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Impacts of authentic listening tasks upon listening anxiety and listening comprehension

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Although listening is the skill mostly used by students in the classrooms, the desired success cannot be attained in teaching listening since this skill is shaped by multiple variables. In this research we focused on listening anxiety, listening comprehension and impact of authentic tasks on both listening anxiety and listening comprehension. Authentic learning environments/tasks can be prepared that will prevent students from experiencing listening anxiety and enhance their experiences by enabling them to encounter problematic situations which will prepare them for real life listening situations. Therefore, the purpose of this research is to determine the impacts of authentic listening tasks in listening teaching upon decreasing students' listening anxiety and increasing their levels of listening comprehension. In the research; quasi-experimental design with pretest-posttest control groups was used. The study group consisted of eighth-grade students in a public school in Turkey. The "Listening Anxiety Scale for Secondary School Students" and "Listening Comprehension Tests" were employed while collecting data. Findings of the research show that using authentic tasks for the listening skill in mother tongue education has a positive influence in terms of decreasing listening anxiety and improving listening comprehension.

Key words: Listening skill, anxiety, authentic tasks.

INTRODUCTION

Listening, which is defined as making sense of sounds heard and reacting after this process, is the skill most used in the classroom environment (Taylor, 1964). This indicates that listening is as important as academic attitudes and reading skills for academic success (Conaway, 1982). For this reason, special importance is attached today to efforts oriented towards improving the listening skill, which is thought to have initially been ignored (Kline, 1996; Ozbay, 2010), in mother tongue curriculum.

Although improving the listening skill has a significant part in curricula, it is a highly difficult process for teachers (Dawes, 2008), because numerous variables need to be

taken into account while trying to improve this skill. Success in listening depends on numerous external factors such as the quality of messages received, visual behaviours of the message source and the way the communication instrument (voice) is used (Ciftci, 2001), and students do not always encounter well-constructed talks in their everyday lives. Students, who repeatedly fail in such situations, may eventually experience several negative feelings in their listening tasks. These negative feelings, which are generally referred to as anxiety, constitute yet another external factor that influence students' success in listening (Ozbay, 2010). Especially problematic environments and tasks that stir up anxiety

in students negatively influence the development of the listening skill. For example, teachers' efforts to include students in the listening activity by imposing a strict discipline about remaining silent render the listening process ineffective, and at the same time, cause students to experience listening anxiety (Umagan, 2007). It could therefore be suggested that not only should the education given in schools prepare students for real life listening situations but also it should help remove negative ideas and feelings that they have developed or may develop in the future such as listening anxiety.

So, as teachers, what should we do in order to help our students? It is difficult to give a single answer to this question. First of all, we should carefully address the listening anxiety experienced by our students and its underlying reasons, because both listening anxiety and its reasons can negatively affect listening comprehension. Then, we can prepare authentic learning environments/tasks that will prevent our students from experiencing listening anxiety and enhance their experiences by enabling them to encounter problematic situations which will prepare them for real life listening situations. As suggested in the literature, authentic tasks can be successfully used in different grade levels and different areas of learning (Sonntag, 1997; Montgomery, 2002; Parson and Ward, 2011; Vogely, 1995). In what follows, the concepts of listening anxiety and authentic learning tasks will be discussed.

Listening anxiety

Positive attitude towards listening depends on the successful development in the listening skill and listening comprehension. Problems in the education process regarding the development of the listening skill and inability to comprehend what is listened stir negative attitudes towards listening (Joiner, 1986). Listening anxiety affects the student at each level of the listening skill, and he/she avoids listening activities as the level of anxiety rises. When this happens, it may be too late to determine the listening anxiety of the student and to improve his/her listening skill.

Anxiety is a form of indistinct fear that might include unhappiness, despair, uneasiness, feeling of failure, and incapability (Unlu, 2007). This anxiety, experienced by individuals for once or more, makes the individual feel anxious and suspicious (Woolfolk, 2007). For this reason, it could be stated that anxiety is a disturbing process for individuals. Anxiety manifests itself generally in emotional form (Leibert and Morris, 1967; Zeidner, 1998; Beck and Emery, 2006).

Woolfolk (2007) stated that anxiety is highly influential on academic success. It can affect learning positively or negatively (Scovel, 1991). This effect depends on the degree of anxiety. If it is high, realization of learning becomes difficult (Zeidner, 1998). That is, anxiety affects

learning negatively in such a situation.

Listening anxiety, which is a reaction developed against listening, can manifest itself either emotionally in the form of unhappiness, anger and fear, or physically in the form of fast heartbeat and sweating. Students' expectation of an assessment following the listening process and the features of the material to be listened (tale, dialog, radio play etc.) are thought to be the reasons of listening anxiety (MacIntyre and Gardner, 1991). Kim et al. (2000) argue that there are diverse reasons for anxiety that can negatively affect listening comprehension.

Listening anxiety generally emerges when students face a difficult or new listening situation, and it increases when the listener cannot hear the words, misunderstands what she hears or makes wrong inferences from them. Tobias (1986) suggests that listening anxiety should be addressed in three main phases: before listening, during listening and after listening. Factors that could arouse anxiety before listening are distraction and lack of information on the material to be listened to. These factors hinder a healthy listening process. After listening, on the other hand, the level of anxiety may increase if the listener fails to establish a link between her new and previous knowledge.

According to MacIntyre and Gardner (1989), as the student improves her listening skill, negative influences of anxiety start to fade away and her positive experiences start to grow. Therefore, the importance of educational environments and tasks further increases. These environments and tasks should enable students to be successful when they exhibit the required performance, they should enable them to gain experience about different listening situations, and they should appeal to their everyday lives and interests. Therefore, it is necessary to present examples from the daily life to students during listening skill education in order to increase their positive experiences. Authentic environments can be used for this purpose.

Authentic tasks

In recent years, it is observed that the number of studies demonstrating the impact of authentic tasks upon various areas of skill is on the rise (Shrum and Glisan, 2000; Richards, 2001; Reeves et al., 2002; Gilmore, 2004; Kilickaya, 2004). The underlying reason is to be able to demonstrate how learning tasks, which students can encounter in their daily lives, would influence their learning. Authentic learning tasks are aimed at familiarizing students during learning with special everyday situations (Greeno et al., 1992). Authentic tasks are likely to be more interesting, as they are developed by the teacher specifically for students' needs (Callison and Lamb, 2004). Students are required in such environments to link their academic experiences with the daily life.

In the stage of preparing authentic tasks, the

constructivist approach can be used. While presenting such tasks to students; problem-based, case-based, scenarios and drama can be used (Lombardi, 2007). What needs to be kept in mind while preparing such applications is including everyday elements/situations for students (Dick and Carey, 1990).

Authentic materials can also be used in these tasks in which the student is active. Thus, the level of achievement expected from the student goes up (Shrum and Glisan, 2000; Richards, 2001; Kilickaya, 2004). These materials enable the student to establish communication with the external world (Richards, 2001). Besides, authentic tasks, created by using authentic situations and authentic materials, motivate students towards learning, positively influence their creativities, and improve their levels of awareness about how the language is used in out-of-classroom environments (Parsons and Ward, 2011; Oguz and Bahar, 2008; Berardo, 2006).

The use of authentic tasks and materials is of particular importance in mother tongue education. Shrum and Glisan (2000) maintain that authentic materials, which introduce daily uses of language to students, improve language skills. Besides, authentic materials also ensure the cultural transmission that is required for children's socialization (Gilmore, 2004; Guariento and Morley, 2001). For these benefits to be realized; Velazquez and Redmond (2007) suggest that authentic and simplified tasks and materials that are associated with the daily life are highly constructive in language teaching.

There are certain conditions that need to be taken into consideration by the teacher while practicing authentic tasks. The conditions that need to be met during teaching and learning are specified by researchers (Oliver and Omari, 1999; Gordon, 1998; Herrington and Herrington, 1998; Duchastel, 1997; Lebow and Wager, 1994; Cronin, 1993; Sternberg et al., 1993; Winn; 1993; Young, 1993; Bransford et al., 1990) as follows:

1. Authentic activities should be relevant to the real world.
2. The tasks and sub-tasks that are given to the student in authentic activities should be well-defined.
3. The time given to the student during authentic activities should not be too limited. This duration should be determined by the teacher who considers the student and the task.
4. Students should be enabled to use various sources in order to allow them to see or discover the authentic activity from different viewpoints.
5. Authentic activities should encourage students to cooperate.
6. Authentic activities should demonstrate students' personal and social learning.
7. Authentic activities should encourage students to interdisciplinary work, rather than being limited to a single field.
8. These activities should be evaluated with reference to the daily life.

9. Instead of performing and completing the activity for a single time, the steps that constitute activities should be utilizable in other activities.

10. In such activities, it is desired to obtain different results rather than the possible result. Thus, the attention is called to diversity and differences in points of view.

The above-juxtaposed conditions should be taken into consideration also in authentic listening tasks presented with the purpose of improving students' listening skills. It will raise students' awareness about how to listen in familiar classroom environments.

It is indicated in the literature that students who are fluent in speaking and reading may not demonstrate the same success in listening (Ghaderpanahi, 2012). The underlying reason of this might be the lack of appropriate environments for students to improve their listening skills. For the speaking speed of people with whom students communicate in their everyday lives affects the listening speed and students may find it difficult to keep up with this speed. Therefore, situations that students are likely to encounter in the daily life should be presented in the form of activities.

The purpose of this research is to determine the impact of authentic listening tasks in listening education upon decreasing students' listening anxiety and improving the skill of listening comprehension.

METHOD

Research design

In this study, the quasi-experimental design with pretest-posttest control groups was used. In certain situation, artificial groups may not be formed due to problems arising from the environment where the research is conducted. For this reason, the researcher has to designate in an unbiased manner one group as the experimental group and the other as the control group. In such situations, the quasi-experimental design is used (Creswell, 2003; Guven and Aydogdu, 2009). The quasi-experimental method involves an experimental approach in which random distribution is not used while appointing participants to experimental and control groups (Creswell and Clark, 2007).

Since the research was carried out in a public school where artificial classes cannot be formed, students could not be appointed to the groups. Instead, control and experimental groups were determined out of already existing groups. The symbolic demonstration of the research design is presented in Table 1.

Study group

The study group of the research consisted of eighth-grade students in a public school, which represents the medium socioeconomic level in Ankara.

In order to determine the two well-matched eighth-grade sections that would be included in the research; five eighth-grade sections were made to listen to two texts (one narrative and one informational), and then listening comprehension tests were

Table 1. Quasi-experimental research design with pretest-posttest control groups.

Groups	Pretest	Process	Posttest
Experiment	Narrative Text Listening Comprehension Test	Authentic Task Based Instruction	Narrative Text Listening Comprehension Test
	Informational Text Listening Comprehension Test Listening Anxiety Scale		Informational Text Listening Comprehension Test Listening Anxiety Scale
Control	Narrative Text Listening Comprehension Test	Curriculum Based Instruction	Narrative Text Listening Comprehension Test
	Informational Text Listening Comprehension Test Listening Anxiety Scale		Informational Text Listening Comprehension Test Listening Anxiety Scale

Table 2. Demographic characteristics of participant students.

Group	Gender				Pre-school education status			
	Boy		Girl		Received		Not received	
	n	%	n	%	n	%	n	%
Experimental	11	44.0	14	56.0	20	80.0	16	64.0
Control	14	56.0	11	44.0	5	20.0	9	36.0
Total	25	100.0	25	100.0	25	100.0	25	100.0

administered. Sections with equal levels of listening comprehension were determined based on the test results. Then, demographic characteristics of students in the determined sections were checked, and no difference was observed. At the final stage, each group was randomly assigned to experimental and control group roles.

Personal information was collected from both experimental and control group students in order to determine the role of their genders and whether they started listening education in the pre-school period on their levels of listening comprehension and listening anxiety. These data are presented in Table 2.

As Table 2 shows; the experimental group consisted of 14 girls and 11 boys, whereas the control group consisted of 11 girls and 14 boys. While 80% of experimental group students had received pre-school education, this ratio is 64% in the control group. Wilcoxon Z test was conducted before the experimental study with the aim of determining whether students' levels of listening comprehension and listening anxiety differ with respect to their genders and their pre-school education statuses. In this test, no statistically significant difference was found (0.80 for gender; 0.41 for pre-school education status $p > .05$).

Instruments

Listening anxiety scale for secondary school students

In this study, "The Listening Anxiety Scale for Secondary School Students", which was developed by Melanlıoğlu (2013), was used. This scale consists of five sub-dimensions and 37 five-point Likert-type items. The scale's Cronbach's Alpha reliability coefficient was found to be 0.927. The sub-dimensions of the scale are the following: "Assessing listening", "Monitoring the listening process", "Individual differences in listening", "Focusing after listening" and "Listening obstacles".

Listening comprehension tests

Two listening comprehension achievement tests were used in order to measure students' listening comprehension skills. These tests are "Narrative Text Listening Comprehension Test" and "Informative Text Listening Comprehension Test". Opinions of four field experts (assessment specialist and mother tongue education specialist) were taken in the process of developing questions for these tests. After receiving feedbacks from these experts; some questions were taken out, while item roots or choices of some others were changed. Thus, both of the achievement tests were rendered ready for preliminary test, which was conducted with 120 eighth-grade students enrolled in three secondary schools located in the city center of Ankara. Students had been informed about the application beforehand. Then, they were asked to answer the questions regarding the text that they had listened to. Of the items in the "Narrative Text Listening Comprehension Test"; item discrimination indexes were found between 0.13 and 0.54, whereas item difficulty indexes were found between 0.24 and 0.92. On the other hand, of the items in the "Informative Text Listening Comprehension Test"; item discrimination indexes were found between 0.19 and 0.53, whereas item difficulty indexes were found between 0.21 and 0.93. According to Tekin (2000), items with item discrimination indexes above 0.40 are "very good", 0.30-0.39 are "good", 0.20-0.29 "should be improved", and below 0.19 are "weak". Therefore, it could be concluded that the items in the comprehension tests are between "good" and "very good". The following are the reliability coefficient of the tests: 0,78 for "The Narrative Text Listening Comprehension Test"; and 0,80 for "The Informative Text Listening Comprehension Test".

Data analysis

While ITEMAN software was used while analyzing the items of the

Table 3. Shapiro-Wilk Z test normality values of pretest and posttest scores received by experimental and control groups students from assessment instruments.

Group	N		Listening anxiety		Listening comprehension (informative)		Listening comprehension (narrative)	
			Z	P	Z	P	Z	P
Experimental Group	25	Pretest	.904	.023	.883	.008	.895	.017
		Posttest	.945	.045	.879	.007	.918	.042
Control Group	25	Pretest	.980	.029	.916	.041	.912	.034
		Posttest	.876	.043	.876	.048	.914	.037

achievement tests regarding the narrative and informative tests, SPSS 15 software was employed in other analyses.

In order to determine the tests that should be used in the analysis of data, it was tested whether data were normally distributed or not. According to Buyukozturk (2007), the Shapiro-Wilk test should be used in cases in which the group size is lower than 50. Besides, Ozer (2007) also suggests that the Shapiro-Wilk Z test yields the best result when compared to other normality tests. For this reason, Shapiro-Wilk Z test was employed in order to test the normality of results. Findings are presented in Table 3.

Since the data were not normally distributed, non-parametric tests were employed, and Wilcoxon Signed Rank Test and Mann-Whitney U Test were used in the analysis process.

Experimental process

Before the experimental process, "The Narrative Text Listening Comprehension Test", "The Informative Text Listening Comprehension Test", and "The Listening Anxiety Scale for Secondary School Students" were administered to both experimental group and control group students. After the application, these tests and scale were administered to the same groups again as the posttest. The application stage of the research lasted around ten weeks. The duration of two weeks, which was used for pretests, preparation process and posttests is not included in this duration.

Listening activities, prepared for decreasing the level of listening anxiety and increasing the level of listening comprehension, were administered to experimental group students. These activities involved authentic tasks that students encounter in their daily lives (shopping, enquiring about an address, following instructions, book promotion, watching/listening to a play, raising consumer consciousness etc).

One of the authentic tasks was presented via a shopping activity to experimental group students. In this activity, students watched and listened to two sample dialogues between a seller and a customer in a neighbourhood market. Rules of conduct were ignored in one of the dialogues in a video, whereas the other video presented an exactly opposite case. Students were asked to evaluate these two videos. Similar authentic tasks were given in other activities.

In the control group, on the other hand, the teaching process was not intervened as students kept conducting the listening activities specified in the curriculum. In these activities, most of the time, texts in books are recited by the teacher or tape recordings of these texts are listened to. Meanwhile, students perform the tasks of gap filling, guessing or inferring, which are given in the course book. All these activities are conducted via informative or narrative texts.

FINDINGS

Findings related to the Pre-Experimental Process (Inter-groups)

With pretests performed before the experimental process, the levels of listening comprehension and listening anxiety of the experimental and control groups were determined. Results of the Mann-Whitney U Test are presented in Table 4.

As Table 4 shows, no significant difference was found, according to pretest results, between the two groups in terms of both listening comprehension (informative and narrative) scores and listening anxiety scores ($U=282,5$, $p>0,05$ for the narrative text; $U=309,5$, $p>0,05$ for the informative text; $U=280,5$, $p>0,05$ for listening anxiety).

Findings related to the Post-Experimental Process (Inter-groups)

Posttests were conducted after the experimental process in order to determine the levels of advance in groups. Results of the Mann-Whitney U Test, which was conducted in order to check whether statistically significant differences had emerged between groups, are presented in Table 5.

As Table 5 demonstrates, the listening comprehension scores of experimental group students are significantly higher than those of control group students ($U=118,5$, $p<0,05$ for the narrative text; $U=142,5$, $p<0,05$ for the informative text). Moreover, the listening anxiety scores of experimental group students ($U=108,0$, $p<0,05$) are significantly lower than those of control group students. Therefore, it can be concluded that the listening education that had been given through authentic tasks positively influenced experimental group students.

Findings related to the pre- and post-experimental processes (Inter-groups)

After making comparisons between the groups, their

Table 4. Pretest results of narrative text achievement test, informative text achievement test, and listening anxiety scale for secondary school students.

Measurement	Group	n	Mean rank	Sum of ranks	U	p
Listening to narrative text	Experimental	25	24.30	607.50	282.500	.532
	Control	25	26.70	667.50		
Listening to informative text	Experimental	25	25.62	640.50	309.500	.953
	Control	25	25.38	634.50		
Listening anxiety	Experimental	25	24.22	605.50	280.500	.534
	Control	25	26.78	669.50		

p<.05.

Table 5. Posttest results of narrative text achievement test, informative text achievement test, and listening anxiety scale for secondary school students.

Narrative text	Group	n	Mean rank	Sum of ranks	U	p
	Experimental	25	33.26	831.50	118.500	.000*
	Control	25	17.74	443.50		
Informative text	Experimental	25	32.30	807.50	142.500	.001*
	Control	25	18.70	467.50		
Listening anxiety	Experimental	25	17.32	433.00	108.000	.000*
	Control	25	33.68	842.00		

p<.05.

Table 6. Results of the Wilcoxon signed rank test for the change between pretest and posttest scores of the experimental group.

Type of application	Posttest-Pretest	n	Mean rank	Sum of ranks	z	p
Narrative text achievement test	Negative rank	2	5.50	11.00	3.65	.000*
	Positive rank	19	11.58	220.00		
	Equal	3	-	-		
Informative text achievement test	Negative rank	0	.00	.00	3.74	.000*
	Positive rank	18	.950	171.00		
	Equal	7	-	-		
Listening anxiety scale	Negative rank	20	14.85	297.00	3.62	.000*
	Positive rank	5	5.60	28.00		
	Equal	0	-	-		

p<.05. z: based on negative ranks

levels of internal improvement were also examined through the Wilcoxon Signed Rank Test.

Results of the analysis performed with the purpose of determining whether the pretest and posttest scores of the experimental group had differed are given in Table 6.

As is seen in Table 5, significant differences exist between the pretest and posttest scores of experimental group students in terms of their listening comprehension achievements in narrative and informative texts ($z=3.65$, $p<.05$ for the narrative text; $z=3.74$, $p<.05$ for the

Table 7. Results of the Wilcoxon signed rank test for the change between pretest and posttest scores of the control group.

Type of application	Posttest-Pretest	n	Mean rank	Sum of ranks	z	p
Narrative text achievement test	Negative rank	2	5.25	10.50	2.03	.042*
	Positive rank	9	6.17	55.50		
	Equal	14	-	-		
Informative text achievement test	Negative rank	1	1.00	1.00	2.21	.027*
	Positive rank	6	4.50	27.00		
	Equal	18	-	-		
Listening anxiety scale	Negative rank	15	15.03	225.50	1.69	.090
	Positive rank	10	9.95	99.50		
	Equal	0	-	-		

p<.05. z: based on negative ranks

informative text; $z=3.62$, $p<.05$ for listening anxiety). This significant difference can be interpreted to have stemmed from the positive impact of authentic tasks given to students. Thus, it can be concluded that authentic listening tasks given to students in the classroom increase students levels of listening comprehension and decrease their levels of listening anxiety.

After checking whether the pretest and posttest scores of the experimental group had differed, the same operation was repeated for the control group. The results are presented in Table 7.

As Table 7 demonstrates significant differences exist between the pretest and posttest scores of control group students in terms of their listening comprehension achievements in narrative and informative texts ($z=2.03$, $p<.05$ for the narrative text; $z=2.21$, $p<.05$ for the informative text). Given the fact that special activities oriented towards the listening skill were not administered to the control group, it could be stated that the usual listening activities performed in the mother tongue course are also influential on students' achievements. Although it was weaker, this positive impact in the control group was also found to be statistically significant. On the other hand, it is also observed in the Table 7 that the curriculum-based listening education failed to decrease students' listening anxiety levels ($z=1.69$, $p>.05$ for listening anxiety).

DISCUSSION AND CONCLUSION

In this study, impacts of authentic listening tasks, which can be encountered in daily life, upon listening anxiety and listening comprehension were investigated. The findings obtained in this research suggest that using authentic listening tasks in mother tongue education are positively influential in reducing listening anxiety and increasing listening comprehension. This finding is of

importance for the education given for the purpose of improving the listening skill, because a student with underdeveloped listening skills cannot realize his/her academic potential (Barr et al., 2002; Owca et al., 2003).

Students become anxious about listening when they fail to remember what they listened to. This is caused by lack of motivation (Armstrong and Rentz, 2002). Students should be motivated for listening by giving them certain instructions before, during and after listening. Students experience difficulty in concentrating especially when they face a new situation. Attentions of students with high anxiety are divided between the situation they face and their anxiety. Thus, anxious students fail to learn most of the information presented, because their attentions are mostly turned to their anxiety rather than what is being instructed (Woolfolk, 2007). In order to prevent this situation, students should be given authentic tasks and thus they should be enabled to encounter different learning environments. On this matter, teachers should be students' role models. Molina et al. (1997) write that teachers are given a sufficient education on the subject of listening skill, and that this situation paves the way for the problem of not comprehending what is listened to. Therefore, it causes students to have listening anxiety. One of the practices that will eliminate listening anxiety is presenting different activities to students. Choen and Grant (2009) developed a web-based program for the development of active listening skill. In this program, authentic tasks that students are likely to encounter in daily life are exemplified. They suggested that students' success in listening would go up if these examples were used.

Different activities should be used in developing the listening skill (Marlow, 2000). Texts that are used in these activities are also of great importance. It is necessary to introduce different types of texts to students in order to remove listening anxiety (Kaplan, 2004). It should be kept in mind that these texts should reflect authentic

situations.

It is observed that studies that address the impact of authentic tasks upon mother tongue education generally focus on the skills of reading and writing (Turner and Paris, 1995; Duke et al., 2006; Teale and Gambrell, 2007). Results of these researches show that authentic tasks are influential in improving these skills. In this study, on the other hand, it was found that authentic texts are influential in improving another language skill; listening. Therefore, it could be stated that our results are in parallel with the findings of researches that focus on the different aspects of language.

The impact of authentic tasks upon improving the listening skill and decreasing listening anxiety has been investigated also in second language education, and similar results have been found (Gambrell et al., 2011; Oguz and Bahar, 2008; Berardo, 2006; Gilmore, 2004; Guariento and Morley, 2001). For example, Ghaderpanahi (2012) examined the impact of using authentic materials in second language education upon listening comprehension, and found that authentic texts had positively influenced students' success in activities performed after listening. This finding is in line with our findings.

It is possible to make several recommendations both to teachers and researchers in light of the findings of the current study. Firstly, teachers should put special emphasis on authentic tasks while planning their courses in order both to reduce listening anxiety and to enhance listening comprehension. What they need to pay attention to is ensuring that these authentic tasks should involve situations that students encounter in daily life. For example, in listening activities performed as part of courses, teachers may present authentic tasks such as audible instructions in a metro station, daily news programs, promotion of a city or a region etc. Moreover, teachers should also give feedback to students regarding their performances in these tasks and they should encourage students to perform these activities in full cooperation with each other.

On the other hand, researchers should conduct further studies using different data sources in order to enhance the literature on the impacts of authentic tasks upon the listening skill. It is clear that we need more research in order to improve the listening skill in mother tongue. Moreover, deeper analyses that will shed light on the impacts of both authentic tasks and listening anxiety upon the listening process should be provided in future researches.

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