

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



**“THE EFFECTS OF AUTHENTIC MATERIAL EXPOSURE IN THE
LISTENING SKILL PROFICIENCY LEVEL OF INTENSIVE
INTERMEDIATE ENGLISH II STUDENTS AT THE FOREIGN
LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL
SALVADOR, SEMESTER I-2017”**

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INDEX

| TABLE OF CONTENTS | Pages |
|--------------------------------------|--------------|
| INTRODUCTION | 7 |
| RESEARCH TOPIC | 8 |
| CHAPTER I ----- | 9 |
| I. BACKGROUND | 10 |
| A. Description of the Problem | 10 |
| B. Research Objectives | 11 |
| B.1 General Objective: | 11 |
| B.2 Specific Objectives: | 11 |
| C. Research Questions | 11 |
| D. Justification | 12 |
| E. Delimitation of the Problem | 13 |
| CHAPTER II ----- | 14 |
| II. THEORETICAL FRAMEWORK | 15 |
| CHAPTER III ----- | 28 |
| III. METHODOLOGY | 29 |
| A. Research approach | 29 |
| B. Type of research | 29 |
| C. Research desing | 30 |
| D. Population and sample | 31 |
| CHAPTER IV ----- | 33 |
| IV. DATA GATHERING PROCESS | 34 |
| A. Research technique | 34 |
| B. Research instrument | 34 |

| | |
|--|----|
| CHAPTER V | 35 |
| V. DATA ANALYSIS | 36 |
| A. Statistical procedure..... | 36 |
| A.1 Data analysis | 38 |
| B. Answer to the research questions..... | 46 |
| B.1 Main question..... | 46 |
| B.2 Subsidiary questions..... | 46 |
| C. Findings | 48 |
| C.1 Major findings..... | 48 |
| | |
| CHAPTER VI | 49 |
| VI. CONCLUSIONS AND RECOMMENDATIONS..... | 50 |
| A. Conclusions..... | 50 |
| B. Recommendations..... | 51 |
| C. Limitations | 52 |
| BIBLIOGRAPHY | 54 |
| • Bibliographical sources..... | 55 |
| • Electronic sources | 56 |
| | |
| ANNEXES | 57 |
| <u>A.</u> Timetable | 58 |
| B. Interventional Plan..... | 59 |
| C. Instruments | 63 |

INTRODUCTION

The process of learning a second language involves many steps as elements to be consummated. Teachers, resources, and materials are vital to develop this process of reaching a desired level in students. Regarding to material, there have been many studies or arguments that support or encourage the use of them when teaching-learning a second language.

The University of El Salvador offers the opportunity to study a second language, and even though the access to technology gives a wide variety of materials and resources, there is still a high level presence of text book material or not authentic material inside the classroom. Despite this fact, many students reach an acceptable level of English at the end of the career; however, theory proposes that results might be considerably different if students were exposed to authentic material in longer periods or at least in more often opportunities. Concerning to one of the most difficult skill, which is listening, they might increase their proficiency level.

This research was carried out with the purpose of identifying the relation that exists between the exposure to authentic materials and the Listening proficiency level. The Intensive Intermediate English II students at Foreign Language Department were taken as population for this research. This project presents the results obtained that demonstrate the level of influence that authentic material has in the process of teaching-learning as a second language.

The following investigation was set into five chapters. Chapter I contains the general background of this research study, where the description of the problem, as well as the research objectives, general and specifics are explained. Also, it includes how the research team rationalized the investigation of the topic selected, aside from the delimitation of the problem that took place at the moment of study. Chapter II incorporates the theoretical framework that stated the historical background and discussed the theoretical background related to the information gathered from different sources, such as, investigations and documents linked to the problematic situation.

Chapter III sets out the methodology where the methodological designs that were used in this research are explained; it also mentions the population that participated in order to execute the investigation. In Chapter IV, the researchers present the data gathering process and explain how the data was collected; the instruments used during this research are also established and analyzed in this chapter. The set of data used is showed, as well as the statistical procedures implemented and the analysis of those data. In addition, the main findings and results of the project are stated. In Chapter IV, the research questions answered based on the results and the conclusion of the investigation are also presented.

At the end, Chapter V presents the conclusions given by the research team after concluding the process planned according to the objectives. It also states, the recommendations about how to help in this issue under investigation, and the limitations that research team faced in order to carry out the research project. Furthermore, the references and annexes section include all the different documents such as books, thesis, online websites, etc. consulted for the theory used in the theoretical framework. In the annexes, the instruments used to gather the information are presented, as well as the timetable, and some others that the research team considered important to be presented.

| |
|-----------------------|
| RESEARCH TOPIC |
|-----------------------|

“The effects of authentic material exposure in the Listening skill proficiency level of Intensive Intermediate English II students at the Foreign Language Department of the University of El Salvador, Semester I-2017.”

CHAPTER I

BACKGROUND

I. BACKGROUND

A. DESCRIPTION OF THE PROBLEM

At the Foreign Language Department of the University of El Salvador students look for different development support concerning to each skill. Even though they finish their career, they face some problems during the process of learning over all in the listening area. In classrooms, students are not exposed to authentic material. Also, the use of material for developing the listening area is minimum, and the one that is used is not authentic; that is why students cannot increase their listening proficiency level. Unfortunately, by not using the authentic material, a resource that is essential for the development of this skill is being wasted. The use of authentic material plays an important role. Some authors like (Kilickaya, 2004) state that “nowadays there are a lot of voices suggesting that English language presented to the learners in the classroom, should be authentic in order to enhance learners' learning process”.

If the lack of exposure to authentic material continues, the listening proficiency level of students might be affected. Even though this does not mean that their grades in the listening skill are bad; they could increase their listening proficiency level at the end of the career.

B. RESEARCH OBJECTIVES

B.1 General Objective:

1. To determine the effects of authentic material exposure in the listening skill proficiency level of Intensive Intermediate English II students at the FLD of the University of El Salvador.

B.2 Specific Objectives:

1. To evaluate before and after of the exposure to the authentic material the listening skill proficiency level of the Intensive Intermediate English II students by applying a diagnostic test.
2. To design an interventional plan with authentic material exposure without affecting the progress of the program curricula.
3. To document the outcomes gathered throughout authentic material exposure in the Intensive Intermediate English II students to be a useful precedent for future researches.

C. RESEARCH QUESTIONS

C.1 General question.

- 1- What are the effects of the use of authentic material exposure on the listening skill proficiency level of the students?

C.2 Subsidiary questions

- 1- Does the authentic material exposure influence positively or negatively the listening skill proficiency level of students from Intensive Intermediate English II, Semester I-2017 at the Foreign Languages Department of the University of El Salvador?

- 2- What is the listening skill proficiency level from students based on the diagnostic tests?
- 3- What is the proficiency comparison from the groups, the group that is exposed to authentic material and the group that is not exposed?

D. JUSTIFICATION

The present research work has been done with the aim of showing what are the effects of using authentic material exposure on the listening skill proficiency level of students from Intensive Intermediate English II courses during Semester I, 2017 at the Foreign Languages Department of the University of El Salvador. The researchers collected and analyzed the data with the aim of obtaining results that can help to answer the research questions suggested in this investigation and give a contribution that may be taken into account for the teaching and learning process.

“The art of effective listening is essential to clear communication, and clear communication is necessary to manage success.”(James Cash Penney). Nowadays, listening plays a significant role in the development of communication. It is also the first of the language art skills developed, and the most frequently used skill in both: the classroom and daily life. It can help students to build vocabulary, develop language proficiency, and improve language usage.

Some experts explain that one way to prepare ESL students for encounters with real language is to apply real language or authentic material in the ESL classroom (Bacon, 1989; Rogers & Medley, 1988; Secules, Herron, 1992). Nevertheless, at the Foreign Language Department of the University of El Salvador the type of material used at classroom is not authentic. For this reason, students face some problems outside the classroom and their listening proficiency level is not enhanced. Another difficulty that students have is the lack of comprehension speech spoken by English native speakers at the

normal rate. We can also say that students often panic when they hear English Language on television, radio, or situations in which speech is fast and nothing is repeated.

By doing this research project about how the authentic material exposure and the listening proficiency level are correlated, it is expected to gather useful and significant information that can explain how the use of authentic material influences on the listening proficiency level. At the same time, the research team intends to motivate students to listen real language material that can help them to improve their listening skill likewise for the Foreign Language Department to take into account the use of authentic material at classroom due to the fact that it is an essential resource for the process of learning a second language. To sum up, it is expected that the findings of the research can give path to new studies on this matter, and this can contribute to more interest in students' learning.

E. DELIMITATION OF THE PROBLEM

This research was focused on the relationship between the use of authentic material and listening skill proficiency level; therefore, the research team worked with the aid of the students from Intensive Intermediate English II courses, specifically students from Bachelor of Arts in English Teaching. The research team decided to work with students from Intensive Intermediate English II courses in the semester I of the year 2017, since these students are the ones that are receiving frequently listening input. The Foreign Language Department is the place where the research took place and the investigation lasted approximately 1 year. The research team chose one instrument and developed an experimental plan to help demonstrate the relation between the two variables, which were the authentic material exposure and the listening proficiency level. By doing so, two groups were chosen; the experimental group A and the control group B.

CHAPTER II

THEORETICAL

FRAMEWORK

II. THEORETICAL FRAMEWORK

The English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become a norm. While there are some people who would like to stick with their native language and who would prefer not to learn English, the benefits of learning and mastering English goes beyond the four corners of one's own country. English is the most spoken language around the world. 1 out of 5 people understand it. It is estimated that there are 380 million native speakers and 300 million that utilize English as a second language and an additional 100 million who use it as a foreign language. It is the language of science, aviation, computers, diplomacy, and tourism. English is the official or co-official language from 45 countries and is spoken extensively in other countries where it does not have official position because is needed in many fields and jobs. Learning English as a foreign language allows you to fully appreciate the culture and its context of a country, it widens your understanding. Being able to understand other cultures and through learning a foreign language you can bridge the gap between cultures, which would be a powerful tool in today's modern world.

According to Sneddon, (2003). As a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others. In this kind of international interactions, English mainly acts as a global lingua franca. Lingua franca is a language that is used to communicate among different people from different countries. Speaking about global issues, Graddol (2000) thinks that English language is generally considered to be a global language.

It is for all those reasons that in today's world, many people decide to learn English. Our country is not the exception, there are many people studying English for several reasons. This is due to the fact that people want to get involved in the globalization process that the before mentioned authors refer to.

The University of El Salvador offers education in Foreign Language. In this place students can develop a better level of proficiency in the use of English. Students can learn not only how to speak it and listen to it, but also, how to write and read the language. At the foreign Language Department, the process of teaching-learning is based on the **CEFR** (Common European Frame of Reference) so that students can develop optimally their skills in English Language.

LANGUAGE SKILLS

When we learn a language, there are four skills that we need to complete for the communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills". The four language skills are related to each other in two ways: the direction of communication (in or out) and the method of communication (spoken or written). Note that these four language skills are sometimes called the "macro-skills".

What do they consist of?

- Listening. There's a big difference between hearing and listening: hearing means to perceive sounds vibrations; listening involves understanding and giving meaning to what you hear.
- Speaking. Children develop this language skill by listening to their relatives. They start relating specific sounds with a concrete meaning in a natural way. A good start for the academic success is a big contact with the language: the more parents speak to their children the better they get prepared to assimilate knowledge in the school.
- Reading. The development of reading is the key for a good learning; it's absolutely necessary to understand what you read in order to assimilate the contents.
- Writing. It's the way to put on a paper the words you say. For a child it's the longest process.

According to the site www.bilinguismoytecnologia.com, by growing, we start losing our capability to absorb languages and we focus on the codes of our mother tongue. We learn our mother tongue first by listening, speaking and later by reading and writing.

Listening is an important skill that allows us to receive, understand and evaluate information that is communicated to us. As human beings, we seek to interact on a daily basis with each other. This interaction consists of the two key elements of speaking and listening. According to Nadig (2010) [speaking] is only half of the communication process needed for interpersonal effectiveness. The other half is listening and understanding what others communicate to us." The receptive skills (listening and reading), therefore, make up 60% of all communication, but traditional language teaching tended to emphasize grammar and the productive skills (speaking and writing).

It is important to know the skills; however, we cannot ignore the importance of knowing the way in which students learn. If teachers identify the ways in which they learn, teachers can also identify which techniques to apply and what type of material to use so that the level of student proficiency can be optimally developed.

LEARNING STRATEGIES

Learning strategies are defined as "specific actions, behaviors, steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning"(Scarcella&Oxford,1992,p. 63). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful tool kit for active, conscious, and purposeful self-regulation of learning.

The word strategy comes from the ancient Greek word "**strategia**", which means steps or actions taken for the purpose of winning a war. The warlike meaning of "**strategia**" has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990). A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective ,and more transferable to new situations"(Oxford, Learning

Styles & Strategies/Oxford, GALA 2003 Page 9 9 1990, p. 8). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (All wright, 1990; Little, 1991).

It is for this reason that it is important to know some of the learning strategies. Among these, some of the best strategies known by students to develop or complete a task are the following.

Homework and practice

Two staples of education, homework and practice are ways of extending learning time for mastering a skill. Designing activity for classroom practice and homework should aim to help students refine and extend their learning. Research shows that the purpose of the work should be clear and when completed should be commented on. The amount of homework should be different from elementary to high school and it should be independent practice so parent involvement should be minimal. The concept of the “flipped classroom” is changing the landscape of homework and practice activity. a. Direct instruction.

Identifying similarities and differences

Comparing or contrasting two or more items (e.g., poems, characters, processes, animals, artists, historical figures or events) requires students to think at the analysis level of Bloom’s Taxonomy. Applicable to all content areas, teachers facilitate critical thinking by providing strategic comparisons, requiring students to justify their comparisons, and allowing for a full range of comparisons—including beyond what the teacher may have expected from students. Research points to this as a high-leverage strategy: Discovery/Inquiry -based learning graphic organizers c. Note booking/ journaling.

Music and songs

Music is a powerful teaching tool that can be integrated into most learning situations. It has a direct physical, emotional, and psychological effect on students. Music and songs can create a heightened awareness, motivate students to engage more rapidly, and provide a sense of safety. Each of these factors adds considerably to the development

of a powerful learning environment. In addition, music can serve as a vehicle to teach curriculum content, such as songs and music from historical eras or a song about a current event promoting a point of view. In this context, music provides a multi-sensory approach to enhance the learning and retention of academic skills. Research supports the use of music as a mnemonic device for learning and recalling information. A) Adapting to learning styles/ multiple intelligences b) Hands-on learning.

Realia

Realia refers to real life objects used in classroom instruction in order to improve students' understanding of other cultures and real life situations. Teachers of English language learners and foreign languages Employ Realia to strengthen associations between words and the objects themselves. Realia are also used to connect learners with the point of a lesson by providing tactile and multidimensional connections between learned material and the object of the lesson. Primary objectives of this strategy include increasing comprehensible input, using language in context, and promoting verbal interaction and active involvement a. Hands-on learning b. Learning centers c. Nonlinguistic representations

Learning strategies provide teachers with guidance on what techniques or methodology to use within the classroom. This in turn allows them to choose appropriately the type of material and resources, so that students can develop their skills in the best way.

NON AUTHENTIC MATERIALS

Non authentic materials are tools used by teachers in order to facilitate the learning of language. This sort of materials are proposed, revised and modified to serve pedagogical purposes. They include cassettes, videos, work books, photocopies...etc. Kennedy and Bolitho (1984) consider simplified texts as a burden which prevents learners from dealing with the real world of their subject area.

AUTHENTIC MATERIALS

In order to start, and better understand the terminology, it is quite important to define what authentic materials are. To begin with, defining what authentic materials really are. Firstly, the conceptualization of teaching/learning materials has to be stated concisely and explicitly. In essence, the term material refers to resources in the classroom which students are able to use with the purpose of improving and complementing their learning process. For instance, a book, a photocopied handout, a poster, a flashcard, a whiteboard, or any technological equipment can be defined as material because they act in a complementary way in the teaching/learning process and include the characteristics mentioned before. As Tomlinson (1998) asserts, they are "anything which is used to help to teach language learners. Anything which presents or informs about the language being learned."

Although it is easy to delineate the meaning of the term teaching/learning materials, the concept of authenticity is a bit more complex of classifying since there are several different authors who have attempted to define it in the field of second language teaching. Kramsh (1993) enhances "the term 'authentic' has been used as a reaction against the prefabricated artificial language of textbooks and instructional dialogues, it refers to the way language is used in non-pedagogic, natural communication and Sanderson (1999) complements the description of authentic materials saying that they are "materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that's written for a native-English-speaking audience". As it can be seen, there is a spectrum of distinct conceptualizations of authenticity. However, there is an agreement with some specific characteristics of genuine resources among the definitions established before.

The definitions clearly stated that authentic materials are not designed for language teaching; however, it does not imply the impracticality of using the materials for similar purpose. In facts, there are several views and literature that promote the use of authentic materials in language teaching. Fenner (2002:84) believes that authentic materials carry the

real-life scenario from outside of the formal education setting into the classrooms and her belief is parallel to Little et. al's (1989:6) view on authentic text. By accessing the authentic materials, learners are concurrently exposed to the target language used in real-life situation. This cannot be offered by course books since the content is 'mostly generalized' and therefore there is no inclusion of 'local contexts' (Gardner and Miller 1999:100). On account of authentic text, learners who are instrumentally motivated may find authentic text to be 'more motivating because learners recognize them as pertaining to the professional community to which they aspire' (Mishan 2005:27). Furthermore, there are wide ranges of authentic texts produced in and by professional community e.g. literary and art publications, marketing brochures, business proposals, formal letters and et cetera that can benefit them. Authentic text is also an ideal choice to lower learners' affective filters (Mishan 2005:28); it is considered as materials that can provide 'comprehensive input on topics of real interest' (Krashen 1989:29, cited in Mishan 2005:28). Learners who work on the materials that relate to their personal interests have the same attitude, motivation and affective filter to encouraged learners conveniently and interactively 'have greater success than instrumentally motivated ones' (Mishan 2005:27).

LISTENING SKILL AND AUTHENTIC MATERIAL

As it has been previously stated, listening is one of the skills for which teachers use authentic materials the most. Similar to reading, there is a huge array of authentic listening materials. In fact, some authors argue against the kind of listening activities available to teachers found in textbooks and the way students practice them. Lynch (1994) states that learners benefit from listening materials spoken at "normal" conversation speed vs English Language learner directed listening materials which have been "altered" or "slowed" to enable "improve comprehension"

The teaching of listening comprehension in EFL students has received more and more attention in the EFL circle in recent years. Many researchers and classroom teachers are doing research to find out what listening comprehension in the target language is, and to solve the learners' problems in English listening comprehension.

Stephen Krashen's theories of second language acquisition have been widely discussed and debated for a long time. The major methodological offshoot of Krashen's view was manifested in the **Natural Approach** or **Input Hypothesis** that predicts the special language directed at children acquiring the first language, will be helpful for language acquisition.

Second- language also has access to varieties of caretaker speech, as discussed in Krashen 1981^a. They include "teacher talk", the language of classroom management in second-language classes, and "foreigner talk", the adjustments made by native speakers when talking to non-native speakers. The input hypothesis also accounts for the silent period, a phenomenon that is very noticeable and typically for ESL, students are silent for a long period of time, their output being limited to a set number of memorized phrases and sentences that they hear frequently and whose meaning they do not understand completely. Based on these definitions, we can find the real meaning of authentic materials: they are real language, produced for the native speakers and designed without the teaching purposes. In this sense, there is a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films. One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the Internet is continuously updated, more visually stimulating as well as interactive

- **Reasons for using authentic materials**

It's commonly assumed that learning a foreign language in the classroom is not the same as learning it in a natural acquisition context. However, S. Krashen states, that for adult language learner's artificial language learning environment, created in the classroom has some advantages over the natural environment, where language learners "pick up" the language. (S. Krashen 1984). So, what are the main contributors to increasing language and cultural exposure in the classroom and effective learning of a foreign language and culture? The answer to this can be creating an acquisition – rich learning environment (S.Krashen 1984) in the classroom and arranging home assignments in such a way as to increase

students' encounters with the target language during their self-study. And in order to make it more beneficial for students all kinds of authentic materials can be used to help create "English atmosphere" as well as brings authenticity in the classroom and motivate students to learn more about the target language and culture. Also, Brosnan et al (1984) points out other reasons for using authentic material. a) Language is more natural b) material contains complete and meaningful messages and c) authentic language is relevant, because it connects with the needs that people have in the outside world.

- **Conditions that make classroom exposure more effective.**

It has long been established that the lack of exposure to authentic or semi-authentic communication can slow down students' progress and be the reason why they hit a plateau which prevents them from reaching higher levels of fluency and linguistic competence. The most common cause for insufficient language exposure is living in the country where there are very few native speakers or in the community where second or foreign language learning is constrained by political, social, linguistic and other factors. To compensate for the absence of natural language environment the classroom can be used to create semi-authentic and effective language environment and provide more opportunities for second language learners and encourage the wide use of authentic materials that increase students' contact with the target language beyond scheduled lessons. To make the use of these materials more effective and increase students' exposure to them, there are some conditions to take into consideration before including them in your program.

- **Arranging students' individual work and self-study**

Arranging students' individual work and self-study in such a way that they have maximum exposure to the target language, using a wide variety of materials, authentic and semi-authentic, cultural artifacts such as radio, TV, Internet, etc. watching sitcoms in English, reading magazines and surfing the Net are considered fun by many teachers and students and they are not perceived as activities that can do good to students' language proficiency. Yet these resources can considerably increase learners' general and cultural

awareness and should be interwoven into studying routines, because background knowledge is a tremendous facilitator of comprehension.

Developing the cultural awareness of English affects students` linguistic success and it should be placed on an equal footing with language teaching. Exploiting culture-based activities is the best way to increase students` cultural awareness and language competence. The culture associated with a language cannot be learned in a few lessons. Culture is a broader concept linked to many of the linguistic concepts taught in language classes. So, fostering a culturally inclusive learning environment encourages all individuals –to develop effective intercultural and language skills at the same time as well as tolerance. We should consider the teaching of cultural skills in addition to listening, speaking, reading and writing to make our students see that it is an attitudinal change that is expressed through the use of language.

- **Maintaining a high level of motivation by using authentic materials**

These two conditions are interdependent, because using authentic materials brings the means of learning and the purpose of learning close together and this establishes once again a direct link with the world outside the classroom (Edge 1996:47) Using authentic sources helps to engage students in authentic cultural experiences. Sources can include films, news broadcasts, and television shows; Web sites; and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials. Teachers can adapt their use of authentic materials to suit the age and language proficiency level of the students.

- **Using authentic video can be also very beneficial.**

Authentic video material, especially that which represents what goes on in a non ELT environment, designed for its entertaining value rather than language teaching, is a rich and exciting source of video for teaching English. Learners need to have extensive experience of watching feature films, TV shows and sitcoms. Authentic video reflects authentic use of target language and brings extended context motivates students and they achieve significant

gains in overall cultural knowledge after watching videos from the target culture in the classroom.

- **Types of authentic materials**

Teachers have to think about how easy it is to create interest in the topic at a pre-listening stage and how familiar the topic is to the students. Learner's interest is another important factor that should be taken into consideration when selecting authentic listening materials. An applied linguist once said that it's no good trying to get your students fascinated by a text on the latest art movies if they are all fans of action films. You might as well save your time and energy and just use the textbook. So it's necessary for teachers to know students' likes and dislikes on listening materials and it's wise for them to make a survey among students before the selection. For example, the teacher gives each student a form like the following one, and asks them to fill it, and then makes a summary of the survey. In this way, the selected materials may be accepted by most of the students and successful listening teaching may achieve.

Learners' level is an important factor in selecting authentic listening materials. According to Driven (1981), spontaneously spoken language is too complex to be introduced in the classroom in the first stage of foreign language learning, but in the second or intermediate stage of foreign language learning, all the factors of the spontaneously spoken language come into action. So for the lower level learners, we should provide easier materials such as the short headline type reports, audio and radio advertising, or short news broadcasts or children's songs.

For the intermediate levels, there is a wider range of choices. Four or five minutes TV or radio news reports, the slightly adopted movies, or even whole TV programs can be included. As for the advanced level students, they have learned the target language for years and have the ability of dealing with the possible difficulties with their linguistic competence and world knowledge. Teachers now can choose some political speeches, ceremonial formulae, gossip, family quarrels etc. as the teaching materials. These materials

are either very formal (ceremonial formulae, political speeches) or fairly informal (gossip, family quarrels), which are considered very difficult for foreign language learners.

If we want to introduce authentic materials in language teaching, we need to classify them first, because some of them are suitable for the teaching of reading and some are effective when prepared for the teaching of listening and speaking. Here, we mainly focus on the authentic listening materials. For **Ji Lingzhu**, an Associate Professor in Foreign Language Department, Taiyuan Normal University, Shanxi, P. R. China, in literature, phrases like “real speech” “the spontaneous speech” “live or natural language” “genuine instances of language use” “natural conversation” “what people say in real life” “what native speakers say when talking to each other” have been used to define authentic listening material. The present author thinks the suitable definition should be that Authentic listening materials is unscripted, natural and spontaneous spoken language materials, such as interviews, lectures, dialogues, discussions, and conversations etc.

Authentic Listening-Viewing Materials:

| | | |
|---|--|--|
| <ul style="list-style-type: none"> ✓ TV commercials ✓ Quiz shows ✓ Cartoons ✓ News ✓ radio ✓ ads ✓ songs | <ul style="list-style-type: none"> ✓ Clips ✓ comedy shows ✓ movies ✓ soap operas | <ul style="list-style-type: none"> ✓ Professionally audio-taped short stories and novels. ✓ documentaries ✓ sales pitches |
|---|--|--|

The development of the listening skill is not only important, but also one of the most difficult areas to improve. One of the key elements that help to strengthen the level of proficiency in students is the use of authentic material. It is necessary, then to consider the

inclusion of this authentic material within the curricular program during the teaching-learning process and it is also essential to promote its use out of the classrooms.

At the foreign language department of the University of El Salvador there is a necessity to have contact with authentic material so that this helps the development of the students increase. They must be exposed to the use of the English language in real life situations so that they increase their ability to communicate with others in a natural way. In addition, this can promote the interest and the confidence in the students to interact with other people. It also brings benefits at an individual, professional and social level. If the Foreign Language Department generates better conditions for students to develop their listening skill through the use of authentic materials, They will contribute to the new students' generation broadening of their proficiency level in the communication process.

CHAPTER III

METHODOLOGY

III. METHODOLOGY

A. RESEARCH APPROACH

During the development of this research, a combination of quantitative and qualitative research approaches was used. The quantitative approach is “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” whereas, Qualitative research seeks to answer questions about why and how people behave in the way that they do. It provides in-depth information about human behavior. Aliaga and Gunderson ‘Interactive Statistics ‘3rd Edition (2005).

Based on the previous brief descriptions and applying the quantitative approach, the research team carried out an experiment on one of the Intermediate English II groups. This group was manipulated by exposing them to series of listening activities using authentic material. Taking in to account the qualitative research application, a different group from the same subject was picked up just to be observed and monitored as well. At the end, both groups’ results were compared in order to find some outcomes. Therefore, the instruments used by the research team to collect the data was the observation and diagnostic tests (pre-test and post-test).

Making a combination of these approaches, the research team had more possibilities to provide a more complete and comprehensive understanding of the research.

B. TYPE OF RESEARCH

The type of study that was used during research was correlational. A correlational study is a scientific study in which a researcher investigates associations between variables. For that reason, the research team worked to find out and analyze the relation between variables A (authentic material exposure) and B (Listening proficiency level). During the research period it was possible to measure the relationship between these variables and the effects that the variable A causes in the variable B. Thus, the effects that authentic material

exposure had on students was studied and explained in a more successful manner; also this type of study allowed the use of some instruments like observation and tests with the purpose of presenting the results obtained from the two groups that were part of the research

C. RESEARCH DESIGN

One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio – Haddley, 1993.) Also, it is supported that the use of authentic material shares a common idea which is "exposure". The use of authentic material is very important because students are exposed to real discourse. The researchers could include: videos, interview, and broadcast news among others as examples. The use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom.

For this current research and to achieve a clear understanding about the relation between authentic material exposure and the listening proficiency levels, the quasi-experimental design was used by the research team. A quasi experimental study involved the manipulation of independent variable to observe the effect on dependent variable in situations where researchers are not able to randomly assign the subjects to groups for various reasons. This research design had some important components: (1) pre-post test design, (2) a treatment group and a control group, (3) non-random assignment of study participants. According to D T Campbell: J C STANLEY (1966). The sample that is accessible to carry out the study is not going to be selected randomly, Therefore, for this reason the research design decided to use a quasi-experimental. In addition, the research team manipulated one of the variables; in this case was manipulated the variable A (authentic material exposure) by selecting a group without randomization for observing as a control group before the intervention. Later on, the experimental group received treatment by the research team, following with the post test. Observation of dependent variable was carried out for both groups to assess the effect of the intervention on the experimental group.

The experiment took place at the Foreign Language Department of the University of El Salvador with students from the Intensive Intermediate English II Course semester I 2017. The instrument that was used to gather the information was a diagnostic test (pre-test and post-test). A pretest-posttest design is usually a quasi-experiment where participants are studied before and after the experimental manipulation. First of all, both groups the control and the experimental group were examined throughout a diagnostic test (pre-test) with the purpose of identifying their listening proficiency level before the intervention was done. Secondly, one of the groups was manipulated, which was exposed to a series of listening activities by emphasising the use of authentic materials like: audios, songs and short video exposure carried out by the research team, with the authorization of the teacher responsible of that group at that moment. After the intervention of the research team, the control and the experimental group were examined again with a final test (post-test.) At the end, the research team measured the results gathered on the listening proficiency level between the experimental group and the control group in order to find out if using authentic materials was a practicable tool to improve the listening proficiency level in students of the Intermediate Intensive English II course from the FLD, semester I, 2017.

The observation was applied to students from one group of the Intensive Intermediate English II course selected for convenience by the research team. It involved the control group only to be picked up just for being observed and monitored. Unlike the experimental group, this control group did not have participation in the authentic material exposure (treatment section), but they received the same topic assigned by the program curricula.

D. POPULATION AND SAMPLE

The researchers were interested in describing the effects of authentic material in the development of the listening proficiency level, and in order to achieve this goal, the population taken for the research was the Intensive Intermediate English II course students from the Foreign Language Department, semester I 2017

From the population taken for this research there were some specific groups that were considered as sample since they were the groups to be observed, questioned or exposed to authentic material. The first one was the group “A” which was the control group and the second one was the group “B”, which was the experimental group both from Intensive Intermediate English II course, semester I, 2017.

Regarding to the process of selection of the sample of individuals, the researchers chased these groups in a convenient way for the following reasons: it was least time consuming; it was the easiest, and cheapest talking about money investment. In addition, the research team had more accessibility to the students. All this was done with permission of the teachers responsible of the subjects’ matter.

CHAPTER IV
DATA GATHERING
PROCESS

IV. DATA GATHERING PROCESS

A. RESEARCH TECHNIQUES

It was very important to select and apply the best techniques to gather the information that could provide enough data to find the relation between the variables being researched, and of course, to create the best conclusions possible. Thus, for this research project, both quantitative and qualitative research techniques were applied. Researchers asked permission to teacher to be able to use questionnaires that allowed researchers to gather valuable information. An observation was also applied to a group during the research, and this technique could provide more context-related information.

B. RESEARCH INSTRUMENT.

There were two main instruments that served to collect information in a more reliable way. The research team decided to gather the data by observation. A checklist was created to have more accurate and reliable income from it. Also, a written questionnaire was part of the instruments to be used in this research. Since “Observation can provide rich qualitative data, sometimes described as 'thick description'” (Geertz, 1973), researchers took part on the situation they were observing without participating in it. For this technique there was a need of creating a checklist that could guide researchers to concentrate in the information that was relevant to the topic of research. The checklist provided more reliable and coherent information to be analyzed later. Students were also applied a written questionnaire. During the development of this technique students created a set of questions to create an instrument that could allow researchers to gather all the respondents in one place at one time and also the possibility to ask for information more in detail to the area of research where students felt more comfortable providing such information.

CHAPTER V

DATA ANALYSIS

V. DATA ANALYSIS

A. STATISTICAL PROCEDURE

The data collected through the diagnostic tests before and after the experiment was analyzed using Excel program. Also, the research team used comparative tables which contain the necessary information to complete the results from the control group and the experimental group. In addition, the research team analyzed the results in a correlational way to determine how well the variables; authentic material exposure and listening proficient level are related between them.

The process to follow in order to find out the Students' proficiency level during the research was the following: In first place, students were administrated a pretest with the purpose of identifying their listening Proficiency level before starting the intervention with authentic material exposure.

| | <u>Pre-Test</u> | <u>Post-test</u> | <u>Results</u> |
|---------------------------|-------------------|-------------------|---|
| Experimental Group | Results: X | Results: Y | <i>If $Y-X > 1$ means the plan worked effectively. If $Y-X < 1$ means based plan.</i> |
| Control Group | Results: A | Results: Z | <i>These results were used to compared Students performance during the authentic materials exposure</i> |

“X” results were all the data obtained from the research; specifically, with the experimental group. This data was processed using Central Tendency Measures: Mean (M), Median (M_e), and Mode (M_o) to obtain representative quantities which were compared with the same statistical data obtained from the Control Group in the same pre-test (Results “A”). This brought out a hint of the students listening proficiency level before starting the authentic material exposure in one group and the observation in the other group during the whole research.

The same process was followed to obtain and analyze the results in the Post-tests; i.e. Results “A” and Results “Z”. The former representing data obtained from the Experimental Group, and the second one reflecting results obtained from the Control Group, respectively.

Once all the expected data was obtained, researchers proceeded to compare the data obtained from the post-test in the Experimental Group (Results “Y”) with the results reflected on the Pre-test (Results “X”). This was very useful to accept or to reject the research hypothesis stated at the beginning of the investigation, which stipulated that the exposure of authentic material in the class help to improve students’ listening proficiency level.

“Y” Results were also compared with “X” results to find out if the Control Group final grades were higher or lower regarding to Experimental Group student’s final performance.

A.1 DATA ANALYSIS

Observation Group

| Pre-Test | |
|-------------|-------|
| N° Students | Score |
| 1 | 3.0 |
| 2 | 2.2 |
| 3 | 4.7 |
| 4 | 3.8 |
| 5 | 4.7 |
| 6 | 4.7 |
| 7 | 3.8 |
| 8 | 3.0 |
| 9 | 3.7 |
| 10 | 4.2 |
| 11 | 2.8 |
| 12 | 4.0 |

Experimental Group

| Pre-test | |
|-------------|-------|
| N° Students | Score |
| 1 | 4.5 |
| 2 | 3,2 |
| 3 | 4.5 |
| 4 | 4.3 |
| 5 | 2.5 |
| 6 | 2.8 |
| 7 | 4.5 |
| 8 | 3.3 |
| 9 | 4.5 |
| 10 | 3.0 |
| 11 | 4.0 |
| 12 | 3.7 |

Observation Group

| Global Grades | |
|---------------|---------|
| Lowest | Highest |
| 2.2 | 4.7 |

Experimental Group

| Global Grades | |
|---------------|---------|
| Lowest | Highest |
| 2.8 | 4.5 |

Analysis:

The results shown in the previous chart were obtained from the pre-test. It was practiced before the experiment of exposure to the authentic material and before the observation process. In addition, the pre-test had as main objective to measure the students' listening proficient level, so it contained authentic material. It was also carried out at the Foreign Language Department of the University of El Salvador. Two groups of twelve students, each "A" and "B" belonging to the subject of Intermediate Intensive English II course were chosen. According to the results presented in the tables, into the observation group, the highest grade was 4.7 and the lowest 2.2 on a scale from 1 to 10. Regarding to the experimental group, the highest grade was 4.5 and the lowest 2.8. It is important to mention that results from both groups were alarming. None of the students had more than 5.0. As a result of the pre-test, it can be said that both groups faced difficulties with this kind of test due to the fact that they had not been exposed to authentic material.

After research team intervention

| Observation Group | | Experimental group | |
|--------------------------|-------------|---------------------------|--------------|
| Post -test | | Post-test | |
| No. | Scor | No. | Score |
| 1 | 4.0 | 1 | 5.0 |
| 2 | 3.8 | 2 | 6.2 |
| 3 | 3.4 | 3 | 7.0 |
| 4 | 4.8 | 4 | 7.3 |
| 5 | 6.0 | 5 | 8.5 |
| 6 | 3.7 | 6 | 7.8 |
| 7 | 4.8 | 7 | 6.0 |
| 8 | 4.3. | 8 | 8.3 |
| 9 | 4.7 | 9 | 7.4 |
| 10 | 5.3 | 10 | 6.0 |
| 11 | 3.8 | 11 | 7.0 |
| 12 | 4.0 | 12 | 9.0 |

CONTROL GROUP

| GLOBAL GRADES | |
|----------------------|----------------|
| LOWEST | HIGHEST |
| 3.8 | 6.0 |

EXPERIMENTAL GROUP

| GLOBAL GRADES | |
|----------------------|----------------|
| LOWEST | HIGHEST |
| 6.0 | 9.0 |

Analysis:

According to the results obtained in the Post-Test, the grades presented in the table showed that in the observation group the highest grade was 6.0, and the lowest 3.8 while in the experimental group, which had been already exposed to authentic material, the highest grade was 9.0, and the lowest 6.0. With all this data it can be analyzed that the results from both groups were better in the post test; nevertheless, it is important to establish the difference between the results. The improvement from the observation group was minimal. The grades were similar to the grades in the pre-test. The most important difference was that one student obtained a grade of 6.0. It was the best grade. On the other hand, with experimental group there was a remarkable improvement in the post-test due to the fact that the experimental group had been already received exposure to authentic material before taking the post-test.

CLASS OBSERVATION CHECKLIST FOR THE STUDENT'S CONTROL GROUP.

| No. | Indicators | Checklist | | | | |
|-----|--|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The students are involved during class. | | | X | | |
| 2 | The students pay attention to the teacher's explanation. | | | | X | |
| 3 | The students ask question to the teacher to clarify their understanding. | | | X | | |
| 4 | The students listen carefully and take note. | | X | | | |
| 5 | The students are enthusiastic in responding the teacher's questions. | | | X | | |
| 6 | The students find the material interesting | | | X | | |
| 7 | The students can mention the vocabulary asked by the teacher. | | | X | | |

Note:

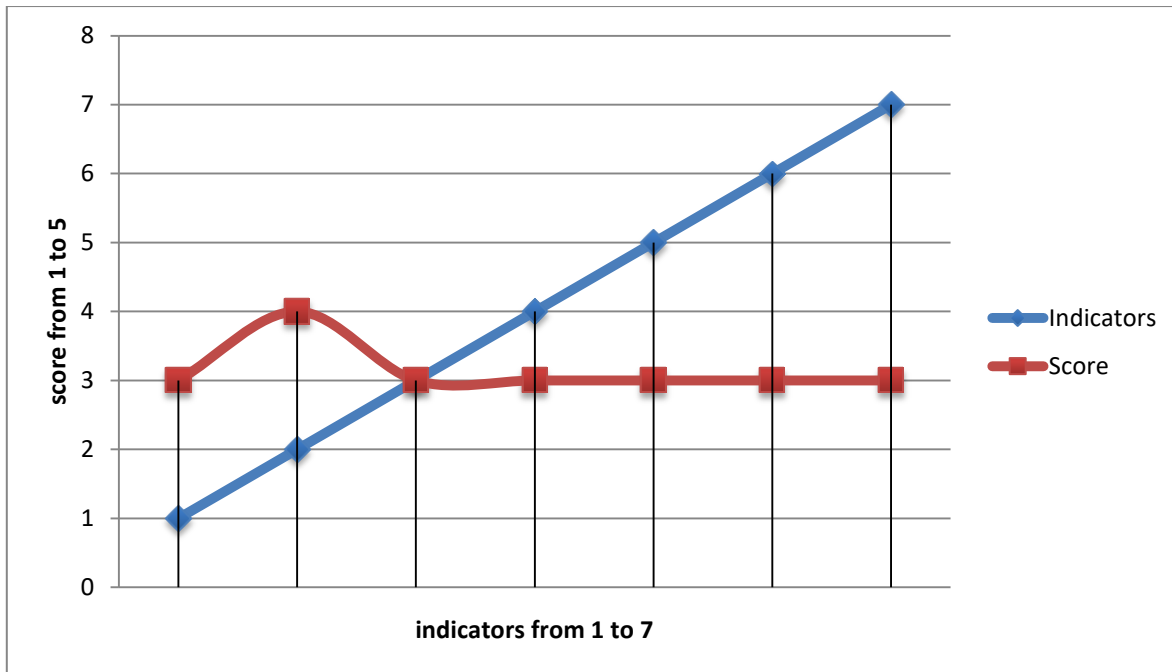
1 = Very low: The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low: The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough: The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good: The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good: The aspect of activity that was observed above reached out for about 85%-100%



Based on the observation from the students' part, during the different observations, the results were almost the same. Taking into account the scale from 1-5 above mentioned, it showed in a constant way that students are enough involved during the class; however, they needed to be more active. Also, the level of student's attention in general was good, but there were still some miss behavior students. They liked to talk while instructions were given. Moreover, some students asked question to the teacher when they didn't understand something; nevertheless, some students didn't ask. They asked to their partners instead. Furthermore, students looked sometimes enough enthusiastic to respond to the teacher but sometimes they were lack of enthusiastic, they looked bored in some classes. In addition, students found the type of material during the classes interesting, but it was seen that the teacher used only the radio for the listening activities. Finally, when the teacher asked for specific vocabulary, the students 'answer were enough for the teacher, despite of the fact that sometimes they did not pronounce the vocabulary very well.

OBSERVATION OF THE TEACHER'S PERFORMANCE.

| No. | Indicators | Score |
|-----|--|-------|
| 1 | Explaining the objectives and motivation: a. Introducing and explaining the material. b. Motivating and stimulating students to have an interest in listening. | 3 |
| 2 | Capable of managing and organizing the class. | 3 |
| 3 | Helping students during the activities and guiding the students during the process. | 3 |
| 4 | Giving instructions to the students clearly. | 4 |
| 5 | Giving an understanding and stimulus: a. Giving students a chance to ask and answer a question. b. Giving students a chance to express their idea and opinion. | 3 |
| 6 | The teacher promotes the use Authentic Material. | 1 |
| 7 | The teacher use resources different from the radio for the listening activities. | 2 |

Note:

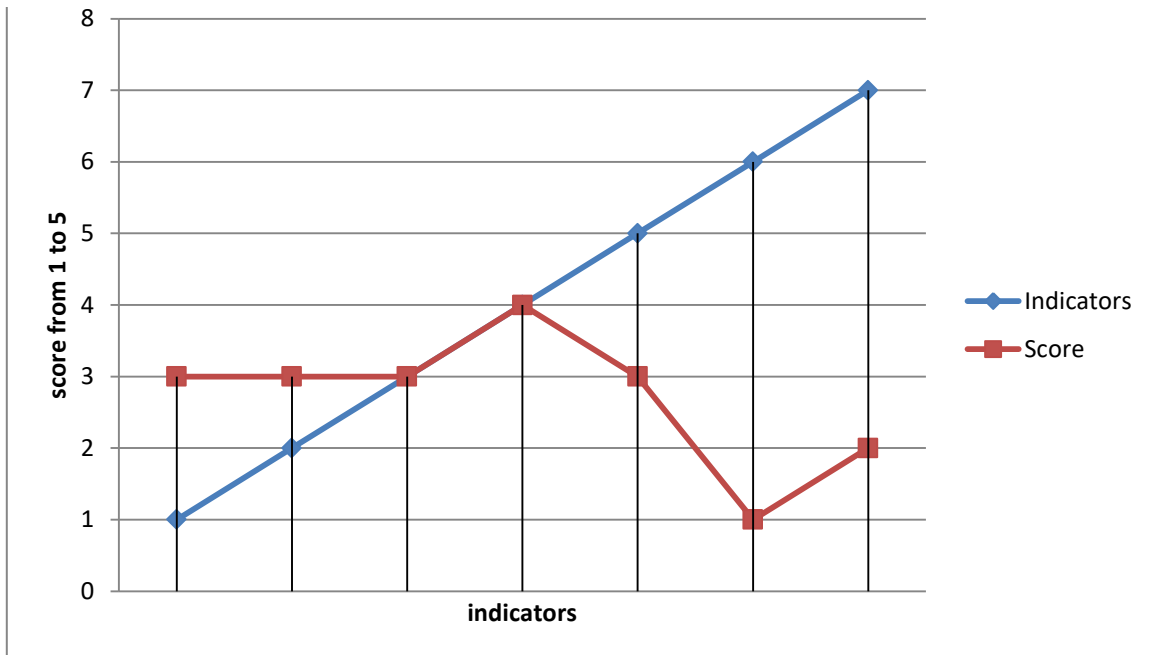
1 = Very low: The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low: The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough: The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good: The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good: The aspect of activity that was observed above reached out for about 85%-100%



Based on the observation by the teacher's part, and taking into account the scale of evaluation above mentioned, the table shows the results from all the observations. In the first indicator, it is shown that the teacher explained enough objectives during the activities, but the stimulus for the students were not very good due to the fact that the teacher did not make emphasis in the listening part so much. With the second indicator, in some classes, some students disrupted during the classes and the teacher did nothing immediately to manage the situations, it generated lack of attention. In general, the teacher organized the class respecting the time. Also, the teacher helped students during the class but not in a very good way because the teacher did not monitor all the groups. The instructions for students during the activities were good in general. Furthermore, even though the teacher gave the chance to students for asking and answering question, the teacher did not stimulate other students that had not participated. Something that is very important to mention is that the teacher never used during the classes authentic material. Finally, even though the teacher could use different resources to develop a better and interesting class for students, the only resource the teacher used during the activities to develop the listening skill was the radio.

B. ANSWERS TO THE RESEARCH QUESTIONS

B.1 MAIN QUESTION

- ✓ **Does the exposure to authentic material affect the students' listening proficiency level?**

According to the results gathered from the experiment, the research team analyzed that the exposure to authentic material influences on the students' listening proficiency level.

Throughout this investigation and taking into account the relationship between the exposure to authentic material and the students' listening proficiency level, the research team developed an experiment with two groups from the Intermediate Intensive English II courses. After such experiment, the researchers compared the results gathered so as to know how the exposure to authentic material influenced the students' proficiency level.

One of the most important evidences that the research team found to support the influence of the exposure to authentic material on the students' proficiency was the final results with the experimental group. Their performance in the post-test was better than in the pre-test. The improvement of this group was meaningful due to the fact that they received exposure to authentic material, so they increased their listening proficiency level. In addition, it is important to mention that the control group, which did not receive exposure to the authentic material, obtained almost the same results in the pre-test as in the post-test. Thus, it can be established the difference between both groups.

B.2 SUBSIDIARY QUESTION

- ✓ **What are the effects of exposing students to the use of authentic material?**

According to the results gathered from this investigation, the researchers concluded that the effects of exposing students to authentic material were positive. Also, students enhanced their listening proficiency level. Furthermore, with this kind of input, the research

team confirmed that students were able to develop a better performance after the experiment.

✓ **What are the differences between the control group and the experimental group?**

Based on the investigation, the research team identified some differences between the groups; for instance, the control group obtained almost the same results in both tests, the pre-test and the post-test. It can be concluded that their performance did not have improvement due to the fact that they did not receive exposure to the authentic material. On the other hand, the experimental group, which was exposed to the listening activities by the research team using authentic material, presented two different results. In the pre-test, they obtained bad grades. It evidenced the lack of using authentic material. Nevertheless, after they were exposed to this experiment, their results changed meaningfully. Their performance was better in the post-test.

✓ **What was the students' proficiency level before and after the experiment?**

To answer this question, the research team took into account some important points that can be found in the Common European Framework of Reference (CEFR). Thus, the researchers concluded that both groups, the control and the experimental one, were located in the Low Intermediate Level B1. With this reference it means that both groups should have been in the Intermediate Intensive English I, instead of being in the Intermediate Intensive English II. An Intermediate Level B2 student needs to understand native speakers, the use of idiomatic expressions, among other things that are part of real language. However, it is important to mention the effects that the experiment had throughout the process of exposure to authentic material. The research team could uncover that this group achieved the quality of an Intermediate level B2. They were able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible. Their listening proficiency improved meaningfully. They proved to understand most TV news and current affairs programs as well as understand extended speech and lectures. Finally, their grades increased due to the exposure to authentic material.

C. FINDINGS

C.1 MAJOR FINDINGS

The current research study had as objective to know how the exposure to authentic material influences the students' listening proficiency level.

- According to the outcomes in this research, one of the first findings is that most of students from Intermediate English Courses, 2017 at the Foreign Languages Department of the University of El Salvador are not very familiar with authentic material.
- In the second finding it is showed that the use of authentic material exposure within classroom has a positive impact on students' listening proficiency level progress and on the teaching practices.
- In addition, after the implementation of authentic material exposure in the Intermediate English course classrooms, the experimental group proved to achieve higher listening proficiency level in comparison to that of the control group. Therefore, there is a significant difference between the experimental group and the control group students in terms of their listening proficiency level in EFL classes at the beginning and at the end of the study.
- In conclusion, it can be said that authentic material is an excellent tool which can enhance the performance of students when they are developing the second language acquisition. Besides, it could also promote motivation in EFL classes when this tool is used effectively by the teachers and students.

CHAPTER VI

CONCLUSIONS AND

RECOMMENDATIONS

VI. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

Once the whole gathering data was completely analyzed during the research process, it is fundamental to set some conclusions about the effects of authentic material exposure in the listening skill proficiency level of intensive intermediate English II students at the Foreign Language Department of the University of El Salvador, semester I-2017

- To begin, it was concluded that the exposure to authentic material had a positive relationship with the students' listening proficiency level. According to the results of the research, the findings showed that average scores from the listening post-test were meaningfully higher than those of the pre-test. After comparing the results, at the beginning students from both control and experimental group, obtained low grades in the diagnostic listening test, due to they had never received exposure to authentic material. In the post test, the observation group obtained almost the same grades. Nevertheless, the group that was treated with exposure to authentic material was able to improve their performance, and their grades in the post-test. Thus, it can be said that the listening proficiency level increases due to the exposure to that material.
- In addition, even though the text book plays an important role to develop language skills in the classroom, it may not be as helpful as the usage of authentic material. Authentic material is more interactive, and students created a positive attitude towards its usage during the activities; however, this kind of material is not included into the curricular program.
- Finally, the results of this study could be summarized by stating that the use of authentic materials could really help students to develop their listening proficiency level in a more effective way. Moreover, the application of authentic material had a positive effect and helped increase students' performance, comfort and self-confidence to listen and understand the target language.

B. RECOMMENDATIONS

Based on the findings of the research work, the researchers would like to propose some recommendations to the students and the teachers of the Foreign Languages Department at the University of El Salvador.

- First, being the listening ability the most difficult skill to develop, teachers should take a special time to explain their students how it is developed and its benefits. By developing listening skills, students would be able to absorb more information and improve their performance.
- It is also important for the Foreign Language Department to promote the teacher's training on using authentic material in and out the classrooms and adapt its usage according to the learning objectives and students' level. In addition, coordinators of each subject or the career should ask the teacher to select the authentic material at the beginning of each semester to be included in the methodology of program to be developed. It is necessary to use authentic material as much as possible so that students have more contact with real language.
- Moreover, the FLD authorities should negotiate agreements with companies such as call centers, so that students have the opportunity to experience how real conversations with native speakers take place from time to time.
- Furthermore, the use of technological resources is very important. The FLD should take more advantage of the labs and the equipment available for students of the careers. Besides that, it is also important to have an available gallery of resources with authentic material for its use.

- Out of the classroom, the FLD authorities should promote the creation of activities that help students to develop the listening skill such as creating festivals and/or inviting native speakers so that students have more contact with the real language and they get motivated to improve their performance.
- Finally, Cook (1981) states that authentic material is not the point of a course, but a way of achieving that point. Authorities from the FLD at the University of El Salvador should take into consideration the creation of a curricular program in which the use of authentic material be permanent so as to prepare more competent students.

C. LIMITATIONS

The limitations that emerged while conducting this research, describe some events that happened during the whole process. The research team knew they could face some problems while carrying out this study:

1. Since the study was focused on the use of authentic material, the research team took time on selecting the appropriate material to carry out the experiment and adapt it to the correct level of students.
2. The research team had some problems on selecting the groups to develop the study. Some teachers denied their collaboration. Especially with the experimental group, because it involved to take valuable time of the classes to develop activities by the research team. Fortunately, there were other teachers that collaborated kindly.
3. At the beginning of the interventions during the experimental research there were some difficulties with the students, because they said they did not understand some vocabulary, idioms, etc. Nevertheless, through the interventions, they improved their performance and showed interest in the content of the authentic material presented.

4. The biggest limitation the research team faced during this investigation was the arrangement of time to work together. Some of the member had problems to meet at specific time, and sometimes others did not have time at other time, since some of them were working. Also, they had to ask for permissions in their jobs.

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ANNEXES

TIME TABLE

| 2017-2018 | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ACTIVITIES | | | | | | | | | | | | | | | | | | | | | | | | |
| MEETING WITH THE ADVISOR | | | | | | | | | | | | | | | | | | | | | | | | |
| PLANNING OF THE RESEARCH PROJECT | | | | | | | | | | | | | | | | | | | | | | | | |
| RESEARCH STRATEGY DESIGN | | | | | | | | | | | | | | | | | | | | | | | | |
| LITERATURE REVIEW | | | | | | | | | | | | | | | | | | | | | | | | |
| INSTRUMENT DESIGNING | | | | | | | | | | | | | | | | | | | | | | | | |
| DEVELOPMENT OF THE PROFILE | | | | | | | | | | | | | | | | | | | | | | | | |
| PRESENTATION OF THE RESEARCH PROFILE | | | | | | | | | | | | | | | | | | | | | | | | |
| INVESTIGATION PROCESS | | | | | | | | | | | | | | | | | | | | | | | | |
| THEORETICAL FRAMEWORK | | | | | | | | | | | | | | | | | | | | | | | | |
| INSTRUMENT PILOT TESTING | | | | | | | | | | | | | | | | | | | | | | | | |
| EXPERIMENTAL STAGES | | | | | | | | | | | | | | | | | | | | | | | | |
| CLASS OBSERVATIONS | | | | | | | | | | | | | | | | | | | | | | | | |
| GATHERING DATA | | | | | | | | | | | | | | | | | | | | | | | | |
| DATA ANALYSIS AND INTERPRETATION | | | | | | | | | | | | | | | | | | | | | | | | |
| OUTCOMES OF THE EXPERIMENT | | | | | | | | | | | | | | | | | | | | | | | | |
| DRAFT OF A FINAL REPORT | | | | | | | | | | | | | | | | | | | | | | | | |
| FINAL REPORT PREPARATION | | | | | | | | | | | | | | | | | | | | | | | | |
| FINAL PRESENTATION OF THE STUDY. | | | | | | | | | | | | | | | | | | | | | | | | |

INTERVENTIONAL PLAN USING AUTHENTIC MATERIAL ON INTERMEDIATE INTENSIVE ENGLISH II, GROUP 03.

PRE-TEST

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|-------------------|---|--|---|------------|-----------------|
| TOEFL exam | Measure the listening proficiency level of students using Authentic Material. | The research group will play the listening just one time. Students must answer the questions, by following the instructions in the test. | <ul style="list-style-type: none"> ✓ Radio ✓ Projector ✓ Authentic listening ✓ TOELF test. | 30´ | UES, FLD |

ACTIVITY 1

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|---|--|--|--|------------|-----------------|
| ESL Video, about President Obama´s daily life. | <ul style="list-style-type: none"> -Expose students to real spoken language. -Describe daily events. -identify knew vocabulary. -learn new phrases | The research group will present a video in which students will have the opportunity to watch and understand spoken English. Then, they will answer some questions on the basis of what is stated or implied by the speakers in the video. -then students will receive feedback. | <ul style="list-style-type: none"> ✓ Radio ✓ Projector ✓ Authentic listening ✓ http://www.eslvideo.com/eslvideo_quiz_int.php?id=27616 | 30´ | UES, FLD |

ACTIVITY 2

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|--|---|--|--|------|----------|
| <p>. ESL Video: Places to visit in Barcelona</p> | <p>-Expose students to real spoken language.</p> <p>Talking about embarrassing events Talking about events in the past Asking for more information Giving your opinion about a story Making Predictions Reporting on an interview</p> <p>-identify knew vocabulary.</p> | <p>The research group will present a video in which students will have the opportunity to watch and understand spoken English. After, they will answer some questions of what they understood from the speakers in the video.</p> <p>-then students will receive feedback.</p> | <p>✓ Radio ✓ Projector Authentic listening ✓ http://www.eslvideo.com/eslvideo_quiz_int.php?id=19260</p> | 30´ | UES, FLD |

ACTIVITY 3

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|--|---|---|--|------|----------|
| <p>ESL Video: The history of Halloween</p> | <p>-Talking about breaking the rules Criticizing behavior in the past Talking about punishments.</p> <p>-Talking about unfulfilled plans and intentions Giving Advice Analyzing graphs.</p> | <p>The research group will present a video in which students will have the opportunity to watch and understand spoken English. They will answer some questions on the basis of what is stated or implied by the speakers in the video.</p> <p>-then students will receive feedback.</p> | <p>✓ Radio ✓ Projector ✓ Authentic listening ✓ http://www.eslvideo.com/eslvideo_quiz_int.php?id=6053</p> | 30´ | UES, FLD |

ACTIVITY 4

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|--|--|--|--|------------|-----------------|
| ESL Video: Careers, Jobs and Lifestyles | -Talking about work and the workplace Agreeing/disagreeing with a lecturer's ideas -- Talking about having your own business Describing your perfect workplace Evaluating job candidates Practicing a job interview | The research group will present a video in which students will have the opportunity to watch and understand spoken English. Then, they will answer some questions on the basis of what is stated or implied by the speakers in the video. -then students will receive feedback. | <ul style="list-style-type: none"> ✓ Radio ✓ Projector ✓ Authentic listening ✓ http://www.eslvideo.com/eslvideo_quiz_int.php?id=26933 | 30' | UES, FLD |

ACTIVITY 5

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|---|---|---|--|------------|-----------------|
| ESL Video Past simple: "Charlie and the Chocolate factory" | -Describing possessions Talking about how you have changed Talking about childhood memories Talking about similarities with other people Talking about changes in food preferences Giving feedback on a presentation | The research group will present a video in which students will have the opportunity to watch and understand spoken English so they can answer questions. -then students will receive feedback. | <ul style="list-style-type: none"> ✓ Radio ✓ Projector ✓ Authentic listening ✓ http://www.eslvideo.com/eslvideo_quiz_int.php?id=24799 | 30' | UES, FLD |

ACTIVITY 6

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|--|--|---|--|------------|-----------------|
| ESL Video Virtual Reality: Seeing new horizons in 2016 - BBC News | -Talking about advertising and ads Asking for help/information in a store Asking polite questions Expressing shopping preferences Describing problems with products Discussing repairs and solutions Making a complaint Persuading others | The research group will present a video in which students will have the opportunity to watch and understand spoken English so they can answer questions. -then students will receive feedback. | <ul style="list-style-type: none"> ✓ Radio ✓ Projector ✓ Authentic listening ✓ http://www.eslvideo.com/eslvideo_quiz_int.php?id=28061 | 30´ | UES, FLD |

POST- TEST.

| TOPIC | OBJECTIVE | METHODOLOGY | RESOURCES | TIME | PLACE |
|-------------------|--|--|---|------------|-----------------|
| TOEFL exam | Measure the listening proficiency level of students using Authentic Material | The research group will play the listening just one time. Students must answer the questions, by following the instructions in the test. | <ul style="list-style-type: none"> ✓ Radio ✓ Projector ✓ Authentic listening ✓ TOELF test. | 30´ | UES, FLD |

DIAGNOSTIC TEST



UNIVERSITY OF EL SALVADOR
SCHOOL OF ART AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



DIAGNOSTIC TEST (experimental group)

OBJECTIVE: To measure the listening proficiency level of the Intensive Intermediate English II students.

Listening Test

In the **Listening Test**, you will have an opportunity to demonstrate your ability to understand spoken English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is **stated** or **implied** by the speakers in this test.

The Listening section has multiple-choice questions

Section 1

Part A

Directions

For each question in Part A, you will hear a short sentence. The sentence will be spoken just **one** time. The sentences you hear will **not** be written out for you.

After you hear each sentence, read the four choices on the screen (paper) and decide which **one** is closest in meaning to the sentence you heard. Then select the best answer on it.

Here is an example.

On the recording, you hear:

On your test, you read:

- A. Please lock your room when you leave.
- B. Turn the key to the left to enter your room.
- C. Please return your room key before leaving.
- D. You must leave your room by four o'clock.

The woman said, "Please turn in the key to your room before you leave." Sentence C, "Please return your room key before leaving," is closest in meaning to what the woman said. Therefore, **the correct choice is C.**

Sample Statement Questions 1-3

QUESTION 1

- A. It took me a week to do the assignment.
- B. My assignment was completed last week.
- C. I do the assignments every week.
- D. We can go after I've finished the assignment.

QUESTION 2

- A. Anne does her homework on the bus.
- B. Anne saves money by riding her bike to work.
- C. Anne is saving her money to buy a bike.
- D. Anne rides the bus to the bike shop where she works.

QUESTION 3

- A. Alex called after we arrived.
- B. Alex won't call before we leave.
- C. Will Alex phone before coming?
- D. Did Alex phone earlier?

Part B

Directions

In Part B you will hear short conversations between two people. After each conversation, you will hear a question about what was said. You will hear each conversation and question only one time.

After you hear a conversation and the question about it, read the four possible answers on your test and select the best answer on it.

Listen to an example. On the recording, you hear:

(Man) Don't you have to meet your sister at the train station tonight?

(Woman) Oh, I almost forgot! I'd better hurry!

(Narrator) What will the woman probably do next?

Sample Talk Questions 11–14

Questions 11–14. Listen to a professor talking in a geology class.

Question 11. What is the professor mainly talking about?

- A. How icebergs form
- B. How icebergs affect animals
- C. The difference between an iceberg and a glacier
- D. The migration habits of penguins

Question 12. What does the professor say about the freshwater in icebergs?

- A. It is heavier than seawater.
- B. It is a different color than frozen seawater.
- C. It comes from many sources.
- D. It contains food that fish eat.

Question 13. Why are holes in icebergs important?

- A. Holes make it easier to study icebergs.
- B. Fish use the holes to hide from predators.
- C. Holes cause icebergs to move very quickly.
- D. Icebergs with holes melt slowly

Question 14. What does the professor say about penguins?

- A. They sometimes cannot find food because of icebergs.
- B. They sometimes build nests on icebergs.
- C. They drink freshwater from melting icebergs.
- D. They migrate from glaciers by riding on icebergs.

CLASS OBSERVATION CHECKLIST FOR THE STUDENT'S CONTROL GROUP.

| No. | Indicators | Checklist | | | | |
|-----|--|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The students are involved during class. | | | | | |
| 2 | The students pay attention to the teacher's explanation. | | | | | |
| 3 | The students ask question to the teacher to clarify their understanding. | | | | | |
| 4 | The students listen carefully and take note. | | | | | |
| 5 | The students are enthusiastic in responding the teacher's questions. | | | | | |
| 6 | The students find the material interesting | | | | | |
| 7 | The students can mention the vocabulary asked by the teacher. | | | | | |

Note:

1 = Very low: The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low:The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough: The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good: The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good:The aspect of activity that was observed above reached out for about 85%-100%

OBSERVATION OF THE TEACHER'S PERFORMANCE.

| No. | Indicators | Score |
|-----|--|-------|
| 1 | Explaining the objectives and motivation: a. Introducing and explaining the material. b. Motivating and stimulating students to have an interest in listening. | |
| 2 | Capable of managing and organizing the class. | |
| 3 | Helping students during the activities and guiding the students during the process. | |
| 4 | Giving instructions to the students clearly. | |
| 5 | Giving an understanding and stimulus: a. Giving students a chance to ask and answer a question. b. Giving students a chance to express their idea and opinion. | |
| 6 | The teacher promotes the use Authentic Material. | |
| 7 | The teacher use resources different from the radio for the listening activities. | |

Note:

1 = Very low: The aspect of activity that was observed above reached out for about 20%-36% from overall percentage 100%.

2 = Low:The aspect of activity that was observed above reached out for about 37%-52% from overall percentage 100%.

3 = Enough: The aspect of activity that was observed above reached out for about 53%-68% from overall percentage 100%.

4 = Good: The aspect of activity that was observed above reached out for about 69%-84% from overall percentage 100%.

5 = Very good:The aspect of activity that was observed above reached out for about 85%-100%

