

Appendix 1

Transcription of the Teachers' Interview

Excerpt 1 (Teacher 1)

... the materials used were helpful in EFL classroom. Having taught in the Arab Gulf for 14 years, I still find it difficult to teach English language to EFL students. In this case, listening course is also challenging especially teaching students with lower proficiency level. Most of the students struggle with speech rate and language used in the listening recording. I think it is a good practice to prepare students first by providing them with listening teaching material with content which has simple language and vocabulary. I remember when I was in Saudi Arabia, we developed a listening material with content and context related to students' environment and I think it did help develop their listening skill. To develop authentic materials that fit the context of our students, it requires skills and good understanding of pedagogical, cultural, and practical applications in EFL environment.

Excerpt 2 (Teacher 2)

... students struggle with unfamiliar words and pronunciation especially when language used in the recordings are complicated. I can sense the anxiety of students in the listening classroom. The content of the recording also is complicated. Students as EFL learners need to understand the context of the material used. It can pose a problem when students are not connected to the real world. What I meant "real world" here is that, context of students' lives and experiences are important, that is to say, their culture. I will share some questions that can be considered when developing listening materials in EFL classroom: What is the context and content of the recording? How are the materials organized? How familiar are the students with the topic selection and content? How difficult is the listening material? Do listening materials include students' culture? Is the content believable where students can establish truth and beliefs of the content? If these will be considered in material development, this will help the linguistic progress of students and can increase their motivation towards learning a foreign language. I believe as EFL teacher, authentic listening materials coupled with communicative methods of teaching has positive effect on students' listening skill development, their motivation, and aspirations.

Excerpt 3 (Teacher 3)

... materials used in our class were interesting. It also exposed our students to other cultures. There is nothing wrong in using imported listening recordings, but we need to make sure that students are prepared for such aspects like culture of others, levels of difficulty, and complexities of language used, and the situation of a listening context. The materials were helpful, but I don't think our students can cope up with different contexts and situations. For example, listening 3 with banking transactions, our students are not that familiar with banking terms and phrases especially loans. Do you think our students have experienced applying for a loan in a bank? The language is there, it exposes them to new contexts but in terms of accessibility and understanding, our students for sure will struggle. I suggest integrating locally made listening teaching materials to prepare students develop their listening skill. Then, providing them with other recordings that can help them understand and process contextual information. Comprehension process is not automatic; therefore, teaching support and drill lessons are highly suggested.

Excerpt 4 (Teacher 4)

.. there is an issue here. The thing is, we are given listening books and materials to teach the skill, but I cannot remember that there was a seminar, or a training conducted for us teachers to know exactly how to teach listening as a skill particularly in EFL language classrooms. During my CELTA, I used to follow some structures in the teaching of listening, but I don't think all strategies are applicable when you teach this skill to those learners whose language is not English. Students will struggle for sure. I taught in the government school and I hope that the committee will conduct workshops on how to use the listening books in the language classrooms. I also hope to see contexts where Omani students can see their own world in the lens of the materials used.

Excerpt 5 (Teacher 5)

I think the materials need to be prepared and written with a mixture of students' culture, and the culture of others. There are inconsistencies in terms of comprehension and application as target of students' listening skills. Students need to have a specific strategy to help them develop their listening skill, and I think one of the strategies is when they are also exposed to their own society for this will help them establish background knowledge, topic development, and understanding main ideas of the texts. For example, in IELTS, an Omani student who is asked to listen to a different culture, will find it difficult to connect information and knowledge. To help these EFL learners develop this skill, I think a mix of different themes, cultures, and information should be provided as springboard in the classroom. Listening is difficult. The message, delivery, environment and even the listeners themselves are central to this consideration. There should be a place for the teaching of listening in EFL classroom where comprehensible input is the central of language learning, in this case, developing listening skill.

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