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**ДОСЛІДЖЕННЯ ВПЛИВУ ПРОСЛУХОВУВАННЯ АВТЕНТИЧНИХ
АУДІОМАТЕРІАЛІВ НА АНГЛІЙСЬКІЙ МОВІ НА АНГЛІЙСЬКУ ВИМОВУ
УЧНІВ ЗАКАРПАТСЬКИХ УГОРСЬКИХ СЕРЕДНІХ ШКІЛ**

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**INVESTIGATING THE EFFECTS OF LISTENING TO AUTHENTIC ENGLISH
AUDIO MATERIALS ON TRANSCARPATHIAN HUNGARIAN SECONDARY
SCHOOL CHILDREN’S ENGLISH PRONUNCIATION**
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Introduction

The study seeks to understand the effect of authentic audio-materials on the secondary-school learners' English pronunciation. The process of English language acquisition, obtaining a native-like English pronunciation is of great importance. The foreign language learners, by obtaining the English pronunciation may result intelligible English speaking.

Teaching English to secondary-school learners is a widely searched field of study. Many searches have been conducted in understanding the effective language teaching methods and problems. There have been a great number of data obtained by researchers of teaching English pronunciation to the English as a Foreign Language (EFL) learners. The study of teaching English pronunciation is an essential and necessary part of teaching English. Researchers have searched the effective methods for teaching English pronunciation in order to result a native like English pronunciation.

The research, which seeks to understand the effect of the authentic-audio materials on the EFL learners' English pronunciation, is of great importance. There has been a gap in knowledge in the effect of authentic listening materials and its impact on the learners' language acquisition process. This field is relevant in educational research, which may add essential data to the language teachers of English. The research may enhance the language learning process of the English language learners, since the data obtained during the research includes effective methods for acquiring English pronunciation.

It is generally acknowledged that teaching English pronunciation with the help of authentic-audio materials plays an important role in the EFL teaching process (Freeman, 2019). The authors state (Brinton, 1991, Ryan, 2014) that it is essential for the language learners to listen to authentic-audio materials, since it enhances communication and listening comprehension. By

obtaining better English speaking and listening skill, the learners may be able to understand and produce English speech. The purpose of this paper is to investigate current effects of listening to authentic-audio materials on the secondary-school learners' English pronunciation.

A great number of researches have been studying the authentic-audio materials and which methods may be utilized in order to employ the materials in the EFL classroom. Scholars have stated that using authentic listening materials in the EFL classroom may expose the learners to the natural language model and introduces the real language of the native speakers (Berardo, 2006). It has been proved that there is a great benefit in the language learning process when the English teachers employ the authentic listening materials in the classroom (Ryan, 2014). The researchers have claimed that utilizing authentic listening materials in the EFL classroom may bear with highly useful effects on the learners' language production. The learners' may acquire accuracy and intelligibility in English language speaking (Ruiz & Molinero, 2003).

Extensive and intensive listening is said to result a dramatic effect in the language learning process (Harmer, 2001, p.303.). It has been added that the learners are highly motivated by listening authentic listening materials, since it encourages learners to obtain and improve the language skills. The teacher ought to provide efficient and effective listening materials, in order to help the learners become confident in producing the language (Freeman, 2019). In case the learners become confident in producing English language the learners' pronunciation is highly improved.

The object of the research is to search whether the learners' English pronunciation is influenced by the authentic audio-materials. Little is known about the result of employing authentic listening materials in the EFL classroom and its effect on the learners' English pronunciation. It is essential to examine the effects of utilizing English authentic audio-materials on the

EFL learners' English pronunciation since it may provide important and effective method for teaching English pronunciation.

This study sets out to identify the effect of authentic listening materials on the learners' English pronunciation. Based on the research the first research question was formed, which is the following: Do authentic listening materials have any effect on the secondary-school learners' English pronunciation? The study aims at answering this question, however, the first questions entails the second important investigation. The study seeks to examine, what are the effects of employing authentic audio-materials on the EFL learners' pronunciation.

Since it is argued that the authentic materials are effective methods for teaching English pronunciation, the researcher seeks to understand whether the teachers are able to motivate the learners to listen extensively. The methods for motivating the learners to listen to authentic audio-materials extensively are questioned in the study. The main investigation of the research is to examine whether the learners improve in their English pronunciation by listening to authentic materials.

The research questions are examined in this paper, in order to provide valid and effective data. The hypotheses of the research were stated by the researcher. It is argued that the English learners' pronunciation is affected by listening to authentic listening materials. It results a better speech production and the listening comprehension of the learners improve.

The study seeks to prove that the learners speak intelligibly the foreign language after listening to the authentic listening material. The EFL learners are able to comprehend/understand the native speakers' speech after practicing the authentic material listening. Additionally the hypothesis is laid that teachers are able to motivate the learners to listening to authentic

materials extensively by providing relevant and interesting sources of authentic English listening materials.

Based on the above mentioned hypothesis the research was conducted in Transcarpathian secondary-schools with Hungarian language of instruction. The research is carried out with the secondary-school learners' of the Hungarian minority school learners and the English as a Foreign Language teachers. The research focuses on the teachers' experience and observations on the effect of listening to authentic listening materials on the learners' pronunciation. The research is carried out in Transcarpathian schools with Hungarian language of instruction. Learners of secondary schools with Hungarian language of instruction of Berehove, Berehove-region and Mukachevo were observed. The study was conducted in Transcarpatia, which is an administrative region of Ukraine on the western part of the country. According to Huszti, et.al. (2012) in Transcarpathia approximately 150 000 Hungarians live in a minority.

The aim of the research is to determine whether the learners and the teachers may take benefit from listening to the authentic listening materials in and out of classroom. The research focuses on the learners' and on the teachers' perspective. In order to obtain data for the research, three research methods are employed. Obtaining data from the teachers and examining the observation of the research of the effects of authentic listening materials, the interview method is applied. The interview, as a research tool is an effective method for getting a deeper insight into the teachers' teaching methods of utilizing the authentic listening materials. The methods of teachers for motivating the learners on listening authentic listening materials extensively were examined.

To examine the learners' learning methods by the authentic materials, the questionnaire research tool is utilized. It is essential to determine whether the learners listen to authentic materials, and whether the learners'

pronunciation is improved by listening to authentic-audio materials. The learners' answers are examined by the researcher in order to provide valid data on the effects of the authentic listening materials on the learners' English pronunciation.

In order to evaluate the effect of the authentic listening materials on the EFL learners' English pronunciation, the researcher utilized the observation method. The observation provides essential data on the effect of the authentic-audio materials on the learners' English pronunciation. The observation carried out defines the effect and describes detailed results of the learners' pronunciation before and after listening to the authentic listening materials. The data obtained provides essential data for language teaching and the methods for improving the learners' English pronunciation.

The paper seeks to address the above mentioned questions and focuses on the learners' pronunciation improvement before and after listening to the authentic material. In order to examine the researches which were carried out previously and to present the research which is carried out in the paper, the researcher divided the paper into three main chapters.

The first part deals with the literature which is essential for studying the research field which is included in this paper. The relevance of teaching English pronunciation and the methods for language acquisition is employed in the study. The first part focuses on the noble studies which were carried out in the field of language teaching and teaching pronunciation. The effects of the authentic listening materials are described in the first chapter in order to get a deeper insight into the research field.

The Part 2 begins by laying out the theoretical dimensions of the research, and looks at how the authentic listening materials ought to be employed in the EFL classroom. The definitions of the authentic listening materials are described in the Chapter 2 and the manner of scholars who laid

the definition about the materials are examined. The effective methods for employing the authentic materials are underlined, which are suggested by the language teachers and scholars. The part deals with the importance and the effect of the authentic audio-materials which are stated by the language researchers and methodologists.

The Part 3 describes the design, synthesis, characterization and the evaluation of the effect of the authentic listening materials on the learners' English pronunciation. The research tools and the research methods are described in a detailed manner, which provides an insight into the method for obtaining the data. The ways of carrying out the research is laid in the Part 3, which is an essential part for discussing the results. The characterisation of the participants of the research is included, in order to examine the research results.

The Part 3 includes the description of the table and charts of the data which is obtained by the researcher. It is examined whether the hypothesis are proved or disproved, which is supported by the research results. The evaluation and discussion of the results are included in the last chapter of the research. It is essential to draw conclusion based on the research results, which are described in a detailed manner in the Part 3.

The last part assesses the results and describes the findings of the research which is conducted among secondary-school learners with Hungarian language of instruction of Transcarpathia. The research describes the findings and underlines the effects of the authentic listening materials, which are examined by three research methods.

The research carried out in Transcarpathian Hungarian secondary-schools provides essential and valid data on teaching English pronunciation and utilizing authentic listening materials in the EFL classroom. The

research provides clear results on the effects of the authentic audio-materials on the EFL learners' English pronunciation.

The advantages of utilizing authentic listening materials in and out of classroom are discussed in the paper, which may provide essential and relevant information in teaching English pronunciation. The study is beneficial for the English language teachers and for the EFL learners, who may find essential information on the methods for teaching English language by the help of the authentic materials.

The research findings may prove the hypothesis and answer the research questions which were stated by the researcher. The paper provides a detailed description and discussion of the research results.

Part 1

The four language skills – receptive skills, which are listening, reading and productive skills, which are speaking, and writing are the focus of L2 (second language, foreign language) classes. Teachers and learners ought to give special emphasis to all of them. However, reading and writing have become a central issue of language teaching, paying scant attention to the listening and speaking skills. The study of CLT (Communicative Language Teaching) considered the four skills to be unified and attacks a major importance on listening and speaking. Recent findings of language teaching have lead to the significance of reading and listening hence the productive skills cannot be acquired without obtaining the receptive ones. Therefore, all four skills ought to be embraced within the process of EFL (English as a Foreign Language) teaching (Metruk, 2018).

1.1 The Theory of Listening Comprehension

Listening has many applications in language teaching. A useful part of spoken language processing is the development of listening skill. An increase of listening skill was reported by Rost, (2001) with claiming that production of the spoken language cannot occur with the lack of listening. Inquiry and development of language learning is interconnected with the area of listening.

In spite of the fact that listening and reading skills are alluded to as passive language skills, in the contrary to the skills of speaking and writing, it has been suggested that both listening and reading may also be considered as active skills (Metruk, 2018). On account of the fact that listeners of the L2 are required to deal with a number of complex tasks, for instance, differentiating between phonemes or clarifying stress and intonation, listening in L2 can be treated as an active skill.

According to (Krashen, 1982) the function assumed by listening for acquisition is indisputable. Although the skill has an important role in language acquisition, Nunan (1997) refers to it as a “Cinderella skill” in EFL situation by receiving slight significance in instruction. Some preliminary work was carried out by Schmitt (2002), who stated that traditionally listening was thought to be a passive process, in which the listeners’ ears are considered as receivers into which the information was poured. However the author elucidated the simplistic view of listening by claiming that it is an active, interpretative process.

Teachers of the EFL have to bear in mind that in case of not devoting particular attention of the receptive skills, may negatively impact the general proficiency of the learner. Moreover the development of the speaking and writing skills may be impeded. L2 learners of the English language are scarcely able to obtain the productive skills without acquiring reading and listening skills (Metruk, 2018).

1.1.1 The Role of Teaching Listening

Taking into consideration of the ways the language comprehension works, it is evident that a number of various types of knowledge are involved. For instance, the author (Buck, 2001) names linguistic knowledge and non-linguistic knowledge. Linguistic knowledge is considered to be a different variety, although among the most influential are phonology, lexis, syntax, semantics and discourse structure. The non-linguistic knowledge utilized in comprehension is knowledge about topic, context and overall knowledge about the world.

1.1.2 Language Processing

In a major advance Buck (2001) analyzed that when learners start to consider about the language processing, it is often assumed that the process happens in a definite order. The order is the following: started from the

lowest level of detail and moved up to the highest level. According to the author people presuppose that the acoustic input is first decoded into phonemes.

Phonemes are the smallest unit of a language, which can carry a meaning. Arising from this phenomenon, certain individual words are identified. The processing of the language is followed by the next level, which is a higher stage, the syntactic level. This stage is continued on by the analyses of the semantic content to arrive at a literal understanding of the fundamental linguistic meaning. Ultimately the listener of the utterance interprets the literal meaning in terms of the communicative situation to comprehend what the speaker means.

The method which is considered by the author is the bottom-up view of language processing. It denotes the language comprehension as a process of passing through several continuous stages of which the output of each level becomes the input for the next higher stage.

The author (Kim, 2015) outlines that listening does not express a simple word-by-word translation, although rather involves an in-depth understanding of the meaning. The importance of teaching listening comprehension is underlined by (Kim, 2015), in urging the teachers to guide the learners in understanding of actual speech in order to help the students understand genuine conversations and real listening situations. As a result, to develop the learners' practical listening skills, the choice of practical learning materials in English listening course is crucial.

As it was considered (Ahmadi, 2016), listening plays a vital role of learning and in the development of a productive skill, more precisely, on speaking. Speaking skill is pursued spontaneously as long as applicable input is provided. Resulting from the statement of the author, major importance should be attached on listening skill rather than speaking.

The thought of the important role of listening comprehension was supported by Krashen (1982). According to the writer the exceptional component of language learning is a relevant input that is, listening to language that carries a real message to learners. The following elements of language acquisition may develop exclusively when enough comprehensible input is provided to the learners.

Hamouda (2013) maintains that EFL learners have major difficulties in listening comprehension, by the reason of the EFL teachers concentrate on grammar, reading and vocabulary. Listening and speaking are not considered to be the most significant parts of many text books, resulting hardships in learners' language production.

However when teaching listening comprehension, teachers should pay particular attention to the listeners' understanding. LLAS (2016) traces the significance of the learners while listening to a FL. Listeners attention is limited and may not pay attention to every detail of the listening material. According to the purpose of the task, the language learners may listen selectively. It has been suggested that there are interactional and transactional purpose for communication. The interactional use of language mainly involves small talks and conversations, which satisfies social needs. Accordingly, interactional listening is contextualized and involves interaction with a speaker.

However, transactional listening is used essentially to communicate information; it embraces, for instance, news broadcasts and lectures. On the contrary to the interactional language use, it requires accurate understanding of the message, since it is a one way listening method.

Being aware of the communicative purpose of the text or utterance, may help the listeners determine which processes to activate and what needs to be focused on. Instead of focusing on every word's meaning, the listeners,

knowing the purpose for listening, pay particular attention on the main idea of the utterance.

It has been suggested that the teachers of languages should appoint suitable materials and tasks for the language classes. With a purpose of making the FL learning more interesting, motivating and successful for the learners, teachers may know the methods of teaching to utilize on their lessons. Authentic listening materials may motivate learners by creating a real-life situation and interaction. This method refers to the interactional listening, as it was mentioned above.

1.1.3 The Effect of Utilizing Authentic Listening Material

As mentioned by Ahmadi (2016) authentic language is considered to be the written or the spoken language which is generated by a native speaker of the target language. Based on the definition of (Schmitt, 2002) authentic materials are the audio and/or the video recordings of an utterance which is automatically produced by the native speaker of the language.

Authentic materials enable learners to encounter with the real language and content rather than the form. The main advantage of utilizing authentic listening material is that the learners acquire the target language in the way that it is used outside the classroom.

The necessity of learning how to listen to authentic materials has been underlined by Paulston and Bruder (1976). It is essential for language learners to comprehend the language in different categories of speech situations and several radio and television broadcasts.

Authentic speech in listening allows learners to have immediate and direct contact with the input data which conveys real communication in the target language. As stated by Ahmadi (2016) there are several benefits of using authentic material in the lesson, however one of the chief benefits is the possibility for learners to become familiar with the FL.

In addition, authentic materials allow learners to hear the real-life language of the target language. When learners meet various types of communicating situations outside the classroom, the advantage the learners gained by the authentic listening materials, may allow them to master with the real life speech. In case when the learners have an access to authentic texts, there is a great chance to listen to different sounds with various accents. In order to improve the learners' listening comprehension, listening strategies play an indisputable role. The author outlines that strategies have a direct impact on the learners' listening comprehension (Ahmadi 2016).

Based on the research of the author (Rubin, 1994) teachers of foreign language and scholars admit that listening skills have unique features. In addition to the fact, it plays a significant role in the process of language acquisition. The underlining of the important skills, it affects the communication of the language learners. Arising from the fact stated, teachers began to utilize more listening comprehension tasks in the foreign language classroom. Listening comprehension had been recognized as an influencing factor on language acquisition. The author highlights the question of how learners interact with oral input.

In the theory of listening comprehension, Rost (2001) mentions the difference between hearing and listening. It is an important part to distinguish, in order to come to a clear understanding of how to employ listening tasks on foreign language class. Hearing provides a basis for listening; however it is only a forerunner for it. The terms hearing and listening are commonly used interchangeably in everyday interactions, though there are essential differences between the terms. The difference of hearing and listening lies in the degree of intention. There is a number of levels of intention; "Intention is an acknowledgement of a distal source and a willingness to be influenced by this source." – Rost (2001) stated.

Few researchers have addressed the issue of listening Zhang (2009). The details of how input is made comprehensible were considered by the author. As the first aspect, it happens by the utilizing of the vocabulary and structures which the learners already know. Although, the aspect mentioned previously may not enhance development by the reason of not carrying new linguistic material.

As the second aspect, which the author mentions Zhang (2009) takes place by a particular “here-and-now” orientation. This aspect enables learners to use the linguistic and extra linguistic contexts and make use of the general knowledge to interpret language which he does not know.

The third way of making the input comprehensible is the modification of the interactional structure of conversation. The study confirms that the aspects ensure that communication continues and expose the learners to new linguistic material.

Listening is stated to be the central skill to the lives of students at every level of education. According to the studies of Hamouda (2013), listening is the most commonly used language skill in the FL classroom. A great number of studies confirmed that systematic listening tasks were more important than reading or speaking skills, in the process of language acquisition.

1.2 The Impact of Authentic Listening Materials

With regard to teaching listening, it is essential to note that students should be provided with a wide range of materials to increase listening comprehension, as opposed to simply relying on textbooks

According to Kim (2015) English language learners must be provided with a wide range of listening materials in order to achieve a higher level of competence in listening comprehension, rather than strictly relying on textbooks. In order to extend the learners’ language experience it should be

noted that multiple methods of simultaneous learning should be provided on the English Language class.

While paying major attention on the listening comprehension and its impact on the learners' language learning process Griffiths (1990) underlines the importance of describing what the term "comprehension" is. The author states that comprehension refers not only on the activity in which the subject is involved while processing information, but to the product of the particular activity. The product activity, as the author claims, it is a mental structure or studies through the subject's impact through the different tasks.

According to the author Zhang (2009) in English language teaching listening and speaking have been a very significant and essential part of communication. It is stated that the skill of listening and with comprehension it the basic part of foreign language learning. The ability of listening effectively may result an effective language production. Based on the results of the study, which was carried out by Zhang (2009) listening and audio-visual materials are able to make the learners' pronunciation more native-like. This result may occur because the materials chosen may offer perfect native voice instead of the fabricated recordings. The results have shown that the learners, who have access to authentic listening materials, they can develop a cultural competence. The cultural competence enables the learners to respond with socially appropriate behaviours and obtain the speaking customs of the target language speakers. As the conclusions of the study mention the correlation which exists between listening and speaking skills; the fact that the learners' oral performances are improved by the method of utilizing authentic materials had been proved.

1.2.1 Types of Listening Tasks

According to Brown (2000) two basic functions of oral English are distinguished: transactional and interactional functions. Transactional

function of oral English is the function, which is concerned with the transfer of information. The interactional function has the primary purpose of establishing social relationships.

Harmer (2001) distinguishes between extensive and intensive listening. English language learners can improve listening skills by utilizing the two types of listening tasks. The author claims that it provides an opportunity for the learners to encounter with spoken English and absorb the speaking habits of the native-speakers. In addition the learners' pronunciation is highly improved by the use of the listening tasks on the lessons.

Extensive listening is a teaching technique which takes place outside the classroom, since the learners are encouraged to listening materials for themselves and listen to it for pleasure, with the aim of improving their general language knowledge. The author mentions a large number of resources from which the extensive listening tasks can be obtained. According to the study, the learners are highly motivated when the listening material is chosen by the learners. Since extensive listening is an effective and motivating method to apply in language teaching, the teachers may encourage the learners to listen to English audio-materials outside the classroom. The teachers of the foreign language may provide a range of listening materials, which are effective and useful for the language learners. To motivate the learners, a number of tasks may be assigned to the language learners; the tasks are solely based on the listening materials and are interesting for the learners to accomplish.

To provide a significant source of language input, language teachers utilize audio-materials which are based on the course-books. The method of employing listening materials during the English lesson is the intensive listening type. The learners are assigned to listen to a particular part of the listening material; based on the knowledge/information gained, a number of

tasks are accomplished. The intensive listening provides learners to the opportunity to encounter with 'real' characters and various situations, from which the learners may benefit from. However there are disadvantages based on the intensive listening. The speed of the recorded material is the material to which the learners need to listen to, while each learner has his/her own pace and speed of comprehending native-speaker fluency. The other downside of the intensive listening is the fact of not being able to speak with the speaker, by whom the material was performed; the learners cannot see the place where the speaking took place.

Rost (2001) named a number of listening types in his study. The author describes the listening types in a detailed and thorough way. One of the types which the author mentions is the 'selective listening'. Selective listening refers to a listening which takes place with a planned purpose in mind. In order to perform a task, selective listening is focused on gaining particular information, which helps the listener to carry out the task effectively. By this method only the needed information is being in focus, while the other information is omitted by the listener.

To mention the next type of the listening type according to (Rost, 2009) the interactive listening should be highlighted. The method of listening refers to a conversational interaction where the listener, by the purpose of comprehending the recorded material, asks questions and gives feedback about the understanding. As the author lists the listening types, the 'responsive listening' is named. The goal of the responsive listening is the listeners' response to the listening material. By the response, the listener expresses his/her opinion or perspective of the material, rather than summarizing of what were heard.

The listeners' work with the material can be utilized by the 'autonomous listening', in which all types of listening may be included. In

this way of listening the learner controls the input selection and the task completion.

Nevertheless, the teachers may utilize the audio-materials, because the learners can gain a great profit for their language knowledge. The author (Harmer, 2001) highlights the importance of teaching the learners to listen effectively. The methodologist (Ur, 1996) draws the attention on the real life conversations. The aim of listening effectively is important, because real-life conversations are not ‘replayed’. Bearing this fact in mind, teachers should encourage learners to get as much information as possible from a single hearing of the record.

1.2.2 The Impact of Audio Materials

According to Kim (2015) the usages of different types of listening materials enhance an improvement in language learning. The study showed that learners process the listening material in various ways, since each learner has his/her own learning method and pace. Using audio-visual materials provide different types of learners with multiple methods of learning. In addition the method of applying videos on the lesson may extend the learners’ language experience.

The author states (Kim, 2015) that the audio-visual listening material has an impact on the learners learning process, since the learning process is contextualized and the learning environment is enriched. Moreover, videos involve learners to a real-life language experience. In order to recapture learners’ attention the teachers may utilize educational videos, which provide background knowledge and specific examples provide a focus for learning activity.

Harmer (2001) highlights the advantages of the usage of audio-visual materials when teaching listening comprehension. One of the major importance if implementing videos to the lesson is the fact that learners are

able to acquire the language intonation and may connect it with the gestures of the speaker. Videos give a wide array of lessons, when attentively observing on the speakers, and their intonation, pronunciation of utterances. Different important situations and unspoken rules of behaviour may be obtained by watching videos on the English lessons. However, since the learners use videos as a free-time activity, the teacher must provide a set of viewing and listening tasks in order to make the actively concentrate on the spoken language.

When implementing videos or film segments in the lessons, the learners use two senses: hearing and seeing. The senses improve the listening skill, although the teacher may provide subtitles to the videos. In this case, not only the listening but the reading skills may be improved (Harmer, 2001).

Metruk (2018) studied the usage of subtitles when teaching listening comprehension through audio-visual materials. The findings indicated that utilizing subtitles and captions when projecting videos may be an effective instructional tool to learning vocabulary and enhancing reading and listening skills of the EFL learners. The author claimed that watching authentic English videos is a powerful tool for learning the target language and ought to be employed in the EFL classes.

1.3 Listening Comprehension

According to Bozorgian (2012) the improvement of listening skill has a positive impact on the other skills, such as the writing, speaking and reading skills. The study indicated that the improvement of listening skills leads to a higher language learning results. The phenomenon may occur by the reason of the relationship between the listening ability and oral proficiency skills.

The author claims that there is a statistically significant relation between the listening material and the learners' speaking skills. The input of authentic listening materials result a higher level of oral production (Bozorgian, 2012). Listening skill is defined as a process of understanding, attending to, evaluating and responding to spoken message.

According to Krashen (1982) the root of language acquisition significantly based on the input, which the learners get and the way the input is processed by the learners. This statement confirms the fact of the four skills being in tight relation in language acquisition.

The study of Rost (2001) highlighted the importance of listening skill combined with the other skills. The importance lies in that in addition to visual learning 80% of the learning process occurs through listening. According to the research of Nunan (1997) listening is the driving force of language acquisition, by the reason of having a great affect on the other skills.

Rost (2001) summarized the essential purpose of listening in improving speaking skills. The author claimed that by the spoken language the learners are provided with the means of interaction. The access to learners of the language is essential because of the great need in interaction when obtaining information and achieving understanding. Authentic spoken language provokes the learners to attempt the understanding the native speakers' language, and based on the knowledge obtained produce speaking.

In terms of input processing listening and reading have a major connection. It is stated that reading and listening carry the knowledge of cognitive processes and involves phonological, syntactic and semantic 'orchestration' of skills. The receptive skill's and the expressive skill's foundation is based on the speaking and on listening skills. It is added that written language skills may scarcely develop without the input of language

and sounds. Speaking, reading and writing ability is strongly influenced by the listening ability (Bozorgian, 2012).

The study carried out by Bozorgian (2012) revealed a significant correlation between listening and the other three skills. The study showed that there is a particularly strong relation of the development of the language skills, by the reason of the listening skill being meaningful in cases where the focus is on the other skills.

1.3.1 Creating Effective Listening Tasks

Creating effective listening tasks for the learners is an important part in teaching listening comprehensions. Since listening comprehension play an important role on the learners' language acquisition process, it is crucial to provide effective tasks. Harmer (2001) states that when creating listening tasks, it is important to define to which social context and group of learners the tasks will be. By defining this crucial feature of the learners, it is an important source in selecting the type of input and the tasks which help to improve the learners listening ability.

The teachers may consider the following aspects in order to define the social context and the learning background in order to choose applicable tasks for the learners:

- The first part to consider is the question of 'when does the learner get into contact with the target language'. From this question the following may arise: how intense and how often does this contact occur in the learners' language acquisition process.
- The second point to consider as the teacher, who teaches English, is the identity of the learner according to the language. The main idea is how much the learner identifies him/herself as the user of the language.
- Another important aspect to pay attention to is the target competence that the learners are expected to achieve in the EFL.

- When creating listening tasks, the teacher needs to bear in mind the communicative function for which the language is going to be used by the learners.
- The last aspect is significantly important - to examine the eventual goal of the learner in the language acquisition.

When the teachers answer the questions, the tasks may be more effective and useful for the language learners. The author mentions (Harmer, 2001) that major importance should be dedicated to the instructions which are given to the learners before the completion of the listening tasks. Listening instruction have to motivate learners to understand meanings for themselves and not solely rely on the deductive presentation. In accordance with the listening tasks, listening instructions ought to promote the use of clarification checks, examining comprehension and collaborative strategies for approaching meaning.

Harmer (2001) states that it is highly important to provide a large number of accessible listening materials for the learners, in a variety of audio, video and interactive media. The main role of providing a wide range of materials is to encourage the learners to listen to them even by themselves. The feature of the listening materials should involve the learners' collaboration with the peers and incorporate the ideas of what was understood in speaking and writing. The listening tasks can be effective by the features of personalizing the listening experience; this may maximise a long-term motivation and commitment to learning.

1.3.2 Effective Listening Tasks

There are several effective listening tasks which are preferred by the EFL teachers. By employing the following tasks on the English lessons, the learners English listening and speaking abilities may improve.

Buck (2001) mentions the importance of giving simple, clear and explicit instructions to the learners. The author suggests the method for creating a test based on the listening material. It is a useful task for the learners to accomplish and it is applicable for the lower-competence learners. The test may effectively check the understanding of the learners' however the tests need to include the easier items of the material.

Harmer (2001) suggests an involving listening task, which needs the learners' listening and speaking ability. The task is called 'Pictureless listening', in which the learners need to find out where the dialogue takes place and who the speakers are. The learners may find out the speakers' age, position and even the appearance of the speakers can be described by the learners.

The other effective task is to hand out pictures to the learners, on which the situations of the listening materials are drawn. The pictures are entitled by letters of 'a', 'b', 'c' etc. and the listening materials are entitled by numbers. The learners need to pair the pictures in the order of the materials are being played.

As the next effective task to improve the learners' listening ability is to hand the learner a list of phrases. The learners need to put a tick to a phrase, which is heard in the listening material. The listening material may be a story which is told by a native-speaker.

Ur (1996) offers a number of useful listening tasks, which may be utilized in the English classrooms in order to improve the learners' English pronunciation and listening comprehension. The activity contains several parts. The first is to play the recording and summarize the story of the material. The second part is to provide the learners with nouns and verbs which can be heard in the recording. (The words which are unknown by the learners, need to be translated by the learners with the usage of dictionaries.)

The third part of the task is to hand the learners the text of the recording, however with gaps, where the given nouns and the verbs need to be put. While listening to the material for the second time, the learners should fill in the gaps with the given words.

In the study of Rost (2001) a wide range of listening resources are suggested. The author claims that the resources provide a deep insight of the authentic listening materials which impact the learners' pronunciation and listening ability. The author suggests that games with the purpose of listening may make the learning process more engaging for the learners. Another interesting and effective source is the podcasts which are offered by the native speakers of the language. The teachers may show short films or commercials on the lessons and later create various tasks to test the learners' listening comprehension.

1.4 Difficulties which the Learners Encounter

The listening materials entail the goal of processing as many bits of retrievable information of speech as possible. The listener of the material has to adopt an efficient principle for understanding speech. At the perception level the listener invests much effort in recognition of the acoustic information in order to comprehend the meaning of the utterance.

However, as there is a wide range of the variety of speakers; arising from this fact, the listeners may count with ambiguity and may create a number of perceptual classes, preferably which can be grouped into which the acoustic input can be grouped (Rost, 2001).

Ur (1996) underlines the difficulties with which the learners may encounter during the process of improving the listening comprehension. Since it is proved that listening impacts the learners' language production and pronunciation, it is essential to see which problems may occur in the process.

Many listeners have problems with comprehending the actual sounds of the foreign language; the author states that the learners are unaware of inaccurate sound perception. According to the methodologist, the problem can be overcome by teaching English pronunciation-embracing the sounds of the target language - to the learners.

The next issue which the learners face is the effort of understanding every word of the material. It is the teachers' responsibility to provide efficient instructions to the learners, so that their attention is focused on the needed information. When the learners focus on every word, it may result in ineffective comprehension and discourages the learners.

The authentic materials include speeches of native-speakers. The learners often have difficulty with understanding the native fluency. However as frequently the learners hear the native accent and not the fabricated one, the more they will be able to comprehend of the native English language.

The other major problem of the learners when listening to materials, they need to listen to the recorded material more than once. In some cases, when the learners listen for a particular information and have to complete a task, it is useful to play the recording again. Although the teachers, bearing in mind that real-life conversation cannot be 'replayed', the learners need to be encouraged to focus and comprehend the main idea of the utterances at the first hearing.

The last problem, which is mentioned by the author, is the fact that the learners get tired of the overload of information which the listening material carries. The teacher has to shorten the length of the material and motivate the learners to speak or write down of the information which was understood.

The author (Ur, 1996) provided information for the teachers to pay attention to, when listening comprehension is being thought on the English lessons. By the help of the techniques, effective language input and production may occur in the language teaching process.

1.4.1 Teaching Pronunciation

Teaching pronunciation is a task which bears with major importance in the EFL classroom. As the author (Gilbert, 2018) underlines that teaching pronunciation is aligned with a variety of challenges. As the first and most common challenge which the teachers face is the lack of time in the EFL classroom for giving sufficient attention to this aspect of English instruction. In cases when the teachers are able to divide a part of the lesson for pronunciation teaching, the tasks must be relevant and engaging for the learners.

When addressing pronunciation on the English lesson, the instruction and presentation part is advised not to be time consuming. Since, in case the presentation part takes much time, the learners may get discouraged and not engaged into the task itself. The task for learning the English pronunciation must relate to the learners' reality, in order to make the learners interested in the language and speaking English (Gilbert, 2008).

There is a number of possible solutions to meet the above mentioned challenges. The author (Gilbert, 2008) proposes a method, by which these can be overcome. The teacher must think of the goal of pronunciation instruction in order to help the learners obtain the core elements of spoken English. As a result the learners may be intelligible and be understood by other speakers of English language. The learners and the teachers “can overcome the frustration, difficulties and boredom often associated with pronunciation” by paying special attention to the development of pronunciation which is “listener friendly”.

Gilbert (2008) searches the most effective and useful methods for teaching English pronunciation. It is underlined that teaching pronunciation must be taught by simple and not overcomplicated ways. When the teacher employs difficult jargons and expressions when explaining the production of particular sounds, the learners, because of not being aware of these words, may get discouraged. Discouraging learners is a phenomenon which the teachers need to avoid.

The teacher may introduce the Prosody pyramid, in order to underline the hierarchy of suprasegmental signals. By explaining the Prosody pyramid to learners, it will have a strong base to learn other aspects of English pronunciation. Teaching which sounds are heard easily and less outstandingly may help the learners when doing listening in EFL classroom. As it can be seen in Figure 1 (See Appendix 1) there are several sound which are very easy to hear, easy to hear and hard to hear. The learners need to be aware of the sounds of English, in order to understand the authentic English audio materials more efficiently.




Stressed vowels Long, clear	Unstressed vowels Short, clear	Reduced vowels Very short and unclear
 a e i o u	 a e i o u	 ə ə ə ə ə
Very easy to hear	Easy to hear	Hard to hear

Figure 1. The English system of contrastive clarity (Gilbert J. (2018) Teaching pronunciation: Simplicity is the Key)

By teaching the learners to hear the harder sounds as well, it may result a better English language understanding and give an opportunity to form English sounds well. Another important aspect when teaching English pronunciation is help the learners use what is already learnt by them. In case the learners accessed a great amount of knowledge of the language and vocabulary, but it is not in use, because of lack of intelligible pronunciation, discouraging may appear (Gilbert, 1990-2000).

The level of intelligibility depends on the practice of pronunciation exercises and practical situations. The teachers must focus on the practice of pronunciation, when teaching new expressions and words to any level of learners. By providing efficient knowledge about word formation and pronunciation, the practical situations (dialogues, story-telling) must be employed in the EFL classroom.

According to Gilbert (1990-2000) decoding spelling is one of the most important tasks to focus on when teaching pronunciation. It is essential for learners to spell the words, in order to reinforce the learners' pronunciation and in addition, to review what the learners were taught.

Another effective and important part when teaching English pronunciation is to present the rules for decoding combinations of letters, which is known as spelling. However, the rules may be presented by the teachers in a way that is useful for English learners. In case the learners are young learners, rules can be presented in rhymes, such as "When two vowels walk together, the first one talks and the second one walks." On the other hand, these rhymes may not be efficient among teenagers, and the teacher must employ other effective ways to teach spelling rules.

Teaching the proper pronunciation of English sounds is not the only factor to which the teachers should pay attention to. There are other aspects of speaking which highly influence intelligibility of the learners.

1.4.2 Rhythm and Melody

In order to follow the intention of the speaker, the rhythmic and melodic signals serve as “road signs” in English (Gilbert, 2008). The emphasis and presenting the ideas occur by the help of rhythm and melody. It is highly important to focus on the emphasis of an utterance and what melody it conveys, by the reason of being intelligible. The speakers must focus on the listeners as well, in order to understand the speaker’s meaning. There is a common mistake, which English learners make, that is often thinking about avoiding mistakes in grammar, vocabulary etc, and not focusing on the listeners, whether he/she can follow the speaker’s meaning.

Gilbert underlines that it is particularly important for English learners to master the rhythmic and melodic signals, in order to make the pronunciation “listener friendly”. According to the author, for helping the learners lead good conversations, it is essential to take time to teach the major rhythmic and melodic signals of English. It is said that teaching this aspect of speech is more important than any efforts to improve the pronunciation (Gilbert, 2008).

1.4.3 Speech Production and Listening Comprehension

For increasing intelligibility it is highly important to obtain good English pronunciation, however obtaining good pronunciation is tightly connected to listening comprehension. In case the teacher is aimed at teaching his/her English language learners efficient English pronunciation, teaching listening cannot be avoided.

It is proved (Gilbert, 2008) that language learners who are taught about English prosodic patterns report improved understanding of authentic speech. One of the main reasons is that the learners, who are aware of the prosody of English language, understand how rhythmic and melodic cues are used to organise information. In addition, the learners learned how prosody changes how words sound.

Language learners, whose language lessons lack of listening comprehension exercises or have inadequate listening comprehension training very often, face difficulties. The difficulties which the learners complain about are that “the native speakers talk too fast” or “the native speakers use unfamiliar words” (Gilbert, 2008). The above mentioned complaints prove that the learners are not aware of some grammatical signals, or connected speech and lack of practicing vocabulary.

Intonation appears to be one of the essential parts of language, since there can occur many misunderstandings, if the learners are not aware of the intonation patterns of the language. It is an important part for helping the EFL learners to follow the authentic listening material’s topic. Besides the intonation, emphasis is also important for listeners to recognise. In case the listener does not recognise the emphasised word or phrases, he/she may miss the key point of the listening material (Gilbert, 2008).

As a conclusion, Gilbert (2008) underlines that the teachers must take some time to teach awareness of at least the core system of rhythmic and melodic cues, certain sounds and intonation. When teaching these main factors of the language, authentic listening may be employed in and outside the classroom. By this technique the language learners will achieve great communicative competence.

Brown (1977) claims that teaching spoken language to language learners is universally acknowledged. It is underlined that a foreign language learner needs to be familiarised with the spoken language. It may result a better speaking comprehension and listening comprehension as well.

According to the author, the problem of listening to a foreign language is that a learner is listening to the sounds of the foreign language, which are not organised in the exact way as the sounds of the native language of the learners. It is difficult to determine which bits of sounds are the beginnings or the end of the word. For learners it may be even a

challenge to determine, whether what the listeners heard precise words are or simply bits of words.

For these issues Brown (1977) suggest a solution, by which the learners can get a better understanding of authentic spoken English and the teachers may be successful in teaching. The teacher help the learners find their way around the sounds of the foreign language; in other words, to identify the bits of words or words, which will provide the learners with information about the given topic. Helping learners recognise the important cues or parts of meanings may help the learners to overcome a language barrier which occurs while listening to authentic listening materials.

Teaching a language in a classroom provides clear words, grammatically neat sentences and slow spoken explanations about the language itself. Although it is essential for the foreign language learners to first encounter with the words, grammatical constructions in a simple and understandable way, EFL learners need to get familiarised with the native spoken language as well. It is highly important, since native speakers rarely employ slow and clear speech (only in cases with foreigners, older people, young children etc.) in normal cases the speakers adopt a normal and rapid style of speech (Brown, 1977).

English language learners, who were educated in slowly and deliberately spoken English are often surprised to hear native speakers talking to each other and have considerable difficulty in understanding spoken language. It is commonly viewed that a foreign learner may be fluent and comprehensible and is able to understand the speech which is addressed to a foreign student or aimed to be heard by a foreign listener (Brown, 1977). On the contrary, these learners may get to a different realm when the learners intend to follow speech which is primarily addressed to native speakers.

As a conclusion, it is essential to apply listening comprehension in the classroom. The learners must encounter not only with the raw material

of the books, but with the authentic, real-life listening materials (Brown, 1977). The listening materials may enhance better speech production and listening comprehension as well. However, it is not only essential to give the listening material to learners; in addition, the learners need to get familiarised with the pronunciation, rhythm and melody of a given language (Gilbert, 2008).

Part 2

The research focuses on the effects of listening to authentic materials on the English as a Foreign Language (EFL) learners' pronunciation. The importance of authentic materials and the methods for employing authentic materials in the EFL classroom is viewed by the paper. The present paper underlines and searches the definition of authentic material and the purpose for which it was created.

2.1 What are the authentic materials in English Language Teaching?

The definition of authentic materials is underlined and discussed by scholars and writers. Scholars (Nunan, 1999) explain that authentic materials are audio or written language data that has been recorded or written not specifically for language teaching and learning. Authentic materials were created by native language speakers in order to provide data (written or audio) for native audience. The authentic materials have the purpose of informing about real events and entertaining native speakers.

It is important to state that authentic materials were and are not created for teaching purposes. It is stated that authentic materials consist of real life language, fluency and other aspects of spoken language. By employing authentic materials the EFL learners are able to encounter with the natural language used by native speakers (Harmer, 2001). According to the definition of authentic materials, the mentioned materials were and are not recorded for pedagogical purposes.

The aim of the teachers when employing authentic materials in EFL classroom is to improve the learners' English language production by utilizing appropriate materials in the classroom. In addition, authentic materials not only foster English language production, however it particularly results an oral communicative competence. (Rojas, 2019)

According to Harmer (2001), authentic materials differ from the educational materials in the following aspects:

- Educational materials consist of specific vocabulary, sentence structures and grammar. Teaching resource (photography, video or audio selection, text) developed and written particularly for pedagogical purposes (Ellington and Race, 1993).
- Authentic materials consist of real life language, slang used by native speakers, fluency, which enhance communication which is needed by the native speakers in everyday life.

Based on the above mentioned differences, it is stated that the concept used by second or foreign language teachers for authentic materials – is a material which fosters better oral communicative competence (Rojas, 2019).

Authentic materials are important tools for EFL teachers since by employing authentic materials teachers provide realistic context to the learners. In addition it reproduces an “immersion environment” for the tasks which relate to the learners’ needs. Authentic materials are suggested to be updated since it is frequently on demand for language learners. (Benavent and Penamaria, 2011). The scholars added that it is important to bear in mind that authentic materials may not result an immediate authentic response from the learners.

Gilmore (2007) lists the range of meanings with which authentic materials are defined and associated: 1. the language which is produced by native English speakers in order to communicate with other native speakers in a given language community. 2. “the language produced by a real speaker for a real audience, conveying a real meaning”. 3. “Such qualities which are bestowed on a text by the receiver, and are not conveyed as inherent in a text itself, however it is imparted on it by the listener”. 4. Personal process of encounter with the real world and an interaction of the EFL learners and the

language teacher. 5. “social situation of the classroom”. 6. Assessment, 7. Encounter with the target culture; the ability of learners to think or behave as a native language group does with the purpose of being recognized and accepted by the target culture.

Although there are many definitions for what authentic materials are, Gilmore and Morrow agree in the description, which is stated as the following: “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message for some sort”. (Morrow, 1977; Gilmore, 2007)

Martinez (2002) explains that authentic materials are those which are only prepared for native speakers and do not bear with pedagogical purposes. Materials which are aimed at native community and delivered in a style of native language style and fluency are called authentic materials.

Freeman (2019) suggests that the teachers ought to teach the learners for “real world listening” by employing authentic materials into the EFL classroom.

2.2 The advantages of using authentic materials

Listening comprehension and listening materials considered to be important in teaching English language as a foreign language or a second language. Listening skills are widely discussed among scholars and language teachers. The scholars outlined some views on the importance of employing listening tasks in the EFL classroom (Celce-Murcia, 1991):

1. The individuality of the language and the individual learners.
2. Non-passive and complex receptive processes, which is listening and reading
3. Listening comprehension is considered to be a fundamental skill of the language learners

4. “Real language used for real communication as a viable classroom model”.

It is said that teaching listening comprehension of spoken speech bears with significant importance when the aim of teaching is to enhance communication in English. Other scholars state that there is a great need for the development of listening comprehension, since it is a skill which is important as a fundament of speaking (Newmark and Diller, 1964).

Furthermore, teaching listening comprehension must barely focus on the audio-comprehension and drills which were created for teaching the language. Belasco states that when a language learner is able to comprehend the taught language by the non-authentic materials, it is not guaranteed that he/she will be able to comprehend the “language out of the mouths of native speakers” (Morley, 1991).

Lansford (2014) searched that those materials which were created for language learning and teaching purposes are less advantageous than those which are offered by authentic materials. The advantage of utilizing authentic materials is the opportunity for higher-level learners to encounter and expose unregulated native-speaker language. Authentic materials help learners to discuss and comprehend how to communicate most effectively. According to the research, which was conducted by Lansford, authentic materials are seen as “the key in receptive skills and learning conventions”.

2.2.1 Real language

One of the main advantages of employing authentic materials in the EFL classroom is that it is a tool, by which the learners are able to prepare for “real” world of communication. The teachers’ task is to motivate learners to utilize the listened material in their communication in order to enhance real and natural communication (Lansford, 2014).

According to Reid (2014) authentic materials bridge the gap between the EFL classroom and the real native world. It is a possibility for the learners to encounter and hear real language of the target culture in particular everyday-life contexts. EFL learners are allowed to contact with the real-life language, culture and way of life of the target language by using authentic materials in the classroom.

A number of researchers have stated that non-authentic materials often include and project idealized and perfect language, which is not natural in native communication. According to the researchers, the non-authentic materials are unlike real-world language and it is odd for the native speakers as well (Ryan, 2014).

There has been a formed a list which characterizes the non-authentic materials: “perfectly formed sentences, questions using a grammatical structure which get full answers, repetition of structures” etc. (Ryan, 2014). By the features listed above, make the listening materials unlike the spoken language with which the learners may encounter in real world. The texts do not refer to how the language is used by the native speakers.

The facts which are listed above about the non-native materials refer to the evidence that the authentic materials provide real language and natural usage of the language by the native speakers. Brinton (1991) underlines the importance of utilizing authentic listening materials. According to the scholar, authentic materials may reinforce for students the straight relationship between the EFL classroom and the outside world. It refers to the fact that the learners have the possibility to encounter with the real language by employing authentic materials.

Authentic materials may be audio recordings, media, music, dialogues in different contexts (in a shop, at a market, in a bank, at the airport etc.), news and other important sources, which provide the learners with the real

language use of the native English speakers. It is inevitable for learners to listen to authentic listening materials in order to enhance communication and listening skills of the EFL learners (Brinton, 1991, Ryan, 2014).

2.2.2 Natural Language Model

The authentic materials must be the materials, which the learners would need when travelling abroad, studying abroad and communicate with the native speakers in an illegible manner, and employing the language in natural contexts. By utilizing the authentic listening materials make the learners feel that the learning material bears the characteristics which are employed outside the classroom (Berardo, 2006).

According to the language scholars, the term “authenticity” refers to the concept with which the EFL learners are exposed to the same language as a native speaker. The main aim of using authentic materials in the EFL classroom is to expose the learners to the natural language model as much as possible (Berardo, 2006).

Researches have proved that the EFL teachers prefer utilizing authentic listening materials by the reason of providing the learners with current information. In addition to the fact that by authentic materials the learners can obtain valid information, the learners are able to get an insight to the target language culture and the natural language which is spoken in natural contexts (Ryan, 2014).

By employing authentic materials, it provides the learners with the natural language model of the native speakers. Since it is evident, that by the above mentioned method the learners get the feeling of learning the natural and everyday speech of the target language, there is much benefit in the learning process (Ryan, 2014). Guariento and Morley (2001) declared that “the use of authentic materials in the classroom is beneficial to the learning process”. All the authentic materials, which are beneficial in English as a

Second Language (ESL) or in EFL classrooms, should be employed by the teachers.

The natural model of language not only develops the learners' language competence but improves the intercultural communicative competence. It allows learners to encounter and become familiar with the target language socio-cultural background, everyday-life, values, beliefs, taboos and history. It is essential for language learners to be immersed into the natural context of the target language. By familiarising the learners with the use and choice of greetings, address forms, rules of politeness and similar social conventions may enhance sociolinguistic competence. It not only provides a cultural background, but an encounter with the natural language of the native speaker. According to this fact, the EFL learners may have confidence in speaking with native speakers (Reid, 2014).

2.2.3 Authentic materials as motivation

Authentic materials are not only useful from the perspective of language comprehension, but have a positive effect on the EFL learners' motivation. Motivation is inevitable to successful language learning and in acquiring a language's pronunciation.

Motivation is considered to be "an internal drive which pushes someone to do things in order to achieve something" (Hamer, 2007, p. 98.). There are two types of motivation: extrinsic and intrinsic motivation. Extrinsic motivation is a motivation which appears from the outside world. On the contrary, intrinsic motivation comes from within the language learner. Teachers may focus on the learners and what helps the learners to achieve success in the language learning process. It is essential that the EFL teachers utilize authentic materials, which are enhancing successful accomplishment of the tasks and result the comprehension of the listened

material. By this method the learners are able to understand the language and be motivated to listen and learn more (Harmer, 2007).

Intrinsic motivation is also effective, when the learners have to listen to authentic materials. In case the learners' aim is to be able to communicate with native speakers, he/she may be more eager and interested in listening to authentic materials. Harmer (2007) underlines that intrinsic motivation is the most effective motivation during the language learning process.

Utilizing authentic materials in EFL classrooms may effectively increase the learners' motivation in learning the foreign language. It is motivating for learners by the reason of approving the EFL learners about the real language and demonstrates the purpose of language learning. The purpose is that what the learners obtain by authentic materials is used in real-life by real people, who are the native speakers (Ryan, 2014).

However, providing authentic materials in EFL classrooms can more effectively be motivating by the appropriate tasks which are ought to be completed by the learners. The tasks after the authentic materials should be effective and interesting for the learners. It may provide more motivation to the learners. Ryan (2014) highlights the importance of the early exposure to authentic materials by the teachers in the EFL classroom. It is stated that by employing authentic materials early, may encourage learners to develop useful strategies, which is helpful when faced with more complex tasks and materials.

Reid (2014) focuses on the importance of utilizing authentic materials when teaching communication competence. The authentic materials are described as a great motivational factor for language learners. It enhances and helps the learners to recognize the community of users of the target language.

Authentic materials are considered to be highly motivating, by the reason of giving a sense of achievement for learners in understanding and comprehending the real-, native-language of the target community. It encourages further learning of the language by authentic materials in and out of the classroom (Berardo, 2006).

2.2.4 What are authentic materials related to?

Since the main aim of utilizing authentic listening materials in EFL classroom is to improve language speaking and listening skills, it is important to underline to what the authentic materials are related to.

Authentic listening materials may contain complicated and complex vocabulary, sentence structures and language use. In addition in some cases authentic materials may not “expose students to comprehensible input” (Ryan, 2014). Other stated that some authentic materials may be biased culturally, which required a high level of cultural knowledge (Martinez, 2002).

Based on the researches and facts, teachers ought to prepare authentic listening materials which are related to the language learners. Berardo listed three criteria by which the authentic materials should be chosen. The three criteria include: suitability of content, exploitability and readability (Berardo, 2006).

Suitability of the content is divided into several subtypes, which are the following: compatibility of the lesson and course plan; appropriateness to learners’ ability and compatibility (Ryan, 2014). The materials ought to be chosen carefully in order to be appropriate to the learners’ level of language knowledge and their interests.

Freeman underlines the importance of utilizing tasks and materials which are “safe” for the learners. In this statement the scholar point out the

importance of the learners' motivation to learn a language and the teachers' task to enhance the language learning. When a teacher chooses the authentic listening material, she/he must bear in mind the needs of the learners (Freeman, 2019).

However, the teachers should not only focus on the language level of the learners when choosing listening materials to the classroom. It is also important to pay particular attention on the ideas which are introduced by the materials (Ryan, 2014). The teacher should consider whether the material make the learners interested in that particular materials or not. In case the listening material is relevant and interesting to the language learners, it may result a better comprehension and better speech production (Freeman, 2019).

By employing relevant authentic materials into the EFL classroom, it may motivate the learners to search more about the given topic and learn on his/her own (Ryan, 2014). The teacher, who provides valid authentic materials to the language learners, is able to motivate the learners to listen extensively the authentic materials. It is stated, that the more authentic listening materials the learners listen, the more confident and intelligibly will the learners produce speech in the foreign language (Freeman, 2019).

2.3 Benefits for teachers of using authentic materials

The teachers of EFL employ many techniques and methods in order to teach the language well and help the learners acquire English in the most effective manners. There are a number of methods utilized by the language teachers in order to improve the learners' listening skills. The methods and techniques can appear in different forms and with different materials (IvyPanda, 2019).

The materials which are employed by the language teachers are divided into two types: authentic and non-authentic materials. According to debates, authentic materials are considered to be more effective and beneficial than those of non-authentic materials. It is stated that authentic

listening materials are beneficial not only to the language learner but to the teacher as well. (IvyPanda, 2019)

Rost (2002) describes authentic listening materials as those bearing with a wider range of information than the non-authentic materials. According to this statement, the teachers have the opportunity to teach the language in a much broader scale and employ creative tasks. It is described that authentic materials include many fields of the real world and the everyday life of the target language culture.

Since the authentic materials provide information in a wider range, it is beneficial for the teachers to employ it. By the authentic materials the EFL teachers may teach real-world vocabulary, which is often used by the native speakers in different contexts. In addition, different grammatical structures can be explained through authentic listening materials, which are natural to the English speaker community (Lynch, 2004).

In addition, the EFL teachers can benefit from authentic materials from the point of view of validity. The authentic materials may be found of the Internet and the teachers may utilize the most valid and relevant material, which can be related to the learners' level and interests (Berardo, 2006). The teacher is able to prepare the most effective listening materials, which may be relevant to the lesson plan or the course plan, in order to enhance better language comprehension. By the method of employing efficient and creative materials the learners are able to obtain the language better. As a result, the speech production can be improved by the authentic materials (IvyPanda, 2019).

Another important fact that is useful for the teachers is that by authentic listening materials the gap between classroom and the native culture can be bridged without any obstacle. By the above mentioned technique, the learners are more interested in accomplishing listening tasks

and acquire the language faster and more easily (Hwang, 2005). It is an effective tool, which the language teachers ought to employ in order to make the language learning process more effective.

Since it is important to note that authentic materials are helpful tools for teachers in preparing for an English lesson, attention should be paid to the benefit to the English teachers' knowledge as well. According to Aguirre (2017) authentic materials provide new language materials to the EFL teachers. It is stated that by authentic materials the teachers have the opportunity to learn and acquire more fields of the language and its pronunciation.

The benefits for teachers in using authentic materials are combined into a list of what skills may the teacher improve. One of the listed factors, which are improved, is the intercultural understanding. It refers to the knowledge which the teacher may obtain about the culture of the target language; it is important to be aware of the culture when teaching a particular language. The other important aspect which can be improved is the linguistic knowledge, which is inevitable to continually improve and learn more about for a teacher. The following field, which is improved by the authentic listening materials, are the language skills. The teacher has the possibility to acquire more of the speech of the native speakers and utilize it in his/her teaching. The last and one of the most important factor, which is improved by the teachers via authentic materials is the approach to teaching. According to Aguirre, the teachers can obtain and utilize more creative and effective techniques approaches to teaching English as a Foreign Language (Aguirre, 2017).

As the teacher learns to improve his/her skills and approaches to teaching the language, the learners may benefit from it very effectively. It is defined that in case the teacher obtains more about the language and its

pronunciation via authentic materials, the learners will be able to acquire the language effectively and obtain native-like pronunciation (Aguirre, 2017).

2.4 Benefits which the Learners get from Using Authentic Materials

The learners of EFL have the opportunity to benefit from listening to authentic listening materials in and out of the classroom. There are many aspects in which the learners may improve and develop some important skills, which are essential for acquiring a foreign language.

Ruiz (Ruiz & Molinero, 2003) underlines that by the authentic materials the learners are exposed to the real language and the real contexts of the target language. Authentic materials are highly recommended to use in the EFL classroom, by the reason of the authentic materials may include necessary information to which the language learners may be exposed to. In addition, authentic materials help to develop language skills for better understanding and easier production of the language.

2.4.1 Effect of the Input

As it is evident, listening materials provide the input to the EFL learners. It is of great importance to imply effective and appropriate input, in order to achieve better effect in speech production. Authentic listening materials are said to be “instances of the register to which it belongs” (Ruiz & Molinero, 2003).

Listening materials imply the advantage of used terminology, expressions, tone – which means that the above mentioned authentic materials enhance language awareness. The learners obtain accuracy in specific vocabulary, and in addition the learners gain useful rhetorical functions. Cohesion and coherence is can also be acquired by the learners when listening to authentic materials (Ruiz & Molinero, 2003)

Authentic materials are effective in achieving the aim of enhancing communication in the target language. Ruiz and Molinero state that listening to authentic materials help the learners to be prepared for real target language communication (Ruiz & Molinero, 2003). Aguirre claims that by listening to an effective input, which is a well-chosen authentic listening material, may bear essential information. The learners may have an access to different grammar structures and new vocabulary. However, by listening to authentic listening materials, it does not only introduce new grammatical structures and vocabulary, but may improve the learners' pronunciation. Since the learners hear the pronunciation of native speakers, it provides an effective input, which cannot be substituted by other recordings or non-native pronunciation (Aguirre, 2017).

Authentic listening materials, for instance, conversations may appear in different forms bear a redundant nature (Ur, 1996). By these materials, the learners have an input of varying stylistic features, which is natural and spontaneous and is influenced by the speaker and the dialect of the speaker (IvyPanda, 2019). As a result, the language learners may become aware of the different dialects and the language use of the native speakers.

The reason for utilizing the authentic materials is to expose the learners to the real-life language use and help the learners comprehend and produce that particular language. The learners need to get familiarised with the idioms, slangs and other aspects of the target language in order to understand the message of the listening material. In case the learners are aware of the above mentioned aspects, he/she will be able to produce it with the correct pronunciation (IvyPanda, 2019).

The input which the learners get ought to be natural. According to Freeman (2019), authentic materials include different background noise (e.g. in a shop, in a cafe, at a railway station etc.). The background noise may influence the listening comprehension and the spoken language. That is the

reason why the authentic materials should be employed in the classroom. It results the awareness of the learners' to count with the environment of the material (Ur, 1996).

2.4.2 Result of the Output

The effective input of authentic listening materials may result an improved output in the learners' language use. The learners by listening to a particular listening material are highly influenced by it and often produce the language which was utilized in the material.

According to Aguirre (2017) the learners output, which is speaking and writing is improved after getting an appropriate input. It is important to state the learners, who receive authentic listening material input, are achieve better results in language production (Wang, 2000).

The language which the learners listen and encounter with by the authentic listening materials have various useful effects in the learners' language production. One of the main effects is that learners achieve accuracy and intelligibility when speaking English. The result of authentic materials is better pronunciation and intelligibility among learners. In addition the learners are motivated to learn the language, by the reason of providing interesting and learner-related information. It is important to provide materials in which the learners are interested, because it gives the learners more impetus to obtain the language and the pronunciation (Ruiz & Molinero, 2003).

Extensive and intensive listening of authentic listening materials may result a "dramatic effect on the learners' language learning" (Harmer, 2001, p.303.) It is highly motivating and encourages learners to obtain more language skills and improve the skills.

In case the teacher provides efficient and appropriate authentic materials the learners become more confident in producing the language. It is important to encourage the learners to be confident in speaking in English. The teacher ought to motivate learners to listen extensively out of the classroom. In case the learners are engaged to the material, the teachers can focus more deeply on the language use, pronunciation and vocabulary. (Freeman, 2019)

2.5 Disadvantages of Using Authentic Materials

Authentic listening materials may have a great number of beneficial effects on the learners and on the language teachers. The above mentioned benefits truly influence the language learning process. However, the authentic materials may have not only advantages, but shortcomings as well, to which the language teachers ought to pay attention (Ahmed, 2017).

Freeman (2019), states that when employing authentic materials it is important to include the dynamic process. Teachers must provide much context of the listening material, in order to help the learners think about a particular topic. In addition, it is essential to simplify the tasks which are connected to the listening materials. This method is especially important to encourage the learners to accomplish the task and listen to the authentic materials. When a learner hears an authentic material, which is not related to his/her language level; it will lead to the learner's discouragement. In addition, carelessly chosen listening materials may become demotivating for the learners, by the reason of the materials being difficult (Ahmed, 2017).

When the teachers utilize authentic listening materials about a topic which is above the learners' level, it may result panic among the learners. When learners are not provided with the necessary information about the topic, vocabulary or grammatical structure, the learners will become afraid to listen to the materials. It results discourage in the mentioned types of

tasks. To solve this problem, Freeman offers an opportunity, which is to help the learners become confident in the given topic and to simplify the tasks which should be accomplished (Freeman, 2019).

Based on the observation of (Aguirre, 2017), authentic materials may cause frustration among the weaker learners, since these learners lack the required skills and vocabulary. In addition, using authentic materials in the classroom can be time-consuming. This fact is supported by the statement that complex grammatical structure and vocabulary may convey more explanation and discussion before the recording is played. As the material needs to be explained in a more detailed way, the teachers ought to prepare suitable and appropriate tasks, which are not overcomplicated, interesting and creative.

Since authentic materials convey much about the target language culture and everyday speech, it may be difficult for learners to decode the message which was pronounced by the native speakers (Aguirre, 2017). Berardo (2006), explains that when employing authentic materials, it is inevitable to face some issues. The scholar states that one of the drawbacks of utilizing authentic materials is that these materials may be culturally biased. It means that the teacher and the learners need to have a good knowledge of the native language's culture and history.

It is important to state that some unneeded vocabulary and too complex language structure may result problems for the teachers, which requires more reading and searching from the teachers' side. In addition, the biggest problem of utilizing authentic listening materials is when a teacher chooses a wrong type of text. As a result, the learners may face difficulties and create de-motivation in them (Berardo, 2006).

Culturally biased materials are those which reflect the social reality of the target language society and have little in common with the learners'

culture. It may cause some problems in case the materials are not edited or supported with the necessary information (Martinez, 2002). The content of the listening materials may not have much in common with the learners' culture and mean not much to the language learners.

The authenticity of the materials may lay in the use of different jargons, which are used in particular situations. The jargons may be irrelevant to the lower-level language learners and may cause difficulties in comprehending these terms. It may be an obstacle for the learners to comprehend the listening material and to produce the language is even more problematic. Based on this reason, the teachers should pay special attention on the materials which are chosen and if necessary, the materials ought to be edited and simplified (IvyPanda, 2019).

The teachers may encounter with another difficulty, when searching for authentic listening materials. The problem of finding interesting and effective authentic materials for the beginner levels may cause a problem. Authentic materials are rather complicated in language use, speech pace and grammatical structures, which are not efficient for the lower-level learners. It is another important aspect for teachers to bear in mind, in order to bring effective and motivating listening materials into the beginner classrooms (Ahmed, 2017).

Authentic materials are the materials which were created by native speakers to native speakers, which mean that the materials may include different accents of English language. It is highly important to choose the appropriate accent which is aimed to be taught in the institution (Martinez, 2002).

When employing authentic listening materials, the EFL teachers must focus on the disadvantages as well, in order to provide the appropriate listening materials to the language learners. This may result a successful

language learning process, by which the EFL learners may achieve a native-like pronunciation (Ahmed, 2017).

2.6 Teacher's Task When Utilizing Authentic Materials

Utilizing authentic materials is a method by which the teacher can bring the real native speaking world to the classroom. It is highly motivating and imaginative for the EFL learners. By providing appropriately chosen and examined authentic listening materials into the EFL classroom, for the learners and the teachers it will be rewarding and stimulating (British Council).

Teachers of EFL learners ought to prepare authentic listening tasks, which are motivating for the lower and the higher-level learners. It is stated that when a material is chosen and edited properly according to the learners' level, it may motivate the learners to study more about the language and listen extensively (British Council). The learners, when hearing inappropriately chosen authentic materials, may result to panic and discouragement of the learners. By this reason, the teachers, when employing authentic listening materials, should consider some aspects in order to have good results in the learning process.

2.6.1 Important Factors to Focus on When Utilizing Authentic Materials

There is a great number of resources which are available to the teachers of English language. Many teachers employ authentic materials in the EFL classroom, in order to expose the language learners to the target language and the manner in which the native speakers produce it (Zazulak, 2017).

Employing authentic listening materials may enhance the learning process and help the lesson to be engaging, motivating and imaginative for the EFL learners. However, the teachers ought to consider some factors by

which the materials need to be chosen. The first and foremost, according to Zazulak (2017), is to examine the learners' level of English and the content of the course, which the teachers want to demonstrate. The teachers need to get acquainted with what topics the learners are fascinated. It is especially important, in order to make the learning process more interesting to the learners, based on which the learners may be encouraged to learn the language and its pronunciation. The materials ought to agree with the context which the learners may encounter in an English-speaking environment. The natural environment and native speakers' speech may include slang, fillers, abbreviations, which is important for the learners to understand. According to these factors, language learning process may be more enhanced and effective (Zazulak, 2017).

The teachers should not only focus on the learners' interests, but on the course goals as well. It is stated that in case the listening material is not compatible with the course goals, it is not worth employing in the EFL classroom. The materials should include appropriate language focus and vocabulary, which the teacher aims to introduce to the learners (Ryan, 2014).

Berardo (2006) divided the important factors of choosing authentic materials into four main types. The types are aligned with several questions, which the teachers of EFL ought to ask about the particular material. In case the answers are mostly positive, the teachers may utilize the material in the EFL classroom. Below the figure of Berardo can be seen, which introduces the factors which should be focused on before bringing an authentic listening material to the classroom (See Appendix 2.).

Important Factors in Choosing Authentic Reading Material

Suitability of Content: *Does the text interest the student?*

Is it relevant to the student's needs?

Does it represent the type of material that the student will use outside of the classroom?

Exploitability: *Can the text be exploited for teaching purposes?*

For what purpose should the text be exploited?

What skills/strategies can be developed by exploiting the text?

Readability: *Is the text too easy/difficult for the student?*

Is it structurally too demanding/complex?

How much new vocabulary does it contain? Is it relevant?

Presentation: *Does it "look" authentic?*

Is it "attractive"?

Does it grab the student's attention?

Does it make him want to read more?

Figure 2. – Important Factors in Choosing Authentic Reading Materials

It is stated that suitability of the content is of main importance, by the reason of the material need to be interesting to the learners. Exploitability refers to the manner which the learners' competence can be developed. Berardo mentions reading materials; however, the authentic texts and the factors mentioned may be applied for listening materials as well (Berardo, 2006).

According to scholars the authentic listening materials ought to be adapted to the learners' level of language, with more attention paid on the beginner level. However, preparing and adapting the materials to the learners' level may be time-consuming. In addition, the teachers may not forget to prepare materials which are suitable for the context of the lesson or the course (Benavent, & Penamaria, 2011).

Freeman (2019) underlines several tasks of the teachers when teaching by authentic listening materials. The author focuses on the learners' confidence when listening to a material. It is highly important for the teacher to make the learners confident in listening to authentic materials. It is advisable to use graded materials, to edit the listening material, in order to make it comprehensible to the learners. In case the learners are of a higher level of language knowledge, the teacher ought to prepare a higher level material. However, on the contrary, in case the language learners are beginners, the material should be edited to the level of the learners' level. Relevance and appropriateness of the material is one of the key factors which the teachers should focus on. It is essential to prepare authentic listening material, which is relevant to the learners' interests. By this technique the learners may get more engaged into learning and may acquire the language and pronunciation in a more elevated way. The teacher ought to focus on the whole class engagement, in order to enhance the learning process in each learner (Freeman, 2019).

When the teachers prepare the authentic materials, appropriate tasks should also accompany the materials. The tasks need to be stimulating and interesting in order to catch the learners' attention. It is not enough to make the tasks interesting, it needs to inform the learners with something new. When the teacher explains the tasks, he/she must point out the important parts of the listening material, which may be missed by the learners. In addition, the tasks - according to some researches - are completed with more

enthusiasm and effect if doing it in pairs or groups. The teachers may employ pair-work when giving the tasks to the listening materials to enhance speech production and comprehension (Ruiz & Molinero, 2003).

2.6.2 Skills which are Improved by the Authentic Listening Materials

According to some empirical researches using authentic listening materials enhance the language learning process of the EFL learners. Other researchers proved that authentic materials have special influence on improving reading comprehension, by the reason of introducing new words and expressions to the language learners (Dewi, 2018).

Harmer (2001) states that utilizing authentic listening materials may improve the learners' listening and reading skills. In addition, it not only improved reading and listening skills, but writing skills develop much by listening to authentic materials.

Based on the authentic materials, in case the learners "can improve functional proficiency in language and can use the language communicatively in the real world" (Dewi, 2018) may help the learners become more confident in speech production. Authentic listening materials are said to be appropriate sources for the learners to master the foreign language.

Researches proved that authentic materials serve with great improvement on the language learners' communicative competence. Authentic materials improved the learners' oral production, as it is stated by Rojas, the learners reduced the use of the mother tongue and spoke English. In addition, the learners listening comprehension have increasingly improved by listening to the authentic listening materials (Rojas, 2019).

Gilmore underlines the importance of using authentic listening materials. It is claimed to have a great impact on the language learners' linguistic competence. The introduction of audio-materials in the classroom may provide essential vocabulary and sentence structures. The materials provide materials which need to be known by the learners in order to communicate in certain contexts and with native and non-native speakers. By providing authentic listening materials the learners' pronunciation and intelligibility may improve and the learning process will be more effective (Gilmore, 2007).

2.6.3 Authentic Audio-Materials used in EFL Classroom

Authentic listening materials have a major advantage, which is that it is easily accessible in the modern days. It is however extremely important to choose appropriate materials, which are relevant to the language learners and adapted to the learners' level (Zazulak, 2017).

It is stated that the authentic materials are easily accessible on the internet. However, the teachers ought to examine the materials and search for the best version which is to be utilized in the EFL classroom. Searching for the appropriate listening materials may be time-consuming. The teacher needs to bear in mind the learners' language level and the content of the material, whether it is relevant to the course goal or not. However, a successfully chosen listening material may engage the learners in learning a foreign language (IvyPanda, 2019).

One of the listed authentic listening materials is English songs. Listening to the English lyrics with the help of songs is proved to have great effects on the learners' language production. It is proved to elevate the learners' listening skills and influence the learners' pronunciation. In addition, the learners are always eager and encouraged as well listen to one of the popular songs in the classroom. It is an effective tool to teach new

expressions, vocabulary, and connected speech and mostly to teach pronunciation (Zazulak, 2017).

Advertisements and TV commercials are also considered to be effective and valuable resources of authentic listening materials. The advantages of employing these sources are that they are short and do not contain much redundancy. The commercials are brief and action-oriented which catches the learners' attention. It helps the learners comprehend new words without over-complication. Advertisements and commercials increase understanding, because there is no overflow of information, but provide rather quantitative information to the learners (Ruiz & Molinero 2003).

Freeman (2019) encourages teachers to use TED talks, which are very effective especially because the learners are engaged into a topic which is interesting and influencing. English express also provides several authentic listening materials, which are appropriate to the EFL learners to encounter with native English language. Freeman mentions the importance of bringing the songs to the classroom. It is a creative and useful material, which enhances speech production in EFL learners.

Part 3

The research sought to understand the effect of listening to authentic listening materials on the secondary-school language learners' pronunciation. The research focused on the teachers' experience and observations on the effect of listening to authentic listening materials on the learners' pronunciation. The research was carried out in Transcarpathian schools with Hungarian language of instruction. Learners of secondary schools with Hungarian language of instruction of Berehove, Berehove-region and Mukachevo were observed. The study was conducted in Transcarpatia, which is an administrative region of Ukraine on the western part of the country. According to Huszti, et.al. (2012) in Transcarpathia approximately 150 000 Hungarians live in a minority.

3.1 Research design and methodology

The goal of the study was to observe the effect of authentic listening materials on the secondary-school learners' English pronunciation. There is great novelty in utilizing authentic listening materials, since it may enhance the language learning- and teaching process. It is beneficial both for the EFL teachers and learners. There have been a great number of studies which focused on the effects of listening materials. The goal of the study was to focus on the authentic listening materials, with which the learners cannot encounter in their surroundings in Transcarpathia from native speakers. Since Transcarpathian teachers cannot speak with authentic pronunciation, the listening materials can be accessed via Internet.

In case the learners listen to authentic materials there is a possibility to encounter with native speech and native pronunciation. Based on this fact the research questions were formed. There were four research questions formed, which are the following: 1. Do authentic materials have any effect on secondary-school learners' English pronunciation? 2. What are the

effects? 3. Can teachers motivate learners to listen to authentic materials extensively? How? 4. Do the learners improve in their English pronunciation by listening to authentic materials?

The research methods were chosen precisely in order to fully answer the research questions and provide sufficient results based on the questions. The researcher chose three methods to examine the effects of authentic listening materials on the EFL learners' pronunciation. According to the carefully chosen research methods the research questions could be deeply examined.

3.1.1 Methodology

The object of the research was to get an insight of the effects on listening to authentic materials on the EFL secondary-school learners' pronunciation in Transcarpathian schools with Hungarian language of instruction. Forasmuch as in the Transcarpathian schools with Hungarian language of instruction, English is a compulsory language to learn. Beregovo, Beregovo-region and Mukachevo have got schools, with Hungarian language of instruction. Based on this fact, the plan of the study was laid.

First of the main objects were to get an insight to the learners' language teaching and learning methods. The study sought to understand whether the learners encounter with listening materials in the EFL classroom and if yes, how often it happens. It was also crucial to examine whether the learners listen to authentic listening materials in and out of the EFL classrooms. The learners' opinion and point of view was also an important part of the research. To understand what effects do the learners experience by listening to authentic materials is essential to help the researcher understand whether the learners listen consciously to the materials or not.

The second important factor which was examined in the study is the teachers' methods and observation on listening to authentic materials. The

teachers may provide the other side of the language learning process. The teachers' opinion on listening to authentic materials and the effectiveness of the mentioned materials is essential, in order to get a deeper insight into the research. The experience which the teachers can share about listening materials' effect on the learners' English pronunciation is crucial when taking the research questions into consideration. Nevertheless, it is decisive to ask the teachers' methods when the authentic materials are utilized in the EFL classroom. It may uncover several effective methods by which the learners' pronunciation is improved.

The main observation which needed to be carried out in the research in order to prove what effects do the authentic materials have on the learners' pronunciation is to make an empirical research. By an observation the researcher may personally examine the effect of the authentic materials' effect on the EFL learners' pronunciation.

Based on the goals of the research there have been several methods chosen, in order to obtain data for proving or disproving the hypotheses. The first research methods were a questionnaire for obtaining data from the secondary-school learners. By utilizing this research method it helps to access much information from a big quantity of learners. In order to research the teachers' observation and experience the interview method was employed. It provides detailed, qualitative answer from the EFL teachers. By this method the researcher may get an insight into the methods which the teachers utilize when teaching English pronunciation by authentic listening materials.

In order to examine the effect of the authentic materials' effect on the EFL learners' pronunciation the observation method was chosen. By the observation the researcher may analyse the effect of the authentic materials on the learners' English pronunciation. It may provide essential data in order

to help the learners and the teachers to enhance the language learning process.

3.2 Participants

Participants of the research are the main objects for obtaining data. It is essential to choose the participants carefully in order to gain valid and valuable data for the results of the research. In order to obtain data from teachers, the researcher interviewed six English language teachers, who teach at Transcarpathian schools with Hungarian language of instruction. The questionnaire was conducted with eleven EFL secondary-school learners by the reason of obtaining data from the learners' learning process in and out of classroom. The observation was carried out among eleven learners, to provide sufficient results on the effects of the authentic listening materials on the learners' pronunciation.

3.2.1 Teachers

It was decided that the most appropriate method of this investigation was the interview to obtain data from teachers. Having an interview with several teachers from different Transcarpathian schools with Hungarian language of instruction, enabled the researcher to get a deeper insight onto the teachers' utilizing methods of authentic materials, the teachers' experience on the effect of the materials on the learners' pronunciation and with which methods can the teachers motivate learners to listen to authentic materials.

The first interviewee is an English teacher in a Transcarpathian secondary-school with Hungarian language of instruction. The data which is gained from the first interviewee may bear essential information in order to answer the research questions and proof or disproof the hypotheses. The first interviewee obtained a diploma at the Ferenc Rakoczi II. Transcarpathian Hungarian College of Higher Education. The teacher gained experience in an American Institution of teaching English language to foreign language

learners. She bears with more than fifteen years of teaching experience, including teaching in elementary school, secondary- and high-schools. In addition, the teacher is a mentor in a language school, where the learners' ages vary from 6 to adult learners. Since the teacher lives in Transcarpathia and is a part of the Hungarian minority, there is more possibility to get a deeper insight into the teaching and learning process in the Hungarian schools of Transcarpathia. By examining the teacher's teaching experience it was considered that the teacher may provide valuable information on the researched topic.

The second interviewee is teaching in a Hungarian minority school of Beregovo-region as an English teacher in many classes. It is known that the teacher finished her studies at Ferenc Rakoczi II. Transcarpathian Hungarian College of Higher Education. After obtaining the Bachelor's degree, the teacher applied and successfully gained the Masters Degree of English Philology in Uzhhorod National University. The teacher bears with sufficient knowledge of language teaching and its methods, which result good teaching skills which she acquired during the eighteen years teaching experience. The experience and all the observations with which the teacher disposes, provide sufficient and valid information about the effect of the authentic listening materials on the learners' English pronunciation.

The third interviewee is an English teacher who has five years of teaching experience in Hungarian minority school. The teacher's mother tongue is not Hungarian; however she got experience to teach Hungarian learners of English language. She teacher has travelled to many English speaking countries for several months, which enhanced better English pronunciation of the teacher. By encountering with many native English speakers, the teacher can highlight the importance of acquiring a native-like English pronunciation for the language learners. The learners may become more fluent and intelligible when listening to authentic listening materials. It

is a great advantage, that the teacher gained experience in English speaking countries and may employ these skills in the EFL classes. It was considered that the teacher may share the experience and the observation on the effects of listening to authentic listening materials on the learners' English pronunciation.

The fourth interviewee is a teacher in a Hungarian minority school which is specialised on teaching English. The English lessons in the school are in an elevated number, which means that there is a greater number of English lessons at the school than in other governmental schools. The teacher bears with more than ten years of teaching experience and has working experience with native English speakers. The teacher obtained degree at the Uzhhorod National University fro English philology. By gaining experience in working with Hungarian learners of English language the teacher may provide essential information on what influences the learners' English pronunciation. According to the opportunity of working with native English speakers, the teacher was able to acquire different language teaching methods and may provide the learners with essential authentic listening materials. Based on the facts, which are known about the teacher, it is evident that the research questions and the interview questions may be fully answered by the teacher. According to the answers, it is known valuable information can be used by the researcher in order to prove or disprove the hypothesis.

The fifth interviewee is an English teacher at a Hungarian minority school of Mukachevo, which is specialised on English language teaching. The teacher obtained a higher degree at the Ferenc Rakoczi II. Transcarpathian Hungarian College of Higher Education. By teaching English in a higher level, the teacher appeared to be a great interviewee, by the reason of providing essential information about teaching English pronunciation. The teacher has experience in interpreting native English

speakers, which enabled her to acquire a native-like English pronunciation. As the teacher is aware of the importance of speaking intelligibly, she can teach the EFL learners to acquire it effectively. The teacher is aware of modern methods for teaching English pronunciation by authentic listening materials. Based on the above mentioned reasons, the teacher was able to provide valid data about the methods and effects of English pronunciation.

The sixth interviewee is a teacher in a Hungarian grammar school of Beregovo. According to the fact that she is teaching in a grammar school, the reason for interviewing the teacher was highly reasonable. In grammar schools, the course plans are applied to Oxford teaching plans. It is essential to mention, that by teaching the learners based on native English methods and techniques may enhance a better English pronunciation. The teacher obtained a diploma of English philology at the Ferenc Rákóczi II. Transcarpathian Hungarian Institute. The teacher is conscious of teaching English pronunciation by authentic listening materials, since she motivates learners to listen extensively. By choosing the sixth interviewee, the researcher expected to obtain data on the effects of listening to authentic listening materials on the EFL learners' English pronunciation.

3.2.2 Learners

The research's main focus is to understand the learners' pronunciation and in what manner it may be affected by the authentic listening materials. The learners are of major importance of the study, by which the hypothesis may be proved or disproved. It is essential to carry out an observation and a questionnaire with the EFL learners, in order to obtain data about the learning process of the learners. To observe the learners' pronunciation and to get an insight into the effect of the authentic listening materials on the learners was one of the key focuses of the research.

In order to carry out the observation and conduct the questionnaire, eleven secondary school learners were chosen. The learners of the observation attend Transcarpathian secondary-schools with Hungarian language of instruction. The learners are from different regions and towns of Transcarpathia, which provided a wider range of data which could be gained by the answers and the observation.

The learners, with whom the questionnaire and the observation were carried out, study English as a compulsory foreign language at schools which the learners attend. A number of learners attend grammar schools in Beregovo. There have been some participants of the observation, who attend governmental secondary-schools of Beregovo region. In addition, a number of learners go to a governmental school of Mukachevo, which is a city of Transcarpathia.

As the major focus was to study the EFL learners' pronunciation in Transcarpathian schools with Hungarian language of instruction, all of the learners with whom the research was conducted, attend Hungarian secondary-schools. It is proved that different language speakers pronounce and produce sounds in a specific way. Since Hungarian language learners pronounce English words differently than Ukrainian learners, it was essential to conduct the observation with Hungarian learners, since the topic of the research applies to it.

The learners were opened to answer the questions of the questionnaire and gave genuine answers to each part of the questionnaire. The learners were clearly informed about the procedure of the questionnaire and in what manner it had to be completed. The observation of the research was an engaging part, since the learners were eager to take part in the observation. It was essential for the learners to be aware of the anonymity of the observation, which allowed the learners to boldly take complete the task.

3.3 Procedure

The research methods were divided into three types, which were utilized in order to obtain data for proving or disproving the hypothesis. It is essential to carefully choose the participants of the research, since based in the participants' answers the conclusions and the findings of the research are formed. However, as the participants are chosen, another key part of conducting the research is to inform the procedure and the flow of the research methods. The three research methods were of different procedures, and bear with major importance in gaining data for the research.

3.3.1 Procedure of the Interview

The procedures of the interviews were influenced by the restrictions of the pandemic. Since it is essential to conduct the interviews on a personal level, the researcher chose some modern and effective ways of interviewing the teachers. The interview was conducted with six EFL teachers, who teach in Transcarpathian schools with Hungarian language of instruction. The interviews were conducted in different contexts and in different circumstances.

The first interview was conducted with the first interviewee by a personal meeting. The circumstances for the interview were comfortable and did not face any disturbing obstacles. The teacher was informed with the research topic and of the main focus of the research. The aims for taking the interview were laid beforehand, in order to help the teacher narrow down the methods and experiences which she would share. The researcher informed the teacher about the anonymity of the interview and asked allowance for taking notes and recording the interview. The teacher agreed to record the interview, and was opened to answer the questions. The questions of the interview protocol were read loudly by the researcher and were directed to the teacher. Since the questions of the protocol include opened questions, the

teacher was allowed to form her thoughts and relied on her experience and observations. The interview took 20 to 30 minutes to answer and discuss the answers. After finishing the interview, the researcher showed her gratitude to the teacher for answering the questions and taking part in the research.

The third interview was conducted with the third interviewee, however, since the restrictions worsened, the procedure of the interview was carried out by a phone call. The interviewee was informed with the research topic and the aim of the research. The teacher became aware of the anonymity of the interview, and allowed the researcher to take notes and record the interview. The teacher was opened to answer the questions of the interview. The interviewee gave detailed and genuine responses to each part of the interview protocol. The answers which were provided by the third interviewee was of great weight in the research conclusions, which allowed the researcher to get an insight into the practical part of teaching English pronunciation by authentic listening materials.

The remaining interviews, which were carried out with the second, fourth fifth and sixth interviewee were conduction online. The interviews were conducted personally with the teachers online, which enhanced sincerity and affectivity of the procedure of the interviews. The researcher informed the teachers with the research topic and the field of study which is being searched. The teachers were opened to give detailed answers. The interview method was useful for obtaining data from the teachers, in order to get an insight into the effects of teaching English pronunciation by authentic listening materials.

3.3.2 Procedure of the questionnaire

The questionnaire of the research was decided to be carried out with the EFL learners, who attend Transcarpathian secondary-schools with Hungarian language of instruction. The questionnaire included opened and closed

questions, which help the learners to be directed to the possible answers and to form the thoughts and experiences of the learners'. The questionnaire was conducted personally with each learner.

The learners became informed with the research topic in a simple manner, in order to help the learners get familiarised with the field which is being studied. It is essential for the learners, to understand the topic, by the reason of being clear of the questions and the answers which can be given by the learners. The participants were provided by the information of the manner of conducting the questionnaire.

After the researcher informed the procedure of carrying out the questionnaire, the learners were also informed about the anonymity of the research, which helped the learners to give honest answers to each question.

The questions and the belonging answers were read loudly by the researcher in order to provide explanation if it was necessary. The learners answered each question in an opened manner, and provided sufficient and valid data for the research. The procedure of conducting the questionnaire lasted for 10-15 minutes with each learner. It gave the opportunity to gain valuable information from the learners for searching the topic. The questions included the questionnaire were fully answered by each learners. After the participants answered each question, the researcher thanked the learners for the learners' time and for the genuine answers. The participation in the questionnaire was gratefully thanked to each learner by the researcher.

3.3.3 Procedure of the Observation

The observation was carried out with the EFL learners, who study at secondary schools of Transcarpathia with Hungarian language of instruction. Eleven secondary school learners participated in the observation, whose mother-tongue is Hungarian. The observation of the research is one of the essential parts of the research, since from the first hand it may give a clear

understanding of the effect of authentic listening materials on the learners' English pronunciation.

In order to carry out the observation an authentic listening material was chosen. The listening material was decided to last for 0:35 minutes, in order to make the observation less time-consuming. The text of the listening material was typed in order to make the text readable for the learners. The English level of the material is A2, which is understandable by the secondary-school learners.

The text of the authentic listening material had to be read by the learners, before listening to the material. While the learners read the text at the first time, the researcher recorded the reading, based on which the differences can be highlighted. After reading the text, the authentic listening material was played to the learners, which provided an opportunity to hear the pronunciation of each word correctly by a native speaker. As the learners listened to the material, the participants got familiarised with the correct pronunciation and had an opportunity change their mispronunciations. The third part of the observation was to read the text again; however in this case the learners are aware of the correct pronunciation of the words. The second reading was recorded in order to compare the first and the second reading of the learners.

The aim of the observation was to compare the two recordings of the learners' pronunciation before and after listening to the authentic listening material. Based on the comparison, the researcher may highlight the mispronounced words, and the changes which the learners made in their pronunciation after listening to the appropriate version of the words.

The learners were informed about the procedure and of the observation and allowed the researcher to record both versions of the reading of the text. As a first task, the researcher handed out the text to the learners

and asked the learners to read it, while recording the reading. As the text was read by the learners, the researcher played the listening material, which the learners listened attentively. After listening to the listening material, the learners paid attention to the mispronounced words. The listening material appeared to be a helpful tool for the learners to read the text correctly. As the learners listened to the material, the second reading was also recorded and the participants appeared to be braver in reading the text.

After recording both readings, the researcher thanked the participation of the learners in the observation. The learners were eager to complete the task and were happy to take part in the research.

3.4 Empirical Research Methods

The research methods enhance the process of obtaining data for the research. In order to give a wider range of information and get a deeper insight to the effects of listening to authentic materials on the learners' English pronunciation, effective and detailed methods were chosen. The first method for obtaining data was the interview, which was decided to conduct with the EFL teachers of Transcarpathian schools with Hungarian language of instruction. The questionnaire method was chosen to get familiarised by the language learning process of the EFL learners and to examine the experience of the learners in listening to authentic materials. The third methods for searching for results for the research, the observation was chosen, which was carried out with Hungarian learners, who attend Hungarian minority school of Transcarpathia.

3.4.1 Interview

In order to access data from the teacher, an effective apparatus was utilized, on account of the fact that the teachers are able to give detailed and genuine answers to the questions of the interview protocol. The interview enabled the researcher to discuss the answers which were given by the teachers, and

allowed the interviewees to justify their answers. By employing interview as a research tool, the findings of the research may be more thorough and precise.

The interview protocol includes five questions, which is attached in the appendix (See Appendix 3). The interview protocol was designed to get a deeper insight into the teachers' observations and experiences according to their teaching experience. The questions were seeking to understand the teachers' observation and opinion about utilizing authentic listening materials in and out of classroom.

The questions were formed in a simple manner in order to help the interview flow effectively and by omitting misunderstandings by overcomplicated statements or questions. The questions, which were included in the interview protocol, are opened questions, in order to get non-biased answers for the research.

The employed questions aimed at obtaining knowledge of the teachers' teaching experience, particularly the process of enhancing a better English pronunciation of the learners. The first question focuses on whether - on the teachers' opinion - the authentic listening materials have any effect on the learners' English pronunciation. The second question sought to understand whether the teacher can utilize the authentic listening materials in the EFL classroom. The methods for utilising authentic listening materials were asked from the interviewees.

The interview protocol's third question asked whether the teachers are able to motivate the learners to listen extensively. In what way can the learners be motivated to listen to authentic materials and to pay attention to the native speakers' pronunciation. The teachers shared methods of teaching English pronunciation and techniques for motivating the learners to listen authentic materials extensively.

Carrying out the research provided the researcher with essential and valid information of the effects of authentic listening materials on the EFL learners' English pronunciation. By exploiting the research, it gave a clear and detailed perspective of the teachers' methods and observations.

3.4.2 Questionnaire

In order to obtain accurate data for the research, the learners' perspective was examined by a questionnaire. The questionnaire was decided to access data from a greater quantity of learners and to obtain a wider range of data. The questionnaire was aimed at learners, who attend Transcarpathian Hungarian minority schools and study English as an obligatory foreign language to learn.

The questionnaire includes twenty questions, which focus on the learners' language learning methods (See Appendix 4). It asks whether the learners listen to authentic listening materials intensively or extensively. The opinion of the learners about the effect of listening to authentic listening materials is asked. It is essential for the research to get a deeper insight into the EFL learners' perspective.

The questionnaire included an introduction part about the research topic and the aim of the research, which provided the information for the learners to understand what is that the learners are applying. Further, the learners were provided by a general instruction to the questions and about the manner or answering the questions. A short informational block was included, which the learners had to fill in before giving answers to the questions.

By the above mentioned methods, the analysis of the questionnaire was more clear and accurate. The questionnaire is a useful research tool to obtain data from the learners to prove or disprove the hypotheses of the research. It gives a detailed and wide range of information

about the learning process and of the learners' process of acquiring the English pronunciation.

3.4.3 Observation

The observation included two tools, which were of great importance for conducting the observation and to obtain detailed and precise data about the effect of listening to authentic listening materials on the EFL learners' English pronunciation.

The first and foremost tool (See Appendix 5), which was employed in the observation, is an authentic listening material, which can be seen in the reference list (OPRL, 2016). The material was utilized from the 0:00 minute till 0:35 minute. It is a material, which was designed by native English speakers, to a native English audience. The material was played by the researcher to the learners, which allowed the learners to encounter with the appropriate pronunciation of the words.

The second important tool of the observation is the text of the video, which includes the written version of the material, which the learners were able to listen to. The text is important, since, based on the learners' listening before and after the audio material, the observation was made. The findings of the observation were based on the way the learners pronounced the words when reading the text before and after listening to the authentic material.

The procedure of the observation was explained to the learners, which helped the participants understand what the task is. The observation lasted for 10-15 minutes with each learner, which helped the researcher to gain valid and truthful data about the effect of the authentic listening materials on the learners' pronunciation.

3.5 Discussion and Interpretation of the Results

The findings of the research were based on three methods of research tools. As the research sought to understand the effect of listening to authentic listening materials on the EFL learners' English pronunciation, the necessity of employing different research methods were considered. The methods of research provided precise and valid data for proving or disproving the hypotheses.

The diversity of the research methods were directed to EFL teachers and EFL learners of Transcarpathian schools with Hungarian language of instruction. The interview was considered to be conducted with the EFL teachers, however the observation and the questionnaire was carried out with the EFL learners. The research tools enhanced the research process by providing essential information about the effects of the authentic listening materials on the EFL learners' pronunciation.

3.5.1 Descriptive analysis of the Interview

The interview was conducted with six English language teachers, who teach in Hungarian minority schools of Transcarpathia. The interview demonstrates the teachers' observations and experiences concerning the effects of authentic listening materials on the learners' English pronunciation. In addition, the teachers' were asked about different methods and perspectives on teaching English pronunciation via authentic listening materials.

The first interviewee provided genuine answers on the interview questions, and gave detailed descriptions to the answers. The first question was answered, and the interviewee claimed that the authentic listening materials highly effect the learners' pronunciation. In addition, the interviewee stated that the learners can effectively acquire the English language in case the learners listen to the authentic language of the English

speakers. It is essential for the learners to hear not only the artificial language but the natural language of the English speakers.

The interviewee explained that it is an engaging for the learners to listen to English songs on the English lesson. By employing songs, with attaching the task to the song will enhance the process of obtaining a native-like English pronunciation. In addition, the teacher provides trailers of different cartoons and films, which are very effective in improving listening and speaking tasks. Since there is a limit in English language lessons for the governmental schools learners and teachers, there is no time to watch a whole film, however, the trailers of short parts of the film/cartoon may serve as an effective method for teaching English pronunciation. The teacher added that the above mentioned materials are engaging both for young-learners and for the learners of higher level. The material is chosen according to the learners' age and language level. The teacher explained that it is essential to draw the attention of the learners on the language material, which is in the focus of the particular lesson. To focus on the vocabulary, expressions and grammar which needs to be acquired during the lesson, the carefully chosen authentic listening materials, may serve as effective tools for teaching.

The first interviewee stated that she speaks with an accent, although she focuses on native-like pronunciation, she cannot provide the learners with a fully native pronunciation. It is considered by her that the authentic materials may highly effect the learners' pronunciation, since the learners have the opportunity to encounter with the natural authentic pronunciation via the authentic materials. It is important for the learners to understand the slang and the employed language of the native speakers, which are utilized by the English speakers in different contexts. The learners can highly benefit from the authentic materials, since the recorded materials which are provided with the English students' books in Ukraine, are often not recorded

by English native speakers, but by Ukrainian speakers. The learners are more engaged with the authentic listening materials, rather than the non-native spoken materials. The teacher underlined that it is important to employ authentic listening materials in the English lesson, since it provides more effectiveness and creativity in the learning and teaching process.

Motivating the learners to listen authentic materials is not always necessary, according to the first interviewee. She explained her statement, by stating that the learners play games, where the usage of English language is essential, and the learners start to listen and speak English by their own interests. The learners enjoy playing international online games and it is engaging for them to utilize English during the games. The teachers' task is facilitated, since the learners have the will to use English out-of school. The learners may also have extrinsic motivation, for learning English, since there is a goal, which the learners aim to achieve in their lives. Travelling abroad is a popular motivation among the learners, which encourages the EFL learners to utilize English language extensively. The learners, whose goal is to apply to higher education institutions are purposefully listen to English authentic materials, in order to acquire the language more effectively and utilize it in different contexts.

The interviewee explained that there is no most effective method for teaching pronunciation. She added to the answer, that each learners and class is different and need different types of teaching methods. For one class, one method are effective, however it may not be as effective in another class. The teacher states that it cannot be claimed that only one method is the most effective (e.g. only the songs, only the films etc.). For instance, in a lower-level class, it is effective to employ a song, rather than a text, which may not be engaging for the learners. The songs or the texts, which are used in the lower-level classrooms, ought not to be complicated, in order to encourage the learners to comprehend and utilize the language. However, in a higher-

level class, different authentic scientific texts may be utilized, since it enhances the language learning process and is engaging for the learners. The higher-level learners may apply the critical thinking and may discuss the difficult topics. The higher-level students should be provided by an appropriate level of text or listening material, in order to keep the learners' attention and make the task interesting for them. In conclusion the interviewee stated that there is not only one method, which is the most effective for teaching English pronunciation.

According to the teacher, there is a double advantage of reading and listening a text at the same time. Since there are only visual, and/or only auditory learners, it is important to employ both methods (reading and listening) at the same time. The teacher herself claimed that it is more effective to listen to the text and read it, since it enhances the language learning process. The learners may encounter with the spelling and with the pronunciation of a particular word or expression. The listening tasks may become difficult for the learners since when listening only, he/she cannot see the word, which was pronounced. The listening tasks are observed to be the most complicated task for the learners. The teacher explained that the text of the material may be provided beforehand to the learners, in order to help them understand how to pronounce the words.

The second interviewee gave laconic answers and shared her observations on the effects of the authentic listening materials. The teacher answered that the authentic listening materials may not always have positive effects on the learners' English vocabulary and pronunciation. The answer is explained by the description of the slangs, which may negatively affect the learners' language knowledge and pronunciation. By listening to authentic materials, the learners acquire the not the Received Pronunciation, but rather the slang and the everyday-language of the native speakers. On the teachers'

opinion it is not correct for the learners to learn incorrect words and slang expressions.

The teacher explained, according to her experience, the listening materials are chosen by her based on the lesson plan. The plan and the aim of the lessons determine the listening materials which may be employed on the lesson. According to the teacher, the British Council provides effective and useful listening materials to different language-level learners, which may be connected to the plan of the lessons.

Motivating the learners to listen extensively to authentic materials is considered to be a difficult task, according to the teacher. It is stated that the learners, who aim at studying at a higher-educational institution are motivated by this goal to listen extensively. However, the other learners are hard to get motivated by the teacher to listen to authentic listening materials out-of school.

According to the second interviewee the most effective methods for teaching English pronunciation are films, songs and dialogues. It is considered to include the correct version of English words and may provide sufficient and appropriate vocabulary to the learners. The learners may be encouraged to watch or listen to the above mentioned materials, since it is engaging. It is not only a creative and interesting method to learn, but in addition, provides appropriate language use, from which the learners can take benefit.

The interviewee described the method of listening and reading at the same time, as an effective tool for enhancing comprehension. It is considered to be effective in acquiring new vocabulary and obtaining correct pronunciation of words. The learners comprehend the words easily and effectively by not only reading, but listening to a particular text. By the help

of the above mentioned method, the learners may obtain correct pronunciation of the English words, and may utilize it in speech.

The third interviewee described that listening to authentic listening materials positively effects the learners' English pronunciation. However, in case the learners watch films and listen to music in English, they only get auditory information. It means that the learners hear the words, on a specific way, and in some cases it may be incorrect, later the EFL learners employ the words in their speech as they heard. Especially, the words, which are not familiar to the learners, it is observed, that the learners do not discuss and get to understand the words' meaning and correct pronunciation. The teacher explained, that the learners do not repeat words, but rather the sounds, which they comprehend. The interviewee stated that watching films or listening to songs is highly important and effectively enhances the learning process. However, the teachers' role in utilizing authentic listening materials is of great importance. In case the teacher employs some extract from a film or a song, it is essential to introduce the new words of the extract to the learners beforehand. It is important, by the reason of the learner understand the words, and not only repeat some sounds and unknown words.

The methods and materials which the teachers may utilize on the English lessons may be songs. The teacher stated that songs appear especially easy and interesting for the learners. It is considered that the teacher should become aware of what songs the learners - at least the 70% of the learners - in a class, like. The teacher may provide ten possible songs/video/series, which may be brought to the lesson and the learners may vote for one of the songs/video/series. The teacher added that series are nowadays an extremely popular way of learning new words, phrasal verbs and obtaining English pronunciation. It is important, in order to utilize a song or a video which is engaging to the learners. The teacher ought to use authentic materials, which are appropriate in the language level of the

learners and is interesting for them. In case the language, which is used in the material, is too difficult for the learners, the teaching will not be as effective. In addition, it is highlighted to introduce the new vocabulary to the learners. The interviewee explained that short extracts should be employed on the lessons, in order to have time to discuss the heard material and encourage the learners to use it in speech.

The third interviewee underlined the importance of the language level and the age of the learners. It is of great importance to choose the material carefully and appropriately to the learners' age and level of English. Songs may be applied in younger classes however in the secondary classes the teacher may bring videos and series into the class. It is also important to highlight the differences between American-, British- and Australian English, in order to make the learners aware of the different accents and how to form sounds and words in different accents.

The interviewee suggested that the teachers should motivate the learners to listen extensively authentic materials, by providing materials in which the learners are interested. In addition, after motivating the learners to listen out-of school, the teacher may check what the learners' have acquired by the help of the provided materials. It is a helpful method, to enhance English pronunciation and help the learners form the sounds and words correctly. To give additional explanation to words, or phrasal words may help and encourage the learners to listen more and study more about the language. The teacher ought not to provide materials, which are not of the learners' interests, by the reason of it may discourage the learners to listen extensively.

The most effective method for teaching English pronunciation is to combine the four skills and employ together, in order to enhance the language learning process for all of the learners. Each learner is unique and studies in their own pace and methods. The teacher should provide all of the

language skills in a lesson, since it may help all learner types to acquire the language and obtain the English pronunciation. The learners may be auditory, visual or kinaesthetic. It is important for the learners to see the words, how it is spelt, to hear how it is pronounced and then to utilize it in written form and in speech. It appears an effective method for teaching English pronunciation, based on the teachers' observations. It is important for the learners to read the words, later to hear and then to write it, since by this method, not only the learners' pronunciation is improved but the learners may acquire the correct spelling of the English words.

The learners, by listening and reading the same text may provide them with the introduction of new words and expressions. In case the learner only listens to the text, he/she may understand 50% of the given material, and the rest of the text is guessed by the learner. The learners may only comprehend sounds, and not full words and utterances. It is highly effective for the learners to be provided by the subtitles or the written form of the listening material, since it may enhance the process of obtaining correct pronunciation and the broadening of the learners' vocabulary.

The fourth interviewee gave detailed and descriptive answers to each question of the interview protocol. The teacher states that the authentic listening materials play an important role on the learners' English pronunciation. Since English is not the teacher's and the learners' mother-tongue, it is highly important to often listen to authentic listening materials. By listening and obtaining a native-like English pronunciation, the learners may sound more intelligible and his/her speech may become more understandable to the native speakers. In case the pronunciation of the learners or even the teachers is incorrect, may cause problems in understanding the speech while communicating. When a learner listens to a song more than once, it may help him/her to acquire the correct pronunciation of the words, since the words and phrases are often repeated

in the song. The songs offer a great opportunity for the learners to connect the words and their pronunciation.

The teacher claims that in order to improve the learners' English pronunciation, it is essential to provide tasks, where the learners may encounter with the written form of the text and listen to it while reading the text. To read the text more than once and repeat some sentences several times is of great importance in the process of obtaining a native-like pronunciation.

The teacher may motivate the learners to listen extensively by giving the learners different tasks for homework. For instance, the teacher mentioned listening to a song and giving some tasks connected to the song. It is a great motivation to listen to authentic materials out of school and the teacher may provide grades, which are high motivational factors for the learners. In addition, if the learners have a longer vacation (in summer or in winter) the teacher may suggest a film to the learners to watch and demand accomplishing a task while/after watching that particular film. The above mentioned tasks are not ordinary tasks, and are observed to be engaging for the learners.

The most effective method for improving the English pronunciation of the learners is to listen to authentic listening materials. There are several methods for listening to authentic materials: watching a film, listening to music, watching videos about an interesting topic. The materials may be provided by subtitles. The teachers may employ the repetition of particular sentences and words, after listening to it. The aim is to repeat and try to imitate the sounds, rhythm, intonation, stress. In addition, the learners may pay attention on how the sounds are formed in what way the tongue and the mouth move. The teacher suggests recording the pronounced sentence or expression, in order to hear what needs to be corrected.

The learners by listening and reading a text may see and hear the expressions, which helps them to produce the sounds correctly. The teacher highlighted that it is necessary to listen to the recording more than once, since it helps the learners to understand the correct intonation, rhythm and stress. It is difficult to learn the intonation and the above mentioned aspects of the English language however they bear with great importance, in order to be understood by other speakers of English.

The fourth interviewee described that the authentic listening materials have a positive effect on the learners' pronunciation. It is stated that the non-authentic materials may not always appropriately demonstrate the natural speech of the native speakers. The authentic materials, on the other hand, may enhance the recognition of a natural, every-day life dialogue between speakers. By listening to authentic materials, the learners are able to get familiarised with the different accents of the English language.

According to the teacher, the learners have difficulties with understanding the authentic materials. First of all, this is what a teacher needs to focus on, in order to help the learners get used to the sounding and the pace of the authentic material. When the learners are familiarised with the authentic, natural speech, the learners will recognize and utilize the words and the correct pronunciation of the words. However, it is also highly important to provide tasks, where the learners have to mimic the pronunciation of the words.

The interviewee stated that it is important to motivate and encourage the learners to listen to authentic materials. The teacher can motivate the learners to listen extensively by giving materials which the learners like. In case the teacher is aimed at providing the mentioned materials, he/she has to know the learners and their interests. It is easier to ask the learner to translate or discuss a text of a song, which the learners are interested in. In addition, the teacher may motivate the learners to listen extensively by giving

feedback to the learners. The teacher may ask the learners to make presentations or monologues about the material which the learners listen. Based on the courage and motivation, with which the learners prepare the tasks, the teacher may value it by grading it.

The most effective methods for teaching English pronunciation is - to practice and encourage the learners to speak. It is difficult to motivate the learners to speak English however it is the teachers' task to motivate the learners to speak English.

Reading and listening at the same time may enhance a better English pronunciation, since the learner not only sees the words, but also they can hear the text. Consciously and unconsciously the learners will try to imitate the sounds which they hear and pronounce the written words as the learners hear on the recording.

The fifth interviewee described that the authentic listening materials highly effect the learners' pronunciation. The teacher justified her answer by explaining that when the teacher speaks, it is slow and clear for the learners, in addition she does not have a perfect pronunciation, which may sound 100% native. The teacher highlighted that it is important to listen to authentic materials, in order to help the learners understand the native speakers' speech pace and pronunciation.

The teacher motivates the learners by encouraging them to watch movies in English and listen to English music. It is essential, when the learners are broadening their vocabulary, and which entails the learning of the proper pronunciation of the words. The teacher needs to encourage the learners to watch the films with subtitles. To the lower-level learners, the teacher may suggest watching the films with the subtitles of their mother tongue, and the higher level learners may be motivated to watch with English subtitles. It is a useful method for teaching and motivating the

learners to obtain a native-like English pronunciation. The songs which the learners listen in English may highly enhance the process of obtaining English pronunciation.

The teacher is aimed at motivating the learners to listen extensively by suggesting films and songs, which may improve the learners' pronunciation and broaden their vocabulary. However, it is important to mention that the teachers should provide materials, which are interesting and engaging for the learners. On the other hand, the teacher claims that the learners understand the weight of fluently speaking English, since it gives more opportunity for the learners to have better chance to apply to a higher education and get a better job. Based on the observations of the teacher, the learners are motivated and encouraged when they are able to understand the sentences and expressions which the learners' favourite stars and influencers say. By understanding this fact, the teacher may encourage the learners to study more.

The most effective methods for teaching English pronunciation, according to the fifth interviewee, are the English songs and movies. The teacher describes that when a learner reads and listens a text, it has a great influence on the learners' pronunciation. The learners are often confused when reading a text and not knowing correctly how to pronounce a word or expression. However, in case the learners listen to the text, they pay particular attention on the pronunciation of the given words, which encourages the learners to repeat the expressions correctly. Listening to the text serves as a useful tool to eliminate confusion and enhance better English pronunciation.

As it can be seen in the chart, the teachers' answers agree in several aspects (See Appendix 6). There is a slight difference in the answers, however the teachers agree in that authentic listening materials have positive effects on the learners' English pronunciation. It can be seen that 50% of the

interviewees claim that the authentic materials highly affect the learners' English pronunciation. The 33% of the teachers stated that listening to authentic materials have positive effect on the learners' English pronunciation. However, 16% on the participants in the interview stated that listening to authentic materials have negative effect, since it teaches the slang to the learners.

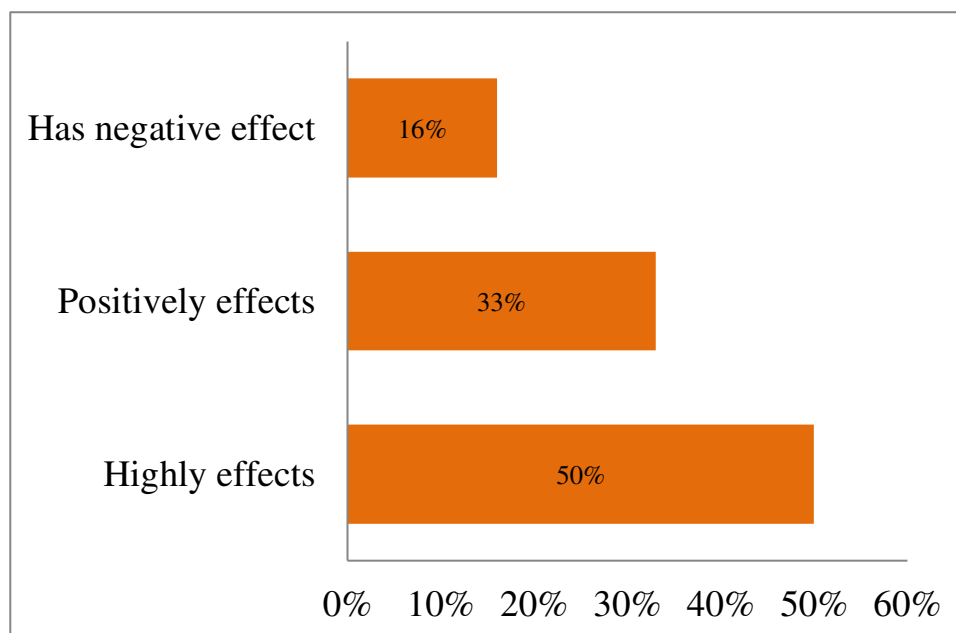


Figure 3. The Effect of Listening to Authentic Materials on the EFL Learners' English Pronunciation

The table demonstrates the answers of the interviewees, which were given to the questions of the interview protocol. The teachers provided valid and essential information for teaching English pronunciation by the use of authentic materials (See Appendix 7).

Questions Interviewees	1. Question	2. Question	3. Question	4. Question	5. Question
1. Interviewee	Highly effects	songs trailers (films, series, cartoons)	The learners are motivated	There is not a most effective method	Double advantage
2. Interviewee	Have negative effect	British Council materials	Difficult to motivate the learners	Films, songs, dialogues	Enhances comprehension, correct pronunciation of words
3. Interviewee	Positively effects	songs, films, videos, series	provide interesting, engaging materials	Combine the four language skills	Enhances comprehension, correct pronunciation of words
4. Interviewee	Highly effects	provide the listening material with the written form	Giving them homework (to listen to a music/ watch a movie)	repetition of sentences, recording the pronounced expressions	Helps to acquire the language intonation, rhythm, stress.
5. Interviewee	Positively effects	Repetition of the pronunciation of words	Giving them homework (to listen to a music/ watch a movie)	Practice speech	Enhanced better English pronunciation
6. Interviewee	Highly effects	Songs, films with English and Hungarian subtitles	Provide materials which are interesting to the learners	Sings and films	Eliminates confusion and enhances better English pronunciation

Table 1. Summary of the Interview Data

It is apparent from the table that the teachers provided sufficient and detailed answers, which may appear useful for the teachers and for the learners. Teachers may take advantage of the methods of teaching English pronunciation from the answers of the interviewed teachers.

3.5.2 Analyses of the Observation

For the purpose of analysing the effect of authentic listening materials on the learners' English pronunciation the observation research method was chosen. The aim of the observation was to examine the learners' pronunciation before and after listening to the authentic material. The importance of observing the effect may serve as a helpful data for the EFL teachers.

The results of the observation may show whether the learners' pronunciation improve after listening to the authentic material of a particular text (See Appendix 8). The findings may provide essential information about employing authentic listening materials and whether it is a useful method for teaching English pronunciation.

The table demonstrates the words with which the participants of the observation had difficulties. The difficulties, in the case of the observation mean mispronunciation before listening to the authentic material. The researcher searched the percentage of the number of learners, who mispronounced the words before and after listening to the material. The number of mispronunciation of the words is demonstrated on the table, where it is seen that a number of words caused difficulties to the learners to

pronounce correctly. The participants were not provided with the correct pronunciation before reading the text of the listening material.

Pre-Listening

Words	Incorrect (%)	Correct (%)
Materials	33	67
Recycle	56	44
Increases	67	33
Sure	11	89
Items	33	67
Packaging	89	11
Know	22	78
Labelling	78	22
Majority	78	22
Popular	44	56
Products	78	22
Put	33	67
Widely	78	22

Table 2. Table of the commonly mispronounced words and the number (in %) of learners who mispronounced before listening

The results demonstrate that the percentage of learners, who mispronounced the difficult words appear to be higher than the correct version of the words. However, few words were pronounced correctly by more learners, which states that the particular words caused difficulties to some of the learners.

The discussion of the results is aimed at presenting the obtained data on whether the learners' pronunciation of the difficult words improves after

listening to the authentic recording of the text or not. Based on this aim, the researcher played the authentic listening material, which the learners read previously. The participants paid attention to the recording and focused on the words, with which the learners had difficulties. The researcher, after playing the recording asked the learners to read the text again, paying attention to the words which were not easy to pronounce for them. The results are included in the Post-Listening table (See Appendix 9), where the percentage of number of learners and the pronunciation of the same words can be seen.

Post-Listening

Words	Incorrect (%)	Correct (%)
Materials	22	78
Recycle	11	89
Increases	33	67
Sure	22	78
Items	11	89
Packaging	22	78
Know	11	89
Labelling	22	78
Majority	33	67
Popular	11	89
Products	44	56
Put	11	89
Widely	11	89

Table 3. Table of the commonly mispronounced words and the number (in %) of learners who mispronounced before listening

According to the observation, it can be stated that the number of correct pronunciation elevated after listening to the authentic material of the text. The numbers elevated in a high percentage, as the table presents. The aim of the observation was to examine, whether the learners' pronunciation improve after listening to the authentic material. Based on the observation, and the number of learners, who mispronounced the words it can be stated that the learners' pronunciation improved after listening to the authentic materials.

The authentic material provided the correct pronunciation, which was recorded by native speakers to native speakers. It can be stated that in case the learners encounter with the native pronunciation of a particular text, it affects the learners' pronunciation. The effect of the listening material is proved to be beneficial for the learners' pronunciation and is stated to be improved. Another possible explanation for this observation might be that the learners comprehend the authentic materials and the native pronunciation. The teachers, based on this observation may take benefit, since utilizing authentic listening materials are observed to be useful and advantageous on the learners' pronunciation and listening comprehension.

The comparison of the pre- and post-listening results is demonstrated in the Table 4. (See Appendix 10). The researcher compared the number of the incorrectly pronounced words before and after listening to the authentic listening material. The number of learners who incorrectly pronounced the difficult words decreased, after listening to the material. However, the number of learners, who pronounced the words correctly increased, after listening to the recorded material of the text. The total elevation of the correct pronunciation after listening to the authentic material appears to be 33, 54 % (See Appendix 9).

	Incorrect (%)	Correct (%)
Pre-Listening	53,84	46,15
Post-Listening	20,3	79,69
Total	33,54 %	

Table 4. Comparison of the Pre- and Post-Listening Pronunciation

Based on the observation, the learners' pronunciation improved in 33 %, since the authentic listening material provided an instruction and correct pronunciation of the words, which appeared to be difficult for the learners to read and pronounce correctly. The advantage of listening to authentic materials is considered to be effective and useful for improving the learners' pronunciation.

Teaching English pronunciation is an essential part in the learning process of the foreign language. The researcher sought to understand an effective method for teaching English pronunciation, which ought to be native-like. The observation was carried out, in order to examine, whether the authentic listening materials affect the EFL learners' pronunciation or not. The results of the observation proved that the learners' English pronunciation highly improves after listening to authentic listening materials.

3.5.3 Analyses of the Questionnaire

The questionnaire was conducted with the secondary-school learners of Transcarpathia, who attend Hungarian minority schools. The learners who participated in the process of carrying out the questionnaire are secondary school learners, from different towns and regions of Transcarpathia. Based on this fact, the results of the questionnaire might provide a wider range of

data. The questionnaire focused on the learners' learning methods and whether listening to authentic English materials are preferred by the learners.

The questionnaire searched to understand whether the learners listen to authentic materials. The types of authentic listening materials which are preferred to be listened were questioned, in order to examine the engaging and interesting materials for the learners. By this fact, some might benefit in order to encourage the learners to listen to authentic materials. The learners' opinion was asked whether the authentic English listening materials are considered to be influential on their English pronunciation (See Appendix 6).

The first question asked whether the learners listen to listening materials in English. According to the learners' answers, the findings shown that 70% of the learners listen to English audio materials every day, however 10% listens rarely to English recordings. As the chart demonstrates, the 0% of the learners never listen to English audio materials. It might be a proof that the learners are eager and are interested in listening to English materials (See Appendix 11).

The further questions highlighted the materials, which the learners listen to in English. The learners' were asked to rank the list from 1 to 5, according to the frequency of listening to a particular material. The number 1 indicates that the learner never listen to the material, however the number 5 underlines that the learner always listens to the material. The learners were provided by 5 possible materials, which were ranked by them (See Appendix 11).

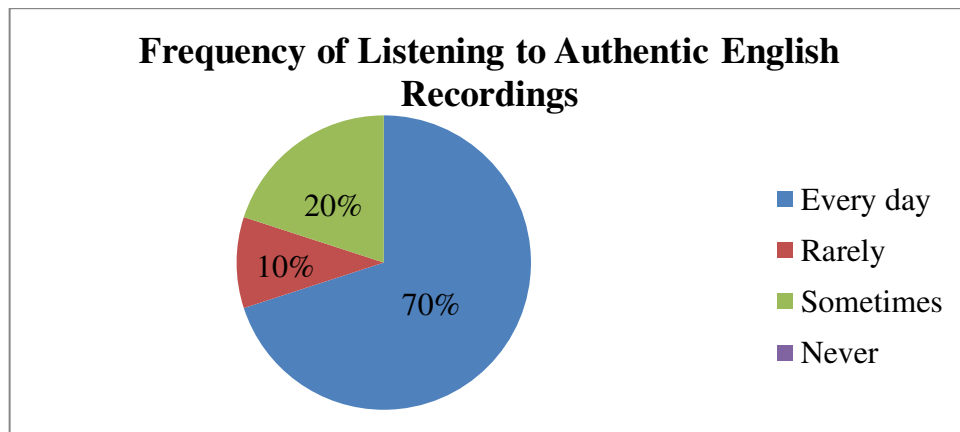


Figure 4. Frequency of Listening to Authentic English Recordings

Material	5	4	3	2	1
English Radio	0%	0%	0%	0%	100%
Youtube/Podcast/Instagram/Tiktok	70%	30%	0%	0%	0%
English music/songs	50%	50%	0%	0%	0%
Recordings for learning English	10%	0%	30%	20%	30%
Recordings which are used on the English lessons	10%	20%	20%	40%	0%

Table 5. Table of Ranked Materials

As the table shows (See Appendix 12) the learners prefer listening to YouTube videos and materials, and other videos on social media platforms. It is widespread to watch short videos, however the learners claim to listen to English videos often on the mentioned platforms. The second most listened English audio material is claimed to be the English songs. All of the learners, who participated in the research ranked the English songs on the 5th and 4th place, which means that it is listened very frequently of very often.

One important extreme which is worth mentioning is that the secondary-school learners never listen to English radio. It is essential to mention, since the explanation for this reason might lay in two issues. The first issue is that the learners might not be aware of the English radio broadcasts, which may be a reason for the teachers to introduce the broadcasts on the EFL lessons. The other explanation for why the learners

do not listen to radio broadcasts - is that those recordings might not be engaging for them, in addition the language of the radio may appear complicated and not understandable.

Another important question was asked from the learners, which may underline the aim of the learners for listening to authentic English materials. The questionnaire's fourth question highlighted the purpose of listening to authentic materials and why do the learners listen to it. The learners mainly (56%) listen to the English materials for entertainment; however 44% of the learners focus on the English pronunciation. The aim of listening to the materials appears to be acquiring a native-like English pronunciation. In addition, some of the participants highlighted two possible answers. 20% of the learners listen to authentic English materials in order to broaden their vocabulary and to have a wider range of understood words. The option, for giving the learners' own answers appeared to be useful from the research's perspective. The participants claimed that the English language is highly preferred by them, since they like the sound of the language and enjoy listening materials in English. In addition the learners stated that listening to the authentic materials in English help them to get information from the first hand, from the author him-/herself.

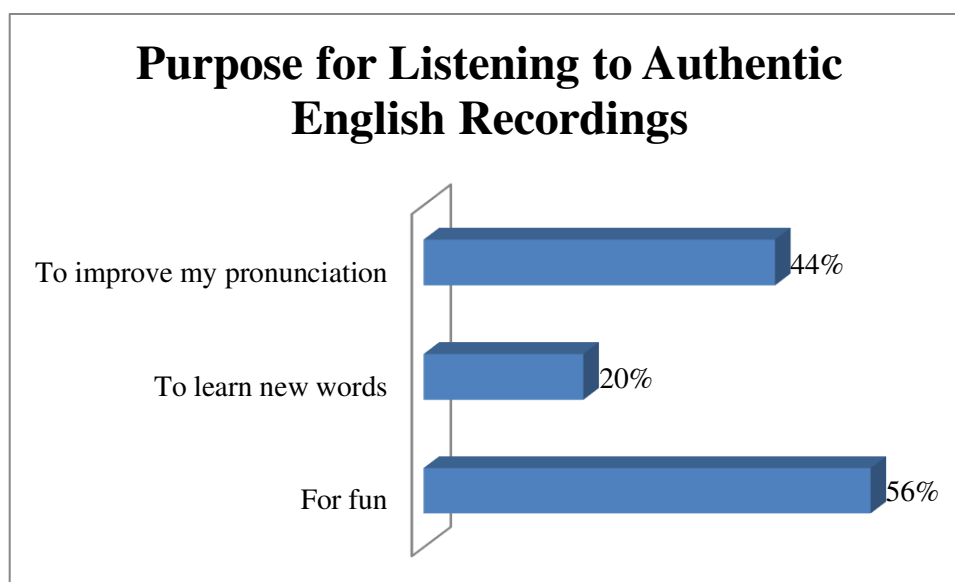


Table 6. Purpose for Listening to Authentic Listening Materials

Acquiring the English pronunciation is essential and unavoidable in the EFL learning process. Since it is considered to be highly important, the learners need to learn the correct pronunciation of words at school on the EFL lessons. The lessons of English language must contain listening comprehension besides the other three comprehensions, which are essential to involve in the English lesson. The learners were asked about the frequency of listening to audio-materials on English lessons (See Appendix 13).

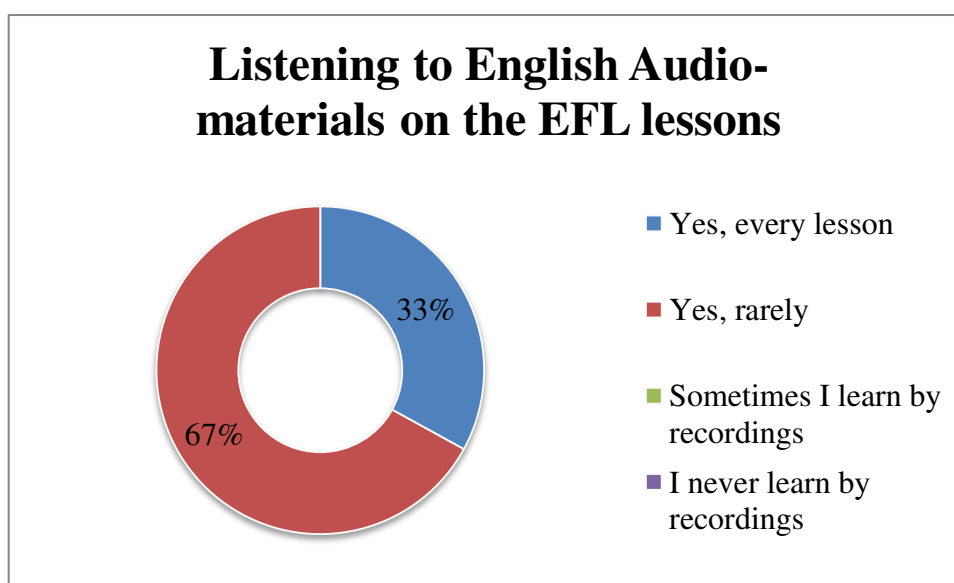


Figure 3. Listening to English Audio-Materials on the EFL Lesson

As the Figure 3 demonstrates (See Appendix 14) 67% of the learners rarely listen to audio-materials on the English lesson, which proves that the learners may encounter with the recordings, which may influence the learners' pronunciation. However, 33% of the learners stated that English audio materials are utilized on every English lesson. The learners, who encounter with the recordings more frequently, might have a better acquisition of the English pronunciation. None of the learners claimed that they never or sometimes listen to audio-materials on the English lessons.

The learners' pronunciation acquisition process was questioned. The researcher sought to understand whether the learners are intended to form the words according to the manner of the native-speakers form on the audio-recording. The 70% of the learners stated that the audio-material and the way the native-speaker pronounce the English words influence their pronunciation. Based on this fact, the learners try to pronounce the words as they heard on the recording. By the help of the audio-material, the pronunciation of the learners' are highly impacted and is improved on the learners' opinion. 20% of the participants claimed that after listening to the authentic listening material they always try to pronounce the words as it was pronounced on the material. It is important to state that only 10% of the learners sometimes can pronounce the words as on the material. According to the results, the learners are highly influenced by the authentic listening material and achieve improvement in the process of obtaining the English pronunciation.

According to the above mentioned results, which states that the learners' English pronunciation may improve by listening to authentic listening materials, the learners opinion was asked about how much their pronunciation improved. The researcher provided four possible answers: the first answer states that the learners' pronunciation improved in 90%, the second is that the learners' pronunciation improved in 40-50%, third claims that 20-30% improvement could be observed in the learners' pronunciation, the last option was that the learners' pronunciation did not improve.

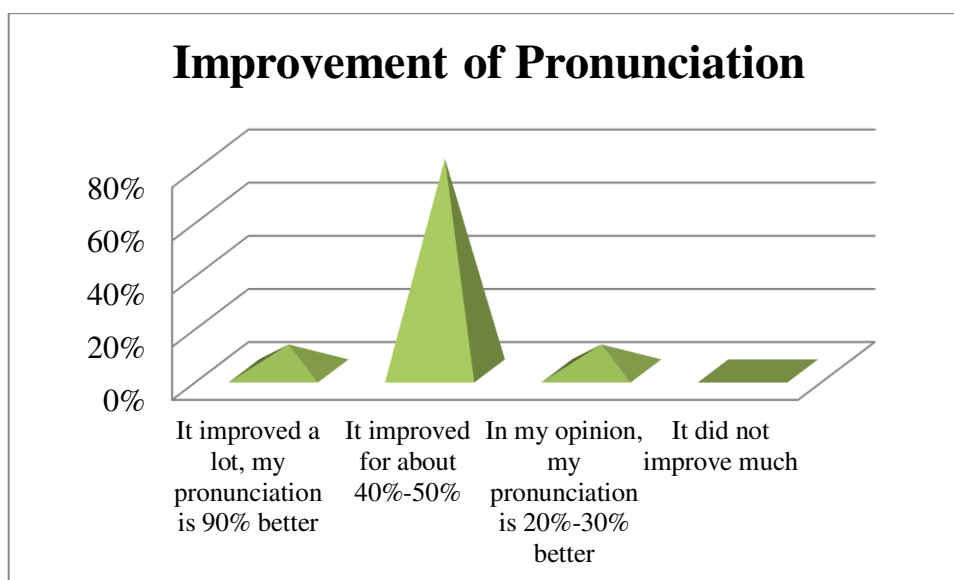


Figure 7. Improvement of Pronunciation

According to the learners' opinion, the authentic materials influence the learners' English pronunciation. 80% of the participated learners stated that their pronunciation improved in 40-50% as a result of listening to authentic listening materials. It is important data for the research, since the EFL teachers may employ audio-materials more frequently on the English lessons, since the learners are highly influenced by native English pronunciation manner. 10% of the learners' English pronunciation improved 90% in the learners' opinion. It proves the hypothesis that the authentic listening materials may have an effect on the learners' pronunciation. The participants did not indicate that their pronunciation did not improve after listening to the authentic listening materials. It might support the fact that the audio-materials are effective and influential on the EFL learners' language learning and pronunciation acquisition process (See Appendix 15).

A question about the effect of frequent listening of authentic audio-materials on the learners' pronunciation was asked. In answering the question the learners were asked to indicate their own answer, which means that the question is an opened question. The answers of the learners often agreed and are similar. The learners claimed that listening to authentic

listening materials help them to pronounce the words intelligibly and have a good effect on the learners' pronunciation. In addition it was stated that the authentic listening materials not only influences the learners' pronunciation, but helps to comprehend the speech of the native-speakers. The materials enhance the learners' English language comprehension and encourage them to speak the language. The learners stated that by utilizing authentic listening materials help the learners to learn more about the language and more new words are learnt by the learners. It has been indicated by the participants that the authentic materials highly influence their pronunciation and may help the learners to comprehend the native-speakers' speech pace. It has been observed by the learners that as the words are spoken and heard by the learners it is remembered by them. As a conclusion to this question it can be stated that the learners take great advantage from listening to the English authentic listening materials. Taking the learners' answers into consideration, the authentic audio-materials highly influence the learners' pronunciation and enhance language learning and comprehension.

The learners were questioned about the methods by which they improve their English pronunciation. The learners were provided by several options and a personal answer could be indicated in the questionnaire. The participants' answers often agreed, from which the teachers of EFL might take advantage. By being aware of the learners' preferences for improving their pronunciation, the teachers might make the English lessons more engaging and effective (See Appendix 16). The learners claimed (67%) that the English songs are the most frequently utilized method for improving their English pronunciation. The second important and engaging method for improving the learners' pronunciation is watching entertaining videos or recordings (56%). 20% of the learners listen to recordings which were created for teaching purposes. In addition the learners added that English films and series, different English shows are effective tools for improving

their English pronunciation, which enhances intelligibility and fluency in the learners' English speech.

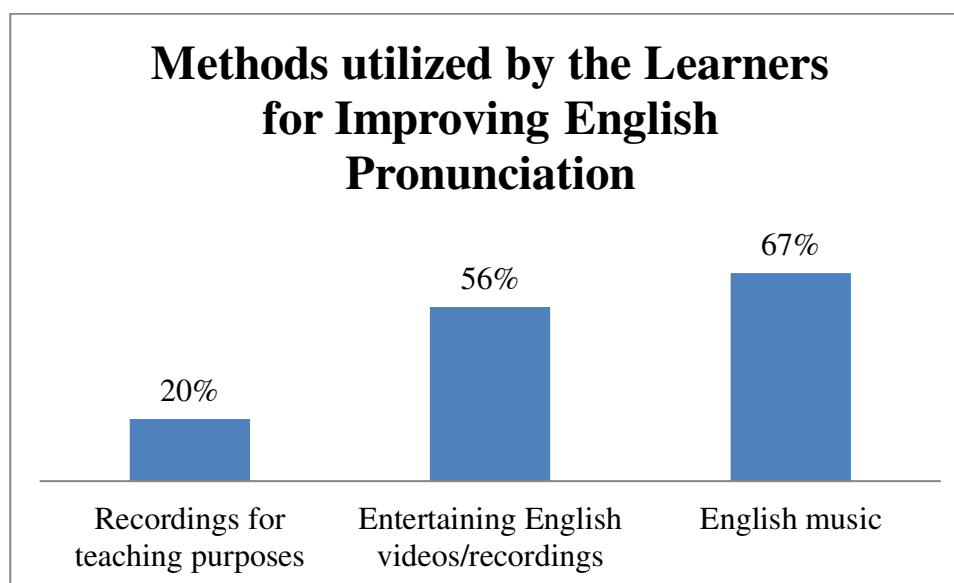


Figure 5. Methods Utilized by the Learners to Improve English Pronunciation

Drawing the conclusion of the questionnaire, it can be stated that the learners are highly influenced by the authentic listening materials. In addition of the great advantage of utilizing authentic audio-materials, the learners are interested in listening to authentic materials. The learners are encouraged to listen extensively to different engaging authentic materials, and are focusing on the native pronunciation. By focusing on the manner by which the native English speakers use the language, it helps the learners to acquire the English pronunciation effectively.

3.6 Discussion of the Results

The three research methods provided a deep insight to the effect of utilizing authentic listening materials on the EFL learners' English pronunciation in the Transcarpathian Hungarian minority schools. The teachers and the learners, who participated in the research helped to obtain data of the methods and the effects of employing authentic audio-materials.

The findings of the interview proved that the learners take great benefit from listening to authentic listening materials. According to this finding the teachers indicated that on the English language the authentic materials are utilized and are observed to be effective for teaching English pronunciation. The learners indicated in the questionnaire that the authentic listening materials improved their pronunciation in 40-50%, which is an elevated improvement for the foreign language learners.

This research has shown that the learners and the teachers employ different engaging types of authentic materials, which influence the learners' English pronunciation. The English songs, series and videos or film trailers are highly recommended by the teachers in order to teach English pronunciation. It is stated that the learners have the opportunity to encounter with the naturally spoken English language, which was claimed by the learners to be helpful in the English language acquisition process. The process of obtaining a native-like English pronunciation is claimed to be engaging for the learners by the authentic materials.

A second major finding was that the learners' English pronunciation improved in 33,54% after listening to the authentic material. The observation has clearly showed that the learners take great advantage in listening to authentic materials, since the learners focus on the manner by which the native speakers pronounce the difficult words and later the learners try to form the words as it was heard on the recording. In

accordance with the observation, it was also proved in the questionnaire that the learners are influenced by the way the native speakers pronounce the words and often try to form the words as it was heard.

The results of this investigation has shown that the teachers motivate the learners to listen extensively; in addition the majority of the learners listen to authentic materials in English for improving their language skills and language knowledge. The learners take great advantage of listening to authentic materials, which is a helpful tool for acquiring a native-like English pronunciation.

As a conclusion it is important to state that listening to authentic audio-materials appeared to be highly effective on the EFL learners' pronunciation in Transcarpathian schools with Hungarian language of instruction. Based on the three research findings the learners' English pronunciation is improved by the authentic listening materials, since as the heard material influences the learners' language comprehension and production. In addition the learners' language learning process is observed to be enhances by employing English authentic materials in and out of the EFL classroom.

Conclusion

The present study was designed to determine the effect of listening to authentic audio-materials on the EFL learners' English pronunciation. The study was carried out in Transcarpathia, among teachers of English as a foreign language and learners who attend secondary-schools with Hungarian language of instruction. In order to investigate the effect of the authentic materials, three research methods were chosen. The three research methods and the data which was obtained from the participants provided an in-depth result.

The paper has given an account of and the reasons for the widespread use of authentic listening materials in the EFL classroom. The authentic materials were stated to have an advantageous effect on the English language learners' English pronunciation. Returning to the hypothesis posed at the beginning of the study, it is now possible to state that the authentic listening materials have a great effect on the learners' English pronunciation.

According to the finding of the interview, the authentic audio-materials highly effect the EFL learners' pronunciation. It has been stated by the interviewees that by the help of authentic listening materials, the learners' language acquisition process is enhanced and influenced. The obtained data clearly proved that the learners take advantage by listening to the natural language of the native speaker, rather than listening only to the artificial language which may be provided by non-authentic audio-materials.

The results of the interviews have shown that the learners need to listen and to see the text, in order to be aware of the uttered words and their meanings. It is essential for the learners to encounter with the written text, since the by listening, the learners hear sounds, although while listening and reading the text, enhances language production. Correct and native-like pronunciation is achieved by understanding the words' meaning, written

form and pronunciation. The learners take benefit from listening and reading the text, since the process of obtaining a native-like English pronunciation is elevated.

According to the observation, it can be stated that the number of correct pronunciation elevated after listening to the authentic material of the text. The numbers elevated in a high percentage, as the table presents. The aim of the observation was to examine, whether the learners' pronunciation improve after listening to the authentic material. Based on the observation, and the number of learners, who mispronounced the words it can be stated that the learners' pronunciation improved after listening to the authentic materials.

The comparison of the pre- and post-listening results is demonstrated in the Table 4. (See Appendix 9). The researcher compared the number of the incorrectly pronounced words before and after listening to the authentic listening material. The number of learners who incorrectly pronounced the difficult words decreased, after listening to the material. However, the number of learners, who pronounced the words correctly increased, after listening to the recorded material of the text. The total elevation of the correct pronunciation after listening to the authentic material appears to be 33, 54 % (See Appendix 9).

The results of the observation clearly demonstrate the benefit of listening to authentic listening materials on the EFL learners' English pronunciation. The authentic audio-material provided the learners the correct pronunciation of the written words. After listening to the materials, the learners imitated the native pronunciation, and the number of mispronunciation decreased.

The results of the questionnaire have shown that 70% of the learners listen to English audio materials every day. It might be a proof that

the learners are eager and are interested in listening to English materials (See Appendix 10). Since a high percentage of learners claimed to listen to authentic materials every day, the learners' learning process was questioned. The findings have shown that the learners are influenced by the pronunciation of the native-speakers. It was also shown that the 20% of the participants always try to pronounce the words as it was heard on the authentic material.

As a conclusion the authentic listening materials are proved to be effective highly impact the EFL learners English pronunciation. The teachers might motivate the learners to listen to authentic materials and ought to provide authentic listening materials on the English lesson in order to improve the learners' English pronunciation. The results have clearly shown that the authentic English audio-materials have an advantageous effect on the EFL learners' English pronunciation.

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Ukrainian Summary

Дослідження прагнуло зрозуміти вплив прослуховування автентичних матеріалів на англійську вимову учнів, які навчаються у загальноосвітніх шкіл. Дослідження було зосереджено на досвіді викладачів та на їхні спостереження про вплив автентичних аудіо-матеріалів на вимову учнів. Спостереження та опитування проводилось з учнями загальноосвітніх шкіл. Дослідження проводилося у Закарпатських школах з угорською мовою навчання.

Метою дослідження було спостерігати вплив автентичних аудіо-матеріалів на англійську вимову учнів загальноосвітньої школи. Прослуховування автентичних аудіо-матеріалів може покращити процес вивчення та викладання англійської мови.

У разі учні слухають автентичні матеріали, це дає можливість чути дійсну англійську мову та вимову, на основі цього факту, були сформувані питання дослідження. Було сформувано чотири дослідницькі запитання: 1. Чи впливають автентичні матеріали на вимову англійської мови учнів загальноосвітніх шкіл? 2. Який ефект? 3. Чи можуть вчителі спонукати учнів до прослуховування автентичних матеріалів поза школою? 4. Чи покращують учні вимову англійської мови, слухаючи автентичних матеріалів?

Методи дослідження були обрані саме для того, щоб повністю відповісти на питання дослідження, та надати результати на основі питань. Дослідник обрала три методи для спостереження впливу прослуховування автентичних матеріалів на вимову учнів. Відповідно до ретельно вибраних методів дослідження, детальні результати були отримані.

У статті подано відомості та причини широкого використання автентичних матеріалів для прослуховування автентичних матеріалів

на англійських уроках. Заявлено, що автентичні матеріали сприятливо впливають на вимову англійської мови тих, хто вивчає англійську мову.

На основі гіпотези, сформульованої на початку статті, можна стверджувати, що автентичні матеріали для прослуховування мають великий вплив на вимову англійської мови учнів.

Згідно з результатами інтерв'ю, автентичні аудіо-матеріали сильно впливають на вимову учнів англійської мови. Вчителі, які брали участь в інтерв'ю заявили, що за допомогою автентичних аудіо-матеріалів впливає на тих хто вивчає мову та впливає на процес засвоєння мови. Отримані дані чітко довели, що учні мають перевагу, слухаючи природну мову носія англійської мови.

Результати співбесід показали, що учням потрібно слухати і бачити текст, щоб усвідомлювати вимовлені слова та їхні значення. Для учнів важливо бачити написаний текст, оскільки слухаючи учні чують звуки. Під час прослуховування та читання тексту посилюється процес вивчення мови. Правильна вимова досягається розумінням слова, письмової форми та вимови слів.

Результати спостереження наочно демонструють перевагу прослуховування автентичних матеріалів на вимову учнів англійської мови. Автентичний матеріал забезпечив учням правильну вимову написаних слів. Прослухавши матеріал, учні імітували вимову носія англійської мови, і кількість неправильних вимов зменшилось, а кількість правильних вимов збільшилось. Загальний ріст правильної вимови після прослуховування автентичних матеріалів становить 33,54%.




Результати опитування показали, що 70% учнів слухають англійські аудіо-матеріали щодня. Це може бути доказом того, що учні бажають слухати англійські матеріали. Оскільки високий відсоток учнів, які заявляли що кожен день слухають автентичні матеріали, процес навчання учнів був остеженим. Результати показали, що на учнів впливає вимова носії англійської мови. Також було показано, що 20% учасників завжди намагаються вимовляти слова так, як це звучало на автентичному матеріалі.

На висновок, автентичні аудіо-матеріали виявилися ефективними та впливають на англійську вимову учнів, які вивчають англійську, як іноземну мову. Вчителі можуть мотивувати учнів на слухання автентичних матеріалів та повинні надавати автентичні матеріали на уроці англійської мови, з метою покращення їхньої англійської вимови. Результати наочно показали, що автентичні аудіо-матеріали сприятливо впливають на англійську вимову учнів, які вивчають англійську, як іноземну мову.

Appendices

1. **Figure 1.** *The English system of contrastive clarity.* Gilbert J. (2018)

Teaching pronunciation: Simplicity is the Key

Stressed vowels Long, clear	Unstressed vowels Short, clear	Reduced vowels Very short and unclear
 a e i o u	 a e i o u	 ə ə ə ə ə
Very easy to hear	Easy to hear	Hard to hear

2. **Figure 2.** *Important Factors in Choosing Authentic Reading Material.*

Berardo, 2006.

Important Factors in Choosing Authentic Reading Material

Suitability of Content: *Does the text interest the student?*

Is it relevant to the student's needs?

Does it represent the type of material that the student will use

outside of the classroom?

Exploitability:

Can the text be exploited for teaching purposes?

For what purpose should the text be exploited?

What skills/strategies can be developed by exploiting the text?

Readability: *Is the text too easy/difficult for the student?*
Is it structurally too demanding/complex?
How much new vocabulary does it contain? Is it relevant?

Presentation: *Does it “look” authentic?*
Is it “attractive”?
Does it grab the student’s attention?
Does it make him want to read more?

Figure 2. Important Factors in Choosing Authentic Reading Materials

3. Interview protocol

Ferenc Rákóczi II. Transcarpathian Hungarian Institute

Department of English Philology

Evelin Erdős, MA II. Student

Investigating the effects of listening to authentic English audio materials on Transcarpathian Hungarian secondary school children's English pronunciation Дослідження впливу прослуховування автентичних аудіоматеріалів на англійській мові на англійську вимову учнів закарпатських угорських середніх шкіл

Interview Protocol

Authentic listening materials = English recordings, which were not designed for teaching purposes (e.g. radio programs, theatrical performances, pop-rock songs, movies etc.)

1. On your opinion, in what manner do the learners' English pronunciation is effected by listening to authentic listening materials?
2. On the English lesson, how can a teacher utilize the tasks of authentic listening materials, in order to improve the learners' English pronunciation? With what methods?
3. How can a teacher motivate the learners to listen to authentic materials out-of-class, with the purpose of improving, perfecting their English pronunciation?
4. On your opinion, which method is the most effective for improving the English pronunciation?
5. In case the learner not only reads a text, but listens to it, how does it effect the learner's English pronunciation?

4. Questionnaire

Ferenc Rákóczi II. Transcarpathian Hungarian Institute

Department of English Philology

Evelin Erdős, MA II. Student

Research: Investigating the effects of listening to authentic English audio materials on Transcarpathian Hungarian secondary school children's English pronunciation

Title of the survey: What are the effects of listening to authentic listening materials on the learners' pronunciation?

Introduction: The research seeks to understand how the pupils of upper-primary classes acquire English pronunciation during English lessons. It is important to answer every question of the questionnaire, to help to have a statistically correct result. The answers will be known only by the researcher. The person, who fills in the survey, will be anonymous.

Thank you for your help!

Instruction: Fill in the informational gap by indicating the class, sex and the age before answering the questions. Read the question, and the four given answers belonging to the particular question. Choose the answer according to your experience; put a tick into the square before the answer, or put the possible answers into the correct order according to your experience. You will need to choose only ONE answer.

Pupil:

Class:

Boy Girl

Age:

Questionnaire

1. Do you listen to English recordings?

Yes, every day

Yes, rarely

Sometimes I listen

I never listen

2. Do you listen to English music/songs?

Yes, every day

Yes, rarely

Sometimes I listen

I never listen

3. Do you listen to English radio or podcasts?

Yes, every day

Yes, rarely

Sometimes I listen

I never listen

4. If you listen to English song or recordings, for what aim do you do so?

For fun

To learn new words

To improve my pronunciation

Other, _____

5. Put into the correct order according to what you listen more often (write a number from 1-5)

1- I never listen

5- I always listen

English Radio _____

Youtube/Podcast/Instagram/Tiktok _____

English music/songs _____

Recordings for learning English _____

Recordings which are used on the English lessons _____

6. Do you learn English by recordings on the English lessons?

Yes, every lesson

Yes, rarely

Sometimes I learn by recordings

I never learn by recordings

7. Do you accomplish listening tasks which are connected to the recording?

Yes, every lesson

Yes, rarely

Sometimes I do tasks

I never learn do tasks

8. Which recordings do you prefer listening? (Put in the right order from 1-4)

I watch/listen Youtube videos _____

I listen to English songs _____

I watch Tiktok and Instagram videos in English _____

I listen to learning videos (e.g. BBC, Cambridge English, Oxford materials) _____

9. On the recordings, do the speakers pronounce the words differently than you do?

Yes, I often do not understand

Yes, because I form the sounds differently

No, I pronounce the words as the speakers

Only 1-2 words are pronounced differently

10. Out of school, do you listen to English recordings more often than Hungarian?

Yes

No

11. If yes, why do you listen to English recordings more often?

Because I like the English language

I can get closer to the author

Because I can acquire new words/pronunciation faster

Own answer:.....

12. When you listen to English recordings, do you try to pronounce the words as you heard on the recordings?

Yes, I always try to speak in that manner

Yes, the way I hear the words impacts me

Sometimes I can pronounce in that manner

I do not pay attention on my English pronunciation

13. In your opinion, does the English recording influence impact your English pronunciation?

Yes, I think it greatly helps

Yes, because of it I pronounce the some words differently

I think that it does not impact my pronunciation

I do not pay attention on it

14. If yes, in your opinion, how much did your English pronunciation improve?

It improved a lot, my pronunciation is 90% better

It improved for about 40%-50%

In my opinion, my pronunciation is 20%-30% better

It did not improve much, but influences my pronunciation in some way.

How?

15. If you listen to English recordings:

I look up the new words and search what they mean and how they are pronounced

Later I try to form the words in that manner

I learn many new words and pronunciation

I do it for fun

16. In your opinion, if you listen to English recordings, what effect do they have on your pronunciation?

Own

response:.....

...

17. In your opinion, do you think that the learners ought to listen to more English listening materials on the English lesson?

Own

response:.....

....

18. In your opinion, your English pronunciation is:

Perfect

Fairly good

Not too good

Very bad

19. If you listened to English recordings more often, would you acquire the English pronunciation better?

Yes

No

20. With what methods do you improve your English pronunciation?

Recordings for teaching purposes

Entertaining English videos/recordings

English music

Other:.....

.....

Thank you for your answers!

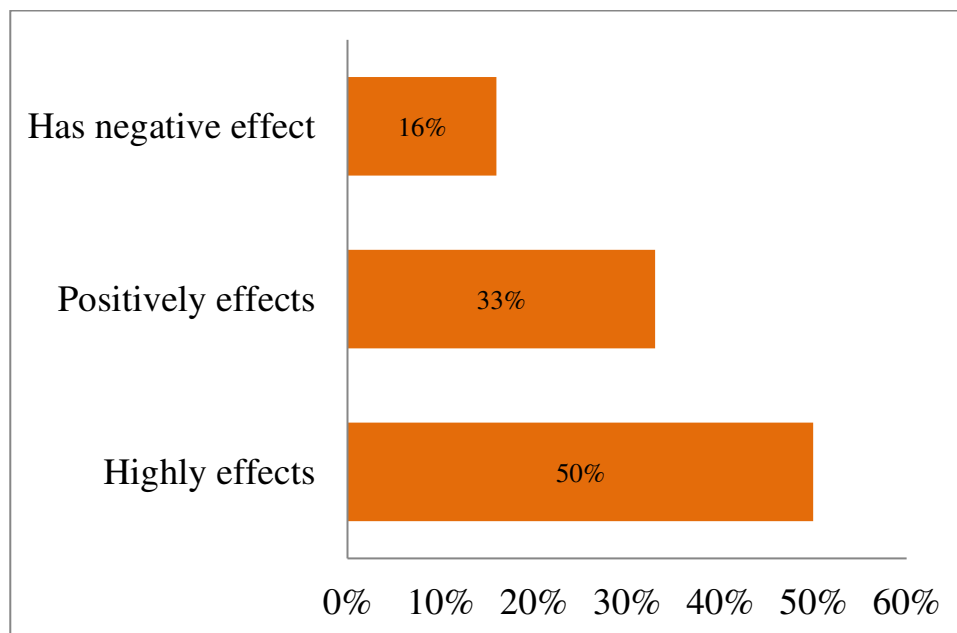
5. Text of the Video Base on the Video:

https://www.youtube.com/watch?v=XzfxRUmp8eo&feature=emb_logo&ab_channel=OPRL&fbclid=IwAR3qQICV1nXoDgEgo-JWYj1rEX9PXRc_xwuyzUvHKPRv4X8kSa2-jHVygZw till 0:35 sec.

Recycling Labels – What do they mean?

As the number of material we can recycle increases, you may not always be sure what items of packaging you can recycle. So it's good to know that there's a simple labelling system in place to help you what you'll find on the majority of popular and well-known products. The labels are a quick and easy way to find out what you can put in your recycling at home. Let's have a look at the three main labels: if it says "widely recycled", it's a safe bet that you can just pop it in your recycling and it will be collected.

6. Figure 3. The Effect of Listening to Authentic Materials on the EFL Learners' English Pronunciation



7. Table 1. Summary of the Interview Data

Interviewees \ Questions	1. Question	2. Question	3. Question	4. Question	5. Question
1. Interviewee	Highly effects	songs trailers (films, series, cartoons)	The learners are motivated	There is not a most effective method	Double advantage
2. Interviewee	Have negative effect	British Council materials	Difficult to motivate the learners	Films, songs, dialogues	Enhances comprehension, correct pronunciation of words
3. Interviewee	Positively effects	songs, films, videos, series	provide interesting, engaging materials	Combine the four language skills	Enhances comprehension, correct pronunciation of words
4. Interviewee	Highly effects	provide the listening material with the written form	Giving them homework (to listen to a music/ watch a movie)	repetition of sentences, recording the pronounced expressions	Helps to acquire the language intonation, rhythm, stress.
5. Interviewee	Positively effects	Repetition of the pronunciation of words	Giving them homework (to listen to a music/ watch a movie)	Practice speech	Enhanced better English pronunciation
6. Interviewee	Highly effects	Songs, films with English	Provide materials	Sings and films	Eliminates confusion and

		and Hungarian subtitles	which are interesting to the learners		enhances better English pronunciation
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8. Table 2. Table of the commonly mispronounced words and the number (in %) of learners who mispronounced before listening

Pre-Listening

Words	Incorrect (%)	Correct (%)
Materials	33	67
Recycle	56	44
Increases	67	33
Sure	11	89
Items	33	67
Packaging	89	11
Know	22	78
Labelling	78	22
Majority	78	22
Popular	44	56
Products	78	22
Put	33	67
Widely	78	22

9. Table 3. Table of the commonly mispronounced words and the number (in %) of learners who mispronounced before listening

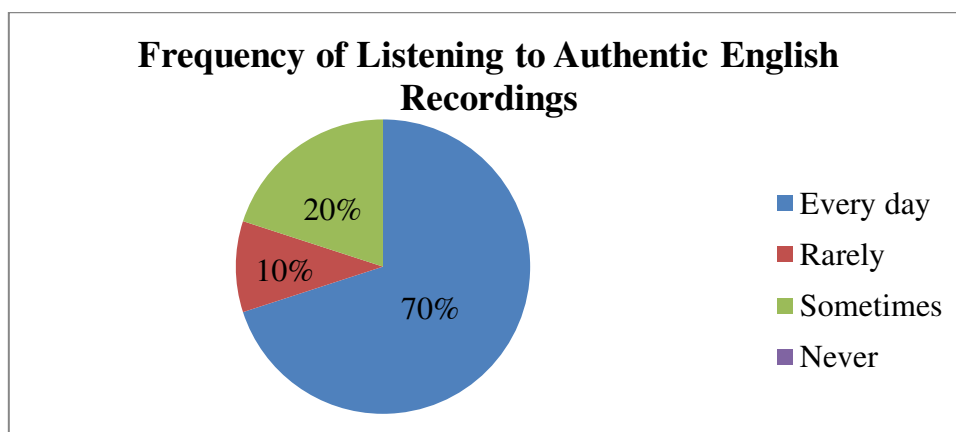
Post-Listening

Words	Incorrect (%)	Correct (%)
Materials	22	78
Recycle	11	89
Increases	33	67
Sure	22	78
Items	11	89
Packaging	22	78
Know	11	89
Labelling	22	78
Majority	33	67
Popular	11	89
Products	44	56
Put	11	89
Widely	11	89

10. Table 4. Comparison of the Pre- and Post-Listening Pronunciation

	Incorrect (%)	Correct (%)
Pre-Listening	53,84	46,15
Post-Listening	20,3	79,69
Total	33,54 %	

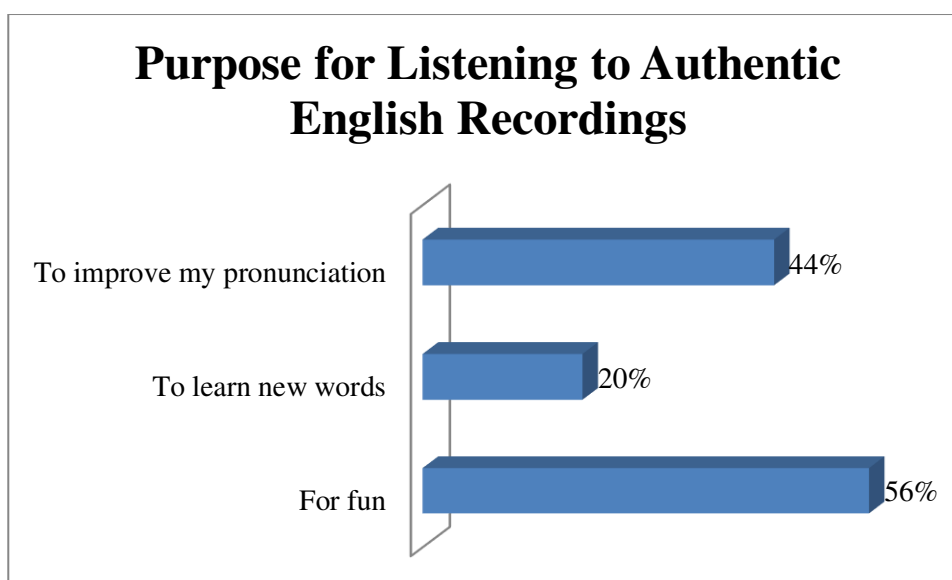
11. Figure 4. Frequency of Listening to Authentic English Recordings



12. Table 5. Table of Ranked Materials

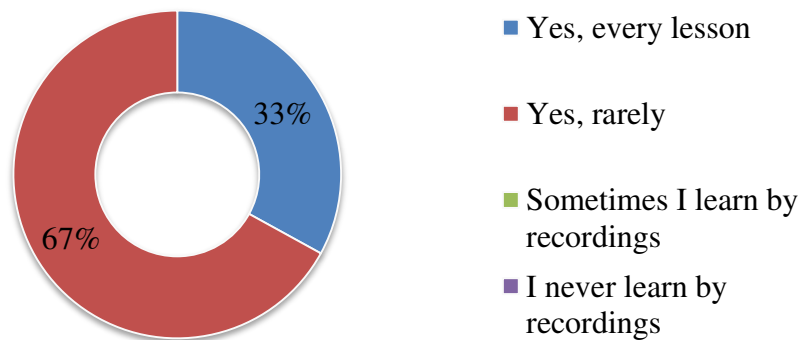
Material	5	4	3	2	1
English Radio	0%	0%	0%	0%	100%
Youtube/Podcast/Instagram/Tiktok	70%	30%	0%	0%	0%
English music/songs	50%	50%	0%	0%	0%
Recordings for learning English	10%	0%	30%	20%	30%
Recordings which are used on the English lessons	10%	20%	20%	40%	0%

13. Figure 5. Purpose for listening to Authentic Listening Materials

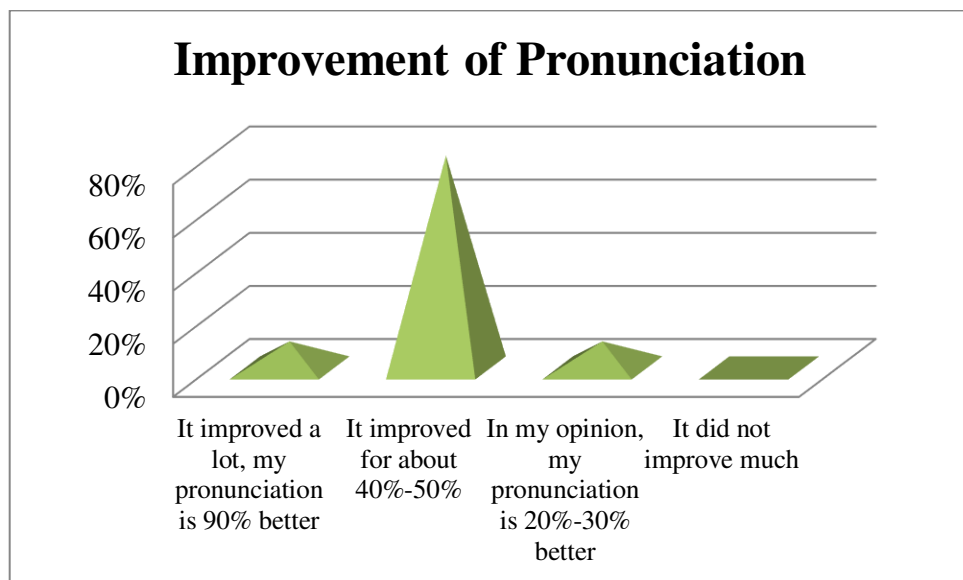


14. Figure 6. Listening to English Audio-Materials on the EFL Lesson

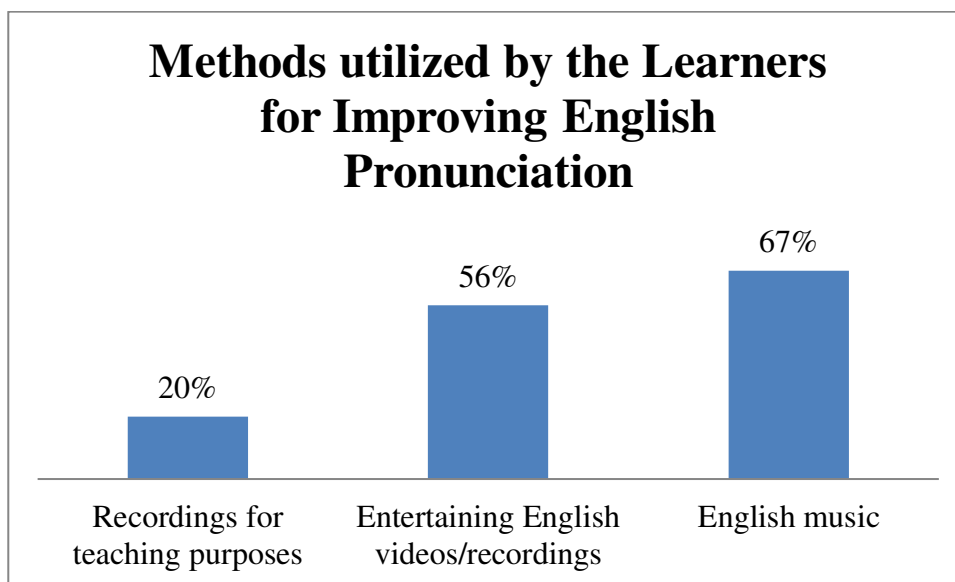
Listening to English Audio-materials on the EFL lessons



15. Figure 7. Improvement of Pronunciation



16. **Figure 7. Methods Utilized by the Learners to Improve English Pronunciation**



NYILATKOZAT

Alulírott, Erdős Evelin angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el