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Authentic materials and listening skill through technology among ninth graders at a public institution in Loja. School year 2022 - 2023.

Materiales auténticos y habilidad auditiva a través de la tecnología entre alumnos de noveno grado de una institución pública de Loja. Año escolar 2022 - 2023.

> **Trabajo de Integración Curricular previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.**

AUTOR:

Jefferson Alejandro Villa Ordoñez

DIRECTORA:

Ing. Rosa Paola Moreno Ordóñez Mg. Sc.

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Certification

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Mg. Sc. Rosa Paola Moreno Ordoñez

DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR

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Firma:

Cédula de Identidad: 1150097929

Fecha: 13/04/2023

Correo electrónico: Jefferson.a.villa@unl.edu.ec

Teléfono: 0963842184

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Firma:

Autor: Jefferson Alejandro Villa Ordoñez

Cédula: 1150097979

Dirección: Loja

Correo electrónico: Jefferson Alejandro Villa Ordoñez

Teléfono: 0963842184

DATOS COMPLEMENTARIOS:

Directora del Trabajo de Integración Curricular: Ing. Mg. Sc. Rosa Paola Moreno Ordóñez

Dedication

First, I dedicate this research work to God for being my source of inspiration, wisdom and understanding. To my mom Carla and my family for always being there supporting me and giving me words of encouragement. This work is also dedicated to the memory of Mila, she has been an inspiration for me not to give up and continue despite any adversity. Finally, I dedicate this work to my friends who have been there through thick and thin.

Jefferson Alejandro Villa Ordoñez

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Jefferson Alejandro Villa Ordoñez

Index of Contents

Index of Tables:

Index of Figures:

Index of Annexes:

1. Title

Authentic materials and listening skill through technology among ninth graders at a public institution in Loja. School year 2022 – 2023.

2. Resumen

El desarrollo de la habilidad auditiva es importante para lograr una comunicación efectiva en el aula, ya que sin ninguna recepción es difícil intercambiar ideas. Por lo tanto, el presente estudio tiene como objetivo principal desarrollar habilidades auditivas en inglés mediante el uso de materiales auténticos a través de la tecnología en estudiantes de noveno grado de una institución pública de Loja. Año escolar 2022 – 2023. Además, la metodología utilizada fue un método mixto basado en la investigación acción práctica. Los datos fueron recolectados a partir de una prueba previa y posterior como instrumentos para recolectar información numérica sobre el nivel de desempeño en las sub-habilidades auditivas de los estudiantes antes y después de la implementación del plan de intervención, y un cuestionario que incluía una pregunta de ordenación y seis preguntas abiertas a los participantes del estudio indagando sobre sus experiencias durante el curso, las cuales fueron interpretadas empleando estadística descriptiva y analizadas con análisis temático. Los participantes de este estudio fueron estudiantes de noveno grado de una institución educativa en Loja, con una edad promedio de 12 a 14 años. Los resultados indicaron que los estudiantes de noveno grado mejoraron sus sub-habilidades auditivas, como escuchar en detalle, escuchar la esencia, escuchar información específica, adivinar el significado del contexto y la conciencia fonémica. Por otro lado, los hallazgos mostraron que los estudiantes estuvieron de acuerdo en que los materiales auténticos como canciones, caricaturas, conversaciones y entrevistas les permitieron adquirir el idioma en contexto, crear un ambiente de aprendizaje positivo, facilitar su interés y desarrollar sus habilidades auditivas. Por lo tanto, el investigador concluyó que los estudiantes de noveno grado percibieron positivamente el uso de materiales auténticos a través de la tecnología porque ayudaron a mejorar su habilidad auditiva.

Palabras claves: Materiales auténticos, Inglés, Habilidad auditiva, Tecnología.

2.1. Abstract

The development of listening skill is important to achieving effective communication in the classroom since without any reception it is difficult to exchange ideas. Therefore, the present study has as its main objective to develop English listening skills by using authentic materials through technology among ninth graders at a public institution in Loja. School year 2022 – 2023. Furthermore, the methodology used was a mixed method based on the practical action research. The data were collected from a pretest and a posttest as instruments to collect numerical information on the level of performance in students' listening subskills before and after the implementation of the intervention plan, and a questionnaire which included one ordering question and six open-ended questions to the participants of the study asking about their experiences during the course, which were interpreted employing descriptive statistics and analysed with thematic analysis. The participants of this study were ninth graders of a public educational institution in Loja, with an average age of 12 to 14 years old. The results indicated that ninth grade students improved their listening sub-skills such as listening in detail, listening for gist, listening for specific information, guessing the meaning from context and phonemic awareness. On the other hand, the findings showed that students agreed that authentic materials like songs, cartoons, conversations, and interviewing allowed them to acquire the language in context, create a positive learning environment, facilitate their interest, and develop their listening skills. Therefore, the researcher concluded that ninth grade students perceived positively the use of authentic materials through technology because they helped to improve their listening skill.

Keywords: Authentic materials, English, listening skill, technology.

3. Introduction

English listening skill is relevant to achieving effective communication in the classroom. Krivosheyeva et al. (2020) mentions that the best way to have productive and fluent students is teaching listening skill because without any reception one cannot produce anything. Therefore, the Ministry of Education (MinEduc) has designed the National Curriculum for English as a Foreign Language (EFL) according to the proficiency levels established in The Common European Framework of Reference for Languages (CEFR). According to it, ninth graders must achieve level A1.2 in listening at the end of the 9th year (Ministerio de Educación, 2019). It will help students understand and perceive relevant information spoken by native speakers in different contexts.

However, not all ninth graders achieve level A1.2 when finishing the 9th year. According to some authors listening is the most neglected skill in second language classes, so it is not practiced correctly, and students cannot produce the language (Ilaño, 2018; Páez, 2021; Tuanany, 2019). Generally, when students are not used to being exposed to real material such as audios or videos, it is difficult for them to understand the meaning or complete the activities they have to do. Therefore, it is necessary to apply different authentic materials according to students' interests since in this way they can improve their listening comprehension.

To carry out the present research work, the researcher established the following general problem: How do authentic materials develop English listening skills through technology among ninth graders at a public institution in Loja? This general problem has been divided into three subproblems: 1) What is the impact of authentic materials provided through technology on the development of English listening skills? 2) What are the most suitable authentic materials provided through technology for the development of English listening skills? 3) What are the students' perceptions about the authentic materials provided through technology on the development of English listening skills?

Previous studies have shown that the use of authentic materials in English classes has several advantages since students are exposed to the language in context. One of them highlighted the importance of using videos and songs to improve the students' ability to comprehend oral texts and help them practice understanding more complex conversations (Halim et al., 2018). This finding is in agreement to Syariatin (2020) who indicated that the authentic materials presented by the researcher was at the student's level and age, thus

significantly advancing the students' active participation, reaction, enthusiasm and comprehension.

Nevertheless, these previous studies conducted by the above researchers have some drawbacks as they do not focus on the most appropriate authentic materials in the development of English listening skill. From this gap, further research needs to be done on factors not addressed by the authors.

This research contributed to the field of education for many reasons. First, teachers and researchers can notice the importance of using authentic materials to develop English listening skills since it gives the audience an overview of the impact they have in the educational field. Furthermore, it allows students to comprehend oral texts in real-life contexts; moreover, the proposal focuses on using TICs, which is an effective way of being part of a globalized society.

This study was developed for a period of 50 hours with ninth grade students at a public institution in Loja during the 2022-2023 scholar year, where the researcher applied different authentic materials like interviewing, cartoons, songs, and conversations through technology to develop listening comprehension skills, as well as stimulating motivation, facilitating learner's interest, and giving exposure to contextual use of language. On the other hand, although the research was conducted effectively, it had two limitations which were the lack of internet and technological devices for every student. Furthermore, there was no a control group, which means that there was not another group of participants to verify the effectiveness of the treatment. Therefore, it is suggested to carry out further research on this topic with and experimental and control group.

For the above-mentioned, a general objective was established to guide this research work. It was to develop English listening skills by using authentic materials through technology among ninth graders at a public institution in Loja. School year 2022 – 2023. From this perspective, the researcher established three specific objectives: 1) To explain the impact of authentic materials provided through technology on the development of English listening skills among ninth graders at a public institution in Loja. 2) To apply authentic materials provided through technology for the development of English listening skills among ninth graders at a public institution in Loja. 3) To describe the students' perceptions about authentic materials provided through technology on the development of English listening skills among ninth graders at a public institution in Loja.

4. Theoretical Framework

4.1. Definition of technology

Technology refers to all those electronic devices that have been created with the intention of making life easier and better for human beings. Busaidi et al. (2019) describes technology as follows "Technology ranges from basic hardware and software such as personal computer equipped with basic hardware and installed with free open source software connected to printer to more advanced and information technology" (p. 34). In other words, technology is comprised by hardware which is the physical part of the computer that processes the data, and software is the set of programs or applications that make possible the operation of the electronic equipment.

Furthermore, technology is necessary for any field that seeks for constant improvement. That is why Singh (2021) indicates that "Technology is a part of everyday life, and it is mainly for higher efficiency and better productivity" (p. 21). Evidently, technology is becoming more and more important in both personal and professional life.

4.1.1. Importance of technology in education

As we live in a globalized world, technology is a necessary tool in education to achieve an efficient teaching-learning process. As Dabas (2018) points out "technology is spreading its impact in every field of life. But, it impacts significantly in the field of education to make the learning process interesting as well as successfully" (p. 570). It is a powerful tool that play a crucial role in providing new and innovative ways to improve the level of learning and teaching.

Similarly, Hashim (2018) explains "due to the unique characteristics of the new generation of learners, teachers could not run away from integrating and applying technology in teaching and learning" (p. 2). Therefore, it is important to apply different types of technological tools when teaching to make an interesting class and for the successful development of student learning.

4.1.2. Technology in english language teaching

Teaching English as a Foreign Language needs the use of technology since students can get an approach to the L2. Qizi (2021) defines "Technology in teaching English is broadly understood to include an innovative application of methods, tools, materials, devices,

systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals" (p. 124). Evidently, the use of technology in English language teaching is essential as it offers different tools and new ways for assessing student's performance.

In today's world, technology plays a fundamental role when it comes to teaching the English language. For instance, Nawaila et al. (2020) indicates "The English Teaching method has definitely been changed with the current technologies. Indeed, technology presents such a significant number of alternatives for making teaching more productive and interesting" (p. 19). Since technology integrates different and new ways of practicing language, it increases the chances of getting students engaged in the class.

4.1.3. Technology and authentic materials

Technology provides us with a wide range of authentic materials that help learners in the development of the English language as a foreign language in the classroom. Ramya & Clement (2020) declare "With the use of ICT it is possible for the learners to access a huge amount of authentic materials from the internet and it makes English learning more enjoyable and pleasurable" (p. 108). In this way students can access to the target language in a real context, giving them a variety of opportunities for authentic materials and tasks.

Motivation is also an important factor for the correct development of student's performance. Ahmadi (2018) states that "Through using technology, many authentic materials can be provided to learners, and they can be motivated in learning language" (p. 116). It is noticeable the number of authentic materials that can be found on the internet, these will help make the class more dynamic and interesting for the students.

4.1.4. Technology and english listening skills

It is important to use different technological tools in the classroom for students to practice their listening skills. Elfiona et al. (2019) acknowledge that "listening skill is almost neglected in teaching and learning process because of many reasons such as limitation of listening media and time provided for teaching and learning listening" (p. 2). Listening skill is frequently overlooked or skipped in class for several reasons. However, it is far one of the major competencies a person needs to broaden for having an effective communication. Dhanapal (2021) declares that "Technology has great impact in improving the listening skill by providing real-world experiences and practices while learning" (p. 334). Frequent use of

technology is necessary in an English as a foreign language classroom because it allows students to practice their listening skills effectively.

4.2. Definition of authentic materials

Authentic materials provide excellent resources for ELT teachers, and they give learners exposure to real-world settings, beyond the classroom. When authentic materials are provided to students, there is no doubt that they will use English in real situations. In addition, learners will significantly improve their language skills and communicate not only with colleagues in the classroom, but also with friends and family outside the classroom (Dewi, 2018)

Moreover, there are different types of authentic materials which can be found everywhere in the real life. Kusumawardani et al. (2018) identify that "Story book, newspaper, magazine, short video, song, picture and any other material can be defined as authentic material" (p. 299). These types of materials are easy to find on internet, so the application in the classroom will not be difficult.

Additionally, these materials were not created for teaching-learning purposes, but they influence positively in the language acquisition. Rao (2019) indicates that "The main focus of the authentic materials in ELT classrooms is to convey the meaning of the message and to communicate the message according to the context" (p. 2). Authentic materials are focused on language in context and outside the classroom but can be applied in English as a foreign language teaching.

4.2.1. Importance of authentic materials in English language teaching

The authentic materials are now perhaps considered as one of the resources for teaching all the skills of EFL and ESL. Most researchers and teachers agree that these tools help teach the target language more effectively and faster. They can provide many benefits to both educators and students. For learners, these materials create an experience in the real context of the target language. Learn how a conversation begins, continues, and ends in the natural context of a native speaker. The main use of these texts is also to motivate learners to learn a language, especially through movies, news, songs, novels, and newspaper articles. Due to their interesting and true properties, authentic materials will allow learners to engage learners to learn new things on their own. This means that these texts can provide meaningful learning (Umirova, 2020).

Besides, Joraboyev (2021) recognizes that authentic materials arouse the interest of students because the teacher carefully selects them considering the needs and interests of the learners. As a result, learners can participate more enthusiastically in the assigned tasks and try to perform the tasks carefully and with great concentration. Authentic materials are heavily used by teachers in teaching English to achieve better results when teaching learners in English classes.

Similarly, according to Abdukhayotovna (2022) Authentic materials play an important role in improving students' language skills and reinforcing their communication skills through real-life situations. With the help of real materials, teachers create a positive learning environment where learning content is preserved, and students can work independently. Therefore, teachers choose genuine materials based on their students' needs, interests, and background knowledge. Authentic materials are certainly important in an EFL classroom as students become familiar with different accents and the use of the language in context.

4.2.2. Benefits of using authentic materials on English classes

Although authentic materials were not created for teaching-learning purposes, they influence positively in the language acquisition. (Rao, 2019, p. 3) highlights several benefits of using these authentic materials in EFL classes:

• Authentic materials are selected according to the needs and interests of the learners.

• They are useful to minimize the level of hesitation among the learners.

• They are easily accessible for the teachers.

• They enhance the learners critical thinking.

• They promote the learners to concentrate more on the language skills

• They are more useful for the students who are very slow learners.

• They make the teaching and learning process easy and interesting.

• The learners are exposed to real-life situations

• They develop the learners' analytical as well as reasoning skills.

• They are more useful for the teachers to prepare alternate materials.

• They are more useful for the learners whose previous knowledge and educational background is very low.

• They really build a connection between the outside world and the English classrooms.

• They encourage the learners to take part in the classroom tasks and perform well in the given tasks.

Authentic materials are focused on language in context and outside the classroom, but they have several benefits when they are applied in an English as a foreign language class.

4.2.3 Types of authentic materials

There are different authentic materials that help to better learn the English language. Matkasimova & Makhmudov (2020) explain that "Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos" (p. 96). All these materials are a resource to develop English language skills, and to understand language in context.

4.2.3.1. Authentic printed materials. Authentic printed materials help in the classroom as students can manipulate and check the content for better understanding, as well as being exposed to real context. Owiti et al. (2019) report that "Authentic printed materials can provide opportunities for the learner to experience language as used in real life communication" (p. 163). For instance, students can simulate they are in a real-life situation like ordering food, when they can read the menu and listen to the names of the food. It gives students the opportunity to focus on language details and increase their concentration.

Furthermore, these printed materials are divided in small categories. Khumaini (2019) explains that "there are printed authentic materials such as pictures, warning card, alphabet card, songs lyric, etc" (p. 51). All these printed materials can be applied in the classroom to have a more interactive classroom experience.

4.2.3.2. Authentic video materials. Authentic video materials help develop listening skill and make the learning process more enjoyable and engaging. They play an important role in EFL lessons because they have great potential for education, growth and development. For example, real video material creates an EFL environment where students are tolerant of the different cultures represented in the video. Video material combines various aspects of oral communication to get the best audio material and text for listening. The video material contains visual information that will help you better remember the information you need. Video footage helps students emotionally influence and create educational motivations for learning English (Aleksakhina & Titova, 2018)

Besides, Authentic video materials make students involved in the class, as this type of material keeps them entertained and makes them pay more attention. Abokraa (2018) states that "using authentic video materials is an effective way of contextualizing the target language as learners incorporate many aspects of the real-world in a second language learning context" (p. 2). These aspects can be some gestures that help to understand the meaning when it is implicit.

4.2.3.3. Authentic listening material. Authentic listening materials are important because students can have an approach to the spoken language and can know and distinguish the different sounds that the English language has. Nihal & Nihad (2021) explain "The authentic listening materials are designed for the natives; whether they are weather broadcasts, songs, videos, or the like. They are, then, used in EFL classrooms to make an exposure to real life language" (p. 23).

Moreover, there is a great difference between the English that people learn at school to the language employed in real life situation. For that reason, Putri & Refnaldi (2019) conclude that "Authentic Listening Materials develop the students' listening ability by exposing the language that is commonly found in real situations" (p. 427). When students are exposed to the language is the best way for them to acquire it and they also can improve their performance.

Nevertheless, some aspects must be taken into consideration when listening to different authentic material. Haricha (2019) affirms that "This kind of authentic materials is beneficial in helping students learn English language in better way; for example: pronunciation, speed of speech, vocabulary and other aspects of language and it helps

students to develop their listening skill" (p. 27). These features are different depending on the region the authentic material is taken.

4.2.4. Authentic materials to develop English listening skills

Contextual learning that can be derived from authentic materials offers many benefits to students. Authentic materials provide input for correct pronunciation, intonation, expression, body language, etc. and plays an important role in listening to lessons. Authentic materials for listening practice are readily available on the internet and students only need to download materials in audio and audiovisual format. This image brings more value to the benefits of language learning. It also helps provide a context that helps learners understand the material (Ni'mah et al., 2018)

Furthermore, as the authentic materials help students understand the language in context, Сапила (2021) points out that "The use of authentic materials is an effective way to improve the students' listening skill. It is suggested to the English teacher to use authentic materials as one of materials in the teaching and learning process" (p. 146). Authentic materials must be implemented in the classroom as it helps students to develop listening skills, since they can notice the differences in accents and intonation of the English language.

4.2.4.1. Songs. Songs are a type of listening activity with a wide range of possibilities. Music and songs are an important part of growth and learning. Children love to sing, and teachers naturally use songs to teach concepts and languages in a fun way. Some of the essential features of the song are that they are fun and can attract children. But the most important feature of the song is repetition. They include languages. Even if the teacher sings a few times a day, most children will surely never get bored. Also, singing is a very useful activity. There are numerous aspects to a language that can be conveyed and recycled using songs. They can be used at any stage of the lesson and there are many ways to incorporate them into the classroom. It may only be used as a gap filler or warm-up exercise, or it may be used as a major part of the lesson. But sometimes they are there to create a fun atmosphere. In addition, songs that encourage movement, dance, role play, language and emotional expression are important parts of the curriculum not only in music education, but also in rhythmic music education, integrated education, and special education. Songs are one of the best techniques to develop listening skills as it is a way to make the class more entertaining and interesting (Mamasharibovna, 2020).

In addition, Songs are one of the best techniques to develop listening skills as it is a way to make the class more entertaining and interesting. For that reason, Guachichulca (2022) affirms that "Vocabulary and stress in the different word categories is one of the advantages of English songs that focus on several word categories and stress patterns which can help students to acquire new knowledge without the intention to do it" (p. 18). Evidently, songs are helpful to learn vocabulary and they can also be applied at any stage in listening assessment.

4.2.4.2. Youtube videos. Youtube is a well-known video platform where people around the world upload videos of different topics. Rizkan et al. (2019) explain "Youtube is a popular video server for sharing online videos and it is mainly used for online entertainment. However, it can be used as a huge source of authentic material for teaching English" (p. 286). Because in this platform people can find a lot of resources for learning English in contexts such as songs, sitcoms, conversations, interviews, cartoons, etc.

Furthermore, it is one of the best web pages to watch videos in context. Ningtiyas et al. (2021) reflect "Watching English videos provided in YouTube is one of authentic exposures that students can do to acquire their listening skill" (p. 56). Evidently, if someone needs to improve their listening skills, YouTube is the best option to start because here is it possible to find video conversations with and without subtitles that help to have a better understanding of the situational context and so on.

Additionally, teachers should learn or project videos from this platform to teach listening. Al Jawad et al. (2021) affirm "If teachers of English as a foreign language can properly implement YouTube in the classroom, it will make learning English more creative and less traditional" (p. 60). YouTube is a great source of authentic materials that help learn useful language in context. Furthermore, in this platform there are a lot of cartoons as authentic materials that can be utilized in the classroom to help students develop their listening skills. This kind of videos are helpful since they provide a visual aid to understand the topic.

4.3. Definition of listening skill

Listening is a receptive skill that people develop since they born, and it is necessary for an effective communication. Pamungkas & Adi (2020) state that "For human being, listening is the first communication skill they had. It is a vital aspect for communication" (p.

130). People develop listening skills in order to communicate their feelings, opinions, and ideas correctly.

Furthermore, Syafii et al. (2020) explain that "Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning to interact with the speaker" (p. 81). Listening is a complicated process as there are some difficulties that can arise when someone needs to listen and understand a foreign language such as unknown vocabulary, tough accent, etc.

Similarly, Hasibuan et al. (2022) points out that "Listening skill is the ability to receive and a communication technique where listeners can understand what is heard, so that good communication can be established well too" (p. 20). Indeed, Listening is a hard skill to develop but is essential to learn a language and communicate effectively.

4.3.1. Importance of listening skill

It is necessary to promote the development of listening skills at all levels of education since it is a fundamental part of communication. Rashidova et al. (2021) acknowledge that "It is evident that listening plays a significant role in the lives of people. Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education." (p. 28). Listening skills should be developed at every stage of schooling as it is essential to be able to understand spoken language.

Furthermore, listening skills help speakers to receive and interpret messages in communication. Latha (2018) indicates that "Importance of listening lies in the fact that it enables students become aware of the use of the language both grammatically and contextually" (p. 1). Undoubtedly, listening is an important skill that the educational community should not omit during the teaching-learning process, because students must be familiar with the different types of accents, stress, and pronunciation of the words in context in order to have an effective performance.

4.3.2. Types of listening

There is a great variety of types of listening that are applied in specific moments of daily life, as well as in different professional fields. Therefore, Wah (2019) declares that "There are seven main types of listening. They are selective listening, intensive listening,

interactive listening, discriminative listening, listening for comprehension, critical listening and appreciative listening. Each type helps students to enhance a range of skills and strategies" (p. 884). All these types of listening are developed on different occasions during the teaching-learning process.

4.3.2.1. Selective listening. This type of listening involves processing excerpts of a talk, such as a brief monologue for a few minutes, to "scan" for certain information. The goal of such an implementation is not necessarily to seek general or global meaning, but to be able to understand the specified information in a longer spoken language context (such as classroom instruction from a teacher, television, radio news or stories). Selective listening tasks may require students, for example, to hear names, numbers, a type of grammar, directions (in a map exercise), or specific facts and events (Nurjanah et al., 2018)

4.3.2.2. Intensive listening. This type of hearing primarily focuses on short, intense listening activities that last just a few minutes. This type of listening is designed to equip students with basic listening skills in order to familiarize themselves with short oral presentations in the form of dialogues and concerning social interaction in the everyday life as receptive and productive skills. This course emphasizes the function of listening to paragraph levels in short oral speeches with an emphasis on understanding main ideas the ability to look for keywords and introduce different accents from native speakers (Segura et al., 2018)

4.3.2.3. Interactive listening. This listening process is also known as reciprocal listening or two-way listening, where the people are asked to participate in the interaction and alternate listening and speaking. Interactive listening situations include face-to-face conversations and phone calls in which the listener is given the opportunity to ask the other party to clarify, repeat, or delay speech (Ayuningtyas, 2019).

4.3.2.4. Discriminative listening. This type of listening is essential in daily life because it is utilized every day. As Purba et al. (2022) point out:

> Discriminative Listening is the most basic type of listening, in which differences in sound are identified. We learn to distinguish between sounds in our own language early on, and then are unable to distinguish between the phonemes of other languages. This is one of the reasons why a person from one country finds it difficult to speak

another language perfectly, as they cannot distinguish the subtle sounds required in that language (p.122).

In addition, Castro & Ponce (2021) declares that "This type of listening is used as a first tool, so that people can understand the word without the need to recognize the signified" (p.16). It is one of the first listening skill people develop, it plays a crucial role in distinguishing sounds, since sometimes these sounds do not exist in the L2.

4.3.2.5. Comprehensive listening. When people speak, the meaning of the words they produce can vary depending on the context. Furthermore, NA'IM (2022) explains:

Comprehensive Listening required the listener to use discriminative skills while functioning to understand and recall the speaker's information. This involves understanding the message or message that is being communicated. The listener needs appropriate vocabulary and language skills in order to gain comprehensive listening to understand the message. This type of listening is more complicated because sometimes it may cause two different interpretations of meaning. (p. 13)

Moreover, León & Mendoza (2022) argue that "Comprehensive listening means understanding the meaning of the message, not just interpreting the sound" (p. 22). this type of listening is a bit tricky as it involves understanding what the speaker wants to say, even if they use words that have multiple meanings.

4.3.2.6. Critical listening. Critical listening is a process of inquiry and comparison. During the process, the listener questions whether the speaker's words are based on his expertise, the extent of the approach is general or subjective, and whether the information asserted remains valid. Since this process includes the meaning of studying, comparing, and acquiring new values, the message is conveyed quickly through the verbal channel. Because high-level thinking skills are used during interpretation and evaluation, listeners must be very responsive to critical listening. Critical listening skills include both physical (listening) and cognitive (attention, perception, understanding, analysis, evaluation) aspects. Critical listening is not possible when the listener is completely passive (Sabry, 2021).

Besides, El-ssayed (2020) indicate that "Critical listening is an essential type of listening that reflects leaners' abilities to analyze and evaluate the message they receive by

making mental judgements" (p. 57). In this case, the listener must form value judgments, form opinions, and evaluate what is said.

4.3.2.7. Appreciative listening. It refers to a situation in which someone listens for entertainment, for example, listening to music or listening to and watching movies. Therefore, the focus is on the listener's response, not the information or message, and the impact of appreciative listening is not the same for all listeners. The quality of appreciative listening depends largely on three factors: presentation, perception, and previous experience (Thuya & Hangb, 2019).

Moreover, appreciative listening involves an important aspect of language acquisition. Ilham et al. (2022) mention that "Appreciative listening allows listeners to absorb input while also receiving emotional experiences" (P. 359). It is easier for people to remember and store information when their experiences have been affected by strong emotions.

4.3.3. Listening sub-skills

Listening skills is divided into different language sub-skills, but most importantly is that a teacher who foster a communicative language approach must know and take into consideration the different types that exist. Examining current coursebooks and talking to teachers reveals that these comprehension-based techniques are still common today. Examining current coursebooks and talking to teachers reveals that these understanding-based technique55s are still common today Communicative language instruction emphasizes the importance of practicing basic listening skills, such as detailed listening, main idea listening, prediction, selective listening, and inference. However, the main goal of these listening lessons is often to achieve successful understanding. Focusing on listening outcomes, each activity is merely a test of the learner's listening skills and is not a means of understanding the social and cognitive nature of developing and using those listening skills. (Goh & Vandergrift, 2021)

4.3.3.1. Listening for gist. This sub-skill is frequently used in the classroom. Fuertes (2021) explains that "Listening for gist is a listening sub-skill that plays an important role in language comprehension since it is the ability to comprehend the main ideas from any type of aural information, such as lectures, reports, interviews, songs, talks, conversations" (p. 1). It will help students to understands the main ideas of a listening activity**.**

In this sub-skill, a technique is applied that helps to obtain a general idea of the topic that is being listened to. Nurullaeva (2021) declares that "It is useful to use skimming techniques for listening for gist. Good listeners know how to absorb the flow of discourse and understand its overall gist without being distracted by details" (p. 139)**.** Besides it is important to mention that "The purpose of listening for gist is to get the overview of a conversation. In this case, the listeners tend to know the speakers, the topic and the situation related to the conversation without getting into detail.**"** (Paramita, 2018, p. 10). Sometimes is not necessary to focus on specific details to get an idea of what is happening in the audio, video, or conversation. If someone listening to key words, it is possible to understand what the speaker means.

4.3.3.2. Listening for specific information. It is when students hear something because they need to find out a specific piece of information. They know in advance what is supposed to be discovered. It is possible to omit other information that is not relevant for the activity. Students also listen to essential details such as news or weather forecasts, transportation schedules, and directions. Specific information includes details such as names of people or places, numbers, things, dates, times, and events (Azeez & Al Bajalani, 2018).

4.3.3.3. Listening in detail. According to Guanoluisa (2022) listening in detail is a subskill of listening that requires you to pay close attention to every part of the listening process, considering that the information is required to perform the activities. It entails paying close attention to even the smallest details while pupils strive to comprehend as much as they can. For instance, this subskill is developed while watching a movie clip, and they are required to explain in detail what happened in the movie.

4.3.3.4. Guessing the meaning from context. Phopayak (2022) describes that guessing the meaning from context is a crucial vocabulary learning technique that language teachers should employ because students might determine the meaning of new words and improve their retention of word meanings. It is important for students to develop this skill since a word's meaning in English might change depending on the context in which it is used.

4.3.3.2. Phonemic awareness. A meta-analysis study of phonemic awareness by So et al. (2020) reports that phonemic awareness deals with the individual phonemes that make up words. Furthermore, basic literacy is one of the fundamental and necessary skills that must be learned, therefore the instructions of sound-letter correspondence of L2 acquisition seem appropriate. Activities that teach learners to distinguish and recognize the phonemes that

make up words are part of phonemic awareness lessons. These tasks include matching phonemes, categorizing phonemes into rhyming groups, isolating a specific phoneme from given words, blending phonemes deleting a phoneme and telling what the word sounds.

4.3.4. *Listening micro-skills*

Listening is a hard skill to assess because teachers cannot observe the actual process of it. Therefore, they observe what students know or hear through some other skills. Richards (1983) recognize the necessity to provide opportunities for students to develop their listening ability through micro-skills, which are defined below.

Table 1
Listening micro-skills (Taken from Richards 1983, p.219 -240)

Micro-Skills: Conversational Listening
1. Ability to retain chunks of language of different lengths for short periods.
2. Ability to discriminate among the distinctive sounds of the target language.
3. Ability to recognize the stress patterns of words.
4. Ability to recognize the rhythmic structure of English.
5. Ability to recognize the functions of stress and intonation to signal the information structure of utterances.
6. Ability to identify words in stressed and unstressed positions.
7. Ability to recognize reduced forms of words.
8. Ability to distinguish word boundaries.
9. Ability to recognize typical word order patterns in the target language.
10. Ability to recognize vocabulary used in core conversational topics.
11. Ability to detect key words (i.e., those which identify topics and propositions).
12. Ability to guess the meanings of words from the contexts in which they occur.
13. Ability to recognize grammatical word classes (parts of speech).
14. Ability to recognize major syntactic patterns and devices.
15. Ability to recognize cohesive devices in spoken discourse.
16. Ability to recognize elliptical forms of grammatical units and sentences.
17. Ability to detect sentence constituents.
18. Ability to distinguish between major and minor constituents.
19. Ability to detect meanings expressed in differing grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways).
20. Ability to recognize the communicative functions of utterances, according to situations,

participants, goals.

21. Ability to reconstruct or infer situations, goals, participants, procedures.

22. Ability to use real world knowledge and experience to work out purposes, goals, settings, procedures.

23. Ability to predict outcomes from events described

24. Ability to infer links and connections between events.

25. Ability to deduce causes and effects from events.

26. Ability to distinguish between literal and implied meanings.

27. Ability to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers.

28. Ability to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification.

29. Ability to process speech at different rates.

30. Ability to process speech containing pauses, errors, corrections.

31. Ability to make use of facial, paralinguistic, and other clues to work out meanings.

32. Ability to adjust listening strategies to different kinds of listener purposes or goals.

33. Ability to signal comprehension or lack of comprehension, verbally and nonverbally.

Micro-Skills: Academic Listening (Listening to Lectures)

1. Ability to identify purpose and scope of lecture.

2. Ability to identify topic of lecture and follow topic development.

3. Ability to identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples).

4. Ability to identify role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs, gambits, routines).

5. Ability to infer relationships (e.g., cause, effect, conclusion).

6. Ability to recognize key lexical items related to subject/topic.

7. Ability to deduce meanings of words from context.

8. Ability to recognize markers of cohesion.

9. Ability to recognize function of intonation to signal information structure (e.g., pitch, volume, pace, key).

10. Ability to detect attitude of speaker toward subject matter.

11. Ability to follow different modes of lecturing: spoken, audio, audio-visual.

12. Ability to follow lecture despite differences in accent and speed.

13. Familiarity with different styles of lecturing: formal, conversational, read, unplanned.

14. Familiarity with different registers: written versus colloquial.

15. Ability to recognize irrelevant matter: jokes, digressions, meanderings.

16. Ability to recognize function of non-verbal cues as markers of emphasis and attitude.

17. Knowledge of classroom conventions (e.g., turn taking, clarification requests).

18. Ability to recognize instructional/learner tasks (e.g., warnings, suggestions, recommendations, advice, instructions)

Teachers can manipulate the tasks that will provide the input for the learner toward developing some micro-skills. These skills are correlated with the listening subskills, since they have to do with discriminating sounds, guessing, or deducing the meaning of words from context, identifying purpose and general idea, recognizing key lexical items or specific information related to subject/topic and retaining chunks of language of different lengths for short periods or listening in detail.

4.3.5. Listening stages

Learning listening skills is essential because it plays an important role in understanding and empathizing with others. Listening is not just about listening to something or someone. It's a special habit of listening to understand, interpret, compare, analyze, rate and question. All these activities are part of the listening phase. The listening phase can be broadly divided into three phases: pre-listening, listening, and post-listening.

In the first phase, the listener prepares to listen mentally and physically, considering the listening situation, who speaks, which accents and what is spoken. The second stage is the center of the entire process, which includes many sub-stages or steps. Readers learn them under the subheadings of the auditory substage. Finally, in the post-listening phase, listeners can summarize, discuss, share, or reproduce information on the topic spoken (Rao & Kameswari, 2020).

4.3.5.1. Pre-listening stage. At this stage, students must prepare for listening activities, so it is important to know the different strategies and activities that can be applied. Chalak & Biria (2018) describe that "There are two types of pre-listening activities: bottom-up and top-down. Bottom-up pre-listening activities refer to pre-teaching vocabularies and

grammars that are important to listening. On the other hand, top-down pre-listening activities refer to activating the relevant prior knowledge" (p. 73). "These activities have various purposes, including introduction of the topic by the teacher, background knowledge of the context, debate on the topic, questions on the topic, explaining difficult vocabulary, teachers help in recognizing the meaning" (Kumar, 2021, p. 78).

Moreover, teachers need to consider that this stage is relevant as students learn the different words and vocabulary they will have to employ for future listening activities. Bilianska (2018) states that "The main purpose of this stage is to make students active participants of the listening process through preparation, motivation, instructions, correct orientations, anticipation of the content" (p. 84). If the students are well prepared in this stage, the teaching learning-process will be successful.

4.3.5.2. While-listening stage. During this stage, the student is given a series of comprehension exercises to develop the listening skills, and the teacher's job is to carry out the sub-skills of listening. At this moment, the student can check their guess about the material. Teachers need to pay attention to how students are feeling and what they are doing while listening carefully to the activity. If there are certain students who do not have the opportunity to complete the work and feel pressure, it is possible to play the audio or video again. Mainly, this part is the most complicated for teachers to control since students must be able to perform the task independently and process the information actively (Djabborova, 2020).

Furthermore, since it is the perfect opportunity to apply some sub-skills in the classroom. Win (2019) mentions "During this stage, most of the while-listening activities focus on listening for the gist, listening for specific information, and listening for speaker's attitude or opinion related to language knowledge and cultural information students had in pre-listening activities" (P. 2285). It will help learner to have an idea about the vocabulary and the type of listening they are going to develop.

Finally, there are several ways which students can be assessed, for that reason, Le (2019) mentions that "They can do some of the activities such as: gap-filling, true or false statements, answering comprehension questions, matching, multiple choice, reordering, etc" (p. 31). All these types of listening tasks can be applied to assess student's listening skills in the classroom.

4.3.5.3. Post-listening stage. To expand students' abilities, listening skills are required later. Students in the listening sessions after the exercise can use what they have achieved in the listening exercises. They try to incorporate new things they have learned by connecting them with their past. This is a good opportunity for students as far as language improvement is concerned. Students listen attentively to companies and learn valuable expressions, and post-listening exercises give them the opportunity to repeat in objective language.

In addition, students in the listening sessions after the exercise investigate what they received in a listening session at the end of the day, students review their knowledge. In these exercises, students understand goals they have never seen before. Instructors in listening exercises may combine listening skills with different abilities, for example, they may allow students to examine a problem related to a listening task (Reza, 2021).

4.3.6. Listening processing strategies

Listening process can be classified into different ways but, according to Ravindran & Jayanthi (2019) "Listening strategies can be classified, based on how the listener processes the input, into two: top-down and bottom-up strategies" (p. 78). Listening strategies can be categorized according to how the listener processes the input.

4.3.6.1. Bottom-up processing strategy. The bottom-up approach in listening refers to the use of input as the basis for understanding the analyzed message into successive levels of sound, word, clause, and sentence organization. Bottom-up is also considered a decoding process. In this decoding process, the process models the sound that is heard linearly from smaller meaningful units to complex texts. The lexical and grammatical abilities of the listener in a language are the basis of bottom-up processing. The input is analyzed familiar words and grammatical knowledge is used to establish relationships between the components of a sentence (Jayhan, 2020).

4.3.6.2. Top-down processing strategy. During top-down listening, listeners notice from higher-level features such as background and context knowledge to low-level features such as semantic and syntactic features. Top-down processing works with ideas and existing ones. Listeners use their knowledge and expectation to achieve understanding. Activities such as listening for specific information and keywords, organizing information, and guessing and

predicting additional information can be done in class to improve top-down strategies (Thamarana, 2018)

4.3.7. technological tools for developing listening skills in the classroom

Listening skills are often not given the importance they deserve in an English as a foreign language classroom, but there are several tools that are helpful in the teaching-learning process. Pisarevskaya (2021) affirms that "Due to the difficulty to develop the listening skill, the teacher's duty is to create strategies that maintain students' attention high in order to make the learning process easier" (p. 285). For that reason, the researcher considers necessary to apply different web tools to develop listening skills

4.3.7.1. Lyrics training website. Lyrics training is a platform where teachers can choose or create any type of YouTube music video to make a class more dynamic for students to practice their listening skills in a fun and interactive way. Medina (2019) explains that "Lyrics Training is a website that helps to perfect the listening skill, thanks to the production of music videos, the ease of acquisition or rapid comprehension of the pronunciation of each word belonging to their respective language" (p. 16). This application will help students to develop listening skills as well as vocabulary, because they can repeat again to the song if they did not understand for the first time.

Likewise, the role of teachers when adapting to technology plays a fundamental role. Gamboa (2022) points out that "This website is attractive to teachers who are looking for technological tools that capture the attention of students while learning the second language, especially for practicing listening skills" (p. 9). In addition, in this application teachers can create levels that go from easy to difficult, where students can choose the type of difficulty in which they want to play.

What is more, in the songs people can find the different vocabulary that exists in the accents of English. Tovmasyan & Ghazaryan (2021) declare "Learners can use the songs to understand the culture of the target language, as they are the authentic resources which give students some information about the traditions and habits of the target nation" (p. 158). In this way, students are interested in learning new vocabulary that can be used in daily life.

4.3.7.2. *Audiovisual aids.* Audiovisual aids are fundamental in the classroom to reinforce the teaching-learning process of the English language. Dheghu et al. (2021)

acknowledge "The audio-visual aids can be applied to improve students' listening ability, to make students be able to understand the target language, speak with acceptable and grammatically correct pronunciation, and be able to understand the material presented" (p. 411). When students, in addition to listening, can look at the place where the communication takes place, it is easier for them to infer the meaning of what is being said.

Similarly, Farias & Gil (2021) determine that "the implementation of audiovisual resources plays an important role in the academic lives of all students, especially in the teaching process - learning English and the development of listening skills" (p. 9). Undoubtedly, audiovisual aids are relevant when teaching because it arouses students' interest, and it helps them to have a better understanding of the subject and the class.

Furthermore, PowerPoint is a useful and effective teaching tool because it captures students' attention, makes the learning process easier, and helps to conserve energy by reducing the amount of writing on the board. Through questions and responses, the instructor can encourage student interaction during the learning process. In addition, the teacher may offer activities to liven up the environment (Dewi & Kareviati, 2021).

4.3.8 Strategies to develop listening skills

It is important to listen carefully when learning a new language. Listening is essential for language acquisition, as it provides the aural input that helps learners to understand spoken language. Learners are guided by teachers in how to adjust their listening style in different situations, with different types of input, and listening goals. Therefore, some strategies can be utilized to help students develop their listening skills. Bao & Guan (2019) describes that listening strategies can be classified as: cognitive, metacognitive, affective, and social strategies.

First, cognitive strategies can be called problem-solving techniques because they enable students to monitor and manage their mental processing and make connections between hearing information and knowledge of the outside world. Inferring, predicting, repeating, grouping, interpreting, translating, note-taking, recalling information and drawing images are some examples of cognitive strategies.

Second, Metacognitive strategies refer to the ability to understand an individual's way of learning and assimilation of information. These strategies are crucial because they control and monitor how students apply strategies, as well as organize, monitor, and assess their own

mental processes and deal with listening issues. These manipulation functions assist students in defining task objectives and suggesting solutions. They focus students' attention on linguistic input features such discourse markers, content phrases, and main ideas. The process of using metacognitive strategies involves planning, monitoring, and evaluating the listening text.

Finally, Affective strategies deal with managing negative or positive emotions. Positive emotions, such as relaxation, enjoyment, and a sense of community, can increase concentration and peer collaboration whereas negative emotions, such as anxiety, may make learners upset and interfere with listening outcomes. Meanwhile, social strategies pertain to learning through interaction with others, such as pleading for assistance and seeking confirmation. These two listening techniques can be combined to form social-affective listening techniques, which are used to enlist the aid of interlocutors for understanding and to help pupils get over uncomfortable emotions like nervousness. This method is also known as the cooperative listening technique.

4.4. Previous Studies

This study had the purpose to investigate the influence of using authentic materials on EFL students in listening comprehension. Dewi (2018) hypothesized whether Authentic Materials have a significant effect on students' listening comprehension or not. In addition, this study employed the purposive sampling technique, where the participants were divided into two groups. This study was designed using experimental research and a multiple-choice test was used as the data collection instrument. The results showed that the students who were taught using authentic materials performed better than those who were taught using non-authentic materials, and it was proven by the post-test result of both groups. For that reason, the researcher suggests that the English teacher can apply authentic materials, since there is a significant effect of authentic materials on students' achievement in listening comprehension.

Halim et al. (2018) aimed to investigate students' perceptions towards authentic materials in reading and listening activities. The requirement for adding authentic texts to the resources was revealed through a pilot study. There were three causes for this. The first was that learners tended to underestimate the lecture because it was simple to understand for them. Second, the book did not adequately prepare students for the national exam (UN) and real communication. Third, they often ran out of materials when they only used the students' book. The data was collected through questionnaires and semi-structured interview. The

results showed that most students agreed that these materials helped them become more capable at understanding oral texts in a variety of settings, including commercials, radio broadcasts, videos, and songs. Additionally, they also agreed that these can help them improve their understanding of various examples of daily conversation and help them practice. Finally, the researcher suggests using both pedagogic book and authentic materials so that teachers could gain advantage in both curriculum achievement and the success of language learning.

Jaelani (2020) aimed to explore the use of authentic materials in the English as a Foreign Language (EFL) course and students' perception toward it since it is necessary to improve students' listening skills to develop the ability to understand spoken information. In addition, data were collected from an open-ended questionnaire that was distributed to study participants who asked them about their experiences during the course and a qualitative analysis of the data was conducted to identify the themes within it. This study reveals students' various perceptions toward the use of authentic materials: stimulating motivation, raising cultural awareness, facilitating learner's interest, giving real exposure, giving exposure to contextual use of language, boosting confidence and experience to the real language, and coping with non-linguistics element.

Syariatin (2020) sought to describe and identify the students' low abilities in the listening comprehension skill. For that reason, the researcher formulated the following research question: how far does the use of authentic materials improve the students' abilities in the listening comprehension? By answering this research question, the researcher expected to find out the positive effects of authentic materials as the supplementary materials in the teaching and learning processes in the classroom. This study used CAR (classroom action research) design by using both qualitative and quantitative approaches. The data collected in this study were derived from observation, questionnaires, and field notes. The quantitative data were obtained from the test through post-test at the end of the cycle. Based on the analysis, it is concluded that there is a significant progress of students' active involvement, response, enthusiasm, and comprehension in listening since the authentic materials presented by the researcher are in the students' level. Furthermore, it is suggested that students who would like to increase their listening comprehension skills, they should listen or watch authentic materials displayed in the internet, online radio, and on English TV programs.

Those materials offer lots of samples of language uses and daily contexts which can enrich their language.

Haricha (2020) highlighted the role of audio authentic materials as a strategy for developing students' listening skills. Therefore, the hypothesis of this research set that if students use audio authentic materials; their listening skill will be developed. The questions that guided this project were how do EFL teachers and students perceive the use of audio authentic materials as teaching strategy? And to what extent does the use of audio authentic materials contribute in the development of EFL students listening skill? In addition, a qualitative and descriptive method were performed to collect data, analyze, and discuss results to test the validity of hypotheses. Data were collected through two tools. A questionnaire was designed and administrated to six EFL teachers at Biskra University and a questionnaire administrated to fifty EFL first year students at Biskra University. The main findings showed that using audio authentic materials as strategy is very helpful. This strategy can be used to assign students to overcome their difficulties. Audio authentic materials give students the opportunity to listen to native speakers with different voices and accents. Also, they help students to acquire new vocabulary and expose students to the language as it is spoken in the real world. Moreover, they help students to develop their communicative competence. However, adopting this strategy in EFL classroom requires certain criteria such as students" needs, level and age.

Al-Mardini (2019) examined the effectiveness of applying authentic E-learning materials on developing the listening comprehension skill of female preparatory year students at Al-Ghad College since listening is the way to understand what has been said, solve problems, argue with intellectual thoughts, or accept facts from others. The two-group pre-test/post-test design was implemented in this study. The instruments used in this study were: listening comprehension test (pre-test and post-test). Regarding the data analysis, mean, percentage, and t-test scores for the independent sample were employed. The main findings showed that Saudi EFL learners may face more difficulties in acquiring listening comprehension skill when there is no strong emphasis or motivation to learn the target language in a natural way. Language developers and teachers should take the responsibility of exposing learners to real-life language by offering authentic E-learning materials that are suitable for the learners' levels, ages, language proficiency, cultural differences, and individual abilities. The researcher suggests applying authentic E-learning materials to

enhance listening sub-skills. Moreover, the study recommends that supervisors and curriculum designers provide authentic E-learning materials along with textbooks in order to enhance real-life communications.

5. Methodology

5.1 Setting and participants

This research work was developed at a public educational institution in the city of Loja which is located at the coordinates 3°59'35.3" S 79°12.253' O, in the Cuxibamba Valley from Ecuador in South America. The participants of this study were selected through the convenience method to provide useful information for answering questions (Creswell, 2012). The sample was an intact group of ninth graders whose English level is A1.2 according to the National Curriculum set by the Ministry of Education (MinEduc). This group is comprised of 38 students, of which 22 are boys and 16 are girls aged between thirteen and fifteen years old. The participants share similar characteristics in terms of English proficiency level, for that reason, they fit the design of this research model during 2022-2023 school year. Furthermore, in order to protect the privacy and confidentiality of individual who participated in the study, they were assigned a code to follow ethical principles of privacy (Creswell, 2012).

5.2. Procedure

5.2.1. Method

This research work was developed by using a mixed method in which quantitative and qualitative data was collected to respond the research question established in the study (Halcomb & Hickman, 2015). Likewise, the quantitative method was used to measure the level of the students' listening skill before and after intervention with authentic materials, to gather numerical data. Furthermore, quantitative and qualitative methods were used to gather data about students' perceptions of using authentic materials with technology (Creswell, 2012).

5.2.2. Research Design

The research was worked by using a practical action research model, in which the pre-service teacher took the role of researcher to help ninth graders develop the listening skill. This study was sequenced in the following stages suggested by Efron & Ravid (2019): Identify a problem, Gather background information, Design the study, Collect data, Analyze and interpret data, Implement and share the findings.

5.2.3. Identify a problem

The study started by identifying a problem in the listening skill with the target researched group. The problem was evidenced during practices carried out by the pre-service

teacher. Therefore, it was possible to state and define a research general problem which was addressed to ask how authentic materials develop English listening skills through technology among ninth graders at a public institution in Loja. School year 2022 - 2023? To guide the research process, the main problem was divided into three sub questions which are aligned to find out the impact, the application, and students' perceptions about authentic materials over listening skills.

5.2.4. Gather Background Information

At this stage, the researcher looked for information about authentic materials and listening skill in research papers, thesis and books to develop the theoretical framework and previous studies. It established the importance of authentic materials and shows how to solve the problems with listening skill. In addition, it provided support or evidence to bolster the topic.

5.2.5. Design the study

After the researcher identified the main problem with listening skill, a variety of authentic materials such as conversations, interviews, cartoons and songs we can find on YouTube platform and Lyrics training were selected to effectively solve the problem. From all these perspectives, an action plan was developed that includes key strategies that helped to develop the listening skill with the target group. The plan was tailored to the research question outlined in the study, and the research tools were designed considering both the characteristics of the participants and the design of the study. It is important to mention that the research ethics were considered as the study was conducted with a group of adolescent students. The design and execution of the lesson plans were based on nine events of instruction on the principles of Gagné (2005) (See annex 5) which were focused on the application of specific authentic materials to improve the students' listening skill. The Lesson plan was also developed through the events gaining attention, informing the learner of the objectives, stimulating recall of prior knowledge, presenting the stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance and enhancing retention and transfer.

5.2.6. Collect data.

Then, the researcher approached the institution to request the corresponding permission to carry out the action plan. At this point, the researcher had a well-designed intervention plan derived from a thorough research of the theoretical references. The researcher implemented the intervention plan for ten weeks – 50 hours on Tuesdays, Wednesdays, and Fridays with the target students to develop the listening skill. During the application of the proposal, the researcher collected the data using field notes (See annex 2) that helped to improve the execution of the lesson plans that allowed the recording of important information. In addition, the administration of pre-test and post-test (See annex 1) helped to know how the students improved during the classes. Finally, a survey (See annex 3) was applied to know the students' perceptions. This information was used later to triangulate or relate the data and communicate the results obtained in the study.

5.2.7. Analyze & interpret data

During this stage the results obtained from the intervention plan were analyzed by interpreting the quantitative and qualitative data collected during the study. Besides, it is important to mention that there were some limitations that the researcher found during treatment such as lack of internet connection and technological devices.

5.2.8. Implement and share the findings

The overall findings were reported to provide conclusions and recommendations that helped to answer the specific research questions raised in this study and develop further studies on the topic. The resulting report was relevant because it can be used by many educators who are constantly looking to improve students' listening skill in the process of teaching English as a foreign language.

5.2.3 Data collection sources and techniques

The data in this study were collected using the paper-and-pencil method of Gay et al. (2012), in which there are two instruments such as pretest and posttest to gather quantitative data and a questionnaire for qualitative and quantitative data (Creswell, 2012). For the first instrument, the researcher used pretest to assess students' listening skill before carrying out the intervention plan, while the posttest helped to know the improvement in the listening sub-skills such as listening for gist, listening for specific information, listening in detail,

phonemic awareness and guess the meaning from context after treatment with authentic materials. Notably, the test was designed to collect quantitative data and it consisted of five closed-ended multiple-choice questions developed using the selection method in which students select the correct answer from a series of choices (Gay et al., 2012). The obtained data from the tests were compared with the grading scale (See annex 4) set by the ministry of education by using the criterion-referenced scoring proposed by Gay et al. (2012). In addition, the second instrument was employed to collect accurate information regarding students' perceptions of authentic materials such as songs, interviews, conversations, and cartoons to develop listening comprehension skills, as well as stimulating motivation, facilitating learner's interest, and giving exposure to contextual use of language (Gay et al., 2012). In this sense, the researcher designed the questionnaire with selection and supply items (Gay et al., 2012) which included one ordering question and 6 closed multiple-choice questions followed by an open-ended question that allowed research participants to justify their responses (Creswell, 2012). Furthermore, observation method is a convenient and effective source for data collection; for that reason, the researcher designed field notes as a quantitative tool to gather qualitative data by observing participants in their natural environment to check if the authentic materials stimulate motivation, facilitates learner's interest, and gives exposure to contextual use of language (Gay et al., 2012). the researcher played the role of a participating observer by interacting directly with the student at the moment of note-taking (Gay et al., 2012) Likewise, the researcher participated as an active participating observer who developed and implemented ten lesson plans focused on developing the students' listening skill by using authentic materials through technology (Gay et al., 2012).

5.3 Data analysis

The quantitative data collected from the pretest and posttest were processed by using descriptive statistics (Creswell, 2012) and represented through two frequency tables designed with the Excel program, which helped the researcher to measure the central tendency (mean) of the scores obtained by ninth year students in listening sub-skills such as "listening for gist", "listening in detail", "listening for specific information", "guessing the meaning from context" and "phonemic awareness".

Likewise, the quantitative data gathered from the questionnaire were presented through descriptive statistics (Creswell, 2012) and illustrated with a table adapted to the Likert Scale (Creswell, 2012) to show the students' perceptions of using authentic materials

such as interviews, cartoons, songs, conversations to develop listening comprehension skills, as well as stimulating motivation, facilitating learner's interest, and giving exposure to contextual use of language. On the other hand, the qualitative information was analysed based on thematic analysis (Creswell, 2012), which allowed the researcher to corroborate the findings by selecting the most important narrative data obtained from the open-ended questions and field notes.

6. Results

6.1 Pretest and Posttest results

Objective one: To determine the effectiveness of authentic materials trough technology to develop English listening skill among ninth graders at a public institution in Loja. School year 2022 – 2023.

Table 2
Pretest results on the performance of ninth grade students' listening skill.

Students' code	PA 2/2	LID 2/2	LFSI 2/2	GTMFC 2/2	LFG 2/2	TOTAL 10
UEMBV01S	1,0	0,0	0,0	2,0	0,0	3,0
UEMBV02S	0,5	0,0	0,0	0,0	2,0	2,5
UEMBV03S	1,0	1,5	0,0	0,0	0,0	2,5
UEMBV04S	1,0	1,5	2,0	0,0	0,0	4,5
UEMBV05S	0,5	1,0	2,0	0,0	0,0	3,5
UEMBV06S	1,0	0,5	0,0	0,0	0,0	1,5
UEMBV07S	1,5	0,5	0,0	0,0	0,0	2,0
UEMBV08S	1,0	0,5	0,0	2,0	0,0	3,5
UEMBV09S	1,0	1,0	2,0	2,0	2,0	8,0
UEMBV10S	1,0	0,5	0,0	2,0	0,0	3,5
UEMBV11S	1,0	0,5	0,0	0,0	0,0	1,5
UEMBV12S	1,5	1,0	0,0	0,0	0,0	2,5
UEMBV13S	1,0	1,5	1,0	0,0	0,0	3,5
UEMBV14S	0,0	1,0	0,0	0,0	0,0	1,0
UEMBV15S	1,0	0,0	1,0	0,0	0,0	2,0
UEMBV16S	1,5	1,5	0,5	0,0	0,0	3,5
UEMBV17S	1,0	0,0	0,0	0,0	0,0	1,0
UEMBV18S	1,0	1,0	0,0	0,0	0,0	2,0
UEMBV19S	1,5	1,0	0,0	0,0	0,0	2,5
UEMBV20S	1,5	0,0	0,5	0,0	0,0	2,0
UEMBV21S	1,0	0,5	0,0	0,0	0,0	2,0
UEMBV22S	1,0	1,0	0,0	0,0	0,0	2,0
UEMBV23S	1,5	0,0	0,0	0,0	0,0	1,5
UEMBV24S	1,0	0,0	0,0	0,0	0,0	1,0
UEMBV25S	0,5	1,5	1,0	0,0	2,0	5,0
UEMBV26S	1,0	1,0	1,0	2,0	2,0	7,0
UEMBV27S	1,0	0,0	0,0	0,0	0,0	1,0
UEMBV28S	1,0	1,0	1,0	0,0	0,0	3,0

Students' code	PA 2/2	LID 2/2	LFSI 2/2	GTMFC 2/2	LFG 2/2	TOTAL 10
UEMBV29S	1,0	0,0	1,0	2,0	0,0	4,0
UEMBV30S	2,0	1,5	0,0	0,0	0,0	3,5
UEMBV31S	1,0	1,5	0,0	0,0	0,0	2,5
UEMBV32S	1,5	1,0	0,0	0,0	0,0	2,5
UEMBV33S	1,0	1,5	0,0	0,0	0,0	2,5
UEMBV34S	2,0	1,0	2,0	2,0	2,0	9,0
UEMBV35S	1,5	0,0	0,5	0,0	0,0	2,0
UEMBV36S	1,0	0,0	0,0	0,0	0,0	1,0
UEMBV37S	2,0	0,5	0,0	0,0	2,0	4,5
UEMBV38S	1,5	0,5	0,5	2,0	0,0	4,5
Mean	1,13	0,71	0,42	0,42	0,32	3,00

 Note: PA: Phonemic awareness**, LID:** Listening in detail**, LFSI:** Listening for specific information, **GTMFC:** Guessing the meaning from context, **LFG:** Listening for gist, **UEMBV01S:** Unidad Educativa del Milenio "Bernardo Valdivieso" 01 student.

Table 2 illustrates the results of the pretest which was administered to ninth graders prior to the intervention plan to measure the listening skill of the target group. Overall, 98% of the population could not reach the average score (7/10) proposed by the Ministry of Education on the national grading scale. Therefore, almost all students did not reach the A1.2 proficiency level and did not have developed the listening skill to understand the language.

Regarding the phonemic awareness sub-skill, students were able to recognize the sounds, but they had problems with the words that they did not know the correct pronunciation. For that reason, Students' ability to distinguish and recognize the sounds was partially effective.

Within the listening in detail sub-skill, the students' ability to understand positive or negative statements was not effective as expected. This is because the students did not master the use of the present simple tense in positive and negative form. Likewise, they could not comprehend the speaker's utterances.

As for listening for specific information, a few students could complete effectively the required specific pieces of information. However, most students had problems recognizing the essential details and following the speaker's statements.

Furthermore, guessing the meaning from context was ineffective. Almost all students were not able to understand the speaker's utterance as they are not accustomed to listen

native speakers. Therefore, they could not determine the meaning of new words and improve their retention of new meanings.

Finally, when it comes to listening for gist, the majority of students did not comprehend the language or the main ideas from the aural information. What is more, they did not know skimming technique to understand the overall gist without being distracted by details.

Table 3
Posttest results on the performance of ninth grade students' listening skill.

Students' code	PA 2/2	LID 2/2	LFSI 2/2	GTMFC 2/2	LFG 2/2	TOTAL 10
UEMBV01S	2,0	2,0	2,0	2,0	2,0	10,0
UEMBV02S	1,5	0,5	2,0	2,0	2,0	8,0
UEMBV03S	0,5	2,0	0,5	2,0	2,0	7,0
UEMBV04S	1,5	0,5	1,0	2,0	2,0	7,0
UEMBV05S	2,0	1,0	2,0	2,0	2,0	9,0
UEMBV06S	1,5	1,0	1,0	2,0	2,0	7,5
UEMBV07S	2,0	2,0	2,0	2,0	2,0	10,0
UEMBV08S	2,0	1,5	0,5	2,0	2,0	8,0
UEMBV09S	1,5	2,0	2,0	2,0	2,0	9,5
UEMBV10S	2,0	0,5	1,0	2,0	2,0	7,5
UEMBV11S	1,0	1,0	1,0	2,0	2,0	7,0
UEMBV12S	1,5	1,0	2,0	2,0	2,0	8,5
UEMBV13S	1,5	2,0	2,0	2,0	2,0	9,5
UEMBV14S	0,5	0,5	2,0	2,0	2,0	7,0
UEMBV15S	1,5	0,5	2,0	2,0	2,0	8,0
UEMBV16S	2,0	1,0	1,0	2,0	2,0	8,0
UEMBV17S	1,0	0,5	2,0	2,0	2,0	7,5
UEMBV18S	1,0	1,0	1,0	2,0	2,0	7,0
UEMBV19S	1,5	2,0	2,0	2,0	2,0	9,5
UEMBV20S	1,5	2,0	1,0	2,0	2,0	8,5
UEMBV21S	2,0	1,5	2,0	2,0	2,0	9,5
UEMBV22S	2,0	2,0	2,0	2,0	2,0	10
UEMBV23S	1,5	1,5	2,0	2,0	2,0	9,0
UEMBV24S	1,0	1,0	1,0	2,0	2,0	7,0
UEMBV25S	2,0	2,0	1,0	2,0	2,0	9,0
UEMBV26S	1,5	1,5	2,0	2,0	2,0	9,0
UEMBV27S	1,5	0,5	1,0	2,0	2,0	7,0
Students'	PA	LID	LFSI	GTMFC	LFG	TOTAL

code	2/2	2/2	2/2	2/2	2/2	10
UEMBV28S	1,0	1,5	0,5	2,0	2,0	7,0
UEMBV29S	1,5	1,5	1,0	2,0	2,0	8,0
UEMBV30S	1,0	2,0	1,0	2,0	2,0	8,0
UEMBV31S	1,5	2,0	0,5	2,0	2,0	8,0
UEMBV32S	1,5	0,5	2,0	2,0	2,0	8,0
UEMBV33S	1,0	1,0	2,0	2,0	2,0	8,0
UEMBV34S	2,0	1,5	2,0	2,0	2,0	9,5
UEMBV35S	1,5	2,0	1,0	2,0	2,0	8,5
UEMBV36S	2,0	0,5	0,5	2,0	2,0	7,0
UEMBV37S	2,0	2,0	2,0	2,0	2,0	10,0
UEMBV38S	2,0	1,0	1,0	2,0	2,0	8,0
Mean	1,53	1,32	1,43	2,0	2,0	8,28

Note: PA: Phonemic awareness**, LID:** Listening in detail**, LFSI:** Listening for specific information, **GTMFC:** Guessing the meaning from context, **LFG:** Listening for gist. **UEMBV01S:** Unidad Educativa del Milenio "Bernardo Valdivieso" 01 student.

Table 3 presents the results of the posttest that was administered after 40 hours of instruction for 8 weeks. Ninth graders were able to develop listening subskills and significantly improved their listening comprehension. They could distinguish and recognize in a better way the phonemes at the moment of listening to an audio. They were able to comprehend speaker's utterances by matching each sentence to the situation in which it is used. They began paying attention to specific details and omitting other information that was not relevant to the activity. Furthermore, they all were able to get the overview of the conversation without being distracted by details and determined the meaning of a word in the right context.

In contrast, despite the improvement that students have had in the listening skill, the data exposed that the students had the lowest improvement in listening in detail subskill. This result demonstrates that students increased and enhanced listening comprehension, but they continued making mistakes at the moment of paying close attention to know if a statement is true or false.

Table 4

Pretest and posttest mean summary on the performance of ninth grade students' listening skill.

	Pretest	Posttest
Phonemic awareness	1,13	1,53
Listening in detail	0,71	1,32
Listening for specific information	0,42	1,43
Guessing the meaning from context	0,42	2,00
Listening for gist	0,32	2,00
Total means	3,00	8,28

As we can see in Table 4, it summarizes the degree of change that occurred because of the intervention plan based on authentic materials activities to develop students' listening skill. The "Listening for Gist" and "Guessing the meaning from context" listening subskills showed the highest score mean (2/2). Whereas "Listening in detail" displayed the lowest score (1.32/2). Nevertheless, it is important to mention that the posttest total mean (8.28) was high enough to reach the expected average (7) as stated by the national grading scale.

Even though the difference on the total mean scores between the pretest and posttest represented some reasonable improvement in the students' listening skills, the results from the questionnaire and field notes corroborated the fact that the change on students' English proficiency was due to the application of authentic materials.

6.2 Questionnaire results

Objective 2: To apply authentic materials provided through technology for the development of English listening skills among ninth graders at a public institution in Loja.

Objective 3: to describe the students' perceptions about authentic materials provided through technology on the development of English listening skills among ninth graders at a public institution in Loja.

Figure 1
Positive learning environment

Figure 1
Positive learning environment

The use of authentic materials through technology created a positive learning environment for practicing listening skill
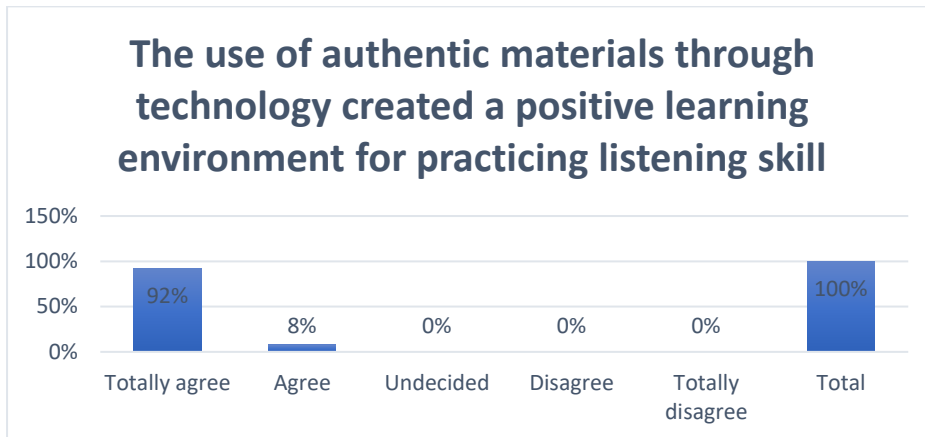
As shown in figure 1, the highest percentage of students (92%) totally agreed that the use of authentic materials created a positive learning environment; whereas only 8% of students were agreed because it helped them to improve their listening skill.

From the open-ended questions, students mentioned that the use of authentic materials through technology made the class more dynamic and it enhanced the creativity. From the researcher's field notes, it was noticeable that the authentic materials helped the students to learn better the language.

Figure 2
Facilitating learner's interest
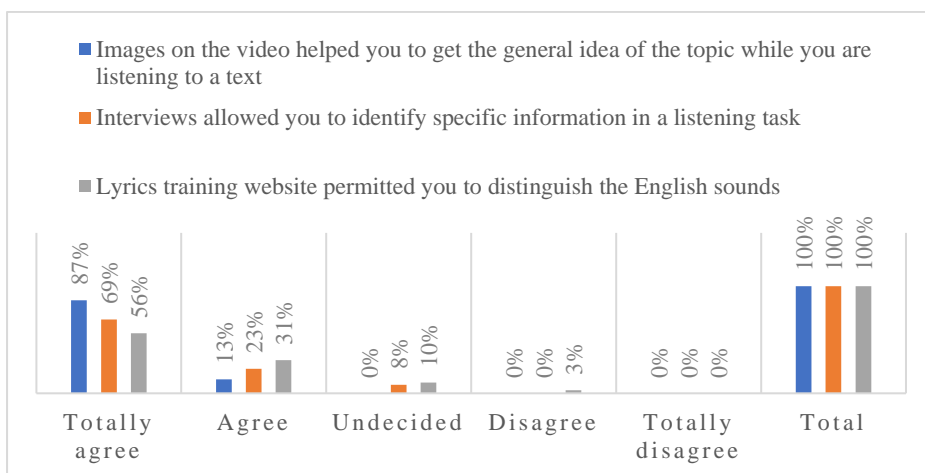
As can be observed in figure 2, 87% of students totally agreed that the images on the video helped them to get the general idea of the topic. While a small portion 13% agreed that the images helped them. Furthermore, a large proportion of students 69% totally agreed that interviews allowed them to identify the specific information. On the other hand, 8% of students were undecided.

From the open-ended questions, students expressed that images helped them to understand what the topic was about, and it facilitated their interest to learn. However, when they had to identify the specific information, a minority were undecided because sometimes they could not understand the words. Furthermore, just over a half of students 56% indicated that Lyrics training website permitted them to distinguish the English sounds, but a tiny fraction 3% disagreed. From the researcher's field notes, it was observed that it really helped them to get the general idea and it improve their comprehension. Moreover, Interviews helped the students to identify the specific information but sometimes they needed to listen again the correct pronunciation of the words to understand the words. Besides, the researcher, as a participant observer, discovered that songs motivated students to learn.

Table 5
Facilitating learner's interest

What do you prefer when practicing listening skill? Please rank the importance using numbers from 1 to 5, being 1 the most suitable.	1	2	3	4	5
Conversations	6	7	8	14	3
Cartoons	9	12	6	6	5
Song	13	4	5	15	1
Interviews	5	5	11	7	10
Textbook exercises	5	6	5	1	21

As it is clearly set out in table 5, most students chose songs as the most suitable authentic material when practicing English skills, whereas textbook exercises which are not an authentic material were chosen as the less preferred. From the researcher field notes, it was observed that students feel motivated during the guided practice with songs, it helped facilitate their interest to learn and use the language.

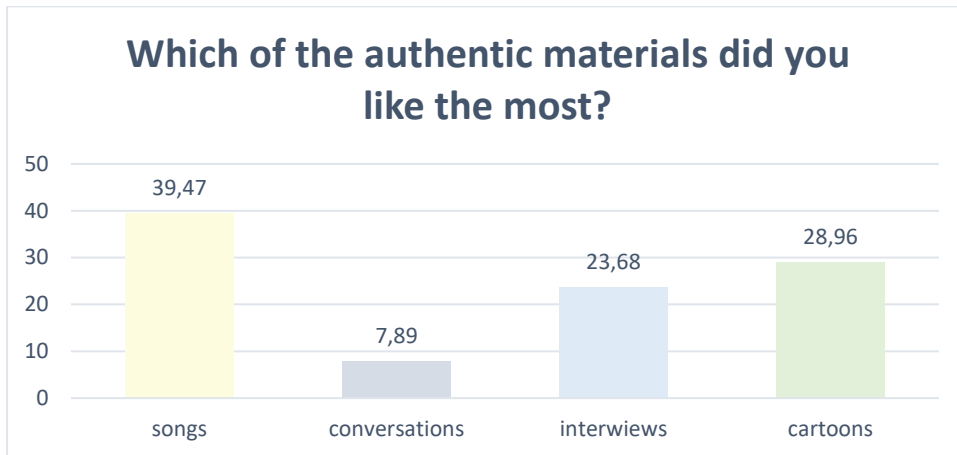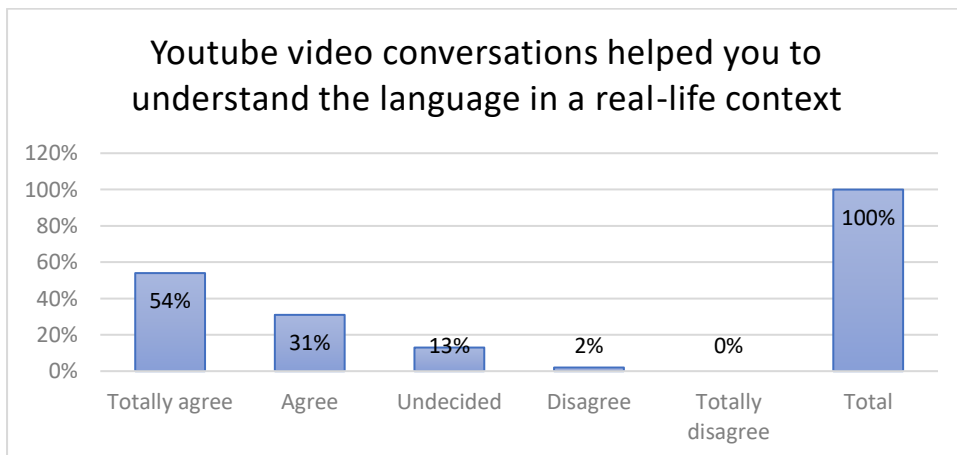*Figure 3*
Facilitating learner's interest

Figure 3 clearly sets out the results obtained from the questionnaire that sought to know what the most preferred authentic material is. Nearly a fourth 39,47% indicated that songs was the authentic material they liked the most, while conversations were chosen by a small minority 7,89%. Together this result provides an important insight into what the researcher observed during the lesson, since the teacher realized that students loved work with songs, and they did not prefer conversations because sometimes there were difficult words.

Figure 4
Giving exposure to contextual use of language

As can be seen in Figure 4, Just over a half of students 54%, totally agreed that YouTube video conversations helped them to understand the language in a real-life context. Meanwhile, a small minority 13% were undecided. In contrast, 2% of students disagreed that it helped them to understand the language.

From the open-ended questions, students expressed that these conversations had language that is useful for the daily life. Nevertheless, a few students mentioned that this

vocabulary was difficult to learn. From the researcher's field notes, it was observed that students liked to learn vocabulary for the real life.

7. Discussion

This study was aimed to develop English listening skill by using authentic materials through technology among ninth graders at a public institution in Loja. Therefore, the researcher formulated three sub-questions to conduct this study.

The first question of this research sought to determine the impact of authentic materials provided through technology on the development of English listening skill among ninth graders at a public institution in Loja. The findings show that students significantly improved and develop their listening skill by using authentic materials such as conversations, interviews, cartoons, and songs. This improvement is evident, and the scores obtained from the pretest and posttest help answer this question. In the pretest, students got a mean score of 3.00/10, whereas the posttest mean score was 8,28/10.

This finding agrees to Syariatin (2020) who pointed out a significant progress of students' active involvement, response, enthusiasm and comprehension in listening since the authentic materials presented by the researcher are in the students' level and presented carefully. Furthermore, a previous study conducted by Al-Mardini (2019) who mentioned the effectiveness of these materials in enhancing listening sub-skills, as they could also be used to learn different language skills for different learning language levels inside and outside the classroom.

Regarding the question What are the most suitable authentic materials provided through technology for the development of English listening skills among ninth graders at a public institution in Loja? Based on the questionnaire given to the students and field notes, it was clearly visible that students preferred songs as the most suitable authentic material from the other ones, since they felt motivated and were participative.

This outcome supports previous research made by Halim et al. (2018) which highlighted that most students agreed that these materials helped them become more capable at understanding oral texts in a variety of settings, including commercials, radio broadcasts, videos, and songs. Additionally, they also agreed that these can help them improve their understanding of various examples of daily conversation and help them practice.

The third question in this research was focused on answering what are the students' perceptions about the authentic materials provided through technology on the development of

English listening skills among ninth graders at a public institution in Loja? Based on the questionnaire given to students and the field notes taken during the research, a strong relationship between the use of authentic materials on developing listening skill was found because they helped to develop listening comprehension skills, as well as stimulating motivation, facilitating learner's interest, and giving exposure to contextual use of language (Jaelani, 2020)

During this intervention, the following limitations were encountered: the lack of technology and technological devices were a problem during the intervention since students needed these facilities to improve their language proficiency efficiently. Furthermore, there was no control group, which means that there was not another group of participants to verify the effectiveness of the treatment, therefore, the results cannot be generalized to the entire population. Therefore, it is suggested to carry out further research on this topic with an experimental and control group.

Finally, it is suggested to further research where authentic materials are presented at other levels of education to make the student's experience pleasurable. Moreover, the research can be applied to improve the other language skills.

8. Conclusions

- The implementation of authentic materials through technology allowed ninth graders to significantly improve their listening skill, since they were able to identify specific and general information in oral texts; as well as discriminate sounds and guess the meaning from context.

- The use of authentic materials through technology was an effective innovative proposal as it caught students' attention and made them feel motivated during classes. Furthermore, through authentic materials students had the opportunity to be exposed to oral texts in real-life contexts that helped them to increase their vocabulary.

- The students' perceptions had a positive impact towards the application of authentic materials because they allowed them to improve their listening skill as well as stimulate their motivation, facilitate their interest, and give exposure to contextual use of language.

9. Recommendations

- It is recommended that teachers implement authentic materials for the teaching-learning process because it creates a positive learning environment for practicing the language and improve their listening skill.

- It is advisable to apply authentic materials not only with the listening skill but also in other language skills, as it significantly improves the language proficiency level.

- It is important that teachers look for the best authentic materials according to the level, interest, and age of the students, since in this way students feel comfortable and motivated.

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Annex 1. Pretest and Posttest for Listening Comprehension Skills

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Data collection source: Pre-test and Post-test

Dear student, the following is a listening skill test. Please answer all the questions. All this information is confidential.

Student's name: …………………………………………………………………….

Date: …………………………………………………………………………………...

https://www.youtube.com/watch?v=-UX0X45sYe4

(A. Phonemic awareness)

1. Watch the video and complete the gaps with the correct answer. (2 points)

   a.   Well, I do like to collect …….. **(things / rings)**

   b.   I collect stamps from all over the ……... **(world / word)**

   c.   Eventually, I hope to have a stamp ……… every country. **(from / for)**

   d.   Why ……….. you want all of those stamps? **(do / to)**

(B. Listening in detail)

2. Listen and decide if the statements are true (T) or false (F) (2 points)

	TRUE	FALSE
1. He doesn't collects beer cans	☐	☐
2. He get the cans from every place he travel to	☐	☐
3. He drinks beer	☐	☐
4. She doesn't like to read a lot	☐	☐

(C. Listening for specific information)

3. Listen and complete the conversation with words from the box. (2 points)

electronics	science	nature	bestsellers

a. I like to read about ……….. and I like to read about science too.

b. What kind of …….. do you read about

c. A variety of topics, but I specially like to read about ……… and about …………..

(D. Guessing the meaning from context)

4. Listen and choose the correct answer for the following question. (2 points)

What does the word "Stamp" mean in the video?

a. To hit the floor or ground hard with a foot, usually making a loud noise

b. A small piece of paper, usually with a colorful design, that is attached to a package or envelope

(E. Listening for Gist)

1. Watch the video and choose what the conversation is about. (2 point)

a. Hobbies   b. Trip   c. work

THANKS

Test Answers and Scoring Guide

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Data collection source: Pre-test and Post-test

Dear student, the following is a listening skill test. Please answer all the questions. All this information is confidential.

Student's name: ……………………………………………………………………….

Date: …………………………………………………………………………………...

https://www.youtube.com/watch?v=-UX0X45sYe4

(B. Phonemic awareness)

1. Watch the video and complete the gaps with the correct answer. (2 points)

  e. Well, I do like to collect …….. **(things / rings)**

  f. I collect stamps from all over the ……... **(world / word)**

  g. Eventually, I hope to have a stamp ……… every country. **(from / for)**

  h. Why ……….. you want all of those stamps? **(do / to)**

(B. Listening in detail)

2. Listen and decide if the statements are true (T) or false (F) (2 points)

	TRUE	FALSE
5. He doesn't collects beer cans		f
6. He get the cans from every place he travel to	t	
7. He drinks beer		f
8. She doesn't like to read a lot		f

(C. Listening for specific information)

3. Listen and complete the conversation with words from the box. (2 points)

electronics	science	nature	bestsellers

d. I like to read about <mark>bestsellers</mark> and I like to read about science too.

e. What kind of <mark>science</mark> do you read about

f. A variety of topics, but I specially like to read about <mark>nature</mark> and about <mark>electronics</mark>

(D. Guessing the meaning from context)

4. Listen and choose the correct answer for the following question. (2 points)

What does the word "Stamp" mean in the video?

c. To hit the floor or ground hard with a foot, usually making a loud noise

d. <mark>A small piece of paper, usually with a colorful design, that is attached to a package or envelope</mark>

(F. Listening for Gist)

1. Watch the video and choose what the conversation is about. (2 point)

<mark>a. Hobbies</mark>   b. Trip   c. work

THANKS

FACULTAD DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 1 **TOPIC: S**ubject pronouns	**DATE:** Friday, October 28, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, students were interested in the warm-up activity since it was a game from wordwall and they haven't worked in this platform before. During the guided practice students were able to identify the subject pronouns while listening. Finally, the independent practice was performed successfully because students understood that it is really useful to replace the subject in a sentence.	Ningtiyas et al. (2021) reflect "Watching English videos provided in YouTube is one of authentic exposures that students can do to acquire their listening skill" (p. 56).

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 2 TOPIC: Verb to be	DATE: Tuesday, November 1, 2022 TIME: 175 min PARTICIPANTS: Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, students were introduced to the topic with an activity, in which they had to use the verb to be. During the guided practice, it felt a fun atmosphere because they liked the song presented through the platform lyrics training. Finally, they could complete the independent practice successfully because they understood the use of verb to be	Songs are one of the best techniques to develop listening skills as it is a way to make the class more entertaining and interesting (Mamasharibovna, 2020).

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 3 **TOPIC:** Present simple	**DATE:** Thursday, November 8, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, students were interested in the hangman game, because they like games to start classes. During the guided practice, students actively participated saying the correct answer. They were having fun while learning. At the end of the class, students completed the independent practice because they understood the meaning of the verbs.	Children love to sing, and teachers naturally use songs to teach concepts and languages in a fun way. (Mamasharibovna, 2020).

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 4 **TOPIC:** Linking words	**DATE:** Tuesday, November 15, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, students participated in the warm-up activity to learn the new topic. During the guided practice, students were motivated because they like to listen to music and it was an artist some of them know. At the end, students were able to recognize if a statement is negative or positive	Some of the essential features of the song are that they are fun and can attract children. But the most important feature of the song is repetition. (Mamasharibovna, 2020).

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 5 **TOPIC:** What are your favorite sports to play and watch?	**DATE:** Wednesday, November 23, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, the class started with an activity online, and students wanted to participate because it was about matching soccer vocabulary. During the guided practice, students watched a conversation about soccer with different vocabulary, and a language in context. At the end, students completed successfully the independent practice.	YouTube is a great source of authentic materials that help learn useful language in context. (Al Jawad et al., 2021)

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 6 **TOPIC:** What are your hobbies?	**DATE:** Thursday, November 8, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, students were paying attention to the video and the whole class participated as they had to decide the type of hobby they see, and the visual aids eased the process. During the guided practice, students were exposed to authentic language through an interview from YouTube platform, and fulfilled the activity correctly thanks to the subtitles. Finally, they could describe their favorite hobbies and their partner's hobbies.	Ningtiyas et al. (2021) reflect "Watching English videos provided in YouTube is one of authentic exposures that students can do to acquire their listening skill" (p. 56).

OBSERVATION: 7 **TOPIC:** what kind of music do you like?	**DATE:** Tuesday, December 13, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, Students were interested in the activity to activate their prior knowledge. During the guided practice, the students could identify the general information to develop the task correctly. Finally, they developed the independent practice by doing a conversation as they felt creative and confident.	Al Jawad et al. (2021) affirm "If teachers of English as a foreign language can properly implement YouTube in the classroom, it will make learning English more creative and less traditional" (p. 60).

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 8 **TOPIC:** What popular sports are you familiar with?	**DATE:** Tuesday, December 20, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, the tudents' attention was caught by an online game, in which students had to predict what kind of sport is displayed. During the guided practice, it was evident that the authentic material was easy to understand as some children were interviewed. It created a positive learning environment since students felt comfortable. Finally, students developed the independent practice with fun and enthusiasm.	Abdukhayotovna (2022) Authentic materials play an important role in improving students' language skills and reinforcing their communication skills through real-life situations. With the help of real materials, teachers create a positive learning environment where learning content is preserved, and students can work independently.

FACULTAD DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 9 **TOPIC:** How often and where do you like to visit friends?	**DATE:** Tuesday, December 27, 2022 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, the students recall a previous (frequency adverbs) through an activity from wordwall platform. It was helpful because they were going to use them afterwards. During the guided practice, students were able to identify specific and general information about visiting friends and discriminate sounds. Finally, students completed the independent practice without effort.	Abdukhayotovna (2022) Authentic materials play an important role in improving students' language skills and reinforcing their communication skills through real-life situations. With the help of real materials, teachers create a positive learning environment where learning content is preserved, and students can work independently.

FACULTAD DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

OBSERVATION: 10 **TOPIC:** What do you need to think about to plan a trip?	**DATE:** Wednesday, January 4, 2023 **TIME:** 175 min **PARTICIPANTS:** Ninth graders
DESCRIPTIVE NOTES	**REFLECTIVE NOTES**
First, students started the class with a memory game. It really called their attention as they all wanted to participate. During guided practice, it was observed that the conversation had some vocabulary in context, so the students asked for the video to be repeated several times. Finally, students demonstrated the vocabulary they acquired by completing a description about planning a trip.	Abokraa (2018) states that "using authentic video materials is an effective way of contextualizing the target language as learners incorporate many aspects of the real-world in a second language learning context" (p. 2).

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: QUESTIONNAIRE

Dear student, please choose the response that best describes your perceptions about authentic materials provided through technology on the development of English listening skills.

Student: ………………………………………………………………………
Gender: ……………………………………………………………………….
Date: ……………………………………………………………………….

1. **The use of authentic materials through technology created a positive learning**

    environment for practicing listening skill.

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

2. **Images on the video helped you to get the general idea of the topic while you are**

    listening to a text

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

3. Interviewing allowed you to identify specific information in a listening task

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

4. Youtube video conversations helped you to understand the language in a real life context

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

5. Lyrics training website permitted you to distinguish the English sounds

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

6. Which of the authentic materials did you like the most?

Strongly agree ☐

Agree ☐

Undecided ☐

Disagree ☐

Strongly disagree ☐

7. What do you prefer when practicing listening skill? Write on a scale range from 1 to 5, where number 1 is the most favorite material and 5 is the least favorite and explain why.

YouTube video conversations ☐

Cartoons ☐

Songs ☐

Broadcasting ☐

Textbook exercises ☐

Annex 4. National Grading Scale

Qualitative score range	Quantitative score range
Very satisfactory	9-10
Satisfactory	7-8.99
Little satisfactory	4-6.99
Needs to improve	1-3.99
Fail	0

Lesson plan 1	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic: S**ubject pronouns
Language level: A1.2	**Type of institution:** Public
Date: Friday, October 28, 2022	**Schedule:** 8h35 a 9h55
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Lesson Objectives
• Cartoon • Internet. • Power Point presentation. • Computer. • Speaker. • Projector. • Marker	At the end of the lesson students will be able to identify and use subject pronouns in spoken and written language to replace the subject (person or thing) that performs the action in a sentence.

Warm-up and Objective Discussion
Ask students if they know what subject pronouns are and ask them to tell the subject pronouns they know. After that, display a word wall activity where they must decide what pictures match with the correct subject pronoun. Tell them they are going to learn to replace the subject (person or thing) that performs the action in a sentence. Explain that we use a pronoun when we don't want to repeat a noun or a noun phrase. Tell them that at the end of the week, they will be able to identify and use personal pronouns in spoken and written language.   Resource: https://wordwall.net/es/resource/34783265/personal-pronouns

Instruct and Model
Instruct: 1. First, have students predict what the cartoon will be about according to the picture: Will it be about comedy or romance?

2. Next, show the cartoon through the YouTube platform. It includes different subject pronouns such as I, you, he, etc.
3. Then, show a YouTube video that explains the usage and meaning of the subject pronouns.
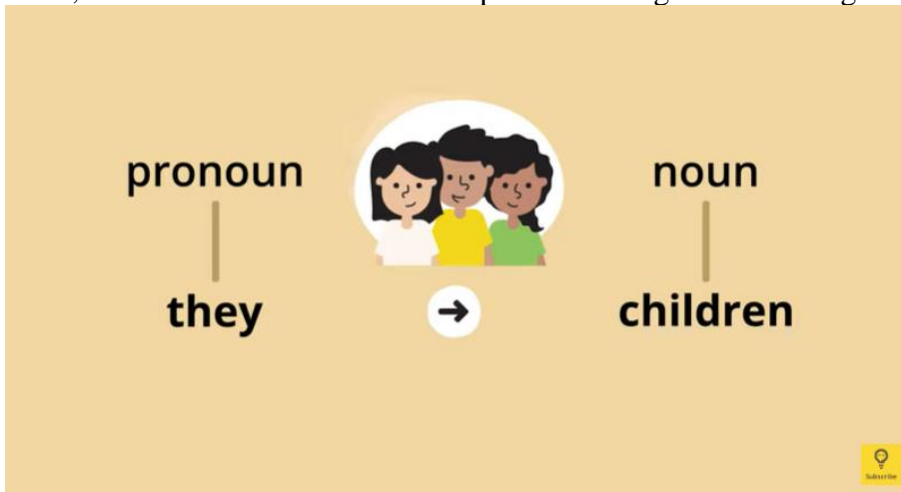
Model:
1. Show flashcards with every subject pronoun to explain how to tell sentences with each one. Start saying some examples such as: I am a teacher, I am 24 years old, you are a student, he is a boy, she is Michelle, we are people, they are desks. At this extend, highlight the importance of using subject pronouns to replace the subject (person or thing) that performs the action in a sentence.
YouTube video link: https://www.youtube.com/watch?v=Dr8GIp94GgA
https://www.youtube.com/watch?v=ZVzgfmqCwGQ

Guided Practice
1. Give students a worksheet with the script of the conversation to fill in the gaps with the correct subject pronoun while listening. For example: It was an accident, you are too concerned. 2. Then, repeat the audio and stop when they need to fill in the gaps so they can listen well what the audio says. 3. Finally, ask them to read every sentence. **Resource:** https://www.youtube.com/watch?v=ZVzgfmqCwGQ

Independent Practice

Subject Pronouns

Change the underlined noun to a subject pronoun (I, you, he, she, it we, they)

Example: **Susan** eats pizza every day.   **She** eats pizza every day.

1. Tom likes hockey.   _____

2. Fran and Elena are friends.   _____

3. Sharon and I are students.   _____

4. Ana eats sushi.   _____

5. The bicycle is red.   _____

6. The children are happy.   _____

7. Carol and I are from Canada.   _____

8. The men are in the kitchen.   _____

9. The cats are beautiful.   _____

10. The English teacher is wonderful! ☺   _____

Assessment
Students must write sentences for every subject pronoun.

Lesson plan 2	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** Verb to be
Language level: A1.2	**Type of institution:** Public
Date: Tuesday, November 1, 2022	**Schedule:** 11h00 a 12h10
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Lesson Objectives
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers • Song.	At the end of the lesson students will be able to construct and create simple sentences that serve to join the grammatical subject of the sentence with either and adjective or a noun to describe a person, thing or state in a short conversation.

Warm-up and Objective Discussion

Show a power point presentation where students can see different images with two different responses to the verb to be, one negative and one positive. When students look at the images, they can guess the meaning and read the rest of the sentence, so they begin to become familiar with the content and their prior knowledge can also be known. Tell them they are going to learn to construct and create simple sentences that serve to join the grammatical subject of the sentence with either and adjective or a noun to describe or identify the subject. Tell them that at the end of the week they will be able to describe a person, thing or state in a short conversation.

Instruct and Model

Instruct:

1. First, display a picture of the song and ask students to predict if the song is about sadness or happiness.

2. Then, show a YouTube video that explains the usage and meaning of the verb to be.

Youtube Link:
https://www.youtube.com/watch?v=Dr8GIp94GgA

Model:

Show a picture with the structure of the verb to be and make sentences with different thing of the classroom and with the students for example: it is a desk, you are students, he is a boy, she is a girls, we are people. Etc. At this extend, highlight the importance of using subject pronouns to describe the subject (person or thing) that performs the action in a sentence.

Guided Practice
Display the lyrics training website in front of the class with the song Ricky Martin - The Best Thing About Me Is You (Official Music Video). Ask them to pay attention to the lyrics while listening so they can fill in the gaps with the missing words. Resource: https://es.lyricstraining.com/en/play/verb-to-be/HJ3ymUHUgJ#qzZ/c!Jefferson_Villa

Independent Practice
Students have to write some sentences using the verb to be with verbs from the song.

Assessment
Students must complete a wordwall activity and write the correct sentences in their notebooks Resource: https://wordwall.net/es/resource/13180838/verb-to-be/verb-to-be-

Lesson plan 3	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** Present simple
Language level: A1.2	**Type of institution:** Private
Date: Thursday, November 8, 2022	**Schedule:** 10h25 a 10h35
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Learning objective
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Song.	At the end of the lesson, students will be able to describe general truths in present simple

Warm-up and Objective Discussion

Show students a hangman and ask them to say a letter from the alphabet until they discover the topic of the day. Then ask them to say what they know about present simple; it can be whatever they know. Tell them that at the end of the week they will be able to write positive sentences in present simple.

Instruct and Model

Instruct:
1. First, show students the name of the song and ask them to predict if it is about motivation or sadness.
2. Second, display the song through Youtube platform so the students can listen to it and read the lyrics with some verbs in present simple.
3. Then, ask students to identify what kind of verbs are in present simple tense
YouTube video link: https://www.youtube.com/watch?v=lZXPzg8ys4U
Model:
Display a power point presentation and explain them the positive form in present simple with sentences in first, second and third person in singular and plural.

Guided Practice

Give Students a worksheet with a song in present simple and ask them to identify and fill in the gaps with the correct form of the verbs.

Independent Practice

Students will have to write positive sentences in present simple with the verbs from the song

Assessment

Students will have to match the definition of the verbs from the song

Lesson plan 4	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** Linking words
Language level: A1.2	**Type of institution:** Public
Date: Tuesday, November 15, 2022	**Schedule:** 11h00 a 12h10
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Learning objective
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Song	Students will be able to construct cohesive statements by applying two linking words to connect their ideas: and, but.

Warm-up and Objective Discussion
Show students some sentences and ask them to identify which share a similar idea and which have an opposite one. Tell them they are going to learn to connect their ideas and sentences by using two linkers: and, but. Explain that these linkers are useful to give extra information when they speak or write. Tell them that at the end of the week they Will write a short paragraph about themselves by using the linkers.

Instruct and Model
Instruct: 1. First, show a student a picture of the music video so they will have to predict if the song is about something happy or sad. 2. Next, display the song which has some linking words, through YouTube platform so students can listen to it and get familiar with the song and the singer's accent. 3. Then, show a video with the linking words mentioned in the song to highlight their usage. **Resource: YouTube video link:** **https://www.youtube.com/watch?v=psjd5w125Ac** **Model:** Display a power point presentation to explain the usage giving examples from the class using the linkers. For example: I am a teacher …. I teach English. I am a teacher and I teach English.

Guided Practice
Display the lyrics training website in front of the class with the song 'Stan' by Eminem ft Dido. Ask them to pay attention to the lyrics while listening so they can fill in the gaps with the missing words. For example: I know you probably hear this every day, ……. I am your biggest fan. I know you probably hear this every day BUT I am your biggest fan.

Independent Practice
Look for a partner and write some sentences about them using the linkers learned.

Assessment
Write a short paragraph about themselves using the linkers learned

Lesson plan 5	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** What are your favorite sports to play and watch?
Language level: A1.2	**Type of institution:** Public
Date: Wednesday, November 23, 2022	**Schedule:** 10h25 a 11h00
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Lesson Objectives
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • English conversation	Students will be able to identify soccer vocabulary words and demonstrate their understanding by creating their own picture dictionary with sentences to learn the meaning of each word

Warm-up and Objective Discussion

Display a wordwall activity and ask them to match the picture with the word that describes it. Then, explain that they are going to learn vocabulary to talk about soccer. Tell them that at the end of the week they will write a short paragraph about their favorite sportsman.
RESOURCE: https://wordwall.net/es/resource/578636/football

Instruct and Model

Instruct

1. First, ask students to write on their sheets as many words as they know related to soccer. For example: players, shoes, etc
2. Then, show students a conversation that includes several words about soccer vocabulary

Model

1. Display a power point presentation to explain the meaning of different words and how they can make sentences with them.
2. Then, explain the correct pronunciation of those words, and ask them to pay attention and repeat.

RESOURCE: https://www.youtube.com/watch?v=OIJGDoxFwTw

Guided Practice

1.   Play the conversation taken from YouTube platform and ask them to pay attention so they can understand what the conversation is about.
2.   Then, give students worksheets and ask them to listen in detail to answer the questions about the conversation
3.   Finally, tell students they are going to work on their phonemic awareness and ask them to listen again and circle the correct word. For example: Word / World – Of / From – See / She, etc.

4.   Review the answers with them
RESOURCE: https://www.youtube.com/watch?v=OIJGDoxFwTw

Independent Practice
Students must match the words with their definition

Assessment
Create a picture dictionary with the new words learned and make sentences with them.

<table>
<tr><td colspan="2" align="center">Lesson plan 6</td></tr>
<tr><td>Class: Ninth "E"</td><td>School year: 2022-2023</td></tr>
<tr><td>Number of students: 38</td><td>Topic: What are your hobbies?</td></tr>
<tr><td>Language level: A1.2</td><td>Type of institution: Public</td></tr>
<tr><td>Date: Wednesday, November 30, 2022</td><td>Schedule: 10h25 a 11h00</td></tr>
<tr><td>Pre-service teacher: Jefferson Alejandro Villa Ordoñez</td><td>Time per lesson: 175 minutes</td></tr>
<tr><td colspan="2">Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/</td></tr>
</table>

Materials	Lesson Objectives
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Interviewing	At the end of the week, students will be able to talk about their hobbies using appropriate vocabulary. **For example:** In my free time, I like to play soccer

Warm-up and Objective Discussion

Display a video from YouTube platform where students can see different hobbies with a question like what hobby is it? After that, they will read three different options and they must decide what is the correct option, then they will see the correct answer and they will know if they guessed or not. Finally tell them they are going to learn to talk about things they like/ love to do.
RESOURCE: https://www.youtube.com/watch?v=DTX_gETkd2Q&t=38s

Instruct and Model

Instruct:
1. First, show students a picture of the YouTube video and ask them to predict if it is a conversation or interview.

2. Second, pre-teach the meaning of the vocabulary about hobbies from the video they are going to learn

RESOURCE: https://www.youtube.com/watch?v=cOWLioX3YEU

Model:
Display a power point presentation where they can see the different hobbies they learned and explain them how to make sentences with the verbs love/like. For example: I like to dance, I love reading books, etc. At this extend highlight the importance of saying these verbs to talk about their hobbies.

Listen to the interview and order the lines of the dialogue from 1 to 4.

Interview 1

☐ Maybe, we go to the cinema

☐ Or I've just been today to the ice-skating arena.

☐ And usually after work we go and have some beers and then

☐ In my free time I like to hang around with my friends

Interview 9

☐ Do lots of sports and

☐ go out and explore lovely places such as Cambridge

☐ and yeah, do all sort of things really

☐ and read and go to the cinema

Listen to the Video and Write T if the statements are true and write F if the statements are false.

Interview 1

☐ After work she goes and have some beers

Interview

☐ she goes to a swimming class

Interview 2

☐ He doesn't like to walk through town

Interview 6

☐ He can't act

Interview 3

☐ She can play the violin

Interview 7

☐ she enjoys hiking.

Interview 4

☐ He doesn't like to read

Interview 8

☐ He doesn't do climbing.

Interview 9

☐ He goes out and explore in his free time

Listen to the interview 4 and choose the correct answer for the following question

What does the word "Explore" mean in the interview 9?

a. to think or talk about something in order to find out more about it:

b. to travel or to go to a new place to learn about it or become familiar with it

Independent Practice
Students must look for a partner and ask what are your hobbies? And write down all the hobbies they have. After that, they must write a short description about them with the hobbies they mentioned. For example: He is Pedro. He is 14 years old. He likes to dance. He loves Reading books. He likes to play the guitar.

Assessment
Students must create a chart with 10 hobbies, paste a picture (or make a drawing) and make sentences in third person. For example: He loves swimming She likes to dance She likes to play the guitar

Lesson plan 7	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** What kind of music do you like?
Language level: A1.2	**Type of institution:** Public
Date: Tuesday, December 13, 2022	**Schedule:** 11h00 a 12h10
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Lesson Objectives
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Interview	At the end of the week, students will be able to talk about the types of music they like and don't like. **For example:** I like to listen to Rock I don't like to listen to electronic music

Warm-up and Objective Discussion

Display the hangman game from wordwall platform where students will see a picture and have to say a letter from the alphabet to guess different kinds of music. After that, they must say an artist or band they know of that type of music.
RESOURCE: https://wordwall.net/es/resource/7691493/music-kinds-of-music

Instruct and Model

Instruct:
1. First, show students a picture of the YouTube video and ask them to predict if it is a conversation or interview.

2. Second, ask students to say what kind of music they know to activate their prior knowledge. Besides, they will have to write those types of music in their notebooks.
3. After that, play different types of music from the interview such as R&B, classical, electronic, etc. And ask them to predict what kind of music it is.
RESOURCE: https://www.youtube.com/watch?v=Sf9zHsl8M3Q
Model:
1. Display a power point presentation where they can see some sentences in present simple positive and negative form talking about music. For example: I like listening to rock – I don´t like classical music, etc

2. After that, ask different students what is your favorite kind of music? What kind of music you dislike? Eventually, make sentences by asking students does he like pop? And they can answer in a positive or negative way. For example: He likes pop, he doesn't like pop.

Guided Practice

Listen to the Video and Write T if the statements are true and write F if the statements are false

Person 1

☐ She likes quite easy listening music.

Person number 5

☐ He listens to grunge music.

Person 2

☐ She doesn't have a favorite kind of music.

Person 3

☐ He hates Rock and Roll

Person 4

☐ She thinks Adele music is relaxing.

1. Ask students to listen again and guess the meaning from context.

Listen to the conversation and choose the correct answer for the following question.

What does the word "soft" mean in the interview?

a. pleasant

b. easy

Resource: https://www.youtube.com/watch?v=cOWLioX3YEU

Independent Practice

Students must work in pairs people, and they must practice a conversation among them. For example:

What kind of music do you not like? I don't like reggaeton Why do you not like it? Because it is boring	What kind of music do you like? I like hip hop Why do you like it? Because it is really good

After that they will have to go in front of the class and practice the short conversation

Assessment

Students must Describe a song that they like.

They should say about:

- What its name is.

- What kind of music it is.

- Why they like it.

Lesson plan 8	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** What popular sports are you familiar with?
Language level: A1.2	**Type of institution:** Public
Date: Tuesday, December 20, 2022	**Schedule:** 11h00 a 12h10
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Lesson Objectives
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Interview	At the end of the week, students will be able to talk about their favorite sports using appropriate vocabulary and structure. For example: I like to play basketball I like to watch soccer

### Warm-up and Objective Discussion

Display a wordwall activity where students will see different pictures about sports, and they will have to predict what kind of sport it is.
RESOURCE: https://wordwall.net/resource/7778003/sports

Instruct and Model

Instruct:

1. First, show students a picture of the YouTube video and ask them to predict if it is a conversation or interview.
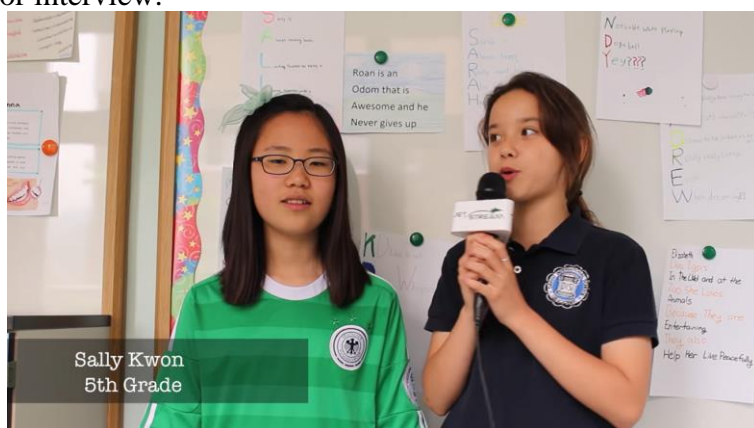
2. Second, ask students to say what kind of sports they know, and if it is possible to say a person who practices it. For example: Soccer-Messi, Boxing-Mike Tyson, etc.
RESOURCE: https://www.youtube.com/watch?v=LyTE-1DGxnE

Model:
1. Display a power point presentation where they can see some sentences in present simple positive about sports. For example: I like to play tennis.

2. Ask students to repeat after teacher the correct pronunciation of the sentences.

Guided Practice

Watch the video and choose what the Interview is about.
A.   Sports
B.   School
C.   Hobbies

Listen to the interview and list the types of sports the kids mention.

………………………………………….………………………………………….

………………………………………….………………………………………….

………………………………………….………………………………………….

Listen to the Video and Write T if the statements are true and write F if the statements are false.

Macyn Jolly   KD Kim

☐   She thinks soccer is fun   ☐   He plays tennis

Sally Kwon   Bonne Cortez

☐

Her favorite sport is Baseball   ☐   His favorite sport is Basketball

Ms. Escala

☐ She plays volleyball for about 10 years now

Sarah Kim

☐

She likes Kickball because you kick the ball as hard as you can

Listen to the Interview and choose the correct answer for the following question

What does the word "Hard" mean in the interview?

a. difficult to understand

b. needing or using physical effort

listen to the interview and complete the gaps with the correct answer

a. Do you play Volleyball? I …………. (do/to)

b. I've played volleyball ……… about 10 years now (for/ from)

c. And I just really enjoy ……… (It/eat)

Resource: https://www.youtube.com/watch?v=LyTE-1DGxnE

Independent Practice

Students must work in pairs people, and they must practice a conversation among them. For example:

What is your favorite sport to play?

I like to play soccer

Why do you like It?

Because It is good for health

What is your favorite sport to watch

I like to watch swimming

Why do you like It?

Because It is fun

After that they will have to go in front of the class and practice the short conversation

Assessment

Students must Describe a sport that they like to play or watch

They should say about:

- What kind of sport it is.

- Why they like it.

Lesson plan 9	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** How often and where do you like to visit friends?
Language level: A1.2	**Type of institution:** Public
Date: Tuesday, December 27, 2022	**Schedule:** 11h00 a 12h10
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Lesson Objectives
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Interview	-At the end of the week, students will be able to talk about how often they visit a friend by using frequency tense adverbs. **For example:** **I visit my best friend twice a week.** -Students will be able to identify specific and general information while listening to an interview about how often people visit their friends

Warm-up and Objective Discussion
Display an ordering game from wordwall platform where students will see number flashcards and must match them with the corresponding statements. After that, explain that they are going to learn to talk about the frequency they visit a friend. **RESOURCE:** https://wordwall.net/ru/resource/37405240/4a-once-twice-

Instruct and Model
Instruct: 1. First, show students a picture of the YouTube video and ask them to predict if it is a conversation or an interview.   2. Second, ask students to say some frequency adverbs they know such as always, never, twice, etc. RESOURCE: https://www.youtube.com/watch?v=Y5x07rbeGUY **Model:** 1. Display a power point presentation where they can learn some frequency adverbs they will listen in the video. 2. After that, ask students to repeat after teacher the correct pronunciation of the sentences.

Watch the video and choose what the Interview is about.
A.   Sports
B.   Friends
C.   School

Listen to the Video and Write T if the statements are true and write F if the statements are false.

Person 1

☐   She never sees her friends

Person 2

☐

He sees his friends every single day

Person 3

☐ She sees her friends once a week.

listen to the interview and complete the gaps with the correct answer

a. I don't really ……. my friends that I made back home (see/she)

b. I'm a really you ……. like a social butterfly (know/ now)

c. I do try to see them at ……. once a week if I can (list / least)

RESOURCE: https://www.youtube.com/watch?v=Y5x07rbeGUY

Independent Practice

The students have to listen to the interview again and order from one to five the sentences mentioned by the native speakers.

Assessment

Students must write three short paragraphs where they explain the frequency that they visit three different friends

Lesson plan 10	
Class: Ninth "E"	**School year:** 2022-2023
Number of students: 38	**Topic:** What do you need to think about to plan a trip?
Language level: A1.2	**Type of institution:** Public
Date: Wednesday, January 4, 2023	**Schedule:** 10h25 a 11h00
Pre-service teacher: Jefferson Alejandro Villa Ordoñez	**Time per lesson:** 175 minutes
Bibliography: https://recursos2.educacion.gob.ec/sup-modulos/	

Materials	Lesson Objectives
• Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Conversation	-At the end of the week, students will be able to talk about a place they prefer to go for a trip **For example:** **I like to go to the beach and swim in the sea.** -Students will be able to identify specific and general information while listening to a conversation about planning a trip.

Warm-up and Objective Discussion
Display a memory game from wordwall platform where students will see some cards flipped over, and they have to match the correct pair of cards with vocabulary about a trip.   After that, explain that they are going to learn vocabulary to talk about planning a trip.   **RESOURCE:** https://wordwall.net/es/resource/19207491/camping-trip-vocabulary

Instruct and Model
Instruct: 1. First, show students a picture of the YouTube video and ask them to predict if it is a conversation or an interview.   2. Second, ask students to say where would they prefer to go for a trip: a Beach or Mountain? After that, explain that the conversation is going to talk about a camping trip.   RESOURCE: https://www.youtube.com/watch?v=MhAaiamabQo   **Model:**   1. Display a power point presentation where they can learn the different vocabulary that they are going to listen.

2. After that, ask students to look at the pictures without the description and say the correct word that describes the pictures.

Guided Practice

1. **Watch the video and choose what the conversation is about**

A. Trip   **B.** Hobbies   **C.** Work

2. **Watch the video and complete the conversation with words from the box**

Sleeping bag	Camping	Beach	Tent

   a. We always go to the …………….
   b. Hmmm ……………., that sounds terrific!
   c. Do you have a …………?
   d. Yes, I have a …………………..

3. **Write T if the statements are true and write F if the statements are false**
   Man

☐   He can't to go Friday after work

   Woman

☐ She thinks it is Ok to go back by Sunday

   Man

☐ He wants to have a BBQ

   Woman

☐ She thinks it is going to be fun

Resource: https://www.youtube.com/watch?v=MhAaiamabQo

Independent Practice
Students must complete a description about a trip with the following words: **Fun-Terrific-Camping-Sleeping Bag**

I like to go …………. because it is
………… I only need a ………… and a
……….. ………

to have a lot of ………

Assessment
Students must write a short description about where they prefer to go for a trip and why.