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**The use of authentic listening-viewing material to develop listening
comprehension and motivation in EFL learners**

TRABAJO DE FIN DE TITULACIÓN.

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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Magister.

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: “The use of authentic listening-viewing material to develop listening comprehension and motivation in EFL learners” realizado por Karla Cecilia Reinoso Ochoa ha sido orientado y revisado durante su ejecución, por eso se aprueba la presentación del mismo.

Loja, Febrero de 2014

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Karla Cecilia Reinoso Ochoa declaro ser autora del presente trabajo de fin de titulación: The use of authentic listening-viewing material to develop listening comprehension and motivation in EFL learners, de la Titulación Ciencias de la Educación Mención: Inglés, siendo Alba Bitalina Vargas Saritama directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Karla Cecilia Reinoso Ochoa

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DEDICATION

This thesis is dedicated to my parents, who have supported me in every moment of my life and are the main motivation to finish this research.

Karla Cecilia
Author

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Karla Cecilia

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RESUMEN

Poca o ninguna atención se ha puesto en la enseñanza de la habilidad de escuchar. En este contexto, este estudio cualitativo y cuantitativo intenta explorar cómo el uso de materiales auténticos visuales y auditivos como cuentos morales, documentales, películas y grabaciones de voz reales, combinados con estrategias de escucha cuidadosamente seleccionadas motivan a los estudiantes de inglés a desarrollar su comprensión auditiva.

Con el fin de lograr este objetivo, los materiales auténticos visuales y auditivos fueron cuidadosamente seleccionados y aplicados para la enseñanza de escuchar, a un grupo de seis estudiantes que asisten a clases en un tercer nivel intermedio de un programa de cuatro niveles en un instituto de enseñanza de inglés como lengua extranjera. Los datos para este estudio fueron recolectados por medio de cuestionarios, diarios escritos por los participantes y el investigador, y listas de control de rendimiento.

Los resultados evidencian que los estudiantes muestran una actitud positiva hacia el uso de materiales auténticos en sus clases. Los participantes consideraron que los mejores materiales auténticos visuales y de escucha fueron las películas. Además, se comprobó que el uso de apropiadas estrategias mejora la comprensión de escuchar de los alumnos, siendo el tomar notas y la escucha de las ideas principales las estrategias de escuchar más útiles.

Palabras clave: clase de inglés como lengua extranjera, comprensión auditiva, materiales auténticos visuales y auditivos, estrategias auditivas.

ABSTRACT

Little or no attention has been paid on the teaching of the listening skill. In this context, this qualitative and quantitative study attempts to explore how the use of authentic listening-viewing materials, like moral tales, documentaries, movies and real speech recordings, combined with carefully selected listening strategies motivate English learners to develop their listening comprehension.

In order to achieve this goal, authentic listening-viewing materials were carefully selected and applied in an EFL class for teaching listening to a group of six students attending classes at an intermediate third level in a four-level program in an English institute. The data for this study was gathered by using questionnaires, diaries written by the participants and the researcher, and performance checklists.

The results evidence that the students show positive attitudes toward the use of authentic materials in their classes. The participants considered that the best authentic listening-viewing materials were the movies. Additionally, it was proven that the use of appropriate listening strategies improves the learners' listening comprehension; being the note-taking, and listening for main ideas listening strategies, the most useful ones.

Keywords: EFL class, listening comprehension, authentic listening-viewing materials, listening strategies.

INTRODUCTION

Most of the English courses are basically designed to develop the four basic skills: listening, speaking, reading and writing. Some language researchers on the topic and some English teachers agree on the fact that these skills must be integrally taught and that grammar must be presented in context in order to get better results.

The mastery of these skills depends on a wide range of factors that may facilitate or constrain their learning. Among those factors are age, context, methodology, motivation, and the type of didactic material and resources used by the teacher according to the skill addressed.

The majority of English teachers agree that one of the most difficult skills for learners to acquire is listening. However, little or no emphasis has been put on the teaching and practice of this skill. Rivers and Temperly (1978) cited by Ma'arif (2010) state that "Listening is the most used skill since both children and adult spend approximately 45 percent of their communication time to listening, only 30 percent to speaking, 16 percent to reading and a mere 9 percent to writing". For this reason, English learners need to have a lot of exposure on the listening skill.

The most useful way to enhance a better listening comprehension is to expose learners directly to authentic material. This kind of teaching material is always done by native speakers, producing and performing real situations that actually are the main concern of EFL learners; they really would like to know how to interact in real-life situations with English speakers.

Therefore, action research is taken to explore the use of authentic listening-viewing material to motivate learners to mastering the listening skill and to develop listening comprehension.

Several studies related to this topic have been done in other countries. *Using authentic material to develop listening comprehension in English as a second language classroom* is a thesis developed in 2000 by Matinee Thanajaro which shows that implementing authentic listening materials in the ESL classroom helped enhance students' level of comfort and self-confidence to listen and to expose themselves to the target language. The gathered information confirms that comprehension in ESL students has improved after their exposure to authentic materials in the second-language classroom. The results of this study also involve that teachers can encourage students' attitudes toward language learning by offering materials and activities that catch students' attention and are useful for students' goals; another similar paper is the one done by Doctor Hwang (2005) in which it is explained *The effective EFL Education through popular authentic materials* in the overemphasizing English grammar education system in Taiwan. The substantial input of authentic materials that are attached to learners' levels and interests increases their competence in the target language. Moreover, current popular materials used in this system, such as clips from mass media and best-selling essays/short stories, have been found most engaging because of their genuine, ready-to-use language and significance to learners' beliefs and experiences.

Another previous study related to this research topic is *Teaching listening skill through watching English movies* conducted by Koncara (2009) using a pre-experimental method, the investigation data was taken from a test that was used to identify the students' achievement, it was applied to the sample which was two groups. The two groups have different scores on the post-test, and the difference is statistically significant. Koncara asserts that the students who were taught listening by using English movies got superior scores than those who were taught

traditionally. Besides, this research shows that movies makes English lesson live and helps the students enjoying its benefits, so listening practice becomes more successful; *Opinions and Comments of Cram Schools' and Students' Preferences on Using Six Authentic Materials in Selected Adult TESL Program* by Shu-Chin (2008), is another study that indicates that authentic materials need to be associated with students' daily lives, so they would help students function in society. The research design for this study was to survey ESL instructors on the frequency of usage of authentic materials. This study also investigated the ESL students' perceived importance of authentic materials. This study provides important information to recognize if authentic materials need to be emphasized in the regular curriculum in ESL adult programs. The results point out that not only ESL instructors, but also ESL students had positive attitudes toward authentic materials. ESL students indicated that Internet, discussions, newspapers, telephone, and computer programs were the most important authentic materials in learning English. On the other hand, English ESL instructors indicated that discussions, newspapers, maps, stories (printed), and food were the most used authentic materials in ESL class; and *Using Authentic Materials in the Foreign Language Classroom: Teachers' perspectives in Saudi Arabia* by Al.Musallam (2007); the main purpose of this study sought to determine English teachers' attitudes toward using authentic materials in the language classroom. The results revealed that all of the teachers indicated positive attitudes toward providing authentic input in their classes. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicate that the Internet and TV would be the most used sources for obtaining authentic materials. Finally, most participants indicated a need for additional training in using authentic materials, particularly in

designing appropriate tasks. However, in Ecuador no studies have been found regarding the use of authentic materials to develop listening comprehension.

Furthermore, utilizing authentic materials can be a very significant experience for students, since it can catch their interest and encourage their imagination. This way, students are more motivated to learn. Nevertheless, it does not mean that selecting and using the appropriate authentic listening-viewing materials in teaching listening can really improve students listening ability. The most important thing is what kind of methods or strategies are adapted to develop these materials.

Language learning teachers help students to achieve their listening purposes. They facilitate and teach students some listening strategies that are techniques or actions that contribute openly to the listening comprehension.

In recent years, the teaching of listening comprehension in EFL environment has received more and more attention. In addition, over the years the technology has advanced so the teachers have had to update themselves in order to provide a better education.

The purpose of this study is to identify, describe and compare authentic listening-viewing material (*moral tales, documentaries, movies and real speech recordings*) to teach listening. The research was also aimed at investigating if the selected listening-viewing materials motivate learners to enhance listening comprehension, as well as at determining if the use of appropriate strategies for teaching listening helps them to improve comprehension.

The results show that with the exception of one student that dislikes the horror movies, the other students show high motivation in listening to movies. In fact, they got very high grades in their questionnaires. According to the statistical analysis of data, *the moral tales* are the first type of material with the highest average of

students' grades, and they appear to be the easier materials across the four types of materials that have been used in the study.

The beneficiaries of this study are all English teachers, students, linguistics and researchers who are involved in the EFL teaching and learning world.

Along this study, one of the limitations found was that the five-month course in which the materials were applied was short and limited the amount of materials that could have been used in the teaching-learning process.

METHOD

Setting and participants

This action research study was conducted in an English Institute in the city of Loja located to the southern part of Ecuador. The search attempts to explore the use of authentic listening-viewing materials to motivate students to improve listening comprehension during a five-month course.

The participants in the study were six EFL learners, males and females aged from 18 to 35 belonged to the intermediate third level in a four-level program in an English Institute. The reason for choosing an intermediate English level is based on the fact that 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.

Two moral tales, two documentaries, two movies and two real-speech recordings, considering good quality, appropriate level of difficulty, how interesting the topics are, and the duration were selected and applied in the 6-student class to Teach Listening.

The moral tales are cartoon stories with a particular style of talk, which give a moral message. Two moral tales were used in this study. The first tale was *The Monkey and the Crocodile* and the second moral tale's name is *The Mice and the Elephants*. The second type of listening-viewing materials applied during the study is the *documentaries*. According to Oxford Dictionary (2013), documentary films constitute "a broad category of nonfictional motion pictures intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a

historical record.” The first applied documentary is *Age 8 and wanting a sex change* and the second documentary is named *Joined for life*.

Additionally to the moral tales and the documentaries, the third type of authentic listening-viewing material used belongs to *movies*; according to Koncara (2009) English Movies are one of the visual materials which are the most effective in use. Also the pictures can be used by students to understand the meaning of vocabulary items. The first movie is *License to Wed* and the second movie is *A nightmare in Elm Street*. In addition to moral tales, documentaries and movies; the last but not the less important listening-viewing material used in this study is the *real-speech recordings*. As it is known this kind of material differs from the ones done as artificial materials. Artificial material has a pre-preparation before being recorded. On the other hand, real-speech recordings have a spontaneous speech. The first real-speech recording is called *Learn with your ears*; and the second real-speech recording is titled *Are you behind the times?*

Procedure

In order to conduct this qualitative and quantitative study, first a wide review of literature on the researched topic was done, with special emphasis on concepts of listening comprehension, listening strategies, learners’ motivation, authentic materials and English language learning through authentic materials to ground the research in theory.

After that, listening-viewing materials were chosen in order to teach English to a group of 6 learners. The videos were selected considering their quality in production, that is if they had a clear audio and image, they had to be appropriate and pertinent for the intermediate level; the topics were also selected according to the students’ experiences, likes and knowledge in order to motivate learners and involve

them in active listening by using the selected authentic listening-viewing materials (videos) before the data collection instruments could be administered.

This study was held in a five-month course in which it was applied authentic listening-viewing materials to teach listening comprehension in a four-hour long session. During each session, one type of authentic material: *moral tales*, *documentaries*, *movies*, and *real-speech recordings* was introduced, explained, demonstrated, and applied. The materials were chosen from the low level of difficulty as the *moral tales* to the ones that have a higher level of difficulty as the *real-speech recordings*. During the classes, the students were asked to fill written questionnaires related to each specific authentic material to verify the students' listening comprehension. Each questionnaire contained activities which were planned considering the following listening strategies: listening for main ideas, listening for details, making inferences, summarizing and predicting. Also a while-listening stage (what students are asked to do during the time that they are listening) was used to focus students' attention on the most important information by applying the note-taking listening strategy. Before to apply the first authentic listening-viewing material, first the teacher did not only explain the nature, purpose and what to do in each strategy, but she also explained that participants just have to apply the note-taking strategy while they were watching each video, once the video has finished, they can start working on the rest of the strategies established in the questionnaire.

Additionally, a survey was applied to the participants using a performance checklist, after the application of each authentic listening-viewing material and questionnaire. The checklist provided significant data about learners' motivation, ranking the usefulness of each listening strategy; and learners' perception about each authentic material quality. Besides that the observation technique was used to gather

information about the students' motivation and perception about the authentic materials. Finally, a personal diary (journal) was kept by the researcher (teacher) and the participants every week. The journals permitted the participants and the teacher to keep a record of opinions, feelings, or comments regarding the use of authentic material and listening strategies in the teaching learning process. These diaries were written either in English or Spanish.

Then, the obtained data was tabulated and analyzed in a descriptive and comparative way to determine the type of material that was considered the most appropriate one by the students. The evaluated and compared characteristics of each material were if they had clear audio and image, appropriate and pertinent contents, motivating topic; and appropriate duration and level of difficulty. This quantitative data were analyzed through frequencies and percentages in order to describe the learners' perception about the authentic listening-viewing material and the usefulness of listening strategies. Moreover, a scoring procedure was used to measure the students' achievement in listening comprehension by the participants. For the qualitative analysis, diaries written by the participants and the teacher were deeply analyzed.

Finally, conclusions were drawn based on the results and analysis to achieve the objectives set in the study; and recommendations were proposed for further researchers regarding the use of authentic listening material in EFL teaching, particularly in the listening skill.

RESULTS

Chart One: Authentic listening viewing materials used in the study

Moral Tales	The Monkey and the Crocodile
	The Mice and the Elephants
Documentaries	Age 8 and wanting a sex change
	Joined for life
Movies	License to Wed
	A Nightmare on Elm Street
Real Speech Recordings	Learn with your ears
	Are you behind the times?

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Chart two: Listening Strategies used in the study

Listening Strategies	Note Taking
	Listening for main ideas
	Listening for details
	Making Inferences
	Summarizing
	Predicting

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Chart Three: Student's opinion on the clearness of audio and image of the materials.

Clearness of Audio and Image	Type of Material		Moral Tales		Documentaries		Movies		Real Speech Recordings							
			The monkey and the crocodile	The mice and the elephants	Age 8 and wanting a sex change	Joined for life	License to Wed	A nightmare on Elm Street	Learn with your ears	Are you behind the times?						
	f	%	f	%	f	%	f	%	f	%	f	%				
Clear	6	100%	5	83,33 %	5	83,33%	2	33,33%	6	100%	6	100%	5	83,33%	3	50 %
Unclear			1	16,66 %	1	16,66%	4	66,66 %					1	16,66%	3	50 %
TOTAL	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Four: Student's opinion on the contents of the authentic-viewing materials.

Appropriateness and pertinence of contents	Type of Material		Moral Tales				Documentaries				Movies				Real Speech Recordings			
			The monkey and the crocodile		The mice and the elephants		Age 8 and wanting a sex change		Joined for life		License to Wed		A nightmare on Elm Street		Learn with your ears		Are you behind the times?	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Appropriate	6	100%	5	83,33 %	5	83,33%	6	100%	6	100%	4	66,66%	5	83,33%	6	100%		
Inappropriate			1	16,66 %	1	16,66%					2	33,33%	1	16,66%				
TOTAL	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%		

Source: Performance checklist
 Author: Karla Reinoso Ochoa

Chart Five: Student's opinion on the level of difficulty of the authentic-viewing materials.

Level of difficulty	Type of Material		Moral Tales				Documentaries				Movies				Real Speech Recordings			
			The monkey and the crocodile		The mice and the elephants		Age 8 and wanting a sex change		Joined for life		License to Wed		A nightmare on Elm Street		Learn with your ears		Are you behind the times?	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Appropriate	6	100%	6	100%			2	33,33%	6	100%	4	66,66%	5	83,33%	3	50 %		
Inappropriate					6	100%	4	66,66%			2	33,33%	1	16,66%	3	50 %		
TOTAL	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%		

Source: Performance checklist
 Author: Karla Reinoso Ochoa

Chart Six: Student's opinion on the duration of the authentic-viewing materials.

Duration Type of Material	Moral Tales				Documentaries				Movies				Real Speech Recordings			
	The monkey and the crocodile		The mice and the elephants		Age 8 and wanting a sex change		Joined for life		License to Wed		A nightmare on Elm Street		Learn with your ears		Are you behind the times?	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Appropriate	3	50 %	6	100%	3	50 %	5	83,33 %	6	100%	6	100%	5	83,33%	4	66,66%
Inappropriate	3	50 %			3	50 %	1	16,66 %					1	16,66%	2	33,33%
TOTAL	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Seven: Students' opinion about the motivation or no of the authentic listening-viewing materials.

Motivation Type of Material	Moral Tales				Documentaries				Movies				Real Speech Recordings			
	The monkey and the crocodile		The mice and the elephants		Age 8 and wanting a sex change		Joined for life		License to Wed		A nightmare on Elm Street		Learn with your ears		Are you behind the times?	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
YES	4	66,66 %	6	100%	5	83,33%	5	83,33 %	6	100%	4	66,66%	5	83,33%	6	100%
NO	2	33,33 %			1	16,66%	1	16,66 %			2	33,33%	1	16,66%		
TOTAL	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%	6	100%

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Eight: Students' perception on the usefulness of the *Note-taking* Listening Strategy.

Usefulness Scale			USEFULNESS OF NOTE-TAKING STRATEGY						
			The most useful = 1 The least useful = 6						
Types of Authentic Materials			1	2	3	4	5	6	TOTAL
THE MORAL TALES	The monkey and the crocodile	f	3	1	-	-	-	2	6
		%	50 %	16,66 %	-	-	-	33,33 %	100 %
	The mice and the elephants	f	4	1	-	-	-	1	6
		%	66,66 %	16,66 %	-	-	-	16,66 %	100 %
DOCUMENTARIES	Age 8 and wanting a sex change	f	2	1	2	-	-	1	6
		%	33,33 %	16,66 %	33,33 %	-	-	16,66 %	100 %
	Joined for life	f	4	-	-	-	-	2	6
		%	66,66 %	-	-	-	-	33,33 %	100 %
MOVIES	License to Wed	f	4	-	-	2	-	-	6
		%	66,66 %	-	-	33,33 %	-	-	100 %
	A nightmare on Elm Street	f	5	-	1	-	-	-	6
		%	83,33 %	-	16,66 %	-	-	-	100 %
REAL-SPEECH RECORDINGS	Learn with your ears	f	3	1	-	-	-	-	6
		%	50 %	16,66 %	-	-	-	-	100 %
	Are you behind the times?	f	4	-	1	-	1	-	6
		%	66,66 %	-	16,66 %	-	16,66 %	-	100 %

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Nine: Students' perception on the usefulness of the *Listening for main ideas* Listening Strategy.

Usefulness Scale			USEFULNESS OF LISTENING FOR MAIN IDEAS STRATEGY						
			The most useful = 1 The least useful = 6						
Types of Authentic Materials			1	2	3	4	5	6	TOTAL
THE MORAL TALES	The monkey and the crocodile	f	2	3	-	-	1	-	6
		%	33,33 %	50 %	-	-	16,66 %	-	100 %
	The mice and the elephants	f	1	1	1	-	1	2	6
		%	16,66 %	16,66 %	16,66 %	-	16,66 %	33,33 %	100 %
DOCUMENTARIES	Age 8 and wanting a sex change	f	3	1	-	-	1	1	6
		%	50 %	16,66 %	-	-	16,66 %	16,66 %	100 %
	Joined for life	f	1	1	-	1	3	-	6
		%	16,66 %	16,66 %	-	16,66 %	50 %	-	100 %
MOVIES	License to Wed	f	1	1	1	1	-	2	6
		%	16,66 %	16,66 %	16,66 %	16,66 %	-	33,33 %	100 %
	A nightmare on Elm Street	f	1	1	1	2	-	1	6
		%	16,66 %	16,66 %	16,66 %	33,33 %	-	16,66 %	100 %
REAL-SPEECH RECORDINGS	Learn with your ears	f	1	3	1	1		-	6
		%	16,66 %	50 %	16,66 %	16,66 %		-	100 %
	Are you behind the times?	f	2	1	1	-	1	1	6
		%	33,33 %	16,66 %	16,66 %	-	16,66 %	16,66 %	100 %

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Ten: Students' perception on the usefulness of the *Listening for details* Listening Strategy.

Usefulness Scale			USEFULNESS OF LISTENING FOR DETAILS STRATEGY						
			The most useful =1 The least useful = 6						
Types of Authentic Materials			1	2	3	4	5	6	TOTAL
THE MORAL TALES	The monkey and the crocodile	f	1	-	3	-	-	2	6
		%	16,66 %	-	50 %	-	-	33,33 %	100 %
	The mice and the elephants	f	-	1	1	3	1	-	6
		%	-	16,66 %	16,66 %	50 %	16,66 %	-	100 %
DOCUMENTARIES	Age 8 and wanting a sex change	f	-	1	3	2	-	-	6
		%	-	16,66 %	50 %	33,33 %	-	-	100 %
	Joined for life	f	1	1	1	2	1	-	6
		%	16,66 %	16,66 %	16,66 %	33,33 %	16,66 %	-	100 %
MOVIES	License to Wed	f	-	1	3	1	1	-	6
		%	-	16,66 %	50 %	16,66 %	16,66 %	-	100 %
	A nightmare on Elm Street	f	-	-	4	1	-	1	6
		%	-	-	66,66 %	16,66 %	-	16,66 %	100 %
REAL-SPEECH RECORDINGS	Learn with your ears	f	1	-	3	-	-	2	6
		%	16,66 %	-	50 %	-	-	33,33 %	100 %
	Are you behind the times?	f	-	1	3	2	-	-	6
		%	-	16,66 %	50 %	33,33 %	-	-	100 %

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Eleven: Students' perception on the usefulness of the *Making Inferences* Listening Strategy.

Usefulness Scale			USEFULNESS OF MAKING INFERENCES STRATEGY						
			The most useful = 1 The least useful = 6						
Types of Authentic Materials			1	2	3	4	5	6	TOTAL
THE MORAL TALES	The monkey and the crocodile	f	-	2	-	4	-	-	6
		%	-	33,33 %	-	66,66 %	-	-	100 %
	The mice and the elephants	f	-	1	3	1	1	-	6
		%	-	16,66 %	50 %	16,66 %	16,66 %	-	100 %
DOCUMENTARIES	Age 8 and wanting a sex change	f	1	1	1	3	-	-	6
		%	16,66 %	16,66 %	16,66 %	50 %	-	-	100 %
	Joined for life	f	-	-	4	1	1	-	6
		%	-	-	66,66 %	16,66 %	16,66 %	-	100 %
MOVIES	License to Wed	f	-	1	3	1	1	-	6
		%	-	16,66 %	50 %	16,66 %	16,66 %	-	100 %
	A nightmare on Elm Street	f	-	3	-	1	2	-	6
		%	-	50 %	-	16,66 %	33,33 %	-	100 %
REAL-SPEECH RECORDINGS	Learn with your ears	f	1	-	-	4	1	-	6
		%	16,66 %	-	-	66,66 %	16,66 %	-	100 %
	Are you behind the times?	f	-	2	-	3	-	1	6
		%	-	33,33 %	-	50 %	-	16,66 %	100 %

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Twelve: Students' perception on the usefulness of the *Summarizing* Listening Strategy.

Usefulness Scale			USEFULNESS OF SUMMARIZING STRATEGY						
			The most useful = 1 The least useful = 6						
Types of Authentic Materials			1	2	3	4	5	6	TOTAL
THE MORAL TALES	The monkey and the crocodile	f	-	-	1	1	4	-	6
		%	-	-	16,66 %	16,66 %	66,66 %	-	100 %
	The mice and the elephants	f	-	2	-	2	2	-	6
		%	-	33,33 %	-	33,33 %	33,33 %	-	100 %
DOCUMENTARIES	Age 8 and wanting a sex change	f	-	1	-	1	3	1	6
		%	-	16,66 %	-	16,66 %	50 %	16,66 %	100 %
	Joined for life	f	-	1	1	2	-	2	6
		%	-	16,66 %	16,66 %	33,33 %	-	33,33 %	100 %
MOVIES	License to Wed	f	-	2	-	1	2	1	6
		%	-	33,33 %	-	16,66 %	33,33 %	16,66 %	100 %
	A nightmare on Elm Street	f	-	1	-	2	3	-	6
		%	-	16,66 %	-	33,33 %	50 %	-	100 %
REAL-SPEECH RECORDINGS	Learn with your ears	f	-	2	-	1	3	-	6
		%	-	33,33 %	-	16,66 %	50 %	-	100 %
	Are you behind the times?	f	-	1	-	1	3	1	6
		%	-	16,66 %	-	16,66 %	50 %	16,66 %	100 %

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Thirteen: Students' perception on the usefulness of the *Predicting* Listening Strategy.

Usefulness Scale			USEFULNESS OF PREDICTING STRATEGY						
			The most useful = 1 The least useful = 6						
Types of Authentic Materials			1	2	3	4	5	6	TOTAL
THE MORAL TALES	The monkey and the crocodile	f	-	-	1	1	1	3	6
		%	-	-	16,66 %	16,66 %	16,66 %	50 %	100 %
	The mice and the elephants	f	1	-	1	-	1	3	6
		%	16,66 %	-	16,66 %	-	16,66 %	50 %	100 %
DOCUMENTARIES	Age 8 and wanting a sex change	f	-	1	-	-	2	3	6
		%	-	16,66 %	-	-	33,33 %	50 %	100 %
	Joined for life	f	-	3	-	-	1	2	6
		%	-	50 %	-	-	16,66 %	33,33 %	100 %
MOVIES	License to Wed	f	1	1	-	-	1	3	6
		%	16,66 %	16,66 %	-	-	16,66 %	50 %	100 %
	A nightmare on Elm Street	f	-	-	1	-	-	5	6
		%	-	-	16,66 %	-	-	83,33 %	100 %
REAL-SPEECH RECORDINGS	Learn with your ears	f	-	1	1	-	-	4	6
		%	-	16,66 %	16,66 %	-	-	66,66 %	100 %
	Are you behind the times?	f	-	1	1	-	1	3	6
		%	-	16,66 %	16,66 %	-	16,66 %	50 %	100 %

Source: Performance checklist

Author: Karla Reinoso Ochoa

Chart Fourteen: Students' grades in the applied questionnaires in the study.

Type of material	MORAL TALES		DOCUMENTARIES		MOVIES		REAL-SPEECH RECORDINGS	
	<i>The monkey and the crocodile</i>	<i>The mice and the elephants</i>	<i>Age 8 and wanting a sex change</i>	<i>Joined for life</i>	<i>License to Wed</i>	<i>A nightmare on Elm street</i>	<i>Learn with your ears</i>	<i>Are you behind the times?</i>
Participants								
Student 1	17,7	18,75	13,8	11,5	17,9	19,5	17,1	19
Student 2	19,1	19,25	15	15,95	19,1	19,6	16	18,8
Student 3	19,5	13,9	14,4	15	15	11,15	15,05	16,5
Student 4	16,9	18,5	13,4	16,7	17	16,15	15,15	19
Student 5	12,8	15,5	14,2	11,85	17,7	15,25	18,5	17
Student 6	19	19	13,6	17	16,9	16,25	15,25	19,6
MEAN	17,5	17,48	14,06	14,66	17,26	16,3	16,17	18,3

Source: Questionnaires
 Author: Karla Reinoso Ochoa

DISCUSSION

This section includes *Literature* that grounds the study in theory. The *Description, Analysis, and Interpretation of Results* which is developed based on the results obtained from the field research, and the *conclusions* and *recommendations* which are drawn from the analysis carried out on the prior section.

Literature review

For too long language teachers have put special attention on the teaching of grammar, reading and writing but little or no attention has been given to the teaching of the listening skill. Thus, a variety of definitions have been proposed to explain what listening means. Thanajaro (2000, p. 20) defines listening as “the process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or oral text”. Walczynski (1993) expands this definition stating that Listening is an interactive, interpretative process in which the listener attempts to build meaning from the sounds, words and tone expressed by the speaker; he also considers that the listeners can better understand the speaker’s meaning if they attentively observe facial gestures and visual signs.

Additionally, Walczynki considers that mental associations between what one hears and what one knows make listening successful. Nichols (1974) shortens the definition of listening to the association of meaning to auditory symbols. Besides, Howatt & Dakin cited by Saricoban (1999) simplify the definition in common words proposing that Listening is the facility to grasp the meaning of what others are saying; it is a process that involves understanding a speaker's pronunciation, grammar and vocabulary.

From the definitions above mentioned, it can be understood that listening is an active process which requires the attention and intention from the part of the

listener in order to grasp the message. Additionally, listening involves an arrangement of interrelated activities like perceiving aural structures and to construct meaning from different sounds, words, tones, facial gestures and visual clues expressed by the speaker.

Saricoban (1999) asserts that Listening is one of the essential language skills. It's a way through everyone; children, teenagers and adult people get a large amount of their education, information about the world and ideals, sense of values, and enjoyment about human beings. And even more important, Rivers & Temperly (1978) cited by Ma'arif (2010) states that "Listening is the most used skill since both children and adult spend approximately 45 percent of their communication time to listening, only 30 percent to speaking, 16 percent to reading and a mere 9 percent to writing" .

Therefore, learners must develop the listening skill in the same way as they learn the other ones, because they also depend on the listening skill to take an active role in communication. Researchers provide a wide range of reasons for emphasizing listening comprehension such as comprehending the message and participating in real conversations (Mendelsohn, 1994), it is the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992), besides listening is used as a primary medium of learning at all stages of education, which highlights the importance of spending much more time practicing listening (Pourhossein & Reza, 2011).

Thanajaro (2000) in a study about the use of authentic materials to develop listening comprehension, reports that listening compared with speaking, reading, and writing, is the most frequently used language skill in both the classroom and daily communication. Referring to the same topic Guo and Wills (2005) conclude that

listening comprehension levels really influence the development of learners in the other language skills such as speaking, reading, writing and translating.

Literature about listening shows that, in the past, teachers and researchers wrongly believed that listening could be acquired in an unconscious way. Today, studies reports that listening is the most used skill in everyday life, and it is the major component in English language learning and teaching, though teaching listening is challenging.

Concerning the process of teaching listening skills, Rivers (1992) considers that it is one of the most complicated tasks for any English language teacher because successful listening skills require time and a lot of practice. Teachers have a vital role during this process because teachers have to encourage students to improve their ability in listening comprehension in the target language since it is important for the students' daily survival. Therefore, updated and practical activities considering students' needs and interests; as well as lessons focused on interesting topics, and the use of appropriate materials are important aspects to consider in order to involve students in active listening and to strengthen this receptive skill that for a long time has been neglected.

Undoubtedly, the main concern of the listening skill is to understand what the speaker is saying, in other words it means that the objective of the listener is to grasp the message from the speaker. Thanajaro (2000) defines Listening comprehension as the ability to comprehend information from editorially presented language material. Shrum and Glisan (1999) denote that listening is a cognitive process in which listeners have to achieve four types of competencies as they attempt to comprehend a message: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Ciccone (1995) claims that comprehension

does not always require understanding every word or structure; the most essential thing is to get the main message. In fact, when listening it is not necessary to recognize and understand every word in order to function suitably in listening comprehension, because sometimes it may become frustrating to the learners if they cannot grasp every single word.

Listeners must be conscious that the listening comprehension process implies the necessity of getting the main ideas of a message in order to interact with others; but, enough attention is fundamental to correctly understand a message once it has been said by the speaker during the listening process.

Lund (1990) cited by Thanajaro (2000) categorizes comprehension into main idea comprehension, detail comprehension, and full comprehension. Main idea comprehension involves concrete comprehension of the messages and depends mainly on the reception of vocabulary. Detail comprehension involves getting detailed information; it may be made without help of the main idea comprehension when listeners already know the information they are going to listen to. And, full comprehension which is the goal of listening instruction, involves understanding the whole message, it means that the listener have to grasp all the main ideas and the details.

The importance of using authentic material for teaching English

Ghaderpanahi (2012) study guarantees that the implementation and use of authentic material into the language teaching process is the key to improve the learners' listening comprehension. The students' exposition to this material also has many benefits, but the most significant advantage is that it increases students' motivation by giving them the sensation of learning the real language; in fact they

may understand and take part of situations outside the classroom, feeling comfortable and prepare to listen to native speakers in the target language.

The definition of authentic materials has been established in many ways. The most common definition is stated by Harmer (1991) cited by Matsuta (n.d), defining authentic contents as materials which are designed for native speakers; they are real text; designed not for language students, but for the native speakers of the language. Peacock (1997) states a little different definition; asserting that authentic materials have been produced to fulfill some social purpose in the language community. Furthermore, Martinez (2002) adds that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for” The most concrete, clear and connected definition with this study is stated by Bacon and Finnemann (1990) as cited in (Al.Musallam,2007; Khalili & Mahsefat, 2012), who define authentic materials as any input produced by and for native speakers of the target language for non-academic purposes.

Based on these definitions, it can be summarized that authentic materials are produced by real speakers for real audience listeners, it means created by native speakers for native listeners. In addition, this kind of material can be used in classrooms with specific purposes though they are not created for pedagogical purposes.

In order to introduce authentic materials in the language teaching process, it is essential to classify them first. Some authors also have proposed different classifications. Ianiro (2007) affirms that there are two main categories of authentic materials, these are the print and the auditory categories; as printed authentic materials the author mentions magazines, newspapers, etc. And as auditory authentic material the researcher refers to movies, videos, etc.

Different from Janiro (2007), according to Gebhard (1996) cited by Lingzhu & Yuanyuan (2010) authentic materials can be classified into three main categories; the first category is the Authentic Listening-Viewing Materials such as the TV commercials, cartoons, comedy shows, movies, professionally audio-taped short stories, radio ads, documentaries, etc. The second category is the Authentic Visual Materials like slides, photographs, paintings, wordless street signs, pictures from magazine, etc. And the last category is the Authentic Printed Materials for example newspaper articles, movie advertisements, obituary columns, advice columns, lyrics to songs, restaurant menus, maps, etc.

Moreover, according to Miller (2003) using television or videos in the classroom allows the learners access to more information when listening. That is, the learners can see what is happening as well as they listen to the text, so learners can develop their listening skills in a richer language context.

As a result, the chosen materials are videos such as the moral tales, documentaries, movies and real-speech recordings. A *moral tale* is a traditional narrative similar to a fable, proverb, or urban legend with a moral message warning of the good and bad consequences depending on certain actions, inactions, or character strength and weaknesses.

A *documentary* is a type of film or TV program presenting the facts about real people and real world. In addition, one student from the paper written by Henrik Juel (n.d.) asserts that “filming a documentary is done on some real location without actors, artificial props or a pre-constructed narrative.”

A *movie* is a form of entertainment that acts out a story by sound and a sequence of images, projected onto a screen with sufficient rapidity as to give the illusion of continuous movement.

Finally, a *real-speech recording* is a kind of authentic material which differs from the ones mentioned previously. Those materials had a pre-preparation before to be recorded. On the other hand, real-speech recordings have a spontaneous speech.

Authentic listening-viewing material

Special attention will be given in the authentic listening-viewing materials in order to explore the needed material for this study. According to Lingzhu & Yuanyuan (2010) these materials are also called “the spontaneous speech” “real speech” “what native speakers say when talking to each other”, or “natural conversation”. These authors define this stuff as unscripted, natural and spontaneous spoken language materials, such as interviews, lectures, dialogues, discussions, and conversations etc.

In short, authentic listening-viewing materials as its name suggest is the type of materials which provides both images and sounds. Besides, this material uses a spontaneous spoken language, and its images are related with the real world.

As part of authentic materials’ definition, some researchers agree that they are not created to be applied in the classroom settings; however they assert that listening authentic materials really improve the listening skill. According to Ianiro (2007) authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students exactly because they are authentic.

Furthermore, Vandergrift (1997) adds that the materials must relate to learners' life experiences and contain appropriate features that enhance comprehension. Joiner, Adkins, and Eykyn (1989) as cited by Thanajaro (2000) assert that it is not necessary for students to listen to authentic materials every day. This material should be applied as an additional material to the syllabus book.

Some Studies show the usefulness and positive results of authentic materials application. A notable number of listeners have confirmed and shown their improvements in their listening comprehension after having the opportunity to learn with listening authentic materials. Thanajaro (2000) concludes that the achievement of authentic materials had some influences on the listening ability in students. In addition, the exposure to authentic language helped increase the students' level of comfort in listening to native speakers of the target language. It can also be noted that the students' listening comprehension appeared to have improved after they had experienced authentic language in authentic materials. Moreover, the results of Su's study (2008) agree with Hwang's study (2005); concluding that the language classrooms should have 70% exposure to speaking activities for students to stimulate their language acquisitions and 30% instructors' explanations.

In other words, the study concluded that authentic materials really offer a high quality language for the classroom settings because of their importance for the learner's lives and language learners' improvements. Also, various research studies have shown that there is an interest in incorporating authentic materials in a language classroom, giving the chance to the students to notice of situations outside the classroom.

As everything in the world, the use of authentic materials has its benefits and its weaknesses. It is necessary to have a look into this features of authentic material in order to get significant information that later will be helpful at the moment to apply and use authentic materials.

These advantages and disadvantages have been listed differently by some authors. The first advantage in which most researchers agree is that authentic materials give students a lot of exposure to the real language as well as the real world

(Martinez, 2002; Lingzhu & Yuanyuan (2010). Another benefit is that authentic texts increase student motivation by giving the learner the feeling that he or she is learning the real language; that they are in touch with a living unit, and the target language (Guariento & Morely, 2001 cited by McCoy). According to Ianiro (2007), authentic materials help students to overpass the gap between the classroom and the outside world. Martinez (2002) adds that textbooks usually do not include incidental or improper English situations, also authentic materials can encourage reading as well as listening for pleasure because they want to understand topics of their interest. Lingzhu and Yuanyuan (2010) expand some advantages, claiming that authentic materials truly stimulating students' motivation and the ones which contain familiar and interesting topics for learners help them to stimulate their imagination.

Additionally, building up the students' knowledge is another advantage of using authentic material in the language classroom because these materials can provide real information and opportunities to acquire a little more world knowledge.

On the other hand, there are also some disadvantages within this field. The most mentioned weakness is that since authentic contents are produced by and for native speakers of the language, they are distinguished as too complex for ESL and EFL students to understand (Thanajaro, 2000). Martinez (2002) cites more important disadvantages. He mentions that authentic material may be too culturally influenced, so it becomes more difficult to understand outside the language community, also there are a big mixed of structures so learners have a hard time interpreting the meanings.

In conclusion, the use of authentic material in the language classroom needs a lot of previous preparation even more by the teacher who needs to understand everything about the material before to apply it. Moreover, it is important to notice

that despite the fact that authentic materials involve too complex language which may obstruct the listening comprehension; the exposure to the real language, the stimulating of learners' motivation and the use of appropriate strategies may increase the listening comprehension and help them to strengthen the rest of skills in English.

The role of listening strategies in the mastering of the listening skill

According to Walczynski (1993) *listening strategies* are tools that help people to listen and understand more efficiently. A more general definition is stated by Rost (2002) cited by Wen-sheng (2007), he mentions that strategies are conscious steps or actions by which learners can guide and evaluate their own comprehension and responses. More detailed, White (1998) also cited by Wen-Sheng (2007) explains that "strategies are efforts to compensate for uncertainties in understanding, and could include making inferences, realizing where misunderstandings have occurred, and asking for clarification"

Based on these definitions, it can be mentioned that the use of listening strategies is a conscious activity selection, which allow learners to take hold of the meaning of any listening material in a more effective way.

There are many different learning strategies which can be classified depending on its purposes. In addition, listening strategies have a large number of classifications. The present literature review will give special attention to the Oxford (1990) as cited by Wu (2008) and the O'Malley and Chamot (1990) as cited by Ghani (2003) classifications because within these classifications, there are strategies that will be used during the study.

According to O' Malley and Chamot (1990) cited by Ghani (2003) , there are three main types of strategies used by learners, the first category is the *Metacognitive* Strategies which involve preparation and thinking about learning, such as supervising

one's own language or writing, and assessing each strategy in order to notice which one is more successful. The second category is the *Cognitive Strategies*; they manage directly the information and manipulate it with the purpose of develop learning. They include conscious ways of dealing with learning, such as note-taking, resourcing and organizing information. The last type of strategies are the *Social* ones, these strategies as its name says, propose to enhance learning by interacting with others, such as working with fellow students or asking the teacher's help.

However, learning strategies may be grouped in other ways. Oxford (1990) cited by Wu (2008) classifies the learning strategies into two classes, direct strategies and indirect strategies, and each class contains three categories. Direct strategies facilitate learners to learn the target language directly; indirect strategies help learners to maintain and handle language learning without directly involving the target language. Direct strategies are subdivided into memory, cognitive, and compensation strategies; indirect strategies are subdivided into metacognitive, affective, and social strategies. In this research it will be necessary the following, Oxford's (1990) classification also cited by Wu (2008).

The first category is the *Memory strategies*, they are techniques that help learners to accumulate and rescue new information, such as creating mental linkages, applying images and sounds, reviewing in a structured way, etc.

The second category is the *Cognitive strategies*, they are steps that involve direct examination, renovation, or synthesis of the target language that are used during the management of a task to help learners achieve a better comprehension e.g., proper practice with sounds or structures, useful practice in natural interactions, reasoning, translating, analyzing, note-taking, listening for main ideas, listening for details,

making inferences, summarizing, and predicting Mendelsohn (1995) cited by Hernandez (2001)

It is important to highlight that into this category there are six strategies: note-taking, listening for main ideas, listening for details, making inferences, summarizing and predicting that deal with the process of acquiring a better listening comprehension.

The effective *note taking* strategy requires the ability to be quickly in recording the information; in fact, good note takers always do not write down every word or try to take notes in a careful way; instead they write only key words and phrases. In addition, they often revise and rewrite their notes to show the ideas and organization more clearly (Mohammad, 2008; Berman, 2003).

The second type of strategy is the *listening for main ideas strategy*, it is also known as the extensive listening, because it needs to listen in a more general way to get an irregular idea of what the text is all about, saying by the speaker (Mohammad, 2008; Berman, 2003).

Another strategy within the cognitive category is the *Listening for Details strategy*, the main concern of this strategy is to get a good detail comprehension, identifying supporting details giving special attention to names, dates, numbers, reasons or causes, and places (Mohammad, 2008; Berman, 2003).

Making inferences strategy is another cognitive strategy, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the information that we hear. It means that the listener has to analyze the available information and interpret the whole meaning, making use of background knowledge and common sense (Mohammad, 2008; Berman, 2003)

Then, there is the *Summarizing strategy*, it consists on listen and understand what the speaker is trying to say, taking into account just the main ideas and seeking to avoid the use of unnecessary details (Mohammad, 2008; Berman, 2003)

Finally, the last strategy is *Predicting*; it means to predict what someone is going to say and it involves to take into consideration the listener's prior knowledge about the topic of the conversation (Mohammad, 2008; Berman, 2003).

The third category of Oxford (1990) classification is the *Compensation strategies*, they are the ones that facilitate learners to build up their neglected knowledge in the process of comprehending or producing the target language, such as guessing intelligently in listening and reading, using gestures, switching to the native language, and using a synonym or description in order to get the meaning across in speaking or writing.

Another category is the *Metacognitive strategies*, they are skills that learners obtain to control or adjust their learning, such as planning and arranging for learning tasks, setting goals and objectives, monitoring the learning process for errors, and evaluating development (Oxford, 1990).

In addition, the *Affective strategies* are those which help learners to acquire control over their feelings, thoughts, and motivations related to language learning. Such strategies consist of encouraging oneself through positive self-talk, talking with somebody about your way of thinking about learning the target language, etc (Oxford, 1990).

As a final point, the *Social strategies* are events that involve other people, such as asking questions, cooperating with others, and becoming aware of others' thoughts and feelings (Oxford, 1990).

The main purpose of all the above listening teaching strategies is to help learners to acquire proficiency on all their language skills. So that, learners and teachers have to use and develop a large and wide range of listening strategies since it is the most difficult and most important skill to acquire when learning a language.

Some empirical studies have confirmed the benefits of using listening strategies in the language learning process. In a study of 70 high-school age students enrolled in English classes from three high schools in an Eastern metropolitan area in the United States, the authors O'Malley (1985) cited by Wu (2008) exposes that intermediate level learners be inclined to use proportionally more metacognitive strategies than learners with beginning level abilities. In addition, some investigators tend to differentiate successful students from less successful students based on the use of metacognitive strategies (Oxford, 1993 also cited by Wu 2008).

Furthermore, it is very important to mention that in the study of some barriers to acquiring listening strategies for EFL Learners, the author Chen (2005) suggests that teachers should observe whether learners have enough understanding of particular strategies, they have to try to overcome difficulties while trying to put into practice the learned strategies into listening tasks.

Along these research findings, it can be summarized that listening strategies play a very important role within the language learning, since they are tools which help learners to comprehend the message from any context in an easier way. Moreover, not only learners are benefited from these techniques also the teachers can use them as primary help in all their lessons.

The use of Authentic Listening-viewing materials to enhance EFL learners' motivation

It has to be realized that there is a clear connection between the learner's motivation and the language learning process. It is noticeable on the definitions of the word motivation. The following two definitions are cited by Lins (2005): According to Pintrich & Schunk (2002) the word motivation refers to "the process whereby goal-directed activity is instigated and sustained." Moreover, Gardner (1994) states that learning motivation is "the combination of effort plus desire to achieve the goal of learning the language." Thus, a motivated individual shows "favorable attitudes toward learning the language"

Additionally, to motivate means to make somebody want to do something, especially something that involves hard work and effort (Oxford Advanced Learners Dictionary).

Within this category, there are also come studies which support the importance of the learner's motivation in the language learning process. Ghani (2003) states that motivated students tend to use more strategies than less motivated students, and their particular reason for studying the language was important in the choice of strategies. The following studies relate the learners' motivation with the use of authentic material. According to Lingzhu & Yuanyuan (2010) study, lower-level students are easily unmotivated when confronted with authentic materials. And Thanajaro, M. (2000) study reveals that the use of authentic materials helped to increase students' comfort level and self-confidence to listen to the target language.

In other words, motivation refers to the ability to stimulate the students' desire to learn the language and feelings that the language they are learning is useful. In addition, the use of authentic material has an apparent link with the learners'

motivation since it is evident that the motivation depends on how the teacher is carrying out the class; and according to the above studies it is shown that authentic materials really motivate learners.

Interesting previous studies, as the following, have been conducted on listening comprehension fields in order to demonstrate why it is fundamental to introduce authentic viewing materials and listening strategies in EFL classes.

Chen's (2005) study which explores the difficulties faced by the EFL Learners at the same time as acquiring listening comprehension strategies during a training program in Taiwan. This study used qualitative methodologies, instead of quantitative ones in order to investigate the proposed questions; and pedagogical implications grounded in the data of the study are provided for creating more effective and learner-centered strategy training. The study finds that the obstacles are multifaceted. Since then the most useful obstacles in the process of the present study are the beliefs about listening; problems centering the nature and procedures of strategy use; and the listening materials that learners practiced with.

Su Shu-Qing (2009) six-month experimental investigation provides important information, interviewing seven cram school teachers in how the authentic materials affect the Cram School effectiveness. Also, this study discusses the 152 learners' preference on six types of authentic materials as an alternative assessment in Taiwan. In significant findings shows that students preferred menus, ads, and self-reading as authentic materials so that, teachers might think about adding these materials into their syllabus. Moreover, it is meaningful to explore the topic on authentic materials because this is favorable for both students and teachers because teachers would realize the importance to require authentic materials into any program of study.

Another article that really provided important information is done by the Doctor Caroline Hwang (2005). From her vast experience working and living in English-speaking countries for twenty years, she describes how exciting and productive learning a language could be, and what should be in a language classroom. There are some significant facts asserted in this paper. Hwang prefers current popular ones, because they are higher in importance to learners' lives such as clips from mass media and best-selling short stories. Therefore, Hwang (2005) claims that it takes carefulness and empathy to select appropriate authentic materials connected to the learners' levels and interests. As for specific contents, teachers need to make selections based on their own and their students' interests, because only interests can lead to a sustainable enthusiasm into their practice. In fact, when learners accurately enjoy authentic materials that are connected to their levels and interests, they could be gradually involved into the rhythm and pattern of the target language. It can be concluded that the substantial input of authentic materials selected and applied according to the students' level and interests naturally increases their competence in the target language.

Another previous study related to this research topic is the one conducted by Koncara (2009), using a pre-experimental method; the taken population was the students of SMP Negeri Darangdan. The samples were the ninth grade students. There were three classes and the researcher took twenty students randomly from them as the sample by lottery. The investigation data was taken from a test that was used to identify the students' achievement, it was applied to the sample which was two groups, and each group consists of 20 students. The two groups have different scores on the post-test, and the difference is statically significant. So, Koncara asserts that the information support the claim that students who were taught listening by

using English movies get superior scores than those were taught traditionally. To sum up, the research in listen to the English movies supplies the developments of learners' listening skill, movies also makes English lesson live and helps the students enjoying its benefits, so listening practice becomes more successful.

Valdez and Portillo (2010) is another actual study related to this study. The purpose of this research was to know the main problems students face regarding listening and the strategies that might help in certain conditions or situations to improve their listening learning. The first part of the methodology was to devise a five-entry questionnaire in order to know the problems students face related to listening. Secondly, the listening strategies: bottom-up and top-down were adapted to be applied by means of an experiment conducted to a sample of English intermediate University students. Information gotten from the development and performance of the students in class was compiled and analyzed. The results found until now an effective progress with students, especially positive attitude towards the exercises. Additionally, it is noticed that Top down and bottom up strategies help students to overcome problems when listening, even we could say that this helps students to overcome problems with listening, self-confidence and shyness, because once they master the listening strategies they feel more confident when listen and interact with others in English.

Guo and Wills (2005) investigation discusses a one-year experiment of teaching English as a foreign language (TEFL) accomplished at Shanxi University of Finance and Economics. The experiment included three teachers and 550 non-English major undergraduates of the University, sponsored by the Chinese Ministry of Education. The research program was the responsibility of the college English reform group who designed a contrastive teaching experiment, which set out to

achieve the goals of the “College English Curriculum Requirement” and the teaching objectives of the university. As the conclusion of the yearlong experiment by analyzing and comparing the results of the experiment which indicate that listening comprehension is foundational in learning a foreign language. Furthermore, listening comprehension levels do influence the capacity for improvement in other language skills such as speaking, reading, writing and translating. The evidence from this study suggests some reasons for emphasizing listening comprehension, which highlights the importance of spending much more time doing it.

Finally, a last significant study connected with the present research in the one done by Al.Musallam (2007). The main purpose of this study sought to determine English teachers’ attitudes toward using authentic materials in the language classroom. To answer the questions of the study, a survey questionnaire was completed by fifteen female English teachers working at King Saud University. This questionnaire contained nine items aimed to determine answers to the stated research questions. Responses to the questionnaire were analyzed in terms of frequency and percentage. The results revealed that all of the teachers indicated positive attitudes toward providing authentic input in their classes. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicate that the internet and TV would be the most used sources for obtaining authentic materials. The teachers disagreed on the 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. Finally, most participants indicated a need for additional training in using authentic materials, particularly in designing appropriate tasks.

Description, Analysis, and Interpretation of Results

This section starts with a description and analysis of each one of all the listening-viewing materials and listening strategies used in the class for developing listening comprehension. Then, there is an analysis of the students' perception of the quality of all the authentic listening-viewing materials used in the study and the motivation they enhanced in the students to achieve listening comprehension based on the data gathered through the survey and the working journal. Additionally, a descriptive analysis of the usefulness of each listening strategy used by the teachers to develop listening comprehension is presented. Finally, through the students' questionnaire achievement the researcher makes a comparative analysis of the types of authentic material and listening strategies; and determine which ones are appropriate for teaching listening to an intermediate level.

Qualitative Analysis

Chart one presents the authentic listening-viewing materials used to teach English to a group of learners aged from 18 to 35 years old. The materials included two moral tales: *The Monkey and the Crocodile* and *The Mice and The Elephants*, two documentaries: *Age 8 and wanting a sex change* and *Joined for life*, two movies: *License to Wed* and *A Nightmare on Elm Street*, and two real-speech recordings: *Learn with your ears* and *Are you Behind the times?*, which were selected considering good quality, appropriate level of difficulty, how interesting the topics are, the duration and based on the definition of them, provided by Bacon and Finnemann (1990) as cited in Al.Musallam (2007) in which they consider that authentic materials are any input produced by and for native speakers of the target language for non-academic purposes. For this reason the researcher verified that the

materials applied in the EFL classes were recorded by and for native speakers of English but not created or edited for teaching English.

A detailed description of the materials used in the study: moral tales, documentaries, movies and real-speech recordings is provided below:

Moral Tales

Two moral tales were used in this study. The first one was *The Monkey and the Crocodile*. The story shows that everyone should take care of those who are our friends, and it is important not to trust on everyone. The principal characters are the monkey and a couple of crocodiles, a male and a female. This video lasts 4:35 minutes, and has a British accent.

The second moral tale used in this study is *The Mice and the Elephants*. The main characters include the king of the elephants and his subjects who were the elephants from a lower social class, and the chief of mice and his subjects who also were the mice from a lower social class. This British video has a length of 2:20 minutes. The chief of mice and the king of elephants show that a good action leads to another, and that it is essential to respect everybody to live in peace in this world.

The moral tales are colorful animated cartoons or fictitious narrative stories with a particular style of talk, which give a moral message (Oxford Dictionary, 2013). Emery (n.d.) states that a moral tale is a traditional narrative such as a fable, proverb, or urban legend with an ethical message warning of the effects of certain actions, inactions, or character mistakes.

Both applied moral tales have a combination of narration and the characters' own speech, and a good audio and image, as well. The contents of the videos are appropriate for all kind of groups of students, but especially for children. As these videos are created for children, they have a low level of difficulty. In addition, both

videos motivated students since they are full of pictures and colors and show situations that may happen in real life.

In the classes, the teacher explained and gave the directions of how to complete each listening comprehension activity; first the students were asked to complete the first strategy that is note-taking while they were watching the videos; then the two moral tales were reproduced twice, after that the students were asked to complete the rest of the activities in the questionnaires individually with the listening strategies focused on each moral tale. Finally, the students completed the performance checklist instrument in class and they were asked to complete their journal diaries at home in order to gather information of the effectiveness of each authentic listening-viewing material and usefulness of each listening strategy focused on each material.

Documentaries

The second type of listening-viewing materials applied during the study is the *documentaries*. The first applied documentary is *Age 8 and wanting a sex change*. The video lasts 41:34 minutes, the narrator speaks British English and the characters of the documentary speak American English. The video is about kids aged 8 who have gender dysphoria (a condition where people feel unhappy with the gender they were born, and want to be the opposite sex). The video is motivating and addresses a health issue that may happen in any family in real life. The contents are appropriate for all people since it is about a health topic. The level of difficulty is higher than the one of the moral tales since it is for adults. In addition, most of the image and audio of the videos is good; just there are very few small parts when the images are not so clear.

The second documentary is titled *Joined for life* and it is about 45:28 minutes long. This listening-viewing material is about conjoined twins named Abby and Brittany who are turning 16 years old. These girls are trying to lead a normal life as everyone. The documentary has an appropriate level of difficulty for an intermediate English proficiency and it has good image and audio and is attractive for students because these girls are a living example of courage that should be followed. Furthermore, people in both documentaries use American English.

According to Oxford Dictionary (2013), documentary films constitute a wide sort of nonfictional motion pictures intended to document some aspect of reality, primarily for the purposes of instruction or provides a factual report on a particular subject.

As in the moral tales, the students and the teacher followed the same process, but with the difference that both applied documentaries were played only once because of the length of each video.

Movies

The third type of authentic listening-viewing material used is the *movies*. The first movie used to teach listening comprehension in the EFL class is *License to Wed*; it is a comedy and romance movie. The premiere was on July third, 2007. It was produced in the United States. It lasts 91 minutes. It is written by Kin Barker, Tim Rasmussen, Vince Di Meglio and Wayne Lloyd. The main characters are Robin Williams as reverend Frank, Mandy Moore as Sadie Jones and John Krasinski as Ben Murphy. It is directed by Ken Kwapis. The funny story is about a priest that puts an engaged couple through a grueling marriage preparation course to see if they are meant to be married in his church.

The second movie *A nightmare in Elm Street* is a 95 minutes thriller movie. The premiere was on April thirtieth, 2010. It was filmed in the United States. The main characters are Jackie Earle Haley as Freddy Krueger, Kyle Gallner as Quentin Smith and Rooney Mara as Nancy Holbrook. It is written by Wesley Strick, Eric Heisserer and Wes Craven. The director was Samuel Baker. The horror movie is about a reimagining of the awfulness icon Freddy Krueger, a serial-killer who manipulates a glove with four blades embedded in the fingers and kills people in their dreams, resulting in their real death in reality.

The findings stated by Koncara (2009) on *Teaching Listening skill through watching English Movies* study show that the use of English movies as media can increase students' understanding of English, and the students' mastery of English vocabulary. And even more important, this study shows that the use of English movies improve the students' listening skill. Moreover, Koncara (2009) cited that English Movies are one of the visual materials where it is the most effective in use. Also the pictures can be used by students to understand the meaning of vocabulary items. Besides, according to Katchen (2003) particular films offer some advantages for enhancing listening skills. In fact, they are made to sound as natural to native speakers and thus they do represent authentic language.

Both applied movies were selected considering the students preferences about movies. Additionally, both movies were played with English audio and English subtitles. Besides, both movies have a high quality regarding audio and image. Also, it is noticed that the level of difficulty is high as they are done for native English listeners.

The teacher spent three hours of a four-hour class to teach English using movies. The students and the teacher followed the same process as in the moral tales

and documentaries filling the questionnaires and performance checklists designed for each movie; and completing the journal diaries at home.

Real-speech Recordings

In addition to moral tales, documentaries and movies; the last but not the least important listening-viewing material used in this study is the *real-speech recordings*. As it is known this kind of material differs from the ones done as unreal materials. Artificial material has a pre-preparation before to be recorded. On the other hand, real-speech recordings have a spontaneous speech.

The first real-speech recording is called *Learn with your ears*. In this video there are two people giving advice on how to improve the listening skill. They talk in a very spontaneous way, sometimes they make mistakes, the video is recorded as a conversation between the two speakers, but also they direct their speech to the listeners. Something that is very useful in this video is that the speakers use a lot of body language. It has a duration of 4:45. It is also motivated because the speakers in this video give an important message about the importance to listen English speech everywhere and in all time.

The second real-speech recording is titled *Are you behind the times?* The video is about a man who has HIV, and he is regularly uploading videos in his blog that are available on the Internet. The speaker tries to motivate people to be better human-doings. The video lasts 5:58 minutes.

Both real-speech recordings were played three times because they were very difficult to understand. The teacher and the students followed the same process as in the rest of the authentic listening-viewing materials, taking notes while they were watching the recordings and completing the questionnaires and performance

checklists designed for checking understanding, pertinence and usefulness of each real speech recording and listening strategies.

Additionally to the listening-viewing materials; the chart two, shows the listening strategies that were carefully selected and applied to the same group of learners. Regarding strategies for teaching, Mendelsohn (1995) cited by Hernandez (2001) highlights the cognitive strategies, this category has the six strategies used in the study: note taking, listening for main ideas, listening for details, making inferences, summarizing and predicting that deal with the process of acquiring a better listening comprehension.

The first strategy applied was note-taking which was deeply explained in order to teach students how to use it effectively. At the beginning of the study, the teacher explained and gave some examples and strategies for good *note-taking*, the effectiveness of this strategy requires the ability to be very quickly in recording, keeping and writing down key information. The most important method to become a good note taker is not to write down every single word, but writing down only the key words or phrases, also the teacher said that the notes do not have to be taken in a careful way, even the students can use signs, symbols, numbers, figures, etc. Furthermore, the teacher advised the students to properly take notes in order to complete the rest of the activities. After the instructions the students started to write down every single word that may help them to remember the contents of the videos and to complete the rest of the activities in the questionnaire, when the video has finished; especially the participants just wrote down difficult information to remember like numbers, names, and dates. During some videos that were difficult for them such as *Age 8 and wanting a sex change*, *Are you behind de times?* and *Joined for life*, the students just wrote down the words they understood and the words they

read in the subtitles but they do not know the meaning, so that after the video has finished they can look for these words' meaning in the dictionary in order to learn new vocabulary.

The second type of strategy is the *listening for main ideas strategy*, according to the students this strategy is easy because they have to focus on the more general idea of what the listening is about. This strategy was easy to complete because the researcher put in action this strategy by asking students to write True or False to some given statements and just to correct the false ones.

Another strategy within the cognitive category is the *Listening for Details Strategy*; this is the most complex one for the students because the main concern of this strategy is to get a high-quality detail comprehension: identifying supporting details, giving special attention to dates, names, places, numbers, causes or reasons. The students mention in their journals that the use of the note-taking strategy helped them a lot in the strengthening of this listening skill.

Making Inferences Strategy is another cognitive strategy applied in this study; at the beginning of the study, the teacher explained the students how to make inferences by explaining with oral examples that an inference is an idea or conclusion drawn from evidence and reasoning. In order to apply this strategy, multiple choice questions were used to encourage students to infer the content of the videos using their common sense and general information from the video.

Regarding the *Summarizing Strategy*; at the beginning of the study, the teacher explained the students how to write a summary, this resulted hard for the participants because they had to understand the idea of the whole video. Then they had to organize the summary considering the beginning of the story, the middle and the end in each one of the videos. It was more difficult with the documentaries and

movies due to the amount of information that these two listening-viewing materials have.

Finally, the last strategy is *Predicting*; the teacher explained first that predicting means to make some guesses about what someone is going to say, or something is going to happen according to the students' prior knowledge about the video. It was very easy for the participants because it is a strategy where they can be creative and invent new ideas based on what they have listened so far.

It was found as shown in the results and analysis that exposing learners to authentic listening-viewing materials, pedagogically selected, plus the use of appropriate guidance and use of listening strategies enhance learners' listening comprehension and make English learning more effective because they experience the use of language in real contexts.

Quantitative Analysis

The listening-viewing authentic materials used in this study were compared among them considering the following parameters clearness of audio and image, contents, level of difficulty, duration, and motivation or no of each material; and the usefulness of all the listening strategies, in order to determine the effectiveness of the materials and strategies used. Therefore a performance checklist was applied to collect data about the learners' perceptions.

Listening-Viewing Materials

Regarding the Listening-Viewing Materials used for learning and teaching English, chart three shows that there was a general consensus among all the participants' perception about the clearness and quality of audio and image of the materials. Most of the students agree that most of the videos have good audio and image. Though, the *Joined for life* documentary does not have a good audio and

Image because the video itself has a low quality in its production. In addition, the 50 % of the participants say that the *Are you behind the times?* Real-speech recording does not have a good audio and image, the researcher asserts that the participants agreed on this, because it is not only the last authentic listening-viewing material applied in the study, it is also the most difficult one in terms of language use and speed of speaking, as a result the participants did not understand the recording that is why they qualify this material as one with bad audio and image. The results evidence the need to pay special attention on the selection of the authentic material for teaching English. According to the Teaching Styles Online (2008), an important factor to think at the moment of the selection of the authentic materials is the quality of the materials. The organization of the language should be appropriate for the students. The overall impression of the material should make the students feel that they are interacting with qualified material and they will learn through the interaction.

The results in chart four shows that 100 % of the participants agreed that *The monkey and the crocodile* moral tale, *Joined for life* documentary, *License to wed* movie and *Are you behind the times?* real-speech recording have appropriate and pertinent contents. The 83,33 % of the students believe that the *Mice and the elephants* moral tale, *Age 8 and wanting a sex change* documentary and the *learn with your ears* real-speech recording accomplish the feature of having appropriate and pertinent contents. Additionally, just the 66,66 % of the participants think that the *A nightmare on Elm street* movie has appropriate and pertinent contents according to their ages, but there are two participants who think that it does not have an appropriate content because it is an scary movie and they do not like that kind of movies. In fact, they say that it has too many violent scenes that are not appropriate

for young people. One participant states “It was difficult to understand because I was afraid with the contents of the story; I suggest that the next video should be less violent.”

According to the Teaching Styles Online (2008), the appropriateness and pertinence of the contents is a significant issue to judge. The teacher has to consider if the information included in the chosen materials is worth to the students. Materials with an effective topic is a very important issue to consider since they are the directly connection with the listener’s motivation.

As it can be seen in Chart five, the opinions are varied. All the participants think that the moral tales have an appropriate level of difficulty because they are cartoons so they have easy vocabulary and grammar structures, but 100 % of the participants agree that the documentary *Age 8 and wanting a sex change* does not have an appropriate level of difficulty because the performers of the video use too many slang words and they speak too quickly. As well, the 66,66 % of the participants think that the documentary *Joined for life* does not have an appropriate level of difficulty because the girls in the video speak too quickly, also they use British English. Surprisingly, both movies *License to Wed* and *A nightmare on Elm Street* have an appropriate level of difficulty, according to the students with a 100 % and a 66, 66 % respectively. The students wrote in their working journal that they are very happy because they could understand most of the contents of the movies. One student writes “I feel so happy because I understood the movie.” Besides, the researcher affirms in her journal “I noticed that my students understood the movie, because they really enjoyed and laughed a lot, watching the movie. In addition, during the movies the students got too much concentration and they really were very attentive in order to understand the most they could”.

Lastly, both *Learn with your ears* and *Are you Behind the Times?* Real-speech recordings have appropriate level of difficulty, since the 83,33 % of the students consider that the first one is appropriate and the half of the students of the class believe that the second one matches the students' level of knowledge. However, there was one student whose point of view differed considerably because he wrote in his journal this: "for me it was very difficult to understand the dialogue because it was very fast," this thought must be because this student has a low level of English Proficiency.

According to the Teaching Styles Online (2008), another factor to consider is the language level of the language used in the authentic materials. These materials are taken from real life and not influenced for the particular intention to teach a language in a classroom. The language used in the videos has to be comprehensible to the students. At the same time the input should be challenging enough to sustain their motivation and their improvements. So the level of difficulty of the materials should be selected slightly above the actual level of the students' knowledge. If the material is too below the students' level, they may not learn much from it and if it is too above their level they will not be able to understand and interact with the materials. If the contents of the videos contain too many collocations, metaphors, symbols, hidden or double meanings, or idioms; it should be used only with advanced learners and not beginners. In conclusion, authentic materials have been used in accordance with students' ability; this feature is consistent by Kilickaya (2004) who claims that "authentic materials can be used with intermediate and advanced students only." Also, these researchers believe that the use of authentic materials with beginner language learners may cause them to feel frustrated and motiveless because students at these lower levels lack many grammatical and lexical

structures used in the target language. Moreover, according to Lingzhu and Yuanyuan (2010) study, lower-level students are easily unmotivated when confronted with authentic materials.

As it can be seen on Chart Six, three of the six participants (50 %) think that *The monkey and the Crocodile* moral tale, and *Age 8 and wanting a sex change* documentary have an appropriate duration. Furthermore, the 100 % of the students consider that *The mice and the elephants* moral tale, *License towed* and *A nightmare on Elm Street* movies have an appropriate duration. Additionally, five of the six participants (83,33 %) believe that the *Joined for life* documentary; and *learn with your ears* real-speech recording have an appropriate duration. Finally, just four of the six participants (66,66 %) judge that the *Are you behind the times?* real-speech recording attains this feature. In contrast, the researcher considers that the moral tales and the real speech-recordings have an appropriate duration since the videos can be reproduced twice for a better understanding. On the other hand, the movies and the documentaries are too long; they cannot be reproduced twice, as a result the participants sometimes did not get details or ideas that were important to complete the questionnaires.

Furthermore, the motivation is one of the most important features that each listening-viewing material should have, and it helps to improve students' listening comprehension.

As it is shown on chart Seven, the 100 % of the students perceive that *The mice and the elephants* moral tale, *License to Wed* movie, and *Are you behind the times?* real-speech recording have motivating themes for them. This is evidenced in the memories they keep in the journal, thus for example one student wrote in his journal "the license to Wed movie was very easy because it was really funny and I

like it. And the *Are you behind the times?* Real-speech recording theme motivates a lot my life.” Because the license to wed movie is a comedy and it was chosen taking into consideration the likes of the participants.

Moreover, five of the six participants (83,33 %) think that both documentaries, *Age 8 and wanting a sex change* and *Joined for life*; and the *Learn with your ears* real-speech recording are motivating videos. Finally, just four of the six participants (66,66 %) identify *The monkey and the crocodile* moral tale, and *A nightmare on Elm Street* movie as motivating videos. However, one of the participants who think that *A Nightmare on Elm Street* movie is not motivating writes “Frankly I do not like the terrified stories for this reason I could not enjoy it.” Another student says “the scenes are not bad, but a little violent.” These thoughts were written by the older participant from the group, in fact she did not want to watch the movie. Maybe the age of the participant influenced a lot in the disgust with the topic of this type of materials. This student is 35 years old. In addition, the researcher observed that the most motivating videos are the movies, since it does not matter the long duration and the level of difficulty of them, the participants paid a lot of attention in order to understand them.

These results are sustained by Thanajaro (2000) who has confirmed that students’ motivation and self-satisfaction increased after exposure to authentic materials. Additionally, Kilickaya (2004) indicates that nowadays the use of authentic material is considered to be one way for rising students’ motivation for learning since they give the learner the feeling that he or she is learning the real language. As well, Lingzhu and Yuanyuan (2010) expand its advantages; they claim that authentic materials truly stimulating students’ motivation. Besides, the findings in this study concur with Wood (1999) cited in Su (2008) who says that movies can

be a motivational tool in learning English because sound effects, pictures, and emotion can evoke comprehensible language input to students.

Listening Strategies

Teachers' most important job is to stimulate students in the classroom. A manner of doing so is to integrate into their syllabus, the use of authentic materials. Nevertheless, educators deal with some difficulties regarding gain access to authentic materials, first of all good authentic materials are very expensive to be purchased, and even more difficult the teachers have to spend a lot of time finding appropriate authentic materials. But the teachers' job does not finish there; the educators have to design suitable pedagogical tasks according to each material. Bacon and Finnemann (1990) cited in Al.Musallam (2007) characterize the job of a language teacher as "find ways and means of exploiting authentic materials in classroom instruction."

So that, the researcher designed questionnaires that students had to fill according to each listening-viewing material which were applied during the study. As it is mentioned before each questionnaire was designed with *listening strategies* (note-taking, listening for main ideas, listening for details, making inferences, summarizing and predicting) which helped to improve the students' listening comprehension. Then the participants fill a performance checklist about the usefulness of each listening strategy. Students have different perception about the usefulness of each strategy depending also on the listening-viewing materials.

As it is shown in chart eight, in seven of the eight materials applied in the action research, the students believe that the *Note-taking Strategy* is really useful in the development of the listening comprehension. In the movie *A nightmare on elm Street*, the 83,33 % of the students agree that the note-taking strategy is the most useful. As well, in the *mice and the elephants* moral tale, *Joined for life*

documentary, *License to Wed* movie and in the *Are you behind the times?* real-speech recording; the 66,66 % of the students rank the note-taking strategy on the number 1 = the most important in the scale. Then, in *The monkey and the crocodile* moral tale, and in the *learn with your ears* real-speech recording, the note-taking strategy is ranked as the most important by the 50 % of the participants. Finally, in the *Age 8 and wanting a sex change* documentary just the 33, 33 % of the students rank the note-taking strategy as the most important, it might be due to the fact that this documentary was very difficult to understand, as a result the participants limited their note-taking in writing down just the really easy words, and the small amount of words they understood. The researcher realized that the note taking strategy is the most useful strategy; therefore the teacher must pay special attention to make the students master it since it helps students to remember the relevant things in order to fill and complete the rest activities in the questionnaire and in other contexts where they need to apply the listening skill.

The variation in the students' perception about the usefulness of *listening for main ideas* is shown in chart nine. In the *Age 8 and wanting a sex change* documentary the 50 % of the students consider that the most important strategy is to listen for main ideas, because it was the most difficult video due to the amount of information in the video and the speed of the characters' speaking. In addition, in the *Are you behind the times?* Real-speech recording the 33,33% of the students agree that listening for main ideas is the most important strategy. Subsequently, in *the monkey and the crocodile* moral tale the 50 % of the participants rank this strategy on the number 2 of the scale. Also, in *the learn with your ears* real speech recording, participants rank this strategy on the number 2 in the usefulness scale, whereas in the *A nightmare on Elm Street* movie, just the 33,33 % of the students rank the listening

for main ideas strategy on the number 4 of the scale. The 50 % of the students rank this strategy on the number 5 in the documentary *Joined for life*. And finally, in *the mice and the elephants* moral tale, and in the *License to Wed* movie, this strategy is ranked on the number 6 by 33,33 % of the students. The researcher found out that it would have been more difficult and challenging if the researcher would have used opened questions in the listening for main ideas strategy instead the use of the true or false question that was extremely easy for them, that is why the participant believe that this strategy was not very challenged for them.

As can be seen in the Chart Ten, in *the monkey and the crocodile* moral tale, *Age 8 and wanting a sex change* documentary, *License to Wed* movie; and in *learn with your ears* and *Are you behind the times?* real-speech recordings, the 50 % of the students rank the *Listening for details* strategy on the number 3 of the scale of usefulness. As well, in the *A nightmare on Elm Street* movie, the 66,66 % of the students also rank this strategy on the number three. Then, in *The mice and the elephants* moral tale, the usefulness of listening for details strategy is ranked on number 4 by the 50 % of the students. And in the *Joined for life* documentary, this strategy is also ranked on the number 4 by the 33,33 % of the students. The researcher noticed that this strategy is the most challenging for the participants since they had to focus their attention in details that sometimes it was difficult to grasp if there is not enough attention, it was very useful because the participants must be very attentive and they made a big effort to get the details from the videos.

As the chart eleven shows, there are a lot of variations in the students' perception of the usefulness of the *Making inferences Strategy*. The 66,66 % of the students rank this strategy on the number 4 of the scale of usefulness, in the *monkey and the crocodile* moral tale and *Learn with your ears* real-speech recording. As

well as, in the *Age 8 and wanting a sex change* documentary and *are you behind the times?* real-speech recording, the 50 % of the participant rank this strategy on the number 4 of the scale. But in *the mice and the elephant* moral tale and the *License to Wed* movie, the 50 % of the participants rank this strategy on the number 3 of the scale. And in the *joined for life* documentary, the 66,66 % of the students rank this strategy on the number 3 of the scale. Finally, in the *A nightmare on Elm street* movie, the 50 % of the students rank the making inferences strategy on the number 2 of the usefulness scale. The researcher noticed that the participants accomplished this strategy very easily and it was not so challenged for them, since it was applied with a multiple choice question and these questions were made too easy to intermediate English level participants. It would be more daring if the strategy would be applied with open questions as a result the students can write down their own interpretation and/or conclusions based on the information they hear.

The Chart twelve shows the students' perception of the usefulness of the Summarizing Listening Strategy. In four of the eight materials applied in the study which are *Age 8 and wanting a sex change*, *A nightmare on Elm street*, *Learn with your ears* and *Are you behind the times?*, the 50 % of the students rank this strategy on the number 5 of the usefulness scale. And in *the monkey and the crocodile*, the 66,66 % of the students also rank this strategy on the number 5 of the scale. In addition, while in *the mice and the elephants* moral tale, the 33,33 % of the students rank this strategy on the number 2, the other 33,33 % of the students rank this strategy on the number 5 on the usefulness scale. As well, in the *License to Wed* movie, the 33,33 % of the participants rank this strategy on the number 2 and others 33,33 % of the students on the number 5 of the usefulness scale. The researcher noticed that the summarizing strategy was very useful for the students since they had

to understand the major part of the videos in order to accomplish this strategy in the best way, writing the beginning, the middle or body and the ending of each video

Finally, the chart thirteen shows the students' perception about the use of the *Predicting Listening Strategy*. In five of the eight applied listening-viewing materials which are *The monkey and the crocodile, the mice and the elephants, age 8 and wanting a sex change, A nightmare on Elm street. Learn with your ears and Are you behind the times?*, the 50 % of the students rank this strategy on the number 6 = the least useful of the usefulness scale. In the *A nightmare on Elm Street* movie, the 83,33 % of the students also rank this strategy on the number 6 and in the *Learn with your ears* real-speech recording, the 66,66 % of the students also rank this strategy as the least useful. Just in the *joined for life* documentary, the 50 % of the students rank this strategy on the number 2 of the usefulness scale. It was noticed by the researcher that this strategy was ranked as the least useful for the participants since even they do not understand the contents of the whole video, they can invent easily what could happen in the stories after the presented videos.

Based on these results and the students and teacher's diaries, the researcher can determine which listening strategies are more useful to improve students' listening comprehension.

The majority of the students think that the note-taking strategy is the most useful one, since it helps them to complete all the rest of the activities in the questionnaire, and looking back to their notes they can remember important things and can infer other ones. One participant writes "Note-taking is the best strategy because it helps me to understand the movie, writing all the things that I listened to." The researcher agrees with the students but she adds that in the while-listening note-taking strategy, the students must get concentrated and know how to take notes;

otherwise the strategy is not too useful. In fact, students realize that they should get concentrated; one student said “I am going to pay more attention in the next video in order to listen in a better way.” This data is supported by Berman (2003) who says that accurate note taking requires *stamina*. It is when the students must be able to concentrate for long periods of time. Besides this strategy takes time and practice, but students can reach a lot of success throughout a good pre-listening preparation.

There is a lot of variation in the students’ perception about the *Listening for main ideas* and *listening for details* strategies. However, in their diaries they agree that it is easier to get the general idea than focusing on details. It is maybe because when the videos has a high level of difficulty as in the case of *Age 8 and wanting a sex change* documentary, the students just focus on the main contents, the participants cannot get details for the rapid speech used by the speakers. As well, the researcher thinks that the *Listening for details* strategy is not the most important since it is not significant to understand every single word or details to get the main message of any real situation; but it helps a lot in the fulfillment of the rest of exercises in the questionnaire. Furthermore, this strategy requires a lot of practice to be accurate on it. One student wrote “It was too difficult to listen to specific details.”

The *Making Inferences*, *Summarizing* and *Predicting* strategies were considered as the less useful strategies by the participants, they are considered not so useful because the participants relate the usefulness with the process of improving the listening comprehension, as these strategies were not so challenging for them, they feel that they were not improving so much with those really easy activities. In addition, about the *making inferences* strategy, one student wrote “This strategy is easy because I just have to think which the best answer is,” it is because the making inferences exercises in the questionnaire were done in a very easy way, the exercise

was a multiple choice question, so that the students first have to analyze each option remembering what they have listened and watched so far in order to choose the best answer. About the *Summarizing* strategy one student said “I do not like to summarize because I have to write long stories, “This student asserts this because in the summarizing exercise they were asked to write a complete summary with a beginning middle and the end of each material. Finally, about the *Predicting* strategy one student wrote “I like so much to predict because I use my imagination, but it did not help me to improve my listening comprehension,” the researcher realized that the reason for this idea is because the students had to predict after the applied material had finished, so that the participants could imagine anything with just a little knowledge about the videos and then write the predictions. This strategy may be more useful, when the video is stopped in the middle of the story and the teacher ask students to predict immediately and then students compare if their predictions were assertive or not. From the results it is confirmed that all the listening strategies applied in this study help participants to improve and practice their listening comprehension, the most useful ones are *note-taking* and the *listening for main ideas* are the most helpful ones since both of them help students to understand the core of each video that is the highest goal of listening comprehension. This result concurs with Ciccone (1995) who claims that comprehension does not always require understanding every word or structure; the most essential thing is to get the main message. However, students must be aware that the listening comprehension process implies the necessity of getting the main ideas of a message in order to interact with others; but, enough attention is fundamental once the message has been said by the speaker to correctly understand it during the learning process.

These results are sustained by some empirical studies that have confirmed the benefits of using listening strategies in the language learning process. In the study of *Useful ideas to improve your listening skills* done by Hernández and Portillo (2010) top down strategies such as *listening for main details, predicting, making inferences and summarizing*; and bottom up strategies like *listening for details* help students to overcome problems when listening, even these strategies help students to overcome problems with listening.

Comparative Analysis

In order to compare all the types of authentic materials that have been used during the research and determine which ones are better for teaching listening to an intermediate level at an institution, the researcher used the students' grades which show the learners improvements and declining as follow: The first type of material is *the moral tales*, as the researcher described before they are videos performed by native English speakers to children native English speakers, so that, their contents and level of difficulty are not too high. As it is shown in chart fourteen, all the six participants got very good grades in both moral tales questionnaires. The students' grades mean from *the monkey and the crocodile* moral tale is 17, 5 marks. And from *the mice and the elephants* moral tale is 17, 48 marks. These grades show that the learners could understand the moral tale in a high percentage, because they are exactly directed to children so that they are very easy to an intermediate level of English proficiency.

Consequently, the second type of listening-viewing authentic material is *the documentaries*, as it was mentioned this type of material has a higher level of difficulty, significantly higher than the moral tales. As a result, the participants' grades on the questionnaires of the documentaries are not too high as in the moral

tales. On the first documentary, *Age 8 and wanting a sex change*, all the participants got a mean of 14, 06 marks and in the second documentary, they obtained 14, 66 marks. These results show that the participants had some difficulties completing the questionnaire. One of the issues that the researcher noticed is that the first documentary has not an appropriate duration, it lasts too much time, in fact the researcher wrote on her diary, “the duration of the videos should be shorter, because I noticed that the students lost the interest on the documentary, as a result they missed a lot of information when they lost the concentration they got bored and began to fall asleep.”

In addition to the moral tales and the documentaries, the third type of material used is the *movies*. Both movies were long; this is a feature that must have caused students to obtain low grades as in the documentaries. However, the style of the movies really motivates the participant; that is why they paid special attention on the movies. And they got high grades, in the first movie *license to wed*, the mean of the students’ grades is 17, 26 marks. As well in the second movie *A nightmare on Elm street*, the participants’ grades mean is 16, 3 marks. Here it is a decreasing of the average because one student really dislikes horror movies, so she said that it was very difficult for her to get concentrated, understand the contents and complete the questionnaire.

The last type of authentic listening-viewing material used in this study is the *real-speech recording*, the mean of the learners’ grades obtained on the first real speech recording *Learn with your ears*, is 16,17 marks. As well as on the *Are you behind the times?* real-speech recording, the students obtained a mean of 18,3 marks. As it is described before, the real-speech recording is the most difficult type of

material used in this study. However, the participants obtained high grades. As we can realize that the students really improve their listening comprehension ability.

In sum, it was very effective to apply the authentic listening-viewing materials starting from the easiest ones that were the moral tales, to the most difficult ones that were the real-speech recordings. Otherwise, the students may have lost the interest since the beginning of the study because of the high level of difficulty in the real-speech recordings.

Conclusions

- The authentic listening-viewing materials like moral tales, movies, documentaries and real-speech recordings are appropriate in terms of quality of audio and image, except the *Joined for life* documentary that does not have appropriate clearness of images.
- The authentic listening-viewing materials like moral tales, movies, documentaries and real-speech recordings have an appropriate content, except the *A nightmare on Elm Street* movie that does not have appropriate contents for 2 participants, because it has horror images.
- The authentic listening-viewing materials like moral tales, movies and real-speech recordings have an appropriate level of difficulty, except the 2 applied documentaries due to the fact that both were difficult in terms of language use and speed of speaking,
- The authentic listening-viewing materials like moral tales, movies, documentaries and real-speech recordings have an appropriate duration according to most of the participants, but the researcher asserts that the 2 documentaries does not have appropriate duration since they could not be played twice and the participants lost the attention during the videos.
- All the authentic listening-viewing materials applied in this study like moral tales, movies, documentaries and real-speech recordings really motivated the participants, but according to the researcher the best authentic listening-viewing materials to achieve students' motivation are the movies because they got the highest attention from the participants despite their long duration, with the exception of one student that dislikes the horror movies, the rest showed to be highly motivated when listening and watching to movies.

- The use of listening strategies like note-taking, listening for main ideas, listening for details, making inferences, summarizing and predicting are useful to improve the listening comprehension achievement; being the most useful ones, the note-taking and listening for main ideas since they both help participants to get the core message of the authentic listening-viewing materials.
- The notable experience acquired during this study shows that the authentic listening-viewing materials and listening strategies applied in an EFL class, motivated and helped the students to feel more confident, feeling more comfortable and prepared to listen to English native speakers in real situations.

Recommendations

- EFL teachers should employ authentic listening-viewing materials with beginner and advanced students in order to help them develop listening comprehension in a more effective way.
- The application of authentic listening-viewing materials to improve listening comprehension and to motivate EFL learners should be developed in a full school year so that the results could show a really prominent improvement in the listening comprehension.
- The selection of authentic listening-viewing material should be done under pedagogical principles to meet the learners' needs and to get better results in the listening comprehension achievement.
- Teachers must apply listening strategies in order to teach students how to grasp the key information when listening real language.

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Annexes

Annex A Questionnaire for Moral Tale 1

NAME: _____

DATE: _____

THE MONKEY AND THE CROCODILE

INSTRUCTIONS:

1. The video is going to be reproduced twice.
2. The first time, watch the video very carefully without interruptions.
3. While you are watching the video, write down as many notes as you can.
4. After watching the video, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole moral tale, read the list. Then write T (true) or F (false). And correct the false statement.

1. _____ The crocodiles are more intelligent than the monkey.
2. _____ The monkey's heart is kept in the trees for safety.
3. _____ There are many mango trees along the river.
4. _____ The female crocodile loves the mangos
5. _____ The male crocodile and the monkey will be friends forever.

3. LISTENING FOR DETAILS

1. Who are the three main characters?

- a. _____
- b. _____
- c. _____

2. Why does the female crocodile get anger?

3. Which fruit is the most eaten in the story?

4. Why does the female crocodile stop eating?

4. MAKING INFERENCES

Using your common sense and the background knowledge, complete the following sentences with the correct word.

- a. The monkey believes the crocodile because they were _____
 1. Enemies
 2. Friends
 3. Brothers
- b. The female crocodile threat her husband stopping to _____
 1. Eat
 2. Walk
 3. Dance
- c. The smartest character in the story is _____
 1. The female crocodile
 2. The male crocodile
 3. The monkey

5. SUMMARIZING

Write a short summary of the moral tale using the main ideas.

6. PREDICTING

Finish the story, what do you think the male crocodile is going to say to her wife?

Questionnaire for Moral Tale 2

NAME: _____

DATE: _____

THE MICE AND THE ELEPHANTS

INSTRUCTIONS:

1. The video is going to be reproduced twice.
2. The first time, watch the video very carefully without interruptions.
3. While you are watching the video, write down as many notes as you can.
4. After watching the video, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole moral tale, read the list. Then write T (true) or F (false). And correct the false statement.

1. _____ The mice and the elephants were friends since the beginning of the story.
2. _____ The chief of mice and the king of the elephants were very respectful, mutually.
3. _____ The king of the elephants was killed by the hunters.
4. _____ The mice and the elephants will be friends forever.

3. LISTENING FOR DETAILS

1. Who are the main characters?

a. _____

b. _____

2. Where do the mice live?

3. How do the mice save the king of the elephants?

4. What does the king of the elephants promise to the chief of mice?

4. MAKING INFERENCES

Using your common sense and the background knowledge, complete the following sentences with the correct word.

a. The story takes place in _____

1. the forest

2. the sea

3. the desert

b. The king of the elephants fall into the _____

1. tree

2. trap

3. river

c. The elephants arrive to the mice part of the forest, because they want to _____

1. drink water

2. eat mice

3. play

5. SUMMARIZING

Write a short summary of the moral tale using the main ideas.

6. PREDICTING

Finish the story, what do you think is going to happen with the mice and the elephants friendship?

Questionnaire for Documentary 1

NAME: _____

DATE: _____

AGE 8 AND WANTING A SEX CHANGE

INSTRUCTIONS:

1. The video is going to be reproduced twice.
2. The first time, watch the video very carefully without interruptions.
3. While you are watching the video, write down as many notes as you can.
4. After watching the video, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole documentary, read the list. Then write T (true) or F (false). And correct the false statement.

1. _____ The Gender Dysphoria is a condition in which adults or children feel comfortable with their gender.
2. _____ Their parents agree with the sex change.
3. _____ They are aware of the causes that the treatment of taking testosterone or estrogen may produce on their bodies.
4. _____ They have a normal life as every one of us.

3. LISTENING FOR DETAILS

1. What are their names and how old are they?

NAMES	AGES
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

2. Where do they live?

- a. _____
- b. _____
- c. _____
- d. _____

3. Which are Joyce's favorite toys?

4. What are Kyla and her mother watching at the computer?

5. What is the first step of the treatment to stop their process of change into man and woman instead of woman and man?

6. What did happen in the playground in Kyla's school?

7. Why is Kyla exciting and worried to go to school again?

8. When does Balley start to show his mother about his gender Dysphoria and how?

9. What was Chris first name?

10. How often does Chris shave his beard?

11. Does Chris' girlfriend know about his gender Dysphoria?

4. MAKING INFERENCES

Using your common sense and the background knowledge, complete the following sentences with the correct word.

- a. Kyla's mother started to cry because of _____
1. her own fever 2. her daughter's situation 3. Her hair style
- b. Which is Kyla's favorite hobby? _____
1. To play chess 2. To dance 3. To draw
- c. What does Chris take to maintain her life as a boy? _____
1. estrogen 2. testosterone 3. Wine

5.SUMMARIZING

Write a short summary of the documentary using the main ideas.

6.PREDICTING

Based on what you have heard so far, what will the rest of the story probably be about? Write your guess in the space provided. Predict, what is going to happen with these kids in the following 10 years?

Questionnaire for Documentary 2

NAME: _____

DATE: _____

JOINED FOR LIFE

INSTRUCTIONS:

1. The video is going to be reproduced twice.
2. The first time, watch the video very carefully without interruptions.
3. While you are watching the video, write down as many notes as you can.
4. After watching the video, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole documentary, read the list. Then write T (true) or F (false). And correct the false statement.

1. _____ They have just one heart.
2. _____ They are not morning people.
3. _____ They don't want to have babies.
4. _____ They have a normal life as every one of us.

3. LISTENING FOR DETAILS

1. What are the main characters?

a. _____ b. _____

2. Where do they live?

3. Who are their siblings?

4. Write three things they can do very well?

a. _____ b. _____ c. _____

5. What is the best thing of being twins according to Abby and Brittany?

6. What is the first thing they are going to do when they turn 16?

7. What is the plan for the night of their sixteenth birthday?

8. What are two things that they are probably going to be in the future?

4. MAKING INFERENCES

Using your common sense and the background knowledge of the video, complete the following sentences with the correct word.

- a. Their clothes are _____
 1. Purchased
 2. Made
- b. Who seems to be the more active girl? _____
 1. Abby
 2. Brittany
- c. They _____ a boyfriend.
 1. have
 2. don't have

5. SUMMARIZING

Write a short summary of the documentary using the main ideas.

6. PREDICTING

Based on what you have heard, what will the rest of the story probably be about? Write your guess in the space provided. Predict, what is going to happen with these twins in the following years?

Questionnaire for Movie 1

NAME: _____

DATE: _____

LICENSE TO WED

INSTRUCTIONS:

1. The video is going to be reproduced once.
2. Watch the video very carefully.
3. While you are watching the video, write down as many notes as you can.
4. After watching the video, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole movie, read the list. Then write T (true) or F (false). And correct the false statement.

1. _____ The minister was legally married and then divorced some years later.
2. _____ Sallie’s father loves Ben since the beginning of the movie.
3. _____ There are many mango trees along the river.
4. _____ The female crocodile loves the mangos
5. _____ The male crocodile and the monkey will be friends forever.

3. LISTENING FOR DETAILS

1. Who are the three main characters?

- a. _____
- b. _____
- c. _____

2. Why does the female crocodile get anger?

3. Which fruit is the most eaten in the story?

4. Why does the female crocodile stop eating?

4. MAKING INFERENCES

Using your common sense and the background knowledge, complete the following sentences with the correct word.

- d. The monkey believes the crocodile because they were _____
 2. Enemies 2. Friends 3. Brothers
- e. The female crocodile threat her husband stopping to _____
 2. Eat 2. Walk 3. Dance
- f. The smartest character in the story is _____
 2. The female crocodile 2. The male crocodile 3. The monkey

5. SUMMARIZING

Write a short summary of the moral tale using the main ideas.

6. PREDICTING

Finish the story, what do you think the male crocodile is going to say to her wife?

Questionnaire for Movie 2

NAME: _____

DATE: _____

A NIGHTMARE ON ELM STREET

INSTRUCTIONS:

1. The movie is going to be reproduced once.
2. The first time, watch the movie very carefully without interruptions.
3. While you are watching the movie, write down as many notes as you can.
4. After watching the movie, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole movie, read the list. Then write T (true) or F (false). And correct the false statements.

1. _____ Freddy was a good person with the children in the school.
2. _____ Kris was Freddy's favorite kid in the school.
3. _____ The parents of the guys tell them the truth since the beginning.
4. _____ All the guys died in their dreams.

3. LISTENING FOR DETAILS

1. Write the order of the characters' dead, and where do they die?

NAMES:

PLACES:

- | | |
|----------|-------|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |

2. What did Kris find in the attic?

3. What's the name of Kris's dog?

4. How did the parents kill Freddy?

5. Who killed Freddy?

6. Where did Freddy die and how?

4. MAKING INFERENCES

Using your common sense and background knowledge of the video, underline the sentences with the correct answer.

- a. Freddy worked in the school as a _____
 1. Manager
 2. Gardener
 3. teacher
- b. Quentin's favorite sport is _____
 1. Swimming
 2. playing basketball
 3. running
- c. Which is Kris's mother profession?
 1. Waitress
 2. flight attendant
 3. teacher

5. SUMMARIZING

Write a short summary of the movie using just the main ideas.

6. PREDICTING

Based on what you have watched, what will a second part of the movie probably be about? Write your guess in the space provided. Predict what is going to happen with Nancy and Quentin in the following years?

Questionnaire for Real Speech Recording 1

NAME: _____

DATE: _____

LEARN WITH YOUR EARS

INSTRUCTIONS:

1. The video is going to be reproduced twice.
2. The first time, watch the video very carefully without interruptions.
3. While you are watching the video, write down as many notes as you can.
4. After watching the video, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole video, read the list. Then write T (true) or F (false). And correct the false statement.

1. _____ Many people learn a language with their brain.
2. _____ Babies learn their language through grammar.
3. _____ Great speaking comes from great listening.
4. _____ To learn more you should use really difficult listening.

3. LISTENING FOR DETAILS

1. Is it possible to remember a big grammar book at the moment of speaking?

2. What percentage should students understand in listening?

3. How much time should students focus their leaning just in listening?

4. What types of difficult listening to understand did he mention?

5. What types of listening should students use?

6. When should you listen?

4. MAKING INFERENCES

Using your common sense and the background knowledge of the video, complete the following sentences with the correct word.

- a. Native English speakers don't know all the _____ rules.
 1. Listening
 2. Grammar
 3. Speaking
- b. It's better to use _____ listening than National Geographic listening.
 1. Cartoons
 2. CNN news
- c. Babies first begin to _____.
 1. Listen
 2. Speak
 3. Write

5. SUMMARIZING

Write a short summary of the real speech recording using just the main ideas.

6. PREDICTING

Based on what you have heard, what will be some other recommendations, they probably would make about listening? Write your guess in the space provided.

Questionnaire for Real Speech Recording 2

NAME: _____

DATE: _____

ARE YOU BEHIND THE TIMES

INSTRUCTIONS:

1. The video is going to be reproduced twice.
2. The first time, watch the video very carefully without interruptions.
3. While you are watching the video, write down as many notes as you can.
4. After watching the video, complete all the activities using your notes.

1. NOTE TAKING

Write down all the important notes.

2. LISTENING FOR MAIN IDEAS

Listen to the whole video, read the list. Then write T (true) or F (false). And correct the false statement.

1. _____ The video was done in the afternoon
2. _____ The man talks about the anniversary of September 21st
3. _____ He wants a simple life.
4. _____ He expects to be a better human doing.

3. LISTENING FOR DETAILS

1. What day is in the video?

2. What does he do?

3. When is his birthday? (the month)

4. What does he think about September eleventh?

5. What does he recommend to change?

6. What does he advice to people?

4. MAKING INFERENCES

Using your common sense and the background knowledge of the video, complete the following sentences with the correct word.

- a. He wants to change the _____ .
 1. Universe
 2. People
 3. schools
- b. A better human doing have to _____ .
 1. Perform new good things
 2. Talk about changes
- c. He feels _____ even though he knows that he is VHI positive
 1. Sad
 2. Afraid
 3. happy

5. SUMMARIZING

Write a short summary of the real speech recording using just the main ideas.

6. PREDICTING

Based on what you have heard, what is the next video going to be about? Write your guess in the space provided.

Performance Checklist

First Moral Tale

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

MORAL TALE – THE MONKEY AND THE CROCODILES		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

REAL SPEECH RECORDING – THE MONKEY AND THE CROCODILES	
How would you rate the following listening strategies in matter of usefulness to help you to understand the moral tale in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()

Performance Checklist

Second Moral Tale

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

MORAL TALE – THE MICE AND THE ELEPHANTS		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

REAL SPEECH RECORDING – THE MICE AND THE ELEPHANTS	
How would you rate the following listening strategies in matter of usefulness to help you to understand the moral tale in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()

Performance Checklist

First Documentary

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

DOCUMENTARY – AGE 8 AND WANTING A SEX CHANGE		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

DOCUMENTARY – AGE 8 AND WANTING A SEX CHANGE	
How would you rate the following listening strategies in matter of usefulness to help you to understand the documentary in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()

Performance Checklist

Second Documentary

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

DOCUMENTARY – JOINED FOR LIFE		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

DOCUMENTARY – JOINED FOR LIFE	
How would you rate the following listening strategies in matter of usefulness to help you to understand the documentary in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()

Performance Checklist

First Movie

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

MOVIE – LICENSE TO WED		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

MOVIE – LICENSE TO WED	
How would you rate the following listening strategies in matter of usefulness to help you to understand the movie in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()

Performance Checklist

Second Movie

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

MOVIE – NIGHTMARE ON ELM STREET		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

MOVIE – NIGHTMARE ON ELM STREET	
How would you rate the following listening strategies in matter of usefulness to help you to understand the movie in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()

Performance Checklist

First Real Speech Recording

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

REAL SPEECH RECORDING – ARE YOU BEHIND THE TIMES?		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

REAL SPEECH RECORDING – ARE YOU BEHIND THE TIMES?	
How would you rate the following listening strategies in matter of usefulness to help you to understand the real speech recording in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()

Performance Checklist

Second Real Speech Recording Questionnaire for Moral Tale 1

Student Name: _____

Date: _____

Place a check mark “√” in each verifying column.

REAL SPEECH RECORDING – LEARN WITH YOUR EARS		
	YES	NO
Clear audio and Image		
Appropriate and pertinent contents		
Motivating theme		
Appropriate duration		
Appropriate level of difficulty		

REAL SPEECH RECORDING – LEARN WITH YOUR EARS	
How would you rate the following listening strategies in matter of usefulness to help you to understand the real speech recording in a better way? Being 1= the most useful, 6 = the least useful	
• Note-taking	()
• Listening for main ideas	()
• Listening for details	()
• Making inferences	()
• Summarizing	()
• Predicting	()