _____ options to deal about Brexit.

Activity - B: Discussion Questions

Instruction: Discuss the following questions in pairs based on the spoken text you have listened to and report to the class (2nd time listening).

1. What are the benefits of Brexit for England according to May’s explanation?
2. Discuss the options which were set to carry out Brexit?
3. Does Theresa May deal with the concerns of her colleagues with regards to discussion on Brexit?
4. How did Theresa May view the debate that took place in the parliament with regards to Brexit?

Activity - C: Matching

Instruction: In the table below, there are some statements about the Brexit from the listening. There are two responses for each statement, “Yes” or “No”. Based on the position of the PM Theresa May on the issue of Brexit, put a tick mark (√) on the box containing “Yes” option if it is her position or thick a tick mark (√) on the box containing “No” if it does not represent her position (3rd time listening).

No	Statements about Brexit	Yes	No
1.	Any deal that we can make with European Union would involve a backstop.		
2.	I don’t care about the concerns of my colleagues on the issue of Brexit.		
3.	The oppositions in the British parliament are frustrating Brexit.		
4.	The Brexit doesn’t consider the future relationship of UK with Europe.		

1.3 Post listening Activities

Activity - A: Paragraph Writing

Instruction: Write an argumentative paragraph of not more than 100 words either agreeing or disagreeing with the following statement.

“ Brexit negatively affects UK’s diplomatic relations with European countries.”

2. A British History in Weather: The Weather Indoors

2.1 Pre-listening Activities

Activity A: Individual Work

Instruction: Discuss the following questions about Indoor weather

1. Look at the picture below!



- A. What is it about?
- B. What do you observe?
- C. Do you think weather affects your way of life at home? How?
- D. Do you know the meaning of indoor weather?

Activity B: Pair Work

Instruction: Write your answers in note form and discuss them with your partner.

Activity C: Pre-teaching Key Vocabularies

Instruction: In pair, discuss the meanings of the following words.

- ✓ indoor =
- ✓ weather =
- ✓ sunny =
- ✓ temperature =
- ✓ air conditioner =
- ✓ architecture =
- ✓ buildings =
- ✓ chimney =

2.2 While-listening Activities

Activity A: Fill in the blanks

Instruction: Fill in the blanks with appropriate words or phrases that you listen from the audio.

1. It is a vertical rain that falls straight passing the _____ without touching them.
2. You _____ see so much weather and feel none of it at all.
3. At all previous times in our human history, there have been pronounced distinctions between the parts of the building.
4. You would burn if you went _____ shoes.
5. By summer _____, just about on time to define the eras of a new century, he had the blue print for a machine that would keep a factory cool and fresh all summer.

Activity B: Discussion Questions

Instruction: Discuss the following questions in pairs!

1. What was being described in the story?
2. What is the use of an indoor air condition?

Activity C: Matching

Instruction: The words under column “A” are taken from the listening audio you have just listened. Match them with their appropriate meanings given under column “B”.

Column “A”

- ___ 1. vertical
- ___ 2. entirely
- ___ 3. obvious
- ___ 4. stinging
- ___ 5. expansiveness

Column “B”

- A. hurtful
- B. totally
- C. mass
- D. horizontal
- E. upright
- F. clear

2.3 Post-listening Activities

Instruction: Write a paragraph of not more than 100 words about how you feel at home while there is a very cold weather outside.

3. The Documentary Podcast Interview: Tina Brown

3.1 Pre-listening Activities

Activity – A: Individual Work

Instruction: Answer the following questions.

1. Have you read the book entitled, “*The Palace papers*”?
2. Do you know Tina Brown?
3. Do you know the Queen of England?

Activity – B: Pair Work

Instruction: In pair, discuss the questions No 1-3 which are given under activity “A” above and report it to the classroom.

Activity – C: Pre-teaching Key Vocabularies

Instruction: In pairs, discuss the meanings of the following words.

- ✓ queen =
- ✓ longevity =
- ✓ humorous =
- ✓ representation =
- ✓ concert =
- ✓ particular =
- ✓ fun =
- ✓ audience =
- ✓ monarchy =
- ✓ remarkable =

3.2 While-listening Activities

Activity - A: Fill in the blanks

Instruction: Fill in the blanks with appropriate words or phrases from the listening (1st time listening).

1. So, her new bestselling book “The Palace papers”, she interviewed over a hundred and _____ people.
2. **The Journalist:** Well... how do you account for her _____?
3. The Queen, you know, that is the already in a way open up the Queen’s personality to a whole set of new _____.
4. **The Journalist:** Is she an _____? You’ve written a lot about other members of a family in this notion of unflappability.
5. She stood about for and her usual good job, she chose the man she knew could make her _____.

Activity - B: Discussion Questions

Instruction: Discuss the following questions in pairs based on the spoken text you have listened to and report to the class (2nd time listening).

1. Who was being interviewed?
2. What was the main idea of the interview?
3. Is Tina Brown British-American?

Activity - C: Matching

Instruction: Match the words s given under column “A” with their appropriate contextual meanings given under column “B” (3rd time listening). N.B: the words under column “A” are taken from the listening text that you have listened to.

Column “A”

Column “B”

_____ 1.celebrate

A. pertinent

_____ 2.adjustment

B. amalgamating

_____ 3.unifying

C. have fun

_____ 4.relevant

D. affiliation

_____ 5.relationship

E. modification

F. story

4. The Documentary: The River Man

4.1 Pre-listening Activities

Activity A: Individual Work

Instruction: You are going to listen to a documentary about “The *River Man*”. Before you listen, try to answer the following questions.

1. Do you know British?
2. Is Ireland an independent County?
3. Do you know James Kane?

Activity B: Pair Work

Instruction: In pairs, discuss the questions listed under activity “A” and report it to the classroom.

Activity C: Pre-teaching Key Vocabularies

Instruction: In pairs, discuss the meanings of the following words.

- | | |
|-------------------|---------------|
| ✓ partition = | ✓ downfall = |
| ✓ victim = | ✓ empire = |
| ✓ suffer = | ✓ resonant = |
| ✓ extraordinary = | ✓ brutality = |
| ✓ vanish = | |
| ✓ resign = | |
| ✓ notorious = | |
| ✓ commander = | |

4.2 While-listening Activities

Activity A: Fill in the blanks

Instruction: Fill in the blanks with appropriate words or phrases from the listening (1st time listening).

1. This is the story of the River Man, a victim of the brutality that enveloped Ireland as it freed itself from _____

2. Now, as historical files become available in _____ and _____, we're investigating what happened to James Kane, the River Man.
3. What is your _____ to this?
4. James Kane's audio came during the last war in 1919-1921. And claimed the lives of _____ people.

Activity B: Discussion Questions

Instruction: Discuss the following questions (2nd time listening).

1. What was the listening all about?
2. Is Ireland currently a British Empire?
3. What major issue happened in the story/documentary?
4. Whose story was told in the documentary?

4.3 Post-listening Activities

Instruction: Write a summary of what you have listened in a paragraph of not more than 100 words.

5. The Essay: Jazz among the British

5.1 Pre-listening Activities

Activity – A: Individual Work

Instruction: Answer the following questions.

1. Do you know jazz?
2. Can you play any musical instrument?
3. Do you anyone known by playing jazz in the world?

Activity – B: Pair Work

Instruction: In pair, discuss the questions from N_o1 - N_o 4 given under Activity “A” above.

Activity –C: Pre-teaching key vocabularies

Instruction: In pairs, discuss the meanings of the following words.

- ✓ passion =
- ✓ performer =
- ✓ embrace =
- ✓ distinctive =
- ✓ relentless =
- ✓ provoke =
- ✓ saturation =
- ✓ fascinating =
- ✓ desperation =

5.2 While -listening Activities

Activity - A: Fill in the blanks

Instruction: Fill in the blanks with appropriate words or phrases from the listening (1st time listening).

1. When I came to Britain in _____, I thought my Jazz days would pretty much behind me.
2. And the desire to play this irresistible music arrived virtually at the same _____.
3. The jazz sprit seems to symbolize a kind of ideal mode of life and some of them by happiest most full feeling memories came from _____.

4. At the same time, I was aware that living the jazz is life as a professional player was _____ and _____.
5. Given my background and _____, I found a particularly opening into the British Jazz seen which was fiber, descriptive and fascinating.

Activity - B: Discussion Questions

Instruction: Discuss the following questions in pairs based on the spoken text you have listened to and report to the class (2nd time listening).

1. What was the major point of discussion presented in the listening?
2. How did the presenter discuss his jazz life?

Activity - C: Matching

Instruction: Match the words given under Colum “A” with their appropriate meanings given under column “B”.

Column “A”

- ___1. pretty
- ___2. desire
- ___3. creativity
- ___4. distinctive
- ___5. ideal

Column “B”

- A. inventiveness
- B. distinguishing
- C. good-looking
- D. best
- E. wish
- F. honesty

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Field, J. (2008). *Listening in the Language Classroom*. Cambridge. Cambridge University Press.

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Appendix F: Conventional Materials for teaching Listening Comprehension Skills to the Control Group Listening Transcripts

Unit 1: Study Skills

Listening: Taking Notes in Lectures

In this talk ... I'm going to give you some advice on the things that you need to do in order to take effective notes in a lecture. In the talk ... I will first touch upon the factors that make lecture note taking a challenging task. I will then go on ... and talk about what preparations you need to make before the lecture. Next ... I will dwell on what you need to focus on during taking notes. Finally ... I will draw your attention to ... how you can make the best use of your notes after the lecture.

Taking lecture notes can be quite difficult and frustrating. The spoken language is transient... and ... unlike reading ... you do not control the speed at which it is spoken. Moreover... it is usually not possible to ask the lecturer to go back ... repeat a point or stop for a while. Each lecturer will have his or her own style, speed and method. Some lecturers will present well - organized material whilst ... others may ramble ... or present anecdotes ... leaving you to determine their significance. It is important to determine a lecturer's style ... and how they convey ideas ... and to adapt your note taking to suit the style. You may be able to persuade a lecturer to slow down ... or repeat things ... but you have to find a way to take notes that satisfies you and the style of the lecturer.

Before the lecture

Try to prepare yourself in advance for the lecture. If you know the topic of the lecture before the lecture is given ... try to read on the subject before attending the lecture. This will aid your understanding ... and it will be easier to make notes during the lecture ... as you will be able to focus on the most relevant information. Review your notes from any previous lectures to help you put the upcoming lecture topic in context.

During the lecture

Sit as near to the front of the room as possible where there are fewer distractions. This will help you to concentrate ... and it will also be easier to see and hear. Look at the speaker ... this will help to focus your attention ... and their mannerisms may provide clues to what is to follow ... or the importance of what is being said. However... do not let the personality or mannerisms of the lecturer put you off.

Some lecturers may provide handouts at the beginning ... or summarize at the end of the lecture ... this will help you to organize your own notes.

What to write down

There is no right answer as to what to include in lecture notes ... it depends on your purpose and ability to select and summarize. Some people write lengthy notes during lectures whilst others will take brief notes covering the important points. Listen carefully to the introduction to the lecture as this may give an indication of the structure ... and thus help you to organize your notes.

Essential information

Make a note of the module or subject name, topic, lecturer and date. This helps you if you lend your notes to a friend ... and your friend returns them a month later... or if your file unexpectedly opens and all your papers fall out ... sorting them out afterwards can be almost impossible unless you know the topic and date.

Identify themes

Listen carefully. You should be able to work out what the important themes of the lecture are. Often lecturers will outline the important points on an overhead projector slide ... and then provide examples to aid understanding. Record the key words and concepts. Jot down details or examples that support the main ideas rather than writing *verbatim* what the lecturer is saying.

Look for cues from the lecturer

Look and listen for cues from the lecturer about what is important and most relevant. This may be picked up from ... the tone, voice inflection or gestures used by the lecturer. Frequently lecturers will repeat the main points for emphasis. The lecturer may also use diagrams to illustrate important points ... or indicate specific texts or references.

Be selective

You should not try to write down every word that the lecturer says. You will not be able to write at speaking speed ... and if you try to record everything ... the likely result will be incomprehensible notes. Spend time listening and attempt to record the main points and illustrations. If you are writing as fast as you can ... you cannot be a discriminating listener.

After the lecture

As soon as possible after the lecture ... review your notes while they are still fresh in your mind, rewriting them where necessary. This will refresh your memory ... and enable you to identify any gaps from examples and facts that you did not have time to write down during the lecture. Try to follow up anything that is unclear whilst your memory is still fairly fresh. Reading the recommended texts and references will help to fill any gaps in your notes.

(Adapted from Payne and Whittaker, 2000)

1.1 Listening: What is a lecture?

While studying at university, you will be exposed to a lot of information in relation to your field of study. This information will reach you mainly through reading and listening to lectures. However, it will not be possible for you to remember all the information that you have read or heard later when you want to use it for different purposes, for example, to answer questions during examinations. This means that you need to take notes when reading and listening to lectures. Thus, taking notes is an important skill that you need to develop in order to be successful in your university studies. In this unit, you will listen to a talk on how to take lecture notes and practice the skill of taking notes.

Activity 1.1.1: A short survey

1. As mentioned earlier, note taking is one important study skill you need to develop, but it is not the only type of study skill you need to develop as a student. There are other study skills such as time management and organizing information. Read the list of studying habits or skills of highly effective students in the table below, and put a tick mark against the habits that you have already developed.
2. If there are any habits you haven't already developed, decide whether you want to develop them or not and explain the reasons to your neighbor. Put a tick mark under the 'Yes' or

‘No’ columns in the table to show your decisions.

No.	Habits	Already developed	Want to develop in future	
			Yes	No
1.	They do not attempt to cram all their study into one session.			
2.	They plan when they are going to study.			
3.	They study at the same time.			
4.	They have study time that has a specific goal.			
5.	They never procrastinate their planned study session.			
6.	They start with the most difficult subject first			
7.	They always review notes before starting an assignment.			
8.	They make sure they are not distracted while they are studying.			
9.	They use study groups effectively.			
10.	They review their notes, schoolwork and other class materials over the weekend.			

Activity 1.1.2: Pre-listening

Before you listen to the talk, look at the following questions and discuss your answers in groups of three or four. One student will report the results of your discussion to the whole class.

1. What is a lecture?
2. Who gives a lecture?
3. Have you listened to lectures before? When? Where?
4. If you have, what did you do during the lecture apart from listening?
5. What do the following words mean? (Your teacher will help you if you do not know their meanings.)

- transient - distractions - verbatim - cues - discriminating

Activity 1.1.3: While-listening

1. Now listen to the talk once and, as you listen, match the things that you have to do in column **A** with the purposes for doing them in column **B**.

A (What you do)	B (Purpose for doing)
1. If possible, read on the subject before attending the lecture. _____	a. to get an indication of the structure of the lecture and to be able to organize your notes
2. Sit near the front of the room as much as possible. _____	b. to refresh your memory and make your notes more complete with points that you did not have time to write down during the lecture
3. Listen carefully to the introduction to the lecture. _____	c. to focus on what is important and most relevant
4. Look and listen for cues from the lecturer. _____	d. to understand the subject and make it easier for you to take notes
5. As soon as possible, review your notes after the lecture. _____	e. to concentrate and make it easier for you to see and hear

Check your answers with those of another student.

2. Listen to the talk again, take notes and answer the questions below individually. Then, discuss your answers in groups of three.

When taking notes, remember the following points:

- Do not try to write down everything that the lecturer says. Focus only on the main points and important details
- Do not try to take notes in complete sentences. Use words and phrases.
- As much as possible, use abbreviations (shortened forms of words) and symbols instead of writing words in full.

3. In what ways may lecturers be different?

4. Why should you make a note of the topic, the lecturer and the date during note taking?

5. What are some of the ways in which lecturers can assist you in taking notes?
6. What will happen if you try to write down everything?

Activity 1.1.4: Post-listening

1. Write a paragraph of about 100 words explaining some of the problems you face when you listen to a lecture. Before you start writing the paragraph, plan the content of your paragraph in an outline form, write your paragraph based on your plan, and revise and edit it before you read it to a neighbor or to the whole class. You can also give your paragraph to a classmate who can give you feedback on the language of your paragraph.

Unit 2: Health and Fitness

2.1 Listening: Zinedine Zidane

Zinedine Zidane

Zinedine Yazid Zidane was born on 23 June 1972 in La Castellane, Marseille, in Southern France. He is the youngest of five siblings. Zidane is a Muslim of Algerian Kabyle **descent**. His parents, Smaïl and Malika, **emigrated** to Paris from the village of Aguemoune in the Berber-speaking region of Kabylie in northern Algeria in 1953 before the start of the Algerian War. The family, which had settled in the city's tough northern districts of Barbès and Saint-Denis, found little work in the region, and in the mid-1960s moved to the northern Marseille suburb of La Castellane in the 16th **arrondissement** of Marseille. His father worked as a **warehouseman** and **nightwatchman** at a department store, often on the night shift, while his mother was a housewife. The family lived a reasonably comfortable life by the standards of the neighbourhood, which was **notorious** throughout Marseille for its high crime and unemployment rates. Zidane credits his strict **upbringing** and his father as the "guiding light" in his **career**.

Zinedine Yazid Zidane, popularly known in French as **Zizou** (pronounced [zizu]), is a **famous** French former professional football player who played as an attacking midfielder. He is the current manager of La Liga club Real Madrid. Widely regarded as one of the greatest players of all time, Zidane was an **elite** playmaker renowned for his **elegance**, vision, passing, ball control, and technique. He received many individual **accolades** as a player, including being named Federation of International Football Association (FIFA) World Player of the Year in 1998, 2000 and 2003, and won the 1998 Ballon d'Or. He was voted Ligue 1 Player of the Year in 1996, Serie A Footballer of the Year in 2001, and La Liga Best Foreign Player in 2002.

Zidane started his career at Cannes before establishing himself as one of the best players in the French Division 1 at Bordeaux. In 1996, he moved to Juventus where he won **trophies** including two Serie A titles. He moved to Real Madrid for a world record fee at the time of €77.5 million in 2001, which remained unmatched for the next eight years. In Spain, Zidane won several trophies, including a La Liga title and the Union of European Football Association (UEFA)

Champions League. In the 2002 UEFA Champions League Final, he scored a left-foot volleyed winner which is considered to be one of the greatest goals in the competition's history.

Capped 108 times by France, Zidane won the 1998 FIFA World Cup, scoring twice in the final, and was named to the All-Star Team. This **triumph** made him a national hero in France, and he received the Légion d'honneur in 1998. He won UEFA Euro 2000, and was named Player of the **Tournament**. He also received the Golden Ball for Player of the Tournament at the 2006 World Cup, despite his **infamous** sending off in the final against Italy for head butting Marco Materazzi in the chest. He retired as the fourth-most capped player in France history.

In 2004, he was named in the FIFA 100, a list of the world's greatest living players compiled by Pelé, and in the same year was named the best European footballer of the past 50 years in the UEFA Golden Jubilee Poll. Zidane is one of eight players to have won the FIFA World Cup, the UEFA Champions League and the Ballon d'Or. He was the ambassador for Qatar's successful bid to stage the 2022 FIFA World Cup, the first Arab country to host the tournament.

After retiring as a player, Zidane transitioned into coaching, and began as his head coaching career at Real Madrid Castilla. He remained in the position for two years before taking the **helm** of the first team in January 2016. In his initial two and a half seasons with Madrid, Zidane won the UEFA Champions League an **unprecedented** three times consecutively, won the UEFA Super Cup and FIFA Club World Cup twice each, as well as a La Liga title, and a Supercopa de España. This success led to Zidane being named Best FIFA Men's Coach in 2017, but he resigned in May 2018. Following poor results by the club in the **subsequent** months, Zidane returned to Real Madrid as manager in March 2019.

(From Wikipedia, the free encyclopedia)

Pre-listening

In the listening text, there are some words taken from French. Besides, two abbreviations (acronyms) are found. Before you read loud the text, write these names of places written in French, acronyms and abbreviation on board and have a discussion with students to make them follow you.

1. Ask them to identify which ones of the following words they know very well. Then, order them to identify which ones are they the name of places, persons, clubs and award (prize)?

- La Castellane /la kastèlin/ Barbès Saint Denis Real Madrid
- Marseille Kabylie La Liga Ballon d'Or
- Kabyle/kabiel/ France Algeria Marco Materazzi
- Cannes Juventus Légion d'honneur Pele
- Smaïl Malika Yazid Qatar
- Zidane **Zizou (Zizu)** Serie A Aguemoune/æguwmán/
- Supercopa de España Spain Bordeaux /bɔrdou/

2. Ask students what these initials refer to

a) FIFA _____

b) UEFA _____

3. Draw the table on your note book. Then, put the above words which you know very well in the following table.

<i>Names of people</i>	<i>Names of Places or countries</i>	<i>Names of seasonal tournaments</i>	<i>Names of football clubs</i>	<i>Names of Awards</i>

While-listening

1. Listen carefully while the instructor is reading you quickly. Then, complete the table above based on the information you get from your listening.

<i>Names of People</i>	<i>Names of Places or countries</i>	<i>Names of seasonal tournaments</i>	<i>Names of football clubs</i>	<i>Names of Awards</i>

Post-listening

Copy the words which are written in bold type in the listening text. Then, tell students guess the meanings of these words.

Unit 3: Cultural Values

3.1 Listening: Cultural tourism

Cultural Tourism

(Audio available at <https://www.youtube.com/watch?v=2Cd8HJDwvTI>)

Cultural tourism or culture tourism is a sub-set of tourism concerned with a country or region's culture specifically the lifestyle of the people in those geographical areas, the history of those people, their art, architecture, religions and other elements that help shape their way of life. Cultural tourism includes tourism in urban areas particularly historic or large cities and their cultural facilities such as museums and theatres. It can also include tourism in rural areas showcasing the traditions of indigenous cultural communities that is festivals, rituals and their values and lifestyle as well as niches like industrial tourism and creative tourism. It is generally agreed that cultural tourists spend substantially more than standard tourists do. This form of tourism is also becoming generally more popular throughout the world. And a recent OECD report has highlighted the role that cultural tourism can play in regional development in different world regions. Cultural tourism has been defined as the movement of persons to cultural attractions away from their normal place of residence with the intention to gather new information and experiences to satisfy their cultural needs. These cultural needs can include the solidification of one's own cultural identity by observing the exotic other. Cultural tourism has a long history and with its roots in the Grand Tour is arguably the original form of tourism. It is also one of the forms of tourism that most policy makers seem to be betting on the future. The World Tourism Organization, for example, asserted that cultural tourism accounted for 37% of global tourism and forecast that it will grow at a rate of 15% per year. Such figures are often quoted in studies of the cultural tourism market, for example, by Water (1993), but are rarely backed up with empirical research. A recent study of the cultural consumption habits of Europeans (European Commission, 2002) indicated that people visited museums and galleries abroad almost as frequently as they did at home. This underlines the growing importance of cultural tourism as the source of cultural consumption. The generalization of cultural consumption on holiday, however, points to one of the main problems of defining cultural tourism. What is the difference between cultural visits on holiday, cultural tourism and cultural visits undertaken during leisure time at home? Much of the research undertaken by the Association for Leisure and Tourism Education (ATLAS) on the international cultural tourism

market (Richards, 1996, 2001) has in fact underlined the high degree of continuity between consumption of culture at home and on holiday. In spite of these problems policy makers and tourist boards and cultural attraction managers around the world continue to view cultural tourism as an important potential source of tourism growth. There is a general perception that cultural tourism is good - tourism that attracts high spending visitors and does little damage to the environment and local culture while contributing a great deal to the economy and support of culture. Other commentators, however, have suggested that cultural tourism may do more harm than good allowing the cultural tourist to penetrate sensitive cultural environment as the advance guards of the mass tourist.

Unit introduction

In this unit you will listen to a lecture on cultural tourism and read about the culture of a specific cultural community which defied the cultural norms of the society at large. It is hoped that this unit will help you become more aware of the cultural values of some communities and the importance of respecting different cultural values and the contribution of cultural communities to tourism. You will also study the uses of different tenses and do some grammar exercises. Moreover, you will write paragraphs based on the listening and reading you are going to do.

3.1 Listening: Cultural tourism

Activity 3.1.1 Defining culture and cultural values

1. There are many definitions of the word 'culture'. Your teacher will give you a couple of definitions of 'culture'. Before that what do you understand by the term 'culture'? Write your definition in one sentence in the space below and read it to your neighbor.

2. Now work in groups of three or four and draw up a list of characteristics that can make cultural groups different from each other and tell your teacher when you have finished. For example, religion can be one characteristic that can distinguish one cultural group from another.

3. Conduct a whole-class discussion on the basis of the following questions:

a. Why is it difficult to define the word 'culture'?

- b. Why do people identify with cultures and cultural groups?
 - c. How do you feel about the terms ‘culture’ and ‘cultural groups’? If you like the term, why? If not, why not?
 - d. What other term would you prefer (national group, ethnic group, or no term at all)? Why?
4. What do you think cultural values are? Cultural values are the core principles and ideals upon which an entire community exists. For example, one cultural value we have as Ethiopians concerning the proper upbringing of children is that children should be spanked or beaten when they disturb or when they become a nuisance. Work in pairs and list three to five cultural values most of us share here in Ethiopia.

Activity 3.1.2: Pre-listening

1. Tell your neighbor what is going on in the picture below and where it happens. If you have been in a similar situation, you can share your experiences with the whole class.



2. Before you listen to the lecture, work in pairs and discuss your answers to the following questions.

a. Why do you think many Americans and Europeans visit cultural attractions in Ethiopia and other places every year?

b. Have you ever visited a cultural attraction like a museum, a monument or a cultural festival by going away from your place of residence? If you have, why have you done it and with whom?

c. Is there any cultural group you would like to visit and why?

d. What can we do as a country to promote our cultural heritage like *Irecha*, *Timket* or *Fichee Chambalala*?

e. What do you think are some of the potential dangers of a large number of tourists coming to visit specific cultural groups like the *Hamer* in Ethiopia?

3. The following phrases are taken from the lecture ‘Cultural Tourism,’ which you are going to hear in a few minutes. The phrases are probably new to you, so discuss what they mean with your neighbor and if you are not sure what they mean, look them up or ask your teacher.

- the Grand Tour

- advance guards.

4. The following sentences are taken from the lecture you are going to hear. While you listen to the lecture, fill in the blank spaces and discuss, if necessary, the meanings of the sentences with your teacher.

a. Cultural tourism includes tourism in _____ areas particularly historic or large cities and their cultural _____ such as museums and theatres.

b. These cultural needs can include the _____ of one's own cultural identity by observing the _____ other.

c. Other _____, however, have suggested that cultural tourism may do more _____ than good allowing the cultural tourist to penetrate sensitive cultural environment as the advance guards of the _____ tourist.

5. Below you find a list of six sentences. Three of them are found in the lecture, but the other three are not in the lecture. Listen to the lecture again and put a tick in the boxes against the sentences found in the lecture and compare your answers with a neighbor's.

- This form of tourism is also becoming generally more popular throughout the world.
- Cultural tourism research has also grown rapidly, particularly in fields such as cultural consumption, heritage conservation, and its relationship with the creative economy.
- Cultural tourism has recently been reaffirmed by the UNWTO as a major element of international tourism consumption, accounting for over 39% of tourism arrivals.
- What is the difference between cultural visits on holiday, cultural tourism and cultural visits undertaken during leisure time at home?
- Thus, they promoted the flourish of culture and created the initial cultural identity in Europe.
- In spite of these problems policy makers and tourist boards and cultural attraction managers around the world continue to view cultural tourism as an important potential source of tourism growth.

Activity 3.1.3: While-listening

1. Listen to the lecture once again and complete the table below using the required specific information in each column. Compare your notes with your neighbor's and improve or expand your notes.

Types of tourism or tourists mentioned	Sources cited by the speaker	Names of organizations mentioned	Benefit(s) of cultural tourism	Criticism against cultural tourism

2. Listen to the lecture again and write ‘True’ or ‘False’ to the following sentences based on the information you have heard in the lecture. Compare your answers with a neighbor’s; you have to provide evidence from the lecture for your answers.

- a. Cultural tourism is definitely the first form of tourism. _____
- b. Cultural tourism excludes big cities and gives emphasis to rural areas. _____
- c. Standard tourists spend in the countries where they visit more than cultural tourists do. _____
- d. Sex tourism is one type of tourism that the speaker has mentioned in his lecture. _____
- e. Cultural tourism can help tourists to strengthen their own sense of identity. _____
- f. Cultural tourism is showing signs that it may slow down in the next few decades. _____
- g. One of the criticisms against cultural tourism is that it may open doors to mass tourism which may negatively affect a specific culture. _____

Activity 3.1.4: Post-listening

1. Write a paragraph of about 100 words on the benefits and dangers of cultural tourism using your notes above and by doing a quick search on the Internet. Then, exchange your paragraphs with a partner and give feedback and comments on each other’s paragraphs. Try to include both positive as well as critical comments. Receive the feedback and comments and revise your paragraph.

Unit 4: Wildlife

4.1 Listening: Human-wildlife interaction

4.1 Listening: Human-wildlife interaction

Human interactions with wildlife are a defining experience of human existence. These interactions can be positive or negative. People compete with wildlife for food and resources, and have eradicated dangerous species; coopted and domesticated valuable species; and applied a wide range of social, behavioral, and technical approaches to reduce negative interactions with wildlife. This conflict has led to the extinction and reduction of numerous species and uncountable human deaths and economic losses. Recent advances in our understanding of conflict have led to a growing number of positive conservation and coexistence outcomes. I summarize and synthesize factors that contribute to conflict, approaches that mitigate conflict and encourage coexistence, and emerging trends and debates. Fertile areas for scholarship include scale and complexity, models and scenarios, understanding generalizable patterns, expanding boundaries of what is considered conflict, using new tools and technologies, information sharing and collaboration, and the implications of global change. The time may be ripe to identify a new field, anthrotherology, that brings together scholars and practitioners from different disciplinary perspectives to address human–wildlife conflict and coexistence.

Adopted from: Nyhus, (2016)

4.1 Listening: Human-wildlife interaction

Activity 4.1.1: Discussing pictures of wildlife

1. Look at the three pictures below.
 - a. What is happening in each picture?
 - b. Why is it happening?
 - c. In which of the picture(s) is positive human-wildlife interaction exhibited (shown)?
 - d. In which picture(s) is the interaction negative?
 - f. What do you think should be done to change human-wildlife conflict into healthy co-existence?
2. Write your answers in note form, and get ready to discuss them with your partner's.

Picture 1



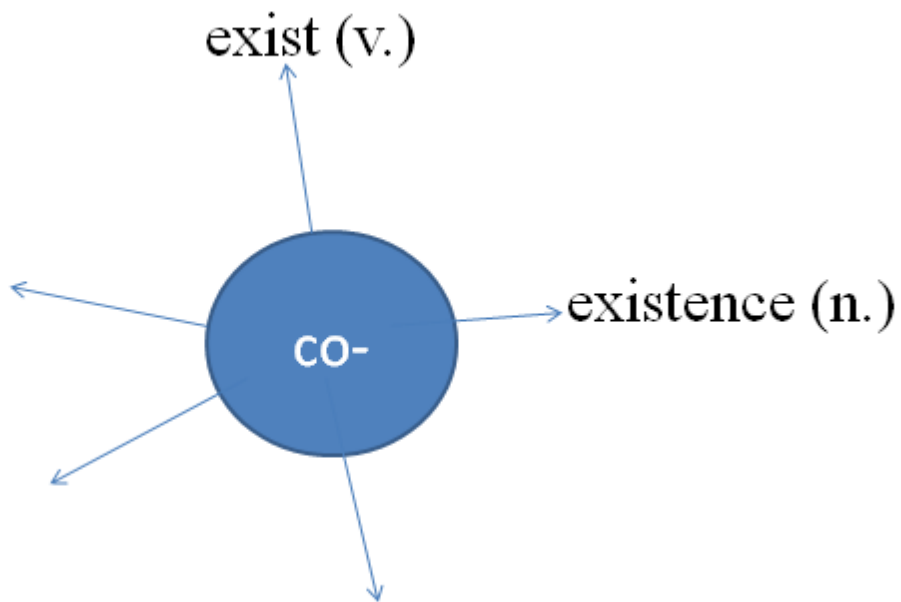
Picture 2



Picture 3



3. Now, discuss your answers in small groups before some of you explain them to the whole class.
4. Do you know the meaning of ‘_co-existence’? What does ‘co-existence’ mean? How is it formed? Can you list other words formed in this way? Complete the following chart as homework.



Activity 4.1.2: Listening comprehension

A. Listen as your teacher reads a short paragraph about human-wildlife interaction. Remember to write some relevant notes while you listen.

B. Discuss your notes with a partner and improve them.

C. Study the following questions individually before you listen while your teacher reads out the text again.

1. Human interactions with wildlife can be _____ or _____.

2. Reasons for which people compete with wild animals include _____ and _____.

3. People tried to minimize negative interactions with wildlife using the following approaches:

a. _____

b. _____

c. _____

4. The human-wildlife conflict led to:

a. _____

b. _____

c. _____

d) _____

5. What are the two positive effects of the recent advances in our understanding of the nature of human-wildlife conflict?

a. _____

b. _____

6. What possible areas/issues are available for future research studies concerning human-wildlife interaction? List three of them.

a. _____

b. _____

c. _____

D. Listen as your teacher reads out the text for a second time. This time, answer some or all of the questions.

- F. Listen to your teacher once more. This time, you should be able to finalize your answers.
- G. Now, discuss your answers in small groups before you discuss them with your teacher.

Activity 4.1.3: Follow-up activity

1. The writer uses _____ information in the text that you listened to.
 - a. persuasive
 - b. statistical
 - c. factual
 - d. subjective
2. The text is most likely taken from _____
 - a. a newspaper
 - b. a research report
 - c. an eyewitness account
 - d. a diary

Unit 5: Population

5.1 Listening: Population density

5.1 Listening: Population density

Population density is a measurement of population per unit area, or exceptionally unit volume; it is a quantity of type number density. It is frequently applied to living organisms, most of the time to humans. It is a key geographical term. In simple terms, population density refers to the number of people living in an area per square kilometer.

Population density is population divided by total land area or water volume, as appropriate. Low densities may cause an extinction vortex and lead to further reduced fertility. This is called the Allee effect after the scientist who identified it. Examples of the causes of reduced fertility in low population densities are:

- Increased problems with locating sexual mates
- Increased inbreeding

Population density is the number of people per unit of area, usually quoted per square kilometre or square mile, and which may include or exclude for example areas of water or glaciers. Commonly this may be calculated for a county, city, another territory or the entire world.

The world's population is around 7,800,000,000 and Earth's total area (including land and water) is 510,000,000 km² (197,000,000 sq. mi.). Therefore, from this very crude type of calculation, the worldwide human population density is approximately $7,800,000,000 \div 510,000,000 = 15.3$ per km² (40 per sq. mi.). However, if only the Earth's land area of 150,000,000 km² (58,000,000 sq. mi.) is taken into account, then human population density is 50 per km² (129 per sq. mi.). This includes all continental and island land area, including Antarctica. Furthermore, if Antarctica is also excluded, then population density rises to over 55 people per km² (over 142 per sq. mi.).

However, much of the Earth's land mass consists of areas inhospitable to human habitation, such as deserts and high mountains, and population tends to cluster around seaports and fresh-water sources. Therefore, additional criteria are needed to make simple population density values meaningful and useful.

Several of the most densely populated territories in the world are city-states, microstates and urban dependencies. In fact, 95% of the world's population is concentrated on just 10% of the world's land. These territories have a relatively small area and a high urbanization level, with an economically specialized city population drawing also on rural resources outside the area, illustrating the difference between high population density and overpopulation.

Deserts have very limited potential for growing crops as there is not enough rain to support them. Thus, their population density is generally low. However, some cities in the Middle East, such as Dubai, have been increasing in population and infrastructure growth at a fast pace.

Cities with high population densities are, by some, considered to be overpopulated, though this will depend on factors like quality of housing and infrastructure and access to resources. Very densely populated cities are mostly in Asia (particularly Southeast Asia); Africa's Lagos, Kinshasa and Cairo; South America's Bogotá, Lima and São Paulo; and Mexico City and Saint Petersburg also fall into this category.

City population and especially area are, however, heavily dependent on the definition of "urban area" used: densities are almost invariably higher for the centre only than when suburban settlements and intervening rural areas are included, as in the agglomeration or metropolitan area (the latter sometimes including neighboring cities).

In comparison, based on a world population of 7.8 billion, the world's inhabitants, if conceptualized as a loose crowd occupying just under 1 m² (10 sq. ft) per person would occupy a space a little larger than Delaware's land area.

Adopted from: Wikipedia, the free encyclopedia

5.1 Listening: Population density

Activity 5.1.1: Pre-listening

You are going to listen to a talk on population density. Before you listen, answer the following questions.

1. Look at the picture on the next page. Which country do you think this picture was taken from? How do you know?
2. Is the area crowded (occupied by a large number of people) or is it sparsely populated (contains a small number of people)? Why do you think this area (the country we just mentioned) was chosen?
3. Do you know the meanings of the words 'population', 'dense', and 'density'? If you don't know their meanings, don't worry! Below are some definitions!

Population: a. the whole number of people or inhabitants in a country or region
b. the total of individuals occupying an area or making up a whole

Dense: marked by compactness or crowding together of parts

The word '**density**' is derived from the word '**dense**'. Can you now guess the meanings of '**density**' and '**population density**'?

Density: _____

Population density: _____

4. You are going to listen to a talk about 'population density'. What do you expect to learn from the talk? Write your answer briefly.

Discuss your answers to the above questions in groups of three or four. Try to reach an agreement and get ready to share your answers to the whole class (through your representatives). Remember that the topic of the text you are going to listen to is population density.

Picture



Activity 5.1.2: While-listening

A. Listen as your teacher reads out the text on population density. Remember to write relevant notes as you listen and to discuss them later on.

B. Now, study the following questions before you listen to the talk again.

1. What does population density mean? Population density means _____
2. Population density is a geographical term often applied to _____, particularly to _____.
3. Population density can also be defined as population divided by _____ or _____.
4. The effects of low population density include:
 - a. _____
 - b. _____

5. Population density can be calculated for:

- a. _____
- b. _____
- c. _____
- d. _____

6. Over half of the Earth's land mass is suitable for human habitation.

- a. True
- b. False
- c. Information not given

7. Towards the end of the talk, you hear the word 'inhospitable'. Can you guess its meaning?

Choose the best alternative. 'Inhospitable' means _____.

- a. habitable
- b. unexplored
- c. hostile
- d. welcoming

8. How were you able to work out the meaning of 'inhospitable'?

C. Now, listen to your teacher again. This time you can answer some of the questions or all of them.

D. Listen to your teacher once more. This time, you have to finalize your answers.

E. Discuss your answers in small groups before a whole-class discussion is carried out.

Activity 5.1.3: Post-listening

1. In the listening exercise in this unit, you learned the negative effects of low population density. How about if an area is densely populated? Is large population an advantage or a disadvantage? Listen as your teacher reads out a text in which the writer expresses worries about the ever-growing world population. Write a short paragraph (4-7 lines) showing your agreement or disagreement with the writer. Support your argument with strong evidence. When you finish, revise your paragraph before you give it to a partner for comments and feedback.

Appendix-G: Materials used for the Experiment

A Laptop Computer



WSJAR E-6222A Speaker

