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**THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING
SKILLS TO COLLEGE STUDENTS: THE CAUSE OF BONGA
COLLEGE OF TEACHER EDUCATION**

BY

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ADDIS ABABA

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This is to certify that the thesis prepared by Kochito Mamo entitled: *The use of authentic materials in teaching listening skills to college students: the case of Bonga college of teacher education* for the degree of Degree of master of arts (teaching English as a foreign language) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Chair of Department or Graduate Program Coordinator

Abstract

The Use of Authentic Materials in Teaching Listening Skills to College Students: The Case of Bonga of Teacher Education

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The main objective of this study was to investigate the use of authentic materials in teaching listening skills to college students. For selecting students, simple random sampling technique was used. Regarding the sample size, 25% of sample students from 247 total populations of students were taken to fill the questionnaire. In this regard, 62 first year language stream (i.e. students who were taking the listening course) students were randomly selected. The study also included all the available English language instructors.

Three data gathering tools namely, questionnaire, interview and observation were used to collect required data. A questionnaire contains closed-ended items was administered to 62 sample students. In addition, semi-structured interview questions were held with all the available English language instructors who were offering different courses including listening skills. Classroom observation was carried out using structured checklist. Besides to this, library, English language improvement resource center observation was also carried out to check the sources and availability of authentic listening materials. To describe, delineate and explain the data gathered via the aforementioned tools, descriptive and qualitative methods were employed.

Results of the study showed that listening to materials such as songs, radio/TV news, films, and recordings of short stories, telephone conversation, announcements, and different interviews; etc in English exposed students to the real language. It also revealed that instructors were aware of the use of authentic materials in teaching listening skills. In addition, it showed that instructors dominantly used non-authentic materials in listening instructions.

Instructors disclosed that they had an easy access to authentic listening materials. They also indicated that students' level, interest, relevance and quality of the material should be considered in selecting appropriate authentic listening materials. Besides, instructors mentioned TV/video, radio, audiotapes and the internet as the main sources to obtain authentic listening materials.

Finally, on the basis of the major findings and conclusions reached, recommendations have been made for EFL teachers, students and further research.

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ABBREVIATIONS/ACRONYMS

- EFL= English As A Foreign Language
- ELT= English Language Teaching
- ESL= English As A Second Language
- CLT= Communicative Language Teaching
- FL= Foreign Language
- L1= First Language (Mother Tongue)
- L2= Second Language
- SLA= Second Language Acquisition
- TL= Target Language (The Language Being Learned)
- ELIC= English Language Improvement Center
- SNNPRS=South Nation Nationalities and Peoples Regional State

CHAPTER ONE

Introduction

This chapter first discusses the background of the study. Then it is followed by statement of the problem, the research objectives, and the research questions, significance of the study, scope and limitation of the study. Finally, the chapter presents conceptual definitions of terms, and organization of the study.

1.1 Background of the Study

When considering the use of authentic materials, Widdowson (1990) says that “it has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic”. The concept of authenticity was also the focus of communicative approaches to language teaching. According to Swarbrick (1994), ‘authenticity’ has been one of the key concepts of communicative movement in the language teaching from the beginning. This was so because communicative language teaching theoretically no longer used strictly structural approaches to language learning but among other things preferred the use of authentic texts, which had been created for a genuine communicative purpose. With the emphasis on using the language for real communicative needs, language teaching is focused on developing learners’ ability to use the language in an effective and appropriate way, both productively and receptively, in unrehearsed contexts sought exposure to authentic language (Brown 1994). Thus, the need to equip students with real world communication skills has required language teaching materials to be authentic so as to create access for learners to make important connections between the classroom world and the world beyond. According to Lindsay and Knight (2006), under communicative approach, learning a language means learning how to communicate effectively in the world outside the classroom. They also indicate that one of the instructional practices promoted by communicative language teaching is the extensive integration of authentic materials in the curriculum. Here, what are authentic materials in general?

Authentic material as defined by Marrow (1977) is a “stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort”

cited in (Gilmore 2007). Richards (2001) also refers it to the use in teaching of texts such as photographs, video selections, and other teaching resources that were not specifically prepared for pedagogical purposes. The use of such authentic materials in the language classroom has been claimed by scholars like Philips and Shettlesworth (1978), Clarke (1989) and Peacock (1997) as cited in (Richards 2001) for the following reasons. According them, authentic materials are significant because:

- *They contain authentic language and reflect real-world language use.* In other words, they expose students to real language use in the kinds of contexts where it naturally occurs.
- *They relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world.*
- *The use of authentic materials also supports a more creative approach to teaching.* That means its use allows teachers to develop their full potential in designing activities and tasks that better match their teaching styles and the learning styles of their students.

From the above scholars view points, we can understand that the use of authentic materials in English as a foreign language classroom is very essential to expose the learners to the target language as how it is used outside the classroom. Concerning this, most language teachers recognize the value of using authentic materials for teaching and learning purposes (Wong et al.1995). Wong et al. (1995) also indicate that “Most language teachers find authentic materials as a rich source for planning and conducting teaching and learning activities to enrich students' experience in the learning and using English in the real world and helping them to generate learning strategy for learning English and other subjects”. Therefore, one way of introducing students with this rich source of language data is through the use of authentic listening materials. In this regard, Underwood (1989) suggests that it is now generally accepted students need to practice listening to the kind of speech they will actually encounter in the real-life so that they will be able to understand and respond to what is being said in English. Wilson (2008) also argues that if our students hear only graded material, they will be inadequately prepared to cope with features of authentic language such as patterns of discourse, fillers, redundancies, false starts, etc when they need to understand English as it is spoken on the street, at meetings or on television. In connection to this, Lindsay and Knight

(2006) urge that when we are practicing listening in the classroom, it is helpful to think about how we listen in real-life. Therefore, we should try to:

- *Ask learners to do things in class which they would be likely to do outside.*
- *Give them the information they would have in the real world.*
- *Give them the opportunity to listen actively.*
- *Give them the opportunity to listen in different ways, (i.e. for specific details, for gist, and so on.)*
- *Give learners the opportunity to listen to a range of situations, accents, and topics.*

Therefore, we should provide our students with authentic listening materials in the classroom so as to help them interact with the real language and feel that they are learning a target language as how it is used outside the classroom. As such, there is a need to find out more on the use of authentic listening materials where English is learnt and taught in only educational settings like that of Ethiopian context in order to create awareness for teachers of English in selecting, making use and providing students with authentic language. Hence, the present study focuses on finding out the use of authentic listening materials in EFL listening classes in the context of Ethiopia specifically to the college students.

1.2 Statement of the Problem

Wilson (2008) says that if our students hear only graded material, they will be inadequately prepared to cope with features of authentic language such as patterns of discourse, fillers, redundancies, false starts, etc when they need to understand English as it is spoken on the street, at meetings or on television. Underwood (1989) also states students working with non-authentic materials are led into false expectations about what will occur in the real spoken language which they will wish to understand (communicate). If students constantly receive authentic listening input, they will find it easier when they use it in real life and their true listening will be developed.

Nevertheless, although authentic materials are considered as a rich source of enriching students' experience in learning and using English in the real world, the use of authentic listening materials has not received enough attention in teaching English as a foreign

language in Ethiopian contexts. Thus, most of students seem to be unable to understand what is being said in English in spite of years of learning the language and at the same time they think that English is only exist inside the classroom and they do not have to use it everywhere else. In this regard, Teshome Demessie (2001) pointed out that although the main goal of teaching English as a foreign language in Ethiopian schools is to enable students to communicate in English successfully and to offer them a window to the world, in reality, the students' English language proficiency remains rather low. Besides this, from six years experience in teaching English as foreign language in the college, current researcher found that most of his students were unable to understand what is being said in English in spite of years of learning the language from lower grade level up to college. This is so happened may be due to lack of students' exposure to authentic listening materials both inside and outside the classroom. Therefore, by using clearly non-authentic materials for teaching listening, we can pose our students to the problem of having to try to transfer what they have learnt by listening to non-authentic materials in the classroom to their attempts to understand authentic speech. So, the use of authentic listening materials in English as a foreign language classroom is felt to be an essential to expose learners to the target language as how it is used outside the classroom.

On the basis of this, there are some local studies which witnesses students' lack of exposure to such materials in the classroom. For instance, Alemeshet Gegrewold (2011) conducted study on teachers' and students' attitudes towards using authentic materials in EFL classes and concluded that although listening skill is one of the most important skills, the materials presented in course books for teaching listening skills are limited students to practice. She added that the listening texts in the teachers' guides are also not of various kinds though role plays, stories, jokes, conversations, etc are also recommended to be included as listening texts. Besides this, Belihu Bekena (2011) conducted a study on practices and challenges of teaching listening skills at Addis Ababa and Debrezeit peacekeeping English project centers and concluded that although materials like media in English, movies and songs have paramount importance to improve listening skills, they are not employed in teaching listening skills. Although it is not on listening skill, a study carried out by Godana Menta (2011) on exploring teachers' and students' attitudes towards authentic EFL reading materials at two

preparatory schools in Wolaita Zone with special reference to grade 11 indicates that students' formal exposure to authentic materials is limited. Again another local investigation carried out by (Yilikal Shiferaw 2004, Daniel Tiruneh 2007 and Dagim Endale 2011) on the issues related to teaching listening skills showed that teachers do not use appropriate materials to teach listening skills.

However, all the above studies focus on high school classes with regard to the use of authentic listening materials. In other words, their work does not emphasize authentic listening materials at college level and at the same time these studies give prior attention to the attitude of teachers and students towards authentic materials in general. Besides, as far as the knowledge of the present researcher is concerned, there is no local study carried out on the use of authentic listening materials at college level to put pressure on the use of such materials. This was the gap that the researcher wanted to fill.

1.3 Objective of the Study

The main objective of this study is to investigate the use of authentic materials in teaching listening skills to college students.

1.4 Research Questions

To achieve objective of the study, the following research questions have been used as the focus of the study. These are:

1. Do instructors use authentic materials in listening instructions? If they use:
 - a. What are the sources that instructors use to obtain authentic listening materials?
 - b. How do they select and use authentic materials for listening classes?
2. What benefits students get from exposure to authentic listening materials?

1.5 Significance of the Study

The researcher of this study hopes that findings from this study will help the following stakeholders giving some insights on the use of authentic listening materials EFL classes. Therefore, in the first place, it will encourage English language teachers of the college to use authentic materials in their listening instructions. In addition, the study will provide information for the college students about the value (advantages) of listening to authentic

materials. Besides, the study it will also serve instructors as a guideline specifically in selecting and using authentic materials for listening classes. Furthermore, the study will show the sources of authentic listening materials for the college instructors and students where to obtain them. Finally, the study will lay the ground work for further studies either in listening materials or materials for other language skills.

1.6 Scope of the Study

This study was conducted in Bonga College of teacher education which is situated in Kafa Zone, one of the zones found in Southern Nation and Nationality Peoples Regional state. The site was chosen because of its vicinity and familiarity to the researcher. Besides, the researcher hopes that the college would help him give necessary information since he has been one of the staff members. Furthermore, the study focused only on the use of authentic materials in teaching listening skills to college students.

1.7 Limitation of the Study

When the researcher conducted this study, the following were some of the major factors that contributed the limitations of the study. In the first place, lack of sufficient related literatures, books and locally produced journals were not adequately found. This is due to the recentness of the concept, especially in Ethiopian context. This has limited the researcher not to supplement the study with enough literature review, especially produced in the Ethiopian context. Secondly, study was confined only one Government College due to shortage of time and budget constraints. It would have been better if the researcher included and took into account other colleges particularly which are found under the same regional government and have similar experience with the researcher's research site so as to investigate the real and in-depth understandings of the problems related to the study.

1.8 Operational Definitions of Terms

- **Materials:** anything which is used to help to teach language learners. Materials may be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, etc anything which presents or informs about the language being learned.

- **Authentic material:** Any material which has not been specifically produced for the purpose of language teaching.
- **Authenticity:** A state of being an authentic.
- **Authentic text:** A text which is not written or spoken for language teaching purposes.
- **Authentic task (or real world task):** A task which involves learners in using language in a way that replicates its use in the real world outside the language classroom.
- **Pedagogic task:** a task which does not replicate a real world task but which is designed to facilitate the learning of language or skills which would be useful in a real world task.

CHAPTER TWO

Review of Related Literature

Introduction

This chapter reviews literature related to the use of authentic materials in teaching listening skills. It first gives a few definitions of the term authentic material. It also examines the theoretical and pedagogical rationale for the notion of authenticity in language teaching. Then, the chapter reviews the role of authentic materials in FL learning and teaching particularly the arguments in favor of and against the using authentic materials in the language classroom. It also identifies types of authenticity in general the characteristic features of authentic and non-authentic listening materials/speech in particular. Next, the chapter provides discussion on the use of authentic listening materials in classroom and source of authentic listening materials. Then after, it outlines criteria for selecting authentic materials for listening instruction. The chapter will be concluded with a brief section which points out at which level authentic listening materials can be used and how these materials can be used in the classroom. The general purpose of the chapter is to put the present study in perspective.

2.1 What is Authentic Material?

According to Widdowson (1983), “Authenticity ... is a term which creates confusion because of a basic ambiguity” (P.30). As a result, the term authentic material has been defined in different ways throughout the literature. However, there is a common point in these definitions which is ‘exposure to real language and its use in its own community’. Swarbrick (1994) defines it as a text that was created to fulfill some social purpose in the language community in which it was produced. Similarly, Peacock (1997) describes it as materials that have been produced to fulfill some social purpose in the language community. Harmer (1991) also defined it as texts which are designed for native speakers, real texts designed not for language students. 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 (Morrow, 1977).

In trying to define authentic listening materials, Underwood (1989) uses phrases like ‘real speech’, ‘not specially designed for foreign learners’, ‘natural conversation’, ‘what people say in real life’, ‘ what native speakers say when talking to each other’. Field (2008) in his part defines it as recordings of people speaking naturally and without the purposes of language learning in mind. Tomlinson (1998) relates it to a text which is not written or spoken for language teaching purposes. Cunningsworth (1984) afresh explains it as materials (texts) originally used in real situations and were not designed for use in language teaching. Such materials are used in the classroom, to expose the learners to real language use. He gives examples of such materials- like newspaper articles, train ticket, letters, advertisements, recording of the news, air port announcements, etc.

Furthermore, Nunan (1989) defines authentic materials as materials which have not been specifically produced for the purpose of language teaching (pedagogical purpose). Richards (2001) refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes. From the above definitions given by the scholars, we can understand that authentic material can be said to be the kind of language which is used by different people for the sake of communicating orally or in written, and which is not simplified for the sake of FL/SL teaching and learning purposes.

2.2 The Theoretical and Pedagogical Notion of Authenticity

According to Hedge (2000) and Wilson (2008), the idea of authenticity was developed in the 1970s from a communicative orientation to language teaching. The idea was that “live texts”, unlike their pedagogically contrived counterparts, provide meaningful exposure to the language as it is actually used in real world. In line with this, Larsen-Freeman (2000) indicates that the use of authentic materials was one of the principles under communicative approaches as a means of tackling ‘the typical problem that students cannot transfer what they learnt in the classroom to the outside world in language teaching.

Mishan (2005), who gives a detailed account of the debate about authenticity provides a rationale for using authentic materials. He believes that material-focused approaches and

humanistic approaches besides the communicative one are the basis for the notion of authenticity in language teaching. To this end, he states that:

'shifting through the history books reveals many precedents for authenticity in language learning, and these can be seen to fall in three groups: 'communicative approaches' in which communication is both the objective of language learning and the means through which the language is taught, 'materials-focused' approaches, in which learning is centered principally round the text, and 'humanistic approaches' which address the whole learner and emphasize the value of individual development' (Mishan 2005:1).

In addition, Mishan (2005) claims that the central pedagogical rationale for using authentic materials in FL teaching stems from what is called 'the 3 C's' which stand for culture, currency and challenge. He explains that culture, in that authentic texts incorporate and represent the culture of speakers of target language; currency, in that authentic text offers topics and language in current use, as well as those relevant to the learners; challenge, in that authentic texts are intrinsically more challenging yet can be used at all proficiency levels.

Further, the idea of authenticity and authentic material in language learning and teaching field is supported by Krashen's 'Input hypothesis' for SLA which he claims that humans acquire language by understanding messages or receiving comprehensive input. Krashen (1985) emphasizes the importance of comprehensible input and states that "input is the essential environmental ingredient". By comprehensible input he means that we obtain it when we understand what we hear or read in another language. The idea of comprehensible input stresses the importance of exposure to the appropriate language data slightly beyond learners' current level of understanding. This means that even though the learner had not acquired the needed grammar yet, he/she can understand the language with the help of context, which consists of extra-linguistic information, the learner's knowledge of the world and previously acquired linguistic competence. Another important point about comprehensible input is that 'if the learner is lacking access to it, there may be severe delays on his/her language' (Krashen, 1985). Authentic language samples are considered to be the most preferable materials which provide learners with such language input (Byrne, 1987). Therefore, although the input hypothesis was originally developed to adapt to second language acquisition and learning, it is a useful model also in foreign language learning.

Since input is an important part of language learning, hence, authentic listening materials are one of good rich sources to provide the students with such comprehensible input.

Furthermore, the notion of authenticity, which gives priority to the goal of language teaching and learning, stems from the following reasoning: ‘if students hear only unnatural language in the classroom, their first experience of hearing authentic spoken English in the real world can be demoralized (Hedge,2000). ‘If learners are aiming to communicate naturally, they need to be prepared for this by being involved in natural communicative language use in the classroom.

In conclusion, it is clear that the emergence of the notion of authenticity can generally be dated back to the communicative approach to language teaching. Moreover, material-focused, humanistic and proficiency based approaches besides the standards for foreign language learning advocate the use of authentic materials. These have been thought to be the most influential factors in emergence of promoting and increasing the utilization of authentic materials in FL/SL learning and teaching field.

2.3 The Role of Authentic Materials in FL Teaching and Learning

The need for and usefulness of authentic materials have been increasingly acknowledged in recent years (Porter and Robert, 1981). Most language teachers recognize the value of using authentic materials for teaching and learning purposes (Wong et al. 1995). It is believed that authentic materials are a rich source for planning and conducting teaching and learning activities. Wong et al. (1995) state that authentic materials can help us to achieve the aims of enriching students’ experience in the learning and use of English, sensitizing them to the use of English in the real world, and helping them to generate a learning strategy for learning not only English but also other subjects. This means that to help students learn the language in the real life situation and give them the opportunity to practice using the language the way in which the target language speakers use it, authentic materials play a significant role to expose to real language use in foreign language teaching learning processes. In other words, authentic materials are one of the most important and essential tools in second/foreign language teaching and learning to enable learners to transfer what they learn in the classroom

to the outside world. However, the use of authentic materials in the classroom has become a common practice during the last 20 years, the issue of authenticity in FL teaching is still a debatable issue. There is a significant difference in opinions, concerning the use of authentic materials in the FL classroom. An arguments in favor of using authentic materials in FL/SL teaching and arguments against the use of authentic materials are given below.

2.3.1 Arguments for Using Authentic Materials.

Most of teachers and researchers throughout the world agree that authentic texts (materials) are beneficial to the language learning process. Among these scholars, for instance, Philips and Shetlesworth (1978), Peacock (1997), Clarke (1989) as cited in Richards (2001) claim that authentic materials are preferable over contrived materials. They argue that authentic materials have a positive effect on the learner motivation. They also point out that authentic materials provide learners with cultural information about the target culture. In this respect, Kilickaya (2004) believes that cultural content is a key effective teaching and learning a language provided that problems arising from introducing culture into EFL classroom are dealt with effectively and teaching strategies and learning materials chosen appropriately. They further argue that authentic materials provide exposure to real language and relate more closely to learners' needs and interests, and support a more creative approach to teaching. Furthermore, they believe that authentic materials provide learners with a wide variety of text types, language styles not easily found in conventional teaching materials (contrived materials) and continuously updated materials.

Kilickaya (2004) says, we claim that learners are exposed to real language and they feel that they are learning the 'real language'. This means that authentic materials expose the learners to the target language as how it is used outside the classroom. Martinez (2002) maintains that using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons. He points out that authentic materials expose learners to real discourse and keep students informed about what is happening in the world, so they have an intrinsic educational value. He adds that they can produce sense of achievement and a language change is reflected in the materials so that students and teachers can keep abreast of such changes.

Underwood (1989) on her part claims that authentic material allows students to hear a much more real act of communication with all the interactional features which are normally not found in scripted materials. She indicates that it gives students a true representation of real, spontaneous speech with its hesitations, false starts and mistakes which will make them more be able to cope with 'real life' speech when they meet it outside the learning situation.

2.3.2 Arguments against Using Authentic Materials

For Some scholars authentic materials in some cases are difficult. They provide several reasons and contend against the value of using authentic materials. For instance, Miller (2005) says "instructors may find [authentic materials] too difficult and/or time consuming to select, edit and prepare" (p.3). Such issues, according to those authors, often make it impractical for instructors to integrate authentic materials into the curriculum successfully. In addition Martinez (2002) argues that authentic materials may be culturally biased and difficult to understand outside the language community. Richards (2001) also points out that alongside with advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex structures which causes a burden for teachers in lower-level classes. Similarly, Kilickaya (2004) believes that the use of authentic materials at lower levels causes students to feel frustrated and demotivated since students at these levels lack many lexical items and structures used in the target language. Guariento and Morley (2001) further argue that at lower level, however, ... the use of authentic materials may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and more importantly, demotivated (p.347). And this would seem undermine one of the main reasons for using authentic texts in the first place (Ibid). Kim (2000) in his part argues that authentic language may not expose students to comprehensible input at the earliest stages of acquisition.

In conclusion, idea of authenticity in language teaching has been debated over the past three decades. However, the use or the benefits that authentic materials bring to the FL classroom may be said to greatly outweigh the difficulties they might give rise to. Therefore, it is possible to overcome such difficulties through task design. In this regard, Guariento and

Morley (2001) indicated that such challenges can be overcome by designing tasks that do not require total comprehension.

2.4 Types of Authenticity

Initially, authenticity was considered as an attribute only of the text used in a classroom. Later, it has been realized that the primary concern of teaching-learning situation is not only getting to use original text but also on helping students use language in real context (Joy, 2011). In other words, the real language use by the students can in no way be guaranteed by authentic text alone. That is the context of learning goes beyond the nature of materials (texts).

Grellet, F. et al. (1983) argue that it is probably imprecise to presume that a text remains the same when it is taken out of context. They asked “How authentic is a text when presented out of its original context?” Wallace (1992) has also corroborated that any text brought into classrooms for pedagogic purposes they have, arguably lost authenticity. Here, scholars provide three factors such as location, participants and the materials are not real. This implies that teachers should try to simulate reality to allow students learn the language via materials to recognize that the text and students have a real purpose awaiting them outside the classroom.

Because of this fluid nature of authentic text, the notion of authenticity has branched out to accommodate different types of authenticity. Breen (1985) proposed three authenticity types, such that of task, language and situation. Guariento and Morley (2001) identified four types of authenticity which depends on a genuine purpose, real world purpose, and classroom interaction and learner engagement. Based on these classifications, four types of authenticity have been appeared within language teaching. Each of these types is in continual interrelationship with one another during any language lesson. These types include:

1. Authenticity of the texts which we may use as input data for our learners
2. Authenticity of learners’ own interpretation of such texts
3. Authenticity of tasks conducive to language learning
4. Authenticity of the actual social situation of the language classroom

Each of these types will be discussed below in detail.

1. Authenticity of the Texts Which We may Use as Input Data for our Learners

According to Jacobson et al. (2003) two key factors make texts in the classroom authentic. These are the type of text and the purpose for reading / writing that text. This is also true for listening texts. Breen (1985) refers authenticity of the text to the authentic qualities of a given text in terms of the originality of the material. This means that a text can be considered as authentic if it is used by people in the world outside and the purpose for reading or listening to that text include the purpose for which it would be read or listened outside of learning settings. Communicative thrust behind using an authentic text in the classroom has been that students acquire effective receptive competence by getting input of the language of the real world (Guariento and Morley, 2001). Therefore, authentic texts for language learning are any sources of data which serves as a means to help the learner to develop an authentic interpretation. According to Joy (2011) the term authenticity is equivocal to authentic materials used for pedagogic purposes. It is believed that authentic materials provide opportunities for students to see, experience and perform function through text which is realistic in nature. Therefore, one can conclude that authenticity of the text which we may use as input data for our students should not be written or spoken primarily to language teaching purposes and no compromise should be made to alter the text.

2. Authenticity of the Learners' Own Interpretation of such Texts

According to Widdowson (1980), proper interaction between learners and materials will not occur unless the learner can respond to the materials appropriately. This suggests that authenticity can only be achieved when there is agreement between the materials writer's or speaker's intention and the learners' interpretation. In other words, the learner must discover the conventions of communication in the target language which will enable him or her to gradually come to interpret meaning within the text in ways which are likely to be shared with users of the language. Breen (1985) argues that the nature, type, and topic of a text decide whether it is authentic, not just its authentic quality. He illustrates his argument by pointing out that a poem in a course book which might be used for teaching purposes is an

authentic in nature and provides learners with a basis for genuine communication, because the poet uses language to stimulate our interpretation of his message.

From the above scholars' viewpoint, we can understand that when learners listen to authentic text, their prior knowledge, interest, and curiosity can make it easier for them to engage with it. We can also say learner-authentic materials are mainly learner-centered and can serve affectively to promote learners' interest in language learning. So, how can we make materials really authentic to learners? Breen (1985) makes concrete suggestions by claiming that there are four factors involved in establishing text and learner authenticity. These are as follows:

1. *What is an authentic text?*
2. *For whom is it authentic?*
3. *For what authentic purpose?*
4. *What is authentic to social situation of the classroom?*

Here, in pedagogical concepts, the above factors can be interpreted in the following ways. In order to facilitate an interaction between learners and materials, teachers need to consider factors such as text factor (materials selection), learner factor (individual differences), task factor (task design) and learning factor (learning environment).

3. Authenticity of Tasks Conducive to Language Learning

The notion of task authenticity is related to the relationship between the learners and the input text and the learners' response to it. Mishan (2005) explains that 'task authenticity is the factor of the learners involvement in with the task'. In other words, it should reflect the purpose to which language input is carried out. In relation to this, Cronin (1993) says that a task is authentic when it concerns real-world relevance. Apart from real-world relevance, authentic task has to consider feasibility and sustainability to learning goals while used with students. Tasks with a real-world rationale require learners to approximate, in class, the sorts of behaviours required of them in the world beyond the classroom (Nunan, 1989).

Authentic task is meant to provide opportunities for language use in such a way that students shed inhibitions while using the language. The opportunities include taking right decisions, presenting persuasive opinions, filling in the missing data and resolving problems. These are popularly known as reasoning-gap, opinion-gap, information-gap, and problem-solving tasks-all of which come under the communicative paradigm. In other words, the chosen tasks should involve the learners not only in authentic communication with texts and others in the classroom, but also in learning and the purpose of learning. According to Mishan (2005), the rationale for 'real task' is of course, that they constitute a rehearsal for 'real-world' situations. According to him, in order for tasks to be authentic, they should be designed to:

- ◆ Reflect the original communicative purpose of the text on which they are based.
- ◆ Elicit response to or engagement with the text on they are based.
- ◆ Approximate real-life tasks.
- ◆ Activate learners' existing knowledge of the target language and culture.
- ◆ Involve purpose of communication between learners.

What we understand from the above scholar's point of view is that in considering authentic task for teaching listening skills, we, as teachers can better serve our students when making listening tasks as authentic as possible. In other words, what the students actually do while listening should be as close as possible to what they will do outside the classroom. In this regard, Lee (1995) suggests that if we want tasks to be accessible to learners then, like materials, they should be learner authentic. Therefore, while designing learner authentic tasks, teachers should consider the following points:

- ♣ *In real-life communicative situations it is very common to use more than one language skill to achieve different communicative purposes, and for this reason an integrated skills approach is recommended.*
- ♣ *Contexts have to be provided for tasks, so that learners can practice the skills in a natural, meaningful, and relevant way.*
- ♣ *Tasks must have validity; i.e. the content and nature of the task should develop the language ability we want learners to practice.*

- ♣ *The task content should be related to the authentic materials selected, so that learners can use them as springboard for the task.*
- ♣ *Whether the task is used as pre-activity, practice-activity or post-activity. Lee (1995).*

4. Authenticity of the Actual Social Situation of the Language Classroom

In an ESL/EFL context, classroom plays a vital role in providing language input and probably it is the only place where students interact in English (Joy, 2011). In other words, authenticity of the classroom is a special social event and environment wherein students share a primary communicative purpose (i.e. learning). The authentic role of the language classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as a social activity. Taylor (1994) claims that authenticity is not only considered as the attribute of the outside world but also of classroom. Therefore, the classroom has its own reality and naturalness in learning the target language. The learners in the language classroom can create their own authenticity as they do elsewhere using the facilities available in the classroom. Therefore, teachers are responsible in creating authentic setting by presenting materials with real communicative use through created tasks and activities.

2.5 Authentic Materials for the Listening Skills

Since the early 1970s, there has been much debate about what constitutes authentic speech and about the value of using authentic speech in listening work (Underwood 1989). In trying to define authentic listening materials, Underwood (1989) uses phrases like ‘real speech’, ‘not specially designed for foreign learners’, ‘natural conversation’, ‘what people say in real life’, ‘ what native speakers say when talking to each other’. David Forman (1986) explains that authentic material is “... produced in response to real life communicative needs rather than as an imitation of real life communicative needs” as quoted by (Underwood 1989). Field (2008) also refers to recordings of people speaking naturally and without the purposes of language learning in mind. Examples of such materials include radio plays, news items, childrens’ stories, travel news, weather forecasts, airport and station announcements, radio talks, debates, extracts from recorded guided tours, relaxation tapes, exercise instructions,

interviews, etc. (Hedge 2000). In harmony with definitions and explanations given by the above scholars, the present researcher thinks the suitable authentic listening materials are (should be) unscripted, natural and spontaneous spoken language materials like interviews, lectures, dialogues, discussions, conversations etc. If we want to prepare our students for authentic listening outside the classroom, we need to be aware of its characteristics features of authentic and non-authentic listening speeches.

2.6 Characteristic Features of Authentic and Non-Authentic Listening Speech

Underwood (1989) identifies the following characteristic features which distinguishes authentic and non-authentic speeches. These are presented in the box below.

| Characteristic features of authentic speeches | Characteristic features of non- authentic speeches |
|---|--|
| <ul style="list-style-type: none"> ▪ Natural rhythm ▪ Natural intonation ▪ Natural pronunciation(i.e. not especially carefully enunciated) ▪ Some overlap between speakers (including interruption) ▪ Normal rate of delivery (sometimes fast, sometimes slow) ▪ Relatively unstructured language, which is used spontaneously in speech ▪ Incomplete sentences, false starts, hesitations ▪ Background noise and, sometimes background voices ▪ Natural starts and stops ▪ Less densely packed information than in written language | <ul style="list-style-type: none"> ▪ Unnatural rhythm ▪ Unnatural intonation ▪ Over-clear enunciation ▪ Little overlap between speakers ▪ Slow (and perhaps monotonous) delivery ▪ Structured language which was meant to be read silently rather spoken aloud ▪ Complete sentences as utterances ▪ No background noise ▪ Artificial stops and starts ▪ Densely packed information |

2.7 The Use of Authentic Listening Materials in the Classroom

Rost (1990) state that the main aim of teaching listening comprehension is to help learners of English develop skills to cope with listening to speech in real-life. Thus, one of the main ideas of using authentic materials in the classroom is to expose the learner to as much real

language as possible. Even if the classroom is not a real-life situation, authentic materials do have a very important place within it. Linguists like Porter and Porter (1987), Brown (2001) and others recommend that the use of authentic text help students further develop their communication skills. Guariento and Morley (2001) also indicate that authentic texts increase student motivation by giving the learner the feeling that he or she is learning the 'real language' that they are in touch with the living entity the language as it is used by the community. In other words, by using such materials, the learners are given the chance to develop the skills needed to comprehend and to use language that is commonly found in real world situations. Authentic listening materials are, therefore helpful to create a more realistic listening environment and aid students by exposing to valuable new language, contexts and types of spoken English more akin to what they will encounter in the world outside the classroom. The use of authentic listening materials provides learners with full advantages of the source of linguistic information that the real world provides and enables them to extend their knowledge of the target language. Listening to videos, radio broadcasts, podcasts, talks and announcements, or to an interlocutor, learners expose themselves to the spoken word and enrich their spoken competence with new syntactic, lexical, phonological and pragmatic information. So, the use of authentic listening materials is an important factor to be taken into consideration when designing listening comprehension materials. By using such materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. With the use of authentic listening materials, students learn to comprehend double meanings, predict meanings, and make allowances for performance errors committed by other speakers, deal with interruptions, and so on. It is important, therefore, to take the opportunity wherever possible to expose students to examples of real language usage to help them become more communicatively competent.

2.8 Sources of Authentic Listening Materials

Where are authentic listening materials come from? The sources of authentic listening materials are infinite. According to Miller (2003), the most common sources are TV/video, radio, audio-tape and the internet. Lindsay and Knight (2006) stated that the input, which is all the target language data that a learner is exposed to both spoken and written inside or outside the classroom come from different sources. According to them, these sources can be

teacher, friends, newspapers, TV programs, the internet, films, course books, novels, dictionaries and so on. Therefore, using these sources in language teaching means that the material is frequently authentic, topical, with real-world information. Flowerdew & Miller (2005) also suggest that with the help of technological developments which range from low-tech (radio, audiocassette and language Lab.) to high-tech (computer and web site), teachers have access to many sources of language teaching materials easily and quickly. From this, one can understand that there are almost limitless supplies of authentic listening materials available for language teachers that are produced for real need communication purposes. A detailed review discussion has been made on each source of authentic listening materials below.

2.8.1 Radio

Using real-time radio in class is one of the more easily accessible forms of authentic listening practice we can give our learners (Miller, 2003). In line with this, Tomalin (1986) states that listening to radio is a marvelous way of developing listening ability. From the above scholars' point of views, one can understand that there are a range of topics and areas discussed on the radio, which have the effect of bringing the outside world into the classroom. Miller (2003) also suggests that airwaves are filled with programs twenty-four hours per day, and the low cost of radios means that most language teachers can obtain a radio and take it to class. He mentions radio stations such as BBC and voice of America (VOA) are constant off-air. Therefore, using the radio is a medium of exposure to real speech in the target language. In other words, listening to radio the learners' ear can be attuned to the sounds of English. Thus, this will improve their overall proficiency in understanding the language. Some benefits that radio gives for the learners in practicing the listening skills pointed out by Flowerdew and Miller (2005) are as follows:

- ***Extensive listening practice-*** learners are able to develop an 'ear' listening to nonstop language tuning in and out whenever they wish.
- ***Access to native speaker models-*** allows learners to listen to native speakers in variety of contexts, from the news read in simple English (e.g. VOA, BBC, etc) and

exposes to different speakers of English and will enable them to develop skills that they can comprehend what is being said in the target language outside the classroom.

- **Accessibility-** Listening to second/foreign language over a radio is perhaps the most accessible form of listening practice most language students can have.
- **Opportunity to listen creatively-** *The “(listening) activity is telescoped by the ear but expanded by the eye”. This means that for the learners, listening to radio can create worlds that are much more entertaining than the real world (Tomlinson, 1986).*

2.8.2 Television

Using television or video in the language classroom allows learners access to more information when listening (Miller, 2003). That is, the learners can see what is happening as well as listen to text. In other words, non-verbal behaviors or paralinguistic features of the spoken text are available to the learners. Tomalin (1986) pointed out what can students learn from television while using it in the English language classroom. These are as follows:

1. TV in English class offers visual and audio clues to meaning. In other words, learner doesn't just hear the language but sees the context in which it is used. The learner can see in what kind of situation a person is addressed formally or informally and why.
2. TV brings the outside world into the classroom. This means that it gives the class and the teacher something to talk about beyond the confines of the classroom. As a result, it gives a powerful stimulus for communication in class.
3. TV can introduce the culture of the target language into the classroom. In other words, the learner can see what life among users of a foreign language is like.
4. TV is a powerful motivator. This means that it makes learning a new language look attractive. In other words, learners can find it an attractive way of learning something either in class or at home. Therefore, using TV in English class can develop students' listening skills in a richer context by presenting authentic language in the classroom.

2.8.3 Audio tapes

Flowerdew and Miller (2005) state that audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom. In relation to this, Harmer (1998) points out that the main method of exposing students to spoken English through the use of taped material is to exemplify with a range of topics, such as advertisements, news broadcasts, and poetry reading plays, (pop) songs with lyrics, speeches, telephone conversations and manner of spoken exchanges. Hadfield and Hadfield (2008) also indicate that taped materials will give learners exposure to a wide range of accents and speakers. Similarly, Hedge also (2000) suggests that audio recording expose students to a wide range of listening situations, speakers, voices, and speaking speeds, and they can be used by students working in the self-access mode. In other words, taped listening materials are very essential to reflect many varieties of accents and dialects in the classroom. Flowerdew and Miller (2005) give the following reasons for using audiotapes listening in classes:

- **Extensive listening practice**-helps students to listen to extended stretches of discourse in a directed fashion as opposed to out-of-class extensive listening. This will enable students to acquire overall comprehension skills of guessing the general meaning from spoken text, listening for pleasure, attending to fast speech and distinguishing among a variety of voices or accents.
- **Intensive listening practice**-Students can develop their listening skills by replaying a tape for several times. This allows students the opportunity to focus on the discrete points of the language via listening to key words, pronunciation and intonation patterns, contracted forms, etc.

2.8.4 Video

Flowerdew and Miller (2005) indicate that the use of video in helping students to develop listening skills has received much attention since it began to appear regularly in language classes in the mid 1970s. In explaining the advantages associated with the use of video, Wilson (2008) says that video is dynamic in that it presents moving images with ready-made

context. In other words, video with its combination of colour, action, engaging, characters and story lines, is particularly appropriate in language classes. Researchers have pointed many facets that make video useful to language learners. Some of these are:

- ✓ It provides a rich context for authenticity of language use
- ✓ It promotes students' motivation to listen
- ✓ It provides students with paralinguistic features of spoken text compared with radio
- ✓ It aids learners' understanding of the cultural contexts in which the language is used.

2.8.4.1 Types of video material

According to Flowerdew and Miller (2005), different types of video materials can be used to develop students' listening skills. Lonergan (1984) mentions five types of video material to promote students listening skills as cited in (Field, 2008). These are as follows:

- 1. Video for language learning:** This type of video has many advantages. For instance,
 - *Videos can be fully exploited through teacher control.*
 - *New videos have high quality of visuals and sound.*
 - *Language in the video has been graded*
 - *Videos have accompanying written materials*
- 2. Videos from domestic broadcasts:** Again, this type of video has its own advantages in language learning.
 - *Learners are expected to listen to authentic language*
 - *The speakers in the video may be from the learners' own country so learners may tune in to the accent easily.*
 - *Learners can use this medium outside the classroom.*
- 3. Documentary videos:** Documentary videos are helpful in tertiary-level contexts because learners can get extra information by seeing the pictures.
- 4. Teachers- produced videos:**
 - *This can focus on students' specific needs.*

- *If the teachers are fluent speakers of the target language, then the learners may be familiar with their accents.*
- *Teacher investment in making the videos may mean that they are used more.*

5. **Student-generated videos:** the advantages of this type of video include:

- *Videos help learners integrate their listening skills with other language skills because they need to produce something.*
- *Students usually work in groups and so establish a support system to help one another.*
- *Editing requires some intensive listening skills.*

2.8.5 The internet

With the advent of the World Wide Web, teachers have at their disposal large amounts of texts, visual stimuli, and newspapers, live radio and TV, video clips and much more (Martinez 2002). Wilson (2008) also points out that student who log on to a number of English language learning websites can find much that is of use. He explains that these sites contain listening texts, questions, answers and even explanations. There are a number of benefits that students can practice listening alone in their own time. In other words, the activities are repeatable; thus, students can work at their own pace and have the scope for both intensive and extensive listening. Therefore, teachers can direct their students to sites on the internet where they can practice listening to these materials. One can understand that these sources can present teachers and learners with good sample of materials which have connection to the real world.

2.9 Different Types of Authentic Listening Materials

At college level, the kinds of authentic listening materials that can be used in the classroom are infinite, but the most commonly used perhaps are songs, films, and recorded conversations, video lecture, public announcements and so forth. The researcher would like to look at some of these authentic listening materials in a bit more detail.

2.9.1 Songs

Songs (both traditional and pop) provide a good form of listening because the students are very much concerned to make out the words (Byrne 1987). In addition, Wilson (2008) indicates that songs and music bring other dimensions-art and emotion to the classroom. In other words, songs can be enjoyable, memorable and stimulating for the students because they may contain stories, which can be motivating for the students. . According to him, using songs in listening classes provides students with a number of benefits in terms of language and skills. They help students focus on aspects of pronunciation such as stress patterns and tend to contain some useful predictable elements such as the use of rhyme, for instance, which helps the listener to predict vocabulary.

Mishan (2005) indicates that ‘learners are, of course, often keen to know the words of songs that appeal to them through their melodies. He asserts that listening to songs for their lyrics is an authentic ‘real-life activity. In other words, songs bring different accents, voices, cultures and ideas into the classroom. Indeed, songs can provide a very valuable component of colloquial and non-standard language use that is often missing from course books, easy-to-remember contexts for such language (Mishan, 2005). Songs are also useful to demonstrate the natural pronunciation of spoken language in the classroom and provide other real elements of language use to link between classroom and the outside world. So, there are a wide range of ‘pop’ and folk songs with easy access to expose students to the authentic language which are used to express themes of songs such as emotion, social political, etc. They may be direct and immediate interest to the students. Wilson (2008) states that the key to using songs may lie in what you want to with them. In other words, if they are treated as seriously as any other text, then they will be similarly valued while also containing the entertainment factor that all students need.

2.9.2 Films

One of the most fun and exciting way of getting language input is through films. Films are very rich sources of language input both with their verbal and visual stimuli. Films are texts. They tell stories. They have characters. They contain messages. They can be used in the

classroom just like any other texts (Wong et.al-1995). In addition to this, Gilmore (2007) claims that authentic materials, audio-visual ones such as films and TV shows, offer much richer sources of input for learners and the potential to be exploited in different ways on different levels to develop learners' communicative competence. Although films are scripted, they are made to sound natural to the target language speakers and thus they represent authentic (real language). Using films in listening classes offers many advantages for developing students' listening skills. For instance, Stretch of film dialogue may serve to flesh out language structures or lexical items learners have already encountered, illustrating them in authentic situations (Massi and Merino, 1996) cited in (Mishan, 2005). This means that learning some words or phrases, for instance, phrasal verbs, is too a fairly soulless exercise in course books, since these are mainly used in the spoken language. We can also find a good example of real spoken languages which are full of false starts, incomplete sentences and hesitations that are hard to indicate in text/course books.

However, when using films as language teaching input, learners should be made aware of the rationale for using the film as medium in general, as well as that of using a particular film (Mishan, 2005). It also requires teachers to walk a fine line between getting learners to become involved in the film in the one hand, while exploiting its language learning potential on the other. In doing so, therefore, teachers can explore with students issues of appropriateness and pragmatics while observing linguistic, paralinguistic and non-verbal elements of the communication via films. This will provide the opportunity for the students to observe how target language speakers use interactional language combined with appropriate body language and pragmatic behaviours which are offered by both a visual and audio depiction of a dialogue and story in a potential real-life situation.

2.9.3 Public announcements

One way to bring authentic listening materials into classroom is to record a listening text in a public place. This type of listening text will have audible distractions and interference while still presenting identifiable information to your students. These materials can be recorded situations such as an announcement on a bus, subway or air plane stations. Then, teachers need to prepare their students before they listen to the announcements by telling them the

context in which the text is recorded and ask them what they expect to hear. And, this can be carried out by playing the recording for the students multiple times, and then asking them to answer questions about what they heard.

2.9.4 Conversations

Recorded live conversations are helpful to develop students' listening skills in situations where one takes no part. Underwood (1989) calls this as an 'eavesdropping'. Teachers can just record conversation in situations where many groups of people are talking at the same time, for example, this may be a party or cafeteria and bring this into classroom. Then, teachers can ask students to note the topic of conversation and comment on if they would like to join in each of the conversations. This will expose students to varieties in style and equip them with the ability to deal with real-life listening. It is a very social activity in which both speaker and hearer affect the nature of the message and how it is to be interpreted (Flowerdew and Miller, 2005). Listening to conversation, students can develop skills of recognizing stages, topic shift, back-channeling, reformulation, repair, turn-taking, and negotiating meaning and exploiting ambiguity in the conversations.

2.9.5 Video lectures

Many college libraries have authentic recorded video lecture materials available to check out at no cost. It is also possible to find such instructional videos materials online quite easily. These authentic lectures contain many characteristics features of authentic speeches such as pauses, fillers, false-starts, redundancies, repetitions, and variety of extra-linguistic elements which exemplify real spoken language. These are helpful to expose the learners to the speaker's use of English because it is far more natural than the language classroom teacher used in his lecture. So students will have the opportunity to see the speaker (visual input) if these materials are used as a listening text.

2.9.6 Guest Speakers

Another way of giving students a live, authentic, real-time conversation is to invite proficient or native speaker of English into the class (Wilson, 2008). This provides students with so

many potential advantages since live listening is a type of bridge between the 'real, outside world' and the world of classroom. This gives many advantages for the students.

- New face and voice are always stimulating in a regular class.
- The students will have a chance to listen to native speakers/ fluent speakers.
- There is an opportunity for students to hear about foreign culture (i.e. if the guest is foreigner).
- Students can see paralinguistic features of language being used.
- It gives the students a chance to interact in a way that is impossible with other types of listening (radio or TV), which is much nearer to what we usually do in daily life. (*Wilson, 2008*).

2.9.7 Authentic dialogues

Using authentic dialogues will help learners to confront with 'real life' experiences in which they will have to function. The use of authentic dialogues can help students focus on such area of openings and closings of conversation. By using authentic dialogues, teacher can focus on variations in pronunciation, and how intonation and incomplete structures are used to express meaning.

2.10 Criteria for Selecting and Using Authentic Listening Materials

The issue of where to obtain the authentic listening materials is not enough, but continues to how to select these materials for teaching listening skills from what are available. According Field (2008), the purpose of selecting authentic listening materials is to ensure that the learner is exposed to real speech and to give sense of input that is only understood in real life situations. To this end, Swarbrick (1994) puts three reasons why well-chosen authentic texts should occupy a central role in any second/foreign language learning processes are as follows:

- First, they have been written or spoken for a real communicative purpose. As a result, they are more interesting than contrived texts and learners are thus likely to find them more motivating.

- Second, they revolve around content rather than form. Thus, texts are more likely to have acquisition promoting content than invented texts.
- Third, if they are used in sufficient quantities, texts can begin to replicate the language bath for the target language learner as L1 learner is immersed from birth.

However, appropriate authentic listening materials should be selected based on certain factors. In this regard, McGrath (2002) provides a useful set of guiding principles for choosing authentic materials, which apply as much as to the teaching of listening skills as to other areas cited in Field (2008:275-6). Field (2008) lists these guiding principles adding his own comments with connection to listening in the following way:

i. Relevance (to syllabus, to learners' needs):

- ✚ *To what extent does the material represent the type of spoken input that a learner will encounter?*
- ✚ *How relevant the listening tasks to the real-life contexts?*

ii. Intrinsic interest of topic/theme:

- ✚ *How easy is it to create interest in the topic at a pre-listening stage?*
- ✚ *How familiar is the topic –bearing in mind that topic knowledge is a factor which facilitates understanding?*

iii. Cultural appropriateness: Is there any culture-specific content in the material which would:

- (a). *reduce its comprehensibility to listeners from other cultural backgrounds?*
- (b). *potentially cause cultural offence?*

iv. Linguistic demands:

- ✚ *Is critical vocabulary in the material (i.e. central to an understanding of the topic) likely to be familiar to the students?*
- ✚ *To what extent does the task rely upon the ability to decode the linguistic content?*
- ✚ *To what extent can the task be achieved without full understanding of the linguistic content?*

v. Cognitive demands:

- ✚ *How complex are the ideas in the materials? How dense are they?*
- ✚ *How complex are the relationships between the ideas?*
- ✚ *How complex the overall argument structure?*

vi. Logistical considerations (length, audibility): How long is the material used?

vii. Quality: How good is the quality? How clearly do the speakers articulate?

- viii. **Exploitability:** *To what extent does the material lend itself to extended tasks which clearly indicate comprehension both at local and global levels?*

2.11 At which Level Authentic Listening Materials can be used?

This issue has been surrounded by controversy in the field of language teaching. Some researchers such as Kilickaya (2004) and Kim (2000) claim that authentic materials can be used with intermediate and advanced level students only. In addition to this, Guariento and Morley (2001) claim that at post-intermediate level, the use of authentic material is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. On the other hand, McNeil (1994), Miller (2005) and others believe that all levels of students, even lower levels, are able to manage using authentic materials. Therefore, it is possible to conclude that authentic listening materials can be used at any level. Nevertheless, what we have to bear in mind is that the kind of task and activity we create for the learners should differ depending on the students' level.

2.12 How Authentic Listening Materials can be used in the Classroom?

Guariento and Morley (2001) suggest that authentic materials should be used in accordance with students' ability and add that suitable tasks can be given to learners in which total understanding is not important. In showing communicative language teaching implication for authenticity in the classroom, Hedge (2000) concluded that communicative language teaching sets out to involve learners in purposeful tasks which are embedded in meaningful context and which reflect and rehearse language as it is used authentically in the world outside the classroom. From the above scholars' viewpoint, one can understand that it needs teachers to create tasks and activities which mirror real-world purposes and situations in which and for which language is used or spoken.

Scholars like Herrington, Ozverir (2010) identified 10 characteristics of authentic activities or tasks that, when used as design guidelines, may provide the necessary and relevant conditions for bridging the gap between the classroom and the real world. Authentic tasks:

- 1) *Have real world relevance,*
- 2) *Are-ill defined, requiring students to define the tasks and sub-tasks needed to complete the activity,*
- 3) *Comprises complex tasks to be investigated by students over a sustained period of time,*
- 4) *Provide the opportunity for students to examine the task from different perspectives, using a variety of resources,*
- 5) *Provide the opportunity to collaborate,*
- 6) *Provide the opportunity to reflect,*
- 7) *Can be integrated and applied across different subject areas and lead beyond domain specific outcomes,*
- 8) *Are seamlessly integrated with assessment,*
- 9) *Create polished products valuable in their own right rather than as preparation for something else,*
- 10) *Allow competing solutions and diversity of outcome* (Herrington and Ozverir, 2010:1426-7).

Wilson (2008) in his 'how to teaching listening' also suggested that teachers need to bear the following questions in mind when designing tasks:

- What will my students do with this?
- Does it lend itself to a full exploitation involving each phase: pre-, while-and post-listening?

Moreover, like any other listening materials (non-authentic listening materials), authentic listening materials can be planned as pre-, while- and post-listening tasks and activities. Each of these three stages of listening tasks and activities have been discussed in detail below.

Pre-Listening- Effective listening tasks often involve an explicit pre-listening step, some activity that the learner does prior to listening to the main input in order to increase readiness. In this regard, Underwood (1989) indicates that it is unfamiliar to plunge students straight into the listening text, as this makes it extremely difficult for them to use the natural listening skills of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it. Lindsay and Knight (2006) also suggest that pre-listening activities should help learners by focusing their attention on the topic, activating any

knowledge they have about the topic, and making it clear to the learners what they have to do while they listen. Underwood (1989) also remarks that it is important not only for students to hear language which sounds natural, but also for them to have listening experiences which are as authentic as possible. In other words, students should do the activities with kind of things listeners do in real-life situations, not merely do exercises on the language which is used. According to her, some tasks and activities under pre-listening phase include:

- *Looking at pictures and talking about them*
- *Looking at a list of items/thoughts/ etc*
- *Making a list of possibilities/suggestions/ etc*
- *Reading a list/ questions (to be answered while-listening)*
- *Labeling /completing part of a chart*
- *Predicting /speculating*
- *Pre-viewing language*
- *Informal teacher talk and class discussion*

While-Listening Tasks- A good while-listening activities help learners find their way through the listening text and build upon the expectations raised by pre-listening activity (Underwood, 1989). Therefore, the purpose of the while-listening activities is to help learners develop the skills of eliciting messages from spoken language. These tasks or activities are about the learners finding the answer or doing activities for the task. Underwood (1989) lists the following while-listening activities:

- *Matching pictures with what is heard*
- *Following the route*
- *Labeling / putting pictures in order*
- *Storyline pictures sets*
- *Carrying out an action*
- *Pictures drawing/completing*
- *Completing charts/grids, etc.*

Post-Listening Tasks- This stage comprises all the activities which are carried out after listening is completed. Some of these activities could be extensions of the pre- and while-listening stages, which some may relate only to the listening text itself (Underwood 1989).

Post-listening activities allow students to reflect on the language from the text. In addition to this, post-listening tasks can involve additional reading, speaking, and interaction integrating other skills. As far as tasks and activities in the post-listening phase are concerned, Underwood (1989) has given the following typology:

- *Problem solving and decision making*
- *Interpreting Extending lists/notes into written response*
- *Role play/ simulation*
- *Jigsaw listening*
- *Summarizing*
- *Identifying relationship between speakers, etc.*

Moreover, beside to creating task and activities, the text should be used to serve its original purposes as if it is used outside the classroom. In this regard, David (1986) argues that 'a text purporting to be radio news bulletin is authentic if it really is a radio news bulletin and is not authentic if it was produced as an imitation of a radio news bulletin for purpose of language teaching' as cited in (Underwood, 1989). Therefore, a text can only be truly authentic in the context for which it was originally produced. Furthermore, Students should listen to the text in a way that matches the listening purpose and the way it was naturally spoken.

CHAPTER THREE

Research Design and Methodology

This chapter deals with the research design, methodological steps and procedures used to conduct this study. It also describes in detail; the participants, data collection instruments, sources of data collections tools, procedures and methods of data analysis, etc., that were employed in the investigation.

3.1 Research Design

The main function of research design is to explain how you will find answers to your research questions (Kumar, 2005). In other words, it ensures that whether the adopted procedures are adequate to obtain valid, objective and accurate answers to the research questions. Therefore, designing research plan requires a careful consideration of an appropriate approach that aims to combine relevance to the research purpose or objective (Seliger & Shohamy, 1989). Since the objective of this study is to investigate the use of authentic materials in teaching listening skills to college students, both quantitative and qualitative research design methods (mixed method research design) were used. This means quantitative tool i.e. questionnaire was used to seek numerical information from the learners. On the other hand, the qualitative research method was used to describe the data obtained through both interview to instructors and observation. Finally, the outcome of these two methods was triangulated so as to reach a sound conclusion.

3.2 Subjects of the Study

The target populations of this study were a sample of first year students from language streams (i.e. English linear and language cluster students) of 2005 E.C academic year and all of the available English instructors of Bonga College of teacher education. Second and third year students were not included in the study because the course that contain the listening skill is offered only at first years.

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

According to information obtained from the college registrar, there were two sections of English linear (student teachers who are supposed to teach grades 5-8) and four sections of language cluster(student teachers who are supposed to teach grades 1-4) which both were first year students who were taking listening course. The English linear with section (A and B) and the language cluster with section (A, B, C and D) each containing 41, 40, 42, 41, 42,and 41 students respectively with a total of 247. Out of 247 these students, 25% of them (62 students) were taken as a sample in this study. Therefore, the sample size is 62. In addition, all the available English instructors were taken as a subject of the study.

3.3.2 Sampling Technique

For collecting quantitative data, simple random sampling technique, which is a type of probability sampling technique in which all individuals are chosen in such a way that each has an equal chance of being selected (Best,1998), was used to select students. Hence, out of 247 students, 25% of them (62 students) were selected using the technique mentioned. In applying this sampling technique, the researcher employed lottery method. In so doing, the name of each student was written on a piece of paper, and each piece of paper was folded. After this, 62 papers containing the name of students were drawn randomly.

For the qualitative study, available sampling technique was used to interview the instructors. That is, all the instructors were taken as subjects for the interview. The researcher did so in order to get diversified response according to their experience.

3.4 Data Collection Instruments

In order to gather data from the English language instructors and the sample students for study, three data collecting instruments were used. These are questionnaire, classroom observation (i.e. non-participant observation) and interview.

3.4.1 Development of Data Collecting Instruments

The data collecting tools (i.e. the questionnaires for students, interview for instructors and observation checklists) were designed based on what current ELT scholars say about the use authentic materials in teaching listening skills. Concerning the sources for developing students' questionnaire, scholars like Underwood (1989), Wilson (2008) Rost (1990), Rixon (1986), Ur 1984 and many others indicate that authentic materials can help create a more realistic listening environment and aid students by exposing them to valuable new language, context and types of spoken English more akin to what they will encounter in the real world outside the classroom. Therefore, all ideas were taken from the works of the above scholars to prepare students' questionnaire, instructors' interview items and observation (classroom and the availability both the sources and authentic listening materials in the college).

3.4.2 Interview for the Instructors

To gather pertinent data for the study, semi-structured interview questions were prepared and conducted with all the available English language instructors to gather information about their opinions and comments on the use of authentic listening materials, the sources, the availability of these materials in the college and how they select and utilize them in their listening instruction.

3.4.3 Students' Questionnaire

To gather information about the benefits students get from being exposed to authentic listening materials, closed-ended questionnaire was administered for 62 sample students. The questionnaires preceded by covering letter (see appendix-B) which contained two parts. The first part focused on some profiles of the students. The second part which encompassed 14 items was intended to generate students' responses on the benefits they get from exposure to authentic listening materials. The questionnaire for the students was translated into Amharic since the researcher felt that students might not adequately understand and respond to the questions. Likert- scale was used for all the items in which subjects were expected to answer in a five point scale of frequency ranging from 5 to 1, with 5 being strongly agree 1 being

strongly disagree to show agreement and disagreement on the value of exposure to authentic listening materials.

3.4.4 Classroom Observation

Another tool the researcher used to gather data was classroom observation. Observations are most often used data collecting instrument on how learners use language in a variety of settings, to study learning and teaching process in the classroom (Seliger & Shohamy, 1989). Therefore, to achieve the purpose, structured type of observation checklist was prepared to observe whether the instructors used appropriate authentic materials in their English listening instruction. It was conducted on two instructors and each instructor was observed three times based on the time schedule set. The researcher observed only two instructors because they were teaching listening course in the semester. Here, the observer used a checklist which consisted of 15 items to be filled but at the same time took note while observing. Each of these 15 items focused on the types of authentic listening materials that the researcher thought the instructors might used one of them in the classroom. It was intended to practically observe and cross check if the instructors used any of them in their listening instruction.

3.4.5 Observation on the Sources and Availability of Authentic Listening Materials

In order to observe if there were enough sources and authentic listening materials in the college library, English language improvement center (ELIC) and the resources in general, observation was carried out. In doing this, structured observation checklist which consisted 7 items was prepare to observe the sources of authentic listening materials whereas short note was taken while observing the availability of authentic listening materials. Observation on the sources of authentic listening materials was recorded in yes /no form. This yes/no was changed into textual data in the form of words and sentences.

3.4.6 Data Collection Procedure

The needed data for the study were collected within four weeks using the following procedure:

- First the number of instructors who were teaching listening skills in the semester and the number of sections who were taking the listening course in the semester was identified. Accordingly, there were two instructors giving the listening course and six sections taking the course.
- Then after the researcher reached the instructors for their consents and, then set date and time for the interview. Following this, an interview was carried out before the classroom observation begins.
- Parallel to classroom observation, observation on the sources and availability of authentic listening materials in the college was conducted. While observing, the researcher took note that described the whole issue about authentic listening materials which the researcher thought was important to deepen the concept of the data interpretation during data analysis.
- Finally, the student subjects were randomly taken and given a brief explanation about the general purpose of questionnaire so as to get their genuine responses. Then the questionnaire prepared for them was distributed and administered.

3.4.7 Data Analysis and interpretation

The data collected through research tools (i.e. questionnaire, observation and interview) were analyzed and interpreted through both qualitative and quantitative methods using simple percentages and frequencies (i.e. quantitatively) and narrative techniques (i.e. qualitatively). More specifically, the results obtained from students' questionnaire were tallied and frequencies were changed into percentages. These results were analyzed and described in terms of words and numbers. The data collected from interview with instructors were analyzed qualitatively in words and sentences. Similarly, the data gathered from both classroom and resources and authentic listening materials observation were analyzed in qualitative method. Finally, summary of major findings, conclusions and recommendations were drawn and forwarded based on the results of the study.

CHAPTER FOUR

Data Analysis, Discussions and the Results

This chapter presents the general background of the instructors, sample students, analysis, discussions and interpretations of the data gathered from the selected sample students and instructors. It presents the entire research work, in which data collected by means of questionnaires from students, interview with instructors and observation are presented, analyzed and interpreted by using table and textual discussions. As such it forms the fundamental basis for the summary of major findings, conclusion and recommendation of the study.

4.1 Instructors' Background Information

With regard to instructors' sex, all of the interviewees were males and no females at all teaching English as a foreign language at the college. Regarding instructors' qualification, seven of the interviewees reported that they had got second degree in English language teaching.

As far as these instructors teaching experience in English language is concerned, they had different experiences. Among these instructors, the one with the highest experience reported that he has taught English language at high school for ten years and at college and university for nine years. Three instructors have taught English as foreign language at college for six years. The one with eight years experience was hired and taught his the first two years at government high school and has taught English language for six years at the college. The other one reported ten years experiences in teaching English language both at high schools and college. This interviewee reacted saying "I taught English language for nine years at high school and I have at college for one year." Again the rest of two interviewees reported three and four year's experiences in teaching English language. The one with three years experiences replied that he has taught English language for three years at the college. The other one reported four years experiences in teaching English as foreign language at the college. Although the instructors have differences in teaching experiences and service years, what is common to all these interviewees is that all of them are qualified in TEFL though only one is first degree holder.

4.2 Students' Background Information

Student participants for this study were taken from first year language stream so as to fill the questionnaire. All of them were diploma students. Concerning their ages, they were aged 16 between 21. As far as student participants' sex is concerned, 37 of them were males and the rest 25 of them were females. The students were grouped as English linear and language cluster but all of them take the same courses in the college. What is their difference is that those English linear students are supposed to teach English from grade 5-8 whereas the language cluster groups are supposed to teach English and other languages (mother tongue and Amaharic) for grade 1-4.

4.3 Analysis of Instructors' Interview Data

To obtain relevant data for the study, all of the available English language instructors were taken so as to conduct interview. The instructors were asked to give their responses on the following issues:

- The type of materials that they used in their listening instruction.
- The use of authentic listening materials,
- if they had an easy access to authentic listening materials in the college,
- Where they obtain authentic listening materials,
- What criteria they followed to select authentic listening materials,
- How they used authentic listening materials in the classroom, and
- Whether they encouraged or not their students to listen to different listening sources outside the classroom.

Accordingly, the researcher believes that they had provided pertinent data for 8 interview questions. The first question was designed to obtain instructors' answers on the types of material that they used in their listening instruction. In this regard, out of 8 instructors, six of them responded that most of the time they used the materials that were presented in the module. They also indicated that these materials are pedagogical materials (materials prepared for the sake of language teaching). But the rest of two instructors answered in different way. One of them reported that he often used texts from different sources; for

example, from internet and Encarta to teach listening skills. The other one replied that he used the materials depending on the lesson forwarded in the module. If the module invites teacher to use other material apart from materials presented in the module, he uses some other materials in his listening instruction.

The instructors were also asked whether they used authentic listening materials such as songs, recorded radio/TV news or talks, recordings of announcements made at air port/ bus station, real life dialogues and the like in their listening instruction. Concerning this question, 7 instructors reported that they used such materials sometimes in their listening instruction. However, only one of them indicated that he never used such materials in his listening instruction. But, although majority of respondents said that they used authentic materials sometimes in their listening instructions, the researcher did not observe them using any authentic material during classroom observation.

The third question was designed to generate instructors' opinions and comments on the use of authentic materials in teaching listening skills. In this regard, all instructors were in favor of the use of authentic listening materials. They indicated that using authentic materials in listening classes can expose students to the real language use or give chance to them to practice how the language is used in the real world. They also pointed out that authentic listening materials are very interesting and motivating for students to learn the language. That is, they suggested that if listening lesson is presented with authentic materials, students can hear how different speakers pronounce words in their speeches. So, students can learn variety of pronunciations and this will help them to develop their communication skills. Therefore, it is possible to conclude that instructors were aware of about the use of authentic materials in teaching listening skills.

In addition to what is stated above, the instructors were asked about the sources they use to obtain authentic materials for their listening instruction. Concerning this, all of them indicated that they used materials such as TV/video, radio, internet, tape recorder as a source to obtain authentic listening materials.

As far as the access to authentic listening materials in the college is concerned, instructors were asked in item 5 if they had an easy access to such materials in the college. In response to this question, 6 of the respondents replied that they had an easy access to authentic listening materials. However, these respondents indicated that although there was an access to such materials in the college, they did not use or bring them into the classroom. The reason for this, according to them is that they have some restricting factors such as workload, class size, and the like. On the other hand, the rest two instructors said that they did not have an easy and quick access to such materials.

The instructors were also asked about the criteria in selecting authentic listening materials. As response to this question, all the instructors mentioned their own criteria in selecting and using authentic listening materials in the classroom. They generally reported that they considered criteria such as quality (audibility of recorded materials), relevance of the material, simplicity, and content, language (vocabulary), and level of the students' understanding the material, interest and background knowledge of students when selecting authentic listening materials.

A question was also asked to get instructors' response on how they use authentic listening materials with the students in the classroom. In his respect Half four of the respondents indicated that they designed or created tasks and activities to use with authentic listening materials in the classroom. However, the other four respondents replied that they did not design or create tasks and activities to use with such materials in the classroom.

Finally, instructors were asked in item 8 whether they encouraged or not their students to listen to different English listening sources such as BBC, English VOA and other mass media outside the classroom. In response to this question, 7 instructors responded that they encouraged their students to listen to such sources. But only one of them replied that he never encouraged his students to listen to such mass media outside the classroom.

4.4 Analysis of the Students' Questionnaire Data

As stated earlier, one of the research questions of this study was aimed to investigate the benefits students get from exposure to authentic listening materials. To answer this research

question, questionnaire was completed by 62 student participants attending at Bonga College of teacher education. The responses to the questionnaire were analyzed in terms of frequency and percentage in the table below.

Part-2: Students’ responses on the benefits they get from being exposed to the real language in authentic listening materials.

Key: SA-strongly agree D-disagree UD- undecided A-agree SD-disagree

2. I listen to the materials such as English songs, radio/TV news, entertainments (such as plays/ dramas, sport programs) ,films, and recordings of short stories, telephone conversation, lectures, announcements made at airport/bus stops, dialogues and different interviews, etc. in English to:

Table-1: for items 2.1-2.7

| No. | Items | SA (5) | A(4) | UD(3) | D(2) | SD(1) | Total | |
|-----|--|--------|------|-------|------|-------|-------|------|
| 2.1 | Hear real spoken English. | F | 32 | 14 | 9 | 5 | 2 | 62 |
| | | % | 51.6 | 22.6 | 14.5 | 8 | 3 | 100 |
| 2.2 | Listen and understand English spoken with different voices, accents, which vary both socially and regionally. | F | 21 | 28 | 8 | 5 | - | 62 |
| | | % | 33.9 | 45.2 | 12.9 | 8 | 0 | 100% |
| 2.3 | prepare myself for different real life (actual) listening situations such as sport programs ,assemblies ,bus station/ airport , etc. | F | 28 | 20 | 5 | 7 | 2 | 62 |
| | | % | 45.2 | 32.3 | 8 | 11.3 | 3 | 100% |
| 2.4 | Exposes myself to real language use that is produced for real life communicative purpose. | F | 12 | 16 | 12 | 12 | 10 | 62 |
| | | % | 19.4 | 25.8 | 19.4 | 19.4 | 16 | 100% |
| 2.5 | Listen to naturally pronounced English words as well as intonation. | F | 20 | 17 | 15 | 6 | 5 | 62 |
| | | % | 32 | 27 | 24 | 9.7 | 8 | 100% |
| 2.6 | Learn some features of spontaneous speeches such as hesitations, false starts, and fillers, etc. | F | 25 | 20 | 8 | 7 | 2 | 62 |
| | | % | 40 | 32 | 12.9 | 11 | 3 | 100% |
| 2.7 | Arouse my interests and motivations to learn the language. | F | 51 | 9 | 2 | - | - | 62 |
| | | % | 82 | 14.5 | 3.2 | 0 | 0 | 100% |

Table above presents the students’ responses on the beneficial effects of authentic materials on their listening skills in English. In this regard, items included from 2.1 up to 2.7 in the above table, showed the following points. To begin with item 2.1, more than half 32 (51.6%) of students strongly agreed that they listen to authentic materials to hear real spoken English.

About 14 (22.6%) respondents agreed with the item that they listen to such materials for the same purposes. Nine (14.5%) of respondents reported that they didn't decide yet, whereas 2(3%) of students indicated that they strongly disagreed with the item.

Responding to the second item (Item 2.2) from the above table, twenty eight (45.2%) of students strongly agreed that they listened to authentic materials to listen and understand English spoken with different voices, accents, which vary both socially and regionally. Twenty one (33.9%) of students also agreed with the item 2.2 showing as they had similar reasons. But small number 8(12.9%) of students replied that they did not take any position selecting the alternative 'undecided' while responding to the same item. The rest few 5(8%) of them replied that they disagreed indicating they didn't do so. In reaction to item 2.3, majority 28(45.2%) of sample students strongly agreed that they listened to authentic materials to prepare themselves for different real life (actual) listening situations. While responding to the same item, 20(32.3%) of respondents agreed that they had the same reasons for their listening to such materials. But five (8%) of students replied that they didn't decide yet. The remaining portion of students (i.e. 7(11.3% disagreed) and 2(3% strongly disagreed) responded that they did not listen to such materials to prepare themselves for different real life listening situations.

The participants' responses to the item 2.4(in which students would listen to authentic materials to expose themselves to real language use that is produced for real life communicative purpose) found that 12(19.4%) of them strongly agreed and 16 (25.8%) agreed that they did so. Responding to the same item, 12(19.4%) of respondents indicated that they didn't have any ideas whereas the same number i.e. 12(19.4%) of participants strongly disagreed with the item. The rest 10 (16%) of participants selected the alternative 'disagree' while responding to the same item.

To item 2.5, about 20(32.3%) of students strongly agreed that they listened to authentic materials to listen to naturally pronounced English words as well as intonation whereas 17(27.4%) of them indicated that as they agreed with the same item. But the other portion of respondents i.e. 15(24.2) percent of them responded that they didn't decide yet to take any

position. The rest of respondents 6(9.7% disagree) and 5(8% strongly disagree) reported that they didn't do so.

As it can be seen from the above table (in item 2.6), majority i.e. 25(40.3%) of students strongly agreed that they listen to authentic materials to learn some features of spontaneous speeches such as hesitations, false starts, and fillers, etc., whereas 2(3%) of them indicated as they agreed while responding to the same item. On the other hand, limited number 8(12.9%) of sample students responded that they didn't take any of the position selecting the alternative 'undecided'. The remaining 7(11.3%) and 2(3.2%) of respondents selected the alternatives 'disagree' and 'strongly disagree' to the same item respectively.

Responding to item 2.7, more than half 51(82.3) percent of respondents strongly agreed that they listened to authentic materials because it arouses their interest and motivations to learn the language. Nine (14.5%) of them agreed that they had almost the same reasons for listening to such materials. However, the insignificant number 2(3.2%) of sample students replied that they didn't decide yet.

Table-2 for items 2.8-2.14

| | | | | | | | | |
|------|--|---|------|------|------|------|-----|------|
| 2.8 | Have sense of achievement in learning the language. | F | 45 | 15 | 2 | - | - | 62 |
| | | % | 72.6 | 24.2 | 3.2 | 0 | 0 | 100% |
| 2.9 | Improve my English language proficiency. | F | 46 | 13 | 2 | 1 | - | 62 |
| | | % | 74.2 | 20.9 | 3.2 | 1.6 | 0 | 100% |
| 2.10 | Learn different redundant features such as repetition, re-phrasing, self-corrections, elaborations etc. that occurs in the speeches. | F | 17 | 33 | 8 | 4 | - | 62 |
| | | % | 27.4 | 53.2 | 12.9 | 6.5 | 0 | 100% |
| 2.11 | Prepare myself for listening to different text types and language styles. | F | 34 | 18 | 5 | 4 | 1 | 62 |
| | | % | 54.8 | 29 | 8 | 6.5 | 1.6 | 100% |
| 2.12 | Prepare myself to listen to English and understand it with different background noise. | F | 18 | 24 | 10 | 6 | 4 | 62 |
| | | % | 29 | 38.7 | 16.1 | 9.8 | 6.5 | 100% |
| 2.13 | Learn the language change reflected in the materials by the above mentioned materials such as songs, films, etc. | F | 20 | 34 | 6 | 2 | - | 62 |
| | | % | 32.3 | 54.8 | 9.7 | 3.2 | 0 | 100% |
| 2.14 | Listen to incidental or improper English spoken spontaneously. | F | 13 | 20 | 12 | 13 | 4 | 62 |
| | | % | 20.9 | 32.2 | 19.4 | 20.9 | 6.5 | 100% |

The table above consisted of items from 2.8 up to 2.14 also presents students' responses on the use of authentic listening materials. As we can see from the above table in item 2.8, 45(72.6%) of participants strongly agreed that they listened to authentic material because it gives them sense of achievement in learning the language. About 15(24.2%) of the subjects also reported that they had nearly same reasons for their listening to authentic materials. But a very few number 2(3.2%) of subjects responded that they didn't take any position. And only single subject disagreed with the same item. For item 2.9, majority 46(74.2%) of students strongly agreed that they listen to authentic materials to improve their English language proficiency. Thirteen (20.9%) of respondents agreed that they had the same ideas while responding to the same item. In responding to the same item (i.e. 2.9), 2(3.2%) of respondents replied that they didn't have any answer. Only one of respondent disagreed with the item.

Responding to item 2.10, 17(27.4%) of subjects strongly agreed and 33(53.2%) agreed indicated that they listen to authentic materials to learn different redundant features of spoken English such as repetition, re-phrasing, self-corrections, elaborations etc., that occurs in the speeches. On the other hand, some portion 8(12.9%) of respondents reported that they did not decide yet whereas the rest 4(6.5%) of subjects disagreed that they did not listen to authentic materials to learn such redundant features that occurs in the speeches.

Item 2.11 was intended to obtain students' responses for their listening to authentic materials. In regard to this item, 34(54.8%) of respondents strongly agreed that they listened to such materials to prepare themselves to listen to different text types and language styles. About 18(29%) of them replied that as they had the same ideas. Yet, small number i.e. 5(8%) of respondents said that they had no opinion. The remaining 4(6.5% disagreed) and 1(1.6% strongly disagreed) of participants respectively replied that they didn't do so.

In item, 2.12, students were asked if they listened to authentic materials to prepare themselves to listen to English and understand it with different background noise. In this regard, 18(29%) of students who strongly agreed and 24(38.7%) agreed indicated that they listen to such materials to do so. However, 10(16.1%) of respondents replied that they didn't decide yet. The other portion i.e. 6(9.7% disagreed) and 4(6.5% strongly disagreed) of

students reported that they didn't listen to authentic materials to prepare themselves for situations.

In response to item 2.13, 20(32.3%) of respondents strongly agreed that they listened to authentic materials to learn the language change reflected in the material. Similarly, a significant number i.e. 34(54.8%) of respondents agreed to the same item (item 2.13) as they have the same ideas. However, 6(9.7%) of students replied that they didn't take either of the position and the rest 2(3.2%) of respondents indicated that they didn't listen to authentic materials to learn such changes reflected through the material. To item 2.14, 13(20.9%) of participants strongly agreed and 20(32.3%) agreed students reported that they listened to authentic materials to listen to incidental or improper English spoken spontaneously. On the other hand, 12(19.4%) of respondents indicated that they had no opinion. The remaining 13(20.9) and 4(6.5%) of participants selected the alternatives 'disagree' and 'strongly disagree' respectively to show as they didn't do so.

4.5 Summary of Observation on the Sources and Availability of Authentic Listening Materials

To observe the sources and availability of authentic listening materials in the college, library and English language improvement resource center (ELIC) observation was carried out. The purpose of observation on the sources and availability of the materials was for the researcher to closely observe the sources and the available authentic listening materials in relation to their types. In order to observe, the sources of authentic listening materials, 7 closed-end items have been prepared in the checklist form (see Appendix-D).

The first question (i.e. item 1) which reads 'Does the college have audio-tape recorder/player?' Concerning this question, the researcher tried to observe what is mentioned in the question. So, the researcher observed two audio-tape recorders which were donated by the British council and three audio-tape players in the English language department. For question number two, which reads 'Does the college have video/DVD player?' Based on this question, the researcher observed whether these materials were available or not in the college. According to the observation, there were materials which are mentioned in question

two in the college and even the researcher had observed other materials like live player which is also recently donated by the British council.

Question number three was intended to observe whether the college has TV/radio which is the other sources of authentic listening materials. The researcher had practically observed the presence of television with its satellite dish receiver in the English language improvement resource center. The researcher had also observed the availability of radio which gives worldwide services.

The researcher observed the availability of internet access in the College based on the fourth question which reads 'Does the college have the internet access or service?' The answer was yes. But the researcher noticed very limited access of internet service in the college.

Item 5, was meant to observe if there were any recorded cassettes in the college. In this regard, there were a number of recordings of CDs and audio cassettes. These CDs and cassettes contain different recordings such meetings, lectures, dialogues, films, songs in English and so on. Regarding item 6, which reads 'Does the college have language Lab?' According to the observation, the college had no language Laboratory.

Item 7 was intended to observe if there were any authentic materials in the college. In this regard, the researcher carried out observation on the college library, English language improvement resource center (ELIC) and the available resources in general. Accordingly, the researcher had observed the availability of different types of authentic listening materials such as films (comedy and documentary), songs, cartoons, short stories, lectures, recording of meeting and some of British council teaching resources. Some of these materials are meant for CD and DVD players whereas others are meant for audio-cassette player. Again among these, some are viewing materials.

4.6 Summary of Classroom Observation

In order to crosscheck the data gathered through interview from instructors, classroom observation was carried out whether the instructors used any authentic listening materials in the classroom. The result of classroom observation showed that the instructors dominantly

used materials presented in the teaching module. The theoretical parts had also dominantly been observed in the three observation sessions. The researcher observed the parts mainly focused by the instructors during the observation include definition of listening, the difference between hearing and listening, the purpose of listening, the listening situations, strategies and so on. In addition to this, the researcher noticed while both of the instructors were supporting the lesson they taught in theoretical part with academic materials and the practical activities. One of them selected a text entitled with ‘A birth day surprise’ to model what he taught in the theoretical part. But the text he used was not authentic (produced for real purpose of communication). It was simply selected to exemplify what students have been learnt in the theoretical part. The other instructor used recorded material accompanied in the course book. It was recording of dialogue held between the course book writer and other teacher. Although the material was recorded, it was not authentic (taken from real life dialogue). The instructor simply brought this material to show students what makes difficult (problematic) when listening to English. During the whole classroom observation time, the researcher didn’t observe any of authentic listening materials when the instructors were using them in their listening classes.

4.7 DISCUSSIONS AND RESULTS

4.7.1 Instructors’ Interview Results and Discussions

The results of the interview with instructors depict that majority of instructors used most of the time pedagogical materials (materials prepared for the sake of language teaching) in their listening instructions. Only two of them used different texts from different sources, for example, from the internet and Encarta to teach listening skills. Finding from classroom observation also reveals that instructors do not use authentic listening materials. For Underwood (1989), students need to practice listening to the kind of speech they will actually encounter in real life so that they will be able to understand respond to what is being said in English. Besides, Hedge (2000) argues that if students hear only unnatural language in the classroom, their first experience of hearing authentic spoken English in the real world can be demoralized. Linguistics like Porter and Porter (1987) and Brown (2001) further recommend that the use of authentic texts to help students further develop their communicative skills.

Therefore, the use of authentic listening materials is an important factor to be taken into consideration when selecting and using authentic materials for teaching listening skills. Because by using such listening materials, we can give the chance to the learners to develop the skills needed to comprehend and to use language that is commonly found in real situations. However, in contrast, majority of instructors are not helping their students in exposing to the real language use via authentic listening materials.

According to the results obtained from interview with instructors, all instructors believe that authentic listening materials such as songs, recorded radio/TV news or talks, recordings of announcements made at air port/ bus station, real life dialogues and the like are paramount important in listening classes to prepare students for real world communication via such materials. In all and all, they indicated that the use of authentic listening materials can expose students to the real language use or give the chance the learners to practice how the language is used in the real world. They also pointed that such materials are very interesting and motivating for students to learn the language. Although the instructors believe the use of authentic listening materials in English as a foreign language classroom is essential to expose the learners to the target language as how it is used outside the classroom, they rarely use such materials in their listening instruction.

The results of interview with instructors also show that instructors use different sources such as TV/video, radio, internet, tape recorder to obtain authentic listening materials. In connection to this, scholars such as Wilson (2008), Miller (2003), Flowerdew and Miller (2005), Lindsay and Knight (2006) consider these as the most common sources of authentic listening materials. Therefore, we can conclude that when instructors and students want to look at the outside world for possible authentic listening materials, the aforementioned are rich sources of authentic listening materials to provide students with the target language.

The results of interview further reveal that instructors have an easy access to authentic listening materials in the college. The result of observation on sources and availability of authentic listening materials also shows that there are good sources and authentic listening materials in the college. However, the instructors do not use or bring them into the classroom because of some restricting factors such as workload, large class size and the like.

Moreover, the interview results depict that instructors consider the criteria such as quality (audibility of recorded materials), relevance of the material, simplicity, content, language (vocabulary), and level of the students' understanding the material, interest and background knowledge of students in selecting and using authentic listening materials. Scholars such as Wilson and Field (2008), Underwood (1989), McGrath (2002) and others support the idea that instructors forwarded in selecting and using authentic listening materials. Hence, it is reasonable to conclude that to select and use such materials in listening classes, students' needs, levels and interests will determine the kind of listening that teachers may use.

Furthermore, the finding of interview indicates that some instructors do not design or create tasks and activities to use with authentic listening materials in the classroom. However, some other instructors design or create tasks and activities to use with such materials in the listening classroom. In this regard, Kilickaya (2004) concludes that learners feel better with authentic materials helping them involve in the 'real language' as long as we, as teachers, provide them with pedagogical support. In addition, Guariento and Morley (2002) suggest that authentic materials should be used ...suitable tasks can be given to learners in which total understanding is not important. Therefore, we should prepare some global tasks and activities to use with authentic listening materials for learners.

In order to prepare students to use English in real-life situations and help them to cope with spoken English outside the classroom, teachers have a great role in encouraging their students to listen to various English listening sources outside the classroom. The results of interview with the instructors revealed that majority of instructors encourage their students to listen to different sources such as BBC and English VOA outside the classroom. In contrast, few of them do not encourage students to do so. In this regard, Underwood (1989) argues that if students have the opportunity to listen to a range of authentic texts, they will sample many different voices, with varying accents, both social and regional. According to her, they will hear people expressing things in a variety of ways; for example, they may hear anger being expressed by shouting or by choice of words or by many interruptions. Therefore, students' exposure to authentic listening materials is not only confined to classroom listening tasks and activities but also they have a lot of opportunities to listen to spoken English from their peers, audio and video, and from different broadcasts outside the class.

4.7.2 Students' Questionnaire Results and Discussions

The use of authentic listening materials provides learners with full advantages of the source of linguistic information that the real world provides and enables them to extend their knowledge of the target language. Listening to videos, radio broadcasts, podcasts, talks and announcements and so on learners expose themselves to the spoken word and enrich their listening competence with new syntactic, lexical, phonological and pragmatic information. The results of students' questionnaire reveal that most of students listen to authentic listening materials to hear real spoken English in the classroom. However, according to the data obtained from students' questionnaire, though majority of them listen to such materials, some students do not do so. For instance, nine respondents indicated as they do not have any answer. In addition, insignificant number of participants reported as they disagreed with the statement.

As to Underwood (1989), authentic listening material gives students a true representation of real, spontaneous speech with its hesitations, false starts and mistakes, which will make them more able to cope with real life speech when they meet it outside the learning situation. Therefore, the use of authentic listening materials is paramount important in enhancing students' listening skills and have a vital role to present real spoken English in the classroom.

Students' response results show that students listen to authentic materials to listen and understand English spoken with different voices, accents, which vary both socially and regionally. In this regard, Underwood (1989) argues that if students have the opportunity to listen to a range of authentic texts, they will sample many different voices, with varying accents, both social and regional. Harmer (1998) in his part says that one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents. Therefore, we can conclude that authentic listening materials give great opportunity for students to practice listening to different voices and accents in target language while using it as instructional materials.

It may or may not be truly authentic speech, but provided that it is realistic (i.e. like real life, with the characteristics of unrehearsed speech), it will give students the kind of practice they

need. Finding also reveals that students listen to authentic materials to expose themselves to real language use that is produced for real life communicative purpose so as to prepare themselves for different real life (actual) listening situations. In this respect, Underwood (1989) also suggests that students should listen to ordinary speech, spoken by ordinary people in their ordinary way. Therefore, we can also conclude that authentic listening materials have the advantage of exposing students to the real language use (i.e. language used in real life).

We know that in the ordinary conversations or authentic listening materials, speakers tend to say a great deal more than would appear to be necessary in order to convey his/her message, which appears less in inauthentic materials. Results of students' questionnaire, shows that students listen to authentic materials to listen to naturally pronounced English words and intonation as well as to learn some features of spontaneous speeches such as hesitations, false starts, and fillers, etc. Concerning this, Hedge (2000) says that in spoken language, we see: repetitions, pauses, fillers, false starts, incomplete sentences, and corrections which are typical of speech and so on. So, we can conclude that the use of authentic listening materials is very crucial factor to adjust our students to these all variables (elements) which are helpful for them when they attempt to discover the real meaning from what they hear in real life.

Introducing and utilizing naturally occurring materials can be a very meaningful experience for students and can capture the interest and stimulate students. The results of questionnaire also indicate that almost all students listen to authentic materials because it arouses their interest and motivations to learn the language. Concerning this, Philips and Shettlesworth (1978), Clarke (1989) and Peacock (1997) claim that one of the reasons for using authentic listening materials is that they have a positive effect on learner motivation in foreign language classroom because they are intrinsically more interesting or stimulating as quoted by Richards (2001). So, it is possible to conclude that authentic listening materials, especially the current popular ones such as clips from media always deal with topics that are familiar to students are relevant to students' personal experience, hence, have motivating and stimulating value in for language learning.

The result of students' questionnaire also reveals that students listen to authentic materials because it gives them a sense of achievement in learning the language. In this regard, Tamo (2009) states that authentic materials can produce sense of achievement, e.g. if students are given a brochure on England to plan a visit. In line with this, Joy (2011) indicates that authentic materials provide opportunities for students to see, experience and perform function through text which is realistic in nature. Therefore, by using authentic listening materials, teachers can help their students improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and add value to their life when listening/speaking English as a foreign language.

The results of students' questionnaire further suggest that students listen to authentic listening materials to learn different redundant features of spoken English such as repetition, re-phrasing, self-corrections, elaborations etc. that occurs in the speeches and to improve their English language proficiency. According to Lindsay and Knight (2006), spoken English is messy-when people speak they often repeat themselves, speak in incomplete sentences, hesitate, and pause between words, and use fillers. In connection to this, Ur (1984) also clearly describes the features of redundancy which may take the form of repetitions, false starts, re-phrasing, self-corrections, elaborations and apparently meaningless additions or fills such as I mean or you know, well, err etc. Therefore, it is rational to conclude that authentic listening materials are very essential for students to learn such elements from spoken English.

Furthermore, the result shows that students listen to authentic listening materials to prepare themselves for listening to different text types and language styles as well as to prepare themselves to listen to English and understand it with different background noise. The respondents also reported that as they listened to authentic materials to learn the language change reflected in the material and to listen to incidental or improper English spoken spontaneously. Therefore, it is reasonable to conclude that authentic listening materials are paramount important to learn how language is reflected through materials and to listen to incidental or improper English spoken spontaneously.

4.7.3 Classroom Observation Results and Discussions

In real-life situations we listen for a number of different purposes and our particular purpose will determine the range and balance of listening skills which we need to employ. In English language classroom, teachers need to ensure that learners experience listening to the kind of English, especially those that might be immediately relevant to their lives outside the classroom. Scholars such as Underwood (1989), Rixon (1986), Rost (1990), Wilson (2008) and many others suggest that authentic listening materials such as radio/TV news, talks/plays, recorded air port and bus station announcements, songs, films, telephone conversation, etc are very important in teaching of listening skills.

Although the instructors reported as they used authentic listening materials sometimes in their listening instruction during the interview, classroom observation result reveals that the instructors do not use any authentic materials in the listening classes. The results of classroom observation also shows that the instructors dominantly focused on teaching theoretical parts in the lesson such as defining listening, identifying the difference between hearing and listening, listing the purpose of listening, identifying the listening situations and so on. Students need to experience listening to a wide selection of texts. Therefore, it is important to suggest for the instructors to use authentic listening materials that will introduce students with the kind of speech they will actually encounter in real life situations.

4.7.4 Sources and Availability of Authentic Listening Materials Observation Results and Discussions

The sources of authentic listening materials are infinite. The most commonly used sources are TV, video, radio, audio-tape and the internet (Miller 2005). In addition to this, Lindsay and Knight (2006) mentioned such as friends, teachers, TV programs, films and the internet as the sources that learners are supposed to be exposed to the spoken texts inside or outside the classroom. The results of observation on the sources and availability of authentic listening materials shows that there are many sources of authentic listening materials in the college such as TV, radio, DVD, video, audio-tape recorders and players and the internet services. Besides to this, Hedge (2000) mentions radio plays, news items, childrens' stories,

travel news, weather forecasts, airport and station announcements, radio talks, debates, extracts from recorded guided tours, relaxation tapes, exercise instructions, interviews, etc as a typical example of authentic listening materials. The result of observation also shows that there are different types of authentic listening materials such as films (comedy and documentary), songs, cartoons, short stories, lectures, recording of meeting and other language teaching resources.

CHAPTER FIVE

Summary of the Major Findings, Conclusions and Recommendations

5.1 Summary of the Major Findings

Based on the data analysis and discussions, the following major findings are drawn.

1. The results of students' questionnaire and interview with English language instructors showed that instructors and students were aware of about the use of authentic materials in teaching and learning listening skills.
2. The results of classroom observation and interview with English language instructors indicated that the instructors dominantly used academic materials (materials prepared to teach language) in their listening instruction.
3. The instructors disclosed that they rarely used authentic listening materials because of some restricting factors such as workloads, class size and the like.
4. Observation on the library, English language improvement resource center revealed that college had good sources and enough authentic listening materials. However, the same observation result showed that there was limited access to the internet service. In addition, the college had no language laboratory which is one of the simplest ways to provide students with authentic listening practice.
5. It was found that some instructors did not create tasks and activities to use with authentic materials during their listening instructions. However, some other instructors disclosed that they did so.

5.2. Conclusions

This study attempted to investigate the use of authentic materials in teaching listening skills to college students. The study tried to elicit instructors and students opinions and comments on the use of authentic listening materials at Bonga College of teacher education. The participants of this study were 62 first year language stream (i.e. English linear and language cluster) students who were taking the same course even though they are grouped as linear and cluster and all the available English instructors. The study employed instruments such as

semi-structured interview questions for instructors, closed-ended questionnaire for students, observation.

The use of authentic listening materials material such as English songs, radio/TV news, entertainments (such plays/drams, sport programs), films, and other recordings of short stories, telephone conversation, etc in the classroom has been discussed with students benefiting them from being exposed to authentic language in the authentic listening materials. Another advantages indicated by students were that they were highly motivating, and giving a sense of achievement when understood the intended messages via the material; as a result, encourage further listening. They also reflect changes in the use of language and contain a wide variety text types as well as represent topics and language in current use and so on.

In addition, the use of authentic listening materials has been discussed also with the English instructors in regard to the benefits it gives both for students and teachers. Concerning this, the instructors forwarded positive opinions and comments with good understanding about the use of authentic listening materials. Besides, the types of materials that they use mostly in their listening instruction, instructors' access to authentic listening materials in the college and how they select authentic materials for their listening classes have been touched in the study. Moreover, it has been discussed with the instructors where they obtain (i.e. the sources) authentic listening materials and how they use such materials in the classroom.

5.3 Recommendations

Based on the data analysis and discussions, summary of the major findings and conclusions drawn, the following recommendations are forwarded for the college EFL instructors, students, material designers and suggestions for further research.

1. For college EFL instructors, students and Material Designers:

It is now generally accepted that students need to practice listening to the kind of speech they will actually encounter in real life so that they will be able to understand and

respond to what is being in English in the real world. That means communicate in English. Therefore:

- Instructors have to use authentic or near authentic listening materials that can expose students to real language use.
- The most common sources of authentic listening materials are TV/video, radio, audio-tape and the internet. The instructors had better use these sources to obtain authentic listening materials.
- Listening skills cannot be improved without receiving authentic listening inputs. Therefore, students should expose themselves to different listening sources such as BCC and English VOA outside the classroom.
- In order to provide students with appropriate authentic listening materials, instructors are have to consider some criteria such as students' interest and level, quality, relevance, exploitability of the material, linguistic demands etc when selecting authentic materials.
- Authentic listening does not happen in isolation. So, it needs designing appropriate tasks and activities to use with it in the classroom. Therefore, instructors had better create suitable tasks and activities that mirror the real-world purposes and situations in which and for which language is used or spoken.

2. Suggestions for Further Research

Although the current study provides some insights on the use of authentic materials in teaching listening skills to college students, much remains to be investigated scholarly research in the field of authenticity in EFL teaching and learning. Therefore, based on the outcomes of the current study, the following suggestions are outlined below as possible areas for future study.

- The use of authentic materials in teaching listening skills to school students(including elementary, junior and high school students)
- Designing task and activities with authentic listening materials
- Providing training for EFL teachers on selecting and creating suitable authentic listening activities.

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Appendix-A

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Instructors' interview questions

1. What are the types of materials that you use in your listening instruction?
2. Do you use authentic materials such as songs, recorded radio/TV news or talks, recordings of announcements made at air port/ bus station, real life dialogues, etc in English listening classes?
3. Do you recommend the use of such materials in teaching listening skills?
4. Where do you get these materials?
5. Do you have an easy access to these materials in the college?
6. What criteria would you follow in selecting authentic listening materials for your listening classes?
7. How do you use these materials in your listening instruction?
8. Do you encourage your students to listen to different sources such as BBC and VOA news outside the classroom?

Appendix-B

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Students' questionnaire

Dear students,

The purpose of this questionnaire is to gather data about the use of authentic materials in teaching listening skills in your English classes. Authentic materials are those materials which are not produced for language teaching purposes. Examples of such materials include radio plays, songs, news items, children's stories, travel news, weather forecasts, air port and station announcements, radio talks, debates, extracts from recorded guided tours, relaxation tapes, and interviews and so on. Your participation in this study is very important and has a great contribution to achieve the intended objective of this study. Please, read the questionnaires carefully and respond to the items honestly. There is no right or wrong answer. Your answers will be used for only the purpose of this study and remain confiden

Thank you very much in advance!

Sincerely,

Kochito Mamo

Researcher

General information

- No need to write your name.
- Put a tick“√” mark in the given boxes for items presented under part two.
- If you encounter anything unclear, you can ask the researcher for clarification.

Part one. Some profiles of the students are given below. Please, fill them with appropriate information by writing in blanks spaces where necessary.

1. Your department: _____ Year level. _____ Section. _____
2. Your age _____
3. Sex. Male _____ Female _____

Part-two: Read question No. 2 below and state your point of agreement and disagreement with statements given in the box by putting a tick (√) mark with the following rating scales: SA= strongly agree A= agree UD=undecided D=disagree SD=strongly disagree.

2. I listen to the materials such as English songs, radio/TV news, entertainments (such as plays/ dramas, sport programs) ,films, and recordings of short stories, telephone conversation, lectures, announcements made at airport/bus stops, dialogues and different interviews, etc. in English to:

| No. | Items | SA | A | UD | D | SD |
|------|--|----|---|----|---|----|
| 2.1 | Hear real spoken English. | | | | | |
| 2.2 | Listen and understand English spoken with different voices, accents, which vary both socially and regionally. | | | | | |
| 2.3 | prepare myself for different real life (actual) listening situations such as sport programs ,assemblies ,bus station/ airport , etc. | | | | | |
| 2.4 | Exposes myself to real language use that is produced for real life communicative purpose. | | | | | |
| 2.5 | Listen to naturally pronounced English words as well as intonation. | | | | | |
| 2.6 | Learn some features of spontaneous speeches such as hesitations, false starts, and fillers, etc. | | | | | |
| 2.7 | Arouse my interests and motivations to learn the language. | | | | | |
| 2.8 | Have sense of achievement in learning the language. | | | | | |
| 2.9 | Improve my English language proficiency. | | | | | |
| 2.10 | Learn different redundant features such as repetition, re- | | | | | |

| | | | | | | |
|------|--|--|--|--|--|--|
| | phrasing, self-corrections, elaborations etc. that occurs in the speeches. | | | | | |
| 2.11 | Prepare myself for listening to different text types and language styles. | | | | | |
| 2.12 | Prepare myself to listen to English and understand it with different background noise. | | | | | |
| 2.13 | Learn the language change reflected in the materials by the above mentioned materials such as songs, films, etc. | | | | | |
| 2.14 | Listen to incidental or improper English spoken spontaneously. | | | | | |

This is the end of the questionnaire. Thanks again for your precious time and cooperation.

Appendix-C Amharic Language Version

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ መርሀ-ግብር

የውጭ ቋንቋዎችና ሥነ-ጽሁፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ የጽሁፍ መጠይቅ

ውድ ተማሪዎች፣

የዚህ መጠይቅ ዋና አላማ ክፍል ውስጥ ቋንቋ ለማስተማር አላማ ተብሎ ያልተዘጋጁ ነገሮች ለምሳሌ፣ የእንግሊዝኛ ዘፈኖች፣ ፊልሞች፣ በሬዲዮ ወይም በቴሌቪዥን፣ የሚተላለፍ፣ ዜናዎች፣ የመዝናኛ ፕሮግራሞች ለምሳሌ አጫጭር ታሪኮች፣ ድራማዎችና ትረካዎች፣ በቴፕ የተቀዱ ማስታወቂያዎችና መግለጫዎች፣ ጭውውቶችና ወይይቶችን የተለያዩ ቃለ መጠይቆችን ወዘተ የእንግሊዝኛ የማዳመጥ ክህሎት ለመማርና ለማዳበር የሚያበረክቱትን አስተዋፅኦ ወይም ጠቃሚታን አስመልክቶ ለሚካሄደው ጥናት መረጃ ለመስጠት ነው። የጥናቱን አላማ ከግብ ለማድረስ የእናንተ የጥናቱ ተሳታፊዎች መልካም ትብብርና የምትሰጡት ሀቀኛ መረጃ ክፍተኛ ጠቀሜታ ስለሚኖረው ጥያቄዎቹን በሚገባ አንብባችሁ መረጃ እንድትሰጡ አጥኚው በትህትና ይጠይቃል። በዚህ መጠይቅ የሚገኘው መረጃ ምስጢራዊና ለጥናቱ ብቻ የሚውል ነው።

ማሳሰቢያ

1. ስም መፃፍ አያስፈልግም
2. ግልፅ ያልሆነ ነገር ካለ አጥኚውን መጠየቅ ይቻላል።
3. ክፍል ሁለት ላይ የቀረቡትን ጥያቄዎች ስትመልሱ ይህንን ምልክት (✓) ሳጥን ውስጥ በተሰጠው ቦታ ላይ በማድረግ ጥያቄዎቹን መልሱ።

ለትብብራችሁ በቅድሚያ ላመሰግን እወዳለሁ!!

አጥኚው

ክፍል አንድ፡ ከዚህ በታች ለቀረቡት ጥያቄዎች በተሰጠው ባዶ ቦታ ላይ ትክክለኛ መረጃ በመጻፍ መልስ/ሽ

1. የትምህርት ክፍል /Department _____ ዓመት _____ ክፍል _____
2. ዕድሜ፡ _____
3. የታ፡ ወንድ _____ ሴት _____

ክፍል ሁለት፡ ከዚህ በታች የቀረበ ጥያቄ ቁጥር ሁለትን አንብባችሁ፤ ሳጥን ውስጥ የተለያዩ መጠን ያላቸው ሀሳብ ጋር የተዘረዘሩትን በሀሳቡ ትይዩ በጣም እስማማለሁ፤ እስማማለሁ፤ አልወሰንኩትም፤ አልስማማበትም እና በጣም አልስማማበትም በማለት በቀረቡት አማራጮች ለእያንዳንዱ ሀሳብ አንተን/ችን/ በሚመለከትህ/ሽ አመራጭ ትይዩ ይህንን (✓) ምልክት በማስቀመጥ መልስ/ሽ። ይህንን (✓) ምልክት ስታስቀምጥ/ጩ፡

በጣም እስማማለሁ=5

እስማማለሁ=4

አልወሰንኩትም=3

አልስማማበትም=2

በጣም አልስማማበትም=1

የሚል ቦታ ተጠቀም/ሚ።

2. የእንግሊዝኛ ዘፈኖችን፣ ፊልሞችን፣ በሬዲዮ ወይም በቴሌቪዥን የሚተላለፉት የእንግሊዝኛ ዜናዎችን፣ የተለያዩ የመዝናኛ ፕሮግራሞችን ለምሳሌ ድራማዎችንና ትረካዎችን፣ አጫጭር ታሪኮችንና ሌሎች በቴፕ የተቀዱ ማስታወቂያዎችንና መግለጫዎችን፣ ጭውውቶችንና ወይደቶችን፣ ቃለ መጠይቆችን እና የመሳሰሉትን እኔ ማዳምጠው ወይም፤

| 0.ነ.ቁ | ሀሳቦች/Statements | 5 | 4 | 3 | 2 | 1 |
|-------|---|---|---|---|---|---|
| 2.1. | ትክክለኛውን የእንግሊዝኛ ድምፅ ለመስማት ነው። | | | | | |
| 2.2. | በማህበረሰብ ወይም በአካባቢ ምክንያት የሚለያዩ ድምፆችንና ዘዴዎችን ለማዳመጥ እንዲያስችለኝ ነው። | | | | | |

| | | | | | | |
|-------|---|--|--|--|--|--|
| 2.3. | በተለያዩ ቦታዎች ለምሳሌ፡ አዉሮፕላን ጣቢያ ወይም አውቶብስ ተራ፣ ስብሰባ ቦታ፣ ስፖርት ሜዳ፣ ወዘተ ለማዳመጥ እንድያስችለኝ ዘንድ ራስን ለማዘጋጀት ነው። | | | | | |
| 2.4. | ሰዎች ቋንቋዉን በትክክል የሚጠቀሙበት ቦታ ራስን ማጋለጥ ነው። | | | | | |
| 2.5. | በትክክል የተነገሩ ቃላቶችን ለመስማትና እንዲሁም ደግሞ የቃላት አሰባሰብና ለማየት ነው። | | | | | |
| 2.6. | ሰዎች በድንገት ስናገሩ ወይም ንግግር ስያደርጉ እንዴት እንደሚያመናቱና ምን ዓይነት ማሙያ ድምፆችን እንደምጠቀሙ ለመስማት ነው። | | | | | |
| 2.7. | ቋንቋዉን የመማር ፍላጎቴ እንድጨምርና መነሳሳት እንድኖረኝ ነው። | | | | | |
| 2.8. | ቋንቋዉን በመማሪ የሚኖረኝን የስኬት ስሜት እንዲፈጥር ነው። | | | | | |
| 2.9. | የእንግሊዝኛ ቋንቋ ብቃቴን ለማሻሻል ነው። | | | | | |
| 2.10. | በንግግር ጊዜ የሚፈጠሩ የተለያዩ ድግግምሽ ለምሳሌ፡ እንደገና መግለፅን፣ በራስ ማስተካከያና ማብራሪያ መስጠትን ለመማር ነው። | | | | | |
| 2.11. | የተለያዩ የዕሁፍ ዓይነቶችንና የአነጋገር ዘዴዎችን ለማዳመጥ እንድያስችለኝ ዘንድ ራስን ለማዘጋጀት ነው። | | | | | |
| 2.12. | የተለያዩ ድምፆችና ጫጫታዎች ባለብት አካባቢ አዳምጠዉ የመረዳት አቅም እንድኖረኝ ዘንድ ራስን ለማዘጋጀት ነው። | | | | | |
| 2.13. | ከላይ ጥያቄ ቁጥር ሁለት ላይ በተዘረዘሩት ዘፈኖች፣ ፊልሞች ወዘተ በኩል የሚፀባረቁ የቋንቋ ለዉጦችን ለመስማትና ለመማር ነው። | | | | | |
| 2.14. | በንግግር ወቅት በድንገት የሚወጡ ወይም የሚነገሩ ቀለል ያሉና ትክክል ያልሆኑ ድምፆችንና ቃላቶችን ለማዳመጥ ነው። | | | | | |

ወርቃማ ጊዜአቸዉን ሰዉታችሁ ስለተባበራችሁልኝ እንደገና ላመስግንላችሁ እወዳለሁ!

አጥኚዉ

| | | | | | | | | | |
|----|--------------------------|--|--|--|--|--|--|--|--|
| | weather forecasts | | | | | | | | |
| 11 | Radio /TV conversation | | | | | | | | |
| 12 | Recorded instructions | | | | | | | | |
| 13 | recoded dialogues | | | | | | | | |
| 14 | Recorded public lecture | | | | | | | | |
| 15 | Radio/ TV entertainments | | | | | | | | |

If any other materials are used:

Appendix-E

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Observation checklist1: Overall observation on the sources and availability of authentic listening materials in the college.

| No. | Description of classroom facilities/resources | Yes | No |
|-----|---|-----|----|
| 1 | Does the college have audio-tape recorder/player? | | |
| 2 | Does the college have video/DVD player? | | |
| 3 | Does the college have TV / radio with its dish antenna? | | |
| 4 | Does the college have the internet service? | | |
| 5 | Are there any recorded cassettes in the college? | | |
| 6 | Does the college have language Lab? | | |
| 7 | Is there English language club in the college? | | |
| 8 | Are there any authentic listening materials in the college? | | |

Appendix-F

Addis Ababa University

School of Graduate Studies

Department of Foreign Language and Literature

Instructors' interview transcriptions

1. What are the types of materials that you use in your listening instruction?

Instructor one: Well. A-a-a usually I use you know the materials which are devised and included in the module that texts are artificial texts and what I do is just simply I read the texts for students and I give them the activities and then I encourage them to do the activities. This is what I do.

Instructor two: Yeah. We often use texts from different sources we often brose internet, Encarta and we use texts for teaching listening purpose.

Instructor three: Actually we use for example; we are listening skills in communicative English skills. I mean in these courses there are activities that are intended to develop students' listening skills. We use these materials and sometimes we develop our own materials and for example, we download BBC news and sometimes use the ELIC (English language improvement program) resources and we all these materials to teach listening skills.

Instructor four: Most of the time, I use the materials that are presented in the module. These materials are basically designed to teach language skill. But the materials are artificial. They are not considered as such authentic materials.

Instructor five: The types of material that I commonly use for teaching listening skills are materials that are presented in the module.

Instructor six: Well. The type of materials that I use in my listening instruction depends on the lesson which forwarded in the module. If the module requires or if the module invites the

teacher to use authentic materials just to develop students listening skills and able to help students to use that materials to improve listening skills, I can use authentic materials.

Instructor seven: Ok. Most of the time I use the materials presented in the module. These materials are designed to teach the language.

Instructor eight: Most of the materials may differ from situation to situation. Most of the time, I use the materials that are presented in the module. These materials are basically designed to teach the language.

2. Do you use authentic materials such as songs, recorded radio/TV news or talks, recordings of announcements made at air port/ bus station, real life dialogues, etc in English listening classes?

Instructor one: Yeah. I better say sometimes. But the materials which I used are brought from the British council. These materials are not enough. But what are mentioned in the question by things which are recorded at airport and things which are used in different real situation are not used so far.

Instructor two: I don't think so. Most of the time, we use pedagogical materials.

Instructor three: May be. We use sometimes the real life situations like dialogues and others but we don't have for example access to get other resources. As I told you, we have some recorded materials donated by external organization like VESO and so on. Except these, we don't have other things. Instead, we develop our own; for example, from internet, books and we just try to record ours.

Instructor four: Yes. Sometimes I use them. Because authentic materials are very difficult to find and develop the tasks based on authentic materials. Due to this, I try to use authentic listening materials intermittently.

Instructor five: I use authentic listening materials sometimes.

Instructor six: I use authentic listening materials sometimes.

Instructor seven: Yes. I use it sometimes.

Instructor eight: Yes of course. I use it sometimes.

3. Do you recommend the use of such materials in teaching listening skills? why or why not?

Instructor one: Definitely. Because the main purpose of ah teaching listening skills is to enable learners understand what the native speakers say. So, if we use you know authentic texts, it definitely lets learners to access or just to have you know to the real language. So that it is helpful to expose to authentic texts.

Instructor two: Yeah, I believe that authentic materials are very important. Yeah because it is authentic material we find genuine or real language the language that used outside the classroom. A-a-a even though we know the importance of authentic material, we do not use it. But it is good if we use for students because the language we use outside the classroom is there. It is very important for students.

Instructor three: Yeah. Just I can recommend these materials. Using authentic materials is very important. Because whenever students are exposed to authentic materials, they relate everything I mean they relate the lesson with outside real life situation. Therefore, it is helpful for students. They may bring some prior knowledge and interact with the lesson and may be for the future, they may use the knowledge from the lesson to outside the classroom.

Instructor four: Yes. Because authentic materials are very essential; especially the use of authentic listening materials can arouse students' interest and motivation to learn the language. Again authentic listening materials give the chance the learners to hear real spoken English in the classroom.

Instructor five: Yes. I think things should be supplemented with aids and one of the effective aids that can help our students learn listening skills is using authentic materials. So, I prepare and you know I basically advise people to use that aids so that they can get students motivated towards something they are learning. And when we use some authentic materials, students learn something from the native speakers. When we provide our lesson with

authentic materials, especially in the listening, we can provide students with some correct pronunciation so that we can get students to learn variety of pronunciation.

Instructor six: Yes indeed. Authentic materials are very interesting to learn the language skills. Since listening is receptive skill and it requires too much times to practice it. For example, if you present your students with something which is not familiar to practice their listening skills, this may be difficult. But if you present for them something which is authentic and related to their background, and I think that is more interesting than what is non-authentic material.

Instructor seven: Of course. Because authentic materials give the chance the learners to practice how the language is used in the real world. And these materials can give the chance the learners to hear how native speakers pronounce words and sentences.

Instructor eight: Yeah. It is possible to recommend in different situations. One thing is that the use of authentic listening materials can expose learners to real language use. For example, when they try to develop a certain form of communication, it enables them to improve their communication skills. In addition to that I can recommend such kind of materials using in the classroom. For example, these materials can give the learners the chance to improve their language in relation to spoken English.

4. Where do you get these materials?

Instructor one: May be a-a-a they could be you know found in such places as mentioned. If the teacher is committed, he can bring you know these texts from journals, magazines and possibly he can record what is used in the real situation and he brings those texts definitely they are authentic and they are helpful for the teacher. They are sources as mentioned the real language where it is used.

Instructor two: It is everywhere. From media, magazine, newspapers, yeah we can find it everywhere. You know the source is very much but the problem is we don't use it. I don't know the reason why. Even I can't explain.

Instructor three: These materials could be found from different sources. If you have your own recording material, you can record these materials from the computer, radio, TV and other sources.

Instructor four: Of course, the sources of materials are difficult but as to me these materials can be found from internet, radio/TV, and video and so on.

Instructor five: As far as our Bonga college context is concerned, we do have live player, so I use that live player sometimes in the classroom. And even though the internet access here is not this much good, I brose information from the internet. So, I brose some materials from the internet and I use it the classroom. Again sometimes I record the radio/TV news though our tasks as you know the modules of this college doesn't invite us to do that basically to deal with listening skills, there are situations where we use some authentic materials.

Instructor six: Ok. I get these materials from different sources. For instance, I can it from internet, radio or television, tape recorder, video and so on. So, I can get authentic materials from these sources.

Instructor seven: Authentic listening materials can be found from school, radio, television, tape recorder, and video and so on.

Instructor eight: I get authentic materials from different sources; for example, from internet, radio and other sources. There are different sources.

5. Do you have an easy access to these materials in the college?

Instructor one: I can say fully I do have access. But there are you know some access to those materials as I mentioned before, there are materials which are brought from a-a-a British council. But I couldn't have you know access and there are you know restricting factors like you know workload and some other things that affect just teacher commitment. If the teacher is committed, as I mentioned before he has to develop his own authentic texts for the lesson, he has to read some newspaper and journals and he has to go some places where English is spoken and record the things and he has to bring to the classroom and expose or

just let students to hear the materials. But due to you know the mentioned factors I couldn't have such easy access to the materials.

Instructor two: Yeah. If we use, for example, we can find internet, we read magazines, and newspapers but we don't bring it into the classroom. But we listen to different news on TV. That is the sources.

Instructor three: We don't have any easy access to these materials. We do have only single tape recorder and as you know there are a number of large sections specially who are taking listening course.

Instructor four: Yes. The materials that I can easily get in the college are from the internet; for example we do have internet service, video, radio tape recorder. From these sources, I have some access to authentic listening materials in the college.

Instructor five: Nowadays we are about to have authentic materials because the British council is supporting us. So, we are about to have our own authentic documents or materials.

Instructor six: It is difficult to say totally easy. But when we see to some extent, it is good; for instance, there is internet access and radio in the college.

Instructor seven: Although I am not teaching listening skills at this time, there are some authentic listening materials in the college that I can get easily.

Instructor eight: Yes.

6. What criteria would you follow in selecting authentic materials for your listening class?

Instructor one: May be the first thing is you know quality for listening with regard to the recorded material. It has to have you know good quality. It has to be audible because if it is not audible, may be students may not be attracted by and they don't get anything the material. It has to have good quality. And again the content you know right a-a-a, when I say the content, what content has to be you know offered for the students from that material say for instance, is language is for real communication, thus, the content has to be a-a-a helpful

for students to use language for communication purpose. So, content is the other aspect. The third criteria may be you know simplicity, right? It has to be simple. As we know second language learning is a little bit challenging due to our background knowledge. Students do not have you know much exposure to the language. So that, if the language is challenging or if it is difficult students fail to do the task. So, simplicity has to be taken into account.

Instructor two: That is very good question. If I am to use authentic materials, I should consider the level of students because the language incorporated in the materials should be considered. The level of students is very important. The interest and the background of students are again very important.

Instructor three: Well. For example the relevance of the material is one criterion that should be considered. The other one is may be good if I select or use some sources or materials which help students just to remind the real life situations. In addition to this, I consider the level of difficulty when selecting such materials.

Instructor four: Basically the criteria for selecting authentic listening materials depend up the relevance of the materials. Relevance in a sense it has to be related with the students needs, interest and understanding level as well. And at the same time, we have to consider the linguistic demands like vocabulary and the tasks.

Instructor five: I follow the criteria based on my students' level of understanding of the material. The materials that I am going select should be comprehensible and should match with students' culture.

Instructor six: Ok well. When I select authentic listening materials, just I consider the following things. For instance, I can consider the relevance of the materials. When I say relevance, whether it is appropriate with the syllabus or whether it is related to students background knowledge. If it is beyond students' background knowledge, just I have to reshape the materials, according to their level of understanding. I also consider how it is easy to create interest and quality and exploitability of the material.

Instructor seven: When I select authentic listening materials, I consider: 1) relevance of the materials i.e. its appropriateness with the syllabus and students needs. 2) How is it easy for students' level and its familiarity with students' background? The other may be for instance, vocabulary.

Instructor eight: Most of the time, I consider the appropriateness of that material. If it is right, and if I use that material easily, I can take that material at the time. In such a case, there are also different criteria that enable us to choose such type of material; for example, the difficulty level of that material may also be considered as one possible criterion.

7. How do you use these materials in your listening instruction?

Instructor one: May be for one thing I have to design activities. First I have to select the listening text. Ok, if that text is suitable for the level of my students, I have set the activities; right? Having set the activities, I have to administer those activities. A-a-a and then I let students to listen that authentic text and you know to do activities which they are given.

Instructor two: For example, I may bring any text that is suitable for students. I may read the text twice or thrice and I may raise some questions after reading the text.

Instructor three: We download from the internet and record for example and we simply provide for the students.

Instructor four: Yeah basically it is obvious that it is not only for language teachers but also for other teachers, they need to design the tasks. So, having the materials, I try to design the tasks based on the needs as well as interest and the environment. Environment in a sense I mean the classroom situation.

Instructor five: There are some situations where you teach listening skills. And for that matter, based on the chapter, I synchronized something in that unit. I prepare something or even I record my own sound and I deliver that to class. I put it midst in the classroom so that everybody can hear. And before delivering the task, I ask some brainstorming questions on what students are going to listen. When they are listening during the listening, I crosscheck

whether they are with material, or everything in the recording is audible. After having had that part delivered, I check the skills of understanding of my students giving them some tasks.

Instructor six: Ok. I usually design tasks and activities that can go with students' ability or level of understanding.

Instructor seven: I often help students to be exposed to such authentic materials. I create opportunity students to listen to native speakers and the like.

Instructor eight: I usually design tasks and activities that can go with students' ability depending up on situation.

8. Do you encourage your students to listen different sources such as BBC and English VOA programs outside the classroom?

Instructor one: Yeah sure. A-a-a my fear is a-a I usually when I teach them my students particularly this skill in fact it is forgotten skill, just the only means they have in order to build up their skill is listening to different sources like you know BBC and even they have to listen to the dialogue when they watch films, movies and the like. But the problem is the students do not have those material like you know radio and TV so that they couldn't you know get. However, I usually encourage them to do so.

Instructor two: Yeah. I have to tell them to listen to BBC and even Ethiopian TV English news. But I don't think they are listening to these sources but I always tell them to listen.

Instructor three: Yes exactly. Most of the time, I tell my students as you know we Ethiopian people have problems of speaking, listening and other things. Because our English is formal English only given in the classroom, so, we don't have access to speak with the foreigners or to listen to native speakers of English. Also our English language knowledge and skills are very limited. Therefore, to break down these problems, I have to make my students to be effective in listening, writing and other skills. So, I always suggest them to

listen to different English radio programs like BBC programs and some other African broadcasting.

Instructor four: Yes. Even though the exposure or access is very limited to area or environment, I just try to encourage my students to listen to BBC and VOA news and other sources to develop their listening skills.

Instructor five: Yes. I always encourage my students to listening different listening sources. Because when they expose themselves to different listening sources, they can easily improve their listening and other skills. So, I always tell them listening different broadcasting.

Instructor six: Yes really. You know BBC, English VOA program watching film I think these are the only sources for us and our students to develop listening skills. It is difficult to achieve the listening within fourteen or fifteen minutes unless we practice it outside the classroom. So, I appreciate and encourage my students to have this kind of exposure outside the classroom.

Instructor seven: Really. I always encourage my students to listen to different English broadcasts.

Instructor eight: I sometimes encourage my students to do so.

Declaration

I, current researcher declare that this thesis is my original work which has not been presented for a degree in any other universities and that all sources of material used for this thesis have been duly acknowledged.

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This thesis has been submitted for examination with my approval as university thesis advisor.

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