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The Use of Authentic Audio Materials for Developing Listening Skills in the EFL

Classroom

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RESUMEN

Esta síntesis de investigación tiene como objetivo analizar los efectos del uso de materiales de audio auténticos en el desarrollo de habilidades auditivas en estudiantes de inglés como lengua extranjera. Para la recopilación de datos de esta investigación bibliográfica descriptiva, se analizaron de forma minuciosa 20 artículos publicados desde el año 2012 hasta la fecha. Los resultados revelaron que el uso de materiales de audio auténticos es beneficioso para desarrollar las habilidades auditivas de los estudiantes. Entre los efectos lingüísticos se encontró una mejora en la pronunciación y comprensión auditiva. Además, entre los efectos no lingüísticos se evidenció aumento en la motivación e interés de los participantes. Por tanto, una de las conclusiones indica que el uso de materiales de audio auténticos en el aula de EFL es favorable para el proceso de aprendizaje de EFL, especialmente en el desarrollo de habilidades auditivas. Como recomendación para futuros estudios se sugiere investigar en profundidad el tipo de material de audio auténtico adecuado para cada nivel del marco común europeo y cómo aplicar estos materiales en nuestro contexto. Además, sería recomendable realizar más investigaciones experimentales en Ecuador ya que los estudios que tienen relación con este tema mayoritariamente se realizaron en Asia.

Palabras claves: Habilidades auditivas. Materiales de audio auténticos. Estudiantes de inglés como lengua extranjera. Aula de inglés como lengua extranjera.



ABSTRACT

This research synthesis aims to analyze the effects of the use of authentic audio materials on the development of listening skills in students of English as a foreign language. For the data collection of this descriptive bibliographic research, 20 articles published from 2012 to date were meticulously analyzed. The results revealed that the use of authentic audio materials is beneficial for developing students' listening skills. Among the linguistic effects, an improvement in pronunciation and listening comprehension was found. In addition, among the non-linguistic effects, an increase in motivation and interest on the part of the participants was evidenced. Therefore, one of the conclusions indicates that the use of authentic audio materials in the EFL classroom is favorable for the EFL learning process, especially in the development of listening skills. As a recommendation for future studies, it is suggested that more studies investigate in depth the type of authentic audio material suitable for each level of the common European framework and how to apply these materials in our context. In addition, it would be advisable to conduct more experimental research in Ecuador since most of the studies related to this topic were conducted in Asia.

Keywords: Listening skills. Authentic audio materials. EFL students. EFL classroom.



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DEDICATION

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INTRODUCTION

Authentic audio materials are valuable materials that have been used as learning tools in education to develop listening skills (Herron & Seay, 1991). Indeed, listening is a fundamental element of any language since students learning a language before developing the ability to identify and vocalize words must first listen to those words repeatedly (Asher, 1977).

Therefore, as a tool to improve listening in learning a new language, authentic audio materials have played an essential role in teaching English as a foreign language (EFL) learners (Barker & Watson, 1984). Authentic audio materials as learning tools have been found to be efficient in education because many EFL learners have improved their listening comprehension skills by using these types of materials (e.g., Dewi, 2018; Ghaderpanahi, 2012; Melanlioglu, 2013).

In many countries where traditional methods are used for teaching the English language, reading and writing skills are emphasized (Thomas, 2014). Additionally, in many cases, English is used only inside the classroom because it is not spoken in the places they live (Barker & Watson, 1984). In addition, many English teachers generally do not use authentic audio materials in their classrooms because “these materials are still considered unpopular” (Qamariah, 2016, p.147). For these reasons, this study aimed to analyze the reported effects of authentic audio materials on EFL students’ listening skills. The compiled information might be significant for pre or in-service teachers in Cuenca or other nationwide places to know how authentic audio materials help students achieve meaningful learning.

On the following pages, six chapters are presented. The first one is the description of the research, which consists of the background, statement of the problem, rationale, and the research question. The second chapter presents the theoretical framework to provide a clear idea about various definitions and key terms. The third chapter consists of the literature review,



which provides a brief description of each literary paper considered for this research. These descriptions focused on displaying relevant information that aids in answering the research question of this project. Chapter 4 presents the methodology and criteria established for the selection of articles. In Chapter 5, nine tables are presented to analyze effects, materials, and perceptions. Finally, the last part contains the conclusions and recommendations.



Chapter I

Description of the Research

1.1. Background

Students learning a new language often need to listen to words repeatedly before acquiring the ability to identify and articulate those words (Asher, 1977). Therefore, from the group of the language main skills: writing, speaking, reading, and listening, listening plays a crucial role because developing proficiency in listening comprehension is the key to achieve proficiency in speaking (Dunkel, 1986). Thus, during the learning process of a new language, authentic audio materials have played an essential role in teaching EFL learners because these materials may help them develop language proficiency (Barker & Watson, 1984).

Several research studies have confirmed the contribution of authentic audio material to various aspects of language proficiency; for example, many EFL learners have improved their listening comprehension skills by using these types of materials (e.g., Dewi, 2018; Ghaderpanahi, 2012; Melanlioglu, 2013).

Authentic audio materials are considered spoken language materials used by native speakers of the language in everyday settings (Rogers & Medley, 1988), such as phone messages, radio broadcasts, podcasts, audiobooks, movies, videos, DVDs, and television programs (Ianiro, 2007). It is essential to explain that the terms that will be used in this study to refer to these types of listening materials are ‘aural’ and ‘audio.’ According to the Cambridge Dictionary (n.d.) and Merriam-Webster dictionary (n.d.), both terms are defined as “relating to hearing.” Therefore, these terms aural and audio will be used interchangeably.



1.2. Statement of the Problem

In many countries where the English language is taught only with standard techniques, the reading and writing skills are practiced more than the others (Thomas, 2014).

Consequently, listening skills are considered a weakness by the majority of English learners, which makes learning English, more difficult for them (Zhang, 2013).

Additionally, English is used only inside the classroom in many cases because it is not the first language of learners; therefore, EFL learners have few opportunities to listen to English in a real context (Barker & Watson, 1984). If teachers do not correctly pronounce the target language they are teaching, students will not have a good model to imitate. Therefore, they get used to hearing that type of (wrong) pronunciation, which makes that students have difficulties understanding a native or correct pronunciation (Elliot, 1995). Hence, students can have great difficulty interacting with a native speaker or a proficient speaker (Ballard & Winke, 2017).

Besides, teaching English without authentic listening materials could not encourage students to develop their listening skills in the classroom. In contrast, the use of these materials would motivate and help them achieve a better result (Saida, 2013). Therefore, the use of authentic audio materials in the classroom allows EFL students to experience direct and instant contact with input data, which implies real communication in the target language (Breen, 1985).

In addition, according to our practicum experiences in public high schools in Ecuador, the majority of the students do not have an appropriate English level. It is necessary to mention that practicum is a course of study designed particularly for the preparation of teachers that implies the practical implementation of prior studied theory (Merriam-Webster, n.d.). We



noticed that teachers, in general, do not use authentic audio materials in the classroom. It seems that these types of materials are not very common among teachers in our context. According to Calle et al. (2019), the reason for the low English level of students in public schools in Cuenca is that teachers do not have an appropriate methodology to teach English as a foreign language since they apply the traditional methodology in which the teacher is the focus of the class, and there is no interaction with their students.

1.3. Rationale

As mentioned before, many English teachers generally do not use authentic audio materials in their classrooms because “these materials are still considered unpopular” (Qamariah, 2016, p.147). It could be because authentic audio materials contain informal and natural features of the spoken language, and non-authentic audio materials that are used in the classroom contain artificial recorded language for language texts that usually have a slow pace, which makes some teachers consider them more understandable for learners (Jaya, 2014; Qamariah, 2016). Listening skills have long been taught in a neglected and deficient way in many EFL programs (Mendelsohn, 1994). Therefore, EFL learners do not naturally develop their listening skills because these skills have been underdeveloped, which minimizes students’ confidence regarding their target language communicative competence (Gilakjani & Ahmadi, 2011).

Several research studies have proved authentic audio materials in the EFL context as a useful pedagogical tool in the classroom (Herron & Seay, 1991). For instance, Ghaderpanahi (2012) found that EFL students enhanced their listening comprehension skills through authentic aural materials. Tamo (2009) stated that EFL students enjoy using authentic audio materials since they are exposed to a real-life language to interact, which provides a different



learning experience. Besides, Melanlioglu (2013) found that authentic audio materials improved students' listening skills and increased their motivation and active participation in the class.

This research study might be significant for pre or in-service teachers to know how authentic audio materials help students achieve meaningful learning. Therefore, this study will analyze the reported effects of authentic audio materials on EFL students' listening skills.

1.4. Research Question

- What are the reported effects of authentic audio materials on the EFL students' listening skills?

1.5. Objectives

1.5.1. General Objective

To analyze the reported effects of the use of authentic audio materials on EFL students' listening skills.

1.5.2. Specific Objectives

- To synthesize the reported effects of authentic audio materials on EFL students' listening skills.
- To determine the most common authentic audio materials used in EFL contexts.
- To know the students' and teachers' perceptions of the use of authentic audio materials.



Chapter II

Theoretical Framework

In this section, theories and concepts related to the development of the listening skill are presented to understand the significance of introducing authentic audio materials in EFL teaching. Some of the terms that will be defined are listening skill, language learning/acquisition hypothesis, authentic and non-authentic audio materials, the relationship between authentic audio material and language acquisition-learning, pragmatics and intercultural competence, problems EFL students face with listening, and strategies to get effective listening.

2.1. Listening: Definition

Listening is recognized as an essential component in foreign language acquisition (Feyten, 1991). Then researchers have found several definitions for the listening skill.

According to Rost (1994), listening is the ability to hear in a mental channel by which people understand the words and relate to the world surrounding them. Listeners must internalize and interpret information according to the sociocultural contexts and elements of a language; thus, they need to differentiate and identify sounds, vocabulary, grammatical structures, stress, and intention (Wipf, 1984). Besides, Newton and Nation (2020) said that the ability to listen is how a listener understands a message sent by a speaker. Again, for a long time, listening was considered a passive process that did not need assistance to be developed (Osada, 2004). However, later, it began to be recognized as one of the most important skills, defined as an active process that is responsible for allowing listeners to assimilate and interpret the audiovisual data to comprehend what the speakers are trying to communicate based on the socio-cultural context (Thompson & Rubin, 1996). Thus, according to Osada (2004) and



Walker (2014), the listening skill was no longer seen as a passive skill but as a skill whose features should be actively acquired by learners.

Moreover, Asher (1977) stated that students learning a language frequently need to listen to the words many times before identifying and pronouncing those words. Krashen (1988) supported this with his monitor model based on the hypothesis of comprehensible input. He mentioned that comprehensible input is a crucial and necessary ingredient for acquiring language because it does not force early foreign language production. Still, it allows students to understand the language first and then produce it when they are ready. Therefore, according to Dunkel (1986), listening is the most significant skill among the four main language skills because it develops proficiency in listening comprehension, and it is essential to achieve proficiency in speaking.

2.2. Language Acquisition-Learning Hypothesis

The Acquisition-Learning Hypothesis was proposed by Stephen Krashen and is part of the Second Language Acquisition theory, which states that there are two ways for developing linguistic skills. According to Schütz (1998), this hypothesis is the most dominant and known among linguists and language teachers because it is based on the distinction between acquisition and learning; and the need for comprehensible input. Additionally, Dunkel (1991) mentioned that this hypothesis shows the fundamental role listening plays in second language acquisition and learning. Therefore, since this theory is directly connected with listening skills, it is necessary to state the difference between language acquisition and language learning.

2.2.1. Language Acquisition

According to Krashen (1982), language acquisition refers to the natural assimilation of language, a process based on intuition and subconscious learning. Besides, language



acquisition results from real interactions between people and the target language environment and culture, where the learners develop their communicative ability (Krashen, 1982; Schütz, 1998). Schütz (1998) argued that EFL learners could acquire the language of their social environment because they develop a familiarity with characteristics of the target language such as structure and vocabulary, but without theoretical knowledge, which allows the understanding of the language. Schütz (1998) also mentioned that the primary goal of language acquisition is human interaction, in which learners begin to get comprehensible input. Krashen (1982) and Schütz (1998) defined comprehensible input as the target language that listeners can understand despite not understanding all the words or not producing them. Wu (2010) said that comprehensible input is considered the most significant factor in second language acquisition because, as Krashen (1982) mentioned, it is indispensable that a learner can understand the language input to acquire a language.

Besides, another relevant point is that acquisition only occurs when the learner's language input is absorbed or internalized (Krashen, 1982; Schütz, 1998). In addition to this, Krashen and Terrell (1983) said that generally, when learners are in the initial stages, acquisition is more important than learning language rules. Learners must comprehend keywords of the target language although they cannot understand all the words because if they relate these words to the context, they will be able to infer the meaning of the sentence. In this way, EFL students will develop the ability to acquire and comprehend another language that later will be enforced with vocabulary, grammar, forms, and structures (Krashen & Terrell, 1983). Therefore, language acquisition may be one of the two main processes that allow EFL students to interact with natural language through comprehensible input, which is a significant factor in developing their listening skills.



2.2.2. Language Learning

On the other hand, language learning refers to conscious learning that results from direct instruction of language rules (Hoque, 2017; Krashen, 1982; Wu, 2010). According to Hoque (2017), language learning refers to the formal learning of a language in the classroom. It involves that learners have a conscious knowledge of the new language that usually refers to a basic understanding of the grammar (Hoque, 2017). In the same way, Schütz (1998) mentioned that the primary purpose of language learning is to transmit to the student knowledge about the language, which usually involves functions, grammatical structures, and vocabulary memorization. As Brooks (1964) argued, children in their early years generally develop informal language because they cannot yet understand explicit language features. In addition to this, Brooks (1964) mentioned that language learning allows learners to enrich their prior knowledge by using what they know in new, more advanced contexts and with more complexity because learners' language and understanding can be extended and improved. He also manifested that students can develop language proficiency through learning, incorporating the new language structures, and using them in several contexts. Thus, language learning could improve the comprehension of the input because it may help learners understand the information in a formal way. At the same time, they could realize and apply the language rules and structures (Brooks 1964; Hoque, 2017).

According to Nunan (2002), it would be better if learners had the background knowledge that allows them to perceive the information of what they listen to and try to focus on their learning, and in this way, they will become better listeners. At the same time, they will become more effective language learners. For this reason, listening is indispensable in the language classroom because it imparts input to the learners and helps them to be able to develop their listening skills (Rost, 1994).



Finally, Nunan (2002) and Renukadevi (2014) established that learning could not improve if the input is not understood appropriately. Furthermore, Renukadevi (2014) mentioned that besides the grammar rules and vocabulary that learning provides, acquisition offers other characteristics of the target language, such as environment and culture, which facilitate EFL learners to understand better the target language.

2.3. Non-authentic and Authentic Audio Materials

According to Hedge (2000), EFL students must know the differences between non-authentic and authentic audio materials. Non-authentic audio materials are materials created or adapted particularly for teaching-learning purposes (Adams, 1995; Čeranić et al., 2019; Islam, 2015; Wydia, 2017). Besides, the language of these materials is fabricated, unnatural, and simplified (Adams, 1995; Čeranić et al., 2019; Daskalos & Ling, 2006; Islam, 2015). Also, according to Islam (2015) and Čeranić et al. (2019), non-authentic materials are a great source of grammar and vocabulary that can be used as support and guide for EFL students. Thus, commonly these materials are used for teaching/learning grammar, spelling, and even pronunciation (Adams, 1995; Belaid & Murray, 2015; Čeranić et al., 2019).

Some authors claimed that inauthentic audio materials are slow-paced with minimal variations, overdone intonation patterns, well-articulated pronunciation, constantly repeated structures, more formal language, whole utterances, grammatically precise sentences, orderly interaction between speakers, and background noise absent (Hedge, 2000). Čeranić et al. (2019) stated that non-authentic audio materials could be videos and audios, which generally are auxiliary materials of textbooks and can be complemented by transcriptions to teach pronunciation, grammar, and vocabulary; electronic dictionaries that allow learners to hear the pronunciation of words; and graded audiobooks with simplified language designed primarily



for FL learners. Therefore, non-authentic materials could not allow EFL learners to identify a real-life language. These materials may make those EFL learners get used to listening to formal language, which only occurs in situations inside the classroom.

On the other hand, researchers have stated several definitions of authentic audio materials. According to Rogers and Medley (1988), authentic audio materials are known as spoken language materials used in everyday settings by native or competent speakers of a language. Besides, Tomlinson (1998) said that authentic audio materials are an excellent help for EFL students because they are used to teach a language in a natural context. Thus, using authentic audio materials in the classroom helps EFL students be part of real communication in the target language by having immediate and direct contact with input data (Breen, 1985).

Some authors stated that authentic audio materials keep a faster speed of delivery, natural intonation, natural features of speech, diversity of accents, grammatical structures employed naturally to the topic, colloquial language, incomplete utterances, reorganization in extensive or complex sentences, interruptions between speakers, and background noise is present (Devitt, 1997; Edrenius, 2018; Gilmore, 2007; Hedge, 2000). Authentic audio materials can be songs, phone messages, radio broadcasts, podcasts, audiobooks, movies, videos and DVDs, television programs, news clips, TV commercials, game shows, cartoons, comedy shows, soap operas, lectures, sales pitches, and documentaries (Ianiro, 2007; Jaya, 2014; Kadagidze, 2006; Oura, 2001). Therefore, these materials can be only audio or also contain visual aids that can help FL learners to comprehend and familiarize themselves with real-life language without difficulty because they find these materials attractive and fun (Jaya, 2014). Besides, using authentic audio materials can allow EFL learners to “take part in and become accustomed to the natural language, as native and foreign speakers of English use it” (Edrenius, 2018, p.33).



2.4. Relationship between Authentic Audio Material and Language Acquisition-Learning

Authentic audio materials allow learners to acquire and learn the target language. Through the acquisition, the focus is on the meaning and understanding of the message, while through learning, the emphasis is on grammar rules, function, and form (Krashen, 1982; Pinsonneault, 2008).

According to Bennett and Zuber (2014), these materials engage students' attention that helps to acquire the language and provides a considerable amount of comprehensible input. Besides, Pinsonneault (2008) mentions that when comprehensible input occurs in EFL learners through the use of authentic audio materials, it is the result of the previous knowledge that learners have about the target language. The listener works with this prior knowledge to make sense of what he hears, adjusting the context and situation within which the listening takes place (Nunan, 2002). Additionally, Edrenius (2018) and Pinsonneault (2008) state that the use of authentic audio materials helps EFL learners to enhance and develop knowledge of the language; this type of material prepares them for the language they will encounter in real-life contexts.

As a result, learners can listen to and use the language to acquire and expand their target language knowledge (Edrenius, 2018). Therefore, authentic audio materials may be tightly involved in the learning-acquisition process of a language, and through the comprehensible input, learners could develop their listening skills. At the same time, EFL learners could familiarize themselves with pragmatics and intercultural competence.



2.5. Other Dimensions of Language Learning: Intercultural and Pragmatic

Competence

For several years, it has been considered that learning a foreign language is only achieved through form, structure, and vocabulary. Still, in recent years, social and cultural elements from the target language have been introduced. Pavičić Takač and Bagarić Medve (2013) stated that learning also depends on the level of identification toward socio-cultural factors because learning a language means learning the language of other people, which implies knowing their social and cultural components. Therefore, EFL learners should also acquire knowledge about two crucial aspects: pragmatics and intercultural competence from the target language. Regarding the first element, Çetinavci and İsmet (2017) declared that pragmatics competence recognizes the importance of using the language appropriately in social environments. It refers to using language as a means of communication, focusing on functions rather than forms, studying the processes in communication, using language authentically and in the appropriate context. It involves the learners' understanding of the speakers' intentions, their interpretation of the speakers' feelings and attitudes, evaluation of the intensity of the speaker's meaning, recognition of sarcasm, joking, and other facetious behavior, and their appropriate response (Garcia, 2004). Hence, as listeners, foreign language learners need to interpret what is said and what may be communicated non-verbally (Ishihara & Cohen, 2010). The second element related to intercultural competence defines that one main goal of interculturality is to contribute to the interaction between language learners and speakers of other languages on equal terms and to take into account their own identities and those of their interlocutors (Byram, Gribkova, & Starkey, 2002). In this way, pragmatic and intercultural competence could contribute to the development of EFL students' listening skills.



Authentic materials could be the best type for developing pragmatics and intercultural competence of EFL learners because, according to Reid (2014), authentic materials reduce the difference between the classroom and the real-life environment. They bring reality to the classroom because they contain the target language based on real situations (Reid, 2014). Besides, Reid (2014) stated that exposure to authentic audio materials allows EFL learners to contact the real-life language, customs, and way of life of the target culture. Therefore, EFL learners develop intercultural awareness through authentic audio materials because they can convey information effectively and achieve a “human relationship with people of other languages and cultures” (Byram et al., 2002, p. 7). Thus, they have to build intercultural awareness for effective communication (Galante, 2015). For this reason, learners who wish to master a language need to understand the culture of that language; in this way, EFL learners can begin to communicate appropriately with people from different socio-cultural backgrounds (Galante, 2015).

2.6. Problems EFL Students face with Listening

EFL students face problems when exposed to lectures, conversations, songs, audio, and movies. According to Underwood (1989), some of the most relevant listening problems are the following: not controlling the speakers’ speed, the listener’s limited vocabulary, and unfamiliar topics and accents.

Regarding the first problem, not having control over the speakers’ speed of the speech can make it hard for listeners to comprehend the message, especially if the speakers speak too fast (Underwood, 1989). Besides, Underwood (1989) mentioned that this implies the inability to repeat what has been said, especially with authentic audio because it contains real language in real-time contexts. Listeners cannot replay fragments of a dialogue that is spoken in a real



situation with a natural speed; thus, it could make those listeners unable to understand the whole listening passage (Gilakjani & Sabouri, 2016).

In the case of vocabulary, it is considered another significant problem in listening comprehension (Butt et al., 2010; Hassan, 2000) since the vocabulary used in a conversation is different from the vocabulary that is used in a written way (Broughton et al., 1978). The spoken language tends to be different from the written language, and it could represent a problem for the students because they may not identify the words that constitute the oral discourse (Walker, 2014). Furthermore, Gilakjani and Ahmdi (2011) and Solak and Altay (2014) expressed that if there is a lot of unfamiliar vocabulary in the dialogue, foreign language (FL) students usually cannot understand unknown words and get confused. According to Anderson and Lynch (1988), EFL students only focus on listening to isolated words and stop for a moment to try to interpret the meaning of those words instead of getting the gist or understanding the message. Hence, this problem may be associated with the lack of success of EFL students' listening comprehension.

Finally, Buck (2001) stated unfamiliar topics and accents also affect listeners' comprehension. For example, when listeners listen to an unknown topic, they usually comprehend the meaning of the message superficially. Still, they cannot understand the whole purpose of this message unless they find it familiar (Gilakjani & Sabouri, 2016). On the factor related to unfamiliar accents, Gilakjani and Sabouri (2016) established that both native and non-native could interfere with listening comprehension. Hedge (2000) noted the difficulties mentioned by several researchers: authentic audio materials can create substantial confusion for EFL students by having different accents, which are part of a foreign language's cultural context. Therefore, these factors can interfere with the complete listening comprehension process, and at the same time, an unfamiliar accent can make comprehension difficult for the



listeners (Gilakjani & Sabouri, 2016). However, this interaction allows learners to realize and comprehend linguistic and socio-cultural action in a contextually appropriate way (Tello, 2006).

In fact, Anderson and Lynch (1988) established that learning a foreign language implies more than learning the linguistic system of this language. Hwaider (2017) stated that language is an instrument that allows people to express various aspects of their life such as beliefs, ideas, realities, and emotions. Also, people can reflect on their culture and learn about the culture of the language they are studying. Moreover, Anderson and Lynch (1988) said that the lack of knowledge about the FL culture represents interference to listening comprehension. This statement can be supported by Saricoban (1999), who argued that the lack of familiarity with the socio-cultural context of the target language could be a barrier to listening comprehension. Therefore, listening problems may be directly connected to the socio-cultural context of EFL, which could imply that EFL students' listening skills cannot be correctly developed if they are not aware of this.

In conclusion, according to Walker (2014), listening skills can be considered the most complicated among all language skills. The problems mentioned previously demonstrate the complex and demanding process that the FL learners face when they try to decode and comprehend the message of the spoken discourse (Walker, 2014). Therefore, EFL students' listening skills may be difficult to develop because EFL students have to deal with these problems. Still, they could improve considerably using some strategies that facilitate their understanding of the message.



2.7. Strategies to Get Effective Listening

Katz, Sweedler, and Lawyer (2011) propose two strategies to get effective listening. First, being an active listener means concentrating on what is being said instead of just listening to the speaker's message passively, and second, listening to the main idea while observing the speaker's body language, gestures, and facial expressions.

Regarding the first strategy stated by Katz, Sweedler, and Lawyer (2011) about being active listeners, Mălureanu and Enachi-Vasluianu (2016) established that active listening implicates that the listener can think, memorize, imagine, analyze and evaluate information. Similarly, Hoppe (2006) indicated that active listening is a mental state that involves that listeners are focused and attentive to the information they receive and are able to reflect, understand, clarify, summarize and share information.

Moreover, it is important that FL learners understand the message while listening to it, store the information in mind, combine it with other utterances, and then adapt their understanding of what they hear with prior knowledge and new information (Osada, 2004). Hence, an active listener is a person who has the capacity and ability to hear and comprehend what they hear (Mălureanu & Enachi-Vasluianu, 2016).

The second strategy refers to listening to the main idea or keywords with the help of visual features such as body language, gestures, movements, and the speaker's facial expressions (Katz, Sweedler, & Lawyer, 2011), which according to Hostetter (2011), are helpful for listening comprehension. Hostetter (2011) also expressed that these visual features indirectly enhance communication because they help develop speakers' fluency and listeners' comprehension. When listeners have the opportunity to see the speakers' gestures, mouth movements, or expressions; they get a better understanding than when they do not have this



visual help (Graham & Argyle, 1975; Hostetter, 2011; Kelly, 2001; Valenzeno, Alibali, & Klatzky, 2003). Hence, listening to the main idea of the message with some visual clues could help some listeners comprehend the information in a better way.

Finally, Nunan (1999) said that it is essential that learners listen to authentic material in various ways as possible because this allows them to associate the classroom and the real world. Therefore, these materials enable students to link the language they hear in the classroom and the real world (Ianiro, 2007). Besides, it is an excellent way to develop their listening skills while learning a new language using authentic audio materials.

In conclusion, listening has an essential role in foreign language learning because it is the channel through which EFL students understand a conversation; it allows them to communicate with others (Ahmadi, 2016). According to Kurita (2012), listening comprehension can be considered a challenging skill to learn; this situation requires teachers to look for more effective listening comprehension activities different from those they usually use. Therefore, it could be helpful to apply these strategies with authentic audio materials that contribute to EFL students' listening comprehension.



Chapter III

Literature Review

According to Dunkel (1986), from the four skills, the most relevant is listening because it plays an important role both in daily life and in academic contexts for people who want to have effective communication (Yıldırım, S. & Yıldırım, Ö., 2016). If children grow up listening to authentic audio material, they will have more opportunities to understand native or proficient speakers of the target language (Al Zoubi, 2018). According to (Ianiro, 2007), authentic aural materials are cartoons, songs, radio broadcasts, podcasts, audiobooks, movies, videos from books and DVDs, and television programs, which can develop the practical use of authentic language in EFL students. Therefore, it is essential to realize the effects that the use of authentic audio material has on EFL students.

In this section, we present a review of the existing literature about the use of authentic audio materials for developing listening skills in the EFL classroom. Twenty studies have been classified according to the most relevant topics related to this analysis: the impact of authentic audio materials vs. non-authentic audio materials, strategies to use authentic audio materials, EFL learner's perceptions of the use of authentic audio materials, and factors to consider in order to select authentic audio materials.

3.1. The Impact of Non-Authentic Versus Authentic Audio Materials on the Listening Comprehension Skills of EFL Learners

Sabet and Mahsefat (2012) and Mousavi and Iravani (2012) conducted two studies with the common purpose of investigating the impact of authentic listening materials on students' listening comprehension skills. The first study had 60 university students at an elementary proficiency level in the 18-27 age range. The second study had 80 upper-intermediate Iranian



EFL students in the 16-20 age range from all language institutes of two cities in Iran. The participants of both studies were assigned to two groups. The first group, called the experimental group, was exposed to authentic listening materials, and the other group, called the control group, was exposed to simplified or non-authentic listening materials. The methodology that was applied in these studies was based on qualitative and quantitative methods, which consisted of observations and the application of tests to the participants. The results showed that using authentic listening materials made students more proficient in listening comprehension. Also, the results confirmed that students in the experimental group had positive attitudes and were satisfied with authentic listening materials. Therefore, this study indicates a positive impact on students because they improved their listening comprehension.

Equally important, the study carried out by Ghaderpanahi (2012) had the participation of 30 female undergraduate psychology majors at an intermediate level in the average age of 19 years, who were part of an EFL class at Al-Zahra University, Iran. This quasi-experimental study aimed to investigate the influences of authentic aural materials on the participants' listening ability. The study revealed an important enhancement in the listening ability of EFL students who were exposed to authentic audiotapes. The listening practice that participants had in class helped them feel more self-confident and less nervous when they listened to the language outside the classroom. Besides, the use of authentic audio materials allowed students to differentiate between the English they used to hear in class and the English they watched or listened to in real contexts. Therefore, the use of authentic audio materials contributed to improving the listening skills of EFL learners, and they became more confident.



Likewise, Melanlioglu (2013) conducted a study with eighth-grade students at an intermediate proficiency level of a public school in Ankara in the 11-13 age range, and Zhafarghandi, Barekat, and Homaei (2014) conducted a study with 60 university students at the pre-intermediate proficiency level from Rodaki Higher Institute Education in the 18-30 age range. The participants of both studies were assigned to two groups. The experimental group used authentic listening materials, and the control group used simplified listening materials. The first study aimed to investigate the impact of authentic listening materials on increasing listening comprehension and decreasing levels of listening anxiety. The second study aimed to investigate learners' attitudes towards authentic audio materials on listening skills. Both studies were based on qualitative and quantitative research. The results of the first study indicated that exposing students to authentic listening materials made them improve their listening comprehension skills, and the students had a positive decrease in listening anxiety with the use of these materials. In the second study, the results showed that exposing students to authentic listening materials made them acquire significantly positive attitudes. Therefore, these studies demonstrated that the impact resulting from the use of authentic aural materials was satisfactory and beneficial for students.

Similarly, Alijani, Maghsoudi, and Madani (2014) conducted a study with 60 female Iranian EFL learners in the upper-intermediate level in the 18-35 age range, who studied in two institutes in Esfahan. This study aimed to investigate the influences of authentic materials on the participants' listening ability. The methodology of the study was quantitative (experimental). The participants were distributed randomly into two groups (experimental and control groups). Also, the researchers used observations and tests (pre-test and post-test). The results exposed that the experimental group became more skillful than their peers in the control group in listening comprehension ability since they used authentic audio materials.



Finally, Barekat and Nobakhti (2014) and Dewi (2018) conducted two similar studies in which the participants were distributed into two groups. The experimental group used authentic audio materials, and the control group used non-authentic audio materials. The purpose of these studies was to analyze the effects of using authentic aural material on EFL students. The first study had the participation of EFL students at an intermediate level in the 19-28 age range from the English department of Novinpouyan Cultural Institute in Iran. In the second study, the participants were 76 EFL second-year students at the intermediate proficiency level in the 16-17 age range of a Junior High School in Indonesia. The studies were based on quantitative research. The results showed that the students who listened to authentic materials improved their listening comprehension. Therefore, these studies show a significant effect on EFL students' listening comprehension skills.

3.2. Authentic Audio Materials Strategies

Mallapiang (2014) carried out a study with 30 students at an intermediate level of a high school in Indonesia to determine how authentic audio materials influence students' listening comprehension. This study was based on one single group's pre-experimental research, which consisted of applying a pre-test and a post-test to check participants' understanding of songs. The results revealed that the use of authentic audio materials enhanced the students' listening comprehension. Therefore, this study demonstrated that using pre-and post-tests in listening activities with authentic audio materials could be a strategy to improve the listening skills of EFL learners.

Additionally, Kholida (2016) carried out a study with 61 students at an intermediate level in the second semester of the English Department of Stain Kediri. The purpose of this experimental study was to determine the effectiveness of YouTube materials in teaching



listening skills to university students and evaluate students' attitudes towards using these materials. The YouTube video was based on documentaries about speech, talk shows, culture, environment, and adventure activities. Each video was 5-20 minutes in length.

In this study, lesson plans were developed with three stages: pre-listening with some listening activities which included vocabulary related to the topics; while-listening in which the material was presented to the students, and they were instructed to take notes or write down keywords; and finally, post-listening in which students completed a questionnaire expressing their ideas or opinions about their experience with the use these materials, and then they checked the answers. The results showed that the students' listening comprehension increased significantly after learning with YouTube material, and also students presented a positive attitude towards using videos in learning listening skills. Hence, this study shows that using authentic audio materials with an adequate procedure could be helpful for EFL students' listening comprehension skills.

3.3. EFL Learners' Perceptions of the Use of Authentic Audio Materials

Hamda (2015) conducted a study whose purpose was to examine the EFL Saudi university students' perceptions about video material on their listening skills. The participants were 18 male students majoring in English at the intermediate level in the 18-20 age range, who were enrolled in the English 044 course for listening and speaking skills. The methodology applied was qualitative and quantitative (quasi-experimental). The respondents were asked to write a short paragraph expressing their preferences for either video utilization or audio usage and observations. The results showed that participants indicated positive attitudes in favor of video integration. Students were more interested in learning to listen with videos rather than learning only with audio. Furthermore, video stories increased students' motivation



at the intermediate level to listen and improve their pronunciation. Therefore, this study shows that videos with authentic English language audio increased students' motivation in learning.

Similarly, Soltani (2015) conducted a study with 39 second-year university students at an intermediate proficiency level in the 20-25 age range of Mohammed Kheider Biskra University in Algeria. This study aimed to explore the effects of authentic materials on EFL students' listening skills. It consisted in completing a questionnaire to collect data about students' and teachers' perceptions of authentic audio materials and their effects on students' listening ability. The results revealed that exposing students to authentic listening materials made them improve their listening comprehension skills. Besides, the results confirmed that students had positive attitudes and increased their motivation using authentic listening materials. Therefore, this study indicates that implementing authentic materials in the classroom helps enhance students' listening skills and motivates them to listen to the real language.

Likewise, Azizah (2016) carried out a mixed-method study to investigate the effects of authentic listening materials on EFL second semester students at the intermediate proficiency level of a university in Indonesia. Fifty-two participants were distributed into two groups, experimental and control groups. The results of this study showed a significant effect on the experimental group's listening comprehension skills. Besides, students presented positive perceptions towards using authentic audio materials; they considered that these materials were interesting and motivated them to learn in a real context. In conclusion, this study demonstrated that using authentic audio materials on EFL students makes them interested and motivated to develop their listening abilities.



Finally, the purpose of the studies conducted by Shian (2016) and Refai (2018) was to investigate the students' perceptions of using authentic audio materials on their listening skills. The first study had the participation of students at the pre-intermediate level of a primary school from East Malaysia. The second study had the participation of 30 students from the second semester at an intermediate level of the average age of 19 years, who were enrolled in an EFL class at Muhammadiyah Metro University, Indonesia. The first study was a case study. In contrast, the second study was based on qualitative research, which collected data through a questionnaire and open interviews. The results of the studies showed that exposing students to listening to authentic audio materials made them show positive perceptions and helped them develop listening comprehension ability and comprehend English utterances. Therefore, these studies show that using authentic audio materials helped improve the EFL students' listening ability, making them have positive perceptions.

3.4. Factors for Selecting Authentic Audio Materials

Some of the factors considered in the studies to select authentic audio materials were the students' proficiency level, complexity and content of the topic, length, quality of the audio, accessibility, and ease of use.

For example, on the use of videos, Polat and Erişti (2019) considered videos that were suitable for the level of the participants to lower participants' listening anxiety levels, and the topics were a rich experience for EFL learners by presenting intercultural information and contextualized language richness. This study aimed to analyze how authentic video materials influence foreign language listening skills. Besides, this study had 100 intermediate EFL university learners who were distributed into two groups, experimental and control groups. The control group was allowed to use non-authentic video material, while the experimental group



used authentic video material. The results showed that the students exposed to authentic video materials improve their listening comprehension, and this study also show that students have positive attitudes toward these videos.

Another example is related to the use of audiobooks. In this case, some of the factors that were mentioned in the study carried out by Kartal and Simsek (2017) were that audiobooks were neither short nor long for in-class reading, the topics were interesting for the university-level EFL students, the quality of the narration sound was excellent, and as the previous study, the audiobooks were suitable for the level of the participants. This study aimed to identify audiobooks' effectiveness in improving EFL listening comprehension in 66 first-year university students at an advanced proficiency level. In this study, two audiobooks were used and chosen according to the level of the students. The first, "The Pearl" by John Steinbeck, and the second, "The Call of the Wild" by Jack London, were both narrated by native speakers. In this case, the control group was allowed to use printed versions, while the experimental group used both printed and audio versions of the selected books. The results showed that audiobooks improved the participants' listening comprehension skills considerably and that students developed positive attitudes towards audiobooks.

Finally, on the use of podcasts, the factors mentioned in the study carried out by Abdulrahman, Basalama, and Widodo (2018) were that the tasks and activities presented in podcasts are interesting, portable, easy to use, and easily accessible. Also, this study mentioned that duration of podcasts is enough for EFL students to concentrate on listening. In addition, a similar factor mentioned in this study is that students enjoyed listening to any topics within this duration because they were considered suitable for the level of the participants. This study aimed to investigate students' listening comprehension through podcasts in 60 EFL students at the intermediate proficiency level of a high school in Indonesia who were also divided into



control and experimental groups. The results of this study showed a significant effect on the experimental group's listening comprehension skills. Besides, students presented positive perceptions towards podcasts; they considered that these materials were interesting and motivated them to learn natural language. Therefore, this study indicates that using authentic audio materials on EFL students make them interested and motivated to develop their listening abilities.

In conclusion, some of the factors to consider when using authentic audio materials in the EFL class are students' English level, interests, audio length and quality, and ease of access.



Chapter IV

Methodology

This study is a research synthesis, which is defined as an empirical task in its own right, subscribing to a “review-as- research” perspective according to Cooper and Hedges (as cited in Norris & Ortega, 2006, p. 7). That is, it implies the revision of the results of several research studies that are comparable and whose context allows the interpretation of different aspects to form then a whole unification of these results (Norris & Ortega, 2006). Hence, research synthesis will enable us to “learn from existing findings, to ‘discover what is known’” according to Light and Pillemer (as cited in Thomas, 2006, p. 279).

For this research synthesis, 20 studies were selected through the database Education Resources Information Center (ERIC) and the web search engine Google Scholar. In addition, the journals in which the articles were reviewed were: *Advances in Language and Literary Studies*, *English Education Journal*, *Educational Research and Reviews*, *Theory and Practice in Language Studies*, *Premise Journal*, among others.

There was no restriction related to the design, age of participants, number of participants, and the methodology of the studies. There were some points to take into consideration for selecting appropriate sources. First, the year of publication has to be from 2012 until now. Second, the studies necessarily have to be about authentic audio materials applied to EFL students. Third, the studies can be based on quantitative, qualitative, or mixed methods because the results can offer valuable material for this project. Additionally, all the research studies have to contain primary or secondary data, as this will help us obtain first-hand information about the topic studied. Finally, the keywords used were “authentic aural materials,” “authentic audio materials,” “listening skill,” among others.



Chapter V

Analysis

The 20 selected studies were categorized in order to answer the research question about the reported effects of authentic audio materials on EFL students' listening skills. The studies were organized in seven categories: the study's location by continent, the year of publication, the study's setting, the effects of the use of authentic audio materials, EFL students' English level, the type of authentic audio materials, and finally, teachers' and students' perceptions towards the use of authentic audio materials.

5.1. Location

Table 1. *Location*

Author (s)/Year	Location	<i>N</i>	Percentage
Ghaderpanahi (2012); Mousavi & Irvani (2012); Sabet & Mahsefat (2012); Melanlioglu (2013); Alijani, Maghsoudi & Madani (2014); Barekat & Nobakhti (2014); Zhafarghandi, Barekat & Homaei (2014); Mallapiang (2014); Hamda (2015); Soltani (2015); Ahmandi (2016); Azizah (2016); Kholida (2016); Shian (2016); Gunduz, Ozcan & Uzunboylu (2017); Kartal & Simsek (2017); Abdulrahman, Basalama & Widodo (2018); Dewi (2018); Refai (2018); Polat & Erişti (2019)	Asia	20	100%

N= 20

Table 1 presents the location by continent in which the studies chosen for this research synthesis were conducted. All the studies (100%) correspond to Asia. Therefore, since all the studies were carried out in Asia, it could be necessary to conduct studies in other locations to



have available and valid information on the use of authentic audio materials to develop EFL students' listening skills in different contexts.

5.2. Publication Dates

Table 2. *Year of Publication.*

Author (s)/Year	Year of Publication	<i>N</i>	Percentage
Ghaderpanahi (2012); Mousavi & Iravani (2012); Sabet & Mahsefat (2012)	2012	3	15%
Melanlioglu (2013)	2013	1	5%
Alijani, Maghsoudi & Madani (2014); Barekat & Nobakhti (2014); Zhafarghandi, Barekat & Homaei (2014); Mallapiang (2014)	2014	4	20%
Hamda (2015); Soltani (2015)	2015	2	10%
Ahmandi (2016); Azizah (2016); Kholida (2016); Shian (2016)	2016	4	20%
Gunduz, Ozcan & Uzunboylu (2017); Simsek (2017)	2017	2	10%
Abdulrahman, Basalama & Widodo (2018); Dewi (2018); Refai (2018)	2018	3	15%
Kartal & Polat & Erişti (2019)	2019	1	5%

N= 20

Table 2 shows the number of studies that have been conducted from the year 2012 to 2019. Although the highest percentage (20%) corresponds to the years 2014 and 2016, this table shows that at least one study was conducted every year. Therefore, this suggests that authentic audio materials have been studied every year in the EFL classroom, and the use of these materials to develop EFL students' listening skills might be continually considered as a significant topic for research.



5.3. The Setting

Table 3. *Setting*

Author (s)/Year	Setting	<i>N</i>	Percentage
Melanlioglu (2013); Shian (2016)	Elementary School	2	10%
Dewi (2018); Mallapiang (2014); Abdulrahman, Basalama & Widodo (2018)	High School	3	15%
Sabet & Mahsefat (2012); Hamda (2015); Ghaderpanahi (2012); Zhafarghandi, Barekat & Homaei (2014); Kholida (2016); Azizah (2016); Soltani (2015); Refai (2018); Ahmandi (2016); Kartal & Simsek (2017); Polat & Erişti (2019); Gunduz, Ozcan & Uzunboylu (2017)	Higher-Educational Institutions	12	60%
Mousavi & Irvani (2012); Alijani, Maghsoudi & Madani (2014); Barekat & Nobakhti (2014)	Language Institute	3	15%

N= 20

Table 3 presents the different settings in which the studies were conducted and the percentage that they represent. The highest percentage (60%) corresponds to higher-educational institutions. Besides, most students in this setting have basic knowledge and information about what happens around them; therefore, EFL students can reinforce the connection between the classroom and the real-life world (Soltani, 2015; Refai, 2018). Hence, it can be said that higher educational institutions are the preferred setting to conduct studies on the use of authentic audio materials.



5.4. The Effects of the Use of Authentic Audio Materials

The studies were divided into two categories for this analysis: linguistic effects and non-linguistic effects, represented in two tables.

5.4.1 Linguistic Effects

Table 4. *Linguistic Effects*

Category	Subcategory	N	Author (s)/Year
Listening skill	Improvement of listening comprehension	17	Sabet & Mahsefat (2012); Mousavi & Iravani (2012); Shian (2016); Ghaderpanahi (2012); Hamda (2015); Dewi (2018); Melanlioglu (2013); Zhafarghandi, Barekat & Homaei (2014); Shian (2016); Barekat & Nobakhti (2014); Mallapiang (2014); Gunduz, Ozcan & Uzunboylu (2017); Kholida (2016); Azizah (2016); Soltani (2015); Refai (2018); Ahmandi (2016); Abdulrahman, Basalama & Widodo (2018); Polat & Erişti (2019).
	Improvement of pronunciation	2	Hamda (2015); Kartal & Simsek (2017).
	Capacity to use the target language in a real context	1	Alijani, Maghsoudi & Madani (2014).
N= 20			

Table 4 shows the positive effects of the use of authentic audio materials on the linguistic skills of EFL students. The 20 studies were divided into subcategories: listening and speaking performance.



In this table, the analysis revealed that 17 studies (85%) showed that authentic audio materials had a positive effect on EFL learners' listening skills. Besides, the other studies (15%) indicated an improvement in pronunciation and capacity to use the target language in a real context. Therefore, these results might suggest that the use of authentic audio materials in an EFL classroom is useful when working on listening skills. As Mousavi and Iravani (2012) reported, the use of authentic audio materials in the EFL classroom has positive effects on learners and increases EFL learners' listening comprehension.

5.4.2 Non-linguistic Effects

Table 5. *Non-linguistic Effects*

Subcategory	<i>N</i>	Percentage	Author (s)/Year
Motivation	10	76%	Sabet & Mahsefat (2012); Hamda (2015); Barekat & Nobakhti (2014); Kholida (2016); Azizah (2016); Kartal & Simsek (2017); Gunduz, Ozcan & Uzunboylu (2017); Soltani (2015); Alijani, Maghsoudi & Madani (2014); Shian (2016).
Decrease of anxiety	1	8%	Melanlioglu (2013).
Self-confidence	1	8%	Ghaderpanahi (2012).
Frustration	1	8%	Zhafarghandi, Barekat & Homaei (2014);

N= 13

Table 5 shows the non-linguistic effects of authentic audio materials on EFL students. The 13 studies were separated into four subcategories: motivation, self-confidence, decreased anxiety, and frustration.



In this table, the ten (76%) studies reported positive effects on the motivation of EFL learners. In comparison, two studies (16%) indicated positive effects in increasing self-confidence (Ghaderpanahi, 2012) and decreasing anxiety (Melanlioglu, 2013). Therefore, these results might give the idea that students are motivated and interested in developing their listening skills by using authentic audio materials in the EFL classroom. Soltani (2015) stated that these materials increased students' interest in learning English as a foreign language. Additionally, Zhafarghandi, Barekat, and Homaei (2014) mentioned that students expressed that authentic materials increased their motivation. Hence, motivation could be considered as the key element for using authentic audio materials in language classes.

However, one study (8%) reported negative effects because EFL learners felt frustrated. Students stated that authentic materials were not better than artificial materials to use in the classroom because they were frustrated since they could not understand and communicate in real-life situations (Gunduz, Ozcan, & Uzunboylu, 2017).



5.5. EFL Students' English Level

Table 6. *EFL Students' English Level*

Category	Subcategory	N	Percentage	Author (s)/Year
Proficient User	Advanced (C1)	1	5%	Kartal & Simsek (2017)
Independent User	Pre-Advanced (B2)	3	15%	Gunduz, Ozcan & Uzunboylu (2017); Mousavi & Iravani (2012); Alijani, Maghsoudi & Madani (2014)
	Intermediate (B1)	13	65%	Melanlioglu (2013); Ghaderpanahi (2012); Dewi (2018); Barekat & Nobakhti (2014); Mallapiang (2014); Azizah (2016); Soltani (2015); Ahmandi (2016); Hamda (2015); Kholida (2016); Refai (2018); Polat & Erişti (2019); Abdulrahman, Basalama & Widodo (2018)
Basic User	Pre-Intermediate (A2)	3	15%	Sabet & Mahsefat (2012); Zhafarghandi, Barekat & Homaei (2014); Shian (2016)

N= 20

Table 6 presents the use of authentic audio material regarding EFL students' English level. The Common European Framework of Reference for Languages (CEFR) has been used to organize the categories of this table. Then each study was analyzed according to its participants' level. Thirteen (65 %) studies correspond to the intermediate level, while the rest (35 %) correspond to advanced, pre-advanced, and pre-intermediate levels. Furthermore, the results show that EFL students widely used authentic audio materials at an intermediate level.



It can be inferred that intermediate learners have the necessary English knowledge to comprehend content about different topics and, therefore, can perform activities that include authentic audio material (Refai, 2018). Besides, in most studies, the authors expressed that EFL students at the intermediate level improved their previous English knowledge by being exposed to authentic audio materials (Hamda, 2015; Kholida, 2016; Soltani, 2015). Moreover, most students agree to learn with authentic materials because they help raising their proficiency level (Soltani, 2015). Similarly, Mallapiang (2014) stated that EFL students' knowledge was enriched using authentic audio materials.

Likewise, Shian (2016) mentioned that authentic audio materials are suitable for students at the intermediate level because they do not have difficulty interpreting and identifying the content of these materials. Barekat and Nobakhti (2014) supported Shian's statement by arguing that intermediate learners have enough lexical elements and the structures necessary for using authentic audio materials.

According to Soltani (2015), using various authentic audio materials in the classroom has always been a challenge because not all students have the same English proficiency level. Thus, EFL students should have the required knowledge regarding each English proficiency level to use authentic audio materials. Then, if teachers decide to use these materials in their classrooms, they should make sure that all students are able to use them.



5.6. Type of Authentic Audio Material used for Developing Listening Skills in the EFL Classroom

Table 7. *Type of Authentic Audio Material*

Author (s)/Year	Type	N	Percentage
Mousavi & Iravani (2012); Ghaderpanahi (2012)	Audiotape	2	10%
Zhafarghandi, Barekat & Homaei (2014)	Radio broadcast	1	5%
Soltani (2015); Ahmandi (2016); Gunduz, Ozcan & Uzunboylu (2017)	Audio Tracks	3	15%
Barekat & Nobakhti (2014)	TV Show	1	5%
Shian (2016)	Audio Clips	1	5%
Azizah (2016)	News Clips	1	5%
Sabet & Mahsefat (2012); Alijani, Maghsoudi & Madani (2014); Melanlioglu (2013); Hamda (2015); Kholida (2016); Refai (2018); Polat & Erişti (2019)	Videos	7	35%
Kartal & Simsek (2017)	Audiobooks	1	5%
Mallapiang (2014); Dewi (2018)	Songs	2	10%
Abdulrahman, Basalama & Widodo (2018)	Podcasts	1	5%

N= 20

Table 7 presents a classification of the types of authentic audio material used in the 20 studies. It was found that the studies used ten different types of authentic audio material; however, videos are the ones used the most. In seven out of 20 studies, researchers used videos to develop listening skills.

In the study conducted by Kholida (2016), results revealed that the use of video as a tool to build listening skills was effective because EFL students expressed that it was easier for them to remember and understand vocabulary from the video than from any other type of authentic audio materials. Alijani, Maghsoudi, and Madani (2014) supported Kholida's



statement by stating that audio without video does not allow students to develop non-verbal features, which are part of the communication. Besides, their study showed that videos increased EFL students' listening comprehension, and at the same time, the use of videos increased EFL students' motivation and interest to develop their listening skills. As Kholida (2016) mentioned, videos are interesting, innovative, and less traditional.

On the other hand, although videos were the most used, the different types of authentic audio material, representing 65%, are also helpful for EFL students. For example, Kartal and Simsek (2017) used audiobooks in their study. The results revealed that all participants found audiobooks helpful for their pronunciation because the text and audio material enabled them to read and listen simultaneously. Besides, the participants expressed that using audiobooks made learning more comfortable and more enjoyable. Another example is the study conducted by Shian (2016) who used audio clips. The results of this study indicated that the participants approved that audio clips could be used in the language classroom. They expressed that they were more motivated to listen to something different from their teacher's voice and mentioned that audio clips familiarized themselves with the listening activities. Thus, it could be said that authentic audio materials allow creating engaging activities for developing EFL students' listening skills because these materials can be prepared and adapted according to students' interests and needs. In addition, EFL students should have the required knowledge regarding each English proficiency level to use these materials.



5.7. Teachers' and Students' Perceptions of the Use of Authentic Audio Materials

5.7.1 Teachers' Perceptions of the Use of Authentic Audio Material

Table 8. *Teachers' Views*

Author (s)/Year	Views	<i>N</i>	Percentage
Sabet & Mahsefat (2012); Melanlioglu (2013); Mousavi & Iravani (2012); Alijani, Maghsoudi & Madani (2014); Ghaderpanahi (2012); Dewi (2018); Shian (2016); Barekat & Nobakhti (2014); Mallapiang (2014); Azizah (2016); Soltani (2015); Ahmandi (2016); Hamda (2015); Kholida (2016); Refai (2018); Polat & Erişti (2019); Abdulrahman, Basalama & Widodo (2018); Gunduz, Ozcan & Uzunboylu (2017) ; Kartal & Simsek (2017).	Positive	19	95%
Zhafarghandi, Barekat & Homaei (2014).	Negative	1	5%

N= 20

Table 8 presents the teachers' views towards the use of authentic audio material regarding EFL students' English level. The 20 studies were divided into positive and negative perceptions. The analysis revealed that 19 studies (95%) presented positive teachers' views while one of the studies (5%) corresponds to teachers' negative views.

Teachers' positive views stated that EFL students could use the target language in a real context, increase their vocabulary, and learn idioms, slang, and abbreviations. (Alijani, Maghsoudi, & Madani, 2014). Some of the benefits that teachers mentioned were the increase of students' language proficiency, the facility to understanding topics, and the opportunity to learn new vocabulary, get the proper pronunciation, and speak real English as native speakers.



On the other hand, teachers' negative views considered that using authentic audio materials at any level could make EFL students misuse the grammatical rules. They could also get used to not using these grammatical rules in an authentic context (Zhafarghandi, Barekat, & Homaei, 2014). Besides, teachers' negative views stated that selecting the appropriate material according to the students' level is not easy for instructors (Zhafarghandi, Barekat, & Homaei, 2014).

5.7.2 EFL Students' Perceptions of the Use of Authentic Audio Materials

Table 9. *Students' Perceptions*

Author (s)/Year	Perception	N	Percentage
Sabet & Mahsefat (2012); Melanlioglu (2013); Mousavi & Iravani (2012); Alijani, Maghsoudi & Madani (2014); Ghaderpanahi (2012); Dewi (2018); Shian (2016); Barekat & Nobakhti (2014); Mallapiang (2014); Azizah (2016); Soltani (2015); Ahmandi (2016); Zhafarghandi, Barekat & Homaei (2014); Hamda (2015); Kholida (2016); Refai (2018); Polat & Erişti (2019); Abdulrahman, Basalama & Widodo (2018); Kartal & Simsek (2017).	Positive	18	90%
Ghaderpanahi (2012); Gunduz, Ozcan & Uzunboylu (2017)	Negative	2	10%

N= 20

Table 9 presents the students' perceptions of the use of authentic audio materials in the EFL classroom. The 20 studies were divided into positive and negative. The analysis revealed that 18 studies (90%) presented positive students' perceptions while the rest of the studies (10%) corresponds to students' negative perceptions.



Regarding positive perceptions, most students thought that using authentic audio material could be an excellent opportunity to listen and practice the target language in realistic daily life situations to improve their listening skills (Azizah, 2016; Kholida, 2016).

Additionally, students showed that they were satisfied using authentic audio material (Soltani, 2015).

On the other hand, some participants expressed that they felt uncomfortable and had difficulty understanding the audio (Ghaderpanahi, 2012) and believed that artificial materials were better than authentic materials. They considered they were not prepared enough to have this kind of material that frustrated them during the lesson (Gunduz, Ozcan, & Uzunboylu, 2017).

Finally, authentic audio materials are useful in the EFL classroom since most students benefit from them. However, paying attention to students' level and the level of complexity of audios is important to avoid.



Chapter VI

Conclusions and Recommendations

6.1. Conclusions

This research synthesis attempted to analyze the reported effects of using authentic audio material to develop EFL students' listening skills. It was achieved by examining the findings of 20 studies that have provided the necessary information, such as the location, year of publication, setting, English level, type of material, linguistic and non-linguistic effects, and the students' and the teachers' perceptions. Once the analysis has been completed, different conclusions have been reached.

Regarding EFL students' English level, the use of these materials is more recommendable at an intermediate or higher level to avoid EFL students' confusion or frustration (Alijani, Maghsoudi, & Madani, 2014). Besides, authentic audio materials are suitable for students at the intermediate level because students do not have difficulty interpreting and identifying the content of these materials and have enough lexical elements and structures necessary for using them (Barekat & Nobakhti, 2014; Shian, 2016).

Another point that the findings reported is that videos were preferred because students consider them more interesting, attractive, and less traditional than the other types of authentic audio materials (Kholida, 2016). Consequently, students feel more motivated to develop their listening skills. However, using different types of authentic audio material such as audiotapes, radio broadcasts, audio tracks, TV shows, audio clips, news clips, audiobooks, songs, and podcasts could also be beneficial to improve pronunciation (Kartal & Simsek, 2017). Authentic audio materials could make EFL students become familiarized with listening activities (Shian,



2016). Consequently, as Tomlinson (1998) stated, authentic audio materials are an excellent help for EFL students because they are used to teach a language in a real context.

Additionally, regarding listening skills, the findings from the studies reported that EFL students improved their listening skills by using authentic audio materials in listening activities (Kholida, 2016). For instance, improvement of pronunciation (Hamda, 2015; Kartal & Simsek, 2017), and their capacity to use the target language in a real context (Alijani, Maghsoudi, & Madani, 2014); furthermore, the use of authentic aural materials in the EFL classroom enhances learners' listening comprehension (Mousavi & Irvani, 2012). This improvement of learners' listening comprehension helps EFL students understand the words and relate to the world surrounding them (Rost, 1994). Therefore, EFL students' listening skills could be developed through these materials.

Furthermore, most studies showed a common finding, which is the increase of motivation. EFL students expressed that their motivation to learn English increased by using authentic audio materials since these materials helped them improve their listening comprehension (Gunduz, Ozcan, & Uzunboylu, 2017; Soltani, 2015). Indeed, as Saida (2013) stated, the use of authentic audio materials can motivate EFL students to listen to situations in the real context of a foreign language. Therefore, these materials may help to motivate EFL students to develop their listening skills.

In summary, it can be assumed that authentic audio materials are valuable tools for developing EFL students' listening skills in the classroom because they could make EFL classes attractive to students. Consequently, they could increase the motivation and interest of EFL students to develop their listening skills.



6.2. Recommendations

Authentic audio materials could be considered tools for intermediate or higher English levels because they allow EFL teachers to innovate their classes with engaging activities, making students interested in developing their listening skills in a real-life context.

In addition, for further research, it would be necessary to research in-depth the type of authentic audio material suitable for each level of the Common European Framework and how to apply these materials. Furthermore, it could be interesting to conduct experimental research in Ecuador to know if authentic audio materials could also be helpful in our context.



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