Research paper

Effect of Digital Audio Files on EFL Learners' Listening Skill

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Abstract

The role of technology enhancing learning pronunciation has been addressed by recent studies in language learning curriculum. However, there is a need to uncover the effect of this role in the English as foreign language (EFL) context like Iran. The present study was designed based on a quasi-experimental study with the pretest, intervention, and posttest. It aimed to examine the effect of internet or digital audio files (iPods or internet podcasting) as teaching aids in learning listening comprehension among upper-intermediate Iranian students. To perform this study, 80 students were selected based on a placement test. Then they were randomly divided in two equal groups of control and experimental. After an introductory session, they took a teacher-made pre-test of listening comprehension based on the learners' textbook exercises. The participants attended 12 sessions in six weeks of intervention. with the use of audio files. The control group received the listening materials extracted from *Developing Tactics for Listening* (Richards, 2010). After the post-test, findings revealed that the experimental group outperformed the control one in learning listening comprehension posttest. Paired samples *t*-test also depicted a significant difference between the experimental group's pre and post-test; however, a significant difference was not seen in the control group's pre and post-test. Implications of the study suggest that listening skill should be strengthened via digital audio files as an effective exposure inside and outside classrooms.

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Introduction

Digital audio files are used as listening comprehension exposure strengthening English language skills in both English as a second/foreign language (ESL/EFL) contexts. They are known as iPods since they are defined as digital files which can be used as pedagogical tools (Khalilavi, 2022; Shield, 2008). These digital tools including iPods, podcasts, and iTunes can help second language (L2) learners to access language applications such as online dictionaries, translators, audio/video files, and websites in the target language. The most important feature of these devices is their applications for learning andpracticing listening comprehension of target language (Rogers, 2004). Digital audio files, they can be used as materials and they can be downloaded from the internet, they are self-study and pedagogical materials (Kartal & Simsek, 2017). Shield, 2008). Audio files are various types of software used on the Internet and they are used to purchase and download free of charge (e.g., http://www.free dictionary.com/iPod). In this study, participants in the experimental group used iPod as audio files in class in order to learn the listening comprehension of the words in sentences, they are some audio files about daily conversation dealing listening skill.

The advancement in technology has provided opportunities for second language learning (L2). Therefore, these pedagogical technologies have been used to improve listening comprehension in L2. The students enabled to improve their listening comprehension by using these technologies such as audio files and podcasts. The students listen to iPod technology in order to practice listening comprehension. iPod files as supplemental materials rather than other technology are used for practicing listening comprehension (Abdous, et al., 2012; Levy, 2008; McGarr, 2009).

In the present study, the participants' listening comprehension was evaluated through two tests (pre-test, post-test), in the pre-test stage, students are asked to identify the intonation of sentences with arrows, and in the post-test stage, students showed the intonation of sentences after listening to audio files. The focus was put on Iranian students' listening ability that can be enhanced via audio files or iPods used in the experimental group andusingtextbook exercises that was used in the control group.

Literature Review

Audio Files

The audio files used in this study were collected from the web site (www.ipods.com) and they refer to audio and video files that they can be downloaded from the internet. They are self-study, and they are pedagogical materials. They were used for teaching and learning vocabulary, grammar, listening, and speaking (Burns, 2000; White, 2009).Sometimes, iPod is viewed simply as a device that allows a user to listen to music and watch videos. Each of them was the benefit for especial use. For example; some of them use for watching different videos, or listen to music, listen to Quran's verses, and another useful for the listening comprehension of words or sentences. They were useful for all levels of students includes; elementary, intermediate, or advanced level. In this study, because students were at high school level, the

third generations of audio files touch were the benefit. iPods, in most of the time, were very similar to the podcasts (Burke, 2008). Audio files can be used in different ways to support instructions. All models of audio files can store and play video and audio that promote the development of oral skills such as speaking. They enable the teachers to assign homework, such as reading passage, and learning listening comprehension of words that the students can listen to the audio files for language fluency development (Pasnik, 2007). The teachers may use different methods to become familiar with audio files. They reported that technology of audio files can be used in and out of classroom in order to enhance the learning and teaching process. Sometimes, they use it as online application such as audio files on web which can be downloaded to a computer (Blaisdell, 2006).

Learning theory often guides how educators develop and deliver lessons. Students learn in many ways by seeing and hearing; reflecting and acting (Felder, 1995). Students may learn differently, and educators are charged with the difficult task of figuring out how their students learn and how they can deliver the content to meet their diverse learning needs. No matter what theory a school or educator is use, but it is important to consider how students learn when they developing new ideas and which tools to use to deliver content.

Banister (2010) elaborated how language teachers and their students use the digital audio files to support their teaching and learning classes. They can explore the potential benefits of using such audio files for teaching and learning in and out of the class (Liu & Wivagge, 2013). Using technology into classrooms can be safe, appropriate, and balanced since the use of these technologies such as iPod, cell phone, and other networking technologies were beneficial to the students. The iPod is a good example of the technologies that has great potential, especially when it comes to these different learning styles, but also satisfy the desires of students to use "their" technology in the classroom.

Harvard and the University of Virginia have developed their own free iPod applications that give the users appropriate and correct information on daily news, events, and educational programs. The iPod is a perfect dynamic device for the students who are going to learn speaking skill via using flashcards, play games, listen and watch recording of specific contents whenever they want. Sometimes, the students learn materials and special sciences by themselves. It means that the learning is self-study. Sometimes, digital audio files can be used as a tool for learning or teaching and also, they are instruments like audio files because they are very similar to the podcast files (Cooper,et al., 2009). Digital audio files can be used as audio files extracted from the Internet websites. In recent years, businesses, private organizations, and educational institutions have looked at iPod technology as a way to increase performance and provide users with out-of-office opportunities for learning and working on English language. Digital audio files are equipped with full data capabilities and have made learning EFL possible for users to stay connected and attend to virtual classes while they are traveling in remote locations (Banister, 2010).

As Johnson (2005) reports, students who participated in an iPod take-home program showed increased their motivation for learning English. The students who were not in the program,

they wanted to be a part of it. The Students had fun with their learning and feel that they had an advantage over their peers when their teachers allowed them to learn with digital audio files (Chang & Read, 2006). When teachers gave the students an opportunity to use iPod files both in school and out, they saw that their students had an increase in motivation of learning English and learners' listening comprehension quality became increased. Using technology may help learners complete their daily school tasks and assignments. With the use of iPod devices, the teachers had found that they had more flexibility in the contents and that they can provide students with enough exposure (Millard, 2007). Digital audio files were downloaded by the teachers in classes. Then they have matched the level of the learners' instructions and directions with the iPod level of differently (Najmi & Navaee Lavasani, 2021).

Digital audio files devices have been improved to function as educational tools that teachers and students can use for personal uses (Brown, 2011; Wong, 2012). These technologies and applications such as the use of digital audio files in EFL classes can be useful for the students who learn listening comprehension (Cummins, 2000). They provide the capacity for speaking which is possible to learn immediate learning drills for developing language learners' listening comprehension, these drills engage the language learners in kind of tasks through iPod technology (Cummins, 2000).The use of audio files facilitates language learning in school successfully through the use of authentic materials, contextualized resources, community, family, and peer interactions. Several studies (e.g., Craig & Patten, 2007) on digital audio files seem to have a large effect on listening comprehension and training that may help students to improve their listening comprehension. This technology may be used in many ways to improve students' listening comprehension.

The traditional method for teaching and learning listening comprehension may have many limitations, and those methods or procedures cannot help the learners in learning listening comprehension. When L2 learners have errors in their speech, instructors may not be aware of their listening comprehension difficulties because they may only speak with vocabulary, they know well rather than using a variety of vocabularies that causes listening comprehension. In the Iranian context, listening comprehension may be ignored by some EFL teachers since listening and speaking skills are not into focus. English language teaching is reading- based in Iran and this may cause the problem of correct listening comprehension. Learning listening comprehension is ignored in Iranian context to some extent. This problem may be solved through using technology like internet audio files (i.e., iPods) as useful materials in teaching listening comprehension (Chinnery, 2006; Downs, 2008). Using digital audio files may be beneficial in teaching listening comprehension and helps the learners to be independent in doing the exercises. Therefore, this study would guide Iranian students who are trying to develop their listening comprehension by using iPod audio files. The audio files in EFL instruction can provide significant supports to improve learning capacity, especially a correct listening comprehension for students. As it was mentioned, learning a correct listening comprehension needs good materials and technologies to improve and enhance listening comprehension, especially enhance listening comprehension and iPod audio files were useful for this goal (Craig & Patten, 2007).

Wang (2009) addresses the use of audio files in the classroom has become popular over the past few years;there is a real need for studies to be conducted to support the use of this application. Many articles, blogs, and sample lessons can be used in terms of iPod technology in the classroom. Therefore, it would prove the pedagogical value of using iPod files and lead English teachers to promote their speaking skill (Buck, 2006; Cohen & Macaro, 2007; Rogers, 2004).

The use of digital audio files provides a way for educators to address the multiple learning styles in their classrooms (Williams, 2007). For example, the technology gives tactile-kinesthetic learners a hands-on learning experience. Applications, songs, and videos can be operated and played by using the touch capability of the iPod. Many of the thousands of applications provided for playing the digital audio files and they encouraged students to use their fingers to follow examples, complete and solve a problem or answer questions to assess their understanding of the content material (Banister, 2010). The iPod technology also provides tactile- kinesthetic learners the ability to learn in alternative environments. If our students were visual learners, we can viewclassroom resources on audio files, including videos, tutorials, audio books, charts, formulas, and instructions. Students can independently view and replay any of the resources provided on digital audio filesfor better understanding. This allows teachers to further differentiate their instructional methods for their students (Pasnik, 2007). The overall design of iPod technology provides for learning in an audio format.

Many high schools and higher education institutions have taken advantage of this feature in order to provide students with widespread access to classroom material (Calandra & Flanagan, 2005). Students at Georgia College and State University took part in a pilot program where the students were given digital audio files to listen to course content. The instructors found that the use of audio files offered them the ability to enhance students understanding of course material because of the variety of media content to which the students were exposed. They also credited digital audio files for allowing them more time for discussion about the information because students could listen to the material outside of the classroom (Greer, 2008).

The teachers and learners incorporated audio files as additional materials to engage students and enhance instruction and go beyond the textbooks. This new technology can have a positive impact on language learners. Digital audio files help the students to become more proficient in the use of that language. It involved them to concentrate on listening comprehension and intonation when they listen to the iPod files (Dick, 2005). These activities help students to make a conversation among them.

Many researchers (e.g. Demouy & Kukulska-Hulme, 2010) have concluded that both positive attitudes and achievement among students have increased whenthe teachers have employed beneficial strategies for students in class. According to the Dunn and Dunn (1993), learning style model, we can easily be seen how theiPod can address many of the different variables. Because the iPod is an emerging technology regard to many of today's students, when digital audio files introduced into the classroom environment it helps to students'

motivation. Its portability can meet the needs of different environmental, and physiological (mobility) variables. Students can use the iPod wherever and whenever they are comfortable.

It is not a shocking idea to say that today's generation is very different from its predecessors. They are always carrying their cell phones, podcasts, tablets, and laptops.In the classroom, students have often come to expect near-immediate feedback, technology integration, and interactionand stimulation. Because they have lived most of their lives in a digital world, their ways of understanding, learning, and processing were different from the generations that preceded them (Baird & Fisher, 2005).

It is recognized and accepted that today's learners are unique (Read, 2006). When educators acknowledge the learning styles of this generation, their classrooms and schools become more productive. The learning environment needs to be shifted to meet the needs of the students rather than try to change the students to meet the needs of their environment. "Educators and school systems must adapt their teaching to reflect the characteristics of today's students, in today's world, with today's technology, the traditional classroom ceases to exist" (Baird & Fisher, 2005, p. 10).As a result of continuous technological advances and emerging technologies, today's classroom has a different look. Classrooms are now filled with things such as whiteboards, student response systems, graphing calculators, and a variety of mobile technologies. The development and emergence of mobile technology, digital audio files, podcasts, and tablets (Minotti, 2005). Using iPod in EFL context is needed for oral activities that mainly ignored in EFL classroom. Digital audio files offer great pedagogical potentials for students and improved effective learning to cognitive theories. The teachers familiarized EFL learners by using digital audio files can contribute to promoting learning.

Duke University was one of the first schools of higher education to initial the use of digital audio files with their freshman class. In this university, they were used as mobile devices and they gave each student an audio file that contained things such as important campus information and maps. In spite of having received some criticism that it had been a waste of money, Duke evaluated the first year of this experiment. They had gone from giving the audio files to freshman, to lending them or selling them at a reduced cost to students who were enrolled in courses requiring the device. A second-year review showed that 47 of its courses incorporated the iPod. As a result of its success, the iPod has resulted in the Duke Digital Initiative (DDI) and has expanded to include additional technologies. Duke may have scaled back on its initial iPod experiment, but many other universities have followed their lead, and the emergence of the iPod in the classroom has become more common (Moore, 2005). In Duke University about 17,000 students in grades, high schools were chosen and gave them iPod touch. The Internet can be accessed with the touch of a button. The are several studies that address the same results in the L2 contexts (e.g., Hlodan, 2010; Lovelace, 2005; Read, 2006; Tucker, 2006).

Independent Learning of Listening comprehension

The evidence indicates that prior skills of students enable them to use iPod playing independently outside of the class time (Blaisdell, 2006). Digital audio files are used as a device concerning the educational benefits of using it as learning tool is limited. Therefore, the pilot study is structured as an experimental research where the objective is to observe student's learning experiences through their use of iPod video players. This is the student-led task without teacher guidance and support.

The outcome of this pilot study revealed that students were responsible enough to set aside times outside class for watching their selected items. The findings suggested positive insight into students' use of iPod technology, and students can learn about how they selected audio-visual resource in developing target language exposure by using iPod technology and how these resources guide learners to develop their language proficiency independently (Abdous, Facer & Yen, 2012; Demouy & Kukulska-Hulme, 2010).

Higginbotham (2006) asserted that students responded that the addition of the podcasts improved their learning results. More than 53% of the students said that the podcasts made their learning experience more enjoyable, and 52% reported that the podcasts enhanced their learning experience. Thirty-two percent of their participants commented that this new delivery mechanism for course materials helped change their study habits. Keeping in mind that using podcasting as an instructional delivery method was a new concept to the majority of the students, almost one- third found that their study habits outside of the classroom changed as a result of their first experiences with podcasting. Greater than 66% indicated that the materials available through podcasts helped them Better understand the course content, and more than 55% reported that the podcasts helped them better retain the content that was presented. Podcasts helped them to retain information because they were able to hear the material more than once. Students also expressed positive satisfaction with the podcasts and encouraged the teacher to continue the use of the podcast technology in the future.

Students could create the podcasts using their computer, a microphone, and a free audio recording program. They could listen to the podcasts and leave text messages, all from their computer, and respond to the podcasts. It can be done anywhere and anytime, this device fits in a pocket, backpack, or purse. Baird and Fisher (2005) reported that podcasting in educational settings can enhance student engagement and reflection. Moreover, using audio files for enhancing listening comprehension as new technology help students to get the goal of leaning ESL/EFL (Copley, 2007).

Podcasting as a branch of iPod technology can affect teaching skills. Asaadinezhad and Gorjian (2015) showed that the learners who used podcasts were better in speaking than the control group significantly. The same results were reported by Rezapour, Gorjian and Pazhakh (2012) in teaching vocabulary through podcasting. Based on the studies reported above, the literature has reviewed related studies concerned with learning speaking skill in the L2 context to gain experiences and find the research gap that provide the researcher with enhancing pre-

intermediate learners" listening comprehension via iPod audio files. The role of digital audio files plays as a mobile device, and also as audio files in the classroom. This idea revealed that using iPod may provide a way for educators to address the multiple learning styles in their classroom. So, the learning environment needs to be shift to the needs of students rather than trying to change the students to meet the needs of their environments. Researchers (e.g., Baird & Fisher, 2005). Therefore, the following research question is addressed.

RQ. What is the effect of using audio files on upper-intermediate learners' listening comprehension?

Methodology

Participants

There were 95 participants who participated in a placement test voluntarily. They were Iranian upper-intermediate students of Farhang Aria Language Institute in Shush, Khuzestan, Iran. Proficiency level of students had been identified based on the Institute's English language placement test. They had been studied English for three years. 80 learners were selected based on the band score of upper-intermediate level and randomly divided into two equal groups of experimental (EG) and control (CG). *Developing Tactics for Listening* was their textbook developed by Richards, 2010). Listening comprehension tasks in the iPod and listening tasks in the both groups had the same level of difficulty.

Research Tools

There were two research tools including a pre-test of listening comprehension was based on the learners' textbook. This pre-test script was designed by the teacher. The pre -test included 40 items which took 30 minutes. The students were asked to show the intonation of sentences with arrows of rising and falling. A pilot study was done among a group of learners other than the participants of the study to estimate reliability and validity of both pre and posttest. The reliability indexes were (r=.89) and (r=.91) for pre and posttest respectively. The construct validity of the pre and posttest was estimated by two experts of teaching EFL. It is worth mentioning that both tests' content was the same in designing but the posttest was changed in format to avoid learners reminding the pretest items.

Data collection Procedure

The class used iPod audio files; these audio files had been downloaded from the Internet these upper-intermediate iPod audio files from (www.ipods.com). These audio files included some special sentences and words with correct spelling if students were not sure how to pronounce the words in sentences, how to get the main idea, names of people, events in the story, etc. They listened to these files and found the authentic listening comprehension, main ideas, events, etc. These files were used in the experimental class. The other material included the units of the *Developing Tactics for Listening* that was used as a material for the control group. It was which developed by Richards (2010). This book included several exercises of listening comprehension.

The entire research project took place in twelve sessions, 90 minutes each. After the participants have been assigned into two experimental and control groups, the experimental group received iPod audio files and the control one received textbook exercises. The main objectives of the study and its procedures have explained to students. So, pretest included 40 items of listening comprehension questions with the time allocation of 30 minutes. Students were asked to answer these items. Students were not expected to write the correct listening comprehension because they were not familiar with the spelling of words exactly.

The actual listening comprehension instruction began from the second session. In the experimental group, since the class did not access the Internet, so, the teacher provided CDs of iPod audio files for participants. The students brought their laptop to the class, and they installed CDs and headphone to their laptop, so they could listen to the audio files. Since the students extracted iPod audio files from the Internet sites, they received the exact listening comprehension of words that were very similar to dictionaries' listening comprehension. The participantswere trained how to use the software in class. The class was controlled by the teacher. In each session, first participants were listened to the iPod audio files two or three times, then the teacher wrote the words extracted from the audio files on the board, then the teacher and students were pronounced the words chorally, based on the listening comprehension of words in iPod audio files. In addition, the teacher wrote the sentences for the students to distinguish the rising or falling intonation of sentences. At the end, according to iPod audio files the teacher wrote some words and sentences on the board, and the students were asked to identify listening comprehension patterns correctly. First, the teacher asked the students to correct their error and if no one corrected them. The teacher corrected them herself. The teacher monitored the class and checked the students step by step, and gave feedback to the students.

In the control group, the participants were received listening and speaking activity in terms of questions and answers and class discussion on the topics of the textbook. The teacher herself pronounced the words, and in most of the time, the teacher did not use the dictionary. Then; the students listened and repeated them after her. Then the teacher showed the intonation of each sentence. After that, the students were asked to read the passage and the teacher checked the students' listening comprehension.

After the treatment in six weeks, the participants received the post-test which was designed based on the modified pre-test. After students were practiced listening comprehensions at 6 weeks by iPod audio files, they have been ready and students were enabled to identify the the events in the audio files.

iPod audio files were used just in the experimental group of students at the institute for learning listening comprehension. Descriptive and inferential statistics were used to analyze data. Paired-Samples and Independent -Samples *t*-tests were used to compare the groups' means in the pre- and post-tests through using SPSS version 26.

Findings

To determine the use of parametric and non-parametric statistics, there is a need to test the normality of data. The One-Sample Kolmogorov-Smirnov Test was used and the results are displayed in Table 1.

Table 1.

One-Sample Kolmogorov-Smirnov Test

		Pre-test EG	Pre-test CG	Post-test EG	Post-test CG
N		40	40	40	40
Normal Parameters[a,,b]	Mean	12.40	12.10	21.77	14.15
	Std. Deviation	6.87	7.60	8.42	3.53
Kolmogorov-Smirnov Z		.153	.124	.164	.108

* Test distribution is Normal.

As it is shown in Table 1, data are normally distributed around the mean and SD; therefore, the use of parametric statistics like paired and independence samples t-test is possible. Descriptive statistics and t-test of the pretest are displayed in Table 2.

Table 2.*Results of Pre-test*

Groups	N	Mean	Std. Deviation	Std. Error Mean	*t*	df	Sig. (2-tailed)
EG	40	12.40	6.87	1.08	.185	78	.854
CG	40	12.10	7.60	1.20			

Table 2 depicts the mean difference between the pretest of EG as (Mean=12.40, SD=6.87) and CG (Mean= 12.10, SD=7.60). Independent samples *t*-test analysis show no significant difference between the two groups' means in the pretest since the t value (t=.185) with df=78 and P- value is (p=.854) which is greater than (p>0.05). Findings of the posttest are presented in Table 3.

Table 3.

Results of the Posttest

Groups	N	Mean	Std. Deviation	Std. Error Mean	*t*	df	Sig. (2-tailed)
EG	40	21.77	8.42	1.33	5.279	78	.001
CG	40	14.15	3.53	.55			

Table 2 shows the mean difference between the posttest of EG as (Mean=21.77, SD=8.42) and CG (Mean= 14.15, SD=3.53). Independent samples *t*-test analysis shows a significant difference between the two groups' means in the posttest since the t value (t=2.279) with df=78 and P- value is (p=.001) which is less than (p>0.05). To estimate the difference between the pre and posttest of each group, paired samples statistics was run in Table 4.

Table 4.

Results of Pre and Posttest Mean Difference in Each Group

	Groups	Mean	N	Std. Deviation	Std. Error Mean	*t*	df	Sig. (2-tailed)
Pair 1	EG. Pre vs. posttest	9.37	40	11.41	1.80	5.193	39	.001
Pair 2	CG. Pre vs. Posttest-test	10.35	40	4.30	1.11	1.699	39	.097

Table 4 indicates the EG's pre and posttest are significantly different (t=5.193, p=.001<0.05) but it is not significant in the CG's (t=1.699, p=.097>0.05). To discover the effect of audio files on the both groups' post-test of listening comprehension, descriptive statistics shows the difference between learning listening skill.

Discussion

Findings of the study provided the researcher with answers to the research question and depicted the effect of using digital audio files as audio files on learners' listening comprehension, especially intonation patterns. It reveals the teachers may focus on more audio files patterns than printed ones. EFL learners need to acquire listening comprehension since it affects their proficiency and daily conversation. Students must listen to these audio files to learn appropriate information. The findings of the first research question agree several scholars (e.g., Buck, 2006; Cohen & Macaro, 2007; Dale & Pymm, 2009; Pasnik, 2007; Shield, 2008) who note that using listening exposure like audio files can be regarded as pedagogical tools for learning listening comprehension. Practicing on the iPod use in the experimental group could improve the learners' listening comprehension.

Learners' post-test intonation was greater than their mean score in learning listening skill. This indicated that audio files may decrease the error rates on the learners' conversations. Moreover, EFL teacher should pay attention to the lack of enough exercise in high school English textbook which puts less stress on learning listening comprehension. Third, the teachers may ignore to teach the main points of the listening strategies in the textbook. Unfortunately, the listening comprehension is less important than other aspects of language such as vocabulary, grammar, and other skills.

As mentioned above, the using of digital audio files effects on learners' listening comprehension significantly. Therefore, the findings of the second research question also agree with a number of studies. Using iPod as fixed variable can affect on learning listening comprehension. The language learners can decrease their errors in listening comprehension that is in line with McGarr (2009) who state that listening to digital audio files decrease error rate of learners' performance. The Results showed the activities are in line with Burns (2000) who suggests some EFL learners need other abilities such as vocabulary knowledge, topic familiarity and enough exposure to use those digital audio files. The results are in line with Chinnery (2006) who believes that using audio files are beneficial and improves learners'

listening skill. However, in both groups' post-test learners' intonation was more increase than their listening recognition. In sum, EFL students and teachers and iPod audio files to help students become proficient in listening comprehension of words and sentences.

Findings of other scholars (e.g., Craig & Patten, 2007) are consistent with the results of this study since they indicate that after students become familiar with digital audio files, they can use them out of the school every day, so audio files become a source of motivation. They are able to listen to these iPod audio files again. Using these audio files is a useful way to motivate the students to learn listening skill by their own. If students listen to audio files well, they can monitor themselves. The participants installed CDs of audio files to their laptop. They should be familiarized with using of software in class.

If the teacher had simpler more accessible online audio files for improving listening comprehension, this would be a bigger focus in second language classroom. Findings of Dale and Pymm (2009) are in line with the results of this study that emphasize the role of teachers as providers of models that help participants with some listening comprehension guidance that they attempt to mimic. If learners do not participate in the activity, Ppeer practice attempts to allow for students to practice among themselves in a smaller setting. Thus, teachers and instructors in language institutes or educational organizations should be able to familiar themselves with digital audio files and were comfortable enough to use them in their classroom. They can be used the same characteristics of this study in their classroom to find the obtained, also they can use audio and video files for pedagogical materials or use audio files as a technological device for personal use.

Conclusion

Moreover, EFL teachers can use these audio files in multiple ways to meet the learners' speaking needs, so audio files used as a resource for reinforcing this skill. They can be the motivating factor for learning because the teachers and students can use audio files easily and teachers felt comfortable by using them to help their students in learning listening comprehension.

Implications of the study for EFL learners could be significant since the results showed that the experimental group outperformed the control one in the posttest. Thus, using audio files positively increased students' listening comprehension. Results also showed that the students learned the listening tasks via audio files effectively.

Limitations of the study may address the size of research sample which was small since some learners were absent during the treatment period. So, during the treatment the researcher only had 30 participants. To make sure of the results, those participants were omitted in scoring and data analysis. Second, the study was conducted to explore the effect of using audio files only on upper-intermediate students. Therefore, a greater sample size could be resulted in better outcomes. The other learners' proficiency levels may be invited and compared to examine the effect of audio files in learning listening comprehension or other language skills. In this study,

the participants' English level was upper-intermediate but other students at the other levels such as intermediate or advanced can be participated in future studies. Moreover, other researchers can use digital audio files in teaching language skills other than listening comprehension. In this study, the participants only were female; it is suggested to consider a mixed group of males and females to see whether gender can make any difference regarding using audio files enhancing listening comprehension.

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