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SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**Universidad de El Salvador**  
*Hacia la libertad por la cultura*

**TOPIC:**

**Does the exposure to authentic materials increase the listening skill of the students from the Advanced Intensive English I, second semester 2013 at the Foreign Language Department in the University of El Salvador?**

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## **Introduction**

Listening is a skill that takes practice to improve one's overall proficiency in the English language. It is believed that listening is one of the most difficult skills to develop due to the different accents and pronunciations around the world. Mark Murphy states that this skill seems to be so simple, yet the average person retains only 10% of what they hear. Even though it is the key to all effective communication, without the ability to listen to messages effectively ideas may be easily misunderstood, communication breakdowns may be possible, and the sender of the message can easily become frustrated or irritated.

It is important to take into account that problems in communication may be caused by different factors and that is why it is important to clarify the difference between listening and hearing. Hearing refers to the sounds people perceive, whereas listening requires more than that: it requires focusing. Listening means paying attention not only to the story, but it also requires paying attention to some other details. For example, it is important to identify how something is told, the use of language and voice, and how the other person uses his or her body. In other words, it means becoming aware of both verbal and non-verbal messages. People's ability to listen to messages effectively depends on the degree to which you perceive and understand them. "The most basic and powerful way to connect to another person is

to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.” Rachel Naomi Remen (2005)

The use of authentic materials in the classroom is a challenge for students and it may be beneficial or frustrating for developing students’ competence. Authentic material for listening is defined as “real language”, produced for the native speakers; it is designed without a particular teaching purpose. In this sense, authentic materials such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films are abundant. Being exposed to these materials can develop a better listening competence in this skill. However, students might not have a high level of interest in improving their ability to listen due to the fact that they consider that understanding every single word is quite difficult since the listening to different materials may involve many factors they cannot comprehend a 100% such as idioms and different accents.

It is remarkably important to note that the main objective of this study is to determine if the exposure to authentic materials increases the listening skill of students from the Advanced Intensive English I course. In order to do this we carried out an experiment with two groups. One of them was exposed to authentic materials (experimental group) while the other one was exposed to the normal teaching-learning process (control group). It is important to mention that both of the groups were evaluated at the beginning and at the end of the term in order to obtain the data that was necessary to carry out the investigation.

## **CHAPTER I**

### **1. Problem**

#### **1.1. Usefulness of the Research**

Recalling the main objective of this study which is to find out if the exposure to authentic materials increases the listening skill of the students from the Advanced Intensive English I, in second semester 2013 at the Foreign Language Department in the University of El Salvador it is also important to mention that this work would provide important information that can be useful for the teacher to know about what kind of authentic listening material they can apply in the classroom in order to help the students to increase their listening skill.

There are 4 essential aspects that according to Ebrian Acebedo (2001) the students could increase by listening to authentic material. First of all, the students can learn new information through listening. They can also brainstorm with friends and fellow designers and listen well to what they say. Second, the students can find it easier to get along with others. This skill is an important factor in building good relationships with people. Another aspect is that the students can avoid misunderstanding. This way, they can make sure that they will perfectly get what he or she is trying to say and not interpret it as otherwise. And finally, the students can interact with others effectively. When they can effectively interact with others, they



will also find it easy to deal with different kinds of people merely by listening to what they say. This can surely help them succeed.

## **1.2. Purpose of the Study**

The Advanced English course syllabus states that “the students should reach level b1 to enroll advanced English course and at the end the students will able to reach level B2”. However, the activities oriented to increase the students’ listening skill were not oriented to accomplish this objective. According to McNeil (1994) and Kilickaya (2004) the use of authentic material is now considered to be one way for increasing students’ motivation for learning since they give the learner the feeling that he or she is learning the target language as it is used by the native speakers. In addition, Beare (2008) states that students should be exposed to periods that range from five to ten minutes and it should happen four or five times a week, even if they did not understand anything. Therefore, the importance of this study was to assess the effectiveness of Authentic Listening Materials to increase the students listening skill to accomplish the objectives stated in the syllabus.

In this study the researchers have some goals to achieve when carrying out this thesis:

- 1- To evaluate the listening skill of the students before they are exposed to authentic listening material.

2- To determine how listening to authentic material increases students' listening skill.

3- To compare the result of the test administered before the beginning of the term and the test administered after the students are exposed to authentic listening material.

### **1.3. Statement of the Problem**

Teaching listening skills to ESL students in the classroom is one of the most important skills that English language learners need to master since it helps them to examine the information that they hear over the recording and to pick out the relevant information that can be useful. According to Dunkel (1986) developing proficiency in listening comprehension is the key to achieving proficiency in speaking.

Traditionally, English learners consider that communicating in English is simple. They usually think that communication is formed by taking separate words and sticking them together while in fact it is built from word chunks and phrases. In either case, it is believed that the more individual words or word combinations the students know the better and more they will understand. Most of the students perceive as useful only to know the meaning of a word, but probably they do not know about how to use it in real context. Being able to know the meaning and how to use these “chunks” of vocabulary will help English students to improve their listening skill.

Authentic listening material can enhance the students' listening comprehension. The importance of this is that if students are exposed to real life conversations with the authentic listening material it will definitely help them to increase their listening in productive skills.

The term "authentic materials" is defined as language samples that are created by native speakers for native speakers of the language (Seay 1991). Many researchers have studied the impact of using authentic speech in foreign-language as well as second-language classrooms. Results of the study conducted by Herron and Seay (1991) indicate that listening comprehension in language students improves with increased exposure to authentic speech. Ur (1984) proposes that second-language students learn best from listening to speech that is planned to take into account the learners' level of ability. Ur also suggests that the speech should be an approximation to the real language if it is not entirely authentic.

While tasks such as grammar or pronunciation drills do not provide students with the chance for exchanging authentic messages, the use of video and film, radio broadcasts, and television programs will involve students in activities that present real- life listening contexts (Herron & Seay, 1991). Different aural texts such as songs, news, and weather reports may also be used as authentic listening materials in the ESL classroom.

Rogers and Medley (1988) propose that students have to experience the language as it is used for real communication among native speakers. This can be done through the use of aural authentic materials in the language classroom.

Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. It is important for ESL programs to prepare students for successful listening in academic lectures by implementing authentic listening materials in the ESL classes. Most of the teachers develop only the activities from the textbook or other activities that may not help the students to develop their listening skill effectively.

Furthermore, Gilman and Moody (1984) recommend that the teacher should use authentic materials in implementing listening comprehension training at advanced level and with students at the beginning and intermediate levels.

Many ESL students have problems in comprehending speech spoken outside the classroom by English native speakers at the normal rate. Moreover, some students often panic when they hear the English language on television, radio, or in situations in which speech is fast and nothing is repeated. One way to prepare ESL students with real language is to apply real language or authentic speech in the ESL classroom (Bacon, 1989; Rivers, 1980; Rogers & Medley, 1988; Secules, Herron, & Tomasello, 1992).

Teachers in many countries focus in other skills in their English language classes. Especially in EFL situations in which the English language is taught as a subject at school and only used to fulfill the requirement of a program, but not to let students become real users of the language outside the classroom. Most of the students only practice English inside the classroom and they do listening activities only when the teacher assigns them forgetting that there might be a chance to put into practice their knowledge in the real world.

This is especially the case of the Foreign Language Department at the University of El Salvador in which the English language is taught as a subject and used only inside, but not outside, the classroom. EFL students are studying English in their home countries where English is not the dominant native language. Students who were born in an environment where English is not their native language have very few opportunities to hear the real language; these students therefore are not used to being exposed to the language as native speakers. Consequently, they have great difficulty understanding English spoken to them when they come in contact with native speakers of the language.

Therefore, it was decided to implement authentic listening material during one semester to an experimental group. The authentic listening material was designed according to the content of the semester; the material for each class contains a video, comprehension questions and a discussion section. In order to check the

improvement we administered a test at the beginning and at the end of the semester to the experimental and control group.

The main objective for the project is to determine if listening to authentic material increases students' listening skill in the Advanced Intensive English I group 08, second semester 2013 at the Foreign Language Department in the University of El Salvador. Consequently, it is important to evaluate students' listening skill before and after being exposed to authentic listening material. Considering that the students were rarely exposed to the authentic listening material during the traditional classes, a comparison of the control and experimental groups was implemented to determine the improvement that students made by being exposed to authentic listening material.

## **1.4. Research Questions**

### **1.4.1. Main Question**

- Does the exposure to authentic materials increase the listening skill of the students from the Advanced Intensive English I, second semester 2013 at the Foreign Language Department in the University of El Salvador?

### **1.4.2. Subsidiary Questions**

- To what extent do the authentic listening materials increase students' listening skill?
- What are the effects of authentic listening materials on the listening comprehension and listening skill in students of Advanced Intensive English I at the University of El Salvador?

## **1.5. Objectives**

### **1.5.1. General Objective**

- To determine if listening to authentic material increases students' listening skill in the Advanced Intensive English I group 08, second semester 2013 at the Foreign Language Department in the University of El Salvador.

### **1.5.2. Specific Objectives**

- To evaluate students' listening skill before and after being exposed to authentic listening material.
- To find out about the listening improvement that students make by being exposed to authentic listening material.
- To compare the progress made by a conventional group with the group in which authentic material is implemented.



## **1.6. Justification**

Nowadays more students are interested in learning English due to the important role that it has as the international language of the world. As it is known this language includes many skills and sub-skills and, among these, listening is considered the one of the most difficult to develop. The students tend to have the same type of listening; according to Ji Lingzhu and Zhang Yuanyuan (2010) the students will feel bored if they always listen to outdated materials whose content is far away from their real life.

The EFL classes do not vary the type of listening exposure and, in most of the cases, what students listen to as a routine is related to mechanic conversations and stories mostly unrelated to real life situations. It is necessary to investigate this issue in order to determine if it has any impact in the learning process of students of the Foreign Language Department at the University of El Salvador.

Since the students do not have enough opportunities to listen to English when it is spoken outside the classroom, most of the times they do it during the class time and from their classmates or teachers, not from native speakers, or in real context. With this work the students' listening skills will be evaluated to find out if the exposure to the authentic listening material has an effect in their performance. Besides this, the researchers will be able to analyze and compare the results, of both groups (the control and experimental group).

### **1.7. Limitations**

The research is aimed at obtaining useful information about the exposure to authentic materials to increase the listening skill of the students from the Advanced Intensive English. It is important to consider some limitations that the researchers may face in the process and there a list of the ones that were considered to be more relevant.

- The lack of interest from teachers to help the researchers to carry out this study.
- Unauthentic information gathered through the instruments.
- The lack of interest from students to participate and take the instruments to provide the information needed.
- The lack of time to collect the data.

Considering these limitations the researcher need to make sure that the plan they have is appropriate in order to avoid these inconveniences and to gather the data that may be useful for their study.

## CHAPTER II

### 2. Theoretical Framework

#### 2.1. Antecedents

Many teachers find authentic listening materials to be highly valuable in the classroom since these materials engage the students and remind them that English language is being used worldwide. Students have the opportunity of benefiting from the exposure to real language being used in a real context.

Authentic material may have different definitions, depending on the teachers' point of view. However, eventually they deal with the same purpose and the notion or definition of authenticity has been much discussed. According to Marrow's definition authentic material is defined as "a stretch of real language produced by a real speaker or writer for a real audience and designed to carry a real message of some sort."(1977). Harmer (1983) says that authentic texts (either written or spoken) are those which are designed for native speakers. They are real texts designed not for language students, but for the speakers of the language in question. Nunan (1989) thinks that a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching.

In recent years listening has become of great importance for people who need English for communication purposes. They recognize its significant role in the language learning and communication when learning a foreign language. In the 1980s, Krashen came up with his Input Hypothesis which emphasized the importance of listening comprehension. More books related to training for listening have been published paying special attention to both practical and theoretical aspects to develop this important skill. Listening has been given an unprecedented attention. Under this background, a considerable amount of research has been done related to listening.

## **2.2. Theoretical Framework**

There are three instructional aims for students of foreign language programs according to Guberina and Rivenk (1962). First, foreign students should have the ability to comprehend oral and written expression at native-like speed. Second, they should have the ability to understand the cultural connotation of set phrases, abstract terms, and effective expressions. Finally, the students should be able to use accurate pronunciation, intonation, and rhythm.

There has rarely been a problem among foreign language teachers in reaching general agreement about the instructional aims. Most accept the goal, but the controversy lies in the choice of the correct path to reach that goal.

Prator and Celce Murcia (1978) reviewed the characteristics of five major teaching approaches used in the United States during the twentieth century. Early in this century the Grammar- translation approach, which was derived from the teaching of Greek and Latin, was widely used in the instruction of foreign languages. This method involved little use of the target language since explanation of rules was done in the mother tongue. Students copied and memorized long lists of vocabulary words. Drills were exercises in translating disconnected sentences from the target language into the mother tongue. No attention was given to pronunciation.

By the 1920's, the Direct Method Approach became popular as a reaction because it used the target language by means of dialogues and oral exercises with actions and pictures. The preferred types of exercises were series of questions based on dialogues in the target language. Grammar was inductively taught from the dialogues.

Between 1925 and 1945 the Reading Method, mainly directed to those people who did not travel abroad, was put into practice. People acquired the reading ability and the historical knowledge of the country where the language was spoken. Again no attention was paid to pronunciation. The acquisition of an abundant vocabulary was more important than grammatical drills; translation reappeared.

After the Second World War, by 1950, the audio-lingual approach was born from the efforts of descriptive linguistics which described the acquisition of language

as a habit formation. “Much was taken from the Direct Method and the rest from behaviorist”(Celce-Murica, 1979). The material is presented in a dialogue form places great emphasis on speech as a medium of instruction. Listening is taught before speaking and translation is discouraged. The limited vocabulary is learned in context. Structural patterns are taught using repetitive drills. Pronunciation with emphasis in intonation is stressed. Students produce by imitation the sentences modeled by the teacher. The culture of the language is stressed (Celce- Murcia, 1979).

Transformational grammar attaches more importance to understanding the structure of language than to using it. They think “if a student possesses cognitive control, facility may result automatically in meaningful situations... learning a language involves internalizing the rules (Hwang, 1970).

In 1965 Prator pointed out that “the audio-lingual approach had been a failure at getting language learners to communicate in the target language.” (Celce- Murcia, 1979) From there on the trend has moved to the acquisition of foreign languages through “communicatively-oriented activities,” and many teachers have published articles on how they developed and implemented communicative activities in their classrooms.

Even though the audio-lingual methodology to teach English as a foreign language has fallen from favor in the United States, it is still in use here in El

Salvador at cultural centers, extension programs and language schools. Citizens in both countries have an interest in learning foreign languages quickly.

In recent years, the United States has moved slightly away from its dead-center ethnocentric position. The U.S.A. justified its “melting pot” philosophy on the basis that the goal of national unity required the millions of immigrants to forget their native language and learn English. Indeed, compulsory attendance laws at free public school did manage to wipe out any vestiges of “foreign tongue” in second generation immigrants.

Almost too late, the United States has recognized the loss of cultural contributions which resulted from the “melting pot” philosophy. Multi-cultural education has been a U.S. educational priority in recent years and along with it has come a renewed interest in ESL, EFL and TESOL. (Ains-worth, 1984)

Each of the special terms referring to foreign language instruction reflects the fact that foreign language teachers are not merely teachers of English. Prator (1979) says, “... the attempt to find a more meaningful descriptive phrase always seems to produce terms that are either too long ... or are awkward, ambiguous, or fraught with undesirable connotations.”

The following acronyms have emerged as accepted labels:

- “TEFL (teaching / teachers of English as a Foreign Language): used in educational situations where instruction in other subjects is not normally given in English.
- “TESL (teaching/ teachers of English as a Second Language): used in educational situations where English is the partial or universal medium of instruction for other subjects.
- “TESOL (teaching/ teachers of English to speakers of other languages): a cover term for teachers working in either of the above situations.”

Perhaps the most illuminating statement by Prator (1979) follows: “America members of the profession tend to use the various expressions interchangeably or according to personal preference.” The new level of awareness of multi-cultural education in the United States fits well with the pedagogical implications for language instructions as listed by Bishop (1960):

Language is part of culture, and must be approached with the same attitudes that govern our approach to culture as whole. Language conveys culture, so that the language teacher is also of necessity of a teacher of culture. Language is itself subject to culturally conditioned attitudes and beliefs, which cannot be ignored in the language classroom.”



New U.S. foreign language textbooks reflect the educational priorities which have been identified in recent years: the instruction of multicultural topics and back to basics instructions which focused on academic improvement. All over the world, people search for fast methods of learning to communicate in a foreign language. People who develop new fast methods, which may or may not work, have the potential for making a profit.

Bearing in mind that, “no methodologist has the whole answer,” it might be well to consider the questions Prator asked in 1976, Are we to conclude that no part of the audiolingual approach can be salvaged? Would a so called cognitive approach really amount to anything more than a return to the old and much condemned grammar- translation method? Could we perhaps succeed quite well without basing our work on any one consistent theory of language analysis and language acquisition? (p. 4-5)

Careful reading of the literature provides examples of confusion among the specialists in the field. In 1956 when the audio- lingual method was strongly accepted, Pei (1956) wrote, “No better technique has been devised for the two spoken aspects of language than the one that consists of listening, repeating, and imitating.” (p, 300) Pei is referring to the audio-lingual method. He then appears to contradict himself as he describes an effective role-playing strategy he has used and concludes, “Conversing naturally with someone who is a native speaker of the language you are learning is probably the best way to acquire a foreign tongue. (p304)

Actually, Pei is following the natural progression of the audio-lingual method into the audio-visual approach which seeks a closer step to the reality of natural communication and the active involvement of the motivated student.

There is a variety of examples in which proponents of the audio-lingual method speak of the advantages of using visuals. In 1960's the Institute of Modern Languages in Washington, D.C. developed audio-lingual texts, "beginning with repetition drills, which require only student mimicry, and concluding with appropriate-response or direct-discourse drills, which require a greater degree of student initiative." (Kane and Kirland, 1967) The series, Contemporary Spoken English, is similar to the American Book Company texts quoted earlier. The major difference between the two series lies in the length of the sentences to be practiced by the students. Contemporary spoken English uses shorter sentences and, therefore, is more easily adaptable for the audio-visual method of instruction.

These quotations from the teacher manual sections of the audio-lingual textbooks indicate that the authors do value the methods central to the audio-visual approach. It appears then, that this "new" approach, which was developed in France, is actually a logical extension of the audio-lingual approach.

The work of Heaton (1979) also reflects knowledge of learning through the senses. He suggests that "only lessons which exploit a variety of media can approach

the kind of information density that is required...” Such media compensate for the spatial and psychological separation of students from the real world.

The audio-visual method has an appropriate place within the cognitive approach, one of defining features of which is, “the teacher is viewed as a facilitator rather than a figure of absolute authority.” Therefore, in recognition that moving from the audio-lingual to the audio-visual is bridging the gap between the manipulative and communicative language learning, it was decided to base this study upon the authentic material classification.

Authentic materials in language teaching are classified in different aspects since some of them are suitable for the teaching of reading while others are effective when prepared for the teaching of listening and speaking. According to Gebhard (1996), authentic materials can be classified into three categories.

- Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
- Authentic Visual Materials: slides, photographs, paintings, children’ artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

- Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Therefore, it was decided to base this study upon the adaptation of the contemporary spoken English series of authentic material. The semantic content of dialogues from the book was changed from the manipulative to the communicative approach with the use of the audio-visual methodology.

It is also necessary to refer to an important study conducted by Keshavarz Hedayati (1999) under the title of “the effect of authentic broadcast materials on the listening comprehension of Iranian EFL Learners”. This study was carried out at university level in order to measure the significance of authentic materials over simplified materials and its effect on learners’ motivation. The results showed that students exposed to authentic listening materials obtained better score in listening perception test justified via statistical analyses. These conclusions demonstrated and elaborated the efficiency of authentic listening materials in developing listening perception as an important component of listening skills. Moreover, it was shown that learners feel better with authentic materials helping them get involved in the “real” language as long as teachers provide them with pedagogical support.

The students expressed that the use of authentic listening material had a big impact in their classes. It is normal for some teacher to believe that students should experience fear when facing language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the their level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students. Most of the participants in the study mentioned above agreed that there is a great advantage when they are exposed to this authentic material in their classes since it is not only used for educational purposes but also with the aim of applying it in real life situations. According to the students a key skill is dealing with unknown language in unpredictable conditions.

As it was evident through the investigation carried out by Keshavarz Hedayati (1999), the use of authentic material has an influence in the students' performance.

### **2.3. Concepts**

- Listening skill: according to the Merriam Webstern Dictionary listening skill is the ability to pay attention to someone or something in order to hear what is being said, sung, played, etc.
- Listening comprehension: In the article Listening Comprehension, HighReach Learning, it is stated that Listening comprehension can be defined as “the ability to recall and understand information which is presented orally.”

- Authentic material: “Sometimes called “authentic” or “contextualized”, real-life materials are those that a student encounters in everyday life but that weren’t created for educational purposes. They include newspapers, magazines, and Web sites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels.”
- Exposure: The act or an instance of exposing, as: an act of subjecting or an instance of being subjected to an action or an influence.
- Increase: according to the Macmillan Dictionary this term means to become larger in amount or number.
- CEFR: The Common European Framework of Reference.
- B1: The Common European Framework of Reference (CEFR) defines Level B1 as follows: Examinations provided by ALTE members at Level B1 are influenced by the Council of Europe's Threshold 90 specification. At this level users should be able to cope linguistically in a range of everyday situations which require a largely predictable use of language. Much of what learners at this level can do involves a better understanding of the types of texts from which Waystage users can derive only the most basic points of information. Understanding at Level B1 differs in that it goes beyond merely being able to pick out facts and may involve opinions, attitudes, moods and wishes.
- B2: The Common European Framework of Reference (CEFR) defines Level B2 as follows: B2 level may be referred to as an intermediate stage of

proficiency. Users at this level are expected to be able to handle the main structures of the language with some confidence, demonstrate knowledge of a wide range of vocabulary and use appropriate communicative strategies in a variety of social situations. Their understanding of spoken language and written texts should go beyond being able to pick out items of factual information, and they should be able to distinguish between main and subsidiary points and between the general topic of a text and specific detail. They should be able to produce written texts of various types, showing the ability to develop an argument as well as describe or recount events. This level of ability allows the user a certain degree of independence when called upon to use the language in a variety of contexts. At this level the user has developed a greater flexibility and an ability to deal with the unexpected and to rely less on fixed patterns of language and short utterances. There is also a developing awareness of register and the conventions of politeness and degrees of formality as they are expressed through language.

## **2.4. Research Variables**

According to Saul McLeod (2008) variables are given a special name that only applies to experimental investigations. One is called the dependent variable and the other the independent variable. In an experiment, the researcher is looking for the possible effect on the dependent variable that might be caused by changing the independent variable. In this research the two types of variables were found.

### **2.4.1. Independent Variable: Authentic Listening Material**

It is understood by independent variable as a variable that stands alone and is not changed by the other variables which researchers are trying to measure. This variable is manipulated by the researcher; it is something that is hypothesized to influence the dependent variable. The researcher determines what level or condition of the independent variable the participant in the experiment receives. In other words an independent variable is a variable that the experimenter manipulates, it is assumed to have a direct effect on the dependent variable. (Saul McLeod, 2008).

In this study Authentic listening Material has been determined to be the independent variable since it can be controlled over, and it is what researchers can choose and manipulate. The participants in the experiment were randomly chosen and assigned either to the experimental condition or to the control condition. In this case the authentic listening material was implemented to the experimental group (group



08, from 5:00pm to 7:00pm). These students were exposed to watch videos which were not designed for educational purposes, there were more likely to be used in real contexts.

**2.4.2. Dependent Variable: listening competence of the advanced listening students.**

According to Weiten (2013) a dependent variable is what you measure in the experiment and what is affected during the experiment. This variable responds to the independent variable. It is called dependent because it "depends" on the independent variable. In an experiment, there cannot be a dependent variable without an independent variable due to their close relationship.

As it was stated previously in this study, the independent variable is Authentic Listening Material, whereas the dependent variable is the listening competence of the advanced listening students. The listening competence depends on the results obtained due to the exposure to the authentic listening material. The effect of this manipulation was measured and analyzed through the test which was administered twice to the participants: the first time at the beginning of the course and the second time at the end of it.

The connection between these two variables will be evident when the results show the effect the independent variable (authentic listening material) has over the dependent variable (listening competence of the advanced listening students).

## **CHAPTER III**

### **3. Methodology**

#### **3.1. Method**

The method is one of the most important elements in a research paper since it provides a clear and precise description of how the experiment was done, and the rationale for why specific experimental procedures were chosen. This section describes what was done to answer the research question, describes how it was done, justifies the experimental design, and explains how the results were analyzed.

Since this study ended up with "numbers" after the research was carried out, a quantitative research was chosen. According to Aliaga & Gunderson, (2000) Quantitative research is “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (statistics in particular)”. In this research there was a measurement process, data was analyzed statistically (graphs), and then interpreted to show the relevant findings of the research. In other words, the human phenomenon was converted accurately into numerical data

### **3.1.1. Design**

#### **Description of Research Design and Procedures Used**

An experimental design was chosen since it is often used to determine or predict what may occur. The classic experimental design specifies an experimental group and a control group. The independent variable is administered to the experimental group and not to the control group, and both groups are measured on the same dependent variable. To clarify this idea, the authentic listening material which is the independent variable will be administered to the experimental group.

The most remarkable points that can be achieved with this type of research are the following:

- Experimental research allows the researcher to control the situation. In so doing, it allows researchers to answer the question, “what causes something to occur?”
- It permits the researcher to identify cause and effect relationships between variables and to distinguish the effects in both groups (experimental and control group)
- Experimental research designs support the ability to limit alternative explanations and to infer direct causal relationships in the study.
- This approach provides the highest level of evidence for single studies.

It is essential to point out that all these aspects are the reasons why the researcher chose the experimental research. The reasons outlined above will allow them to find and identify the results easily through the variables.

Recalling the previous information, in this research there was an experimental group and a control group from advanced intensive English I. The authentic material was administered to the experimental group to find out whether it increased students' listening skill or not.

### **3.2. Setting**

The instruments were administered in a comfortable environment in the classroom; the students were divided into four rows to take the test to make them feel more confident and have the willingness to share information so that the results would be more reliable. The instructions for each kind of instrument were explained to the participants beforehand. In order to avoid stress, students were given enough time to finish the test. The B1 test took 35 minutes approximately, and the B2 test took around 40 minutes. The desks were arranged in rows and they were given enough room to ensure the reliability of the data that was collected.

### **3.3. Sample/Participants**

The sample for this research was taken from group 01 (6:15 a.m.- 8:a.m) and group 08 (5:00 pm – 7:00 pm), both groups were from the advanced English I course at the Foreign Language Department of the University of El Salvador. There were a total of 29 students in group 01, and 19 in group 08. As a sample, 15 students were randomly selected from the total of students to have accurate results and be able to compare the results from the experimental and control group.

### **3.4. Measurement Instruments**

Data collection included a questionnaire administered to advanced English teachers in order to know about the frequency for the use of authentic material in the classroom, and the CEFR B1 and B2 tests to be taken by the students of the Advanced English I Groups. The tests took place in the classroom. The tests measured the students' listening comprehension.

The questionnaire had a total of 21 questions related to different areas of interest. It was divided into two parts; the first one was related to the frequency of the use of authentic aural material and it included 12 questions. The second part was related to the frequency for the use of non-authentic aural material and it included 9 questions. The questionnaire determined the teachers' usage of authentic material. John Milne (1999) states that a questionnaire is generally a quick way to collect

information and that is the reason why the researchers decided to implement the use of a questionnaire as a practical and effective way to obtain essential information to carry out the investigation.

### **3.5. Data Collection Procedure**

Since the nature of this investigation was experimental, two groups were formed in order to test the hypothesis. The participants of both groups were selected randomly from Advanced English I groups 01 and 08. The B1 and B2 CEFR tests were administered to the control (group 01) and experimental (group 08) groups. The participants were asked to listen to the B1 and B2 CEFR audios and answer the pre-listening test. The participants were given 80 minutes to complete the test. All 48 participants who agreed to answer the pre-listening test returned their answers within the allotted time.

The pre-listening test was divided into two parts. The first part assessed the B1 listening comprehension test according to the CEFR (Common European Framework Reference); This part of the test included 25 items in the form of multiple-choice questions. The second section measured was the B2 listening comprehension test; this part included a total of 30 items in the form of multiple-choice questions. The overall grade was obtained by following the CEFR global

scale. The CEFR online test determined the students' listening level. To obtain the overall grade of the post-listening test, the same procedure described above was used.

The application of the pre-listening test for the control and the experimental group took place on August 19th. The Authentic Listening Material was applied to the Experimental Group during 4 months. These activities lasted between 10 and 15 minutes, and they were carried out four days a week. The post-listening test was administered to the Experimental and Control Group on November 18th. All these instruments were applied at the University of El Salvador, Semester II- 2013.

### **3.6. Data Analysis**

According to Wikipedia The Free Encyclopedia, analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

The questionnaire was analyzed question by question; all the information that was gathered in this instrument was related to the frequency of the use of authentic and non-authentic listening material when teaching a class and, as it was stated before this instrument was administered to the teachers, they were given close questions therefore the answers were analyzed statistically with graphs.



Other instruments that were used, as mentioned before, included the pre-test and the post-test for the B1 and B2 levels. The purpose to administer the same test at the beginning and at the end of the term was to compare the results of the pre-listening test and post-listening test and in this way measure the participants' listening improvement after the treatment. (According the CEFR B1 is lower than B2).

Responses from the pre-listening test were analyzed in the CEFR online B1 test (<http://www.examenglish.com/CEFR/B1.htm>) and online B2 test (<http://www.examenglish.com/CEFR/b2.htm>) so that the scores were converted into percentages to indicate the students' listening level. Responses from the post-listening test were analyzed in the CEFR online test to convert the scores into percentages to indicate the students' listening level. In addition, the results from the pre-listening test and post-listening tests were compared to analyze the students' listening improvement.

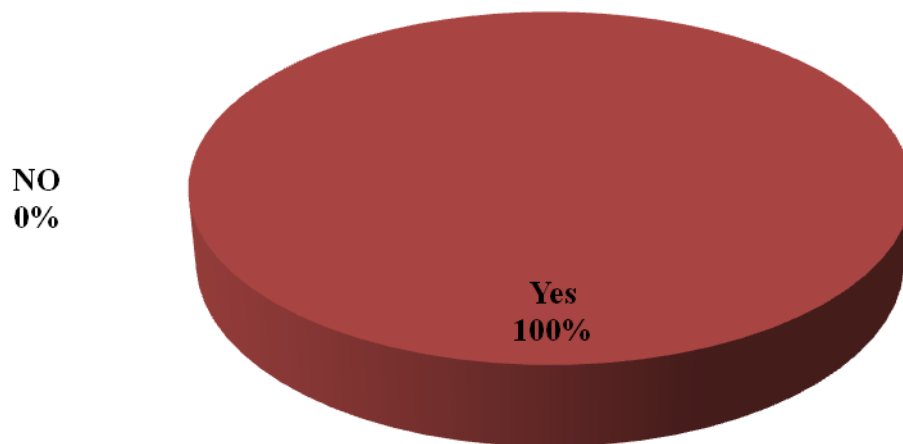
## **CHAPTER IV**

### **4. Analysis of the Results**

#### **4.1. Data Results**

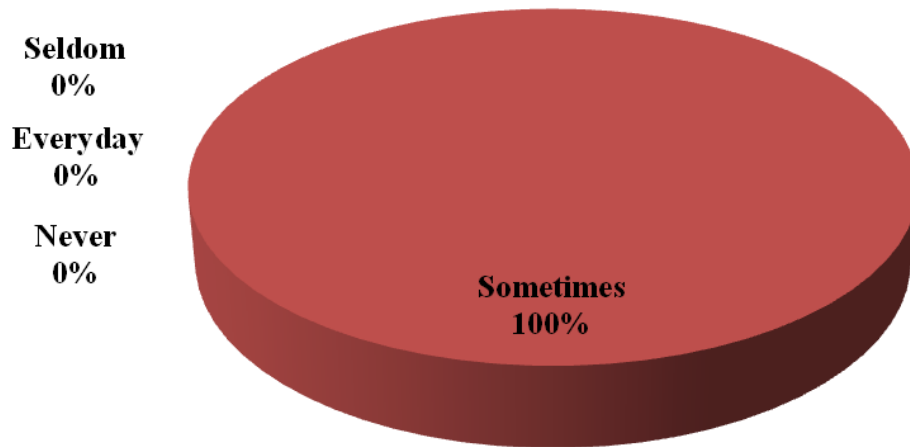
The first part presents the results of the 12 multiple choice questionnaires which are shown in a statistical procedure. These results come from the teachers' perceptions about the frequency of the use of authentic listening material when teaching a class.

**Figure. 4.1.1.1. Question 1. Do you think that Authentic Listening Material is useful to improve students' listening comprehension?**



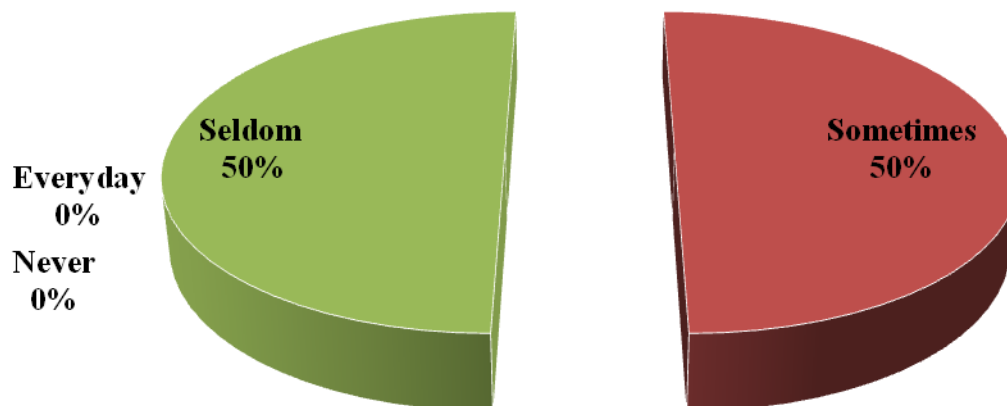
In the previous graph teachers express that 100% of them think Authentic Listening Material is useful to improve students' listening comprehension.

**Figure 4.1.1.2. Question 2. How often do you use "Authentic listening material" when you teach in the skills development area?**



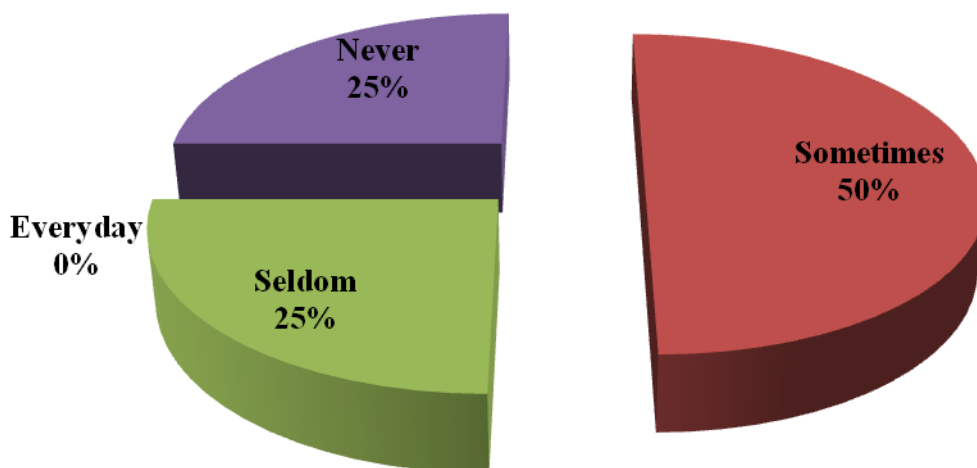
It is important to notice that although all of the teachers think that using authentic listening materials is important, 100% of them said that they sometimes use authentic listening material when they teach in the Skills Development Area.

**Figure 4.1.1.3. Question 3. How often do you use music in class?**



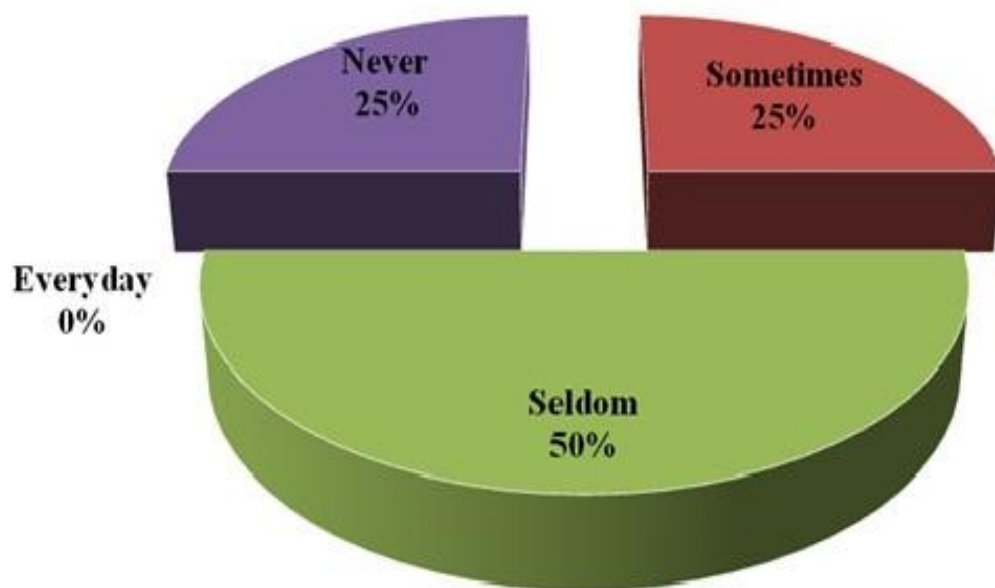
About the use of music in class 50% of the teachers stated that they sometimes use it in class. The other 50% of teachers expressed that they seldom do it.

**Figure 4.1.1.4. Question 4. How often do you use radio programs in class?**



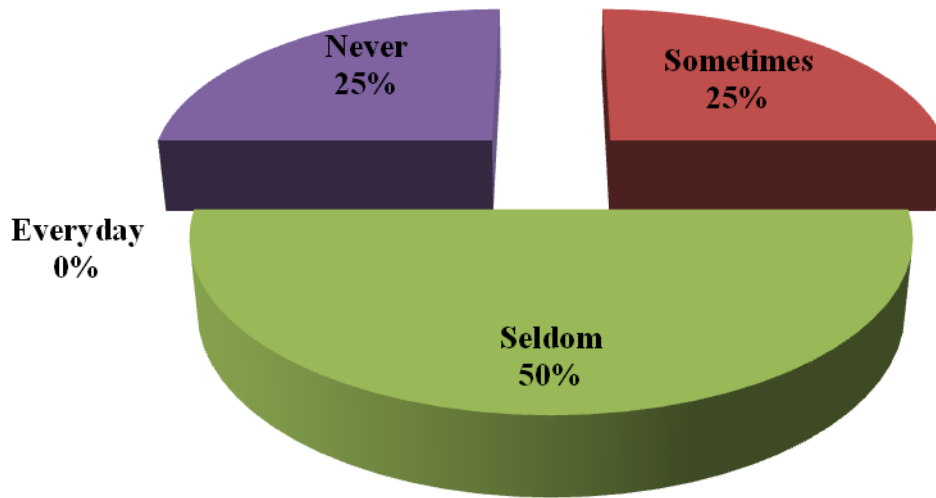
Half of the teachers (50%) selected Sometimes as the answer when they were asked about how often they use radio programs in class. The other 50% expressed they seldom or never use radio programs in their classes.

**Figure 4.1.1.5. Question 5. How often do you use TV shows in class?**



Half of the teachers (50%) said they “seldom” use TV shows in class. The graph shows that the other half was divided: 25% selected the option “sometimes”, while the other 25% said they never use TV shows in class.

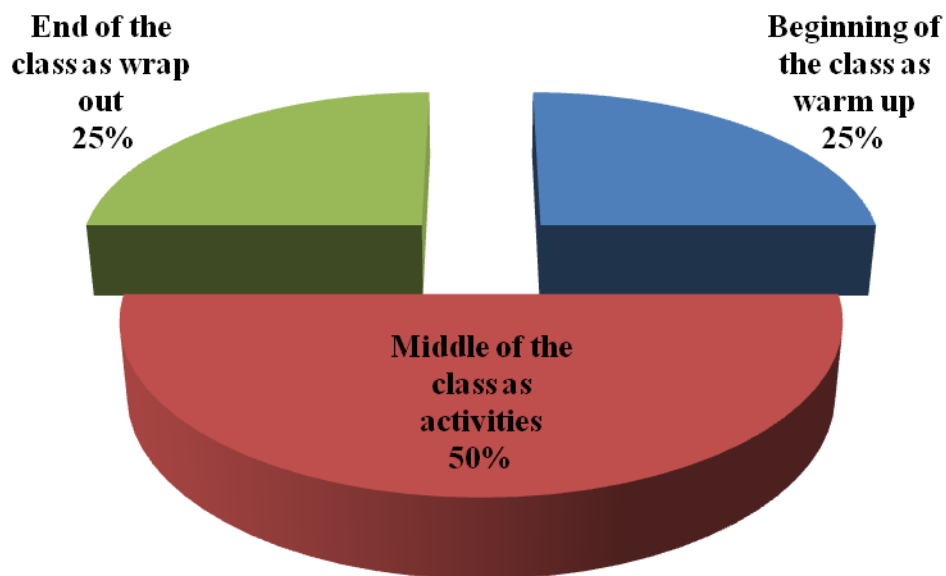
**Figure 4.1.1.6. Question 6. How often do you use News in class?**



When the teachers were asked about how often they used News in class, 50% of them said they did, whereas 25% selected sometimes as an answer. The other 25% never use News in class.

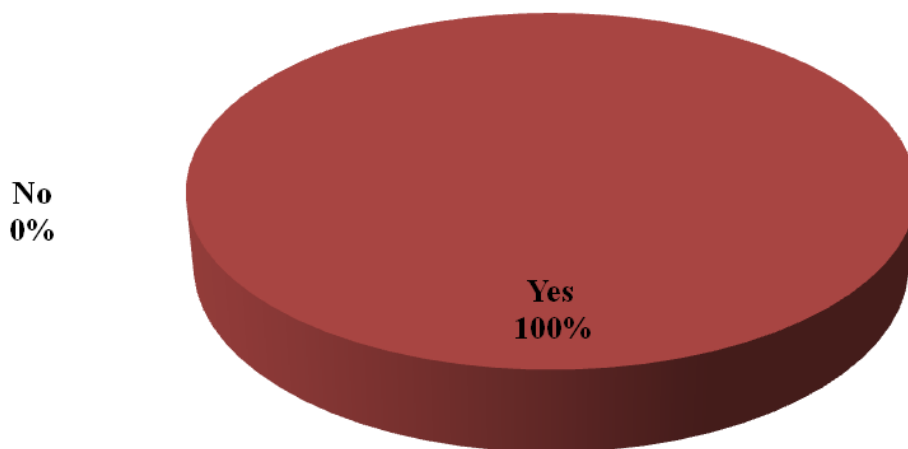


**Figure 4.1.1.7. Question 7. In what stage of the class do you apply Authentic Listening Material?**



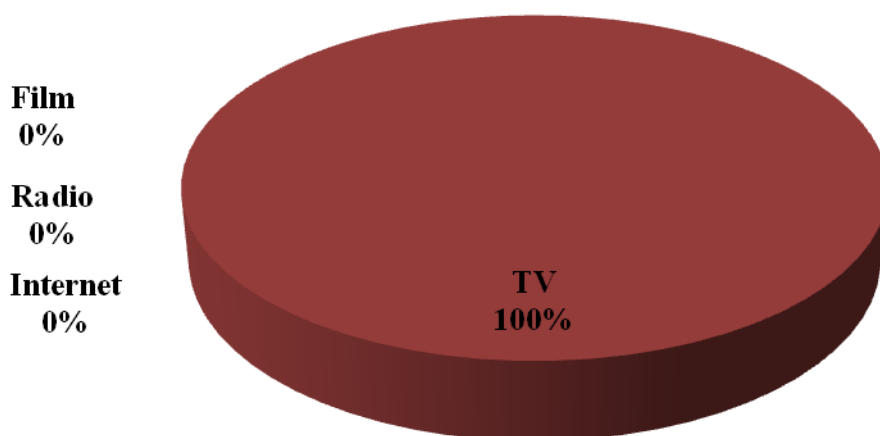
The 50% of the teachers said that they apply authentic listening material in the middle of the class as activities. 25% of the teachers apply it at beginning of the class as warm up. And the rest apply it at the end of class as wrap out.

**Figure 4.1.1.8. Question 8. Do you think using authentic listening material helps students acquire new vocabulary?**



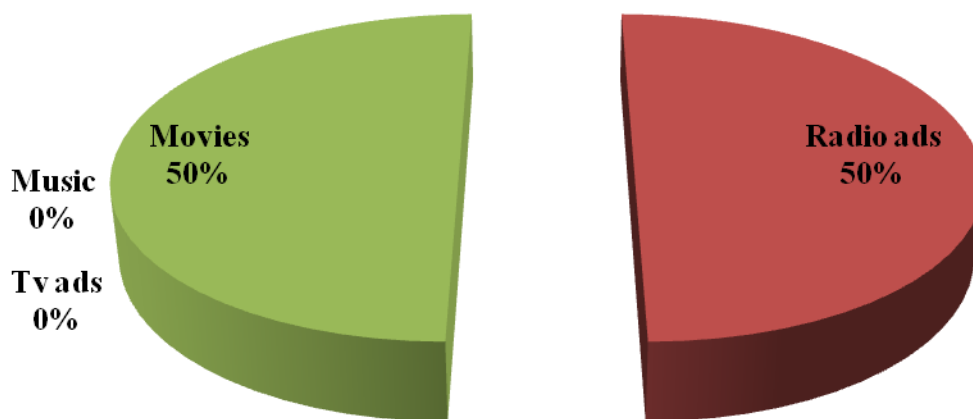
The 100% of the teachers answered “yes” when they were asked if they think using authentic listening material helps students acquire new vocabulary.

**Figure 4.1.1.9. Question 9. What medium do you use most often to obtain "Authentic listening material"?**



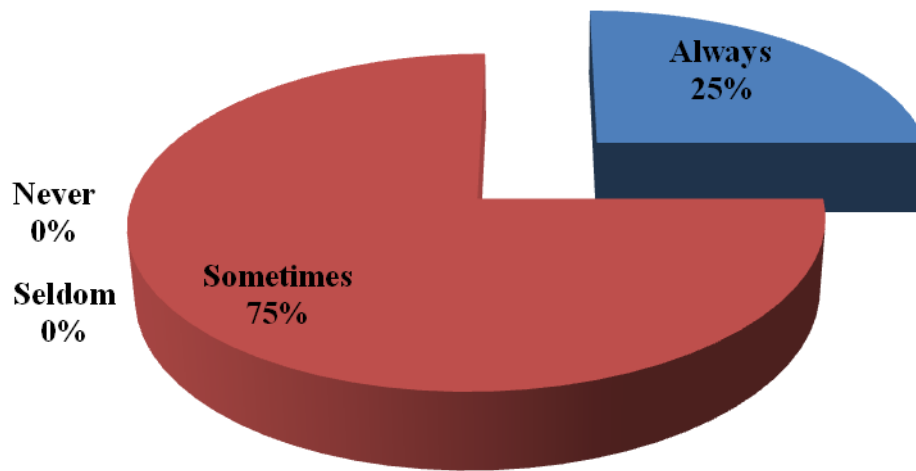
The previous graph shows that all the teachers (100%) said that what they use most often to obtain authentic listening material is the TV.

**Figure 4.1.1.10. Question 10. What is the source of "Authentic listening material" that your students like the most based on your own judgment?**



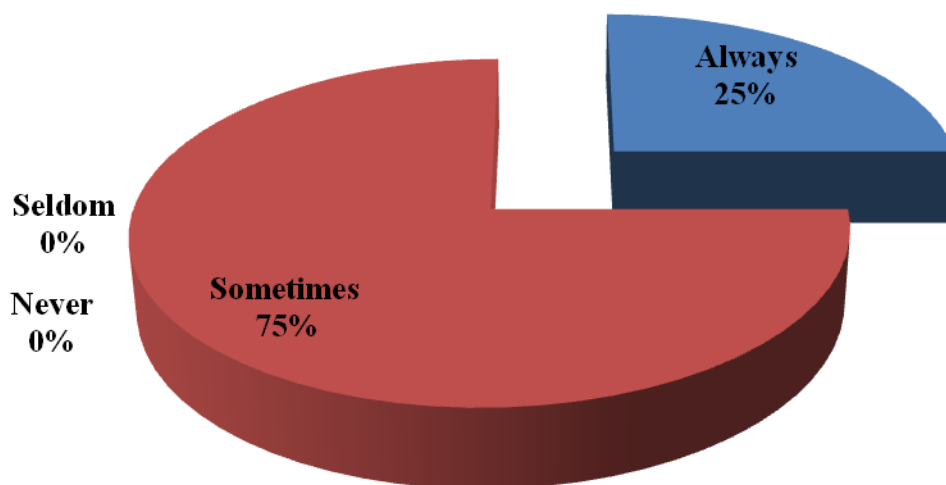
50% Radio ads and 50% movies were the answers that the teachers chose when they were asked about the source of authentic listening material that their students like the most based on their own judgment.

**Figure 4.1.1.11 .Question 11. How often do you prepare a Pre-listening activity?**



A greater part of the teachers (75%) stated that they sometimes prepare a pre-listening activity, while only 25% of them expressed that they “always” prepare a pre-listening activity.

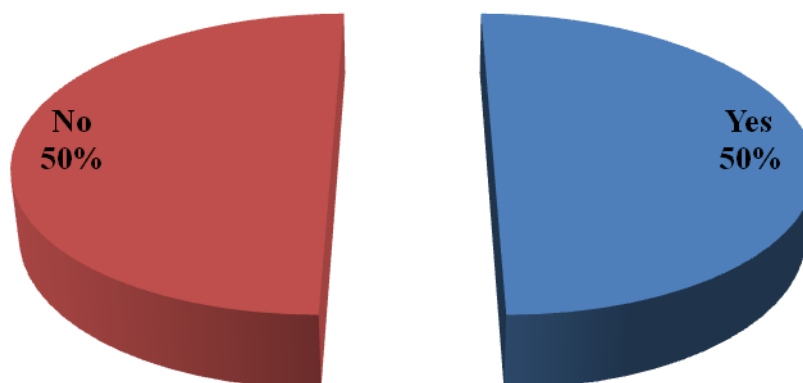
**Figure 4.1.1.12. Question 12. How often do you prepare a Post-listening activity?**



According to this graph most of the teachers (75%) “sometimes” prepare a post- listening activity and only 25% “always” do it.

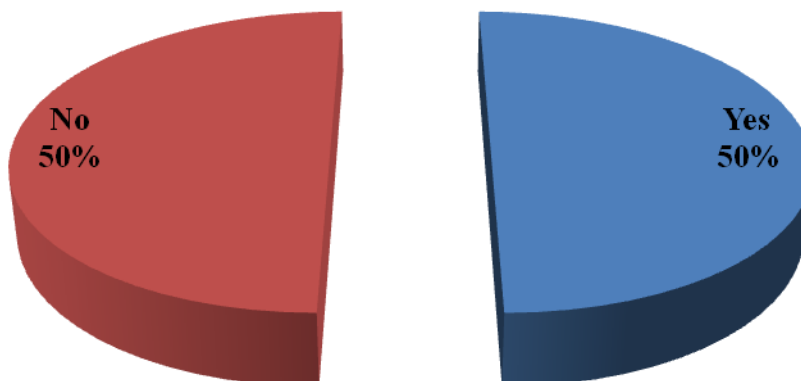
The following 9 charts present in statistics the data obtained from the teachers about the frequency of the use of non-authentic listening material when teaching a class.

**Figure 4.1.1.13. Questions 13. Do you think using non-authentic material will improve your students' listening skills?**



The 50% of the teachers answered “yes” when they were asked if using non-authentic material would improve their students’ listening skills. The other 50% had a negative opinion about the question posted.

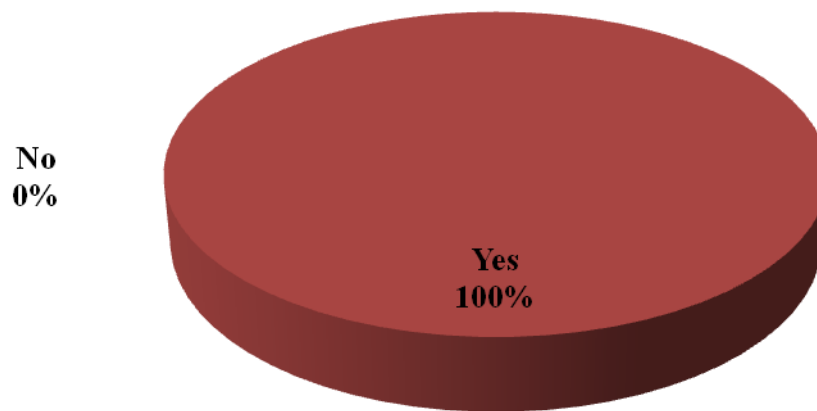
**Figure 4.1.14.14. Questions 14. Do you consider non-authentic material is enough for your students to be promoted to next level of English?**



The 50% of the teachers consider that non- authentic material is enough for the students to be promoted to the next level. The other 50% of the teachers consider that non- authentic material is not enough to the improvement of the students' listening skill.

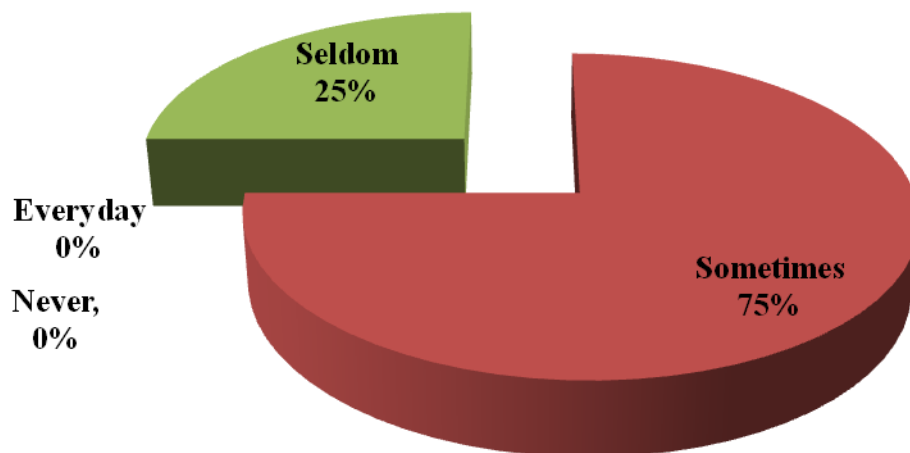


**Figure 4.1.1.15. Questions 13. Do you consider students' textbook/ workbook help their listening skill?**



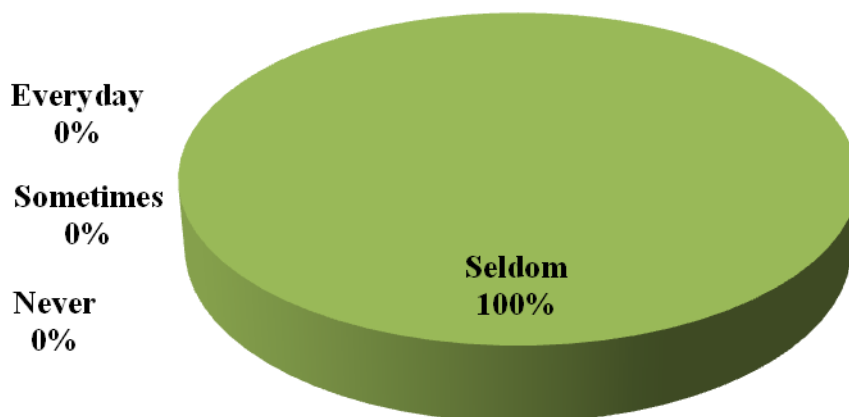
All the teachers (100%) considered students' textbook/workbook help their students' listening skill.

**Figure 4.1.1.16. Question 16. How often do you use non-authentic material in class?**



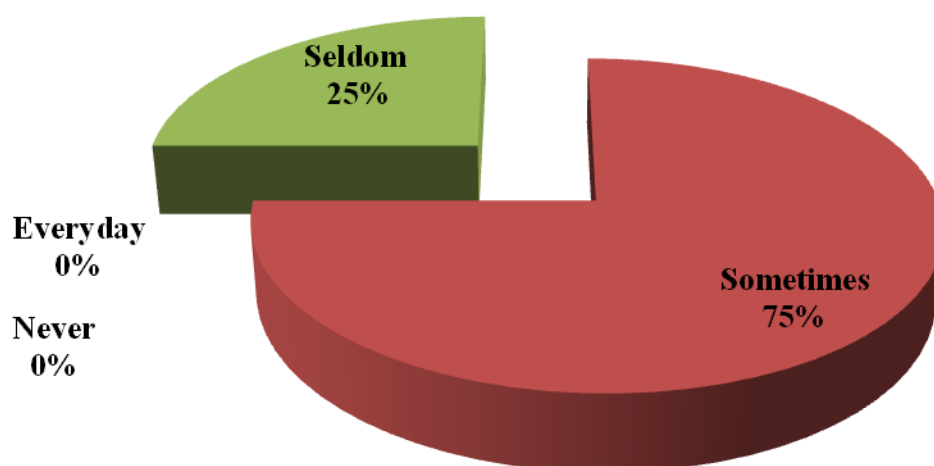
A total of 75% of the teachers expressed that they “sometimes” use non-authentic material in class. The rest which is 25% of teachers said that they “seldom” use non-authentic material in class.

**Figure 4.1.1.17. Questions 17. How often do you use the textbook CD/TAPE in class?**



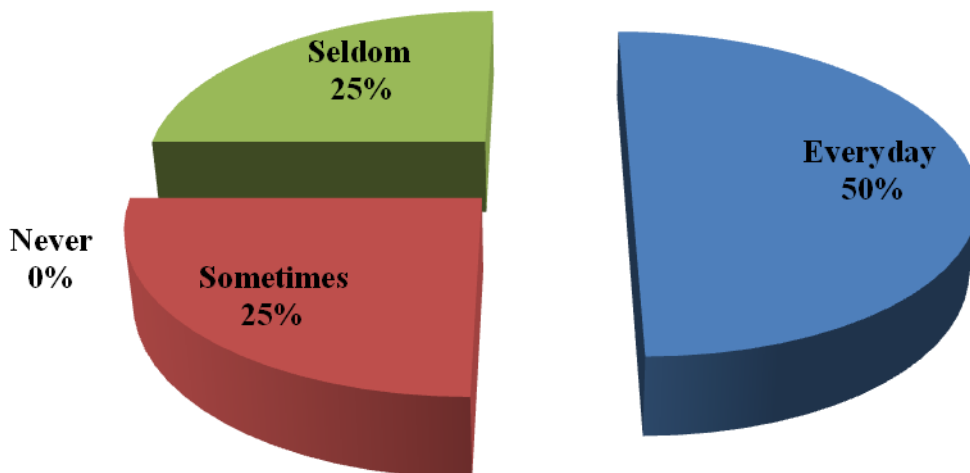
About the use of textbook CD/TAPE in class, 100% of the teachers selected the option “seldom” to express how often the use these sources in their classes.

**Figure 4.1.1.18. Questions 18. How often do you use graded videos?**



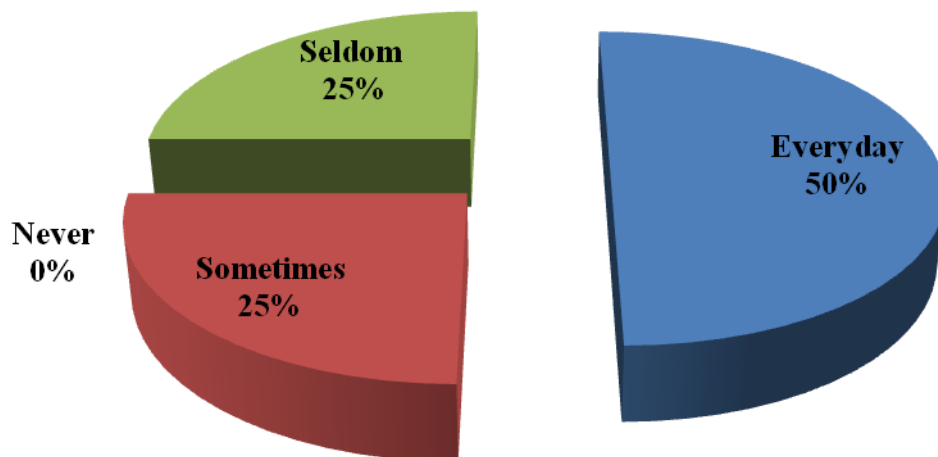
The majority of the teachers (75%) said that they “sometimes” use graded videos. On the other hand only the 25% selected seldom as their choice.

**Figure 4.1.1.19. Questions 19. How often do you promote oral practice through dialogues in class?**



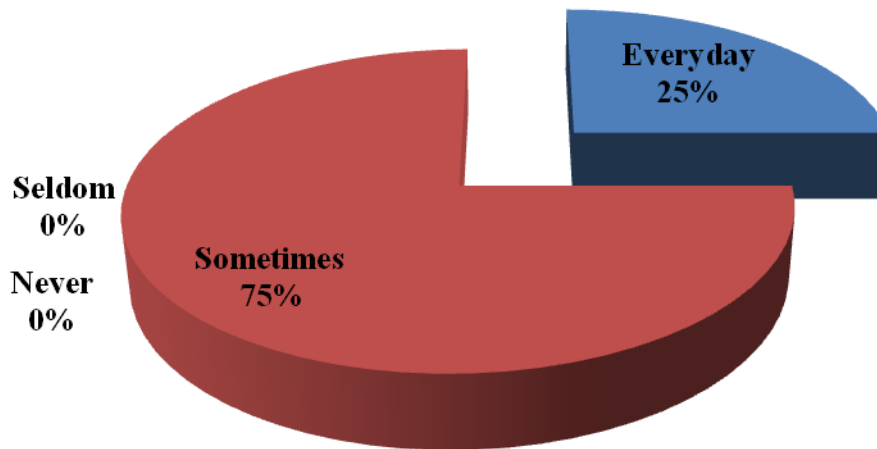
The 50% of the teachers expressed that they promote oral practice through dialogues in class “everyday”. There is a 25% of the teachers who chose the option “sometimes”, and the other 25% of the teachers said that they seldom promote oral practice through dialogues in class.

**Figure 4.1.1.20. Questions 20. How often do you make your students create a short conversation to practice their English?**



The 50% of the teachers expressed that they make their students create a short conversation to practice their English “everyday”. The other 50% was divided between seldom and sometimes as their choice.

**Figure 4.1.1.21. Questions 21. How often do you use Pronunciation exercises?**



When the teachers were asked how often they use pronunciation exercises, 75% of them said “sometimes” and only 25% said “everyday”.

### 4.1.2. CEFR Test Results

*CEFR Listening Pre-test results*

| <b>Pre-test results</b> | <b>Lower level</b> | <b>Level B1</b> | <b>Level B2</b> | <b>Total</b> |
|-------------------------|--------------------|-----------------|-----------------|--------------|
| Control Group           | 50%                | 42%             | 8%              | <b>100%</b>  |
| Experimental Group      | 83%                | 17%             | 0%              | <b>100%</b>  |

*Figure 4.1.2.1*

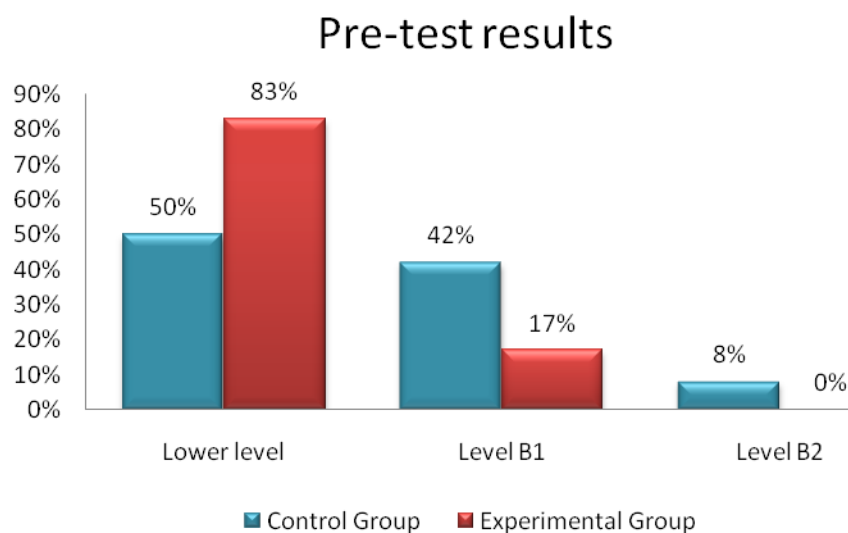


Table 4.1.2.1 shows the results obtained in the administration of the pre-listening test to the control group and experimental group. As it can be observed, 50% of the control group and 83% of the experimental group did not reach the B1



level. The 42% participants of the control group and only 17% of participants of the experimental group reached the B1 level. And 8% of the participants from the control group and 0% of the experimental group reached the B2 level.

*CEFR Listening Post-test results*

| Post-test results | Lower level | Level B1 | Level B2 | Total       |
|-------------------|-------------|----------|----------|-------------|
| Control Group     | 42%         | 50%      | 8%       | <b>100%</b> |
| ExperimentalGroup | 50%         | 42%      | 8%       | <b>100%</b> |

*Figure 4.1.2.2*

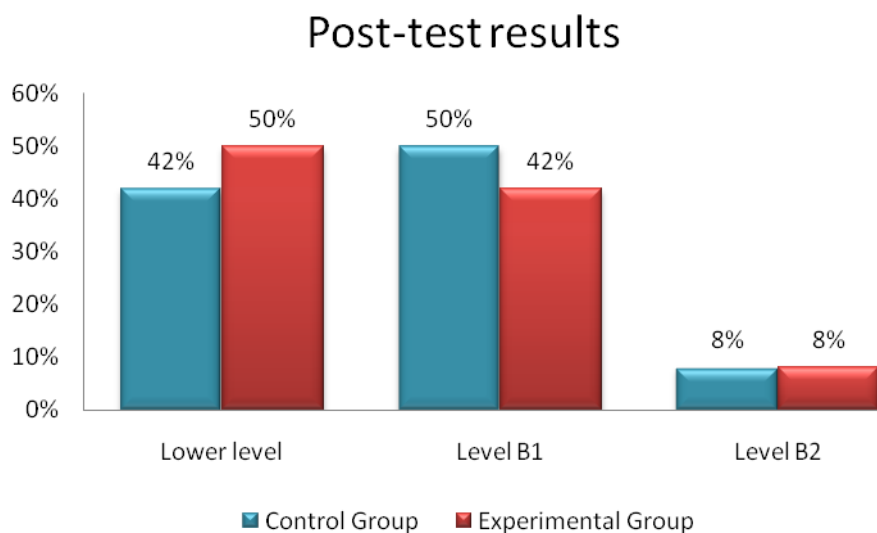


Table 4.1.2.2 shows the results obtained in the administration of the post-listening test to the control group and experimental group. The 42% of the control group and 50% of the experimental group did not reach the B1 level. The 50% participants of the control group and only 42% of participants of the experimental group reached the B1 level. And 8% of the participants from the control group and 8% of the experimental group reached the B2 level.

## **4.2. Data Analysis and Interpretation**

### **4.2.1. Analysis of teachers' responses to the questionnaire**

As shown in Table 1, the analysis of the data indicated a general consensus among English teachers at the University of El Salvador concerning the positive effects of using authentic materials in EFL teaching. In their answers to the first item, all eight teachers indicated that they prefer to use authentic materials in their language classes. Since all of the participants prefer to use authentic materials, none of them answered item two regarding the reasons for not preferring to use such materials.

In the second item, all of the participants indicated that they want to provide authentic listening materials to their students in order to develop students' language skills. The overwhelming majority (100 %) stated that they would provide authentic input in order to expose students to the real language as it is used in the community where it is spoken.

Moreover, the analysis indicates that 100% of respondents care about motivating the students in learning the language by presenting such materials. Items from 3 to 6 demand teachers to provide information about the sources they use to obtain authentic materials, indicating that the 50% of them always use radio programs as a primary source for authentic materials, whereas, the 50% of the teachers sometimes used videos and news resources in class.

When requested to express their opinion about the best moment to introduce authentic materials in the classroom, some of the participants (25 %) believe that authentic materials can be used at the beginning of the class as a warm up, while the majority of the participants 50% suggest using these materials in the middle of the class as a class activity. And the 25% of participants use the authentic material at the end of the class as a wrap up activity. This finding is consistent with the literature which shows that the suitable level for presenting authentic materials is one of the most debated aspects in the field. According to Guariento and Morley (2001), “The question now...is not whether authentic texts should be used, but when and how they should be introduced” (p. 348).

These results suggest that teachers have positive attitudes toward using authentic materials in EFL classes. They believe that such materials improve students' skills and expose them to the real language. These findings are consistent with previous studies that demonstrated the positive effects of authentic input in improving students' listening skill (Harmer, 1991; Miller, 2005; Thanajaro, 2000).

The current results also demonstrate that teachers do not take into account the motivating power of authentic materials in determining whether to incorporate them into the classroom. Only the 50% of teachers believed that non-authentic material is enough to promote the listening comprehension skill. This finding contradicts several studies that found that authentic input increases students' motivation (Bacon & Finneman, 1990; Otte, 2006; Thanajaro, 2000).

#### **4.2.2.CEFR Listening Pre-test results analysis.**

As shown in the figure 4.1.2.1. the presentation of the data indicated the pre-test results of the control and experimental groups at the University of El Salvador concerning the students' listening skill level. As indicated, most of the students obtained a lower level in listening skill; according to the English Advanced II Program, students should have achieved the B1 level to enroll the class. The 42% of the Control group achieved the level B1 and 17% of the experimental group reached the level B1 in the listening skill. Moreover, only 8% of the control group reached the level B2.

These results suggest that students need to improve their listening skills in order to reach the level of listening skill required. These results recommend that teachers need to have positive attitudes toward using authentic materials in FL classes. It is believed that such materials improve students' skills and expose them to the real

language. These findings are consistent with previous studies that demonstrated the positive effects of authentic input in improving students' reading and listening skills (Harmer, 1991; Miller, 2005; Thanajaro, 2000).

#### **4.2.3. CEFR Listening Post- test results analysis**

An analysis of the participants' responses to post – test revealed that 42% of the control group and 50% of the experimental group kept a lower level in listening skill; it indicated that the amount of students in level B1 increased; 50% of the students from the control group reached the level B1 which means that they only increased an 8%; On the other hand, 42 % of students from the experimental group reached the B1 level which means that 17% of the students reached the B1 level. Only the 8% of students from the control and experimental group achieved the level B2 (see figure 4.1.2.2). The significant conclusion is that the students' listening skill improved with the exposure to authentic listening material. This view is consistent with Schmidt's (1994) suggestion that sequencing authentic materials according to the occurrence of high frequency lexis or structure and by scale of need is required and one possible explanation for this finding is that designing the appropriate tasks is more challenging than selecting the appropriate text.

Therefore it can be concluded that the results between the two groups (experimental group and control group) were significantly different since the authentic listening material improved the listening skill in the experimental group.

Besides the empirical data, and the statistical analysis which were conducted in the current study, the behavior from the participants of the study towards the authentic material also provided valuable insights regarding the effectiveness of authentic listening materials. The analysis of the results obtained through the data confirm that the experimental group which was exposed to the authentic listening material scored higher in most of the variables such as willingness and preference to use authentic materials, tendency to listen to authentic listening materials, usage of authentic listening materials in social and out of class situation, motivational power of authentic listening materials, the effect of authentic listening materials on speaking, grammar, vocabulary proficiency and the effectively of authentic listening materials on listening skills.

We may conclude that students feel better with authentic materials helping them to get involved in the real language, as long as teachers provide them with pedagogical support. In order to achieve this, there are a wide range of choices. Martinez (2002) suggests that teachers may use authentic listening materials in order to make students comprehend the information presented. Also Martinez adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. Matsuta claims that using

audio-visual materials aiding students' comprehension is beneficial since it will prevent students from being frustrated about authentic materials. Materials such as popular and traditional songs will help to create a non-threatening environment. Guariento & Moley suggest that authentic materials should be used in accordance with students' ability and add that suitable tasks can be given to learners in which total understanding is not important.

## CHAPTER V

### 5. Conclusions and Recommendations

#### 5.1. Conclusions

It was found out that authentic listening material play an important role in teaching a foreign language. They enrich the traditional lessons and are interesting for students, too. However, the students are not used to learning from alternative sources. They do not have much responsibility for their learning. On the other hand, it is demanding to prepare a lesson with the use of authentic materials and sometimes it is also not easy to obtain them.

Considering the results obtained throughout this research which explores the improvement of students using authentic materials in the FL classrooms at the University of El Salvador, it can be concluded:

- The analysis of the responses to the post – test revealed the amount of students in level B1 increased significantly in the experimental group; 50% of the students from the control group reached the B1 level which means that they only increased an 8%; On the other hand, 42 % of students from the experimental group reached the B1 level which means that 17% of the students reached the B1 level.



- According to the results revealed, all of the students indicated positive attitudes toward the exposure to authentic input in their classes. The reasons for such an attitude are related to the fact that the use of authentic material improves students' skills and expose them to the real language.
- The results indicated that students tend to be more interested in the use of more authentic materials in their reading and listening activities. Furthermore, the internet and TV would be the most used sources for obtaining authentic materials.
- The teachers disagreed on a specific suitable level of students for presenting such materials. Most of the teachers believe that the language level of the text and the course objectives are the guiding criteria for selecting appropriate texts. Eventually, however, most participants specified a need for additional training in using authentic materials, particularly in designing appropriate tasks.
- The significant results of this study could be considered as a starting point for further exploration into the use of authentic materials in FL teaching.
- The findings of this study indicated that the listening skill in ESL students appeared to have improved after they had been exposed to authentic listening materials in class (experimental group). A classroom implication for this is that authentic materials should be implemented in any second-language

classroom, despite the fact that the students are living in an English-speaking country.

## **5.2. Recommendations**

Taking into consideration the results obtained throughout this study, the researchers propose the following recommendations with the aim of providing useful contributions to future studies that may be administered to other ESL students in order to improve and develop their listening skill by using authentic listening material in the classroom:

- It would be interesting to investigate the different effects of using aural authentic materials on the listening competence of those students who learn English as a second language and those who learn English as a foreign language. Students who are living in an environment where the target language is predominantly used may or may not develop more ability in listening comprehension than those students who are living in an environment where the target language is used only in the classroom.
- According to the findings of the study, teachers can motivate students' positive attitudes towards language learning by providing materials and activities that are more interesting and useful for students' goals.
- It is advisable for all language teachers to use authentic materials and modern alternative teaching approaches and methods.

## CHAPTER VI

### 6. Bibliography and Appendixes

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## **6.2. Appendixes**

**University of El Salvador  
Foreign Language Department**



“The effect of authentic listening material in the listening comprehension skill”  
**Objective:** To gather information about the frequency of the use of authentic and non-authentic listening material when teaching a class.

**Instructions:** Mark with an “X” next to the choice that better answers each question.

**Please read the following information before you answer the questions 1-12.**

**Authentic Listening Material:** In the literature on second-language acquisition and learning, the term "authentic materials" means different things to different people. It, therefore, has been defined in a number of ways. The most common definition for second-language research is unaltered texts that are generated by native speakers and for native speakers (Bacon, 1992; Joiner, 1991; Joiner et al., 1989; Rings, 1986; Rogers & Medley, 1988; Scarcella & Oxford, 1992).

1. Do you think that Authentic Listening Material is useful to improve students’ listening comprehension?  
 Yes                       No
  
2. How often do you use "Authentic listening material” when you teach in the skills development area?  
 Everyday       Sometimes       Seldom       Never
  
3. How often do you use music in class?  
 Everyday       Sometimes       Seldom       Never
  
4. How often do you use radio programs in class?  
 Everyday       Sometimes       Seldom       Never
  
5. How often do you use TV shows in class?  
 Everyday       Sometimes       Seldom       Never
  
6. How often do you use News in class?  
 Everyday       Sometimes       Seldom       Never
  
7. In what stage of the class do you apply Authentic Listening Material?  
 Beginning of the class as warm-up activity       Middle of the class as  
 End of the class as wrap-up
  
8. Do you think using authentic listening material helps students acquire new vocabulary?  
 Yes                       No

9. What medium do you use most often to obtain "Authentic listening material"?
- TV       Radio       Films       Internet
10. What is the source of "Authentic listening material" that your students like the most based on your own judgment?
- TV Ads       Radio Ads       Movies       Music
11. How often do you prepare a Pre-listening activity?
- Always       Sometimes       Seldom       Never
12. How often do you prepare a Post-listening activity?
- Always       Sometimes       Seldom       Never

**Please read the following information before you answer the questions 13-21.**

**Non-Authentic Listening Material:** Non-authentic materials by which I mean materials produced specifically for language learners, e.g. exercises found in course books and supplementary materials. Allwright (1979: 179); Freeman and Holden (1986: 67); Little and Singleton (1991:124)

13. Do you think using non-authentic material will improve your students' listening skills?
- Yes       No
14. Do you consider non-authentic material is enough for your students to be promoted to next level of English?
- Yes       No
15. Do you consider students' textbook/ workbook help their listening skill?
- Yes       No
16. How often do you use non-authentic material in class?
- Everyday       Sometimes       Seldom       Never
17. How often do you use the textbook CD/TAPE in class?
- Everyday       Sometimes       Seldom       Never
18. How often do you use graded videos?
- Everyday       Sometimes       Seldom       Never
19. How often do you promote oral practice through dialogues in class?
- Everyday       Sometimes       Seldom       Never
20. How often do you make your students create a short conversation to practice their English?
- Everyday       Sometimes       Seldom       Never



21. How often do you use Pronunciation exercises?

Everyday

Sometimes

Seldom

Never

Test 1

**PAPER 2 LISTENING** about 35 minutes  
(including 6 minutes transfer time)

**PART 1**

**Questions 1–7**

- There are seven questions in this part.
- For each question there are three pictures and a short recording.
- Choose the correct picture and put a tick (✓) in the box below it.

**Example:** What's the time?



A

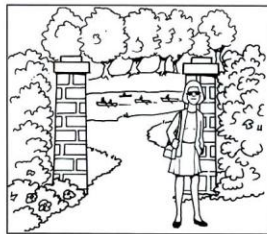


B

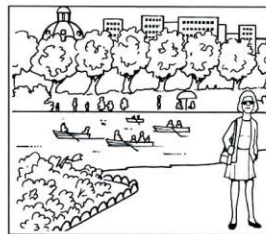


C

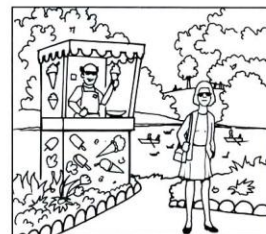
1 Where will the girls meet?



A



B



C

2 Which chair does the man want?



A



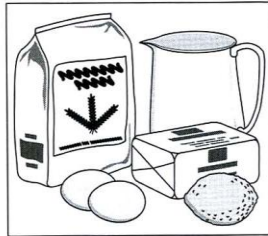
B



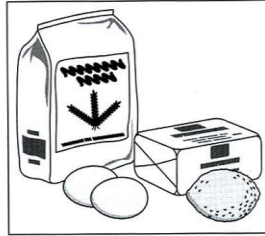
C

Listening

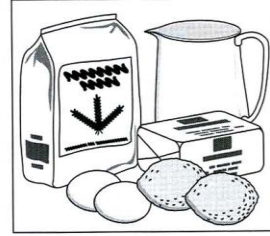
3 Which picture shows what the girls need?



A



B



C

4 Which picture shows what happened?



A



B



C

5 What is Sarah's mother doing?



A



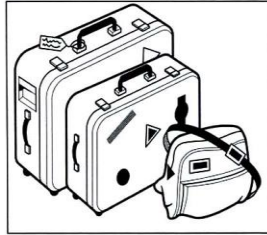
B



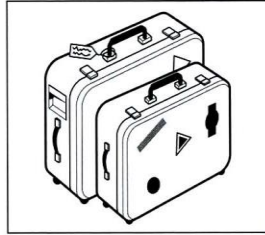
C

Test 1

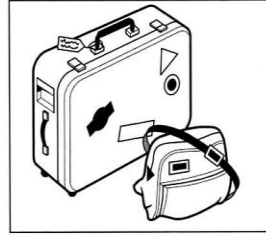
6 What luggage is the man taking on holiday?



A

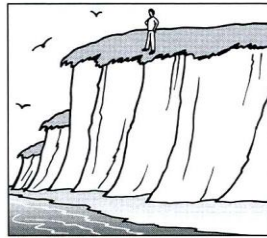


B

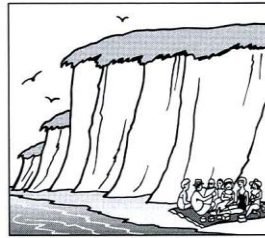


C

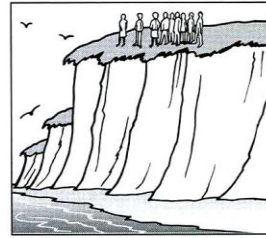
7 Which photograph does the man like?



A



B



C

*Listening*

**PART 2**

**Questions 8–13**

- You will hear part of a radio programme about classical music.
- For each question, put a tick (✓) in the correct box.

- 8 This week's prize is
- A  a music cassette.
- B  two concert tickets.
- C  a classical CD.
- 9 The person who wrote the music lived in
- A  Italy.
- B  Spain.
- C  France.
- 10 What else shares the title of this music?
- A  a garden
- B  a play
- C  a park
- 11 What did people do when they first heard the music?
- A  Some left before the end.
- B  Only a few clapped.
- C  Some asked for their money back.

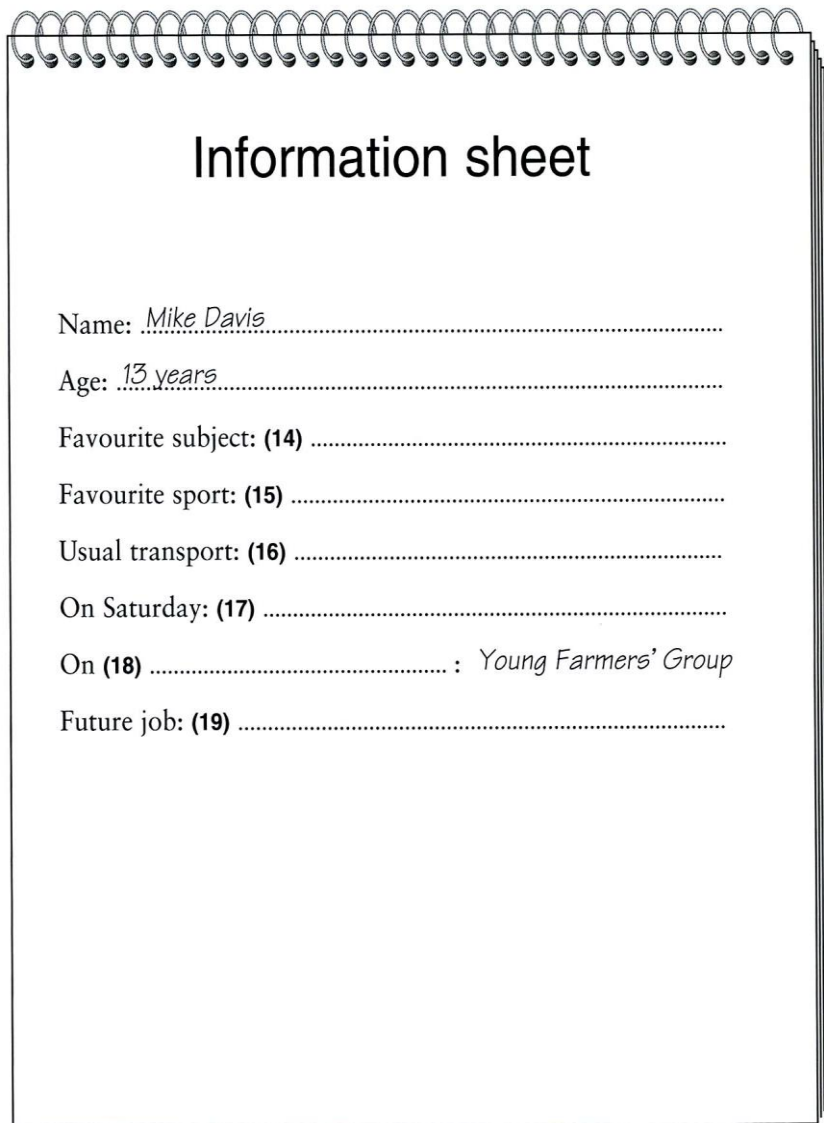
*Test 1*

- 12 This piece of music has been
- A  played in the cinema.
  - B  used in advertising.
  - C  used for a TV play.
- 13 If you know the competition answer you should ring
- A  0108 937 224.
  - B  0018 739 242.
  - C  0018 937 224.

**PART 3**

**Questions 14–19**

- You will hear a radio programme in which young people from different parts of the country are interviewed.
- For each question, fill in the missing information in the numbered space.



**Information sheet**

Name: *Mike Davis* .....

Age: *13 years* .....

Favourite subject: **(14)** .....

Favourite sport: **(15)** .....

Usual transport: **(16)** .....

On Saturday: **(17)** .....

On **(18)** ..... : *Young Farmers' Group*

Future job: **(19)** .....

Test 1

**PART 4**

**Questions 20–25**

- Look at the six sentences for this part.
- You will hear a conversation between a boy, Jim, and his mother.
- Decide if each sentence is correct or incorrect.
- If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

|   | <b>A</b>                 | <b>B</b>                 |
|---|--------------------------|--------------------------|
|   | <b>YES</b>               | <b>NO</b>                |
| <b>20</b> Jim's bicycle needs to be mended.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>21</b> He's keen to start saving money.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>22</b> His mother thinks a mountain bike is suitable for their area. | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>23</b> She encourages Jim to manage his money better.                | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>24</b> His mother offers to lend him some money.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>25</b> Jim is disappointed by his mother's suggestion.               | <input type="checkbox"/> | <input type="checkbox"/> |



Key

PAPER 2 LISTENING

Part 1

1 C 2 A 3 A 4 B 5 C 6 A 7 C

Part 2

8 C 9 B 10 B 11 A 12 B 13 C

Part 3

*(Recognisable spelling accepted in all except number 18)*

14 science

15 running

16 bicycle/bike

17 (he) helps (his uncle) to milk (fifty) cows

(he) helps (to) do the milking

(he) sometimes cleans (the) cowsheds

(he) milks (his uncle's) cows

helps his uncle (on his farm)

works at/on (his) uncle's farm

(he) helps to look after/looks after (his) uncle's cows

18 Monday(s)

19 farmer/have (his) own farm

work in (the) countryside

Part 4

20 A 21 B 22 B 23 A 24 B 25 A

**Test 1 transcript**

*This is the Cambridge Preliminary English Test number 1. There are four parts to the test. You will hear each part twice.*

*For each part of the test, there will be time for you to look through the questions and time for you to check your answers.*

*Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers on to the answer sheet.*

*The recording will now be stopped. Please ask any questions now because you must not speak during the test.*

[pause]

**PART 1** *Now open your question paper and look at Part 1.*

*There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick in the box below it.*

Test 1

**PAPER 4 LISTENING** (approximately 40 minutes)

**Part 1**

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A, B or C**).

---

- 1** You hear a restaurant manager talking about the cooks who work for him.  
What does he say about them?

  - A** They dislike cleaning tasks.
  - B** They have a choice of jobs.
  - C** They help to decide the menu.
  
- 2** You hear a woman talking about a new book.  
What does she particularly like about the book?

  - A** It is educational.
  - B** It is well organised.
  - C** It is enjoyable.
  
- 3** You hear the writer of a television soap opera being interviewed about the programme.  
What will happen next in the story?

  - A** Someone will make an important decision.
  - B** Someone will go away unexpectedly.
  - C** Someone will learn the truth at last.
  
- 4** You hear part of a radio interview.  
Who is speaking?

  - A** a taxi driver
  - B** a porter
  - C** a tourist guide

*Paper 4 Listening*

- 5 You hear a woman talking about how she keeps fit.  
Why did she decide to take up line dancing?
- A She thought the pace would suit her.
  - B She had heard about it on television.
  - C She wanted to try exercising to music.
- 6 You overhear a conversation in a restaurant.  
What does the woman think about the food she has just eaten?
- A It was expensive.
  - B It was delicious.
  - C It looked wonderful.
- 7 You turn on the radio and hear a man talking.  
What is he talking about?
- A drawing pictures
  - B writing fiction
  - C composing music
- 8 You overhear a student phoning her parents.  
What is her opinion of the place she is living in while at college?
- A She is not sure she will have enough room to study.
  - B She has difficulty in working because of the noise.
  - C She does not get on well with her room-mates.

Test 1

**Part 2**

You will hear an interview with Elizabeth Holmes about her experience working in Africa. For questions 9–18, complete the sentences.

---

**Volunteering in Africa**

Elizabeth worked for a  9 before she went to Africa.

Elizabeth first found out about working as a volunteer from a  10 she saw at the dentist's.

The course in London that Elizabeth attended was called  11

Elizabeth's job in Africa was to teach  12 how to market their goods.

On arrival in Africa, Elizabeth spent  13 doing a training course with other volunteers.

Elizabeth used a  14 to travel short distances in Africa.

Elizabeth feels that she got on best with  15 in the area of Africa where she lived.

Back in England, Elizabeth found that she was disturbed by the  16 in the city.

At the moment, Elizabeth buys and sells  17 from Africa.

Nowadays, Elizabeth spends more time on her favourite pastime, which is  18

**Part 3**

You will hear five different employees talking about what makes a good boss. For questions **19–23**, choose which of the opinions (**A–F**) each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

---

**A good boss should**

**A** allow staff to take decisions.

Speaker 1  19

**B** encourage staff to work in teams.

Speaker 2  20

**C** listen to complaints from staff.

Speaker 3  21

**D** give information on individual progress.

Speaker 4  22

**E** have good qualifications.

Speaker 5  23

**F** set an example of hard work.

Test 1

**Part 4**

You will hear an interview with Trina Trevoze, a pop singer who is only fifteen. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

---

- 24** When Trina went to the USA, she
- A** thought the records she made would be unsuccessful.
  - B** knew her friends would be jealous of her.
  - C** didn't tell many people why she was going.
- 25** When Trina was in the USA, she wrote songs about
- A** her home.
  - B** the weather.
  - C** people she met.
- 26** Where was Trina performing when she was noticed by the record company?
- A** in London
  - B** near her home
  - C** in the USA
- 27** Why did Trina sing with David Pearson?
- A** He needed some help.
  - B** She wrote a song for him.
  - C** The record company asked her to.
- 28** Trina was asked to return to the USA to
- A** re-do some work.
  - B** appear on TV again.
  - C** record a new song.

- 29** Why isn't Trina popular in Britain?
- A** Her kind of music isn't popular in Britain.
  - B** The company don't want to sell her records in Britain.
  - C** Her records haven't been available in Britain.
- 30** How does Trina see her future?
- A** She will continue making records in the USA.
  - B** She may make singing her career eventually.
  - C** She wants to study music at college.

Part 4

35 in order | not to    36 are/'re required | to show your    37 soon as | I get  
 38 more than five/5 years | since    39 rather drive home | than stay    40 keep/get/have  
 his skis | under control    41 said to | have been    42 a few players/people | have  
 achieved

**Paper 4 Listening** (approximately 40 minutes)

Part 1

1 B    2 C    3 C    4 B    5 A    6 B    7 C    8 A

Part 2

9 travel agent('s) / travel agency    10 poster    11 Changes    12 (local) (African)  
 farmers    13 three / 3 weeks    14 motorbike / motorcycle    15 (the) (local) women  
 16 traffic (noise)    17 (pieces of) furniture    18 gardening

Part 3

19 E    20 A    21 D    22 B    23 F

Part 4

24 C    25 C    26 B    27 A    28 A    29 C    30 B

**Transcript**

*This is the Cambridge First Certificate in English Listening Test. Test One.*

*I'm going to give you the instructions for this test.*

*I'll introduce each part of the test and give you time to look at the questions.*

*At the start of each piece you'll hear this sound:*

tone

*You'll hear each piece twice.*

*Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.*

*There will now be a pause. Please ask any questions now, because you must not speak during the test.*

[pause]

*Now open your question paper and look at Part One.*

[pause]

**PART 1**

*You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.*