

Integrating Authentic Materials into Strategy-based-Instruction to Improve Listening Comprehension

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Abstract: *This action research study was intended to improve the listening comprehension of eleventh graders from a private school in Cartagena. Six workshops integrating authentic materials and listening strategies were used along to measure the impact on their listening comprehension performance. In this qualitative research, a group of 35 female participants were observed and evaluated by means of a teacher journal, a peer- observation form, and a student self- evaluation survey; besides, the evaluation of the correct use of the listening strategies and learning of vocabulary and grammar structures in each lesson was carried out through rubrics. After analyzing the data collected it was determined that students improved their listening comprehension performance by the use of authentic materials and listening strategies and that they were also able to interact more in the class, also showing a good level of vocabulary, as they felt more confident with their language usage in the classroom.*

Keywords: (Source UNESCO Thesaurus): Authentic materials; communication strategies; communication skills; listening comprehension; vocabularies.

1. Introduction

This research project is about the impact of authentic materials (AM) on the listening comprehension skill of eleventh graders in a private School located in the city of Cartagena, Colombia. AM represent a key tool teachers can use to guarantee learners proficiency (Carter & Nunan, 2001) in combination with listening strategies which are crucial to help learners improve their listening performance (Wilson, 2008).

The present study arose from the concerns related to the participants' lack of listening comprehension when exposed to spoken English at basic level; this problem was identified by means of participant and non-participant observations, a student survey and a researcher's journal in the diagnostic stage of the study; this initial finding led to a research question aiming to measure the impact of authentic materials on the listening comprehension of 11th grade students in a private school in Cartagena. To overcome the listening comprehension problems students showed in the diagnostic stage, listening strategies and authentic materials played an important role in the implementation of six workshops following Wilson's (2008) model which incorporates three stages to help learners create a mental sequence of a listening class: Before, while and post listening activities became the three stages to create a listening comprehension lesson.

2. Literature Review

Listening is one crucial skill to develop communicative goals that can be easily supported by authentic materials (AM); as stated by Richards (2001) and McGrath (2002), AM in the EFL class help learners succeed with the use of the language and develop the acquisition of new vocabulary.

According to Al Azri and Rashdi (2014), many authors have different points of view when referring to authentic materials in the EFL class. In general terms, authentic materials are created by native speakers, but not designed with the purpose of being used for academic purposes specifically. According to Van Dozer (1997) "the language should reflect real discourse, including hesitations, rephrasing, and a variety of accents" (p. 3), that is, the importance of AM relies on the exposure of learners to natural language use.

Around the use of authentic materials in the classroom many theories are suggested; Jacobson (2003), for example, sees "authentic materials as materials which are used in the classroom in the same way they are in real life" (p. 14); authentic materials represent a crucial tool to guarantee learners' proficiency. Carter and Nunan (2001) sustain that authentic materials can be oral or written in ordinary texts that are not created with the specific purpose of using them for language teaching. Herod (2002) highlights how important it is for learners to be exposed to real life English and this kind of materials are used in the classroom to imitate real world situations.

Genhard (as cited in Al azri and Rashdi 2014) classifies authentic materials into three different types. The authentic listening materials which correspond to tv shows, news, cartoons, songs, etc., also the visual materials such as street signs, magazines, newspapers, pictures, post-cards among others, and finally, authentic printed materials like reports, newspapers, restaurant's menus and train tickets.

For the selection of AM to support the learning of listening skills, it is important to discuss what listening is. Listening for many years have been considered a forgotten skill Brownell (2016) the consequences of poor listening can

affect communication in the same way interaction, listening is connected to other skills in order to achieve the communicative goal. Considering that lack of listening comprehension affects the way the world is conceived in terms of communication, speaking difficulties start to appear when learners misunderstand aural messages. Listening helps learners to develop relationships; it is difficult to keep a conversation when the message is not clear. Rost (2002) states that “under normal circumstances, we all manage to acquire our first language, and we do it primarily through listening” (p. 81). With this, the author makes a comparison between EFL learning and the mother tongue, indicating that teaching processes should follow a similar structure. Listening is one of the first skills a human being acquires; even before being born they can understand their mom’s tone of voice, music and are able to react when they listen to the father’s voice. When they are born, they get used to identifying sounds, and in the same way develop the other skills by understanding spoken messages and interacting with others. Seen like that, listening is a crucial skill that needs to be developed in the EFL class. Referring to the second language acquisition (L2) it seems to be a little bit complicated while the learning to listen in the first language is given in a gradual but almost effortless way. While learning to listen some strategies can be included in order to specify the kind of challenge the listener wants to undertake to become proficient in terms of English language. The main point of a listener is to comprehend the message transmitted which includes some important points: what the listener knows, what he comprehends and finally what he will do with that (Wilson, 2008), which is directly related to listening comprehension, another important ability that needs to be developed in the English classroom. Barbosa (2012) states that the purpose of the listening class is to understand the message from an aural material. Nevertheless, it is necessary to clarify that listening comprehension also includes the understanding of vocabulary, meaning and coherence of the spoken texts, there is when it can be said that this skill helps learners to develop the others in order to become proficient in the language (Wilson, 2008). According to Anderson and Lynch (1988), arguing what successful listening is, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. That is to say, listening is a process in which other skills are activated to guarantee the performance of English speakers. Moreover, listening is considered as an opportunity to interact with others combining different strategies to be able to communicate. Purdy (1997) defined listening comprehension as “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (p. 8) as also emphasized by Vandergrift (2009) who considers listening comprehension is not a passive activity at all. Its complexity takes the learner to follow an active process where it is necessary to determine sounds, understand vocabulary, grammar structures, and interpret stress, intonation besides sociocultural context of the utterance. According to Rost (2002), “comprehension is often considered to be the first –

order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening” (p. 59). To understand the general message, listeners can get used to sounds and recognize vocabulary they already know, besides learning new information through comprehension.

To be able to listen it is necessary to focus on the specific task the learner will develop, strategies are compound in different types: metacognitive which oversees, regulates and directs the language learning process, cognitive strategies, on the other hand, manipulate the material to be learnt or apply to a specific technique to the learning task. Socio-affective strategies describes the learning that occurs when a learner co-operates with classmates. From those strategies, different types of task or skills are used to verify learners’ comprehension and validity of the information given. Teachers need to have a clear view of how to assess learners in listening tasks. Wilson (2008) defends the use of listening skills to assess students’ listening comprehension in the EFL class; some common strategies to do so are: 1) Listening for specific information in which the listener could be able to answer detailed questions about a topic, in this case, from a video or an audiotape taking notes and discriminating the kind of information they have to listen to (numbers, names, or objects) (Wilson, 2008; CEF, 20012) Listening for gist that means to comprehend the general message of the aural text, taking into account relevant information and the main idea, that is, students are asked questions about *what, who, why* an action was performed in a text or passage (Wilson, 2008) Inferring that demands interpretation and deduction from a spoken text by going beyond what the information given tells. Wilson (2008) describes inferring as the ability to make analogies to situations the listener recognizes from the material or spoken language they are exposed to; 4) Taking Notes requires the attention of the listener for not omitting important information; Newton (2009) indicates that “it is also an essential skill for academic study where learners have to attend lectures in another language, but can be used in various forms at all levels of language proficiency” (p. 52). 5) Predicting which is used for listening and reading comprehension techniques. According to the British Council (1999) the prediction skill relates to activities learners do in reading and listening tasks, the main purpose is to indicate what they are going to listen or read in advance. After that, learners have the chance to revise their hypotheses; and 6) Summing up that is a strategy can be used for reading and listening exercises; the British Council (1999) suggests it as a crucial skill to improve learners’ listening comprehension because asking students to write summaries can help them develop the receptive skill on listening comprehension, while they listen to authentic materials they can have the general view of what it is about and the specific details like dates and names.

3. Method, Participants and Instrumentation

This project was based on the qualitative paradigm (Brown & Rodgers, 2002); this refers to the study of people’s perceptions, behaviors and Beliefs in their natural settings. The same authors state that “[...] qualitative researchers tend to be more interested in presenting a natural and holistic picture of the phenomena being studied” (p.163). Inside the qualitative paradigm, this study design

corresponded to Action Research which Bradbury (2010) defines as an orientation to knowledge creation that flows in a context of practice and makes the researcher work with a practitioner. It represents, in other words, the formative orientation to knowledge creation where the researcher converts theory into practice; this type of study takes into account planning, applying, observing, analyzing and re-designing as the main stages in the research process.

The study was conducted in an eleventh grade female class from a private school in Cartagena; their ages ranged between fifteen and eighteen years old. The majority of the 35 students in this class came from strata 6 and lived in the same neighborhood the school was located; some others lived in the south of the city and surroundings. A big amount of learners had taken English courses in very well-known institutions of Cartagena, some others had been exposed to the language thanks to their trips around the world, and a minority had poor English bases. The group can be described as a heterogeneous class because the students' English level ranged between A1 to B1 level according to the Common European Framework CEF as it was shown in the results of the diagnostic test conducted by a publishing house. In a general view of the class, the students ratified their commitment with learning language skills but reported listening as the least practiced and most difficult skill in English. According to teacher interviews and student surveys, participants showed commitment as well as desire to be part of this project, as well as their parents. Regarding listening comprehension, learners seemed concerned about their performances willing to improve in this skill.

For the problem that was identified in the diagnostic stage, three instruments were applied: the teacher's journal, teacher interviews, and student surveys. They were selected with the purpose of confirming from different points of view the students' weaknesses perceived by the teacher providing so validity to the study. In the action stage of the study (implementation of listening strategies and authentic materials) the interviews were replaced by peer-observation (Appendix 1) and self-evaluation (Appendix 2) which were intended to collect the observer's and the students' opinions and perceptions about the impact of the authentic materials and listening strategies on the listening skill. These instruments collected very useful information to demonstrate if learners were improving their listening comprehension performance as an impact of the authentic materials incorporated in the lesson plans. The teacher's journal accredited the personal assumptions of the teacher-researcher about the learners' progress in the language, discipline as well as how the listening strategies were used in order to improve their listening skill. The information given by the observer provided valuable input about the apprehension of the activities the learners were exposed to, along with their involvement in the project. Regarding the evaluation rubrics used (Appendix 3), the teacher designed

an instruments with descriptors to assess the before, while and post- listening tasks according to the type of strategy adopted in every workshop and results were considered from a quantitative perspective to support or ratify qualitative findings.

3.1 Pedagogical intervention

Taking into account the necessity of being exposed to the spoken language in the EFL classes, the researcher decided to implement an action stage to measure the impact of authentic listening materials on the listening comprehension skill of 11th graders. The purpose was to make students improve listening comprehension through authentic materials; in that way six workshops with a particular structure based on listening strategies were designed in which the listening for gist, listening for specific information, answering true and false questions, listening for deduction among other listening strategies were incorporated. Each workshop consisted of three sections: a before listening stage inspired in Brown (2006) who states that learners "should have an opportunity to learn vocabulary items (and perhaps structures) they don't know but that they will need to successfully complete the task" (p.2). a while -listening which had two parts, a first and a second listening task, and a post-listening with a task involving other skills to verify learning of the lesson. To assess the learners' performance in the listening tasks, a rubric was used to measure the impact of the listening strategies and authentic materials on the listening skill (Appendix 3). Table 1 summarizes the strategies and authentic materials used in the implementation stage of the study:

Table 1: Strategies and authentic materials used in research implementation per workshop

Workshop	Title	Listening strategy	Authentic material
1	Life goals	Listening for gist and listening for details.	Self-motivation video.
2	Anger management	Predicting and taking notes.	Short film.
3	Spot light	Listening for specific information.	Advertisement.
4	Exam success	Inference	TED video.
5	Pursuing happiness	Checking notes	Short film.
6	Fast food advertisement	Predicting and listening for meaning	Advertisement.

4. Results and Discussion

The data collected were submitted to triangulation (Cox & Hassard, 2005) and seven categories arose from the analysis indicating the impact of listening strategies and authentic materials on the listening skill:

Table 2: Categories of analysis in project implementation

Category of analysis	Workshops						Frequency percentages
	W-1	W-2	W-3	W-4	W-5	W-6	
Correct use of listening strategies	40	44	43	92	87	82	32%
Lack of Listening Comprehension	56	32	63	24	29	24	19%
L1 Dependence	43	37	39	29	29	26	17%

Low Speaking Level	26	20	30	17	29	17	11%
Asking for clarification	16	14	23	14	16	9	7.6%
Lack of Vocabulary	22	17	16	11	12	7	7%
Excessive use of dictionary	14	12	15	10	11	6	5.6%

The data in Table 2 reveal that after the implementation of the six workshops the most representative category from the implementation stage was *correct use of listening strategies* with a 32% of the frequencies. This category ratifies students' improvement in terms of listening comprehension and a significant growing in terms of acceptance to real English. The table indicates that in the first three workshops this category showed a low frequency indicating some reluctance towards such authentic listening materials, but after the fourth workshop, the data evidenced that positive impact augmented with frequencies of 92, 87 and 82. Besides authentic materials, learners were exposed to listening strategies from specific information, prediction, filling the gaps among others. They showed listening improvement from the materials they were exposed to reducing the listening comprehension weaknesses they manifested in the diagnostic stage.

This was a frequent category along the six workshops, students showed a good level of comprehension and compromise throughout the tasks, students had the chance to express their feelings and empathy by means of the self-evaluation rubric and the observation of the peer observer ratifying the progress and confidence obtained by the development of each task being willing to be exposed to authentic materials in every EFL class without depending on the dictionary all the time, but by getting the meaning from the context.

At the beginning of the implementation stage, learners were taught about strategies and authentic materials usage in EFL learning purposes. Throughout this process students recognized its importance in their professional growth since their improvement on listening skills benefit the performance in the English class, and as a consequence the acquisition of the L2. Furthermore the *lack of listening comprehension* strategy with a 19% of the whole analysis complement the results explained previously, because it

indicates that learners still showed some difficulties in terms of comprehension that they overcame in the last workshops with a reduction of the frequencies from 56 to only 24, that is, this aspect had a significant positive change.

Table 2 continues to show that the decline of the category *Low Speaking level*, confirmed that the use of authentic materials helped learners improve their oral production levels as well as the increase of their vocabulary levels. Besides, learners were interested in the acquisition of new knowledge by asking question and using the dictionary. In the same way *L1 dependence* was a category that reduced its frequencies from 43 to 26 evidencing that students are able to keep a conversation using the foreign language which showed an improvement in their input processes by means of the constant exposure to different spoken contexts.

Learners were interested in the new information they were getting, so the use of the dictionary and their constant asking for clarification showed how committed they were in the process. The data collected shows how the students reduced their *asking questions for clarification* and translation and the *excessive use of the dictionary* in the class being the lowest category. That is another evidence of the improvement of their listening comprehension skills.

Lack of vocabulary was one of the categories with the most significant improvement because it started with 22 frequencies in the first workshop and ended up with only 7 in the last workshop of the implementation stage. Students were able to increase their vocabulary level and could use it in different moments in the English class.

To provide more evidence from the positive impact of authentic materials on students' listening comprehension performance, a summary of the results of the listening comprehension rubric used by the researcher in this project is presented below:

Table 3: Results of listening comprehension rubric in workshop implementation

Performance descriptors	Possible points	W1	W2	W3	W4	W5	W6
Learners identify the vocabulary learnt in the video.	5	3.5	3.6	3.6	3.9	4.1	4.4
Learners appropriately use the listening strategies.	20	16.5	18.5	14	16	18.1	19.1
Learners complete before, while and post-listening activity.	10	9.8	9.5	8.4	9.7	9.9	9.9
Learners interact with the class using L2	10	6.0	6.3	6.2	7.7	9.2	9.5
Learners identify details, predict and take notes about the information they listen in the video	5	3.0	3.1	3.8	4.0	4.5	4.6
Total	50	38.8	41	36	41.3	45.8	47.5

According to the evidenced results in Table 3, it can be observed that learners were not accurate in terms of listening strategies and apprehension of authentic materials in the first activity planned in this project; they described listening as a difficult task that was almost impossible to attain. In fact, at the beginning of the project, learners barely managed the vocabulary proposed, so that the post listening task manifested a lack of comprehension. The scores in Table 3 above show that in the second workshop they showed a little, but not significant improvement. They appreciated the

authentic materials presented which was an entertained way to include new knowledge in the EFL learning processes, in that way learners were able to use the strategies wisely, but not enough in the final evaluation of the listening activity. When giving a general result of the evaluation the learners obtained a 4.1 points out of 5.0 which indicates an advance of only 0.2 compared with the first workshop.

In the third workshop, students showed confusion in the correct use of the strategies listening for specific information

and the task filling the gaps taking into account the level of difficulty of the advertisement presented in the task. Nevertheless, learners recognized the value of the strategies. Although they said that it represented a challenge to be more proficient in the English language which not only included listening comprehension but also speaking and acquisition of new vocabulary. In this task, students obtained 3.6 out of 5.0 possible points, which still represent some progress. The more learners got in touch with listening the more they started to enhance and get use to authentic materials in the English class as it was evidenced in workshop number four, which took learners from a basic level to a high level of listening comprehension, new vocabulary use and production. The scores 4.1 out of 5.0 represented a significant advance in terms of management of authentic materials and correct use of the strategies proposed in the workshop. In the same way the successful development of workshop number five and six with a 4.5 and 4.7 out of 5.0 provide evidence of the positive impact of authentic materials in eleventh grade students along this project. Nevertheless, the general analysis of the table suggests learners could improve considerably in their listening comprehension performances showing a significant advance from 3.8 to 4.7 in the final score. It is evident that the use of listening strategies helped students to approach authentic materials more successfully so that the enrichment of the listening skill was visible at the end of the project.

Taking into account these results, it is important to mention that the use of authentic materials and listening strategies had a positive impact in student's lack of listening comprehension since the categories reduce significantly as expected in pedagogical objectives and research objectives. In the next section it will be presented the findings and conclusion of this research project.

5. Findings

The objective of this section is to give account of the different achievements obtained along the development of six workshops using authentic materials in eleventh graders from a private school in Cartagena.

Overcoming the lack of listening comprehension in the EFL class

Throughout the implementation of six workshops in this project, the data evidenced an impact in student's listening comprehension performance. In the results, the positive impact that audiovisual authentic materials had in the EFL class was evidenced, despite some problems, the learners were able to achieve the comprehension goals in the listening tasks they were exposed to, along with the authentic materials used involving different accents, slang and unknown vocabulary. Moreover, the listening strategies helped learners better understand spoken English and interact with their classmates and teacher, understand content, and use the vocabulary learnt along different workshops, confirming the theory by Richards (2001) claims that the use of authentic materials in the EFL class is necessary to understand real spoken language. In the same way this study ratified McGrath's (2002) theory about the importance of authentic materials in the development of English classes since they help learners connect vocabulary

with learners' needs. In the same order of ideas, the use of listening strategies played an important role in the listening comprehension performance of the students validating the theory by Oxford (2003) who suggests the use of listening strategies make learners feel confident helping them improve their listening performances.

The stages pre, while and post listening led to an improvement in the implementation stage as showed in Table 7 about the listening comprehension rubric which means that the learners improved their levels starting with a 66% and ending with an 89%. It is also evident in the data collection instruments about lack of listening comprehension that the learners started with a 22% and ended with a 14% in the two final workshops. This improvement was even more notable when learners could understand the message of audiovisual authentic materials, understanding the gist, answering to specific questions, filling the gaps, summarizing, answering to true-false questions besides inferring the meaning from real language. In that way, the listening stages were crucial to help learners understand the materials they were exposed to since the recognition of new vocabulary and the post- listening task helped them express ideas from spoken messages. With this results it is confirmed what Miller (2003) states about the benefits of using a structure to help learners understand the message from authentic language to achieve the comprehension goal. Taking that into account, eleventh grade students were able to interact successfully in the class, using the vocabulary provided along the tasks.

Successful use of listening strategies

The results of this study showed that the use of listening strategies is a key to help learners improve listening performance as proposed by (Field, 1998) who rates the importance of helping learners use listening skills in the English class so that they achieve a communicative goal. After the implementation of the workshops, in the data it is evidenced that learners used the listening skills despite some difficulties; in fact, learners were exposed to activities where they could show a high level of improvement. During the development of the workshops it was evidenced students faced some problems with the task skill filling the gaps due to the material they were exposed to, but that difficulty was overcome by checking their general comprehension and acquisition of new vocabulary in the post- listening stage. Learners struggled with some exercises they were not used to in the English class but along the workshops there were some listening tasks based on authentic listening materials where they could show a good management and expertise in this skill, because they could answer to open-ended and specific questions from audiovisual authentic materials as well as infer the meaning, predict, take notes, and summarize from the videos they were exposed to.

Acquisition of meaningful vocabulary with authentic listening materials

Taking into account the implementation stage and evaluation of this project, vocabulary arose as an important improvement in the students' listening comprehension performance as a result of the exposure to authentic materials. Being the before listening task the first stage in the implementation of the project, vocabulary was selected

in order to make sure students could understand at least the general message of the audiovisual material they were exposed to; this aligns with Alqahtani (2015) who assures that a meaningful tool teachers use in the classroom is vocabulary, since it helps them become proficient in the language and overcome listening comprehension difficulties. During the implementation stage learners were able to acquire new vocabulary, understanding the materials and being able to use it in different spoken contexts presented by the teacher thanks to listening. The acquisition of new vocabulary allowed learners to express their opinions, establish conversations using the L2, present a topic, answer to questions and participate in class. In workshop 1, for example, students felt comfortable with the vocabulary learnt, it was notable they could use it along the rest of the tasks and exercises from the book and workbook. Consequently students showed a good attitude towards listening skills and audiovisual authentic materials which helped them to finish the implementation project successfully; this finding ratifies Ghazal (2007) who highlights the benefits of using the vocabulary in the EFL class, since it makes learners gain confidence with the language usage in varied contexts creating a communicative environment.

Positive attitudes towards Authentic Materials

The findings of this study suggest that the use of authentic materials are important in the L2 classroom to help learners improve listening comprehension difficulties as theorized by Villegas (1988). Taking into account the learners were barely used to listening in the English class, at the beginning it represented a challenge for the teacher and students to understand the materials and manage the different skills proposed. Besides, the accents, speed and intonation common from real English tools reduced in some ways the levels of comprehension of some students, considering the activities hard and challenging. As proposed by Huang (2013), language learning is easier when learners are familiarized with the varied accents and speed used in the real spoken English.

Findings of this study show that learners managed to feel comfortable with the use of audiovisual authentic materials in the class as they could show a level of comprehension and usage of the listening skills. Being the positive impact of authentic materials the category with the highest frequency in the evaluation stage, starting with a 21% in the two first workshops to finish with a 43% of impact that indicates learners were able to assimilate the materials as part of their daily English usage, including vocabulary, accents and speed. Additionally, students understood the general message from the videos, answered to specific questions, filled the gaps and gave coherent responses where necessary. At this manner, the before listening activity was conceived as a crucial tool since learners could understand the vocabulary, associating it in the while and post- Listening tasks. The constant exposure helped the learners realize about the importance of authentic materials and how useful there are to overcome listening comprehension difficulties.

Effectiveness in the use of Listening strategies

With the implementation of the six workshops of this study, the participants were able to complete different tasks

regarding listening skills and to comprehend real spoken English through audiovisual authentic videos, advertisements, and short films. This is consistent with Miller (2003) who states that the use of the materials helps learners attain in the listening comprehension field, that is why learners must be prepared to be exposed to real spoken texts, accents, fluency and intonation. After the implementation of the six workshops, it was notable the integration between listening skills and authentic materials was effective to help them enhance listening comprehension difficulties in the English class and achieve the communication goal. This finding confirms what Patrick (2001) defends about communication as a mixture between comprehension of the message and what the learner could do with the information extracted. In other words with the development of this project learners could identify different listening comprehension patterns which helped them communicate successfully using the information taken from real English settings.

Breakdowns in Listening Comprehension/ Filling the Gaps

After the analysis of the results in the implementation of the project using authentic materials to improve learner's listening comprehension, the data collected revealed learners had trouble in the filling-the-gap task because as stated by Goh (2000) some learners neglect the next part of the listening exercises when they think too much about the meaning in the L1; in fact, results suggest learners although learners were overwhelmed with the words they heard from the authentic listening tasks at the end they could use the target language to respond to such activities.

Use of L1 in the EFL class

The reduction of the mother tongue was notable along the development of the six workshops starting with a 20% of Spanish usage to finish with a 14%; this confirms the theory by Miller (2003) who states that the use of audiovisual authentic materials in the foreign class is crucial to provide input to students which is useful to help them communicate in the class effectively. It was notable that learners diminished the frequencies of mother tongue dependence and create accurate oral sentences to express themselves. In workshop 4, for instance, students communicated successfully using modal verbs using the skills inferring the meaning and summing up. Additionally, the use of listening authentic materials helped learners be contextualized and connected with the target language, understanding cultural factors evident in advertisements, movies and videos using the language to state their points of view, assumptions and beliefs while listening.

Progress in the Speaking skill

After the implementation of six workshops using Authentic Materials to help learners improve listening comprehension difficulties, it was evident the enhancement they showed in terms of the development of the speaking skills. Besides, they could use other tenses explained in previous lessons. In workshop 5, for example, learners answered to open-ended-questions from authentic the audiovisual authentic materials they were exposed to successfully; this finding ratifies what Hedge (2000) states about the importance of taking turns, linking words and using good pronunciation and intonation without hesitation. In other words, learners were able to

interact successfully in the class along the development of the six workshops. At the end of the implementation stage the progress students made was notable in terms of increasing the speaking skill because after each task, students showed interests using the language accurately as Hunter (2011) defends, using adjectives, articles and prepositions which showed a good improvement in the language usage for varied contexts.

6. Conclusions and pedagogical implications

After having implemented the six workshops in the action stage some relevant conclusions and pedagogical implications emerged to clarify ideas about the importance of the use of listening strategies in the English class as well as to provide a detailed overview for future research.

The use of listening strategies to approach authentic materials in teaching helps learners overcome lack of listening comprehension difficulties since their use helps, learners understand better spoken English, interact with others using new vocabulary. The use of AM in combination with listening strategies have a positive impact on listening comprehension because it helps learners to interact in the classroom since they are exposed to real English contexts, forcing them to understand vocabulary they are not used to.

Coupled with the advantage of being exposed to varied authentic listening sources, like videos, advertisements, and short films, listening strategies to acquire new vocabulary like matching games, guessing the words, predicting are strongly suggested to be incorporated in English lesson plans. Dividing the listening task into three stages, before, while and post listening, leads to a progress in listening comprehension because learners have a clear structure of vocabulary, improving listening skills and achieving a communicative goal in the classroom being able to express themselves by understanding authentic spoken messages. Another key to remember is the fact of expressing ideas and opinions form real spoken English using vocabulary provided by AM like adjectives and prepositions, with a correct use of the grammar. The use of AM truly makes the difference for English classes because many strategies can be used to comprehend them. That make students interact with classmates, also providing feedback to make them raise their communicative performance and self-confidence.

Through the use of listening strategies learners not only receive input, but also react to different challenges proposed by the teacher achieving a communicative goal. To facilitate examples using the foreign language, to use pictures, games and didactic activities makes students enjoy the class more and provide tools to learn vocabulary.

As a result of the constant exposure to authentic materials, students improve in the acquisition of new vocabulary regarding the before listening stage. This strategy makes students be engaged with the acquisition of new words and the meaningful use of it along the communicative tasks. Secondary and High school teachers are strongly recommended to use vocabulary activities before listening in order to connect the vocabulary to the authentic materials learners have to listen to and enrich their proficiency in the foreign language, in the same order of ideas to clarify doubts

and make students feel empathy with the class and their own learning processes building a communicative environment.

Listening strategies to approach audiovisual authentic materials help learners improve listening comprehension in the English class. Despite the fact that they are not created specifically for pedagogical purposes, this kind of materials make a difference in students' performance in the foreign class, to understand different accents, speed and pronunciation commonly used in real spoken English with the use of listening strategies. Besides, it becomes a good strategy to turn aside speaking problems because they are listening to the language all along the tasks. Teachers should definitely use authentic materials in their classes to contribute with students' improvement and recognition of real spoken language.

This project concludes that, as Miller (2003) states, the use of authentic materials represent a significant progress in language proficiency of EFL learners. Listening strategies also facilitate the structure of the listening tasks since learners are taught to achieve a specific purpose along the development of the activities. When listening strategies are used with authentic materials, students become more attentive in order to understand the message of the task finding the general idea and answering to specific questions easily. This conclusion is supported by Vandergrift (2009) who argues the importance of listening strategies when using authentic materials due to the fact students continuously monitor their levels of comprehension being able to develop a critical thinking on what strategy to use. Teachers who work with authentic materials develop successful learners making them able to face different communication difficulties not only for the activities the teacher suggests, but to successfully interact in the class.

In general terms, syllabuses should include language learning strategies more explicitly in the school curriculums, in that way, other teachers could have access to what they are and the way they work in student's learning processes. This can help learners to overcome listening comprehension problems as well as to improve and increase communicative skills.

Considering this project was implemented to overcome listening comprehension difficulties provided in the diagnostic stage, the evidence collected and previously analyzed reaffirms the positive impact authentic materials had on learners' listening performances as well as the necessity to consider the benefit they provide to students' attitudes and confidence towards the language. The habit of listening to authentic materials in the English class should not be neglected, teachers and researchers are recommended to continue researching the listening comprehension field by means of authentic materials.

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Appendix 1: Peer classroom observation guideline

Peer Classroom Observation Guideline

Teacher: Mayra A. Silva O.	Topic:Life goals	Level: Eleventh grade
Date:	Value:	Number of Students:
Subject: English	Time:	Observer:

Check the frequency in the corresponding box with a tally (/) every time the aspect is identified or observed in the class. Provide samples and comments to support students' performance during the workshop.

Before Listening		
Aspects	Tallies	Comments
Students complete the matching game exercise.		
Students relate the new vocabulary learned with the pictures.		
Students use the vocabulary in meaningful sentences.		
Students communicate what they understood using L2		
Students describe the pictures exposed in class.		
Students use the dictionary for translation.		

WHILE- LISTENING		
FIRST LISTENING		
ASPECTS	TALLIES	COMMENTS
The students' answers are related to the topic of the video.		
Students express the gist of the video with sentences in future.		
Students report general ideas with expressions from the video.		
Students make questions related to the video.		
Students ask for replaying of the audio.		
Students use L1 to express what they understood from the video		
Students mix L1 and L2 to answer comprehension questions		
SECOND LISTENING		
ASPECTS	TALLIES	COMMENTS
Students grasp specific details from the video.		
Students answer the true and false questions correctly		
Students make comments using L2		
Students ask for replaying of the video		
Students take notes or highlight words in handout		
POST-LISTENING		
ASPECTS	TALLIES	COMMENTS
Students have a good pronunciation.		
Students have good fluency.		
Students include the vocabulary seen in class in their utterances.		
Students use simple future, future perfect and future continuous tense.		
Students interact with the class using L2		
Students present tips creatively.		
How would you evaluate the impact of the use of authentic materials?		
Additional comments:		
Recommendations:		

Appendix 2: Self- evaluation survey

ENCUESTA DE AUTOEVALUACIÓN

Para mi proyecto tu opinión es muy importante puesto que me ayuda a mejorar aspectos que son muy beneficiosos al momento de la planeación. Por esta razón te pediré que respondas las siguientes preguntas de forma honesta respecto al taller que acabamos de realizar sobre proyecto de vida; esto dará una mayor validez y veracidad al proyecto que juntos emprendemos.

Recuerda que tus respuestas no afectarán tu proceso de evaluación y que sólo yo tendré acceso a ellas.

Marca con una X el ítem que corresponda a tu desempeño durante el taller.
I Comprensión auditiva
1. Consideras que el material expuesto te ayuda a mejorar la comprensión auditiva: Mucho___ No estoy segura___ Poco___ En Absoluto___
2. Como calificarías el vocabulario expuesto para comprender el video. Muy útil___ Algo útil___ Poco útil___
3. En cuanto a la comprensión, consideras que el video fue: Fácil de comprender___ Comprendí algunas cosas___ Difícil de comprender___
4. Para realizar la actividad "Before Listening" fue necesario: Usar del diccionario___ Preguntar al docente___ Preguntar a mis compañeras___ Traducir el vocabulario___ Otra.Cuál___
5. En la sesión " first Listening", identificar la idea general del texto fue: Fácil de comprender___ Comprendí algunas cosas___ Difícil de comprender___
6. En la sesión "second listening" identificar detalles específicos del texto: Comprendí fácilmente___ Comprendí con limitaciones___ Comprendí con dificultad___ No comprendí___
7. En cuanto a la producción, utilizaste el vocabulario aprendido: Siempre___ Casi siempre___ Frecuentemente___ Nunca___
8. En cuanto a la producción, hiciste uso correcto de los tiempos verbales expuestos en clase: Siempre___ Casi siempre___ Frecuentemente___ Nunca___
Escribe aquí cualquier sugerencia que tengas para este tipo de actividad: _____ _____ _____

Haz una lista del vocabulario aprendido en este taller sin revisar tus apuntes:

II Uso del material autentico

1. La comprensión del tipo de inglés utilizado fue:

Muy buena___ Buena___ Regular___ Mala___ Muy mala___

2. Consideras que la duración del video fue:

Muy correcta___ Correcta___ Normal___ Poco correcta___ Incorrecta___

3. El video expuesto a tu parecer fue:

Muy interesante___ Interesante___ poco interesante ___ Aburridor___ Tedioso___

4. Consideras que el contenido expuesto fue:

Muy útil___ Algo útil___ Poco útil___

III actitud frente a la clase

Escribe párrafos de no menos de 40 palabras para expresar tu experiencia en este taller.

Mi actitud en el taller fue:

En este taller aprendí:

Mi desempeño en este taller fue:

Tu opinión es de vital importancia, siéntete libre al indicar tus sugerencias:

En cuanto al tipo o acento de inglés del video sugiero

Para el próximo taller considero que se debe mejorar:

Gracias por tu colaboración

Appendix 3. Rubric to assess students' listening comprehension

RUBRIC TO ASSESS STUDENTS'S COMPREHENSION

Teacher: Mayra A. Silva O.	Topic: Life goals	Level: Eleventh grade
Date:	Value:	Name of the Student:
First Listening		
ASPECTS	Score	Comments
Students express the gist of the video with sentences in future.	/20	
Students report general ideas with expressions from the video.	/20	
Students make questions related to the video.	/5	
The students' answers are related to the topic of the video.	/5	
Total: /50		
Second Listening		
Aspects	Score	Comments
Students grasp specific details from the video.	/20	
Students answer the true and false questions correctly	/20	
Student uses vocabulary for the reading to provide answers	/5	
Students make comments using L2	/5	
TOTAL: /50		