Kurdish EFL Students' Attitudes towards the Use of Authentic Listening Materials in Improving their Oral Language Proficiency

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Abstract

It is argued that supplementing EFL classes with authentic listening materials helps EFL students be equipped with necessary skills and prepares them for real-life situations. Additionally, such materials tend to increase EFL learners' interest and motivation in language learning. This study aims to explore the attitude of Kurdish EFL university students regarding the importance of authentic listening materials for improving their language proficiency. Moreover, it seeks to investigate any potential challenges faced by Kurdish EFL university students when they are exposed to authentic listening materials. To achieve these aims, this study employed a mixed method research design using a questionnaire and interview questions. A total of 76 students from the University of Human Development in Sulaimani City participated in the study. Of these, 18 volunteers have been interviewed to provide further details to corroborate the collected data from the questionnaire. The questionnaire's findings has revealed that the overwhelming majority of the respondents have a positive attitude towards authentic listening materials in EFL classes. The results further showed that more low-proficiency students reported difficulties, such as vocabulary and cultural obstacles than high-proficiency ones. The findings of the interviews mainly supported the questionnaire data. It can be concluded that the use of authentic listening materials could motivate Kurdish EFL university students and enhance their oral language proficiency. Therefore, communicative English classes at the tertiary

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level should be supplemented with authentic listening materials to prepare students for real-life communication.

مواقف طلاب اللغة الإنجليزية كلغة اجنبية تجاه استخدام مواد الاستماع الاصلية في تحسين كفاءتهم في اللغة الشفهية

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الـمستخلـص

يقال إن استكمال فصول اللغة الإنكليزية كلغة أجنبية بمواد استماع طبيعية من الواقع يساعد متعلمي اللغة الإنكليزية كلغة أجنبية على التزود بالمهارات اللازمة وتعدّﱠهم للتواصل في الحياة الواقعية. بالإضافة إلى ذلك، تميل هذه المواد إلى زيادة اهتمام المتعلمين وتحفيزهم لتعلم اللغة. تهدف هذه الدراسة إلى استكشاف وجهة نظر طلبة المرحلة الجامعية الدارسين للغة الإنكليزية كلغة أجنبية فيما يتعلق بأهمية مواد الاستماع الأصيلة لتحسين كفاءتهم اللغوية. وعلاوة على ذلك، فإن الدراسة تسعى استكشاف التحديات المحتملة التي قد يواجهها هؤلاء الطلبة خلال تجربة الاستماع لمواد الاستماع المستمدة من الواقع الانكليزي. ولتحقيق هذه الأهداف، قامت هذه الدراسة بتصميم أداة مختلطة لجمع البيانات كمّية وكيفية باستخدام الاستبيان وأسئلة المقابلة. وشارك في الدراسة 76 طالبا من جامعة التنمية البشرية في مدينة السليمانية. ومن بين هؤلاء، تمت مقابلة 18 متطوعًا لتقديم مزيد من التفاصيل لتأكيد البيانات التي تم جمعها من الاستبيان. كشفت نتائج الاستبيان أن الغالبية العظمى من عينة الدراسة لهم موقف إيجابي تجاه مواد الاستماع في فصول اللغة تعلّم الإنكليزية. وأظهرت النتائج أيضًا أن الطلاب ذوي الكفاءة المنخفضة أبلغوا عن صعوبات، مثل المفردات والعوائق الثقافية أكثر من الطلاب ذوي الكفاءة العالية. أما نتائج المقابلات، فقد دعمت بشكل رئيسي بيانات الاستبيان. يمكن أن نستنتج أن استخدام مواد الاستماع الواقعية يمكن أن تحفّز طلبة الجامعة الدارسين للغة الانكليزية كلغة أجنبية ويعزز كفاءتهم اللغوية الشفهية. ولذلك، ينبغي استكمال دروس اللغة الإنكليزية التواصلية في الصف الدراسي للمرحلة الجامعية بمواد استماع طبيعية المحتوى مستمدة الواقع لإعداد الطلاب للتواصل في الحياة الواقعية.

1. INTRODUCTION:

Listening is more challenging than reading due to having limited control over the speaking input rate, and unlike writing, speaking has no clear-cut word boundaries (Schmit, 2000). Some of the listening difficulties lie in EFL learners' lack of sufficient vocabulary and listening sub-skills (such as categorizing stress patterns and listening for gist and details) to process continuous speech (Schmit, 2000). However, listening still does not receive sufficient attention in EFL language classrooms compared to other skills (e.g. reading and writing) and language systems (e.g. grammar and vocabulary). As a result, students are not linguistically prepared enough to cope with the natural and authentic language exposure produced by English native speakers (Mousavi, 2012). Additionally, listening skills aid in improving other skills in language classes (Mousavi, 2012). Listening is considered the most essential language skill in oral communication, yet it is not usually taught effectively in EFL classes (Gunduz, Ozcan and Uzunboylu, 2017). Specifically, listening skills promote comprehension of speech (Thornbury, 2017) and daily communication (Hamouda, 2020). Similarly, listening comprehension is the basis of the development of language proficiency beyond the classroom (Thornbury, 2017).

In contrast to ESL contexts where English is dominantly used in real-life situations, EFL students do not tend to have similar opportunities to practise English listening and speaking in society; thus, they encounter difficulties in understanding and using English speaking in real-life situations (Alijani, Maghsoudi, and Madani, 2014; Hamouda, 2020). One possible reason is that the language practised in the classroom does not manifest "realistic communication", it is mainly useful for accuracy improvement (Scrivener, 2005, p. 256; Hamouda, 2020).

Thus, EFL teachers and educators should implement effective teaching methods and select useful materials when teaching listening to develop and maintain EFL learners' ability to comprehend and use English. There are different ways of listening instruction that teachers can implement in a language classroom, such as comprehension strategy, bottom-up processing, top-down processing, metacognitive listening strategy, extensive listening, live/recorded listening, using film and video (Thornbury, 2017; Harmer, 2015). Additionally, teaching listening involves accomplishing a wide range of purposes, such as activating schemata, improving listening subskills, clarification, drilling, and assessing learners' comprehension. Since the necessity to communicate in English is noticeably growing in the Kurdistan Region of Iraq (KRI) in different sectors of society, teachers are expected to be more supportive and innovative by incorporating more effective and authentic teaching materials as well as using a variety of text types when assigning listening activities. One possible pedagogical strategy to prepare EFL students for real-life events is the use of authentic listening materials in language classes as highlighted by Febrina (2017), who posits that the language input in class should reflect upon native speakers' use of language. Authentic materials are neither "specially published nor adapted for classroom use" Riddell (2010, p. 275), and they are not designed for pedagogical purposes (Jordan, 1997). EFL teachers can appropriately exploit them because they are original and often up to date (Febrina, 2017; Riddell, 2010). Similarly, authentic texts are used for interactional

and transactional goals in real-life situations; rather than educational purposes (Mohammad et al., 2018). Thus, it can be summarized that authentic materials are not made for classroom purposes; instead, they are natural, realistic, and topical materials used by native speakers as a means of real-life communications.

Learning English as a foreign language takes more efforts and time than learning English as a second language or in an English-speaking environment. Thus, EFL teachers should implement a variety of effective teaching approaches, methods, and materials to help students enhance their learning process. One crucial source of material is the use of authentic materials. Moreover, EFL students in the Kurdistan Region of Iraq tend to find difficulties communicating in real-life situations despite studying English from the primary school to the 12th grade. One of the key reasons for poor communication skills of some of them may be the inadequacy of supplementing language classes with authentic listening materials and EFL teachers' less attention to the importance of such materials for improving their oral language proficiency and communication skills.

This study aims to examine the perception of Kurdish EFL university students about the role of listening authentic materials in enhancing their ability to comprehend and use of English. It also seeks to examine their attitude towards any potential difficulties they may encounter when they are exposed to such materials. Moreover, it attempts to explore whether their perception of the value and challenges of these materials differ in accordance with their language proficiency. The following research questions guide achieving these aims:

1. What are the attitudes of Kurdish EFL university students towards authentic listening materials in developing their oral language proficiency?
2. What are the attitudes of Kurdish EFL university students towards the potential difficulties caused by using authentic listening materials?
3. Does their perception of the value and challenges of these materials differ in accordance with their language proficiency levels?

The findings of this study are of theoretical and practical significance for both researchers and EFL teachers in their teaching and learning process. From the theoretical perspective, the findings of this research can serve as a plausible reference for those who intend to carry out studies on the benefits of authentic listening materials in teaching EFL students. By investigating the role of authentic materials in a language classroom, this study seeks to contribute to a comprehensive and thorough understanding of how EFL teachers help enhance students' oral language proficiency outside class. The results of this study can provide EFL teachers with enriching insights into the most effective listening materials perceived to be useful for students' listening proficiency and improving the practices for teaching listening skills in KRI university-level language classes.

2. THEORITICAL BACKGROUND AND LITERATURE REVIEW

2.1 Theoretical Background

Authentic listening materials can be incorporated into EFL classes in a variety of ways that help EFL students improve their real communication. One way to make classes motivating, engaging and reflective to learners' real-life (Floris, 2008; Febrina, 2017), EFL

teachers should supplement a range of authentic materials when designing a course. Otherwise, EFL students "will learn nothing" Al Azri and Al-Rashdi (2014, p. 251). According to Gebhard (2006), there are three types of authentic materials: authentic listening/viewing materials, authentic printed materials, and realia. There are various examples of authentic materials, such as CDs, DVDs, magazines, newspapers, radio or TV programs, reality shows, maps, and posters, news, literature books, movies, brochures, and menus (Hussein and Elttayef, 2018; Febrina, 2017), which are more interaction-based and content rich for EFL students instead of pedagogical textbooks (Febrina, 2017). As for the sources of such materials, the internet is one of the most pedagogically beneficial and powerful sources that can provide teachers with materials, such as YouTube videos, podcasts, audio clips, documentaries, and articles (Belaid, 2015 cited in Omar and Mekael, 2020, p. 133). Arguably, authentic materials can expose learners to language input (Alijani, Maghsoudi, and Madani, 2014), specifically comprehensible input, which is a prerequisite for their natural comprehension of the target language (Krashen, 1982 and 1985). Additionally, it is argued that the gap between the knowledge gained from simplified textbooks in the classroom and learners' ability to produce oral communications outside classroom (Febrina, 2017) can be bridged by the use of authentic listening materials (Hussein and Elttayef, 2018).

A few scholars claim that authentic listening materials may lead to some lexical and cultural difficulties for EFL students, specifically for lower-level learners because of their complex vocabulary and culture differences (Febrina, 2017). Thus, they argue that nonauthentic materials (e.g. pedagogical textbooks) are more useful for these learners because they are graded and adjusted to suit the learners' level and context (Febrina, 2017). Alternatively, many scholars argue for the usefulness of authentic materials for improving listening comprehension (Mousavi, 2012), communicative competence (Hussein and Elttayef, 2018; Febrina, 2017), and listening ability (Alijani, Maghsoudi, and Madani, 2014; Gunduz, Ozcan and Uzunboylu, 2017). The debate has gained prominence, as many scholars argue that the best language instructional materials are those that include natural models or extracts of authentic speech because authentic materials tend to empower autonomous learning (Gunduz, Ozcan and Uzunboylu, 2017). Moreover, authentic listening materials can enhance EFL learners' linguistic ability and cultural awareness (Awla and Sadiq, 2023; Omar and Mekael, 2020). Hence, it is important for EFL teachers to supplement their language classes with authentic materials. To address this issue, therefore, it is argued to use authentic materials as supplementary to EFL classrooms due to their interesting and reflective nature to real-life situations.

2.2 Previous Related Studies

The effectiveness of authentic listening materials for helping EFL learners improve their ability to understand and use English language has attracted the attention of several scholars. In contrast to previous studies whose subjects were either majoring in English language or had high proficiency level, Sabet and Mahsefat (2012) investigated the effect of authentic listening materials on listing skills of sixty elementary students, majoring in non-English departments, such as accounting, business management, and computer science, at Koshyar non-profit university in Iran. The participants aged 18-27 were in their English course for general purposes, and their elementary level was verified by

implementing Oxford Placement Test. The study adopted a mixed method, and the data collection instruments were proficiency test, pre-test and post-test experiment and student questionnaire. The participants were randomly placed into treatment group and control group in which the latter was exposed to authentic listening materials and former received only nonauthentic listening materials. According to the analysis of the quantitative data using t-test, the experimental group outperformed the control group. Besides, the results of the student feedback showed their positive opinion and satisfaction with authentic listening materials.

The positive influence of authentic materials in motivating EFL students in language classes was reinforced by Kılıç and İlter's (2015) study that was carried out in Bucak Anatolian High School in Turkey, involving 37 12th-grade students. The study adopted the quantitative research design in the form of a pre-test and post-test experiment with a control group design. Over 10 weeks, the experiment group was provided with supplementary authentic materials and exercises such as films, videos, and magazines, whereas the control group was only instructed based on the selected coursebook. The study aimed to investigate the participants' attitude towards the EFL course before and after the experiment. Both treatment group (19) and control group (18) were taught by the same teacher, and the researcher prepared the extra relevant authentic materials supported by the coursebook *New Bridge to Success/ Intermediate Level* and based on the participants' needs, levels and interests. According to the findings of the pre-test, there were no significant differences between the attitudes of both groups, while their perceptions significantly changed after the experiment's post-test.

Another study by Huda (2017) provided more support for the use of authentic material in EFL classrooms. The study investigating the perceptions of six Indonesian EFL teachers (5 females and 1 male) was conducted at State Islamic Junior High School in Indonesia. The research followed the qualitative approach, and the data was collected through using questionnaires followed by interviews. The sampling of the research study was purposive. The findings of the study indicated that all the selected teachers, regardless of their gender, qualification and teaching experience, expressed their positive views about incorporating authentic input in EFL classes.

As far as EFL teachers' perspectives are concerned, Omar and Mekael (2020) provided further evidence in support of the use of authentic materials through investigating the viewpoints of EFL teachers. 40 Kurdish EFL teachers (female and male) with different experiences of teaching participated in the study conducted in several high schools in Akre district in KRI. The data were collected via a questionnaire and analyzed using SPSS. The findings revealed that all the participants tended to employ authentic materials in their classes to help their students increase their lexical knowledge and self-confidence in communicating beyond the classroom.

The positive influence of including authentic listening materials in improving EFL students' listening comprehension is also supported by Hamouda (2020), who conducted a study on 44 fourth-level male students, majoring in the English Language Translation at Qassim University in Saudi. The study utilized a mixed-method research design using an experiment, questionnaire, and interview to collect data. According to the experiment, the subjects were randomly divided into the treatment group (22) which received both

authentic and nonauthentic listening materials and the control group (22) which was only exposed to nonauthentic listening materials; they were both examined on two listening comprehension tests (pre- and post-tests). The data obtained from the survey was to explore students' perceptions of using authentic listening materials. The findings showed that the treatment group significantly outperformed the control group. Further, the respondents positively perceived authentic listening materials and stressed the value of authentic materials in the EFL classroom.

Similarly, the study by Barzani, Barzani and Meena (2022) used a quantitative method in which data were gathered through a questionnaire involving 150 students (68 males and 82 females) from various public and private universities in KRI. The results showed that the majority of their study's participants reported the benefits of authentic materials for better and faster language learning, especially for communicative purposes.

Furthermore, Awla and Sadiq (2023) stressed the importance of authentic materials in teaching speaking classes based on their current study examining the viewpoint of both EFL Kurdish university teachers and students. They followed a mixed method combining both quantitative and qualitative approaches. Using a questionnaire and an interview, the study collected data from 184 sophomore students and 12 instructors at the English Department from three state universities in KRI. The results demonstrated that authentic materials provide students with real-life input, increase their cultural awareness and empower their motivation. In addition, they found the internet, videos, songs and movies as the most enjoyable and useful types of authentic materials.

Though the reviewed studies, which were selected in a chronological order in this section, have provided evidence in favor of using authentic materials in teaching language classes at the high school and tertiary level, they are either missing a certain perspective, or their methodology is lacking in some way. Their sampling method and research focus are deemed a methodological issue as they did not sample students with different proficiency levels to compare their perceived attitudes or practices concerning the use of authentic listening materials. Though these studies provided support for the positive effect of such materials on students' lexical knowledge, motivation, and cultural awareness, they did not examine whether these benefits are similar to both low proficiency and high proficiency levels. Additionally, a research gap that is worth investigation is whether authentic listening materials pose any challenges for EFL students with different proficiency levels.

Although the usefulness of authentic materials has been highlighted in the reviewed studies carried out in various academic settings, the opinions of Kurdish EFL university students majoring in non-English departments towards the effect of authentic materials on their listening comprehension and communicative skills have not yet received much-required attention in the KRI context.

Many scholars and teachers believe that the use of authentic listening materials to improve EFL learners' oral language proficiency should be thoroughly investigated (Gunduz, Ozcan and Uzunboylu, 2017). Therefore, this study attempts to fill the identified gaps by investigating the perception of the Kurdish EFL students studying non-departmental English at the University of Human Development (UHD) of the benefits and potential challenges of using authentic listening materials to improve their oral language proficiency.

3. METHODOLOGY

3.1 Research design

This study has adopted a mixed-method approach, which combines both quantitative and qualitative approaches in terms of data collection or data analysis in one study (Dörnyei, 2007). According to Dörnyei (2007, p. 165), one of the purposes for mixing both qualitative and quantitative methods is to corroborate research "findings through triangulation". Thus, the researcher administrated a questionnaire as "a relatively popular means of collecting data" (Nunan, 1992, p. 143) to examine the perceptions of EFL university students towards the benefits of using authentic listening materials. Additionally, the qualitative data was collected through arranging focus group interviews with the volunteered participants to enrich and validate the collected data from the questionnaire; the focus group interviews are described by Dörnyei (2007, p. 144) as "an economical way to gather a relatively large amount of qualitative data."

3.2 Participants

As shown in Table 1, the participants (61 males and 15 females) of this research study have been 76 first-year Kurdish EFL students aged 18-25 studying at two departments of the College of Science and Technology – Computer Science and Information Technology – at the University of Human Development (UHD), Sulaimani City, KRI.

Table 1: Descriptive statistics of the study participants

Age	Frequency	Percent
less than 20 Years	36	47.3
20 – 25 Years	37	48.6
25 Years and more	3	4.1
Mean ± St.D	20.28± 2.97	
Gender		
Male	61	80.3
Female	15	19.7
Language Course Level		
Beginner	18	23.7
Elementary	27	35.5
Pre-Intermediate	16	21.1
Intermediate	15	19.7
College/Department		
Computer Science	32	42.1
Information Technology	44	57.9
Total	76	100.0

Table 1 illustrates the language proficiency levels of the respondents: Beginner (18), Elementary (27), |Pre-intermediate (16) and Intermediate (15). Accordingly, they have been enrolled in a general English course in parallel with their university module called "Communicative English" taught over two semesters: Reading and Writing in Semester 1 and Listening and Speaking in Semester 2. The researcher was also the teacher of the participating students who were grouped by their college into four classes with mixed-levels and abilities. The selected coursebook of the university module "Communicative English" was "Q: Skills for Success Listening and Speaking", and the researcher supplemented the classes by authentic listening materials chosen and prepared based on

Nuttal's (1982) given criteria to select texts to be utilized in the class: content suitability, exploitability (how the text can be used to develop the skill) and readability (how difficult the text is). The extra activities and materials were made relevant to the topics of the coursebook, motivating to the students, and considerate to their needs. The coursebook focused on language and study skills to equip students for academic success and motivate them to achieve their language learning goals.

3.3. Data Collection and Analysis

At the end of second semester on June, 2022 during which the researcher taught listening and speaking module was taught by, all (96 students) were invited to participate in this study. Of these, 76 agreed to participate at the regularly scheduled time of their three classes. During the semester, the students were exposed to samples of authentic listening materials in addition to the coursebook adopted for teaching the university module. Thus, the questionnaire, which was made up of a five-point Likert scale, was distributed to the participants to express their opinions about the advantages and disadvantages of using authentic listening materials and how they help them improve their oral language proficiency. The scale was from 1 to 5 in which 1 = Strongly Disagree, 2 = Disagree, 3 = Don't Know, 4 = Agree and 5 = Strongly Agree. The participants in each class were also invited to an interview with the researcher to follow up the questionnaire items and discuss them in detail. Following the convenience sampling method (Brown, 2014), 18 students (coded S1, S2, … S18) were willing to participate in the interview. This study arranged two group interviews with the volunteering participants (each with nine interviewees: Group 1 = S1-S9 and Group 2 = S10-S18), and this method is supported by many scholars (e.g. Dörnyei, 2007). According to Ruth, Wutich and Bernard (2023, p. 37), "*Group interviews use the social dynamics between people to open up new pathways of data collection, reveal hidden knowledge, and learn in-group categories and language use.*"

To check the reliability of the items of the questionnaire and interview questions, a pilot test was used by obtaining data from four students not included in the sample. To establish their validity, the drafted questionnaire and interview questions were sent to three experts who had degrees in TESOL and Applied Linguistics and were teaching at the International English Language Center at Sulaimani Polytechnic University in Sulaimani City.

Concerning the data analysis, the data from the questionnaire were analyzed quantitatively using Microsoft Office, Excel 2003 and the F-test in one-way analysis of variance (ANOVA) SPSS. Additionally, the descriptive analysis was conducted to discover percentages and frequencies, mean scores and standard deviation of the variables among the respondents. The interview data were also analyzed qualitatively using "the narrative technique" (Hamouda, 2020, p. 51). The answers to the interview questions were transcribed and organized according to certain themes relating to the research questions of this study. Then, related answers of the participants (e.g. S1, S2, S3) with their proficiency levels were quoted to support the qualitative analysis.

(coded S1, S2, … S18) were willing to participate.

4. FINDINGS

4.1 The first research question was to examine the attitudes of Kurdish EFL university students towards authentic listening materials in developing their language proficiency.

4.1.1 The questionnaire findings of Kurdish EFL university students' views on listening skills and listening materials used in class are summarized in this subsection. It can be seen from the data in Table 2 that the majority of the participants either agree or strongly agree on the usefulness and value of listening skills and materials for improving their language proficiency (94.7%) and use (69.7%) in real-life situations. Additionally, all participants (100%) believe that listening skills in English are important, with 63.2% stating that they are motivated to continue listening outside the class.

However, 65.8% assume that the coursebook-based listening texts used in class are easier than listening authentic materials.

Table 2

Student's opinions on listening skills and listening materials in class

Items	1	2	3	4	5	Mean	St.D
	Fre	Fre	Fre	Fre	Fre		
	%	%	%	%	%		
I think listening skills in English are important.	0	0	0	30	46	4.60	0.49
	0.0	0.0	0.0	39.5	60.5		
I like to listen in English.	0	1	2	38	35	4.40	0.61
	0.0	1.3	2.6	50.0	46.1		
Listening helps me improve my language proficiency.	0	0	4	39	33	4.38	0.50
	0.0	0.0	5.3	51.3	43.4		
I usually do not listen in English unless I have to.	12	30	21	8	5	2.52	1.08
	15.8	39.5	27.6	10.5	6.6		
The listening course motivates me to listen other materials outside the class.	6	7	15	31	17	3.60	1.16
	7.9	9.2	19.7	40.8	22.4		

	1	2	3	4	5		
The materials I listen in class are similar to authentic texts.	2	13	22	29	10	3.42	1.01
	2.6	17.1	28.9	38.2	13.2		
I am satisfied with the current listening courses.	3	8	16	30	19	3.71	1.08
	3.9	10.5	21.1	39.5	25.0		
The texts I listen in class are easier than authentic texts.	2	8	16	33	17	3.72	1.01
	2.6	10.5	21.1	43.4	22.4		
The listening course enable me to comprehend other materials outside the class.	3	5	18	33	17	3.73	1.01
	3.9	6.6	23.7	43.4	22.4		
The texts I listen in class are more interesting than authentic texts.	6	22	12	21	15	3.22	1.28
	7.9	28.9	15.8	27.6	19.7		
The listening course introduces me to how language is used in the real world.	6	9	8	25	28	3.78	1.27
	7.9	11.8	10.5	32.9	36.8		
Total	40	103	134	317	242	3.73	0.95
	4.7	12.3	16.1	37.9	29.0		

As far as authentic listening materials are concerned, it is apparent from Table 3 that most of the participants (64.9%) argue for the benefits of authentic listening materials for enhancing their listening comprehension. Further, 63.2% either agree or strongly agree that teachers should supplement their listening classes with authentic listening materials, and 71.1% highlighted the effect of authentic listening materials for improving their language proficiency. Motivating to keep listening outside the classroom was perceived to be another advantage of using authentic listening materials as favored by 60.5% of the respondents.

Table 3

Students' attitudes towards the use of authentic listening materials in developing their listening comprehension

Items	1	2	3	4	5		St.D

	Fre	Fre	Fre	Fre	Fre	Mean	
	%	%	%	%	%		
I like to listen to authentic materials to hear real spoken English.	1	10	7	32	26	3.94	1.04
	1.3	13.2	9.2	42.1	34.2		
Authentic listening materials help me listen and understand natural English conversations by native speakers with a variety of voices and accents.	3	4	8	35	26	4.01	1.01
	3.9	5.3	10.5	46.1	34.2		
Authentic materials help me prepare myself for different real life (actual) listening situations such as TV shows, radio programmes, weather forecast, songs, etc.	2	6	8	37	23	3.96	0.98
	2.6	7.9	10.5	48.7	30.3		
Authentic materials help me naturally pronounce English words and accurately use intonation.	5	8	12	32	19	3.68	1.15
	6.6	10.5	15.8	42.1	25.0		
Authentic listening materials motivate me to do more listening outside class.	5	11	14	27	19	3.57	1.20
	6.6	14.5	18.4	35.5	25.0		
Authentic materials expose me to real language use that is produced for real life communicative purpose.	1	6	13	35	21	3.90	0.94
	1.3	7.9	17.1	46.1	27.6		
Authentic materials expose me to rich language input that help me become a better listener.	3	10	12	32	19	3.71	1.10
	3.9	13.2	15.8	42.1	25.0		
Authentic listening materials provide me with a lot of vocabulary and idiomatic expressions which I need in real life situations.	5	7	17	31	16	3.60	1.12
	6.6	9.2	22.4	40.8	21.1		
Authentic listening materials help me gain confidence in my listening ability.	3	6	10	37	20	3.85	1.02
	3.9	7.9	13.2	48.7	26.3		
	4	8	15	36	13	3.60	1.05

I am satisfied with the English authentic listening materials.	5.3	10.5	19.7	47.4	17.1		
I find the practice of English listening through authentic listening materials interesting.	2	11	12	40	11	3.61	0.99
	2.6	14.5	15.8	52.6	14.5		
Authentic materials help lower the degree of anxiety when I face new situations in English.	5	8	24	26	13	3.44	1.10
	6.6	10.5	31.6	34.2	17.1		
Authentic listening materials are more related to my needs than the non-authentic materials.	6	7	24	24	15	3.46	1.14
	7.9	9.2	31.6	31.6	19.7		
Authentic listening materials help me with the use of grammar rules in their original context.	3	13	22	27	11	3.39	1.05
	3.9	17.1	28.9	35.5	14.5		
Authentic listening materials help me improve my language proficiency.	3	8	11	33	21	3.80	1.08
	3.9	10.5	14.5	43.5	27.6		
I enjoy learning English when using authentic listening materials more than non-authentic materials.	3	6	19	26	22	3.76	1.08
	3.9	7.9	25.0	34.2	28.9		
I am actively engaged in learning when I am being taught using authentic materials compared to non-authentic ones.	3	9	23	25	16	3.55	1.07
	3.9	11.8	30.3	32.9	21.1		
Authentic texts develop my listening comprehension ability more than textbooks do.	7	8	13	31	17	3.56	1.21
	9.2	10.5	17.1	40.8	22.4		
I prefer that the teacher uses authentic texts as supplementary materials in listening classes.	4	10	14	32	16	3.60	1.12
	5.3	13.2	18.4	42.1	21.1		
	2	9	19	27	19	3.68	1.06

	1	2	3	4	5	Mean	St.D
I prefer to listen English authentic texts rather than listen the listening passages in the textbooks.	2.6	11.8	25.0	35.5	25.0		
Using English authentic texts provide me with authentic cultural information.	1	11	17	28	19	3.69	1.04
	1.3	14.5	22.4	36.8	25.0		
Total	**71**	**176**	**314**	**653**	**382**	**3.68**	**1.07**
	4.4	**11.1**	**19.6**	**40.9**	**24.0**		

Moreover, Table 4 illustrates the types of authentic materials that the participants enjoyed using in class. Of these, about 83% and 82% preferred listening to English movies and using online authentic materials respectively. This is followed by those who favored listening to English speeches and watching video tutorials, (accounted for 76.3% and 75%) respectively.

Table 4

Types of authentic materials that the participants enjoyed using in class

Items	1	2	3	4	5	Mean	St.D
	Fre	Fre	Fre	Fre	Fre		
	%	%	%	%	%		
Watching video tutorials in English.	3	5	11	32	25	3.93	1.04
	3.9	6.6	14.5	42.1	32.9		
Listening to English movies.	1	3	9	23	40	4.28	0.92
	1.3	3.9	11.8	30.3	52.6		
Listening to comedy shows.	4	6	13	23	30	3.90	1.16
	5.3	7.9	17.1	30.3	39.5		
Listening to English audiobooks	3	13	16	26	18	3.56	1.14

	3.9	17.1	21.1	34.2	23.7		
Listening to dialogues and different interviews.	6	17	15	23	15	3.31	1.24
	7.9	22.4	19.7	30.3	19.7		
Watching TV programs in English.	6	13	17	21	19	3.44	1.25
	7.9	17.1	22.4	27.6	25.0		
Listening radio programs in English.	7	17	20	18	14	3.19	1.24
	9.2	22.4	26.3	23.7	18.4		
Using online authentic materials	2	5	7	26	36	4.17	1.02
	2.6	6.6	9.2	34.2	47.4		
Listening to a speech in English	2	7	9	30	28	3.98	1.05
	2.6	9.2	11.8	39.5	36.8		
Total	34	86	117	222	225	3.75	1.11
	4.9	12.5	17.1	32.4	33.1		

4.1.2 The results obtained from the interview questions are shown to validate the findings of the questionnaire. In response to the first interview question examining the importance of listening for learning English language, most of the interviewees with different proficiency levels were satisfied with the value of listening for improving their listening comprehension, communication, accent, pronunciation, and vocabulary.

The questionnaire findings are validated by the results of group interviews. For example, S10 points out "I personally support the use of authentic materials because it is more realistic", and S15 and S17 back up this view, saying "I agree with the use of authentic materials in the class because they are more popular when we listen something or speak in general in the real life." and "I support it because when you listen to authentic materials it is real and natural text and useful for real life."

As for the preferred type of authentic listening materials, the data collected from the group interview confirm the questionnaire results as most of the participants were in favor of watching and listening to movies and online videos such as YouTube, podcast, speeches as well as songs.

As for the importance of listening for their learning process, all the participants (S1-S18) found listening as a skill very important as follows:

S1 (Pre-intermediate): "It is very important … you should listen … for improving your English".

S2 (Intermediate): "We need to use … listening to improve English".

S3 (Intermediate): "If you only focus on listening, you will be able to understand…".

S4 (Intermediate): "It is important to listening [*sic*] (to) English as videos, movies, music, audio … to improve your pronunciation, accent, vocabulary and grammar".

S5 (Intermediate): "I think it is very important to listen to English because you know how to speak and you learn their pronunciation".

S6 (Intermediate): "I think (listening) is number one priority when it comes to learn English".

S7 (Elementary): "it is very important for the way we express out thought and speaking and understanding …".

S8 (Beginner): "… you can listening [*sic*] English and you can watch movies or any native English".

S9 (Elementary): "I think listening is important …".

S10 (Intermediate): "…English words are so complicated so if you listen to someone may be from the UK or Europe to learn the real spelling of that word".

S11 (Intermediate): "It is important because you know some words sometimes you forget it when you listen again you can remember and learn new words".

S12 (Pre-intermediate): "Listening is very good and an efficient skill …. We just learn our mother language from listening".

S13 (Elementary): "Listening is very important for vocabulary learning, and when you do not know some words and when you listen to English videos you will learn".

S14 (Elementary): "Listening is so important because you can learn words in another language".

S15 (Intermediate): "… listening is good".

S16 (Elementary): "I think listening is more important than the other skills because you can get speaking and vocabulary and help improv speaking for daily life".

S17 (Intermediate): "Listening is important because it is not only about meaning, you can listen pronunciation, it is kinda help you understand better".

S18 (Elementary): "It helps me understand speaking better".

As for the role of authentic listening materials in helping to better understand real-life communications, many of the interviewees stated that authentic listening materials are helpful for understanding real-life communications. Additionally, the beginner and elementary students reported that they help them to be familiar with words used outside the classroom. Here are some examples of the students' answers to the interview question:

S1 (Pre-intermediate): "they helped you understand some things but not everything".

S2 (Intermediate): "they helped you outside the class. They just give an idea how actual things are in real life. For example, the videos used with the job interview in which the stuff that they said in the interview are very similar to those used in real life which is really good".

S3 (Intermediate): "I think they have helped me but they need to be more advanced".

S4 (Intermediate): "I am sure it helped students. I like the lecture a lot".

S5 (Intermediate): "…the videos about job interview could be helpful for someone who wants to go to job interview".

S7 (Elementary):   "I got benefit from the videos about job interviews because I did not know how to do job interview".

S8 (Beginner): "… authentic materials in the class can help us familiar with new words used outside the class".

S12 (Pre-intermediate): " … helps us to be familiar with some words outside the class through the listening materials".

In response to another related interview question on their perception of using authentic listening materials in class, the majority of them reported that they help them improve their English in real-life situations as shown below:

S1 (Intermediate): "In my experience in the class, they helped us a lot to improve our English".

S2 (Intermediate): " … gives [*sic*] more insights into real-life.

S3 (Intermediate): "… make you pay more attention in the class".

S4 (Intermediate): "I support using authentic materials in the class it is better than nonauthentic materials".

S5 (Intermediate): "I think teachers should keep the balance between the two of them like if you learn just through watching movies or watching videos you may make a lot of

grammar mistakes. So you should study both of them: watch a movies and at the same time read a text from the textbook".

S7 (Elementary):   "We know a lot of things, but we cannot use it in real life".

S8 (Beginner): " …when we watch videos we can learn a lot such as how they speak and behave in real life".

S10 (Intermediate): "I personally support the use of authentic materials because it is [*sic*] more realistic, … they talk more realistic and fun … you are also learning information from the content".

S12 (Pre-intermediate): "… they help me understand native materials".

S15 (Intermediate   ): "… they are more popular when we listen something or speak in general in the real life".

S17 (Intermediate   ): "… (they are) real and natural text and useful for real life".

4.2. The second research question was to investigate the students' attitudes towards the potential difficulties in using authentic listening materials.

4.2.1 The questionnaire findings of Kurdish EFL university students' views on challenges caused by authentic listening materials used in class are summarized in this subsection. It can be seen from Table 5 that a higher percentage of participants (64.4%) rated authentic listening materials as more challenging than non-authentic listening materials when it comes to learning English. As reported by 48.7% of the participants, the most common challenges caused by using authentic materials are vocabulary and complex structure. The second most potential issue raised by them (accounted for 46.1%) is the various and mixed structures of authentic listening texts which lead to listening comprehension difficulties. This is followed by cultural difficulties, which were perceived by 39.5% of the respondents.

Table 5

Students' attitudes towards the potential difficulties in using authentic listening materials

Items	1	2	3	4	5	Mean	St.D
	Fre	Fre	Fre	Fre	Fre		
	%	%	%	%	%		
I find authentic materials demotivating because it is above my English level.	11	25	11	19	10	2.89	1.30
	14.5	32.9	14.5	25.0	13.2		
Authentic materials make me feel frustrated.	10	26	12	22	6	2.84	1.21

	13.2	34.2	15.8	28.9	7.9		
Using English authentic texts cause cultural conflicts that hinder comprehension.	7	10	29	26	4	3.13	1.02
	9.2	13.2	38.2	34.2	5.3		
Authentic listening materials are more challenging in learning English than the non-authentic ones.	6	6	15	27	22	3.69	1.20
	7.9	7.9	19.7	35.5	28.9		
Authentic materials include many structures that are mixed and cause comprehension difficulties.	4	11	26	31	4	3.26	0.95
	5.3	14.5	34.2	40.8	5.3		
Authentic materials often contain difficult vocabulary and complex language structures which create problems for me as a learner.	7	15	17	27	10	3.23	1.18
	9.2	19.7	22.4	35.5	13.2		
Total	**45**	**93**	**110**	**152**	**56**	**3.17**	**1.14**
	9.8	20.3	24.1	33.3	12.5		

4.2.2 Based on the interview data, the participants answered the question about what hinders and causes problems for them when teachers use authentic material in class. It seems clear that cultural differences and accents were reported to be mostly difficult for intermediate and pre-intermediate students, whereas elementary and beginner participants found complexity in vocabulary to be problematic. Moreover, almost all of them regardless of the levels faced difficulties in using authentic listening materials because of speakers' fast pace in speaking. Some examples of the answers are shown below:

S1 (Intermediate): "I think the reason that would hinder using the authentic listening materials is cultural base …. That is why is kinda hard to understand what they are saying, what their situations their livelihood and the way of their living and everything is different than our culture so that would kida hinder the understanding listening to those materials".

S2 (Intermediate): "The teacher should avoid teaching us listening materials that cause cultural difficulties.

S3 (Intermediate): "As for the difficulties, they may find part of the vocabulary challenging because they are not understanding well or … people may use street language and they are not using the proper or standard English which makes it more difficult".

S4 (Intermediate): "The difficulties that learners encounter using authentic materials include the speakers speak fast. Even I sometimes feel like I cannot understand them".

S5 (Intermediate): "The only problem that comes to the students is the accent and different accents and … they are using different vocabulary than native American speakers. That is the accent causes difficulties for the students".

S6 (Pre-intermediate): "It is just like the difference between dream and reality. So academic lectures and books are just like a dream that do not let us see the reality of the real world and other persons from the real life when we want to speak with them.

S8 (Beginner): "The speakers in those videos are speaking very fast and not pronouncing the words how they are written. This makes it difficult to understand".

S10 (Intermediate): "The only problem that we are going to face is that authentic materials are new for us and the common materials we have used in books and schools are nonauthentic. So we need more time and take more time to go with it".

S12 (Pre-intermediate): "The difficulties that I have listening to authentic materials are they speak very fast and say the words that I cannot spell the words".

S17 (Intermediate): "I think sometimes we might not catch up to what they are saying because the speakers are speaking very fast and kida goes over your ears".

S18 (Elementary): "They are challenging because they are speaking very fast and use some difficult words".

Moreover, the participants answered to the interview question concerning what language problems they think they have if they are taught authentic materials. Vocabulary and pronunciation were perceived as the most popular language difficulties they have, especially for beginner and elementary students a follows:

S2 (Intermediate): "I think the difficulties would be like sometimes the vocabulary and pronunciation which might be too difficult for the beginner that is why in my opinion listening to children-based songs movies and TV shows those are English really simplified they are still authentic but simplified. Teachers can use that to help improve your English and get better as the words are so simple and clear in their pronunciation and grammar and everything".

S3 (Intermediate): "In my opinion, the language is difficult, mostly vocabulary because students are not listening in English and we watch an English movie they watch the subtitles of their own language which they will not learn to focus on what they are saying because they are reading subtitles which they do not help them at all and they will not be able to listen better".

S7 (Elementary): "I also have difficulties in understanding the words the speaker uses in authentic listening materials because they speak very fast".

S8 (Beginner): "One of the difficulties I face is that they are speaking very fast and sometimes when you listen and read the scrip together through you understand the meaning of the words in the text, but they pronounce the words different from how they are written for example "I do not know" is written but "Idonnau" is said. This makes it confusing for the learner with little experience or lower level".

4.3 The third research question was to investigate if there was any discrepancy in their perceptions of the value and difficulties of authentic listening materials due to the differences in their proficiency levels.

4.3.1 The questionnaire findings concerning any perceived differences in their views on the advantages and disadvantages of authentic listening materials are presented here. Table 6 shows that there was a significant positive correlation between the participants' perception of the benefits of authentic materials and their language proficiency levels. On average, students with intermediate and pre-intermediate levels were shown to have higher mean scores (3.87 and 3.71) than elementary and beginner ones (3.64 and 3.52) respectively. In contrast with the elementary and beginner students, the pre-intermediate and intermediate participants perceived authentic materials to be more beneficial than non-authentic ones.

Table 6

Comparing between language proficiency level and students' attitudes towards the value of authentic listening materials in developing their listening comprehension

Language Course Level	Students' attitudes towards the use of authentic listening materials in developing their listening comprehension					
	N	Mean	Standard deviation	F Test	Sig.	Result
Beginner	18	3.5298	1.19771	7.626	0.000	Accepted
Elementary	27	3.6481	1.07741			
Pre-Intermediate	16	3.7143	1.08005			
Intermediate	15	3.8714	1.07594			

From the data in Table 7, it is apparent that the lower-level students (beginner and elementary) voiced their concerns over the potential difficulties caused by authentic listening materials more than higher-level students (pre-intermediate and intermediate).

Table 7

Comparing between language proficiency level and students' attitudes towards the potential difficulties in using authentic listening materials

	students' attitudes towards the potential difficulties in using authentic listening materials

Language Course Level	N	Mean	Standard deviation	F Test	Sig.	Result
Beginner	18	3.2778	1.20616	6.493	0.000	Accepted
Elementary	27	3.4259	1.05622			
Pre-Intermediate	16	2.9792	1.14229			
Intermediate	15	2.8222	1.29457			

4.3.2 The collected data from the group interviews verify the results of the questionnaire, showing that the higher-level students (pre-intermediate and intermediate) reported difficulties due to cultural differences, complexity in vocabulary, and the speakers' varieties of accents. However, it seems that both higher and lower-level students have similar issues with the fast pace of the speakers of the authentic listening materials. An illustration of this came from S8 (beginner) and S18 (elementary), who responded to interview question number 6, claiming that "The speakers in those videos are speaking very fast and not pronouncing the words how they are written. This makes it difficult to understand." and "They are challenging because they are speaking very fast and use some difficult words." respectively.

Likewise, S12 (pre-intermediate) and S17 (intermediate) report that "The difficulties that I have … are they speak very fast and say the words that I cannot spell the words." and "I think sometimes we might not catch up to what they are saying because the speakers are speaking very fast and kinda goes over your ears. So that might be a problem and you cannot understand but my much listening you will be better." respectively.

Though S12 maintained his positive stand in favor of the benefits of authentic listening materials when answering the fifth interview question "Personally, I support using authentic materials because they help me understand native materials"; however, "for someone who has (is) starter or beginner level it will be hard for them." Reinforcing this view, in response to interview question number 8, S8, who is a beginner, reported that "I think authentic materials are interesting and I need to listen too much to be able to learn and understand because I enjoy if I know them." To echo this viewpoint, S13, who has an elementary level, highlighted that, "I enjoy a lot from such authentic materials but to help us understand better we have to listen to them several times at home before and after the class."

Thus, it can be argued with S5 that "teacher should keep the balance between the two of them like if you learn just through watching the movies or watching videos you may make a lot of grammar mistakes. So, you should study both of them: watch a movie and at the same time read a text from the textbook."

5. DISCUSSIONS

This study sets out with the aim of investigating the perception of Kurdish EFL university students on the value and difficulties of authentic listening materials. One of the key results based on the data collected from the questionnaire and focus group interviews is that listening was perceived to be significant and essential for their language proficiency and real-life communications. This finding is supported by many scholars (Gunduz, Ozcan & Uzunboylu, 2018; Thornbury, 2017; Hamouda, 2020, Mousavi, 2012).

Additionally, one interesting finding is that most of the participants argue about the benefits of authentic listening materials for enhancing their listening comprehension. This result is consistent with other studies, such as Mousavi (2012), Alijani, Maghsoudi, and Madani (2014), and Gunduz, Ozcan and Uzunboylu (2018). Further, in agreement with Hamouda (2020), this study's participants stress that teachers should supplement their listening classes with authentic listening materials. A possible explanation for this might be authentic listening materials lead to the enhancement of "autonomous learning" (Gunduz, Ozcan and Uzunboylu, 2018, p. 136). The most obvious finding to emerge from the data analysis is that the respondents voiced their support for the role of authentic listening materials in improving their language proficiency. Moreover, the focus group interviewees agree that authentic listening materials are natural and useful for their communicative skills in real-life settings, as supported by Barzani, Barzani and Meena (2022) and explained by Febrina (2017) and Mohammad, Abdel-Haq, and Al-Hadi (2018). On the question of motivation which was backed up by Kılıç and İlter's (2015) and Barzani, Barzani and Meena (2022), this study has found that authentic listening materials inside the class inspire students to continue listening beyond the classroom. As for the types of authentic materials, the results of this study are compatible with Awla and Sadiq (2023), who reported that internet-based videos, songs, and movies were found as the most enjoyable and useful sources.

The second question in this study seeks to determine the difficulties encountered by students when teachers use authentic listening materials. The results from both the questionnaire and interview data show that authentic listening materials cause problems with culture differences, unfamiliar words, pronunciation, and different accents. These findings are in line with Febrina (2017) who claims that adopting authentic materials in EFL settings leads to difficulties in complex vocabulary and cultural differences. This result is in contrast with Breen (1985 cited in Mohammad, Abdel-Haq), Al-Hadi (2018), and Alijani, Maghsoudi, and Madani (2014) who contend that authentic materials tend to provide learners with language input, specifically comprehensible input. This is in line with the requirements of the exposure to be neither too difficult nor too easy to be appropriate and "comprehensible input" as proposed by Krashen (1982, 1985). With this in mind, they can play a role in bridging the gap between the limited knowledge gained from graded coursebooks and learners' needs to communicate outside classroom (Hussein and Elttayef, 2018; Al-Azri and Al-Rashdi, 2014, cited in Febrina, 2017).

Concerning the third research question, it was found that the number of higher proficiency students (pre-intermediate and intermediate) who argue for the advantages of authentic listening materials is greater than lower proficiency learners (beginner and elementary). On the contrary, a higher percentage of beginner and elementary students reported

difficulties caused by the using autunitic listening materials. This result is likely to be related to EFL learners' lack of sufficient vocabulary and listening sub-skills to work out the flow of natural speech (Schmit, 2000). However, the interview data demonstrated that both lower and higher-level students reported that it is difficult to understand authentic listening materials due to fast-talking native English speakers. This finding could be attributed to the limited control of learners over the listening input unlike reading (Schmit, 2000), and listening is not yet paid enough attention in EFL language classrooms; as a result, they are not prepared to cope with the natural and authentic language produced by English native speakers (Mousavi, 2012). Another possible explanation is that EFL students do not have similar opportunities to communicate in English outside classroom (Alijani, Maghsoudi, and Madani, 2014; Hamouda, 2020).

6.CONCLUSIONS

According to the findings of this study, the majority of Kurdish EFL university students had positive attitudes towards authentic listening materials. Of these, more intermediate and pre-intermediate students were in favor of using authentic listening materials than elementary and beginner ones. In contrast, authentic listening materials were perceived to be causing more difficulties such as vocabulary and pronunciation for beginner and elementary students as well as cultural obstacles and differences in accents for intermediate and pre-intermediate ones. However, the fast pace of speech is considered problematic for all of them. Therefore, it is concluded that:

- The use of authentic listening materials could motivate Kurdish EFL university students, particularly intermediate and pre-intermediate ones and enhance their oral language proficiency in real-life situations.
- The incorporation of authentic listening materials into their communicative classes can prepare them for real-life communications.
- The proficiency level of the EFL students should be considered when supplementing classes with authentic listening materials so that the given exposure can serve as enjoyable and comprehensible input for Kurdish EFL university students.

Longitudinal research (e.g. experimental) is recommended to assess the effect of using authentic listening materials on improving language proficiency of Kurdish EFL university students with different language proficiency levels and who are studying non-departmental English. Further research should examine other variables, such as comparing between different EFL students (i.e. Kurdish vs Arabic native speakers) as well as investigating any potential discrepancy in male and female participants' perception of authentic listening materials.

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Appendix A: Students' questionnaire

Students Questionnaire

Dear Students,

Responding to this questionnaire will approximately take you 15 minutes. Please ensure that you fill in all the required demographical and academic data, and you do not skip any question as this will harm the results of the research.

Thanks for your participation in advance.

Section 1: Demographical Data:

1. Age: ……………………. 2. Gender: ☐ Male ☐ Female 3. Native Language: …………………….

4. General English Course Level:

Beginner ☐ Elementary ☐ Pre-intermediate ☐ Intermediate ☐ Upper-intermediate ☐ Advanced ☐

5. College/Department: ………………………….

SECTION 2: Students' opinions on listening skills and listening materials in class

Choose the option that best describes your opinion about each of the statements below: Rating scale: 1 = Strongly Disagree, 2 = Disagree , 3 = Don't Know, 4 = Agree, 5 = Strongly Agree

No	Statements	1	2	3	4	5
6.	I think listening skills in English are important.					
7.	I like to listen in English.					
8.	Listening helps me improve my language proficiency.					
9.	I usually do not listen in English unless I have to.					
10.	The listening course motivates me to listen other materials outside the class.					
11.	The materials I listen in class are similar to authentic texts.					
12.	I am satisfied with the current listening courses.					
13.	The texts I listen in class are easier than authentic texts.					
14.	The listening course enable me to comprehend other materials outside the class.					
15.	The texts I listen in class are more interesting than authentic texts.					

| 16. | The listening course introduces me to how language is used in the real world. | | | | | |

Section 3: Students' attitudes towards the use of authentic listening materials in

developing   their   listening   comprehension
Choose the option that best describes your opinion about each of the statements below:
Rating scale: 1 = Strongly Disagree, 2 = Disagree , 3 = Don't Know, 4 = Agree, 5 = Strongly Agree

No.	Statements	1	2	3	4	5
17.	I like to listen to authentic materials to hear real spoken English.					
18.	Authentic listening materials help me listen and understand natural English conversations by native speakers with a variety of voices and accents.					
19.	Authentic materials help me prepare myself for different real life (actual) listening situations such as TV shows, radio programmes, weather forecast, songs, etc.					
20.	Authentic materials help me naturally pronounce English words and accurately use intonation.					
21.	Authentic listening materials motivate me to do more listening outside class.					
22.	Authentic materials expose me to real language use that is produced for real life communicative purpose.					
23.	Authentic materials expose me to rich language input that help me become a better listener.					
24.	Authentic listening materials provide me with a lot of vocabulary and idiomatic expressions which I need in real life situations.					
25.	Authentic listening materials help me gain confidence in my listening ability.					
26.	I am satisfied with the English authentic listening materials.					

27.	I find the practice of English listening through authentic listening materials interesting.					
28.	Authentic materials help lower the degree of anxiety when I face new situations in English.					
29.	Authentic listening materials are more related to my needs than the non-authentic materials.					
30.	Authentic listening materials help me with the use of grammar rules in their original context.					
31.	Authentic listening materials help me improve my language proficiency.					
32.	I enjoy learning English when using authentic listening materials more than non-authentic materials.					
33.	I am actively engaged in learning when I am being taught using authentic materials compared to non-authentic ones.					
34.	Authentic texts develop my listening comprehension ability more than textbooks do.					
35.	I prefer that the teacher uses authentic texts as supplementary materials in listening classes.					
36..	I prefer to listen English authentic texts rather than listen the listening passages in the textbooks.					
37.	Using English authentic texts provide me with authentic cultural information.					
38.	I would like to use the following authentic materials in class					
	watching video tutorials in English.					
	listening to English movies.					
	listening to comedy shows.					
	listening to English audiobooks (ex. short stories and novels)					
	listening to dialogues and different interviews.					
	watching TV programs in English.					
	listening radio programs in English.					

using online materials (games, sites, social networking, etc.)					
listening to a speech in English					

Section 4: Students' attitudes towards the potential difficulties in using authentic listening materials

Choose the option that best describes your opinion about each of the statements below:
Rating scale: 1 = Strongly Disagree, 2 = Disagree , 3 = Don't Know, 4 = Agree, 5 = Strongly Agree

No.	Statements	1	2	3	4	5
39.	I find authentic materials demotivating because it is above my English level.					
40.	Authentic materials make me feel frustrated.					
41	Using English authentic texts cause cultural conflicts that hinder comprehension.					
42	Authentic listening materials are more challenging in learning English than the non-authentic ones.					
43	Authentic materials include many structures that are mixed and cause comprehension difficulties.					
44	Authentic materials often contain difficult vocabulary and complex language structures which create problems for me as a learner.					

Thank you very much for your time and cooperation.

Appendix B: Students' Interview questions

Kurdish EFL University Students' Interview questions

1. How important is listening for learning English language?

2. Do you listen in English on daily basis? What do you usually listen to?

3. What is your opinion on the current course in terms of the listening materials used?

4. Do you think the listening materials I used in the class helped you understand better outside the class?

5. Would you recommend including authentic listening materials in the classes?

6. What hinders and causes problems for students if authentic listening materials are used?

7. What is the best way to include authentic materials in class? Can you give pieces of advice as a learner?

8. Do you think that you can listen to and enjoy authentic materials? What are the reasons for enjoying them?

9. What are some language problems do you think students have if they are taught using authentic listening materials?

10. Based on the difficulties, what do you need as a learner to succeed in dealing with such difficulties because of authentic listening materials?