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**Authentic materials on English listening comprehension through
technology with seventh year students at an elementary school in Loja city.**

School year 2022 – 2023.

**Materiales auténticos sobre la comprensión auditiva del inglés a través de la
tecnología con estudiantes de séptimo año de una escuela primaria de la
ciudad de Loja. Año escolar 2022 - 2023.**

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previo a la obtención del título de
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Dedication

Firstly, I would like to dedicate my thesis to God for giving me life, health, and wisdom throughout my career. Likewise to my dear mother Elvia Avila and my family who unconditionally cared for me and supported me to achieve my professional goal. Then to my friends Karen Garcia, and Miguel Herrera whose love and perseverance encouraged me to work hard and overcome every difficulty presented in the development of my study. Last but not least, I dedicate my research to all my English professors because they shared their knowledge with me and taught me to be persistent during this strong challenge.

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1. Title

Authentic materials on English listening comprehension through technology with seventh year students at an elementary school in Loja city. School year 2022-2023.

2. Resumen

En el proceso de enseñanza-aprendizaje de la lengua inglesa, la comprensión oral se ha considerado una destreza importante para entender los mensajes y ser un mejor comunicador. En este sentido, el objetivo principal del siguiente trabajo de investigación fue mejorar las habilidades de comprensión auditiva en inglés mediante el uso de materiales auténticos a través de la tecnología en estudiantes de séptimo año de educación básica de una escuela de la ciudad de Loja durante el año lectivo 2022-2023. El método aplicado para el estudio fue mixto basado en la investigación-acción práctica debido a que el investigador utilizó un pre-test y un post-test como instrumentos para recoger información numérica sobre el nivel de rendimiento en las sub-habilidades de comprensión auditiva de los estudiantes antes y después de la aplicación del plan de intervención y un cuestionario para recoger datos cuantitativos y cualitativos relacionados con las percepciones de los estudiantes sobre el uso de materiales auténticos para la mejora de sus habilidades de comprensión auditiva, los cuales fueron interpretados empleando estadística descriptiva y analizados con análisis temático. Los resultados indicaron que los alumnos de séptimo curso mejoraron sus sub-habilidades de comprensión oral, como escuchar para predecir, escuchar para captar lo esencial, escuchar para obtener información específica, escuchar para comprender vocabulario y escuchar para secuenciar. Por otra parte, los resultados mostraron que los estudiantes estuvieron de acuerdo en que los materiales auténticos como canciones, dibujos animados, conversaciones, charlas TED y documentales les permitió adquirir el idioma, mantenerlos motivados, desarrollar su interacción con sus compañeros, sentirse cómodos y desarrollar sus habilidades de comprensión oral. Por lo tanto, la investigadora concluyó que los alumnos de séptimo percibieron positivamente el uso de materiales auténticos a través de la tecnología puesto que les ayudó a mejorar sus habilidades de comprensión oral, adquisición del lenguaje, motivación, interacción y comodidad.

***Palabras claves:** Materiales auténticos, inglés, comprensión oral, tecnología en educación, destrezas.*

2.1 Abstract

In the English language teaching-learning process, listening comprehension has been considered an important skill to understand messages and to be a better communicator. In this sense, the main objective of the following research work was to improve English listening comprehension skills by using authentic materials through technology among seventh year students at an elementary school in Loja city during the 2022-2023 school year. The method applied for the study was mixed based on the practical action research as the researcher used a pretest and a posttest as instruments to collect numerical information on the level of performance in students' listening comprehension sub-skills before and after the implementation of the intervention plan and a questionnaire to gather quantitative and qualitative data related to the students' perceptions of using authentic materials for the improvement of their listening comprehension skills, which were interpreted employing descriptive statistics and analysed with thematic analysis. The results indicated that seventh grade students improved their listening comprehension sub-skills such as listening for predicting, listening for gist, listening for specific information, listening for understanding vocabulary, and listening for sequencing. On the other hand, the findings showed that students agreed that authentic materials like songs, cartoons, conversations, TED talks, and documentaries allowed them to acquire the language, keep them motivated, develop their interaction with their classmates, feel comfortable, and develop their listening skills. Therefore, the researcher concluded that seventh grade students positively perceived the use of authentic materials through technology because they helped to improve their listening comprehension skills, language acquisition, motivation, interaction, and comfort.

Keywords: Authentic materials, English, listening comprehension, technology in education, skills.

3. Introduction

As an international language, English has been considered a vehicle to interact within the globalized world through the four language skills such as reading, listening, speaking, and writing. In that sense, listening comprehension is one of the most essential skills that allows listeners to understand and interpret information to respond accurately to spoken messages (Lestary, 2019). In the same line, Widodo et al. (2022) mention that this is the base for all linguistic elements. Therefore, the Ministry of Education (MinEduc) aligned with the Common European Framework of Reference (CEFR) seeks to ensure that Ecuadorian students achieve the A2 proficiency level in listening skills, in which they must be able to identify and understand relevant information produced by native speakers (Ministerio de Educación, 2019).

However, the pre-service teacher observed that seventh grade students did not reach the A2 proficiency level in listening skills, which was supported by other researchers who also found that their students were not able to understand audios because of the speakers' accents and their unfamiliarity with new words (Al-Mardini, 2019; Haricha 2019). Based on these problems, authentic materials were seen as a suitable solution that motivated the researcher to formulate the following research question: how can authentic materials improve English listening comprehension skills through technology among seventh year students at an elementary school in Loja city during the 2022-2023 school year? This question included two sub-questions: what is the level of improvement in English listening comprehension sub-skills when using authentic materials through technology among seventh year students at an elementary school in Loja city?; and what are the perceptions about the benefits of implementing authentic materials through technology for the development of English listening comprehension among seventh year students at an elementary school in Loja city?

Previous studies have demonstrated the importance of using authentic materials to improve the students' listening comprehension skills and learn the English language in real-life situations (Al-Mardini, 2019; Namaziandost, Nasri & Akbari, 2019). At the same time, other researchers have found that these materials help listeners to acquire vocabulary, practice their pronunciation, and understand complex conversations (Haricha, 2019; Halim, Mukminatien, & Anugerahwati, 2018). Likewise, they provide students with motivational and effective resources to develop their language skills through a positive learning environment (Haricha, 2019).

Nevertheless, past studies carried out by Namaziandost, Nasri & Akbari (2019) presented a deficiency since the authors used few authentic audio-visual materials to improve their students' listening comprehension skills. Therefore, they suggested applying a wide variety of authentic materials in order to obtain more information about their effectiveness during the listening process. In that regard, the present research filled this gap by including different authentic materials such as cartoons, conversations, TED talks, documentaries, and songs to develop seventh year students' listening skills.

This study contributed to the educational field for many reasons. Firstly, it showed teachers the benefits of using authentic materials to improve their students' listening comprehension. Secondly, it provided the audience with an overview of the impact of these materials on the English language teaching-learning process. Finally, it allowed seventh grade students to be immersed in real-life situations in which they had the opportunity to understand verbal messages produced by native speakers.

The present research work was developed for a period of 40 hours with seventh grade students at an elementary school in the city of Loja during the 2022-2023 scholar year where the researcher used different authentic materials like conversations, cartoons, songs, documentaries, and TED talks through technology for developing the students' motivation, interaction, comfort, language acquisition and listening comprehension sub-skills such as listening for predicting, listening for gist, listening for specific information, listening for understanding vocabulary, and listening for sequencing. In that regard, the research was conducted effectively; however, it was affected by two limitations which were the short class period and the lack of technological devices for each student. Therefore, it is suggested to carry out further research on this topic.

The main purpose of this research was to improve English listening comprehension skills by using authentic materials through technology among seventh year students at an elementary school in Loja city during the school year 2022-2023. From this aim, the researcher included two specific objectives which were to find out the level of improvement in English listening comprehension sub-skills by using authentic materials through technology among seventh year students at an elementary school in Loja city and to describe the perceptions about the benefits of implementing authentic materials through technology for the development of English listening comprehension skills among seventh year students at an elementary school in Loja city.

4. Theoretical Framework

The present section describes the theoretical foundations collected from different authors, primary sources and database such as Google Scholar and ERIC on the independent and dependent variables. In that regard, this literature review will contribute to the educational field since it will allow readers to know how to improve the students' English listening comprehension skills with authentic materials through technology.

4.1 Definition of technology

Technology refers to systems and devices designed and invented through scientific knowledge to meet human needs. Coccia (2019) says that "Technology is a complex system of artifact, made and/or used by living systems, that is composed of more than one entity or sub-system" (p. 154). Based on this definition, it can be pointed out that technology and science are related since both enable the creation of resources and tools that help people to be more productive in their daily activities.

4.1.1 Importance of technology in education

Nowadays, technology plays an important role in the educational field since it allows teachers to adopt innovative, creative, and fun classroom activities that stimulate students to learn interactively. Raja and Nagasubramani (2018) claim that "Thanks to technology; education has gone from passive and reactive to interactive and aggressive" (p. 34). Undoubtedly, technology has revolutionized the quality of education by facilitating an efficient and effective teaching-learning process.

Likewise, technology applied to education has enabled the creation of student-centered learning, in which students have the possibility of acquiring their knowledge according to their interests. Ahmadi (2018) states that "The use of technology has changed the methods from teacher-centered to learner-centered ones" (p. 119). This has provided students with meaningful learning to develop their critical thinking skills which will benefit their personal and professional life.

4.1.2 Technology for English language teaching

Currently, technological resources such as computers, speakers, projectors, and laptops are widely used for English language teaching since these allow teachers to design

their classes with interactive activities in which students can actively participate and collaborate with each other. Nawaila et al. (2020) mention that “technology presents such a significant number of alternatives for making teaching more productive and interesting” (p. 19). In this sense, it can be said that technology is a key resource for improving English teaching methods within the classroom.

4.1.3 Technology and authentic materials

The use of authentic materials through technology helps students to develop their four language skills and increase their curiosity and motivation. Alimbaev and Shamuratov (2022) state that “Utilizing technologies and authentic materials together leads to more advantages that are positive: increasing critical thinking, integrated skills, and learning perspectives, feeling comfort, and mastering a second language as their L1” (p. 214). From this point of view, it can be mentioned that the combination of authentic materials and technology is crucial to provide students with meaningful learning outcomes.

4.2 Definition of authentic materials

Authentic materials are written and spoken materials created by native speakers which provide the audience with real-life situations in different contexts. Codina (2020) claims that “Typically, authentic materials are considered language samples that naturally occur in contexts where native speakers use the language” (p. 4). Therefore, this type of material is an excellent resource for exposing students to real discourse in which they can learn vocabulary and expressions commonly used by speakers in their daily lives.

Likewise, it is essential to point out that authentic materials refer to resources that are not produced for educational purposes as they are obtained from real communication between native speakers. Shaxzoda (2022) explains that “they aren’t structured in a special way and they don’t use specific grammar or vocabulary because they assume that reader can understand the language used to a native level” (p. 1427). These materials are primarily focused on social function; nevertheless, they can also be applied in the educational field to stimulate students' learning and connect the real world with the classroom.

4.2.1 Advantages of authentic materials

The application of authentic materials in the classroom provides students with a wide range of benefits that make the teaching-learning process more meaningful, interesting, and motivating. Jaelani (2021) mentions that “By using authentic materials in the classroom, it will help students bridge the gap between the classrooms and outside the classroom and also it can motivate students to learn” (p. 14). Based on this author, it can be pointed out that authentic materials are crucial for fostering English learning in real contexts and increasing students' motivation, creativity, and interest.

Another positive aspect of authentic materials is that they are created with words and expressions frequently used by native speakers, which helps students significantly improve their language skills. Toreniyazova and Otegenova (2022) claim that “They naturally encourage students to be better readers and listeners” (p. 1805). From the advantages mentioned above, it can be said that authentic materials primarily develop the students' receptive skills, such as reading and listening, and enable them to learn new cultural aspects of the target language.

4.2.2 Disadvantages of authentic materials

Although previous studies have found many advantages of using authentic materials for the teaching-learning process, there are other research works that are against it. According to these reports, authentic listening materials are difficult to understand, as they are produced with various dialects and accents (Anvarovna, 2022). The diversity of these dialects will lead students to feel frustrated since they will not be able to accurately understand and interpret the messages conveyed by the speakers.

Another disadvantage of authentic materials is that they are designed with advanced grammar and vocabulary which can hinder students' listening comprehension skills. Abdillajonovna (2022) notes that “The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty” (p. 78). This refers to the fact that not all authentic materials have a useful vocabulary for students' learning as they are not created specifically to teach the language.

4.2.3 Types of authentic materials

There are three types of authentic materials that can be used depending on the students' level and the content of the subject. As Fachraini and Sartika (2019) state "Authentic materials can be in the form of printed, video and audio that can be found around them such as newspapers, magazines, photos, reality shows, soap operas, short films, radio broadcasts and others" (p. 277). Together, these authentic materials allow students to be exposed to a variety of real-world situations and become familiar with the language.

4.2.3.1 Authentic listening materials. The first type of authentic material refers to auditory materials such as radio news, radio advertisements, songs, conversations, and podcasts which are created to convey a message to the listener. Haricha (2019) considers that "audio authentic materials have positive effects on students in the foreign language classroom because they expose students to real language and they feel that they are learning the real language and they focus more on students' needs" (p. 37). Undoubtedly, these auditory materials are necessary for the teaching-learning process, as they help students to have direct contact with the target language.

4.2.3.2 Authentic video materials. The second type of authentic material is related to audio-visual materials like television programs, TV series, cartoons and movies which are considered effective tools for learning English. This view is supported by Iskhokovna and Erkinovna (2021) who emphasise that "When watching video fragments, students see how words are pronounced, see articulation and assimilate it unconsciously" (p. 2995). Overall, this author highlights the importance of using authentic video materials to create a positive learning climate for students.

4.2.3.3 Authentic printed materials. Finally, the third type of authentic material is material written on paper that includes lyrics of songs, newspapers, restaurant menus, maps, and tourist information brochures. Owiti et al. (2019) assert that "Bringing authentic printed materials into the classroom will definitely support language acquisition. This is because exposing learners to authentic text enables them to focus on language details and internalize generalisations for themselves" (p. 161). There is no doubt that authentic printed materials are another important resource for the teaching-learning process since students can learn useful words, phrases and expressions for the outside world.

4.2.4 Authentic materials to develop listening comprehension

The selection of authentic materials for the development of listening comprehension skills must be based on the students' needs, interests and levels, as well as their relevance to the teaching-learning process. According to Nurkholida (2018), “Teachers need to design material which meets the students’ potential needs” (p. 59). In this sense, it is essential that teachers choose appropriate authentic materials, such as videos on YouTube and songs since these resources motivate students to acquire and learn the English language in a real context.

4.2.4.1 Videos on YouTube. In English, listening comprehension is a complex process that needs to be developed through interesting authentic materials such as videos on YouTube since they have a strong effect on students' level, motivation, and interest. Qomariyah et al. (2021) in their research study mention that “YouTube is a rich source of authentic materials especially in English lessons which could motivate students to interact in an educational capacity through English language videos” (p. 68). In the same vein, Al Harbi (2021) asserts that “Using YouTube videos as a pedagogical tool in English language lessons, would give students a better understanding of the presenting material” (p. 3). Collectively, these writers show that videos on YouTube can make learning more fun, meaningful, innovative, and creative, which would help learners improve their listening comprehension skills in English.

In this sense, it is worth mentioning that the YouTube platform offers students a wide range of authentic video materials which can be classified into the following categories:

Table 1
Classification of videos on YouTube

VIDEOS ON YOUTUBE		
CATEGORY	CONCEPT	EXAMPLES
Informative	Informative videos are focused on informing people about relevant topics around the world.	❖ BBC News Documentaries
Educational	Educational videos are aimed at educating viewers through academic knowledge.	❖ TED talks
Entertainment	Entertainment videos are intended to entertain and catch learners’ attention and interest.	❖ English conversations ❖ Cartoons

4.2.4.2 Songs through Lyrics Training website. Songs are considered one of the best authentic materials for developing students' listening comprehension skills since they are produced with different grammatical structures and vocabulary. Jumadullayeva (2020) claims

that “Song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhythms” (p. 185). Based on this statement, it can be concluded that songs are innovative tools that make students feel more motivated and interested in learning the target language.

Moreover, it is fundamental to mention that there are various websites that use music videos to improve listening comprehension skills, one of them is "Lyrics Training" in which students can fill in the lyrics of their favourite songs. Medina (2019) states 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 website is definitely a great tool for education because it allows students to become familiar with new words, phrases and expressions.

4.3 Definition of listening comprehension

Listening comprehension is defined as an active process that consists of receiving and understanding spoken language. Nazarieh et al. (2022) say that “listening comprehension is a conscious and dynamic activity used by the learners to construct their own understanding by means of cognition and the existing contextual information” (p. 1). From this definition, it can be stated that listening comprehension is a complex activity since listeners must interpret the meaning of words and sentences in order to understand verbal messages produced by speakers.

Furthermore, listening comprehension is a multifaceted process that involves analyzing, interpreting, remembering and understanding vocabulary and grammatical structures, as well as the context in which the discourse takes place. Tran and Duong (2020) point out that “listening comprehension is a complex process in which students need to exert both their language knowledge (i.e., vocabulary, sounds and grammar) and background knowledge to comprehend what is spoken” (pp. 79-80). Based on this quote, it can be concluded that listening comprehension is a process that connects the language components with the context given during discourse.

4.3.1 Listening comprehension sub-skills

Listening comprehension is a complex receptive skill divided into sub-skills that enable listeners to accurately decode and understand the messages conveyed by speakers. As Al-Mardini (2019) claims “Teachers need to provide learners with listening sub-skills in EFL classrooms in order to enhance their listening and turn it into a positive and active skill” (p. 30). From the above quote, it can be said that the listening sub-skills are necessary to facilitate the process of listening comprehension, as they are used according to the students' level and the type of auditory activity.

In this sense, it is worth mentioning that the most commonly used listening sub-skills are listening for predicting, listening for gist, listening for specific information, listening for understanding vocabulary and listening for sequencing which allow students to effectively understand the content of authentic materials. Guachichulca (2022) points out that “Listening for gist and listening for particular information are two fundamental listening skills that students are taught” (p. 28). Similarly, Nazira et al. (2019) claim that these sub-skills can be evidenced through several activities in which students must recognize the main idea and identify specific details of the listening material to answer the questions given by the teacher. All in all, it can be concluded that these sub-skills have a different purpose within the listening skills; however, they share the same contribution to the English language teaching-learning process.

4.3.1.1 Listening for predicting. It is a sub-skill in which students must use their prior knowledge to predict the content of the visual material. According to Bao and Guan (2019) predicting is a cognitive strategy widely used to improve listening comprehension that helps learners to connect their learning to the listening content. In that regard, it is important to point out that this strategy is key to easily understand the messages transmitted by the speakers since it allows listeners to anticipate the type of information that will be heard during the listening process.

Some researchers have carried out different studies focused on demonstrating the effectiveness of applying prediction activities to develop students' listening comprehension skills. Arsy et al. (2020) in their research work implemented the strategy known as Predict-Observe-Explain where they found out that predicting helps students to take an active role, build their knowledge, improve their listening skills and develop both their creativity and critical thinking. Therefore, it is concluded that listening for predicting is an excellent sub-

skill to provide students with background information that enables them to contextualize what they are going to hear by using authentic material.

4.3.1.2 Listening for gist. The sub-skill known as listening for gist refers to clearly understanding the main idea of discourse without taking into account the specific details provided in the listening material, as Páez (2021) mentions “listener instead of listening to every speaker’s words just focus on the general topic of what they are talking about” (p. 15). Based on the concept given by the writer, it is determined that this sub-skill must be encouraged by teachers in order to stimulate students to understand the overall message.

Many authors agree that listening for gist is a useful sub-skill within the listening comprehension process since it allows students to relate their knowledge to the content of the authentic material, thus facilitating the understanding of spoken language. Fuertes (2021) states that “Besides of the other linguistic skills used when listening for gist, a person also uses the context and his/her prior knowledge to help him/her catch the whole picture of auditory messages” (p. 12). This quote supports the fact that listening to the main idea has a positive influence on students because it encourages them to apply their learning while listening to the videos or audio.

Likewise, another benefit of listening for gist is that this sub-skill can be used with different courses and authentic materials which provide students with real-life language. Siegel (2018) highlights that “Gist-level listening can occur with any type of aural text: conversations, lectures, news reports, songs” (p. 1). According to the quote presented in this paragraph, it can be said that listening material must be combined with listening for gist in order to motivate students and increase their interest in acquiring the language.

4.3.1.3 Listening for specific information. The next sub-skill is listening for specific information, which involves identifying the most important points presented by authentic materials such as songs, YouTube videos, and podcasts. Mamadaminovich (2021) defines this sub-skill as the understanding of particular details. Overall, it refers to exposing learners to audio-visual materials in which they have to concentrate on the relevant parts given by native speakers through their spoken discourse.

Moreover, it is vital to point out that one of the benefits of using this sub-skill is to allow students to listen to the key parts of videos or audio such as places, dates, numbers, professions, objects, and names which are details needed to understand the context of the

discourse. In this sense, Lopez and Saldarriaga (2020) say that “This sub-skill will help them find the specific item they are looking for” (p. 18). Taking into account the point of view proposed by the authors, it can be mentioned that teachers must encourage listening for specific information within the English teaching-learning process in order to develop students' listening comprehension skills.

4.3.1.4 Listening for understanding vocabulary. It refers to the students' ability to recognize and understand words and phrases expressed by speakers during the listening process. Simamora and Oktaviani (2020) note that this sub-skill is essential to develop the listening comprehension since it is one of the most important components within the English teaching and learning process. Based on the above, it is suggested to design lesson plans with useful listening activities that allow students to learn new words and practice their vocabulary in real contexts.

Nevertheless, it is essential to mention that this sub-skill is not as easy as it seems, as many students often have trouble understanding some words and expressions commonly used by native speakers in their daily lives. From this problem, Namaziandost et al. (2019) conducted a research study that revealed students' difficulty in understanding the unknown words because of their limited vocabulary which significantly affected their listening comprehension skills. For that reason, teachers should previously teach the vocabulary to be learned to facilitate the students' listening process through authentic material.

4.3.1.5 Listening for sequencing. The last sub-skill, called listening for sequencing, is focused on systematically ordering the information transmitted by the speakers according to the details provided in the authentic materials. In the book entitled *Early Listening Skills*, Williams (2018) defines this sub-skill as an advanced ability which can be worked to reinforce the students' listening comprehension. Based on this point of view, it can be said that sequencing the events mentioned in the audios or videos is an excellent activity to assess students' understanding and learning.

Numerous authors have pointed out that listening for sequencing is an effective strategy for developing students' listening comprehension skills, as it allows them to orderly organize the content heard in the videos. In their project, Lopez and Saldarriaga (2020) observed that the application of this strategy made the English teaching and learning process more dynamic and interesting which helped students improve their listening comprehension skills and develop the different sub-skills such as listening for predicting, listening for gist

and listening for specific information. In this sense, it can be established that listening for sequencing had a positive influence on the students during their listening process.

4.3.2 Stages in the teaching of listening comprehension

The teaching of listening comprehension skills is characterized by following different phases that involve designing and developing fun and interesting activities to get students' attention. In the book titled *Teaching Listening*, Brown (2006) identifies that “In a typical lesson, there are “pre” activities, “while” activities and “post” activities (p. 3). In view of all that has been mentioned, it can be stated that these stages are crucial for the English language teaching-learning process because they allow teachers to organize their classes with interactive tasks, games, authentic materials, and technological resources that generate effective and productive learning for the students and contribute to improving their listening comprehension skills.

4.3.2.1 Pre-listening stage. The first stage of teaching listening refers to the activities that take place before listening to the videos or audio, which are designed to stimulate the students' interest and curiosity. According to Karimi et al. (2019) “Pre-listening is the stage of preparation and warming up of the whole process of listening” (p. 1128). From the definition given by these authors, it can be highlighted that pre-listening is a significant and useful stage in the listening process because it helps students to have a better performance in listening comprehension skills.

In this phase, the teacher has to plan various warm-up activities and games that enable students to activate their prior knowledge, increase their motivation, improve their listening comprehension skills and predict the content of the audio-visual materials to be applied during the English language teaching-learning process. Sarhan and Tawfeeq (2018) suggest different types of pre-listening activities that can be used in the classroom such as brainstorming, predicting, pre-teaching vocabulary, picture description, questioning, and story building which provide students with the opportunity to guess and predict what they are going to listen to. After all that has been considered above, it is necessary to mention that teachers must design these activities by taking into account the students' age, interests, culture and background.

4.3.2.2 While-listening stage. It is one of the most relevant phases in the teaching of listening comprehension skills in which students must listen, understand and perform

different activities using audio-visual materials. As noted by Septia (2021) “The While listening stage is a stage where the students are asked to do some activities during the time that the students are listening to the text” (p. 13). From the above definition, it can be concluded that this stage is vital to the English language teaching-learning process, as it enables students to develop the activities provided by the teacher based on what they have understood from the spoken language.

In this second stage, teachers need to use a wide range of activities such as multiple-choice questions, dictogloss, and picture dictation which help students to develop their listening comprehension skills. In his thesis, Bhatt (2021) provides readers with several types of activities like answering questions, true/false items, gap-filling activities, and information gap activities which are effective resources to put into practice the students’ understanding. After mentioning these suggestions given by the researcher, it is important that teachers start creating and designing their lesson plans with innovative tasks that keep students active during the listening process.

Moreover, another key point related to this stage is that the different activities used by teachers must be chosen taking into account the students’ level and age in order to enable them to actively participate during the listening comprehension process. This view is supported by Li (2019) who says the following “Teachers need to arrange and select some listening activities according to students’ real learning status which are suitable to listening material as well as students’ existing level” (p. 959). In a nutshell, these activities must be aimed at contributing to the development of the students’ listening comprehension skills.

4.3.2.3 Post-listening stage. It involves creating activities that assess students’ understanding of messages provided by authentic materials such as songs, videos, films, and podcasts. Shariyevna and Atxamovna (2020) claim that “The last stage is post-listening, the part where students have the opportunity to check their answers about what they have been listening to, to give feedback and consolidate what they have learnt” (p. 646). In short, this stage is characterised by helping teachers to analyse and identify students’ difficulties when exposed to the listening materials and also allows listeners to share their own opinion on topics covered in the videos or audio.

The post-listening stage offers students several activities, such as summarizing passages, making dialogues, and answering questions, which are essential to assess their

listening comprehension skills effectively. Xi (2018) states that “During this period, they can work cooperatively within the small groups to discuss, retell, summarize and so on” (p. 628). Consequently, it can be claimed that the implementation of these activities will have a positive effect on students' listening skills since they will enable them to reflect on the spoken language heard in the listening materials.

4.3.3 Assessment for listening comprehension

The assessment of the listening comprehension skills is considered one of the most relevant parts of the English teaching-learning process in which students have the opportunity to show what they understood from the listening materials. In this sense, Buck (2001) mentions three types of traditional approaches to assessing students' listening skills. The first one is known as discrete-point which proposes different techniques such as phonemic discrimination tasks, paraphrase recognition and response evaluation. The second one is the integrative approach that involves noise tests, listening cloze, gap-filling tests, dictation, sentence-repetition tasks, statement evaluation, and translation. Finally, the third one is the communicative approach which consists of authentic texts and authentic tasks. All of these approaches and techniques give teachers innovative ideas for actively assessing listening skills in the classroom.

Likewise, the technology is another effective resource to assess the students' listening comprehension skills because it provides teachers with different tools to design their tests depending on the content of the authentic materials. In their research work, Sanavi and Mohammadi (2018) writes that “Technology provides listening test developers with a unique setting to embed the interactive items which guarantee the authenticity of the test” (p. 4). This means that technology offers important advantages in the assessment process, making it more useful and productive for both teachers and learners.

4.3.3.1 Quizizz. It is an online platform where teachers can create, design, edit and share fun, interactive and formative assessments to measure the students' learning in the classroom. Zhao (2019) defines this tool as follows “Quizizz is a game-based educational app, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun” (p. 37). According to the above definition, Quizizz is a useful resource for students because it offers them different exercises to stimulate their interest, motivation and curiosity while being assessed.

Previous studies have indicated that Quizizz is perfect for assessing students' listening comprehension skills, as the platform provides English teachers with several types of questions that can be administered according to the content of the authentic material listened to and the sub-skills assessed. Degirmenci (2021) identifies three types of questions available on Quizizz which are multiple-choice, fill-in-the-blanks, and open-ended. This variety of questions is essential for the design of a formative assessment since it gives students a wide range of options that encourages them to choose the correct answer based on what they hear in the video or audio.

Another advantage of using this learning platform is that teachers have access to the students' answers once they have completed the questionnaire, which helps them to know exactly their level of listening comprehension. In relation to this, Permatasari (2021) mentions that Quizizz allows teachers to see the average class performance and to break down individual scores. From these grades and mistakes made by the students, the teacher can apply new strategies and provide them with effective feedback to improve their listening comprehension skills.

4.3.3.2 Edpuzzle. It is defined as a free assessment tool used to create and upload interactive videos from different websites where teachers have the possibility to edit and embed multiple-choice and open-ended questions. As Nurul (2022) points out:

Edpuzzle learning media is an online resource that allows the use of video clips to support the learning process. In Edpuzzle, teachers can search and use content that has been provided on leading education channels such as YouTube, Khan Academy, TED Talks, National Geographic and Vimeo. (p. 26)

In view of the above, it can be said that Edpuzzle is a powerful teaching tool focused on helping teachers to design fun quizzes that get students' attention and engage them during the assessment process.

Several research sources have described the Edpuzzle platform as one of the most important educational resources for the listening process, as teachers can break down the authentic video material into short fragments and include different questions to assess the students' listening comprehension. According to Ware (2021), this tool allows embedding multiple-choice, open-ended and short-answer questions that help teachers to find out what students have understood from the video. In summary, Edpuzzle is an interesting and

innovative resource that could change the traditional way of assessing listening skills and create a fun and interactive classroom environment.

Other advantages of this formative assessment tool are its accessibility, flexibility, and availability on the Internet, which means that teachers are free to use it anywhere and anytime they want to assess their students' listening comprehension. Egilistiani and Praywana (2021) mention:

The steps in making an Edpuzzle are not too complicated to start. The teachers only need to register the account on the web, then they can start to find the video and edit it as they need to be published for the students. (p. 66).

In conclusion, it can be stated that Edpuzzle is an easy and useful website for the English language teaching-learning process, which should be incorporated by teachers during the formative assessments to determine the level of their students' comprehension when exposed to real-life situations through authentic video materials.

4.3.4 Strategies for Developing Listening Comprehension

Listening comprehension is a complex skill in the English teaching-learning process, which requires the application of effective strategies that allow students to clearly interpret and understand the messages produced by native speakers. In the book titled *Teaching English to Young Learners*, Nunan (2011) identifies two types of strategies which are bottom-up and top-down. The first one is related to the listening exercises that help students to recognize individual words and sentences, whereas the second one refers to the use of the students' prior knowledge to make sense of what they hear. These strategies are significant for developing listening comprehension skills depending on students' level and age since both provide teachers with different approaches and processes which must be carefully analyzed to design appropriate learning activities.

4.3.4.1 The bottom-up strategy. It is a text-based strategy in which listeners try to understand the specific details of the listening material by making sense of the words and ideas presented. Yeldham (2018) points out that "In general terms, bottom-up processing involves building meaning from the linguistic content of a text" (p. 805). This means that students can understand verbal messages effectively when they focus on sounds, vocabulary,

and grammar, which are essential linguistic parts to improve their listening comprehension skills.

Many linguistics consider this strategy as a useful tool for developing students' listening comprehension skills at different levels. However, some of them highlight that the bottom-up listening skills are more important for beginning learners because of their limited language repertoire, which does not automatically process what they are listening to and understand the input message (Field, 2008; Siegel & Siegel, 2015, as cited in Hong, 2021). Taking into account the above point of view, it can be said that teachers should first identify the level of the students and then use appropriate authentic material to help them develop their listening skills.

The bottom-up approach requires an organized process that makes English language teaching more interesting and facilitates the development of students' listening comprehension. In their research, Alvarez et al. (2015) state that bottom-up strategies must be developed through a systematic procedure that combines the comprehension of sounds, words, and sentences. Therefore, it is suggested that teachers plan their classes using various activities which focus on helping students accurately understand the content of the listening materials.

In addition, it is important to add that this strategy includes several activities, like dictation and fill-in-the-blanks, which allow students to demonstrate what they have understood from the listening material heard. In his book titled *Teaching Listening and Speaking*, Richards (2008) points out that some listening activities focused primarily on bottom-up processing involve exercises such as dictation, cloze listening, the use of multiple-choice questions after a text, close and detailed recognition, and processing of the input. All of these activities have a great contribution to the development of the students' listening comprehension skills in the English language teaching-learning process.

4.3.4.2 The top-down strategy. On the other hand, the top-down strategy refers to the use of prior knowledge to understand the messages transmitted by speakers. In the book titled *Teaching and Researching Listening*, Rost (2011) claims that “This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next” (p. 346). From this concept, it can be determined that this strategy is developed through students' schema, defined as the knowledge based on life experience and

previous learning, which allows them to clearly understand and interpret the spoken language.

Several studies have shown that the top-down strategy is successful when carried out with students who have a sufficient amount of information, such as vocabulary and grammar, as these linguistic aspects help them to make sense of what they are hearing. Yang et al. (2022) state that advanced listeners use top-down metacognitive strategies more significantly than beginner listeners. For that reason, it is fundamental that teachers select their listening texts and tasks based on the age and proficiency level of the students, as not all students will respond in the same way to the material provided.

The top-down approach also follows a coordinated process in which students have to perform the activities and tasks step by step, allowing them to develop their listening skills productively. According to some linguists, teachers must first stimulate students' schema, then encourage them to listen to get the general idea from the video or audio and, finally, have them listen again to identify the specific information (Thornbur, 2016, as cited in Zilola, 2022). In short, it is necessary that students follow this process since it will improve their listening comprehension sub-skills.

Furthermore, this strategy involves some useful activities which can be applied during the listening process to stimulate students' schema. For example, the teacher can provide students with a conversation and ask them to identify the main idea from the text or the specific points that make it relevant to the listeners. Other suggested activities are to anticipate questions related to the topic, infer the setting and infer the participants' role and their goals in the authentic material (Richards, 2008). Together, these activities give students a meaningful learning language that helps them to master their listening comprehension skills.

In conclusion, both bottom-up and top-down strategies are essential for the English language teaching-learning process as they develop students' listening sub-skills such as listening for predicting, listening for gist, listening for specific information, listening understanding vocabulary and listening for sequencing.

4.4 Previous studies

Al-Mardini (2019) examined the effect of using authentic e-learning materials on developing the listening comprehension skill of preparatory students at a college in Saudi Arabia. In his study, he established the following research questions what is the effect of using authentic E-learning materials on the development of listening comprehension with regard to the sub-skill of listening for the main idea?, what is the effect of using authentic E-learning materials on the development of listening comprehension with regard to the sub-skill of listening for specific information?, what is the effect of using authentic E-learning materials on the development of listening comprehension with regard the sub-skill of listening for summarizing?, and finally what is the effect of using authentic E-learning materials on the development of listening comprehension with regard to the sub-skill of listening for prediction?. The researcher designed this study based on the quasi-experimental method in which he applied a pre-test and a post-test to gather the data. The results indicated that authentic E-learning materials were successful in developing listening for the main idea, listening for specific information, and listening for predicting; however, there were no statistically significant differences regarding the sub-skill of listening for summarizing. In conclusion, the author pointed out that the authentic materials contributed to the improvement of the listening sub-skills. For that reason, he suggested using authentic E-learning materials for developing other language skills such as speaking, vocabulary, and grammar.

Dewi (2018) conducted a study in Indonesia focused on investigating the influence of using authentic materials on high school students' listening comprehension. To achieve this purpose, the author designed the research according to the experimental quantitative method applying a pre-test and a post-test as instruments to collect data. The results revealed that authentic materials had a great effect on listening comprehension of the experimental group, which was evidenced by the students' high scores during the post-test. Therefore, the researcher concluded that authentic materials had a significant influence on the students' achievement in listening comprehension. Based on the above, the author suggested that English teachers use different types of authentic materials to teach listening skills within the classroom.

Syariatina (2020) analysed the use of authentic materials to improve high school students' listening comprehension skills in Indonesia. In her study, she posed the following

research question: how far does the use of authentic materials improve the students' abilities in the listening comprehension? Based on this question, the project was designed according to the quantitative and qualitative methods, in which the researcher used a pre-test, a post-test, an observation sheet, a questionnaire, and field notes to gather the information. The results and findings indicated that the authentic materials allowed students to acquire language aspects and improve their listening comprehension skills, especially in narrative and descriptive texts. In conclusion, the author mentioned that the authentic materials helped the students to progress significantly in their listening comprehension. Therefore, she recommended that students watch and listen to authentic materials displayed on the Internet, YouTube, and TV programs, as they provide them with a variety of real-life situations.

Haricha (2019) carried out research work in Algeria on the role of audio authentic materials in the development of university students' listening skills. In this context, she established two research questions which 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? To answer these questions, the researcher applied the qualitative method with different semi-structured questionnaires. The findings showed that teachers had a positive attitude towards authentic materials since these resources allowed their students to improve their listening comprehension skills and acquire new vocabulary. At the same time, the students pointed out that audio authentic materials were a useful method for teaching listening, as they were effective and motivating. As a result, the author concluded that the use of authentic materials was an excellent strategy for developing the students' listening comprehension. Based on the above, she suggested that teachers apply authentic materials which expose students to real language and help them to enhance their listening skills outside the classroom.

Namaziandost, Nasri and AkbaHarichri (2019) conducted a project in Iran aimed at investigating the effects of audio and video aids on teaching listening comprehension among university students. To do this study, the authors used the quantitative method and applied a proficiency test, a pre-test, and a post-test to gather the data. The results reported that authentic video materials had positive effects on the participants' listening. Therefore, the researcher concluded that audio-visual aids are essential to improve the students' listening comprehension and encourage them to actively participate in the classroom. In light of this conclusion, the writer recommended using authentic materials to develop other skills such as

speaking, reading, and writing, which would help to obtain more information about the importance of these materials during the English teaching and learning process.

The last study, carried out by Halim, Mukminatien, and Anugerahwati (2018) in Indonesia, was focused on investigating high school students' perceptions towards authentic materials in reading and listening activities. Accordingly, the authors designed their research with a qualitative case study in which they used instruments such as semi-structured interviews and questionnaires to collect the information. The findings revealed that students showed great interest in the authentic materials, which were perceived as an excellent resource to improve their listening and reading comprehension, articulate certain words, respond to various expressions, and practice with real conversations in different contexts. In conclusion, the writers mentioned that students had a positive perception towards authentic materials in both reading and listening skills. From this conclusion, the researchers suggested conducting the present project with other variables like students' engagement and motivation within the classroom.

To conclude, the present research was aimed at improving English listening comprehension skills by using authentic materials through technology among seventh year students at an elementary school in Loja city during the school year 2022-2023. Based on this purpose, the theoretical framework was divided into three themes: authentic materials with technology, listening comprehension and previous studies. In the first theme, the researcher provided readers with a definition of authentic materials, the advantages, the disadvantages, the types, and the resources to be used to improve the students' listening comprehension skills. In the second theme, the author mentioned the concept of listening comprehension, the sub-skills, the phases and strategies for teaching it as well as some digital platforms to assess the students' understanding and make classes more dynamic and interactive. Regarding the last theme, the writer gathered different studies conducted by Al-Mardini (2019), Dewi (2018), Syariatini (2020), Haricha (2019), Namaziandost, Nasri and Akbari (2019) and Halim, Mukminatien, and Anugerahwati (2018) on the use of authentic materials, which were not designed with students at the elementary level of education. Therefore, it would be important to carry out further research focused mainly on this population in order to examine the effects and impact of authentic materials on their listening comprehension skills.

5. Methodology

5.1 Setting and participants

The present research work was carried out during the 2022-2023 school year with seventh grade students at an elementary school in the city of Loja, which is located in the south of Ecuador at a latitude of -3.99313 and a longitude of -79.20422. The participants in the study were twenty-seven students divided into four males and twenty-three females with an average age between 11 and 13 years old, who had A2.2 level of English language proficiency established by the National Curriculum (Ministerio de Educación, 2019). This sample was selected using the convenience method in which the students were chosen on the basis of their accessibility (Bhardwaj, 2019). However, due to the age, it was necessary to use an informed consent ([See annex 4](#)) signed by the legal representatives to authorise the application of different techniques and instruments throughout the research process (Geier et al., 2021). Therefore, the researcher provided participants with a code of anonymity to follow ethical principles of privacy in research.

5.2 Procedure

5.2.1 Method

This study was developed by applying the mixed method where the researcher collected and analysed both quantitative and qualitative data in order to respond to the research question established within the study (Gihar, 2022). In that regard, the quantitative method was implemented to gather numerical data on the performance level of the students' listening comprehension sub-skills before and after treatment with authentic materials (Creswell, 2012). In the same vein, qualitative and quantitative methods were employed to collect information about students' perceptions of using authentic materials through technology (Creswell, 2012).

5.2.2 Research design

The design of the study was based on practical action research since the pre-service teacher took the role of researcher and applied an action plan to help seventh year students at an elementary school in the city of Loja to improve their English listening comprehension skills (Efron & Ravid, 2019). According to these authors, practical action research involves six phases which were followed throughout the research work.

5.2.2.1 Identifying the Problem. The study started by identifying a problem in the listening comprehension skills within a private school in the city of Loja, which was evidenced during practices carried out by the pre-service teacher. Accordingly, the researcher stated the following research question: how can authentic materials improve English listening comprehension skills through technology among seventh year students at an elementary school in Loja city during the 2022-2023 school year?

5.2.2.2 Gathering Background Information. After identifying this problem, the researcher asked for permission from the principal of the elementary school using a request letter to conduct a detailed diagnosis with the seventh grade students, who were selected through convenience sampling since they had significant difficulties in their listening skills. Particularly, the target group showed trouble predicting content, sequencing events and understanding the main idea, specific details and vocabulary of the audios provided by the English teacher.

5.2.2.3 Designing the Study. From all these postulations, an action plan was developed with different strategies focused on improving students' listening comprehension skills, which followed the Gagne's nine events of instruction, since the lesson plans were designed with learning objectives, warm-up, objectives discussion, instruction, model, guided practice, independent practice, and assessment (Gagne et al, 1990) that included pre-listening activities, while-listening activities and post-listening activities (Brown, 2006) ([See annex 5](#)). Likewise, it is necessary to mention that this proposal was aligned with the research question, the characteristics of the participants, and the study design in order to provide an effective solution to the problem.

5.2.2.4 Collecting Data. In the next stage, the researcher implemented the intervention plan during two months developed in eight weeks on Mondays, Wednesdays and Fridays with the target students to improve their listening comprehension skills. The proposal was carried out using authentic materials such as conversations, cartoons, TED talks, documentaries and songs, which were continuously monitored, evaluated, and revised by applying the testing technique with the instrument of a pretest and a posttest ([See annex 1](#)) and the survey technique with the instrument of a questionnaire ([See annex 2](#)) to gather both qualitative and quantitative data.

5.2.2.5 Analysing and Interpreting Data. This step was aimed to analyse and interpret the quantitative and qualitative data collected in the intervention plan through different statistical tables and graphs. The general results and findings were reported by establishing conclusions and recommendations that helped to respond to the research sub-questions formulated by the researcher.

5.2.2.6 Implementing and Sharing Results. The results and findings obtained during the research process were shared with the educational community to carry out further studies that allow teachers to improve their students' listening comprehension skills through new authentic materials such as podcasts or movies.

5.2.3 Data collection sources and techniques

The data for this study were collected according to the testing technique (Madsen, 1983) where the researcher applied the pretest as an instrument for assessing the students' listening comprehension skills before implementing the intervention plan, while the posttest was employed for analysing the level of improvement of the students' listening comprehension sub-skills such as listening for predicting, listening for gist, listening for specific information, listening for understanding vocabulary and listening for sequencing after treatment with the authentic materials (Creswell, 2012). In that sense, the test consisted of one sequencing question and four closed multiple-choice questions that were developed with the selection method, as the students chose the correct answer from a group of options (Gay et al., 2012). These quantitative data obtained from the tests were compared with the national grading scale ([See annex 3](#)) established by the Ministry of Education through the criterion-referenced scoring proposed by Gay et al. (2012), which was fundamental to determining the students' performance during the assessment process.

In addition, another technique was the survey characterised by being the process of collecting data on a specific topic (Gay et al., 2012). From this context, the researcher designed a questionnaire as an instrument through the Likert scale from strongly agree to strongly disagree (Gay et al., 2012), which included one ordering question and five closed multiple-choice questions to gather quantitative information related to students' perceptions about the benefits of using authentic materials like conversations, TED Talks, cartoons, documentaries and songs for developing their listening comprehension skills, language acquisition, motivation, interaction and comfort (Gay et al., 2012). At the same time, this

helped to get valid and reliable qualitative data since it involved six open-ended questions that allowed research participants to justify their responses (Creswell, 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 and a bar graph designed with the Excel program, which helped the researcher to measure the central tendency (mean) of the scores obtained by seventh year students in the five listening comprehension sub-skills such as “listening for predicting”, “listening for gist”, “listening for specific information”, “listening for understanding vocabulary” and “listening for sequencing”.

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) and a bar graph that showed the students’ perceptions of using authentic materials in the development of their listening skills, motivation, language acquisition, comfort and interaction. 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.

6. Results

The following section shows the results and findings obtained by the researcher about the use of authentic materials through technology on the seventh grade students' listening comprehension skills in order to demonstrate how the specific objectives were accomplished during the research process. In this sense, the first and second objective will be explained by using numerical data gathered from the pretest, the posttest and the questionnaire, while the narrative data collected from the questionnaire will be analyzed based on the second objective. Therefore, the data will be presented in tables and bar graphs with their corresponding interpretation and analysis.

Pretest results

Objective one: To find out the level of improvement in English listening comprehension sub-skills by using authentic materials through technology among seventh year students at an elementary school in Loja city.

Table 2

Pretest scores on the performance of seventh grade students' listening comprehension skills

Grading scale (2/2)	LP		LG		LI		LV		LS	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Grades (0 - 0,5)	7	26	3	11	5	19	8	30	0	0
Grades (0,6 - 1)	0	0	0	0	9	33	7	26	5	19
Grades (1,1 - 1,5)	0	0	0	0	0	0	8	30	0	0
Grades (1,6 - 2)	20	74	24	89	13	48	4	14	22	81
Total of students	27	100	27	100	27	100	27	100	27	100
Mean	1,48		1,78		1,39		1,15		1,81	

LP = Listening for predicting, LG = Listening for gist, LI = Listening for specific information, LV = Listening for understanding vocabulary, LS = Listening for sequencing.

The above table illustrates the number and percentage of seventh grade students who obtained scores between 0-0,5; 0,6-1; 1,1-1,5 and 1,6-2 in each of the listening comprehension sub-skills, such as “listening for predicting”, “listening for gist”, “listening for specific information”, “listening for understanding vocabulary” and “listening for sequencing” during the application of the pretest before implementing the proposal with authentic materials like cartoons, conversations, TED talks, songs, and documentaries.

From the data shown in Table 2, it can be seen that 74% of students achieved a score between 1,6-2 in the sub-skill of “listening for predicting” since the picture presented by the researcher was easy and clear. On the other hand, 26% of students got a score between 0-0,5 because they did not correctly predict the topic due to various factors such as lack of

motivation, interest, and concentration. Overall, these results revealed a mean score of 1,48 out of 2.

In terms of “listening for gist” the results show that 89% of the participants had a score between 1,6-2, which means that they were able to recognize the main idea from the conversation through the setting and context of the video. In contrast, 11% of them obtained grades between 0-0,5 since they could not understand the authentic material because of the native speakers’ dialect and the limited use of this type of vocabulary in the teaching-learning process. In summary, the results indicated a mean score of 1,78 out of 2.

Likewise, Table 2 provides an overview of the sub-skill called “listening for specific information” where 48% of the sample obtained a score between 1,6-2, which shows that students clearly understood the key details of the whole conversation. Instead, 33% of the participants got grades between 0,6-1 due to the complex process of identifying unfamiliar words, phrases and idiomatic expressions used by native speakers. Finally, 19% of them achieved scores in the range of 0-0,5 since they were not able to comprehend the content of the video. Taken together, these data gave a mean score of 1,39 out of 2.

The quantitative data gathered by the researcher indicate that 30% of the students had grades between 1,1-1,5 in the sub-skill of “listening for understanding vocabulary” because they could comprehend only some words from the authentic material. Likewise, 30% of them reached points in the range of 0-0,5 as they did not know the meaning of the words. On the other hand, 26% of the sample obtained scores between 0,6-1, which revealed that few students understood the vocabulary used during the conversation because of their low level of lexical variety. Last but not least, 14% of the participants achieved a score in the interval of 1,6-2 since they were able to recognize all the words mentioned by the English speakers. Together, these results provided a mean score of 1,15 out of 2.

Finally, the results on the sub-skill of “listening for sequencing” demonstrate that 81% of the participants achieved a score between 1,6-2 because they correctly order the events displayed in the conversation. On the other hand, 19% of them obtained grades in the range of 0,6-1 since they made some mistakes due to the speed of the dialogue between the native speakers. Together these data indicated a mean score of 1,81 out of 2.

Posttest results

Table 3

Posttest scores on the performance of seventh grade students' listening comprehension skills

Grading scale (2/2)	LP		LG		LI		LV		LS	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Grades (0 - 0,5)	3	11	0	0	0	0	0	0	0	0
Grades (0,6 - 1)	0	0	0	0	2	7	0	0	0	0
Grades (1,1 - 1,5)	0	0	0	0	0	0	9	33	0	0
Grades (1,6 - 2)	24	89	27	100	25	93	18	67	27	100
Total of students	27	100	27	100	27	100	27	100	27	100
Mean	1,78		2,00		1,93		1,83		2,00	

LP = Listening for predicting, LG = Listening for gist, LI = Listening for specific information, LV = Listening for understanding vocabulary, LS = Listening for sequencing.

Table 3 shows the number and percentage of seventh grade students who obtained scores between 0-0,5; 0,6-1; 1,1-1,5 and 1,6-2 in the five listening comprehension sub-skills, such as “listening for predicting”, “listening for gist”, “listening for specific information”, “listening for understanding vocabulary” and “listening for sequencing” during the administration of the posttest after two months of the intervention plan with authentic materials like conversations, TED talks, songs, cartoons, and documentaries.

As can be seen from Table 3, 89% of the participants obtained scores between 1,6-2 in the sub-skill of “listening for predicting” since they correctly predicted the content of the video based on the setting of the picture, which helped them to have a prior idea of what the conversation was going to be about. On the other hand, 11% of them had grades in the range of 0-0,5 due to lack of concentration during the assessment process. Taken together, these results indicated a mean score of 1,78 out of 2.

Moreover, Table 3 shows that the sub-skill called “listening for gist” was improved by 100% of the seventh grade students who achieved a score between 1,6-2, which means that they were able to identify and choose the main idea of the English conversation. Overall, the data revealed a mean score of 2 out of 2.

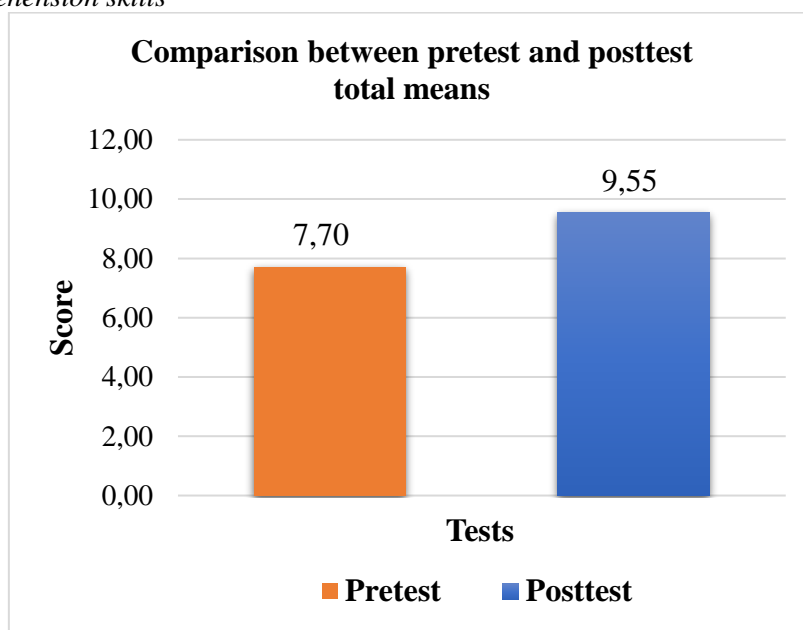
Regarding “listening for specific information”, data reveal that 93% of the students obtained scores in the range of 1,6-2 since they understood all the essential parts of the conversation between the native speakers, which allowed them to complete the test successfully. In contrast, 7% of the participants achieved a score between 0,6-1 because they still had problems identifying key details. Together these data provided a mean score of 1,93 out of 2.

In addition, the results presented in Table 3 demonstrate that 67% of the students achieved a score between 1,6-2 in the sub-skill of “listening for understanding vocabulary” because they identified all the words mentioned by the native speakers. However, 33% of them obtained grades in the interval of 1,1-1,5 since they struggled to understand some of the expressions used during the English conversation. In summary, the results gave a mean score of 1,83 out of 2.

Finally, the data collected by the researcher in the sub-skill of “listening for sequencing” indicate that 100% of the students obtained a score between 1,6-2 since all of them could correctly order the events of the conversation. As a result, the mean score was 2 out of 2

Figure 1

Comparison between pretest and posttest total means on the performance of seventh grade students’ listening comprehension skills



The present bar graph compares the total mean score obtained by the seventh grade students during the pretest and posttest in order to show the impact of authentic materials on the improvement of participants’ listening comprehension sub-skills such as “listening for predicting”, “listening for gist”, “listening for specific information”, “listening for understanding vocabulary” and “listening for sequencing”.

Based on the above results, it can be seen that 100 % of the students got a total mean score of 7,70 out of 10 in the pretest, which placed them in the satisfactory qualitative rating scale according to the Ministry of Education, whereas the overall posttest mean was 9,55 out

of 10, allowing them to move up in the highly satisfactory rating scale. Undeniably, this data demonstrated the importance of applying different authentic materials such as conversations, TED talks, songs, cartoons, and documentaries to develop the students' listening comprehension sub-skills since these provided them with a meaningful teaching-learning process within the classroom.

In this regard, the researcher found that the use of authentic materials through the top-down strategy helped students to anticipate the content and vocabulary to be taught, while the bottom-up strategy allowed them to understand general ideas, specific details, and keywords to sequence events from conversations, TED talks, songs, cartoons, and documentaries, which made the listening process easier and more interesting.

Questionnaire results

Objective two: To describe the perceptions about the benefits of implementing authentic materials through technology for the development of English listening comprehension skills among seventh year students at an elementary school in Loja city.

Table 4

Seventh grade students' perceptions of using authentic materials through technology

STATEMENTS	SA		A		N		D		SD		T	
	F	%	F	%	F	%	F	%	F	%	F	%
The use of English conversations through the YouTube platform allowed you to acquire language	4	15	12	44	8	30	1	4	2	7	27	100
The songs used on the Lyrics Training website enabled you to dynamically interact.	10	37	8	30	8	30	1	3	0	0	27	100
The BBC news documentaries helped you to improve your listening comprehension	7	26	10	37	7	26	3	11	0	0	27	100
The cartoons used through the YouTube platform made you feel comfortable.	12	44	9	33	5	19	1	4	0	0	27	100
The application of different TED talks motivated you to learn English language	5	19	9	33	12	44	0	0	1	4	27	100

SA = Strongly agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly disagree, T = Total

The above table presents in percentages the seventh grade students' perceptions about the benefits of using authentic materials such as songs, conversations, TED talks,

documentaries and cartoons in the improvement of their listening comprehension skills, language acquisition, motivation, interaction with their classmates and comfort.

As can be seen in Table 4, 44% of the participants agreed that the use of conversations via the YouTube platform allowed them to acquire the language, as these provided them with new vocabulary on different topics. On the other hand, 30% of them had a neutral stance, since they described conversations as useful resources but too complex to understand due to the advanced lexical range used by the native speakers. In that sense, 15% of the participants strongly agreed because they helped them to learn words and expressions applied in real-life contexts. Last but not least, 7% of the students strongly disagreed and 4% disagreed with the statement. In fact, one of the students supported his answer by saying “Hay palabras que no sabemos y eso nos confunde” [There are words we don't know and that confuses us] (S-05).

Likewise, the data table shows that 37% of the participants strongly agreed that songs through Lyrics Training website helped them to dynamically interact with their classmates while developing their listening comprehension skills, which was supported by one student who mentioned “Las canciones nos permitieron pensar e interactuar” [The songs allowed us to think and interact] (S-18). On the other hand, 30% of the students chose the options “agree” and “neutral” because they felt that the songs enabled them to learn words in a motivating and fun way; however, these sometimes had complex grammar and vocabulary that confused them several times. In contrast, 3% disagreed since they considered that songs did not encourage collective participation within the classroom.

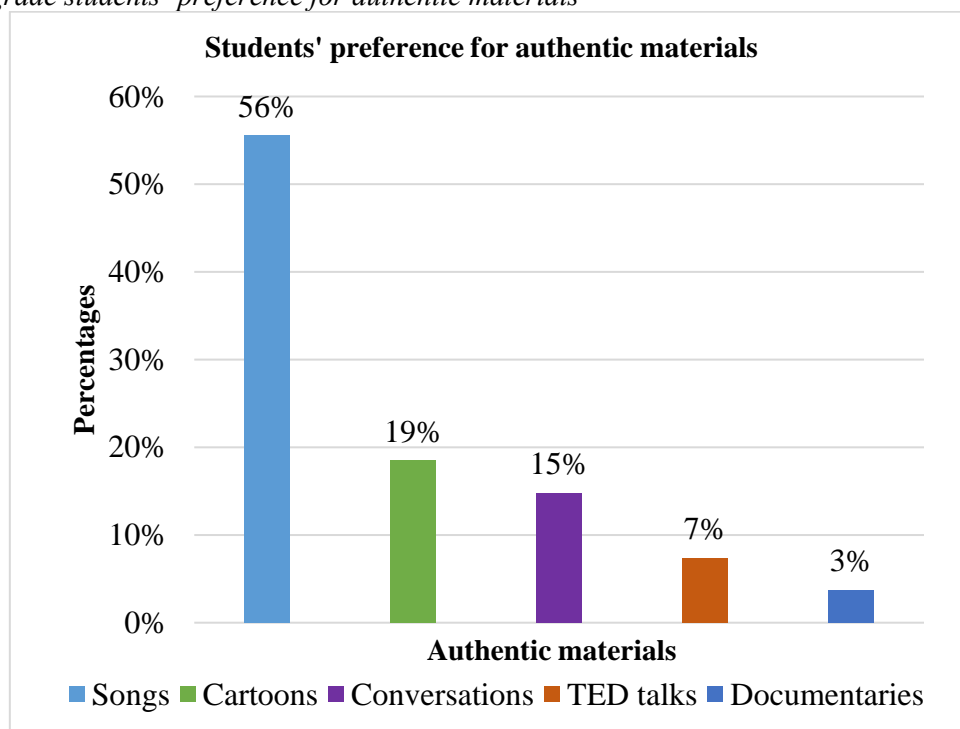
Furthermore, it is interesting to note that 37% of the surveyed population agreed with the documentary provided by BBC News since it helped them improve their listening comprehension sub-skills. In this sense, one student pointed out that “Si porque aprendimos palabras nuevas y eran relacionadas con el contenido” [Yes because we learnt new words and they were related to the content] (S-27). Instead, 26% of them strongly agreed and had a neutral stance as this authentic material presented relevant information about a historical event which included advanced words for the students' age. By contrast, 11% of students disagreed with the statement because they did not understand its content.

In response to statement 4, 44% of the students strongly agreed that watching cartoons through the YouTube platform aroused their curiosity and made them feel comfortable during

the listening process. Conversely, 33% of them agreed because they liked to watch, learn and have fun with the characters and the plot. Nevertheless, 19% of the participants had a neutral stance since they enjoyed the cartoons but did not consider them as resources for learning English, as one participant noted “Es solo para divertirse” [It's just for fun] (S-05). Instead, 4% of the surveyed disagreed, describing them as odd.

As shown in Table 4, 44% of those who responded to item 5 had a neutral stance about TED talk to increase their motivation since it provided them with meaningful information that included advanced expressions. In contrast, 33% of them agreed with this type of content because it enabled them to acquire useful words in real-life situations. On the other hand, 19% of the students strongly agreed as they indicated that their interest increased when they listened to a speaker from another country. Last but not least, 4% strongly disagreed due to its lexical complexity for understanding the main idea and details, which was corroborated by one student who argued the following “Porque es muy difiicil” [Because it is very difficult] (S-25).

Figure 2
Seventh grade students' preference for authentic materials



The present bar graph illustrates the seventh grade students' preferences for the different authentic materials like songs, cartoons, conversations, TED talks, and documentaries in order to show the most and least favourite material to develop their listening comprehension sub-skills such as “listening for predicting”, “listening for gist”,

“listening for specific information”, “listening for understanding vocabulary” and “listening for sequencing”.

As seen in Figure 2, 56% of the students preferred songs to improve their listening comprehension skills since they made the English lessons more dynamic and interesting. Instead, 19% selected cartoons as these included animated characters and stories according to their level. On the other hand, 15% of the surveyed chose conversations as their favourite for learning words because they involved vocabulary commonly used by native speakers in their daily lives. In contrast, 7% of them liked the TED talk for being easy and informative. However, 3% opted for the documentary provided by BBC News due to the fact that it allowed them to learn about relevant aspects from around the world.

7. Discussion

The present study was designed to improve English listening comprehension skills by using authentic materials through technology among seventh year students at an elementary school in Loja city during the 2022-2023 school year. Based on this purpose, the researcher formulated the following sub-questions.

The first research sub-question was what is the level of improvement in English listening comprehension sub-skills when using authentic materials through technology among seventh year students at an elementary school in Loja city? The results indicated that seventh grade students obtained a total mean score of 7,70 out of 10 during the application of the pretest, while the overall mean score of the posttest increased to 9,55 out of 10 with a statistical difference of 1,85, which means that the use of authentic materials such as conversations, cartoons, TED talks, documentaries, and songs helped them to develop their listening comprehension skills. In the same vein, prior studies have noted that this type of material is characterised by effectively improving sub-skills like listening for predicting, listening for gist, and listening for specific information (Al-Mardini, 2019), which is consistent with the ideas of Haricha (2019) who also showed that authentic audio-visual materials produced by native speakers are a positive method for teaching listening within the classroom since they provide the English language in real-life contexts. Nevertheless, one limitation identified by the researcher was the short class period, which did not allow students to finish their listening comprehension exercises. Therefore, it is recommended to conduct further studies on the topic.

The second research sub-question was what are the perceptions about the benefits of implementing authentic materials through technology for the development of English listening comprehension skills among seventh year students at an elementary school in Loja city? On this question, the study found that 44% of the surveyed agreed that conversations used on the YouTube platform allowed them to acquire English, which is corroborated by Codina (2020) who mentions that authentic materials are helpful resources for learning language in real-life contexts. At the same time, 37% of the participants strongly agreed that songs heard through the Lyrics Training website were their favourite authentic material because they enabled them to interact dynamically with their classmates. Likewise, these results showed that 37% of the interviewees agreed that the documentary provided by BBC News helped to improve their listening comprehension skills, which confirms the importance

of applying authentic materials to encourage students to be better listeners (Toreniyazova & Otegenova, 2022). Additionally, 44% of them strongly agreed that cartoons made them feel comfortable since they included simple, entertaining, and fun conversations. In accordance with the previous finding, studies carried out by Alimbaev & Shamuratov (2022) demonstrated that the use of authentic materials gives students comfort during their listening process. Finally, 33% of the respondents pointed out that the TED talk motivated them to learn English despite its advanced vocabulary, which supports the ideas of Jaelani (2021) who states that authentic materials serve to motivate the students within the classroom. However, one of the limitations that emerged from the research work was the lack of technological devices for each student since they could not use platforms such as YouTube and Lyrics Training to individually develop their listening activities. As a result, it can be said that this is an important issue for future research.

8. Conclusions

Returning to the research sub-questions posed at the beginning of this study, it is now possible to state that:

The implementation of authentic materials through technology allowed seventh grade students to significantly improve their listening comprehension sub-skills such as listening for predicting, listening for gist, listening for specific information, listening for understanding vocabulary, and listening for sequencing.

The seventh grade students positively perceived the use of authentic materials like conversations, songs, documentaries, TED talks, and cartoons through technology since they helped them to improve their listening comprehension skills, acquire language, keep them motivated, develop their interaction with each other, and make them feel more comfortable.

9. Recommendations

It is recommended that researchers extend the intervention time with authentic materials provided through technology to obtain better results in the five listening comprehension sub-skills since this will give students more opportunities to predict the content, sequence events, and identify general ideas, specific details, and vocabulary.

It is also advisable for teachers to implement a wide variety of authentic materials using the technological devices available in the institution in order to improve students' listening comprehension skills and arouse their interest in learning the English language in real-life contexts.

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11. Annexes

Annex 1: Pretest and posttest for listening comprehension skills



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Dear student, the objective of the following test is to assess your listening comprehension skills. Please, pay attention to the instructions to answer the questions correctly. Your answers will be confidential and anonymous.

Student's name:

Date:

Time: 30 minutes

<https://www.youtube.com/watch?v=CfN2dxtKm0I>

LISTENING FOR PREDICTING

1. Look at the following picture, try to predict what the video will be about and circle the correct answer. (2 points)



- a. School trip
- b. Birthday party
- c. Buying something
- d. Family meeting

LISTENING FOR GIST

2. Watch and listen to the video about three people having a conversation. Underline the main topic they are talking about. (2 points)



Buying a phone



Vacation



Sports



Food

LISTENING FOR SPECIFIC INFORMATION

3. Listen to the video and complete the sentences below with the words in the box. (2 points)

Phone	Reason	Everybody	Shoes
-------	--------	-----------	-------

- a. Are those new
- b. I am going to get a new mobile
- c. That's a good
- d. else seems to have a phone.

LISTENING FOR UNDERSTANDING VOCABULARY

4. Listen to and tick (✓) the correct word in each sentence. (2 points)

- 1. What would you like?
 - a. Type
 - b. Brand
 - c. Features
 - d. Characteristics
- 2. I this one
 - a. Suggest
 - b. Recommend
 - c. Want
 - d. Like
- 3. I'llit
 - a. Buy
 - b. Get
 - c. Receive
 - d. Take
- 4. Do you like my new?
 - a. Phone
 - b. Computer
 - c. TV
 - d. Watch

LISTENING FOR SEQUENCING

5. Listen to the conversation, then sequence the dialogue using the numbers from 1 to 4 (2 points)



I want to buy a phone



I suggest this phone



Hi, Al. Hi, Bob



Great, thanks.

Test Answers and Scoring Guide



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DATA COLLECTION SOURCE: PRE-TEST AND POST-TEST

Dear student, the objective of the following test is to assess your listening comprehension skills. Please, pay attention to the instructions to answer the questions correctly. Your answers will be confidential and anonymous.

Student's name:

Date:

Time: 30 minutes

<https://www.youtube.com/watch?v=CfN2dxtKm0I>

LISTENING FOR PREDICTING

1. Look at the following picture, try to predict what the video will be about and circle the correct answer. (2 points)



- a. School trip
- b. Birthday party
- c. Buying something
- d. Family meeting

LISTENING FOR GIST

2. Watch and listen to the video about three people having a conversation. **Underline** the main topic they are talking about. (2 points)



Buying a phone



Vacation



Sports



Food

LISTENING FOR SPECIFIC INFORMATION

3. Listen to the video and complete the sentences below with the words in the box. (2 points)

Phone	Reason	Everybody	Shoes
-------	--------	-----------	-------

- a. Are those new **shoes**? (0,5)
- b. I am going to get a new mobile **phone** (0,5)
- c. That's a good **reason** (0,5)
- d. **Everybody** else seems to have a phone. (0,5)


LISTENING FOR UNDERSTANDING VOCABULARY

4. Listen to and tick (✓) the correct word in each sentence. (2 points)

- 1. What would you like?
 - a. Type
 - b. Brand
 - c. Features ✓ (0,5)
 - d. Characteristics
- 2. I this one
 - a. Suggest
 - b. Recommend ✓ (0,5)
 - c. Want
 - d. Like
- 3. I'llit
 - a. Buy
 - b. Get
 - c. Receive
 - d. Take ✓ (0,5)
- 4. Do you like my new?
 - a. Phone ✓ (0,5)
 - b. Computer
 - c. TV
 - d. Watch


LISTENING FOR SEQUENCING

5. Listen to the conversation, then sequence the dialogue using the numbers from 1 to 4 (2 points)




I want to buy a phone

2 (0,5)



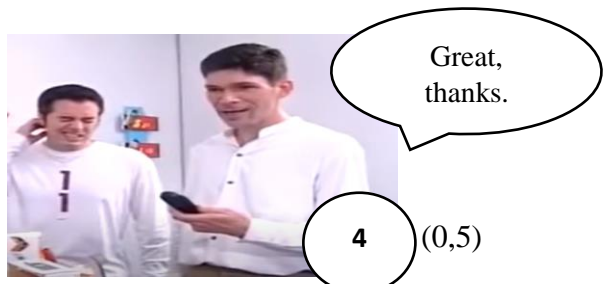
I suggest this phone

3 (0,5)



Hi, Al. Hi, Bob

1 (0,5)



Great, thanks.

4 (0,5)

Annex 2: Questionnaire



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DATA COLLECTION SOURCE: QUESTIONNAIRE

Dear student, please choose the response that best describes your perception of using authentic materials through technology to improve your listening comprehension skills. Your responses will be confidential and anonymous.

Student's code:

Gender:

Date:

1. The use of English conversations through the YouTube platform allowed you to acquire language

Strongly agree Agree Neutral Disagree Strongly disagree

Why:

.....
.....

2. The songs used on the Lyrics Training website enabled you to dynamically interact.

Strongly agree Agree Neutral Disagree Strongly disagree

Why:

.....
.....

3. The BBC news documentaries helped you to improve your listening comprehension.

Strongly agree Agree Neutral Disagree Strongly disagree

Why:

.....
.....

4. The cartoons used through the YouTube platform made you feel comfortable.

Strongly agree Agree Neutral Disagree Strongly disagree

Why:

.....
.....

5. The application of different TED Talks motivated you to learn English language

Strongly agree Agree Neutral Disagree Strongly disagree

Why:

.....
.....

6. What do you prefer for practicing your listening comprehension?

Songs

Cartoons

TED Talks

English conversations

BBC News Documentaries

Why:

.....
.....

THANKS FOR YOUR COLLABORATION

Annex 3: 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

Annex 4: Informed consent



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DECLARACIÓN DE CONSENTIMIENTO INFORMADO**

Yo,....., con cédula de identidad.....representante de la/el estudiante.....he leído este documento de consentimiento informado en donde se explica que mi representado (a) será entrevistado por parte de una estudiante de la UNL con fines investigativos y de aprendizaje.

También comprendo que mi representada/o, en cualquier momento puede abstenerse de emitir información y solicitar la cancelación de la entrevista efectuada.

Declaro haber sido informado/a que mis datos personales y de mi representada/o, serán protegidos por el anonimato y la confidencialidad. Así mismo, conozco que en el caso de que esta entrevista afecte la salud mental de mi representada/o se suspenderá inmediatamente.

En conocimiento pleno me sirvo consentir y autorizar la entrevista llevada a cabo por la investigadora Joselin Mabel Avila Castillo

En la ciudad de Loja, a las.....horas del mes de del 2023

Firma:

Nombres y Apellidos:.....

C.I.:.....

Representante


Firma:.....

Nombres y Apellidos:

C.I.:

Estudiante UNL

Annex 5: Lesson plans

Lesson plan	
Class: Seventh “B”	School year: 2022-2023
Number of students: 27	Topic: Indefinite pronouns
Language level: A2.2	Type of institution: Private
Date: Wednesday, October 26, 2022	Schedule: 8h20 a 9h40
Pre-service teacher: Joselin Mabel Avila Castillo	Time per lesson: 80 minutes
Bibliography: Greenwell,J.(2017).Cool Kids 6. Richmond Publishing	
Materials	Lesson Objectives
<ul style="list-style-type: none"> • Song. • Internet. • Power Point presentation. • Computer. • Speaker. • Projector. • Marker 	At the end of the lesson, students will be able to write about people or things without saying exactly who or what they are by using indefinite pronouns with the prefixes some, any, no and every.
Warm-up and Objective Discussion	
<p>Tell students various indefinite pronouns and ask them to raise their hands when they hear an indefinite pronoun for people, stand up when they identify an indefinite pronoun for things and close their eyes when they hear an indefinite pronoun for places in order to activate their prior knowledge about grammar. Then tell them they are going to learn to describe people, things and places in general way through the use of indefinite pronouns. Explain that these indefinite pronouns are essential because they allow to describe without having to mention exact names. Tell them that at the end of the week, they will use the indefinite pronouns to give details about people, things and places.</p>	
Instruct and Model	
<p>Instruct:</p> <ol style="list-style-type: none"> 1. First, have students predict what the song will be about according to the picture: Will the song be about something happy or sad? (Listening for predicting) 	
	
<ol style="list-style-type: none"> 2. Next, show the song through the YouTube platform called “Somewhere I belong” by Linkin Park. The lyrics of the song includes different indefinite pronouns for people, things and places. 3. After the video, show some flashcards with the indefinite pronouns mentioned in the song to highlight their importance in real life. <p>Flashcards:https://www.canva.com/design/DAFQIHax0UQ/ybl4ecC8hC4Mn7KCvxXXgw/edit?utm_content=DAFQIHax0UQ&utm_campaign=designshare&utm_medium=link2&utm_source=harebutton</p> <ol style="list-style-type: none"> 4. Then, show a table divided into people, things and places and ask them to classify the indefinite 	

pronouns in the video according to their use.

Model:

Show again an extract from the song and ask students to listen to and identify the correct indefinite pronoun to complete the lyrics of the song. Then, check their listening comprehension of the vocabulary (**Listening for understanding vocabulary**)

YouTube video link: <https://www.youtube.com/watch?v=zsCD5XCu6CM>

Guided Practice

Give students the Lyrics Training website with the lyrics of the song “Somewhere I belong” by Linkin Park and ask them to fill in the gaps with the missing words. So students will have to choose the correct word in order to complete the song (**Listening for specific information**)

Resource:


<https://es.lyricstraining.com/play/linkin-park/somewhere-i-belong/HjK5ofqOOj#b7w>

Independent Practice

Students have to watch the video again and order the extracts of the song in which some indefinite pronouns are present (**Listening for sequencing**)

Assessment

Students have to write the main idea of the video in their own words by using indefinite pronouns (**Listening for gist**)

Lesson plan	
Class: Seventh “B”	School year: 2022-2023
Number of students: 27	Topic: Elements of a fable
Language level: A2.2	Type of institution: Private
Date: Monday, December 19, 2022	Schedule: 10h10 a 11h30
Pre-service teacher: Joselin Mabel Avila Castillo	Time per lesson: 80 minutes
Bibliography: <u>Greenwell,J.(2017).Cool Kids 6. Richmond Publishing</u>	
Materials	Lesson Objective
<ul style="list-style-type: none"> • Internet. • Power Point presentation. • Computer. • Projector. • Markers. • Speakers. • Cartoon 	At the end of the lesson, students will be able to identify the different elements of a fable such as title, characters, summary, problem and moral by using a cartoon about the hare and the tortoise.
Warm-up and Objective Discussion	
Show students three pictures of stories and ask them to identify which one is a fable in order to activate their prior knowledge on the topic. Then tell them they are going to learn the different elements of a fable such as title, characters, summary, problem and moral. Explain that these elements are important because they help the writer build the fable. Tell them that at the end of the week, they will use these elements to write their own fable.	
Instruct and Model	
<p>Instruct:</p> <ol style="list-style-type: none"> 1. First, ask students to predict what the video will be about based on the picture (Listening for predicting) <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 2. After that, show students a cartoon about the hare and the tortoise through the YouTube platform. This video will include different elements such as characters, problem and moral. 3. Next, explain students the elements of a fable such as title, characters, summary, problem and moral by using a graphic organizer. 4. Then, ask students to identify the elements of the fable presented in the cartoon “The tortoise and the hare” <p>Model: Show the students the cartoon again and ask them to recognize main idea of the fable taking into account its elements (Listening for gist)</p> <p>YouTube video link: https://www.youtube.com/watch?v=pjokVI0LJzw</p> <p>Power point presentation: https://docs.google.com/presentation/d/1RJIW8O8Cn3ewW0RS3tG8CGOn-aTyjdIg/edit?usp=sharing&ouid=114917852776306919230&rtpof=true&sd=true</p>	

Guided Practice

The students have to listen to the cartoon again and circle the correct word to complete the conversation between the tortoise and the hare (**Listening for understanding vocabulary**)

Independent Practice

The students have to listen to the cartoon again through Edpuzzle platform and fill in the gaps with the correct words (**Listening for specific information**)

Edpuzzle link: <https://edpuzzle.com/media/639724ef172cb3415ce0f4ff>

Assessment

The students have to order from one to four the events of the fable shown in the cartoon of the tortoise and the hare (**Listening for sequencing**)

Annex 6: Pretest scores on the performance of seventh grade students' listening comprehension skills

STUDENTS' CODE	LP 2/2	LG 2/2	LI 2/2	LV 2/2	LS 2/2	TOTAL 10
Student No. 01	2,00	2,00	0,50	1,50	2,00	8,00
Student No. 02	2,00	2,00	0,50	1,50	2,00	8,00
Student No. 03	0,00	2,00	0,50	1,00	1,00	4,50
Student No. 04	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 05	2,00	2,00	2,00	1,00	2,00	9,00
Student No. 06	0,00	2,00	2,00	1,00	2,00	7,00
Student No. 07	0,00	2,00	2,00	1,50	2,00	7,50
Student No. 08	2,00	2,00	1,00	0,50	1,00	6,50
Student No. 09	2,00	2,00	1,00	1,00	2,00	8,00
Student No. 10	2,00	2,00	1,00	0,50	1,00	6,50
Student No. 11	0,00	0,00	2,00	0,50	2,00	4,50
Student No. 12	2,00	2,00	0,50	1,00	1,00	6,50
Student No. 13	2,00	2,00	2,00	0,50	1,00	7,50
Student No. 14	2,00	2,00	1,00	1,50	2,00	8,50
Student No. 15	2,00	0,00	2,00	0,50	2,00	6,50
Student No. 16	0,00	2,00	1,00	1,50	2,00	6,50
Student No. 17	2,00	2,00	2,00	1,00	2,00	9,00
Student No. 18	2,00	2,00	1,00	1,00	2,00	8,00
Student No. 19	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 20	2,00	2,00	1,00	0,50	2,00	7,50
Student No. 21	0,00	0,00	2,00	0,50	2,00	4,50
Student No. 22	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 23	2,00	2,00	1,00	1,50	2,00	8,50
Student No. 24	2,00	2,00	0,50	1,50	2,00	8,00
Student No. 25	2,00	2,00	2,00	0,50	2,00	8,50
Student No. 26	0,00	2,00	1,00	1,50	2,00	6,50
Student No. 27	2,00	2,00	2,00	2,00	2,00	10,00
Mean	1,48	1,78	1,39	1,15	1,81	7,70

Note. **LP** = Listening for predicting, **LG** = Listening for gist, **LI** = Listening for specific information, **LV** = Listening for understanding vocabulary, **LS** = Listening for sequencing

Annex 7: Posttest scores on the performance of seventh grade students' listening comprehension skills

STUDENTS' CODE	LP	LG	LI	LV	LS	TOTAL
	<i>2/2</i>	<i>2/2</i>	<i>2/2</i>	<i>2/2</i>	<i>2/2</i>	10
Student No. 01	0,00	2,00	2,00	1,50	2,00	7,50
Student No. 02	2,00	2,00	2,00	1,50	2,00	9,50
Student No. 03	2,00	2,00	2,00	1,50	2,00	9,50
Student No. 04	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 05	0,00	2,00	2,00	2,00	2,00	8,00
Student No. 06	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 07	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 08	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 09	2,00	2,00	2,00	1,50	2,00	9,50
Student No. 10	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 11	2,00	2,00	2,00	1,50	2,00	9,50
Student No. 12	2,00	2,00	2,00	1,50	2,00	9,50
Student No. 13	2,00	2,00	1,00	2,00	2,00	9,00
Student No. 14	2,00	2,00	1,00	2,00	2,00	9,00
Student No. 15	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 16	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 17	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 18	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 19	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 20	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 21	2,00	2,00	2,00	1,50	2,00	9,50
Student No. 22	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 23	0,00	2,00	2,00	1,50	2,00	7,50
Student No. 24	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 25	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 26	2,00	2,00	2,00	2,00	2,00	10,00
Student No. 27	2,00	2,00	2,00	1,50	2,00	9,50
Mean	1,78	2,00	1,93	1,83	2,00	9,55

Note. **LP** = Listening for predicting, **LG** = Listening for gist, **LI** = Listening for specific information, **LV** = Listening for understanding vocabulary, **LS** = Listening for sequencing

Annex 8: Matrix of the project

THEME	Authentic materials on English listening comprehension through technology with seventh year students at an elementary school in Loja city. School year 2022-2023.			
GENERAL PROBLEM	OBJECTIVE	CATEGORIES THEORETICAL FRAME	METHODOLOGY AND INSTRUMENTS	INDICATORS
How can authentic materials improve English listening comprehension skills through technology among seventh year students at an elementary school in Loja city during the school year 2022-2023?	To improve English listening comprehension skills by using authentic materials through technology among seventh year students at an elementary school in Loja city during the school year 2022-2023.	Independent variable: Authentic materials through technology Dependent variable: Listening comprehension	Mixed action research model • Quantitative • Qualitative	Lesson methodology • Pre-listening • While-listening • Post-listening
SUBPROBLEMS	SPECIFIC OBJECTIVES			
What is the level of improvement in English listening comprehension sub-skills when using authentic materials through technology among seventh year students at an elementary school in Loja city?	To find out the level of improvement in English listening comprehension sub-skills by using authentic materials through technology among seventh year students at an elementary school in Loja city.	4.1 Definition of technology 4.1.1 Importance of technology in education 4.1.2 Technology for English language teaching. 4.1.3 Technology and authentic materials. 4.2 Definition of authentic materials. 4.2.1 Advantages of	Testing: Pretest and posttest	Technology • Student-centered teaching. • Innovative and creative activities. • Edpuzzle • Quizizz Authentic Materials Videos on YouTube: Conversations TED Talks Cartoons

<p>What are the perceptions about the benefits of implementing authentic materials through technology for the development of English listening comprehension skills among seventh year students at an elementary school in Loja city?</p>	<p>To describe the perceptions about the benefits of implementing authentic materials through technology for the development of English listening comprehension skills among seventh year students at an elementary school in Loja city.</p>	<p>authentic materials 4.2.2 Disadvantages of authentic materials 4.2.3 Types of authentic materials. 4.2.3.1 Authentic listening materials. 4.2.3.2 Authentic video materials. 4.2.3.3 Authentic printed materials 4.2.4 Authentic materials to develop listening comprehension. 4.2.4.1 Videos on YouTube 4.2.4.2 Songs through Lyrics Training Website 4.3 Definition of listening comprehension. 4.3.1 Listening comprehension sub-skills 4.3.1.1 Listening for predicting. 4.3.1.2 Listening for gist. 4.3.1.3 Listening for specific information. 4.3.1.4 Listening for understanding vocabulary 4.3.1.5 Listening for sequencing.</p>	<p>Survey: Questionnaire</p>	<p>Documentaries Lyrics Training Website: Songs Authentic materials provide students: <ul style="list-style-type: none"> • Comfort • Motivation • Interaction • Language acquisition • Improvement of listening comprehension skills Listening comprehension subskills: <ul style="list-style-type: none"> • Listening for predicting. • Listening for gist. • Listening for specific information. • Listening for understanding vocabulary. • Listening for sequencing. Strategies for</p>
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		<p>4.3.2 Stages in the teaching of listening comprehension.</p> <p>4.3.2.1 Pre-listening stage</p> <p>4.3.2.2 While-listening stage</p> <p>4.3.2.3 Post-listening stage</p> <p>4.3.3 Assessment for listening comprehension</p> <p>4.3.3.1 Quizizz</p> <p>4.3.3.2 Edpuzzle</p> <p>4.3.4 Strategies for developing listening comprehension</p> <p>4.3.4.1 The bottom-up strategy</p> <p>4.3.4.2 The top-down strategy.</p> <p>4.4 Previous studies</p>		<p>teaching listening comprehension:</p> <ul style="list-style-type: none"> • Top-down • Bottom-up <p>Listening comprehension includes:</p> <ul style="list-style-type: none"> • Understanding the spoken language. • Recognizing the general idea. • Identifying specific details. • Remembering vocabulary. • Guessing meaning from the context.
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