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## The Effects of Authentic Video Materials on Foreign Language Listening Skill Development and Listening Anxiety at Different Levels of English Proficiency

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### Abstract

The study aims to find out the effects of authentic video materials on foreign language listening skill and foreign language listening anxiety of students studying at different levels of English proficiency. The experimental practices of the research designed as pretest-posttest true experimental design with control group have been conducted on two experimental and two control groups. While the independent variables of the study are authentic videos and English proficiency levels, the dependent variables are English listening academic achievement levels and English listening anxiety levels of the students. The participants of the research consisted of 100 randomly selected students, who have A1 and B1 levels of English proficiency, studying English preparatory program at the school of foreign languages at a state university. Data collection tools utilized in the study are Key English Test (KET) and Foreign Language Listening Anxiety Scale (FOLLAS). The statistical analysis of the research data was carried out by using descriptive statistics, independent samples t-tests, effect size tests and correlation analysis. Findings show that authentic video materials reflecting the real language and communication samples, have highly effective results on the development of English listening skills and lowering the foreign language listening anxiety of students who have A1 and B1 levels of English proficiency. On the other hand, as students' language proficiency improves, the impact of authentic videos increases. Finally, when it is compared to control groups, values obtained by the analysis reveal that there is a much stronger correlation among the development of listening, reading, writing and speaking language skills of experimental group students whose English listening skills have improved by using authentic videos.

**Keywords:** Foreign language listening skill, Developing listening skills in foreign language, Foreign language listening anxiety, Authentic listening materials, University students.

### Introduction

In the globalized world, the importance of English, which can be considered as a response to the common language requirement of humanity, is increasing day by day thanks to the disappearance of communication limits all over the world. English has become one of the most widely used languages on a global scale among about seven thousand living languages without regard to the variables such as origin, race, belief, and geographical location (Lewis, 2009). As a result of this fact, English is adopted today as the common language of many global institutions, organizations, commercial and economic cooperation, scientific and academic activities, international social and cultural organizations, written and visual media, the internet and communication (Broughton, Brumfit, Flavell, Hill, & Pincas, 2003).

Although the qualifications of individuals learning a foreign language differ periodically, there is a consensus that learning a foreign language is based on four basic language skills: reading, writing, listening and speaking. This fact is also independent of the characteristics of the foreign language intended to be taught or learned. While the skills of writing and speaking which are among the four basic language skills that can be considered as the building blocks of the foreign language education process are called productive skills; listening and reading skills are named receptive skills (Donald & Kneale, 2001; Harmer, 2015; Morrow, 2004). In the literature, it is stated that it is wrong to consider these skills as completely independent from each other because of the strong interaction among reading, writing, listening and speaking skills altogether (Astorga-Cabezas,

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2015; Brown, 2007; Doff, 2007; Donoghue, 2009; Harmer, 2015 Kang, 2002; Mendhelson, 2006; Nation & Newton, 2009; Pae, 2012; Pinem, 2014; Richards, 2008; Zhang, 2009).

Listening skill is defined as a multidimensional language skill that starts with an awareness of sounds and images, and a focus on sounds and images (Latifi, Mobalegh & Mohammadi, 2011); continues with the recognition and remembering of the audio-visual stimuli and ends with interpretation of the meaning (Ergin & Birol, 2014). It is frequently emphasized that listening skill, which has been neglected for long years in foreign language teaching, has an important function in the development of all other language skills, primarily on speaking skill. Through the development of listening skill in a foreign language, it is aimed to help students to distinguish the sounds in genuine contexts and real situations in the relevant language; to recognize the semantic changes caused by emphasizes, stresses and intonations in a context and to become skillful in order to understand the contents of speech completely and correctly (Kim, 2015).

Imhof and Janusik (2006), who suggested the factors that play roles in the development of foreign language listening skills as individual and contextual factors, think that individual factors have mental and affective components. They described the mental components by these sub-concepts: linguistic knowledge, discourse knowledge, pragmatic knowledge, metacognitive knowledge, prior knowledge, listening skill in the mother tongue, ability to distinguish sounds and working memory capacity. On the other hand, affective components are expressed as anxiety, attitude, interest, motivation, and self-efficacy. Finally, the contextual factors include the purpose and the types of the speech, the nature of the environment in which learning takes place, environmental variables, interaction status, and the qualities of the speakers.

In a considerable number of studies on the subject, it is expressed that anxiety that is an important variable among the affective factors has a holistic effect on foreign language learning process and plays a decisive role on development of listening skill (Brown, 2007; Gopang, Bugio & Pathan, 2015; Horwitz, 2017; Lian & Budin, 2014; Liu & Huang, 2011; Lucas, Miraflores & Go, 2011; Mesri, 2012; Na, 2007).

Lili (2015), Xu (2011) and Otair & Aziz (2017), who emphasized that a lot of different factors play roles on the development of listening skills in a foreign language, highlight that anxiety, which is an affective variable, is accepted as an increasingly important issue when it's compared to other factors. In the related literature, besides the language learning anxiety, the existence of different anxiety types related to the language skills are also mentioned. One of these anxiety types is foreign language listening anxiety, which is important for this research. Research findings which reveal that there is a strong negative relationship between listening anxiety and academic achievement level in respect of listening skill (Dalman, 2016; Elkhafafi, 2005; Kim, 2000; Sadighi, Sahragard & Jafari, 2009; Zhang, 2013; Zhou, 2003) are an effective reason to consider the listening anxiety as an important variable in the development of foreign language listening skills (Horwitz, 2001). It has been proved by a great number of scientific studies that anxiety is an important affective variable that has effects both on the foreign language learning process and specifically on the development of foreign language listening skill.

Apart from foreign language learning anxiety, although the existence of anxieties which are specific to reading, writing, speaking and listening is known as a reality, there is not a clear definition for the foreign language listening anxiety. However, based on general explanations about the subject; foreign language listening anxiety can be defined as "*feelings of apprehension, restlessness, tension, uneasiness and fear, experienced by language learners, stemming from actions required before and during the listening activity as well as other various stimuli*" (Polat & Erişti, 2018).

In the context of the development of foreign language listening skill, it can be mentioned that there is a linear relationship between the quality of the listening source (teaching materials, teachers, etc.), listening anxiety, and listening performance. Vogely (1998) discussed the quality of the teaching materials used and the foreign language input presented through the teaching materials as important factors that play roles in the emergence of listening anxiety. Wilson (2006) stated that the speed of speech, diction, the distinction of accents, complexity, and difficulty of the material, the number of unknown words in the content, syntactic difficulties and grammatical structures in which the individuals are not familiar in the listening materials lead to listening anxiety. On the other hand, qualities such as the speed and length of the listening text, individuals' familiarity with the subject to the listening text also influences the listening anxiety (Lili, 2015).

Besides, teaching materials that are widely used in the foreign language teaching-learning process and have the power to influence the whole teaching process, learning outcomes, as well as the teaching methods and techniques to be employed, are considered as important variables in studies on the development of listening skills (Hassan & Hassan, 2018).

In order to achieve the objectives in respect of developing listening skills, materials used in the process are of great importance (Kim, 2015). It is considered as an important necessity in order to make students successful in the situations that they may encounter in real life in the context of language comprehension the teaching materials that are used in teaching-learning process should be based on real life and presented in a meaningful coherent way (Aküz el, 2006; Saeedi & Biri, 2016; Woottipong, 2014). McGrath (2013) highlighted that the materials playing a decisive role in the presentation of the content to the students should be carefully selected in order to provide the students with accurate information about the target language and reflect the natural usage examples of the target language.

Wilkins (1976), one of the early theorists of authentic material, defined the authentic materials as the ones that are not written or recorded specifically for foreign language students; and added that the target audience of them are the individuals who speak the language as their mother tongue. Similarly, Morrow (1977) defined authentic texts as the ones containing the language written by real authors or real speakers, in order to convey a genuine message to real readers or listeners. Moreover, Mishan (2005) pointed out that Morrow's persistent emphasis on the word "real" means that "something that does not include an artificial language" and "something that serves the purpose of communicating in a real and natural environment".

Based on the common emphasis on the mentioned explanations about the nature of authentic materials, the concept of authentic material can be defined as follows: materials whose creator, producer and target audience are individuals speaking a language as their mother tongue and the ones which are not developed specifically for the purpose of teaching or learning a particular language and containing written, verbal, audio-visual elements reflecting the communication examples related to real life are called authentic materials.

In the literature, it is expressed that authentic materials can be found in a lot of different forms such as magazines, newspapers, advertisements, news programs, songs, etc. (Richards & Schmidt, 2010). Woottipong (2014) pointed out that authentic materials may have been in many different forms and they can be classified as written, auditory or audiovisual materials based on the senses they address. Gebhard (2006), who discussed the subject with a broader perspective, categorizes the authentic materials under three headings as listening-watching materials, visual materials, and written materials. According to this approach, television advertisements, newsletters, quiz shows, cartoons, movies, TV series, radio broadcasts, audio records are examples for authentic listening-watching materials; photos, pictures in magazines and newspapers, drawings, postcards, postage stamps are samples for authentic visual materials; sources such as newspapers, magazines, brochures, guides, menus are the ones for authentic written materials. However, it is also possible to classify the authentic materials as written, visual, auditory and audio-visual materials.

It can be said that authentic audio-visual materials present a much broader and richer range of expressions in real contexts, motivate students and provide them with an opportunity to have rich learning experiences when they are compared to non-authentic materials that are specifically prepared for educational purposes (Gilmore, 2011). Authentic videos including audiovisual elements and simultaneously appeal to different sensory organs are a type of authentic materials commonly used in the development of listening skills. Authentic videos are considered as very effective tools for experiencing the use of the target language in real contexts (Saeedi & Biri, 2016). Authentic videos offer important opportunities for students to focus their attention on learning activities, to concentrate on learning and to create an effective learning climate (Günbay & Mede, 2017; Wang, 2015; Woottipong, 2014).

When authentic materials are compared with non-authentic materials prepared for instructional purposes, they provide students with rich learning experiences by presenting content in real contexts (Gilmore, 2011). The richness of the content in authentic materials contributes to a positive learning environment, and this affects the active participation of students in the lessons (Mishan, 2005). In countries where language learning is limited to the school or classroom context, authentic materials provide students with an opportunity to acquire rich and concrete experiences in using the target language in real life by allowing to move communication examples from real life to their learning environment (Beresova, 2015; Tabatabaei & Gahroei, 2011; Tomlinson, 2012). Authentic materials providing real-life examples guide students about how they can communicate when they encounter similar situations (Woottipong, 2014). Authentic materials, which are very supportive in order to get students to listen to real and natural verbal communication examples, provide them with experiences of different pronunciations, phonetic changes, emphases, speech speeds, intonations (Webb, 2010). Those materials are really effective tools because of containing audio-visual elements and addressing multiple senses at the same time (Saeedi & Biri, 2016). Authentic videos not only enable students to learn about the culture of the language they have learned (Li, 2013; Safranji, 2015), but also attract their interest and affect their learning motivation positively (Heffernan, 2005; Kusumarasdyati, 2004; Luo, 2004).

Although there is a big deal of research on the effects of different kinds of authentic materials on the development of language skills in the international literature, there is a rarity of studies on the relationship between the development of foreign language listening skill and using of authentic materials is very limited. Moreover, there is no research assessing the effects of using authentic materials on the development of listening skills by considering different levels of English proficiency and the effect of using authentic materials on foreign language listening anxiety in a holistic way.

While most of the studies conducted in the literature focus on the effects of authentic materials on foreign language teaching, especially on the development of different language skills; some of them concentrate on the affective variables such as attitude, motivation and foreign language anxiety as dependent variables and try to reveal the effects of authentic materials on these variables. On the other hand, the number and scope of the studies focusing on authentic videos are quite limited in the literature and these studies which are available to be analyzed generally focus on the effects of different types and qualities of subtitles, which are used with authentic videos, on language skills and affective variables. Although there are some studies investigating the effects of authentic videos on the development of language skills in terms of different language levels in the literature, there is no study examining their roles specifically on foreign language listening anxiety. In this context, this research is considered to fill in a significant gap in the literature. In addition, it is expected that the findings of this research will be important to guide and provide contributions for decision-makers, curriculum development experts, practitioners, teacher candidates and all the stakeholders in the field of foreign language education for improving the quality of teaching listening skill, which is one of the areas experiencing serious problems in foreign language teaching and learning process.

### **Purpose of the study**

The aim of this study is to investigate the effects of using authentic video materials on developing English listening skills and foreign language listening anxiety levels of students from different levels of English proficiency. In accordance with this main purpose, the research questions of the study are as follows:

1. Do the English listening academic achievement scores of the 1<sup>st</sup> experimental group whose listening skill is developed by using authentic videos and the 1<sup>st</sup> control group whose listening skill is developed by using non-authentic videos differ at A1 level?
2. Do the English listening academic achievement scores of the 2<sup>nd</sup> experimental group whose listening skill is developed by using authentic videos and the 2<sup>nd</sup> control group whose listening skill is developed by using non-authentic videos differ at B1 level?
3. Do the English foreign language listening anxiety levels of the 1<sup>st</sup> experimental group whose listening skill is developed by using authentic videos and the 1<sup>st</sup> control group whose listening skill is developed by using non-authentic videos differ at A1 level?
4. Do the English foreign language listening anxiety levels of the 2<sup>nd</sup> experimental group whose listening skill is developed by using authentic videos and the 2<sup>nd</sup> control group whose listening skill is developed by using non-authentic videos differ at B1 level?
5. Are there any relationships between the means of listening and reading, writing, speaking scores of the experimental groups whose listening skill is developed by using authentic videos and the control groups whose listening skill is developed by using non-authentic videos?

## **Method**

### **Research Design**

This study aims to determine the effects of using authentic video materials on foreign language listening academic achievement and foreign language listening anxiety of students from different levels of English proficiency. It was designed as pretest-posttest control group design, which is one of the true experimental designs.

While the independent variables of the study are authentic videos and English proficiency levels, the dependent variables are English listening academic achievement levels and English listening anxiety levels of the students. Experimental designs are the ones that are commonly used in the studies which are carried out in order to reveal cause-effect relationships between the variables (Büyüköztürk, 2016) and to determine to which extent dependent variables are affected by independent variables (Fraenkel & Wallen, 2011). In experimental research designs, researchers aim to demonstrate the effects of independent variables on dependent variables by controlling the external variables which are likely to affect the research process (Gall, Gall & Borg, 2007).

## Participants

This study aims to reveal the effects of authentic videos on the development of foreign language listening skill and foreign language listening anxiety of students from different levels of English proficiency levels. In this context, the representation of participants from different levels of English proficiency is an important issue for this research. Based on this reason, the participants of the study were selected randomly from the participant pools in accordance with the criterion sampling technique, which is one of the purposive sampling methods. The A1 and B1 pools were formed by taking into account the scores obtained from the Key English Test (KET) exam which was carried out in order to determine the English proficiency level of the students who were going to have English preparatory education. Then, according to the results of KET, 25 students were selected randomly among the students from A1 participant pool to the 1<sup>st</sup> experimental group and 25 students were assigned to the 1<sup>st</sup> control group. Similarly, 25 students were selected randomly among the students from B1 participant pool to the 2<sup>nd</sup> experimental group and 25 students were assigned to the 2<sup>nd</sup> control group. While in the experimental groups authentic videos were used; in control groups, non-authentic videos were used in the development of English listening skills of the students. The form of the experimental design used in the study is reflected in Table 1.

Table 1. The research design of the study

Group	Pre-test	Experimental Process	Posttest
Experimental Group I	KET FOLLAS	Developing listening skills by using authentic video materials	KET FOLLAS
Control Group I	KET FOLLAS	Developing listening skills by using non-authentic video materials	KET FOLLAS
Experimental Group II	KET FOLLAS	Developing listening skills by using authentic video materials	KET FOLLAS
Control Group II	KET FOLLAS	Developing listening skills by using non-authentic video materials	KET FOLLAS

## Data Collection Instruments

### *Key English Test (KET)*

KET is an international achievement test which has been developed by Cambridge University and is used to determine the English level of hundreds of thousands of people in more than 130 countries every year. It aims to measure four basic language skills and consists of three different sections: reading-writing, listening and speaking. The criteria for different levels of achievement were determined based on the results of the students from KET. Accordingly, the candidates whose scores are between 0-44 are at A0 level; the ones who score between 45-69 at A1 level; students whose scores are between 70-89 are at A2 level and the ones who score between 90 and 100 are assigned to B1 level (University of Cambridge, 2012).

KET is a reliable instrument both in respect of the whole test and its sub-sections. The calculated reliability value is .90 for the reading-writing section; .86 for the listening section .87 for the speaking section and .95 for the whole of the test (University of Cambridge, 2018). The reliability values obtained in this study follows; 0.85 for the reading section; 0.77 for writing section; 0.78 for the listening section; 0.72 for the speaking section and 0.90 for the whole test.

### *Foreign Language Listening Anxiety Scale (FOLLAS)*

Within the scope of this study, Foreign Language Listening Anxiety Scale (FOLLAS) was developed by Polat & Erişti (2018) as a genuine, valid and reliable scale which can be used in order to identify the level of foreign language listening anxiety experienced by language learners in the process of teaching learning activities for listening skill. The development of FOLLAS was done through a two-stage process: exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) on the research data accessed from two different study groups which consisted of participants who have similar qualifications. The EFA that was performed in order to reveal the factor structure of FOLLAS was administered on the data collected from 407 language learners studying at different English proficiency level classes at a school of foreign languages. According to the results of the EFA study, a three-factor structure was found that explains 53.20% of the total variance. The factors are named as "individual and environmental elements" consisted of 12 items, "the control of listening sources" comprised of 3

items and "ascribed meaning to listening activities" contained 3 items. The internal consistency coefficient of FOLLAS which includes 18 items was .90. The factor loads of the items changed between minimum .50 and maximum .84. Not only the factors but also all the items in the scale are very compatible with the expressed variables which may cause listening anxiety in the literature.

The CFA study was administered in order to test the factor structure emerged in the EFA study was performed on the data obtained from another sample group comprised of 215 language learners who study at different English proficiency level at the same school of foreign languages. They are the ones who didn't participate in the EFA study. In the CFA, fit indices such as  $\chi^2/df$  rate, RMSEA, SRMR, GFI, NNFI, CFI and IFI that are commonly utilized in the literature, were used. All the values reached in the CFA study demonstrated the presence of a good fit. The three-factor structure explained 53.87% of the total variance and the internal consistency coefficient of FOLLAS was .90. The good level of fit as reflected by the results of EFA and CFA studies; the good level of internal consistency coefficients calculated both in the whole of the scale and in the context of the factors and variables revealed that FOLLAS which was developed within the scope of this research which can be used in order to determine the foreign language listening anxiety levels of students is an authentic, reliable and valid instrument.

### **Data Analysis**

Data were analyzed by utilizing descriptive statistics, independent group t-tests, eta square effect size calculations and correlation analysis in accordance with the research questions.

### **Studies Performed before the Experimental Practices**

Before the experimental practices, the related learning outcomes, which are the main guiding principles in the development of the students' listening skills, were determined in accordance with the Common European Framework of Reference for Languages (CEFR), which is a widely accepted document across the world; reflects the basis of the English teaching programs, teaching materials and assessment and evaluation practices; describes in detail what kind of competencies students should acquire during the process (European Council, 2001). After that related literature (European Council, 2001; ALTE, 2002; European Council, 2017; British Council & Equals, 2015; University of Cambridge, 2014) was reviewed in detail.

In the second step, a highly detailed literature review (Stempleski & Arcario, 1992; Karpova, 1999; Paltridge, 2001; King, 2002; Haley & Austin, 2006; Beran, 2006; Khaniya, 2006; Botirca, 2007; Lan & Zhao, 2008; Oğuz & Bahar, 2008; Laamri, 2009; Lingzhu & Yuanyuan, 2010; Günbay, 2016; Jamshid, 2017; Maley & Tomlinson, 2017) was conducted before the selection of authentic and non-authentic videos and a set of video evaluation criteria that will guide the selection process of the videos were developed.

In the context of the learning outcomes for the 7-week experimental teaching process, and in the light of the limited theoretical knowledge on the nature and duration of the materials to be employed in the process of developing listening skills, it was decided to select 72 videos of which are 36 authentic videos and 36 non-authentic videos. The authentic and non-authentic videos prepared by institutions such as Oxford University, Cambridge University, Pearson and the British Council, which develop the course materials commonly used in the teaching of English as a foreign language across the world, were analyzed in terms of their availability in the research by taking into account the video evaluation criteria developed within the scope of the research. After the preliminary examination, required edition, montage, sound and image enhancement for the videos were carried out in considering the legal regulations about the national and international copyright of the videos.

Then, all the teaching-learning activities supporting the use of videos in the teaching process were prepared and all the videos, which were selected and edited in accordance with the weekly schedule plan, were revised and finalized to be submitted for expert evaluation. Next, 20 experts who were selected according to specific criteria were informed about the research process through face-to-face and online interviews. According to the expert opinions, there was a strong consensus ranging from 80% to 100% on all the videos to be used in the experimental and control groups. Thus, it was decided that all the videos could be used in experimental practices. Finally, the necessary arrangements were made in line with the suggestions given by the experts about the videos and activities.

## Findings

### 1- The effects of using authentic videos on the development of students' English listening skills at A1 level

In the experimental process, authentic videos were used in the experimental groups in order to improve the listening skills of the students and non-authentic videos were used to improve the listening skills of the students in the control groups. There is no statistically significant difference between the pre-test mean scores of the experimental and control groups in terms of English listening skills at A1 English proficiency level. Findings related to the research question are reflected in Table 2.

Table 2. Independent samples t-test with respect to KET listening pre-test mean scores of the experimental and control group at A1 level

A1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	p
KET Listening Test	Experimental Group I	25	14.04	2.85	48	.296	.769
	Control Group I	25	13.80	2.88			

In order to answer the first research question, the posttest mean scores of the groups were compared by using independent samples t-test. If a statistically significant difference was observed between the means of the groups in favor of the experimental or control group, the size of the difference was interpreted by calculating the Cohen's effect size value. The findings are presented in Table 3.

Table 3. Independent samples t-test with respect to KET listening post-test mean scores of the experimental and control group at A1 level

A1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	p	Cohen's d
KET Listening Test	Experimental Group I	25	18.04	2.38	48	2.237	.030	.63
	Control Group I	25	16.08	3.67				

The results obtained from the independent samples t-test [ $t_{(48)} = 2.237$ ,  $p < .05$ ] showed that the difference between the mean scores of experimental and control group students of English at A1 English proficiency level was statistically significant in favor of the experimental group where authentic videos were used in the development of their listening skills. The experimental group students obtained statistically higher means than the control group students whose English listening skills were developed through the use of non-authentic videos.

In order to interpret the significant difference in favor of the experimental group between the mean scores of the two groups, "Cohen's d" effect size value was calculated. According to the size of the calculated Cohen d value, .20 is accepted as a small effect size; .50 is accepted as a medium effect size and .80 and over is accepted as a large effect size (Cohen, 1988). The calculated effect size value (Cohen's  $d = .63$ ) for this research question indicated the existence of a medium effect. In this case, in the process of developing English listening skills of students at A1 English proficiency level, authentic video usage can be interpreted as moderately strong and more desirable when it is compared to the use of non-authentic videos (Cohen, 1988; Rosnow & Rosenthal, 1996).

### 2. The effects of using authentic videos on the development of students' English listening skills at B1 level

There is no statistically significant difference between the pre-test mean scores of the experimental and control groups in terms of English listening skills at A1 English proficiency level. Findings related to the research question are reflected in Table 4.

Table 4. Independent samples t-test with respect to KET listening pre-test mean scores of the experimental and control group at B1 level

B1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	P
KET Listening Test	Experimental Group II	25	17.44	1.52	48	-.268	.790
	Control Group II	25	17.56	1.63			

In order to answer the second research question, the posttest mean scores of the experimental and control group at B1 level were compared by using independent samples t-test and the findings are presented in Table 5.

Table 5. Independent samples t-test with respect to KET listening post-test mean scores of the experimental and control group at B1 level

B1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	P	Cohen's d
KET Listening Test	Experimental Group II	25	21.56	1.29	48	4.930	.000	1.39
	Control Group II	25	19.48	1.66				

The results obtained from the independent samples t-test [ $t_{(48)} = 4.930$ ,  $p < .01$ ] showed that the difference between the mean scores of experimental and control group students of English at B1 English proficiency level was statistically significant in favor of the experimental group where authentic videos were used in the development of their listening skills. The experimental group students obtained statistically higher means than the control group students whose English listening skills were developed through the use of non-authentic videos. The calculated effect size value (Cohen's  $d = 1.39$ ) for the second research question indicated the existence of a large effect. In this case; in the process of developing English listening skills of students at B1 English proficiency level, authentic video usage can be interpreted as considerably strong and much more desirable when it is compared to the use of non-authentic videos (Cohen, 1988; Rosnow & Rosenthal, 1996).

### 3. The effects of using authentic videos in the development of listening skills on foreign language listening anxiety levels of students at A1 level

The third question of the study aims to reveal the effect of the practice of developing English listening skills through authentic videos on students' foreign language listening anxiety levels at A1 English proficiency level. Within this context, firstly FOLLAS pre-test mean scores of the experimental and control group at A1 English level were analyzed. According to the results, there is no statistically significant difference between the pre-test mean scores of the experimental and control groups in terms of foreign language listening anxiety levels at A1 English proficiency level. Findings related to the research question are reflected in Table 6.

Table 6. Independent samples t-test with respect to FOLLAS pre-test mean scores of the experimental and control group at A1 level.

A1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	P
FOLLAS	Experimental Group I	25	3.82	.48	48	-.470	.641
	Control Group I	25	3.87	.30			

In order to answer the third research question, FOLLAS post-test mean scores of the groups at A1 level were compared by using independent samples t-test. If a statistically significant difference was observed between the means of the groups in favor of the experimental or control group, the size of the difference was interpreted by calculating the "Cohen's effect size value". The findings are presented in Table 7.

Table 7. Independent samples t-test with respect to FOLLAS post-test mean scores of the experimental and control group at A1 level

A1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	p	Cohen's d
FOLLAS	Experimental Group I	25	2.84	.766	48	-2.646	.011	.74
	Control Group I	25	3.32	.500				

The results obtained from the independent samples t-test [ $t_{(48)} = 2.646$ ,  $p < .05$ ] showed that the difference between FOLLAS mean scores of experimental and control group students of English at A1 English proficiency level was statistically significant in favor of the experimental group where authentic videos were used in the development of their listening skills. In other words, compared to the experimental group students whose English listening skills were developed with the use of authentic video materials, the mean scores of the control group whose listening skills were developed through non-authentic videos were significantly higher in terms of foreign language listening anxiety. The calculated effect size value (Cohen's  $d = .74$ ) indicated the existence of a medium effect. In this case; in the process of developing English listening skills of students at A1 English proficiency level, authentic video usage can be interpreted as moderately and much more desirable in terms of lowering the foreign language listening anxiety levels when it is compared to the use of non-authentic videos (Cohen, 1988; Rosnow & Rosenthal, 1996).

#### 4. The effects of using authentic videos in the development of listening skills on foreign language listening anxiety levels of students at B1 level

The fourth question of the study aims to reveal the effect of the practice of developing English listening skills through authentic videos on students' foreign language listening anxiety levels at B1 English proficiency level. Within this context, firstly FOLLAS pre-test mean scores of the experimental and control group at B1 English level were analyzed. According to the results, there is no statistically significant difference between the pre-test mean scores of the experimental and control groups in terms of foreign language listening anxiety levels at B1 English proficiency level. Findings related to the research question are reflected in Table 8.

Table 8. Independent samples t-test with respect to FOLLAS pre-test mean scores of the experimental and control group at B1 level

B1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	p
FOLLAS	Experimental Group II	25	3.19	.39	48	-.305	.762
	Control Group II	25	3.23	.38			

In order to answer the fourth research question, FOLLAS post-test mean scores of the groups at B1 level were compared by using independent samples t-test. If a statistically significant difference was observed between the means of the groups in favor of the experimental or control group, the size of the difference was interpreted by calculating the "Cohen's effect size value". The findings are presented in Table 9.

Table 9. Independent samples t-test with respect to FOLLAS post-test mean scores of the experimental and control group at A1 level.

B1 English Proficiency Level		N	$\bar{X}$	ss	sd	t	p	Cohen's d
FOLLAS	Experimental Group II	25	2.25	.366	48	-3.011	.004	.86
	Control Group II	25	2.62	.490				

The results obtained from the independent samples t-test [ $t_{(48)} = -3.011, p < .01$ ] showed that the difference between FOLLAS mean scores of experimental and control group students of English at B1 English proficiency level was statistically significant in favor of the experimental group where authentic videos were used in the development of their listening skills. In other words, compared to the experimental group students whose English listening skills were developed with the use of authentic videos, the mean scores of the control group whose listening skills were developed through non-authentic videos were significantly higher in terms of foreign language listening anxiety. The calculated effect size value (Cohen's  $d = .86$ ) indicated the existence of a large effect. In this case; in the process of developing English listening skills of students at B1 English proficiency level, authentic video usage can be interpreted as considerably strong and much more desirable in terms of lowering the foreign language listening anxiety levels when it is compared to the use of non-authentic videos (Cohen, 1988; Rosnow & Rosenthal, 1996).

### 5. The relationship between the development of listening skills and the development of other language skills such as reading, writing and speaking in experimental and control groups

In the fifth research question, it was aimed to reveal the relationships between the listening and reading, writing and speaking scores of the experimental groups where authentic videos were used in the development of their listening skills and control groups where non-authentic videos were used in the development of their listening skills. For this purpose, the relationship between the development of English listening skills and the development of other language skills of the experimental and control group students was tried to be explained through correlation analyses. The results obtained by the correlation analyses for the experimental and control groups at A1 and B1 English proficiency levels are presented in Table 10, 11, 12, 13.

Table 10. Pearson correlation coefficients between the mean scores of English listening skill and other language skills at A1 Experimental group ( $r$ )

A1 English Proficiency Level		Listening Skill	Speaking Skill	Reading Skill	Writing Skill
Pre-test	Listening Skill	1			
	Speaking Skill	.538**	1		
	Reading Skill	.460*		1	
	Writing Skill	.426*			1
	$\bar{X}$	14.04	12.28	16.56	15.88
	SS	2.85	1.24	1.96	1.42
Post-test	Listening Skill	1			
	Speaking Skill	.734**	1		
	Reading Skill	.524**		1	
	Writing Skill	.456*			1
	$\bar{X}$	18.04	17.32	20.44	19.64
	SS	2.38	2.25	2.58	2.03

$N=25$ ; \*  $p < .05$ , \*\*  $p < .01$

Cohen (1988) highlighted that if the values obtained for the interpretation of the correlation are between  $.10 < r < .29$  it means a low correlation, if they are between  $.30 < r < .49$  it means a moderate correlation and if the values are between  $.50 < r < 1.0$ , then it points a high correlation.

According to the results of pre-test analysis; there was a positive and high-level relationship ( $r_{\text{pretest}} = .538$ ;  $p < .01$ ) between students' listening & speaking skills. There were also positive moderate correlations not only between listening & reading skills ( $r_{\text{pretest}} = .460$ ;  $p < .05$ ) but also between listening & writing skills ( $r_{\text{pretest}} = .426$ ;  $p < .05$ ). The results obtained by the post-test mean scores showed that there was a positive and high-level relationship between students' listening & speaking skills ( $r_{\text{posttest}} = .734$ ;  $p < .01$ ) and listening & reading skills

( $r_{\text{posttest}} = .524$ ;  $p < .01$ ). In addition, the relationship between students' listening & writing skills ( $r_{\text{posttest}} = .456$ ;  $p < .05$ ) was also positive but moderate.

When the results of pre-test and post-test correlation analysis of A1 experimental group students were compared; it was observed that there were significant increases among listening & speaking, reading and writing skills in favor of the post-test but the most significant increase was between listening & speaking skills ( $r_{\text{pretest}} = .538$ ;  $r_{\text{posttest}} = .734$ ;  $p < .01$ ).

The findings in respect of the correlations in terms of listening skill & other language skills between the pre-test and post-test score means of the students in the control groups at A1 level are presented in Table 11.

Table 11. Pearson correlation coefficients between the mean scores of English listening skill and other language skills at A1 Control group (r)

A1 English Proficiency Level		Listening Skill	Speaking Skill	Reading Skill	Writing Skill
Pre-test	Listening Skill	1			
	Speaking Skill	.582**	1		
	Reading Skill	.398*		1	
	Writing Skill	.414*			1
	$\bar{X}$	13.80	12.56	16.24	15.92
	SS	2.88	1.26	1.71	1.26
Post-test	Listening Skill	1			
	Speaking Skill	.721**	1		
	Reading Skill	.493*		1	
	Writing Skill	.436*			1
	$\bar{X}$	16.08	16.00	20.24	19.08
	SS	3.67	2.06	1.39	1.41

$N=25$ ; \*  $p < .05$ , \*\*  $p < .01$

According to the results of pre-test analysis; there was a positive and high-level relationship ( $r_{\text{pretest}} = .582$ ;  $p < .01$ ) between students' listening & speaking skills. There were also positive moderate correlations not only between listening & reading skills ( $r_{\text{pretest}} = .398$ ;  $p < .05$ ) but also between listening & writing skills ( $r_{\text{pretest}} = .414$ ;  $p < .05$ ). On the other hand, the results obtained by the post-test mean scores showed that there was a positive and high-level relationship between students' listening & speaking skills ( $r_{\text{posttest}} = .721$ ;  $p < .01$ ) and listening & reading skills ( $r_{\text{posttest}} = .493$ ;  $p < .05$ ). In addition, the relationship between students' listening & writing skills ( $r_{\text{posttest}} = .352$ ;  $p < .05$ ) was also positive but moderate.

When the results of pre-test and post-test correlation analysis of A1 control group students were compared; it was observed that there were significant increases among listening & speaking, reading and writing skills in favor of the post-test but the most significant increase was between listening & speaking skills ( $r_{\text{pretest}} = .582$ ;  $r_{\text{posttest}} = .721$ ;  $p < .01$ ).

The findings in respect of the correlations in terms of listening skill & other language skills between the pre-test and post-test score means of the students in the experimental groups at B1 level are presented in Table 12.

Table 12. Pearson correlation coefficients between the mean scores of English listening skill and other language skills at B1 Experimental group (r)

B1 English Proficiency Level		Listening Skill	Speaking Skill	Reading Skill	Writing Skill
Pre-test	Listening Skill	1			
	Speaking Skill	.585**	1		
	Reading Skill	.510**		1	
	Writing Skill	.425*			1

	$\bar{X}$	17.44	22.08	22.96	22.60
	SS	1.52	1.03	1.20	1.64
Post-test	Listening Skill	1			
	Speaking Skill	.874**	1		
	Reading Skill	.758**		1	
	Writing Skill	.725**			1
	$\bar{X}$	21.56	24.20	24.64	24.24
	SS	1.29	1.35	1.64	1.77

$N=25$ ; \*  $p<.05$ , \*\*  $p<.01$

According to the results of pre-test analysis; there was a positive and high-level relationship between students' listening & speaking skills ( $r_{\text{pretest}} = .585$ ;  $p<.01$ ) and between listening & reading skills ( $r_{\text{pretest}} = .510$ ;  $p<.01$ ). There were also positive moderate correlations between listening & writing skills ( $r_{\text{pretest}} = .425$ ;  $p<.05$ ). The results obtained by the post-test mean scores showed that there were positive and considerably high-level relationships between students' listening & speaking skills ( $r_{\text{posttest}} = .874$ ;  $p<.01$ ); listening & reading skills ( $r_{\text{posttest}} = .758$ ;  $p<.01$ ) and listening & writing skills ( $r_{\text{posttest}} = .725$ ;  $p<.01$ ).

When the results of pre-test and post-test correlation analysis of B1 experimental group students were compared; it was observed that there were significant increases among listening & speaking, reading and writing skills in favor of the post-test but the most significant increase was between listening & speaking skills ( $r_{\text{pretest}} = .585$ ;  $r_{\text{posttest}} = .874$ ;  $p<.01$ ).

The findings in respect of the correlations in terms of listening skill & other language skills between the pre-test and post-test score means of the students in the control group at B1 level are presented in Table 13.

Table 13. Pearson correlation coefficients between the mean scores of English listening skill and other language skills at B1 Control group (r)

B1 English Proficiency Level		Listening Skill	Speaking Skill	Reading Skill	Writing Skill
Pre-test	Listening Skill	1			
	Speaking Skill	.551**	1		
	Reading Skill	.483*		1	
	Writing Skill	.424*			1
	$\bar{X}$	17.56	21.44	21.92	22.72
	SS	1.30	1.78	1.27	1.54
Post-test	Listening Skill	1			
	Speaking Skill	.621**	1		
	Reading Skill	.480*		1	
	Writing Skill	.438*			1
	$\bar{X}$	19.48	23.04	23.84	23.60
	SS	1.66	1.86	1.14	1.08

$N=25$ ; \*  $p<.05$ , \*\*  $p<.01$

According to the results of pre-test analysis; there was a positive and high-level relationship between students' listening & speaking skills ( $r_{\text{pretest}} = .551$ ;  $p<.01$ ). There were also positive moderate correlations not only between listening & reading skills ( $r_{\text{pretest}} = .483$ ;  $p<.05$ ) but also between listening & writing skills ( $r_{\text{pretest}} = .424$ ;  $p<.05$ ). The results obtained by the post-test mean scores showed that there was a positive and high-level relationship between students' listening & speaking skills ( $r_{\text{posttest}} = .621$ ;  $p<.01$ ). In addition, the relationship between students' listening & reading skills ( $r_{\text{posttest}} = .480$ ;  $p<.05$ ) and listening & writing skills ( $r_{\text{posttest}} = .438$ ;  $p<.05$ ) was also positive but moderate.

When the results of pre-test and post-test correlation analysis of B1 control group students were compared; it was observed that there were significant increases among listening & speaking, and writing skills in favor of the post-test but the most significant increase was between listening & speaking skills ( $r_{\text{pretest}} = .585$ ;  $r_{\text{posttest}} = .874$ ;

$p < .01$ ). On the other hand, although it does not affect the direction and the level of the relationship between listening and reading skills, it was seen a small decrease in the correlation value.

## Discussion and Conclusion

This study was carried out on two experimental and two control groups. The first experimental and control groups consisted of A1 English proficiency level students; the second experimental and the control groups consisted of B1 English proficiency level students. In the experimental process of the research, authentic videos were used in the experimental groups and non-authentic videos were used in the control groups in the development of the students' English listening skills at A1 and B1 English proficiency levels. The main purpose of the research is to investigate the effects of using of authentic videos in developing English listening skills and foreign language listening anxiety levels of students from different levels of English proficiency.

The first and second research questions are related to the effectiveness of authentic videos in the development of English listening skills of students at A1 and B1 English proficiency level. The findings in terms of the first and second research questions show that using authentic videos in developing English listening skills gives effective results at both A1 and B1 English proficiency level; and as the language proficiency levels of the students increased, the effect of authentic materials on the development of listening skills also showed a significant increase. In other words, authentic materials provide much stronger and more effective results in the development of listening skills of students studying at higher English proficiency levels. The findings of the study show similarity with the scientific resources and researches (Aliyev & Colonel, 2016; Dehaki, 2017; Khan, 2015; King, 2012; Liando, Sahetapy and Maru, 2018; Rodgers, 2013; Chen, 2015) in the literature. In this study, the possible causes of the difference in the development of listening skills among the experimental groups at the A1 English proficiency level and the experimental group at the B1 English proficiency level can be expressed with variables such as the speed of speech in authentic videos, risks such as the complexity of the content and the difficulty level of the words used in authentic videos, language learning experiences of students at A1 English proficiency level which is the beginning of the language learning process, learning resources, learning tools, experiences of encountering authentic examples.

On the other hand, authentic videos which provide rich and multi-dimensional experience for language learners by presenting contextualized language richness, paralinguistic expressions, intercultural information in order to develop foreign language listening skills (Braddock, 1996; Stempleski, 2000; Wood, 1995), are recommended to be used at every stage including the beginning proficiency level (Bacon & Finneman, 1990; Gilman and Moody, 1984; Morrison, 1989; Oxford, Lavine, & Crookall, 1989; Porter & Roberts, 1981; Scarcella & Oxford, 1992; Thanjaro, 2000; Hansen & Jensen, 1994; Vandergrift, 1999). Field (2009) states that the use of authentic materials from the beginning proficiency level will make it easier for students to become familiar with the target language. Similarly Kaiser (2011) pointed out that the authentic videos contribute to the expansion of the vocabulary capacity of the students who learn English at the beginning and intermediate levels, because they also include real communication examples such as monologues and dialogues with advanced words and phrases, so he emphasized that authentic videos are effective tools for improving listening skills.

The third and fourth research questions are related to the effects of authentic video materials on foreign language listening anxiety levels of students at A1 and B1 English proficiency levels. The findings showed that the difference between the experimental groups where authentic videos were used in the development of their listening skills and control groups where non-authentic videos were used in the development of their listening skills were statistically significant in favor of the experimental groups in the context of the concerns of foreign language listening anxiety. In addition, it was found that as the language proficiency levels of students increased, the effects of authentic materials on foreign language listening anxiety also showed a significant increase. In other words, authentic materials have much stronger and more effective results in terms of decreasing foreign language listening anxiety levels of students studying at higher proficiency levels of language.

There is no research assessing the effects of using authentic materials on the development of listening skills by considering different levels of English proficiency and the effect of using of authentic materials on foreign language listening anxiety in a holistic way. Furthermore, the number of studies on foreign language listening anxiety is very limited. However, the findings obtained in this study have similarity with the limited scientific sources (Ebrahimi & Bazae, 2016; Nadrag & Buzarna-Tihenea, 2017; Parisi & Andon, 2016; Sirmandi & Sardareh, 2016) and studies (Kim, 2002; Lynch, 1998; Melanlıoğlu, 2013; Nath, Mohamad & Yamat, 2017; Wang, 2015) in the literature

Based on the scientific data revealing the relationship between anxiety and using authentic materials, academic achievement, motivation, participation in activities, learning effort and self-confidence, the findings of using authentic videos in reducing the foreign language listening anxiety can be interpreted as follows: Authentic materials play an effective role in the development of students' listening skills, as a result of this, their academic achievement levels increase, and in parallel with the increase in academic achievement, the students' learning motivations, learning efforts and self-confidence levels increase, too. As a result, this increase leads to a decrease in foreign language listening anxiety.

The fifth and last question of the study aims to determine the relationships between the development of listening skill & reading, writing and speaking skills of students studying in experimental and control groups at A1 and B1 levels.

The findings obtained from the first experimental and the control group consisting of students at A1 English proficiency level shows that there is a strong relationship between the development of students' listening skills and their speaking, reading and writing language skills. Especially, the relationship between listening and speaking skills is much stronger. The analysis demonstrates that a similar situation is also valid for the experimental and control groups at B1 English proficiency level. There is a strong relationship between the development of students' listening skills and their speaking, reading, and writing skills in the second experimental group and the second control group. Moreover, the relationship between listening and speaking skills is much stronger.

However, the values obtained from the data both at A1 and B1 English proficiency level reveal that the relationships between students' language skills in experimental groups where authentic videos were used in the development of their listening skills are much stronger than that of control groups where non-authentic videos were used in the development of their listening skills. When A1 and B1 experimental groups were compared in themselves, it was concluded that the higher the English proficiency level, the stronger the relationship between language skills. These results show considerable similarities with the theoretical explanations in scientific sources (Brown, 2007; Doff, 2007; Kang, 2002; Long, 1996; Mendelshon, 2006; Nation & Newton, 2009; Richards, 2008; Rost, 1994; Snow, 2007) and researches (Asmani, 2014; Astorga-Cabezas, 2015; Azizah, 2014; Bae & Bachman, 1998; Bozorgian, 2012a; Bozorgian, 2012b; Budianto, 2011; Donoghue, 2009; ETS, 2010; Maesaroh, 2006; Pae, 2012; Pinem, 2014; Sawaki, Stricker & Oranje, 2008; Zhang, 2009).

The scientific research findings in the literature reveal the existence of a relationship between the developments of four basic language skills. Moreover, it is clearly stated that listening skill plays a decisive role in the development of all other language skills, especially speaking skills. Therefore, the development of students' listening skills directly affects the development of other language skills.

In this study, the relationship between listening skills and other language skills in the experimental groups where authentic videos were used emerged much more strongly. The findings of the previous research questions of this research showed that experimental groups showed a significantly higher level of development in terms of listening skills compared to the control groups. On the other hand, as the English proficiency levels of students increase, the differentiation becomes more powerful and meaningful. Aside from the control groups, the findings obtained from the experimental groups at A1 and B1 levels where authentic videos were used in the development of their listening skills showed this fact perceptibly. Therefore, taking into consideration the findings that showed authentic videos provide effective results in the development of listening skills, the experimental groups that had made more progress in the development of the listening skills had a stronger development in the development of other language skills as a result of this. It is considered that the difference between the experimental and control groups in terms of the relationship between the language skills may have resulted from this situation.

## **Recommendations**

The results of the study at hand show that authentic materials that are not created or prepared for teaching purposes reflect the examples of natural language used in real life in a certain context and they are effective in developing students' listening skills in foreign languages. Based on this result, it is considered that disseminating of authentic materials is an important necessity in formal and non-formal language teaching activities in our country where students have limited options to experience English outside the school or classroom environment.

In-service training programs can be organized for teachers working in the field of foreign language teaching about the selection of authentic materials to be used in the teaching-learning process and the use of such materials in foreign language education.

This study focuses on the effects of authentic video, which is one of the authentic materials, on the development of foreign language listening skills. The effects of different kinds of authentic materials can be tested on basic language skills which are reading, writing, speaking and listening.

Research related to the effects of authentic videos or different kinds of authentic materials on academic performance in areas such as pronunciation, vocabulary, and grammar, which are considered sub-skills in language teaching can be conducted. This research was carried out with the students who were learning foreign languages at the level of A1 and B1 English proficiency at a state university's school of foreign languages. Comparisons can be made in the context of results of similar studies which can be conducted at different levels of education with students from different levels of English proficiency.

Another variable that is important for this research is foreign language listening anxiety which is an important affective variable that plays a role in the development of foreign language listening skill. In order to determine the level of anxiety experienced by individuals learning a foreign language in the process of listening activities in a foreign language, "Foreign Language Listening Anxiety Scale (FOLLAS)" which is a valid, reliable and original instrument was developed within the scope of this research. Multidimensional studies aiming at revealing the relationship between the variables that play important roles in a foreign language listening anxiety and in foreign language education can be conducted by using FOLLAS.

In further studies, reliable and valid instruments which can be used to determine the level of anxiety in reading, writing and speaking of individuals learning a foreign language can be developed by taking the cultural context into account.

Research can be done with a focus on the effects of authentic videos on another affective variable such as motivation, attitude, self-confidence, self-efficacy, academic self-concept etc. Multivariate studies linking the foreign language listening anxiety within the cultural context can be really contributing to the literature.

Researches can be carried out related to the effects of the television programs such as documentaries, films, weather forecast advertisements and other authentic videos such as video blogs that have a large audience today on students' attitudes, motivation, success and anxiety levels.

In the scope of this research, a set of video evaluation criteria that will guide the selection process of the authentic videos which can be used in the teaching-learning process were developed for the first time. The set of criteria can be used for the selection of authentic materials in teaching activities at different educational levels. Similar criteria can be developed in the context of the selection of different types of authentic materials.

It is also important and valuable to conduct researches on the effects of authentic materials on teaching Turkish as a foreign language in the context of the development of different language skills or on affective variables such as anxiety, motivation, and attitude.

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