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**THE EFFECTS OF USING AUTHENTIC MATERIALS AS A
STRATEGY TO ENHANCE THE LISTENING
COMPREHENSION ON 10 GRADE STUDENTS AT THE LICEO
NUEVO DE PURISCAL DURING THE FIRST QUARTER OF
2019**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Dedication

I dedicated my modest work to my parents.

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Abstract

Nowadays several students have serious listening comprehension problems because many teachers take the listening skill for granted most of the time; therefore, it is crucial to identify the best teaching techniques and materials in order to improve the teaching process. Consequently, the main goal of this study was to determine the effects of using authentic materials as a strategy to enhance the listening comprehension in students. The current investigation was conducted with a group of fifteen students who were taking English lessons during the first quarter of 2019 at the Liceo Nuevo de Puriscal. The data was collected using class observations, questionnaires, and review checklists, and the information obtained from those instruments was analyzed using the qualitative method. Finally, the research concluded that authentic materials not only increased the students' listening comprehension but also their motivation. The findings also implied that it is possible to increase students' interest towards the language if the professor use materials that are attractive to students.

Resumen

Hoy en día muchos estudiantes presentan serios problemas de comprensión auditiva, ya que en la mayoría de los casos muchos profesores dan por sentado la habilidad de la escucha. Por lo tanto es de suma importancia identificar los mejores materiales y técnicas de enseñanza, para así mejorar el proceso de aprendizaje. Por consiguiente el objetivo principal de esta investigación fue determinar los efectos del uso de materiales auténticos, como una estrategia para mejorar la comprensión auditiva en los estudiantes. La investigación se llevó a cabo durante el primer trimestre del 2019 con un grupo de 15 estudiantes del Liceo Nuevo de Puriscal, quienes se encontraban tomando lecciones de inglés. Los datos fueron recolectados mediante el uso de cuestionarios, observaciones de clase y listas de verificación. La información obtenida fue analizada mediante el método cualitativo. La investigación concluyó que el uso de materiales auténticos no solo aumenta la comprensión auditiva de los estudiantes, sino también su motivación. Los hallazgos también dieron a entender, que se aumentó el interés de los estudiantes hacia el lenguaje inglés, si el profesor utiliza materiales que sean atractivos para los estudiantes.

Chapter I

Introductory Framework

Every day, modern society demands more in all aspects of our lives; so, for that reason, we have the need to adapt our lives to the changing world. Education is not the exception to the demands of modern society; consequently, there is great pressure in terms of its development and its capacity to incorporate people who are more tolerant, critical thinkers, autonomous, as well as leaders in society, just to mention a few examples of many aspects that the education has to cover nowadays.

However, the most demanded aspects of education are its effectiveness, quality, as well as its capacity to train high-performance professionals in a short time. Therefore, the importance of the search and use of new methodologies and materials that contribute to the improvement of education. As a result, in the last decades, there has been an evolution in education in terms of methodologies; however, not as important in terms of the use or adaptation of authentic materials.

It is well known that teaching is based on four main areas, which are writing, reading, speaking and listening. Nevertheless, the purpose of this research is to focus on the use of authentic materials in the class with the intention of improving the listening comprehension of students. According to Case (2012), the grammar and vocabulary of authentic materials is not controlled when compared with the simplicity of graded material. These two-points mentioned above are in the majority of time, a big inconvenient for teachers to use authentic materials; as a result, they rely excessively on graded materials. This research is trying to prove that the use of authentic materials is possible; in addition, the investigation also seeks to increase the student's motivation and interest in the English language, because today many professionals do not worry about using authentic materials in their lessons.

As Edrenius (2018) stated in his study, “Teachers might rely too extensively on simplified, graded and/or scripted purpose-written materials (i.e. textbooks) in their listening lessons” (p.1). This could be the reason why there are a lot of students who lose their interest in the English language because the scripted materials used can be boring and repetitive for the students, and it could be very difficult for the teacher to recover the interest of the students, again. This research is concerned with the problems that students are facing in their classroom, which is intention is the use of authentic materials in class; nonetheless, it is important to clarify that this investigation is looking for a solution in the area of listening comprehension.

1.1 Problem Statement

Nowadays, it is crucial to learn a new language; however, it is more important to learn the language as well as possible; consequently, students have to work very hard to learn the English language if they want to continue with their studies and have a good job opportunity in the future. As a result, teachers today have to make sure that their students are learning in the best way possible, and it means that professionals have to develop the four skills and not just one or two skills. It is the responsibility of the professional to cover all the areas of the learning process. This is the main goal of the present investigation, because the students at Liceo Nuevo de Puriscal are presenting serious problems in their listening skill.

It has to be stated that this problem became evident due to some observations made previously by the researcher. The observations were made not just to a particular group or level, but to different groups and levels. The results obtained were the same in all groups or levels. Consequently, this investigation tries to seeks a solution for this problem or at least mitigate the problem.

First, it could be said that the teacher in charge did not pay attention to the listening skills. The moments when she played audios or prepared listening exercises, she only used graded materials, which were boring and repetitive. The teacher played the audios just time during her lessons; and she never followed the basic structure of a listening lesson, which is the pre-listening, while-listening, and post-listening. During the observations, the students showed a serious lack of interest in the listening skill, and some of them expressed that they did not feel motivated because the audios used were boring and repetitive.

During the execution of the listening lesson, the students presented different attitudes and actions that should not be allowed by the teacher. Some students were applying makeup, and others were talking about topics that were not related to the listening lessons, using their cellphones to play videos games online, check their Facebook or Instagram accounts, completing assignments of other subjects, looking out the windows, etc. They were doing everything except paying attention to the teacher and the audios. Therefore, it could be said that they did not feel motivated towards the listening lessons at all. When it was time to check the answers of the exercises prepared by the teacher, it is not difficult to imagine that the majority of them did not know the main idea of the listening passage nor had completed the exercises, except by 1 or 2 students who completed the exercise partially.

Furthermore, the students had problems to understand instructions or commands given by the teacher. One of the factors that could lead to their lack of motivation and listening problems is the teacher's pronunciation and fluency, which were not adequate. After the lessons, they were asked about their lack of motivation towards the listening lessons, and they answered that the topics of the audios were monotonous. They also expressed that-sometimes, they did not understand some sentences, words, or even the whole text (audio). In addition, they expressed that the external noises or other classmates distracted them.

It is clear that the materials used by the teacher did not satisfy the students' expectations or necessities; in addition, the English level and attitude of the teacher towards the listening lesson were not the right ones. Finally, it is clear that the lack of planning and interest of the teacher has produced serious listening problems in the students, and those listening problems were produced by the lack of motivation. We can say that it is like a vicious circle, where one thing produces another. These kind of problems will not change until someone looks for a change. Accordingly, this results in the following question: What are the effects of using authentic materials as a strategy to enhance the listening comprehension of 10 grade students at the Liceo Nuevo de Puriscal during the first quarter of 2019?

1.2 Objectives of the investigation

The objectives aim to find a solution to the lack of listening understanding that the students at Liceo Nuevo de Puriscal are presenting during in their learning process, because the teacher relies excessively on scripted materials, instead of using authentic ones. Likewise, it is important to remember that the use objectives in an investigation help the researcher to focus on the issue and find an answer to the problem. As the University of Adelaide (2014) stated, "Setting work objectives is central to the Planning, Development and Review process (...) clearly formulated objectives describe what you are aiming to achieve" (p.1).

1.2.1 General Objectives

To evaluate the effects of using authentic material to enhance the listening comprehension of students at Liceo Nuevo de Puriscal during the first trimester of 2019.

1.2.2 Specific Objectives

- To identify the most useful authentic materials in order to enhance the listening comprehension of students at Liceo Nuevo de Puriscal during the first trimester of 2019.

- To apply authentic materials in order to improve the listening comprehension of students.
- To evaluate the effect of authentic materials on students' listening comprehension.

1.3 Justification of the Study

The purpose of this investigation is to find a way to solve the serious listening comprehension problems that the students Liceo Nuevo de Puriscal are presenting; therefore, the intention of the researcher is to use authentic materials to improve their listening skills, as these type of materials have shown their effectiveness in improving the listening comprehension. If this problem is not solved, the students will face serious difficulties in their learning process in the future.

The students at Liceo Nuevo de Puriscal are not able to understand simple instructions in a controlled environment, so this is a clear example of how useless the materials and methodologies used by the teacher to develop the students' listening comprehension are. In addition, this problem makes the teacher's job more difficult and the English lessons, boring. This causes the lack of motivation of the students towards the English language; moreover, this lack of motivation not only affects the English area, but it is also transmitted, many times, to their entire learning process. Consequently, this leads to students to drop out from school; for this reason, this study seeks to improve the students' listening comprehension with the purpose of making them more proficient in the target language. Moreover, this paper also wants students to enjoy their lessons using materials that are attractive to them and increase their motivation and desire for learning.

In the same way, the students will have a better response to real-world situations. This research expects to increase the teacher's interest in the use of authentic materials, as well. The problem found is to create lessons that contain authentic materials; in the same ways, this

material will be carefully selected and adapted to meet the level of the students. To conclude this research, it will provide more information to the study area through the results obtained from it.

1.4 Antecedents

There are many documents and investigations about the use of authentic materials to develop the listening skill and these documents will show a small sample of studies that showed a positive result on the use of these materials. One investigation was conducted by Azizah at the Universitas Islam Negeri Ar-Raniry, Banda Aceh (2016), with the purpose of finding out if the students who used authentic materials could improve their listening comprehension in comparison to the students who did not use those materials.

The investigation used a population of students who were on the Listening 2 class; two groups were selected by the researcher. The first class with 25 students was called “experimental class (EG),” and the group with 27 students was called “control class (CG)” as they did not use authentic materials. The data of the study was collected from the results of pre-tests and post-tests dealing with listening. The results of the study showed that scores of the EG were better than the scores of the CG during the post-tests part. The EG obtained a score of 82, while the CG obtained a score of 71; therefore, that meant that the students who used the authentic materials increased their listening comprehension than the ones who used course book materials. Finally, the investigation showed that students preferred authentic materials instead of course book materials because those materials were more related with their real-life context and motivated them to pay more attention, which increased the possibilities to improve their listening comprehension, as well (Azizah, 2016).

Another investigation was carried out at the Thammasat University Bangkok, Thailand by Surachai Rodngam (2011). The purpose of the investigations was to use authentic materials to enhance the vocabulary for listening comprehension, as well as the influence of authentic

materials on students' attitudes toward English vocabulary for listening comprehension. Also, it wanted to proof if the use of authentic materials during the lessons helped the students to improve their listening comprehension in the real world.

The population under investigation were 45 high-school students, who were taking the listening and speaking class of the English and Japanese program (EJP) at Winitsuksa School, Lopburi, Thailand. The results of this investigation showed that the use of authentic materials helped the students to increase their performance. It showed a difference of 2.62 points of average between the pre-test and post-test; furthermore, the scores were compared using a T-test. As well, the study applied a questionnaire to know which type of authentic materials the students used regularly to learn vocabulary. This questionnaire could help the current investigation to know the most attractive source for the students (Surachai Rodngam, 2011).

There was other investigation the in English Language Department, Khomein Science and Research Branch, Islamic Azad University, Khomein, Iran by Samira Alijani (2014). Authentic materials are considered by many professionals the best ones to help the students increase their listening ability because they use real language and not scripted language. The investigation aimed to find the effects of the authentic vs nonauthentic-materials on EFL learners' listening comprehension ability. The investigation used sixty Iranian EFL learners in upper-intermediate level, who studied in two institutes in Esfahan. Basically, they were divided into two groups without any specification; so, one group used authentic materials and the other one, did not.

In the investigation, it was applied a T-test at the end to discover if the material affects or not the students listening comprehension and, in the end, the experimental group (used texts that were not written for language teaching purposes) obtained better results than the control group (did not use authentic materials) in their listening comprehension ability. This investigation highlighted the important points that teachers have to consider when choosing authentic

materials. McGrath (as cited in Alijani, 2014, p.153) expressed that authentic materials should be relevant to syllabus and to learners' needs, should have an intrinsic interest of topic/theme, should be cultural appropriate, should meet linguistic and cognitive demands, and logistical considerations such as e.g. length, legibility/audibility, quality (as a model of use or as a representative token of a text-type). Finally, the results of the investigation found that the use of authentic material benefited the EFL classrooms, since the majority of the times they did not have access to real listening opportunities.

Other investigation took place at the University of Tlemcen in the Faculty of Letters and Languages Department of English (2015, 2016), and was conducted by Souâd AINA. The study aimed to examine the use and impact of authentic aural material on EFL students' listening skills (listening comprehension). The information was collected from 26 students and 11 teachers using classroom observations, questionnaire, and proficiency tests. In addition, the investigation found that the speed of delivery, pronunciation, and vocabulary could be an obstacle for the students. On the other hand, the results showed a positive effect on their listening comprehension and motivation. To conclude, teachers and students were more concerned about the value of authentic material for listening comprehension.

Finally, there is a research at the University of Guilan by Hamed Mahsefat (2012). The purpose was quite similar to the other investigations reviewed earlier in this document. The study intended to investigate the impact of the use of authentic materials on the listening skills of elementary students. The population under investigation was of 62 students, who were divided into 2 groups. The first group was called "experimental group" and used authentic materials, and the second was called "control group," as it used graded (simplified) materials. The ages were between 18 to 27 years old.

A proficiency test was administrated before measuring the students' potential. Afterwards, in the lessons there was used authentic and non-authentic material. The same proficiency test was applied again to the students. The results of the 2 groups were compared via a T-test; therefore, the final results showed an increase in the students' listening performance (experimental group). Besides, a survey was provided to know the students' attitude towards the language, and the results denoted their satisfaction and positive attitude to authentic listening materials (Mahsefat, 2012).

1.5 Scope

The listening comprehension is one the many problems that high school students have when it comes to the English language. This investigation intends to use authentic materials with the purpose of easing the problems of the students at Liceo Nuevo de Puriscal, in this area. The materials that will be used in this research will be carefully selected and adjusted to the requirements of Liceo Nuevo de Puriscal. These materials will try to solve this problem mainly or at least improve it by using authentic materials to help the students to use the language in possible real-world situations.

Another important problem that this research wants to address is the lack of motivation in students. This is not new, as it is known that the lack of motivation can cause problems during the learning process because an unmotivated student will not find the information that they are receiving, important. As a result, they will not pay attention or study the material offered in class. Also, the study under investigation wants to prove that authentic materials could increase the interest in the foreign culture because this type of material not only uses real language (not scripted dialogues), it also shows new places, situations, information, important events, and entertainment; for example, TV shows, news, videos, songs, and many more.

There are a lot of authentic materials that a teacher can use; however, not all the materials are attractive for all the students. A material that can be very interesting for one student as for example a documentary, could not be for others, so the teacher has the necessity to find the materials that attract the interest of the majority of the students. The materials not only have to be attractive, but also, they have to be suitable in the subject of study. The researcher also wants to encourage the use of the authentic materials in the class of the current teacher or future teachers, since the scripted materials have not shown their effectiveness in increasing the students' listening comprehension and motivation in the English language.

To conclude, the points mentioned above are expected to be achieved during this investigation, and it is important to mention that the main objective of the research is to enhance the students' listening comprehension. The motivation and interest in the culture are expected to be achieved as a side effect, and they will not be the center of this investigation.

Chapter II

Theoretical Framework

2.1 Listening skill

If you compare your lifestyle today with the lifestyle of your grandparents a hundred years ago, it is not hard to see how the world has changed. Nowadays, we are living in a demanding and convulsive world; as a result, it means that you have to be effective in everything you do, and a successful person is the one who can use his or her skills in a more effective way. For that reason, it is important to learn how to use your skills to their maximum capacity, and listening is one of the most important skills that you have to develop if you want to achieve your goals. Purdy & Borisoff (as cited in Adelman, 2012, p. 515) stated that “Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.” That is why, this investigation aims to discover and use the best materials to develop the listening skill.

2.2 Listening Definition

The term listening has been evolving over the years and there are tons of definitions about what is listening. Rost (2011) stated that listening is defined as receiving and processing the speaker’s information, which can be images, impressions, thoughts, beliefs, attitudes, or emotions (p.3). This makes clear that through listening you can share all kind of information. In addition, according to Nordquist (2019), listening is the process in which the person is able to receive spoken or unspoken information and respond to that information or messages.

According to Farooq 2016, “Listening is all about the capability to receive and then interpret the message in the process of communication accurately. It will be right to say that listening is the key to all kinds of effective communication” (p. 5). Now that some listening definitions are established, it is possible to have an idea about what the listening skill is. In other

words, listening is the process in which the person is able to receive spoken pieces of information or even noises (ideas, descriptions, thoughts, information, emotions, etc.) and reply to that information.

2.3 Listening Comprehension

Listening comprehension has been given multiple definitions through the years, and many people could find the definition of listening comprehension very similar to the definition given to listening. Although they are pretty similar, there is a difference between these two terms.

According to Nadig (2013), “Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented” (pg. 1). Also, Kim & Pilcher (2016) mentioned that listening comprehension is the ability of a person to understand different kinds and levels of spoken language, where the processes of “extracting and constructing meaning” are involved (p.3).

It is important to state that our brain uses all the previous knowledge to be able to extract and construct information; for example, all the vocabulary, grammar structures, words sounds (bottom up), and all the previous knowledge that the person has learned (top-down). Rost (as cited in Hamouda, 2013, p. 117) stated that

Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.

Finally, it can be easily said that listening comprehension is not just receiving information and responding as mentioned earlier; in other words, listening comprehension involves several processes that take place in our brain by using previous knowledge with the main purpose of getting information from the spoken language.

2.4 Importance of Listening

As mentioned earlier, listening comprehension is one of the most important skills. Listening is so important because it is used every day in almost all the areas of life. There are many articles and studies which mention how much we use our listening skill during the day, and majority of them have similar percentages; for instance, Lake (2015) mentioned that “People spend between 70% and 80% of their day engaged in some sort of communication, and about 55% of our time is devoted to listening” (pg. 5).

Since you wake up until you go to bed again, you can listen the noisy city, the dog barking, the children playing, your wife calling you to take out the trash, or even your neighbors arguing. It is almost impossible not to use the listening skill because you can close your eyes and do not use them if you wish; however, you cannot choose not to use your ears because they are always active. You are always processing tons of information through your ears and brain; as a result, it is crucial to be a good listener in all the areas to be successful, so it is not hard to understand why a larger number of employers hire more and more employees with better listening skills.

As Tingum (2019) expressed some reasons why listening is so important in business. First, he said that a good listener can learn faster what will help him or her to take the best decisions in business. Second, an employee who has poor listening comprehension skills will not give the service or the product that the customers expected affecting the company. Third, a conflict or a lack of motivation can occur when people feel misunderstood or mistreated when

this happens, and a good listener can prevent it by understanding what has been said and showing interest. Also, you have to remember that teamwork is increasingly important in many companies, which is another reason to develop the listening comprehension.

However, it is not necessary to develop the listening skill just to get a job or to be excellent at this. Education is another important area in which the listening skill has to be developed when you are a teacher or a simple student. Teachers with better listening comprehension have an advantage over those who do not pay attention to this skill. According to Hudson (2016), a teacher who listens to his students can improve their motivation to do more, know about their academic difficulties or personal problems outside the school, and help colleagues or parents with problems.

Moreover, LoBello (n.d) expressed that students who are better listeners have an advantage over those who are not. She said that students spend more time on task because they do not ask unnecessary questions or have to restart the task. They are more able to participate in conversations and make more accurate comments or statements improving their communication skills; also, students have a better understanding of the content given in class and fundamental concepts. Also, you must remember that a lot of your input comes from your listening skill.

Furthermore, the listening skill is one of the most important skills to build strong interpersonal relationships. According to Nichols (2009), the listening skill increases the connections among people, and this creates strong relationships. In addition, he said that it also increases our perception of the self. It is clear that good listening skills will not only create strong relationships with your friends, and family, among others. It will help you to understand both the people around you and yourself, which is to understand your own feelings.

To conclude, listening is one of the most important skills to develop not only by the fact that it will help you in your career, personal relationships, and education. A person who develops

their listening comprehension not only develop a simple skill, but also develops a new way of seeing and interpreting the world.

2.5 Listening VS Hearing

According to Rost (2011), “Hearing is the primary physiological system that allows for reception and conversion of sound waves” (p. 11). Moreover, according to Surbhi (2016), hearing is the innate ability to perceive sounds with our ears by receiving vibrations. It means that the ability of hearing is something inherent, and you cannot deactivate it. Consequently, peoples’ ears will always be active and receiving sound waves, unless the person suffers a disability.

Now the concepts of hearing and listening (mentioned previously) are established, it is not hard to differentiate them. As an illustration, you are talking to your classmate and focusing on what he says in order to grasp the message (listening); at the same time, you are able to hear the rest of the class talking without knowing what they are saying because they are just sounds for you (hearing). In other words, listening is transforming the sounds into meaning, and hearing is just the physiological ability to perceive sounds. To conclude, it is relevant to mention the differences between listening and hearing because these terms could be somewhat nebulous for some people, and this investigation aims to develop the students’ listening comprehension, since it is a skill and not something inherited.

2.6 Types of Listening

As the main purpose of the investigation is to develop the students’ listening comprehension; therefore, the types of listening play a crucial role in developing this skill. Consequently, the correct methods and materials when using the different types of listening, are essential if you want to develop attractive, varied, and correct listening comprehension exercises. Also, their proper learning, as well as being able to identify and apply them will help students not

only in their careers, but also in their personal lives. As Brown (2006) expressed, students will be better listeners if they are taught the different types of listening.

First, listening for gist is the type of listening that a person uses to grasp the general meaning (main idea) of the listening text. This type of listening does not require to listen or know every word because the listener can collect information as intonation, speed, or keywords to determine what the text was about (topic). The wh- questions (what, why, how, who, when where) are usually used in this type of listening comprehension exercises.

Listening for details is used to find specific pieces of information in the listening text. It is not necessary to understand the whole passage when the person already knows what information they are looking for in the listening text; for example, take a number and wait for your turn at the bank to be attended. In other words, you filter all the information that you hear and just waiting to listen to your number, due the fact that only one number is important to you. On the other hand, many times, a person who needs to complete a task is not allowed to miss any piece of information because he does not know what information he needs to accomplished the task.

Finally, listening and making inferences is used when a person needs to guess what will happen next. According to Wilson (2008), “Inferring is a thinking skill in which we make deductions by going beyond what is actually stated” (p.84). In other words, a person who has to infer information is because the whole information is not given, there is a gap that needs to be completed with our own previous information (background knowledge) about similar situations. This type of listening requires to understand as much as possible the information given in order to make good assumptions.

2.7 How to Teach Listening?

Teaching is such an important career which requires love and a strong commitment by the teacher because in their hands is the future of the next generations. Therefore, it is the teacher’s

responsibility to use appropriate materials and develop well-structured lessons that meet the demands of modern society. As a result, many teachers are constantly searching for new methods and materials that help them to achieve those expectations. However, it is not a hidden truth that many teachers are not interested in creating quality lessons and it is the responsibility of the following generations to change those behaviors.

This part of the research will focus on some important aspects that have to be taken into account when a listening class is going to be created. This is relevant as many teachers do not find the listening skill important enough. Therefore, a high percentage of students have serious deficiencies in this skill. According to Nation & Newton (2009), many teachers do not see the value of the listening skill, which it could be said is “the least understood and most overlooked of the four skills” (reading, writing, speaking, and listening) in the language classes (p. 37). When it comes to create a good listening class, there are three stages that have to be completed, which are the pre-listening, while-listening, and post-listening stages. However, the majority of the teachers skip at least one or two of those stages; consequently, it is time to provide some guidance to those teachers in this area.

2.7.1 Pre-Listening

First, the pre-listening stage is considered one of the most important stages, when it comes to teaching the listening skill; as the role of the teacher in this stage is to give the students a silver lining about the listening exercise that they are going to complete. Wilson (2008) emphasized that pre-listening will support the students for following the listening practice (While-Listening) by “activating schemata” and “setting up a reason to listen;” as a result, this increases their opportunities to obtain good results in the given task. Wilson also mentioned that generating questions, pre-teaching vocabulary, and give extra information are important points to consider during the pre-listening stage.

When it comes to activating the students' prior knowledge (schemata), it is necessary to mention the two main approaches which are, top down and bottom up. What are these approaches? Field (as cited in Nation and Newton, 2009) defined that bottom up are the processes that take place in order to construct a message by joining the individual pieces of the spoken language "auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive;" on the other hand, he defined that top-down is basically the use of the person's background knowledge to be able to foretell the information of the incoming message (Field as cited in Nation and Newton, 2009, p.40). By knowing this, the teacher will focus more on one or both approaches to prepare the pre-listening stage depending on what type of exercise he has prepared. Also, the teacher will be able to recognize areas or approach (top-down and bottom-up) his students are failing because people always use both approaches when they are listening. According to Wilson (2008), it can be said with certain conviction that people use the top-down and bottom-up approaches at the same time when listening and it is called "the interactive model" (p.15).

There is a wide variety of ideas to activate the students' prior knowledge, and the following are just a few examples that a teacher can use. From one to many: here the students work individually and write a lot of ideas related to the topic then they share their ideas with the rest of the class. Picture story: students are given a story in photographs, and it could be one or more, then they have to guess the order of the story and what is going to happen before the students listen to the real story to confirm their predictions. Key story: students are given a set of words from the listening text that they are going to hear, and they make predictions using those words. Problem-solving: students are giving a problem and they have to find a solution to the problem, and then the students listen to find the answers. KWL charts: it is a chart where the students write what they know about the topic, what want to know, and what they learned.

These above are some examples that a teacher can use to activate the students' prior knowledge, and it must be remembered that there are tons of different exercises that people can find in the internet and other sources. Once the student's prior knowledge is activated, it is time to give the students a reason to listening. As Wilson (2008) mentioned earlier, this can be done by getting the students involved with the materials (more interesting), making the listening exercise realizable, and adjusting the listening exercises according to the type of listening that they are going practice. In other words, teachers have to increase the interest of the students to complete the listening task in the best way.

Likewise, it is important that during this stage, the teacher gives his students some clues about the next listening text. This extra information provided by the teacher will help them to increase their understanding of the listening text and their chances of success. It has to be stated that the information given depends on what the teacher considers is important or not to complete the listening text. As an example, difficult vocabulary, type of listening text (informative, descriptive, etc.), the topic of the listening text, who is the speaker and the listener, the relationship between the participants, etc.

Another important aspect that a teacher can take into account is the use of questions. Questions are a very useful tool when it comes to assess or activate the students' prior knowledge. A lot of the times, many teachers do not pay attention to the importance and impact of well-developed questions. According Cotton (1988), lower cognitive questions are the ones that only ask for textual information previously learned; they are also known as fact, closed, direct, recall, and knowledge questions. Cotton also expressed that higher cognitive questions ask students to manipulate all the knowledge previously acquired to develop or support their responses; they are known as open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions. It is clear that high cognitive questions do not ask to recall just textual

information acquired as lower questions do. High order questions demand a deeper and critical way of thinking.

A professor will use higher or lower questions depending on what they have prepared, and a teacher who uses questions properly will have a big advantage over those who do not use them. However, questions have to be used carefully because they can guide or lose your students. According to Tofade, Elsner & Haines (2013), good questions can encourage new ways of thinking, create debates, and increase interest in the topic. Tofade, Elsner & Haines also mentioned that a bad question can decrease the learning process when it produces confusion, scares the students, and diminishes new ways of thinking. As a result, questions are a great tool, as mentioned earlier, when they are well-structured and used wisely.

Next, pre-teaching vocabulary is another aspect that has to be considered during the pre-listening stage. Many times, teachers have great ideas or find good listening materials to use with their students; however, in some occasions, those materials have some difficult words or unknown vocabulary, which make the material very difficult or complicated to use. Nevertheless, the usage of materials which contain some unknown or difficult vocabulary could be possible, when it is pre-taught during the pre-listening stage.

As Wilson (2008) expressed, pre-taught vocabulary increases students' self-confidence and provides clues of the topic that will be used. Wilson also mentioned that the amount of time and vocabulary, as well as the importance of the words, are factors to consider for pre-teaching vocabulary. In other words, teachers have to be aware of the amount of new vocabulary that they will cover in class because it could be problematic for a student to memorize a bunch of new vocabulary. This will make it impossible or almost impossible to complete the listening comprehension exercise during the while-listening stage.

Hence, teaching a few words (vocabulary) is better to not overwhelm learners. Moreover, Teachers have to consider whether a new word is important or not to complete the listening task and to reduce the amount of new vocabulary; consequently, the teacher will save time, which is an essential component in teaching. However, pre-teaching vocabulary has to be done only if it is necessary.

Finally, there are some factors that you must not do as a teacher during your pre-listening stage. According to Wilson (2008), pre-listening has to be short and not very extensive, and the teacher does not have to give a lot of information because this could discourage students to find new ones. Wilson mentioned that a teacher does not have to talk too much, as it could be another listening exercise. Also, he mentioned that once the topic is introduced, all conversations have to be related to the topic and it should not be changed.

2.7.2 While-Listening

The mid-stage (while listening) is where the students are exposed to the listening text and the teacher's activities were carefully selected. Wilson (2008) expressed that well-structured listening activities will make the listening passage easier to understand and will help the teacher to determine if the students are understanding or not the listening text. In other words, the usage of activities during listening not only guide the students, but also provide valuable information about the weaknesses or level of the students. In addition, teachers must be careful when it comes to determining the listening problems or weaknesses of his students.

The above is due to the fact that the listening exercise could be the problem and not the student. Wilson (2008) expressed that sometimes it is difficult to determine if the students are having problems understanding the listening text or just do not have enough level to express their thoughts in a written or oral form. He also mentioned that the main goal of listening is to understand what is heard and not production. Therefore, it is crucial to use activities that fit the

necessities of the specific group of students, and there are many types of activities and sources that a teacher can use during the while listening stage. Nevertheless, a teacher has to take into account the complexity, how long is the activity, how much time to spend, the English level of the students, and the type of listening (inferring, gist, or detail), when preparing a listening activity.

2.7.3 Post-Listening

As the name implies, it is the last stage that is going to take place after the while-listening. The purpose of the post-listening stage is to evaluate the results of the students. Wilson (2008) expressed that teachers evaluate, during this stage, if the pronunciation, unknown vocabulary, speed, syntax, or even background knowledge are the causes of the students' listening problems. Wilson also mentioned that this stage could be seen "as diagnostic" and the teacher will be able to reinforce the weaknesses of the students by giving them more vocabulary, grammar, listening practice, etc.

It is also important to remember that the post-listening stage will also give information about the students' feelings towards the listening materials. This gives the teacher an opportunity to use appealing materials for the students, which will increase their motivation in upcoming listening classes. There are tons of activities to use during the post-listening, as well as in the other stages. Wilson (2008) expressed that the post-listening stage gives students the opportunity to analyze the listening text without the stress of processing the audio information in real time or to complete the listening practice under pressure. Wilson also mentioned that checking, summarizing, discussions, problem-solving, or deconstructing the listening text are some good ways to use during the post-listening stage.

It is clear that during the post listening, the teacher will also be able to assess other skills, as speaking or writing, since they are strongly related to the students' production. Checking is

basically to be sure that all students have the correct answers of the previous practice and summarize is basically condensing the most important information of what a person has just heard. Wilson (2008) mentioned that this activity is beneficial because it focuses on the main idea of the listening text, what students understood of the passage, and that students are able to add as much information as they can remember of the listening text. Discussions are another excellent way to analyze a listening text and to exchange information, ideas, feelings, beliefs, etc. The materials have to be interesting enough to encourage a discussion, and the teacher has to monitor and guide the students through the exchange of information.

Solving a problem is to encourage the students to solve a problem with the information that they heard; also, it allows students to use their creativity. Finally, deconstructing the listening text is basically using the same text to review grammar, pronunciation, vocabulary, etc. It could be done by playing specific parts of the audio. This makes clear the importance of the post-listening stage because teaching is something complex, and teachers need as much information as possible to improve their listening lessons and help their students. In addition, it is not necessary to remind you that a good teacher is always searching for new ways and activities to use in class.

2.8 Communicative Language Approach

Teaching is something complex, and it requires more than just giving vocabulary or explaining some grammar rules. Teachers have to consider many different aspects when they are preparing their lessons such as time, type of students, level, topics, etc. However, one of the most important points is to keep in mind the goals of the class. In other words, teachers have to be aware of what they want to achieve, and it is at that moment when the different methods and approaches help the teacher. There are many methods or approaches that a teacher can use as a guide to teach the English language; however, each method or approach has its own characteristics, and the professor has to choose the approach that he considers appropriate.

This investigation focuses on the communicative language teaching (CLT) approach because this one has some characteristics that will help with the purposes of this research. Nonetheless, it is not the purpose of the investigations to delve into the CLT method. First, it is essential to have an idea of what the communicative language teaching is. According to Larsen and Anderson (2011), the main purpose of the CLT is to focus on the communicative competence as the center of the language teaching process. The plasticity of this approach causes that the uses of the CLT will differ from teacher to teacher because it could be said that there is not a specific version of it.

This means that teachers use the CLT in different ways, as there are no specific rules to follow; however, they have to preserve the essence of Communicative language teaching. Another definition of CLT was given by Richards (2006), when he expressed that the main goal of CLT is to develop the communicative competence. By knowing what the communicative competence (CC) is, it is possible to determine CTL. Again, Richards (2006) stated that being able to use the target language for different intentions, use the language properly (vocabulary, formal, informal) depending on the situation, create and understand different types of texts, and keep a chat are some characteristics of the communicative competence. Nordquist (2018) expressed that the Communicative competence is to know the language and being able to use it in a successful way. In other words, we can say that the main purpose of CLT is to create proficient students, who can communicate effectively. Consequently, this is the reason why this approach is being used by many teachers today.

Before we move to the features, well-known as principles, of this approach, Richards (2006) indicated that the principles can be used differently according to the purpose of the class, the students' goals, English knowledge, ages, etc. The following are principles in which the teachers have to rely to prepare their lessons using the CLT approach.

According to Richards (2006), the principles of CLT are making real communication the center of the class by giving students opportunities to practice and to express their knowledge; by being patient with the students' mistakes, since they are learning and developing their communicative competence; by creating lessons involving the reading, speaking, and listening skills; and by giving students the chance to find out the grammatical rules of the language. These principles are not complex to understand if we look at them carefully. Real communication means to create lessons where the students are free to express what they want and, in the way, they want to say it.

Larsen & Anderson (2011) expressed that, when the practices created by the teacher control what students say and how they say it, and it is not allowed more than one way to do it; as a result, there is not real communication. This is important due to the fact that many teachers create just control exercises, but they limits learners to develop their communicative competence and produces a lack of motivation towards the language classes. That is why, it is important to focus on real communication. Another important point that we can find is the necessity to give your students enough practice. It is not new that consistency and practice are essential to develop a second language.

Teachers must give his or her students plenty of practice to develop their skills, since the classroom is the only place where they can get the tools to face the real world. Also, students should have plenty of knowledge, which they can share with the rest of class as experiences, feelings, believes, actual facts, etc. Such knowledge, which could enrich the class, often goes unnoticed by the lack of opportunities; in addition, the exchange of information could develop other areas as tolerance (respect other peoples' opinions or believes), patience (wait for their turn), critical thinking through the exchange of information (ideas), etc. Furthermore, letting the students discover the grammatical rules is part of their responsibility because the education today

is less teacher-centered and more students-centered. Therefore, the teacher has to corroborate, deny, or clarify the students' discoveries, as they are found.

All this brings us to the next principle, which is to use various skills during the lessons. It is essential to use multiple skills during the lesson, as people use multiple skills in their daily basis. Nevertheless, many professionals just focus on reading and writing and do not pay enough attention to the listening or speaking skills; even though, listening is an active process which has a big influence on the learning process. Moreover, such principles leave us with another one, which is to be patient with the students' mistakes. A teacher must give his learners enough practice, opportunities to express their knowledge, and let them discover the grammar rules during the process. It is obvious that learners are going to make a lot of mistakes; nonetheless, according to Larsen & Anderson (2011), students' mistakes are seen as a natural part of the communication process and teachers must provide feedback later and not at the moment that these mistakes are produced. We can say that it does not mean that you must ignore those mistakes without giving the proper feedback. The students' errors could be analyzed at the end of the activities in order to clarify questions and give proper feedback.

There is another principle of the communicative language teaching, which is the use of authentic materials during the teaching process. The majority of the experts agree that the use of authentic materials is essential if the teacher wants to develop the communicative competence. Larsen & Anderson (2011) expressed that authentic materials are used for the reason that students often cannot use their knowledge outside in the real world, so they help them to be exposed to "natural" language, which is used in real-world situations. Also, they stated that authentic materials must be adjusted to the level of the students.

In addition, Wilson (2008) expressed that the CLT brings with it some improvements in listening to the L2 because this one focuses on the use of materials with authentic language. He

also mentioned that CLT does not focus on repetition and gives students more opportunities to respond to the content according to their beliefs, feelings, thoughts, etc. Consequently, we can infer that the use of authentic materials is to bring the real world into the class (authentic language) and it not a fashion as many teachers could think of such materials.

2.9 Authentic Materials

Everything that is inside this sphere called planet Earth is evolving. Some say humans and animals are evolved forms and are constantly evolving, as well. Agriculture and technology are examples of how things are evolving, since the technology used 50 years ago is not even close to the current one. As a result, it not that difficult to imagine that education is evolving, too. Education is one of the most important areas that needs to evolve along with the modern society, and it needs to evolve not only in its teaching methods, but also the materials used, which have been changing through the years. This is why, educators should not only be teachers, but also active researchers in order to improve the education system. The use of materials is something essential during the teaching process, as there could be thousands of ways to teach a language; however, it would be almost impossible to teach without materials.

Now, it is time to delve a little bit into the term authentic material, and what makes these materials a great tool to teach the English language. According to Zyzik & Polio (2017), authentic materials are created by native people of the language for other native people, since these materials were designed for a “real-world purpose,” which was not the language teaching. Moreover, Zazulak (2017) defined that any kind of material which was not specifically designed to be used in the classroom or to teach the English language can be considered an authentic material, and the use of these materials can increase the interest of the students during the learning process, as well.

According to the above consideration, it can be said that authentic materials are not difficult to find or obtain; however, this does not mean that all authentic materials are suitable to teach the English language. It has to be stated that it is the teacher's responsibility to search and adapt the materials that he considers appropriate for his students and his objectives. It is important to remember that the main purpose of authentic materials was not to teach the language as mentioned above, since they were created to entertain, inform, communicate, etc.

In addition, it is important to state the difference between authentic materials and realia, since these two terms can be confusing for some people. According to Campugan (2014), realia is the implementation of real objects to teach the target language, and these materials will make the lessons more interesting and will help the learners to comprehend better real-life situations or cultures. She also expressed that students are able to use their senses through realia (touch, taste, smell, etc.). Moreover, realia is the use of real objects that a person can find in his daily basis, since they are just simple objects that can be brought to the class. As an illustration, if the students' topic is food, a teacher can bring to the class some real food like potatoes, carrots, tomatoes, onions, etc. As a result, realia is a great tool to teach vocabulary quite often. On the other hand, authentic materials are the ones which were not created to teach the language, and most of the times they are written or auditory materials.

2.9.1 Types of Authentic Materials

There are many types of materials available. However, the instructor has to select these materials depending on the skill he wants to develop. It is vital to mention that authentic materials are written or spoken, so these materials are going to be helpful to develop the listening and reading skill, mostly. For example, newspaper articles, magazines, TV shows or commercials, movies, radio broadcasts, podcasts, songs, conversations, films, or internet articles are used as authentic materials the majority of times.

According to Wilson (2008), television, videos, DVD in specific are great tools because the students are able to appreciate the body language and the circumstance of the conversation, which is a benefit for the students. He also mentioned that being able to observe the speakers' environment can contribute to learn about the culture, as well. This does not mean that the use of audios without visual aids are useless or that the use of visual aids during the listening process is an obligation. It is up to the professional to use visual aids or not; nonetheless, you must remember that these materials will not just help the students to understand, but also they can be more attractive to the students than just the audio itself, and this could increase the interest of the student during process. Technology also brings with it some benefits when it comes to authentic materials.

Wilson (2008) expressed that many video materials, nowadays, have subtitles, and professors can also manipulate the audio or video files, as they can pause, rewind, or even go to specific parts of the audio as many times as they wish. He also mentioned that these advantages allow professors to use and create different types of lessons, as well as to help confused students. The question now is where can you find authentic materials? It is less frustrating to have access to authentic materials today than many years ago. Wilson expressed that three main sources from where authentic listening materials can be found are the television, radio, or internet. However, it is important to remember that DVDs are still a good source of listening materials.

2.9.2 Authentic vs. Pedagogic

It is relevant to mention some differences between authentic materials and regular materials. The term authentic material is clear so far, so it is not necessary to mention or give more definitions since the differences are enough to state what pedagogic materials are and the differences between them. According to Wilson (2008), authentic materials present interruptions during the conversation among the participants, a normal speed through the conversation,

incorrect grammar uses with incomplete sentences, external natural noises, and there are also vacillations, stops, spurious starts. These characteristics are a clear example that authentic materials are not created to teach the English language, since these elements make the listening comprehension harder for learners.

On the other hand, we have pedagogic materials, which have been used for many years by teachers. However, it is necessary to know what scripted material is and its characteristics. It could be said to some degree, that pedagogic materials are quite the opposite in comparison to authentic materials. According to Wilson (2008), scripted are materials that do not present interruptions during the conversations, the speed is not normal (slow) which makes the conversations boring, the grammar does not present mistakes (always correct), sentences are always well-structured and complete, it does not present external noises, there are not vacillations, stops, spurious starts, etc. In other words, scripted materials present perfect conversations without any mistake, which is almost impossible in real life situations. This kind of conversations take place thanks to the fact that all the aspects of the conversation are controlled during their execution; for example, the grammar structures, vocabulary, pronunciation, an intonation are adjusted to the level of the students. To conclude, we can say that authentic and pedagogic materials have their own advantages and disadvantages because it not correct to say that just one material is perfect.

2.9.3 Importance of Authentic Materials

Today, teachers have access to a bunch of different materials to develop any skills, and the majority of those materials have benefits when used in the proper way. It has been mentioned some benefits of authentic materials throughout this chapter; however, now it is time to mention and refresh a couple of reasons why teachers have to include authentic listening material during their lessons.

According to Zyzik & Polio (2017), authentic materials increase the students' motivation by giving learners a clearer view of how native speakers use the target language in specific circumstances, because most of the students desire to communicate with native and foreign speakers. Zyzik & Polio also expressed that these materials give learners a feeling of accomplishment as they can experience how the language is used in real situations.

Although, motivation has been mentioned many times during the investigation, it is crucial to the teaching process due to the fact that many teachers have enormous problems to motivate their students. Also, it is well-known that motivated students are more susceptible to learn the target language. However, if the level of the materials is too high, this can frustrate the students, and this would reduce the motivation instead of increasing it.

Zyzik & Polio (2017) mentioned that authentic materials give more valuable input than other sources (textbook), as textbooks sometimes-present inconsistencies regarding the textbooks' language and the one used in real situations. At the same time, textbooks use vocabulary, phrases, or place too much emphasis on simple grammar structures which do not provide an entire representation of the language by excluding other structures. This is an important characteristic that authentic materials provide in comparison to other materials. Professors and students know that textbooks can be basic or complex (use fancy or useless vocabulary), so it produces a lack of motivation among the students and even professors. This is why professionals must search for new ways to provide useful input.

Another important reason why is important to use authentic materials is that vocabulary adjusts to the situations. Zyzik & Polio (2017) mentioned that frequently, non-authentic materials (textbooks) do not provide details about the proper pragmatic language; as the language used in non-authentic materials is considerably different from the one used in real conversations. In other words, the vocabulary used in textbooks is not the one used regularly by native speakers. People

use different vocabulary or expressions depending on the situations; as an illustration, when a native speaker gives advice, this person is going to use typical vocabulary and grammar structures as slang, phrases, etc. The speaker is not adjusting or considering every word that he says or how he says them, and textbooks generally fail by giving information about the proper language depending on the situation. Through authentic materials, students would be able to learn how or what to say, when is appropriate to say it, or even the body language.

Some materials have specific teaching purposes; therefore, authentic materials can be used to teach different aspects of the language. Zyzik & Polio (2017) indicated that authentic material combines language (form) and content (meaning), so teachers can focus on the general meaning of the listening text or can create different activities to focus on language forms. It means that a professional who uses authentic materials can create dynamic lessons involving different aspects of the language; hence, the professional can use the materials to develop the understanding of the main idea, or he can use the materials to learn language forms as pronunciation, intonation, vocabulary, grammar rules, etc.

The last reason to use authentic materials according to Zyzik & Polio (2017) is that this type of materials were created with a real-world intention and by using authentic materials, students can analyze a situation that they could face in the near future. Many times, non-authentic materials do not represent accurately the situations that take place in the real world, since the vocabulary, pronunciation, intonation, and even body language are controlled. However, students can gain confidence by using authentic materials and could be prepared to confront those situations. Finally, it is important to remind teachers again the necessity to incorporate authentic materials into their lessons and that the use of this kind of materials is not impossible. They just need patience to find and exploit the materials in a proper way by taking into account such as age,

level, culture, etc. A professional who can incorporate these materials will have an advantage over those who do not use authentic materials.

Chapter III

Methodological Framework

This chapter will focus, especially, on the methodology that will be used during the investigative process in order to solve the problem previously established, as well as the type of investigation that will be used during the process. In addition, the chapter will discuss a very important point, such as the instruments that will be used during the investigation process, as well as why they were selected by the researcher to collect the information. Also, it is mentioned how the information will be collected and processed. The sources of data collection or information and categories used during the process are going to be mentioned in order to improve the listening comprehension of students at Liceo Nuevo de Puriscal.

3.1 Research Method

Any investigation that is going to be carried out correctly has to use a research method to obtain a well-structured investigation; hence, the importance of choosing the right method for the research that you want to accomplish. According to Matthews & Ross (2010), “The choice of methods, therefore, depends on the type of data you need to collect to be able to test your hypotheses or answer your research questions” (p.141). It is very clear that the researcher has to take into account what he is going to do during the investigation and how to choose the right method.

There are three main research methods that an investigator can use to conduct his or her investigation; they are the quantitative, qualitative and mix method. As Berrios & Lucca (as cited in Gunnell, 2016, para. 2) stated, the Quantitative method is the one that uses a series of steps to analyze the data from a numerical and statistical perspective; on the other hand, the qualitative method is based on an interpretation of the data through a descriptive way. If you know these concepts, you will be able to understand or guess the mix method, as it is basically is a

combination of the two methods mentioned previously. However, it is very important to state the differences between these two methods, as Surbhi (2016) mentioned.

Table 1

Difference between Qualitative and Quantitative Research

Basis for comparison	Qualitative Research	Quantitative Research
Meaning	The qualitative research is a method of inquiry that develops understanding on human and social sciences, to find the way people think.	The quantitative research is a research method that is used to generate numerical data and hard facts, by employing statistical, logical, and mathematical techniques.
Nature	Holistic	Particularistic
Approach	Subjective	Objective
Research type	Exploratory	Conclusive
Reasoning	Inductive	Deductive
Sampling	Purposive	Random
Data	Verbal	Measurable
Inquiry	Process-oriented	Result-oriented
Hypothesis	Generated	Tested
Objective	To explore and discover ideas used in the ongoing processes.	To examine cause and effect relationship between variables.
Element of analysis	Words, pictures, and objects	Numerical data

Taken from keydifferences.com

As a result, this investigation will use the qualitative method because it is the most suitable according to the type of research that is going to be conducted. The used of this method will help the researcher to have a better understanding of the categories that will be used during the process. Moreover, this method will allow the researcher to process, in a better way, the information collected through the instruments. Since the qualitative method is based on the feelings and behavior of people, the instruments used in this investigation will collect data through the observation of the feelings or way of thinking of the participants during the process.

The qualitative method brings some benefits due to its characteristics; as HH (2016) mentioned, this method allows the researcher to observe or investigate the events or situations in their own context, and it is perfect when the problem is complex and needs a more detailed understanding. To conclude, those characteristics are essential to try to understand if the use of authentic materials will increase the students' listening comprehension.

3.2 Research Approach

There are some approaches or methods that works with the qualitative method. As Creswell (2009) stated, the qualitative method has different types of approaches, and those approaches have become more clearly through the years until nowadays. Those approaches are the grounded theory, ethnography, case studies, narrative research, and phenomenological research. The present investigation will use phenomenology as research approach. According to Smith (2015), the phenomenological approach is based on the exploration of the individuals and their personal life experiences and feelings; as a result, it explores or investigates in detail how these individuals are making sense or perceiving their world. Through the use of this method, it is expected to have better results during the investigative process.

Likewise, the phenomenological approach will help the researcher to have a better idea of the situation under study, because it also allows the participants to share or describe their own

experiences or feelings during the process without any limitations. The participants will be under investigation for approximately one week, and the budget for this research is unlimited. Consequently, the knowledge of the participants under study becomes a great source of information, and they are not just numerical statistics.

Since the phenomenological approach provides so much information, the investigator of the current research will have more support to define if the use of authentic materials is effective or not in the development of the listening comprehension skills. At the same time, it might be possible to know if the participants have developed positive experiences or feelings towards the English language through the observations that will be applied.

3.3 Information Sources

There are different sources that an investigator can use in his or her investigation; for example, he can use them to guide the research, to support the research, or to apply during his investigation. There are two main sources that a researcher can use, the primary and secondary sources; hence, this research will use both to have a well-structured investigation. However, what are primary and secondary source?

Basically, a primary source is the information that can be obtained directly from the materials that were created previously by experts and investigators on the same subject. These sources will provide a guidance for the researcher, as well as vital information about the topic under investigation. Some examples are books, dictionaries, textbooks, newspaper, and encyclopedias, etc.

The secondary sources of the present investigation will be the students at Liceo Nuevo de Puriscal, who will be first-hand witnesses during the process of investigation, and they are going to be a valuable source of information. Likewise, video clips, films, and music are going to be part of the secondary sources used during the process; those materials will be carefully selected

by the researcher to meet the requirements of the teaching institute, as their purpose is to increase the students' listening comprehension.

In contrast, primary sources are basically the information that the participants of the investigation did not experience or participate in the events or situations that were under investigation. These sources are used to analyze the primary sources. Some examples are books, dictionaries, textbooks, newspaper, and encyclopedias, just to mention some. The primary sources are going to be books like *How to teach listening* by J. j. Wilson, Pearson Longman Education Limited (2008); *Communicative Language Teaching Today* by Jack C. Richards, Cambridge University Press (2006); *Techniques & Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson, Oxford University Press (2011); *Authentic Materials Myths Applying Second Language Research to Classroom Teaching* by Eve Zyzik and Charlene Polio, University of Michigan Press; *Teaching and Researching Listening* by Michael Rost, Pearson Education Limited (2011); and *Teaching Listening* Steven Brown, Cambridge University Press (2006).

3.4 Analysis Categories

The current investigation will use two main categories, which are realia (authentic materials) and listening comprehension. These categories will help the researcher to create more accurate instruments. First, it is important to remember that realia is becoming more popular every day in education; however, authentic materials maybe are not considered so important to many teachers in Costa Rica. That is why it is very important to establish a short definition of authentic materials. As Morrow (as cited in Gilmore, 2007, p. 98). Mentioned, "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort." This gives a clearer idea of realia, and it could help us to identify the possible authentic materials from those that are not.

The next category is listening comprehension, which is defined by Nadig (2013) as follows, “Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented” (p.1). Knowing the level of the students and a clear idea of these two categories, the teacher is going to be able to choose materials according to the level of the students and will ensure a better investigative process.

3.5 Data Collection Instruments

This investigation will apply different instruments with the purpose of collecting information about the problem that the students at Liceo Nuevo de Puriscal are presenting in listening comprehension. Nonetheless, the main objective of the investigation is to find if the use of authentic material can solve this problem. Therefore, through the use of these instruments, the researcher will be able to determine if the use of authentic materials is effective or not.

The researcher will use a pre-test activity to determine the level of listening comprehension of the students at the beginning of the study. After all the process, a post-test activity is going to be applied to determine the new level of listening comprehension of the participants. The researcher will be able to determine at the end of the study if the students’ listening comprehension increased with the use of authentic materials according to the information obtained from these previous activities and instruments. Once the level of listening comprehension is established, the rest of the instruments will be applied to collect data.

The first instrument that is going to be used is an observation. According to Malderez (2003), an observation is the use of the senses to gather information and to perceive, interpret, assess, and react to this information. At the same time, she mentioned that in education, an

observation is used to collect data of what you can notice, and then take this information to improve your futures works.

The main objective of this observation is to identify the most frequent listening problems that the students are facing. Once the problems are identified, the teacher can start working on the elaboration of listening exercises to ease these problems. The instrument contains 12 statements (or problems), which have a scale of 1 to 5 to determine the severity of the problem.

The second instrument is a questionnaire. Siniscalco & Auriat (2005) define a questionnaire, as a standardized document that is used to collect information in social, personal, or academic areas using a certain amount of questions, and all the participants have to answer the same questions. They also expressed that questionnaires can be oral or written.

The students at Liceo Nuevo de Puriscal will answer the questionnaires after using authentic materials during their regular classes. The questionnaires aims to obtain information about how the students feel or perceive the authentic materials during the listening comprehension exercises. This instruments contains 6 statements, which contain the options agree, partly agree, partly disagree, and disagree; and information will help the investigator to know how effective the authentic materials were during the application. In the same way, the questionnaire will help the researcher to know if the use of realia increased their interest and confidence in the English language.

The last instrument in this investigation is going to be a review checklist. This instrument is defined by Lauzon (2014) as an evaluation instrument that uses specific parameters that professors or learners use to measure their progress. In other words, the main objective of the instrument is to know or inspect if the use of realia helps the students' listening comprehension. The students will complete certain amount of statements where they are going to determine if these materials helped them or not. This instrument contains 7 statements with options yes,

neutral, and, no. In this way, the researcher will have more data to determine the effectiveness of materials and, in the same way, the review checklist will provide information about the areas in which the students improved.

3.6 Collection Data Process and Data Analysis

One of the most important parts of an investigation is the collection of data during the investigative process. There are many kinds of data; however, it is important to define what data is. According to the Cambridge Dictionary (n.d), data is “information, especially facts or numbers, collected to be examined and considered and used to help decision-making” (pg. 1). The data collected in each investigation vary according to the problems that the researcher wants to solve or discover; hence, the data of the present investigation will be collected using four main instruments.

The first instruments that will be used during the investigation to collect data is going to be a pre-test this will help the researcher to determine the level of listening comprehension of the students before using authentic materials in the class. The second instrument that is going to be applied is an observation. The main objective of this instrument is to identify the most frequent problems that the students face during the listening comprehension lessons. This instrument contains a number of problems that can be presented by the students; in addition; the severity of this will be determined with a scale of 1 to 5.

Once the problems are identified, the teacher will be able to prepare well-structured classes to ease the problems that were acknowledged during the first lesson through the classroom observation instrument. The second way in which the data is going to be collected is through a questionnaire, which is going to be given to the students after using authentic materials. The main objective is to determine how the students feel towards the use of the authentic materials during the listening comprehension classes; for example, motivation, confidence, and if

the authentic materials are working or not. The instrument contains a certain amount of statements, which the students will answer using agree, partly agree, partly disagree, or disagree. In addition, it will also allow the teacher to know if the authentic materials are being effective or not during the process.

The third way to collect data will be a review checklist where the students will mark with a “yes or a “no” certain amount of statements, with the main objective of evaluating the effect of authentic materials on students’ listening comprehension. The instrument will let the teacher and his students to know if they improve their listening comprehension with the authentic materials.

Finally, the researcher will apply a post-test in order to compare the results with those obtained in the pre-test previously applied. As soon as the data is collected, the next step is its respective analysis. The researcher will take the answers of the pre-test and post-test and compare them to determine the effects of using authentic materials in class; also, this comparison will show the actual level of the students’ listening comprehension. In the same way, the researcher is going to analyze the results of the other three instruments used during the process to determine the effectiveness of the authentic materials, as well.

Chapter IV

Data Analysis

It is time to analyze the information obtained from the instruments applied during the investigation. As Matthews and Ross (2010) expressed, the main purpose of this section is to “describe, discuss, evaluate, and explain” the information collected during the investigation. They also stated that this information has to guide us to the conclusions. In other words, the information acquired from the instruments will help the researcher to determine if the investigation was successful or not.

4.1 Analysis and Interpretation of the Results

It is time to describe the information obtained from the instruments of the current investigation. The researcher applied three main instruments to establish the effectiveness of authentic materials and to develop the listening skill; however, the instruments used in the present research will not only provide information about authentic materials, but also information about the motivation of the students towards the learning process. The analysis of the information acquired from these instruments will be described in the order they were applied.

4.1.1 Class Observations

These observations were performed at Liceo Nuevo de Puriscal. It is a very small high school. This institution was created just around four years ago, so it is not that hard to imagine that the population of the institution is not big. The Liceo Nuevo de Puriscal only reaches up to tenth grade, and it is estimated that the high school is going to complete all the levels the following year. The institution has just one English teacher, so she has to use a variety of techniques in order to manage each grade.

It is important to mention that these observations were made because it was crucial to determine if the problems that were detected previously in the students and professor continue or

not, as well as the most useful authentic materials for the students. Once the problems were confirmed, it was also expected to determine the best materials. As it was mentioned before, this research took place with the students of tenth grade, so the observations were performed with the only group of tenth grade at Liceo Nuevo de Puriscal. This group is going to be the first fifth-grade group next year.

Now, it is time to mention the group in which the observations were conducted. The students of the institutions are the typical students that can be found in other high schools around the country. They are very active all the time, and sometimes they can be somewhat difficult to handle. The majority come from stable working families, so most of the students do not have family problems that could affect their learning process. The group has students among fifteen and sixteen years old, and the gender of the group is fairly balanced because the group consists of about fifty percent women and fifty percent men. It is time to talk about what happened during the observations. First, the teacher confirmed the attendance, then she let me introduce myself as a guest in front of the class. I could notice the first sign of problems when I introduced myself because the majority of students had some problems to understand what I said even using simple vocabulary. After I took a seat in a corner of the classroom to appreciate the class of the teacher, she asked the students to take out their “textbooks.”

The teacher and students reviewed some vocabulary about sports like swimming, running, archery, and etc. The teacher mentioned the vocabulary out loud and asked the students to repeat the vocabulary after her. However, it is important to mention that only some of them repeated the vocabulary as she asked. The rest of the students were completely distracted. Once the professor reviewed the vocabulary, she explained that they were going to start working with the Wh-questions. Then she asked the students to open their textbook on a specific page where they were going to review the use of questions and complete some exercises.

The majority of the students opened their textbooks as the professor asked them; nonetheless, some students did not bring their textbooks with them, so the teacher told them to work with a classmate. Again it was noticed that the majority of the students were distracted and did not care about the class too much, and the teacher did not speak in English most of the time. When students were ready, the teacher explained the Wh- questions, but the majority of the students were distracted again and did not pay attention to her which is a kind disrespect. While around four students were trying to complete the exercises in the textbook, the rest of the students were using their cellphones, listening to music, talking to each other, etc.

The teacher called the attention to the students a couple of times, but they continue doing the same things. The professor was trying to speak in English, but she changed to Spanish because few students told her that they did not understand. However, it is important to mention that basically she spoke in Spanish the rest of the class. She only spoke a few sentences in English until the end of the class. The teacher went to the students' desks to clarify questions. It is important to recognize that she was trying to help students during the exercises then she went back to her desk. After some time past, she stopped the students to review the answers to the exercises. She asked the students the answer, but few students responded to the questions.

Finally, she gave the answers to the exercises and asked the students if they had questions or doubts, but they did not reply. The second part of the class consisted on reading a short paragraph that was inside the book; in addition, the researcher had the opportunity to read the paragraph that they were reading. It can be said that the paragraph was very monotonous and was not very interesting because the grammar structures were very repetitive. After the teacher stopped again and asked the students a couple of questions about the paragraph, she told the students to write some sentences using the vocabulary that they had studied. To conclude, she told the students that they had to share their sentences out loud with the rest of the class. The

majority of the students did not want to share their sentences, and just a couple of students shared them, then the class was over.

As part of the investigation, a second observation was conducted to really determine the problems of the students before using authentic materials. As it was done in the first one observation, the second observation is going to be described as to establish the same problems or reveal new problems. The second observation was conducted with the same group of students. The researcher went to the same corner of the classroom to appreciate the lesson, again. The teacher checked the attendance as usual; however, some students responded and others did not. The teacher asked the students to take out their textbook, as it happened during the first observation. Then she told them to open their books to review the vocabulary that they had studied last class. When the students were ready, they started reviewing the vocabulary, which was sports as mentioned in the first observation

Some students did not bring their textbook to the class again, so the professor again told those students to work with a partner. She went back to her desk and took a marker. The professor tried to speak in English, but she returned to Spanish after a few sentences. She went to the whiteboard and wrote the coordinating conjunctions on the whiteboard, then she asked the students to open their textbook to learn them. The majority of the students opened their books. The teacher started mentioning the function and the uses of some coordinating conjunctions. The teacher called the attention of the students during this stage, because they were distracted and not paying attention.

It was remarkable that many of the students were distracted again, while the teacher was reading and explaining the information and examples in the textbook. When she finished with the information, she asked the students to complete a practice, which was in the textbook, and gave a certain amount of time to finish it. Some students started the practice and others did not, as usual.

The time passed and it was clear that many students worked very slowly. When the time passed, she stopped and asked the students the answers. Nonetheless, it was clear that many students did not finish the entire practice. She finished this stage of the class by giving the answers to the practice. The last part of the lesson consisted of a listening exercise, which the researcher was expecting. The professor told the students that she was going to play an audio, and they had to pay attention in order to complete the practice. She played the audio a couple of times, while many of the students were distracted.

After the audios, various students asked about unknown vocabulary. When the audios finished, the professor asked students the answers to the practice and the main idea of the listening passage. When the professor asked them what the paragraph was about and the answers of the practice, many students expressed that they did not understand the audio, or they just understood sentences or words. Students asked and expressed different statements, which were very important to look closely. Finally, the teacher gave the answers to the practice and concluded the class.

Regarding the positive things of the class; it can be said first, that the teacher was very kind and had a lot of patience during the lessons. She tried to help the students during the exercises and walked through the classroom. On the other hand, the behavior of the students is something very important to point out due to the fact that they were distracted all the time. As mentioned earlier, they were doing everything except working in class or paying attention. The attention calls did not exist basically, and the teacher was very passive about the situation. The teacher and students used a textbook as previously mentioned; however, it is not a good idea to rely too much on one book or graded materials because these textbooks, many times, are not so attractive to students. It is not that the use of a textbook is wrong, but a professional has to determine when the materials are working or not. It can be said that the materials used by the

teacher were causing motivation problems. Finally, there was more emphasis on skills such as reading, writing, or speaking

It is important to mention that the audio was not an authentic material; also, students did not understand the teacher when she spoke in English. The professor did not follow the stages that are used for a listening exercise. It can be said that she just applied the “while-listening” stage, and the other 2 stages “Pre-listening” and “Post-listening” were inexistent; moreover, students did not have time to read the practice before the audio.

In other words, Students’ listening problems are evident, and they have problems to understand the teacher and follow instructions. They have problems to understand the main idea of the audio, as well as specific information. In addition, students present a lack of motivation towards the lessons and material, and the teacher did not apply the pre and post-listening stages.

4.1.2 Figure Description

All of the instruments used in the present investigation are crucial; however, the first instrument could be considered one of the most important instruments due to the fact that it will show if the students improved the problems presented in the first class compared to the last class. The first instrument used was a listening observation which contained twelve statements (problems). It used a score of 1 to 5 points to determine how many times the problems occurred where 1 point represents that the problem happened more than 6 times, 2 points = 5 to 6 times, 3 points = 3 to 4 times, 4 points= 1 to 2 times, and 5 points= never happened. As it was mentioned earlier, this instrument was applied the first class and the last class. Also, it is important to remember that sample under study consisted of fifteen students. The first figure that is going to be described is the listening observation mentioned above. It is relevant to state that it is possible to observe an improvement at first sight in most of the statements of the figure. Finally, the statements in the figure are going to be analyzed from left to right and numbered in the same way

4.1.3 Listening Observation

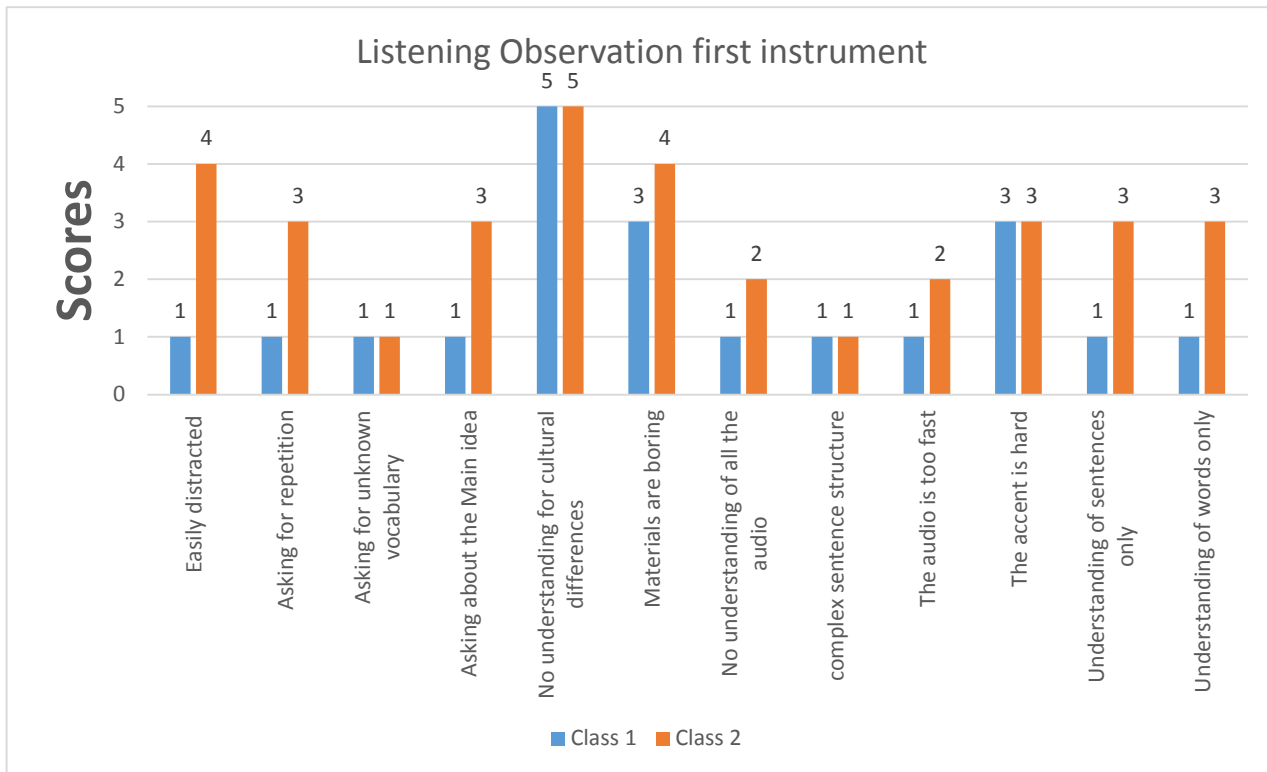


Figure 1. This graph represents the students' problems of the first and last lesson.
 Source: Researcher's own creation.

The first statement or problem (“During the listening exercises students are easily distracted by background noises, other students, etc.”) shows a great improvement when they are compared. In the first class, this statement presented a score of 1 point, which means that this problem happened more than 6 times, and in the last class, the same statement presented a score of 4 points, which means that it just happened 1 or 2 times during the listening exercises. It is evident the great improvement that the students presented during the investigative process. The first time or class the students used authentic materials many students were not very interested in them or in the class itself, because they presented similar behaviors.

For example, some students were using their cellphones, talking to each other, etc. Nonetheless, it is imperative to say that these behaviors were presented in less quantity if they are compared with the observations made before using authentic materials. However, it was very

impressive how in the last class, they were concentrated during the listening exercises and tried to participate more during the entire class. This first statement of the listening observation is a clear example of how the use of authentic materials can increase the motivation of the students during the process. The second problem or statement of the instrument (“students ask to repeat again what has been played (video, audio) during the lesson”) shows improvement, as the first one did. The figure shows that the second problem has a score of 1 point the first class and 3 points the second or last class. This means that the situation happened up to 4 times less than the first one. It has a lot of sense because a student who was focused the first time is less likely to need something more than 1 time.

Another that has presented an improvement, between the first and the last class, is statement number 4 (“Students ask for clarification of the main idea”). This problem present a similar improvement than the previous one, since it passed from 1 point to 3 points, which means a decrease in the problem. The first class when the students were asked about the main idea, many of them expressed that they did not know what the paragraph was about; nevertheless, it is very curious how some of those students showed an interest in the subject when they understood what the text was about. Some of them even tried to express their options about the subject. On the other hand, the last class when the students were asked about the main idea, many of them were able to express the main idea of the listening passage or at least a part of it.

Problem number 6 (“Students express that the listening materials are boring and uninteresting”), that is shown in the figure also presents slight progress when compared the first and last class. It had 3 points in the first class and 4 points in the last one; therefore, these scores reflect the situations that took place during the process. During the first 2 lessons, some students did not express their ideas, believes, or feelings because they expressed they did not find the topic interesting enough; however, the same students were participating in some way in the following

lessons. Maybe they were not as active as other students during the process, but they participated more than in the first lessons. It is clear that their minds changed during the application of authentic materials. Also, another factor that could change their way of thinking about authentic materials is the class structure; since when the students are able to participate as much as possible, there is the possibility that their interest in the materials increases, as well as their way of thinking about them.

The next problem that showed an improvement regarding between the first and second class was problem number 7 (“Students express that they do not understand the listening text at all”). As the figure shows, the students obtained a score of 1 point in this statement. It is clear that the first class was one of the most challenging for them because it was their first time using authentic materials and maybe they were not prepared for this kind of materials. Consequently, the result obtained the first class was not unexpected. This result showed what was mentioned previously in the “problems statement and the observations.” As the lesson continued, the students were getting more confidence and, as a result, the last class presented an increase in the understanding of the students.

The last class obtained a score of 2 points, which means that fewer students expressed a lack of understating of the listening text. In other words, and although, it could sound somewhat redundant to say, a higher score means progress, which is obvious. However, it is very important to emphasize the progress that students presented during the use of authentic materials, but the question now is why? Because that is what the research question seeks to give an answer, and this kind of results will help the researcher in his answer to the question.

Problem number 9 (“Students express that the dialogues are too fast, and they cannot understand”) showed a slight improvement, as the previous mentioned above. The figure indicates that in the first class, the students obtained a score of 1 point; which means that half of

the class had problems with the speed of the audio, and the last class got a score of 2 points, which means that only one-third of the class expressed their discomfort about the speed of the audio. Although this progress is not as significant as other results represented in the figure, it is an improvement in their listening skill.

In addition, it is not unknown that the speed of the authentic materials could be considered a problem by many teachers when it comes to a second language in class; hence, many professionals do not use authentic material to develop the students' listening skills. In contrast, it is possible to use authentic materials if the professional spends some time searching for attractive materials according to the level of the students. This improvement illustrated by the figure is great evidence of the effectiveness of authentic materials.

The following problems which presented an improvement, and that are illustrated in the figure are the last 2 problems or statements. These are going to be analyzed together in the point of view that they are pretty similar. As they have been numbered from the beginning, the last 2 problems are the number 11 ("Students express they only understand some sentences of the listening passage") and problem number 12 ("students express they only understand some words of the listening passage"). These 2 problems presented the same improvement as it can be seen in the figure. Their betterment was of 1 point over the initial score, since they obtained 1 point in the first class and 2 points in the last one. As some previous problems, their betterment is another proof for the final conclusions. The students did not have the same level and skills, and there could be students who had a higher level or more developed skills. The main purpose of these 2 problems was to identify even the smallest improvement, in the view the fact that it could be hard for some students to understand the whole listening text. As an illustration, in the first class some students expressed that they did not understand the audio or something related to the audio, but the last class a smaller number of students stated that they only understood some words or

sentences. It could be seen as minor betterment; notwithstanding, it is a great breakthrough when it comes to an improvement in the listening skill.

Now, it is time to mention the other remaining problems in the figure. These are going to be mentioned separately, for the scores did not change from the beginning to the end. The situations happened the same amount of times; however, it is significant to point out that those problems did not get worst. The first problem that did not change throughout the application of authentic materials was number 3 (“Students ask for unknown vocabulary that was played or said during the class”). It got 1 point in the first and the last lesson according to the figure, so there were no variations during the utilization of authentic materials. These results are comprehensive, since each audio presented a different topic and could contain unknown vocabulary for the students.

It was clear from the beginning that many students expressed they did not understand words of the listening passages. In the first lesson, the majority of the students asked for some words and sentences structures unknown to them and, the same situation happened during the last lesson. This situation could be considered normal due to the fact that it could be almost impossible to know the vocabulary of authentic material for a student. As it was mentioned in chapter 2, Case (2012) expressed that the grammar and vocabulary of authentic materials are not controlled when it is compared with the simplicity of graded material. Also, it could be comprehensive that some students expressed that they only understood some sentences because the same situation happens with grammar. Most authentic materials could present complex grammatical structures for many students, but it does not mean that.

Problem number 5 was “Students express that they did not understand the audio due to cultural differences”. This is the only problem that did not manifest any kind of issue for the students and, also got the highest score in the figure. This aspect maintains the same score

throughout the investigation. It obtained 5 points in the first and in last lessons, considering the fact that this problem never happened. Sometimes, the cultural differences or barriers could represent a problem for a second language learner, but the figure concludes that this was not a problem for the students at Liceo Nuevo de Puriscal.

Problem number 8 was “Students state that the sentences structure is too complex”. The figure indicates that this situation obtained only 1 point, which means that the situation happened more than 6 times. Also, it could be comprehensive that some students expressed that some grammar structures were kind of complex. As it was mentioned previously, authentic materials were created for a real world-purpose; as a result, they do not control aspects like grammar. In the first and last lesson, a certain number of students asked about some sentence structures that appeared during the audios, as they did not know or understand them. Even when this problem got such a low score, it does not mean that the authentic materials used during the process were full of complex grammar. Actually, the materials used during the process contained few complex grammar structures, which were the ones mentioned by the students, and it may be the answer to the score shown in the figure. Consequently, this problem maintains the score and did not change.

The final problem represented in the figure was number 10 (“students express that they do not understand the audio because the accent used is very hard”). This problem obtained a score of 3 points from the beginning to the end, and it did not change during all the lessons. It is clear that the accent was not a big problem for the students because they did not obtain a score of one point as it happened in other areas.

4.1.4 Class Questionnaire

The second instrument used during the investigation was a “Class Questionnaire,” which was applied after each lesson. This instrument provided a total of 5 figures. Consequently, each figure is going to be analyzed in general and then compared to other figures. Also, they are going

to be analyzed and described, as the instruments were applied during the process. The first figure represents the first class using authentic materials; the second represents the second class, and so on. All the figures contain the same 6 statements, and each statement was rated as “agree,” “partly agree,” “partly disagree,” and “disagree,” which are represented with colors in the figure. Finally, each statement will be numbered from left to right, where “my motivation increased by the use of AM (authentic materials)” is statement number 1 and so on. As a result, it will be possible to appreciate any kind of improvement or variation that occurred during the application of authentic materials.

Figure 1

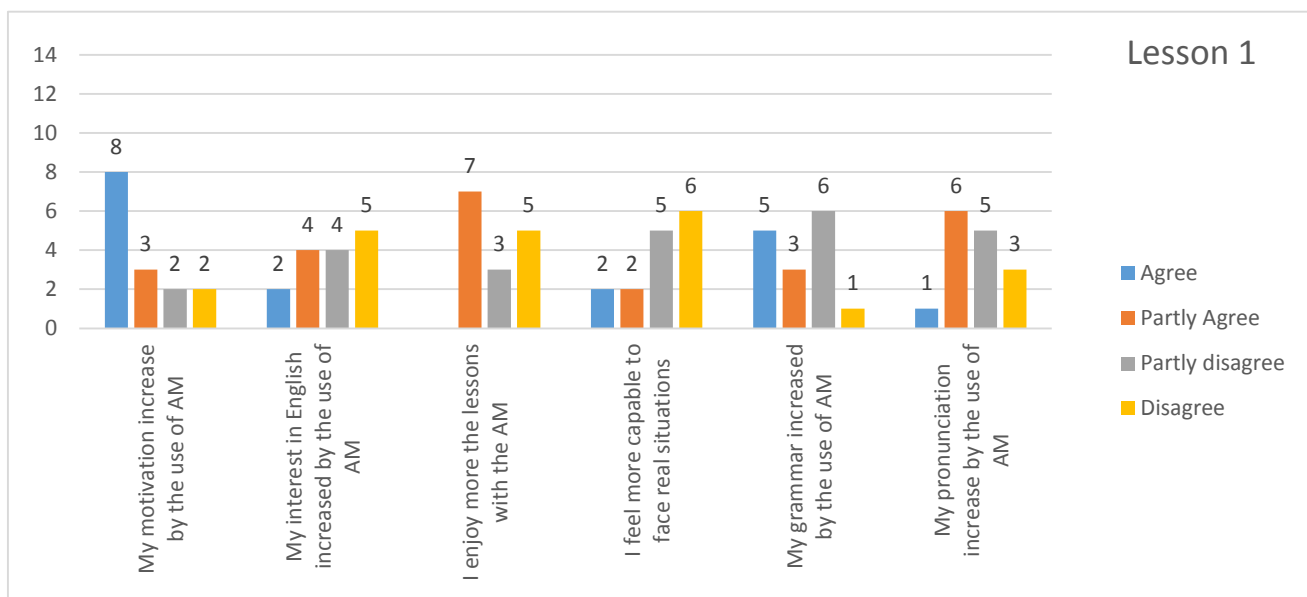


Figure 2. It illustrates the students’ answers of the second instrument of the first class. Source: Researcher’ own creation.

The first figure, which represents the first lesson, obtained low numbers, as it was expected. The blue bars did not get high numbers when compared to the others. The blue bar (agree) is one of the lowest bars compared to the others, because it has low scores in the second, third, fourth, and sixth statements. However, the blue bar has the highest number of all in the first statement, which represents the students’ motivation. Also, it is clear that the first statement has

the most positive numbers in comparison to the other 5, as 8 students indicated agree, 3 partly agree, 3 partly disagree, and 2 disagree. It means that many students felt motivated towards authentic materials since the first class. In contrast, statement number 4 has the lowest numbers of all, since 5 students marked “disagree” and 6 students “partly disagree,” with a total of 11 of 15 students. A lack of practice using authentic materials could be the reason for such a low number. Statement number 3 shows that only 7 students marked partly agree, which is not a bad number, 3 partly disagree, and 5 disagree. In other words, none of them enjoyed completely the first lesson with authentic materials.

Figure 2

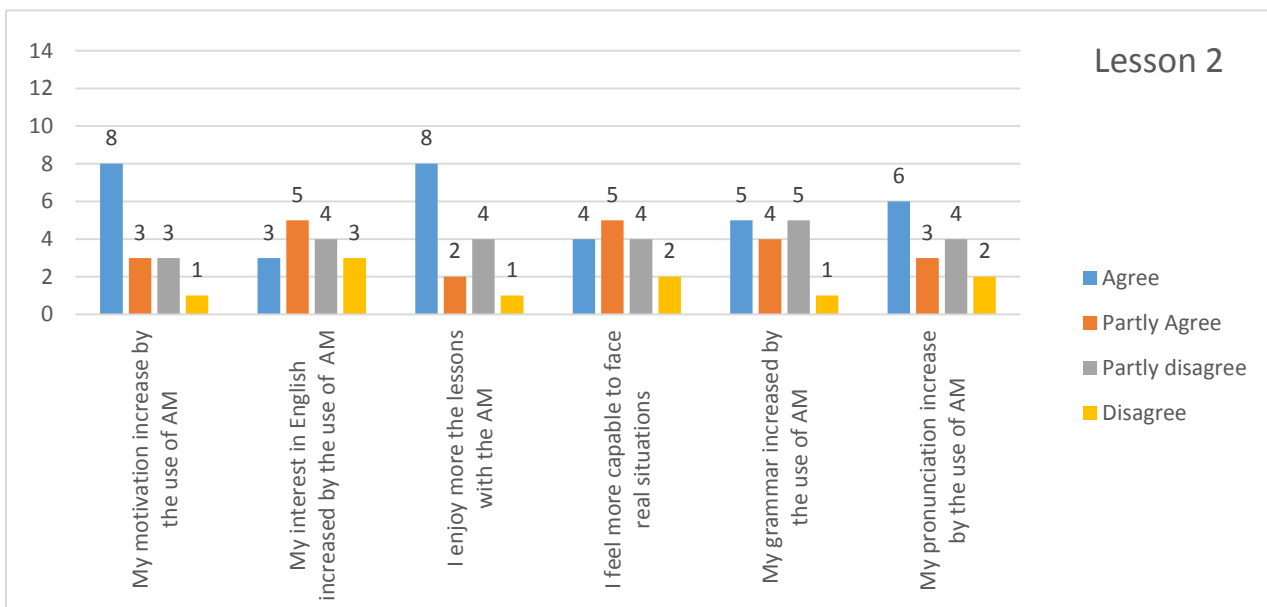


Figure 3. It illustrates the students' answers of the second instrument of the second class. Source: Researcher' own creation.

Figure number 2 presents a slight improvement if compared to figure number, 1 because it was clear since the beginning that the blue bar (agree) increased its numbers in all the statements. The orange bar also had some increase in statements like 2, 4, and 5. The first statement maintained almost the same numbers as in the first figure. However, one of the most

dramatic changes between the second and the first one is statement number 3, as 8 students indicated “agree” against none of the students in the first.

The difference in terms of numbers for this specific statement is evident, so it means that many students changed their way of thinking about authentic materials and enjoyed more the lesson. Nonetheless, the negative number not only decreased in this statement. These negative numbers decreased in general because all the statements presented a slight decrease in the options “disagree” and “partly disagree,” and the statement number 4 showed a dramatic change between the first and second figure.

A total of 5 students expressed that they partly disagree and 6 disagree in the first figure while only 4 expressed partly disagree and 2 disagree in the second. The last option of the figure also showed a betterment, if the results of the first and second figure are compared. Here the option “agree” went from 1 in the first to 6 in the second one; and the options disagree and partly disagree decreased 1 point each. To conclude, this figure presents an improvement in the positive options and a decline in the negative options.

Figure 3

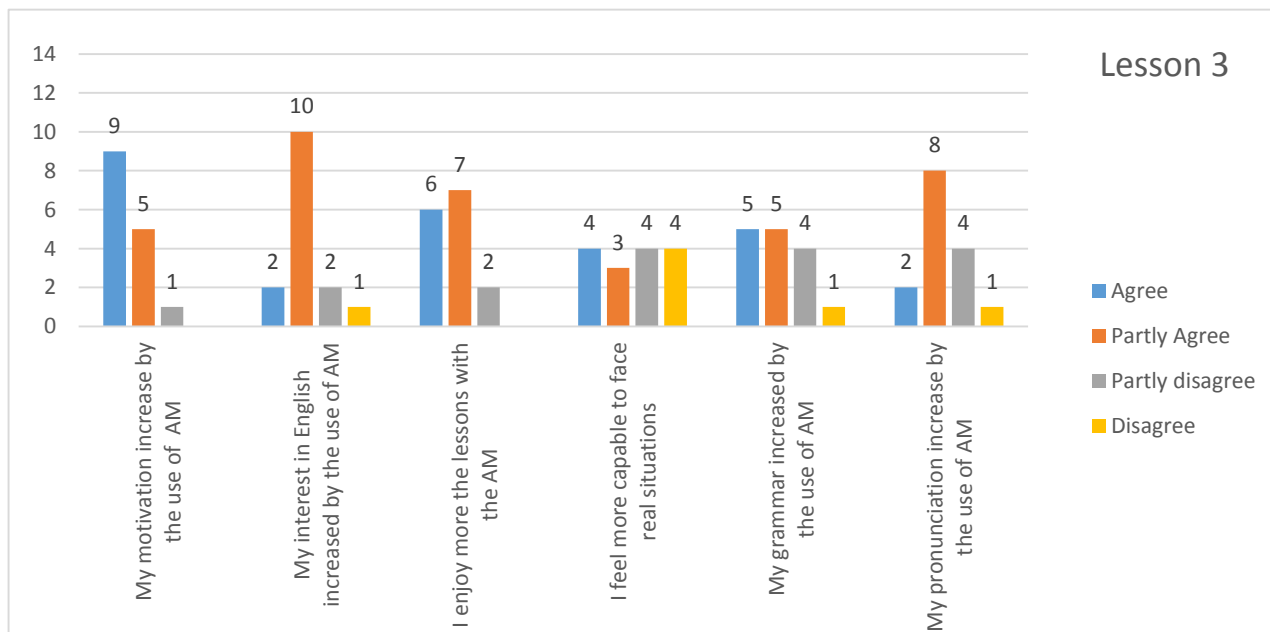


Figure 4. It illustrates the students’ answers of the second instrument of the third class.
 Source: Researcher’ own creation.

As the lessons went by, the progress of the students became more evident in some areas, and this figure is evidence of that. The first statement shows again a great improvement compared to the previous one. This statement shows that 9 students chose “agree,” 5 students “partly agree,” and 1 student “partly disagree” and the option “disagree” disappeared completely, so represents great progress to be only the third lesson. It was evident that the students’ interest and motivation increased with the use of authentic materials in the class. The second option which indicated the interest of the students in the English language also had a substantial increase, due to the fact that the figure shows 2 “agree,” 10 “partly agree,” 2 “partly disagree,” and 1 “disagree.” Moreover, the option “disagree” vanished completely, since only 2 students expressed partial disagreement, and the rest of the learner stated their positivity towards the English language. The statement number 4 presented a small setback compared to the previous one, as the option “partly agree” lost 2 students and the option “disagree” won those two. To conclude, it is evident that the majority of the statements of the third figure continue showing positive numbers.

Figure 4

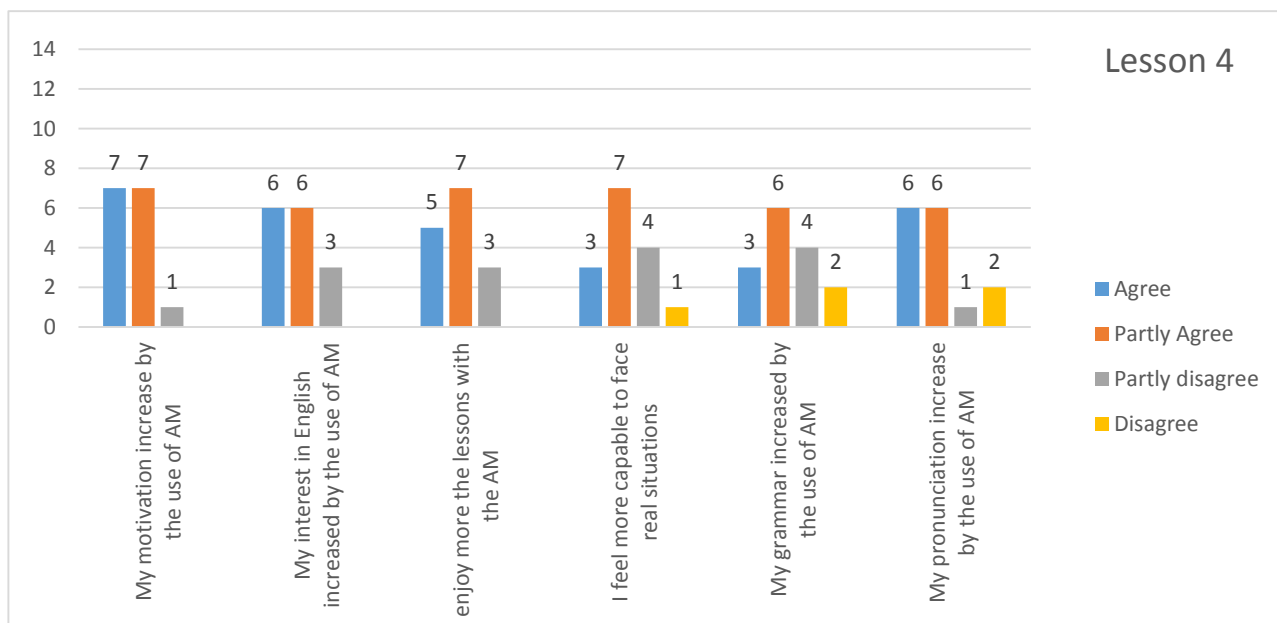


Figure 5. It illustrates the students’ answers of the second instrument of the fourth class. Source: Researcher’ own creation.

The positive numbers are more evident in figure number 4; consequently, there are less negative numbers. When it is mentioned the phrase positive number, it does not mean that the majority of the students marked only the option “Agree.” A positive number means that the options “agree” and “partly agree” got higher numbers than the other 2, which are considered the opposite. The numbers in the current figure are clearly positive, since it is clear a diminution of negative numbers. The statements 1, 2, and 3 do not present any number or score in the option “disagree,” and the ones that show this option do not exceed the 2 points (students). The last statement presents an increase, as the blue and orange bars have 6 students each; furthermore, a bar which also increased its numbers in statement 4 is the orange one, because it changed from 3 to 7 students.

Figure 4

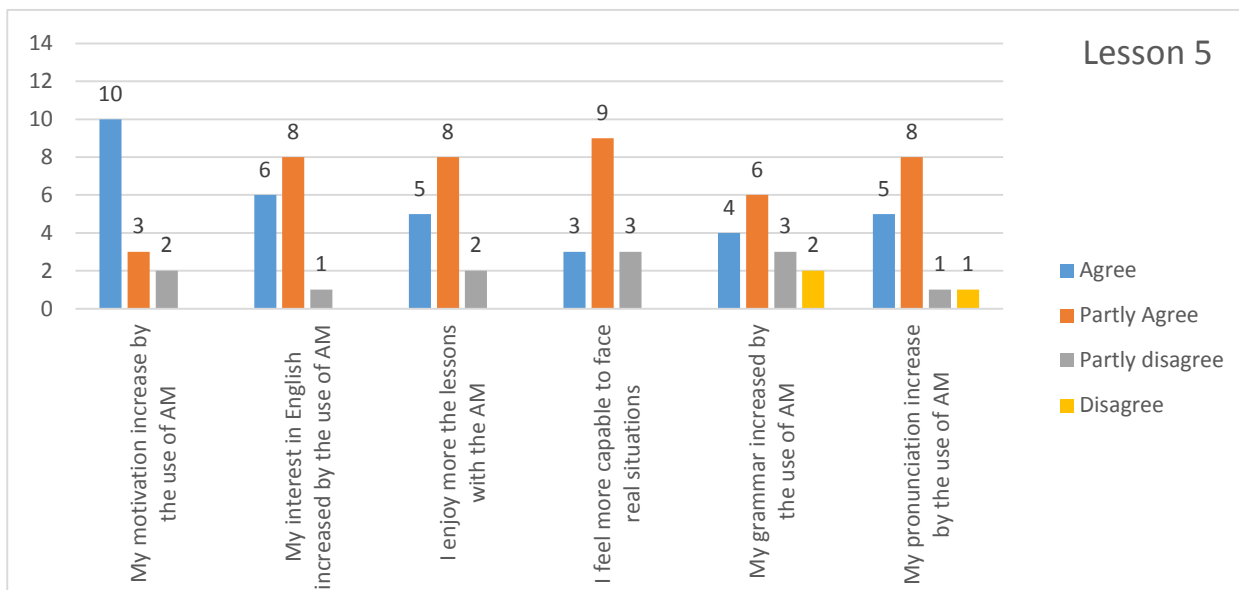


Figure 6. It illustrates the students’ answers of the second instrument of the last class.
 Source: Researcher’s own creation.

There is not much to explain in figure 5 because the increase in the blue and orange bars is evident. If the current figure is compared to the first one, the differences are overwhelming. While the option “disagree” disappeared from the first 3 statements in the previous figure, such

option is not present in the first 4 statements in the figure 5. When it comes to negative numbers, the grey bar is the only one that still remains in all.

The blue bar in statement 1 reaches 10 students, which is one of the highest numbers of all figures. The orange bar in statements 2, 3, 4, 5, and 6 has the predominant position, and it is followed by the blue one. These numbers definitely represented what happened during the last class, as the majority of the students tried to share their ideas during the pre-listening and post-listening and were concentrated during the while-listening stages.

4.1.5 Review Check List

The third instrument used during the investigation was a Students Review Checklist, which was also applied after each lesson. This instrument provided a total of 5 figures, and each is going to be analyzed in general and, then, compared to the others. Likewise, they are going to be analyzed and described as in the same way the other instruments were applied during the process.

The first figure represents the first class using authentic materials; the second one, the second class; and so on. All the figures contain the same 7 statements and each was rated as “agree,” “partly agree,” “partly disagree,” and “disagree,” which are represented with colors. Finally, each statement will be numbered from left to right.

Figure 1

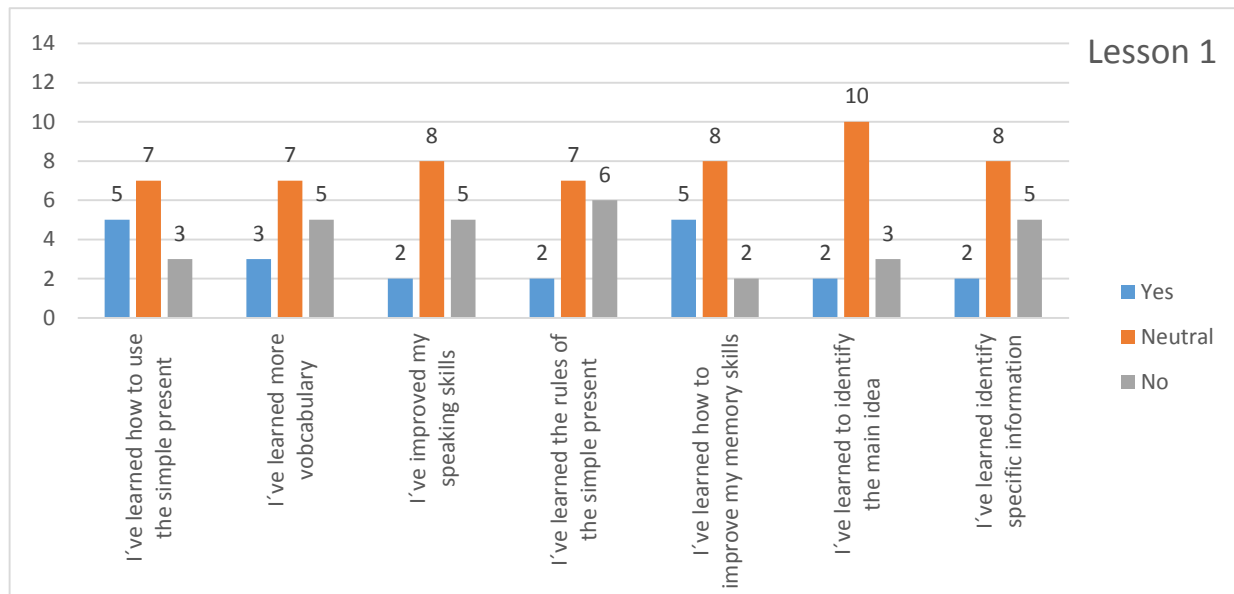


Figure 7. It illustrates the students' answers of third instrument of the first class.
 Source: Researcher's own creation

This first figure contains just 3 colored bars in comparison to the previous one, that presented 4. The blue bar represents the positive results; however, it low result in 5 of 7 statements. It was mentioned, in the previous instruments, that these were not unexpected results because the figure only has 3 options, so it could be the reason. On the other hand, the orange bar is clearly the one that predominates and has the highest numbers in all the statements. This answer “neutral” which is represented by the orange bar could mean that students learned in some degree.

For example, the simple present was reviewed during the first lesson, and the orange bar obtained 7 of 15 students. It means that 7 chose “neutral” because they did not mark the option “no” or “yes.” Finally, the remaining bar is the color grey, and it has second place in areas like vocabulary, speaking skills, rules of the tense, the topic, main idea, and specific information. Finally, the figure shows that statement 5 has the best result, and statement 4 has the worst results. It is expected to have better results in those areas in the next figure.

Figure 2

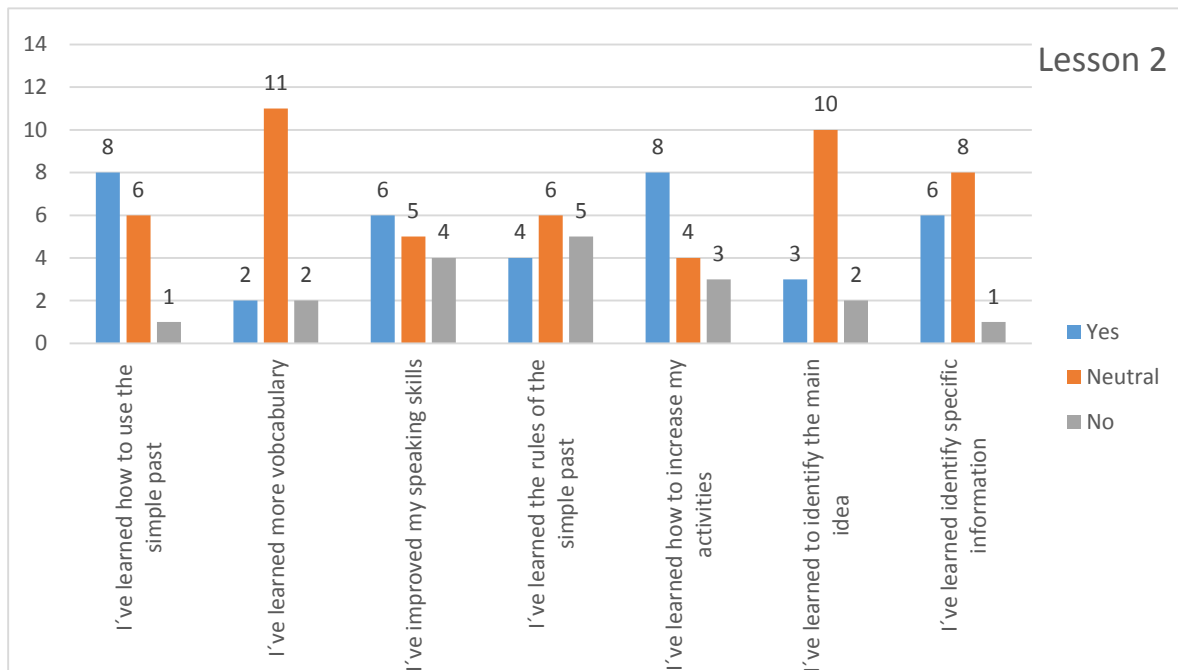


Figure 8. It illustrates the students' answers of the third instrument of the second class.
 Source: Researcher's own creation

It is clear the difference between the first and the second figure of the third instrument. Now, the orange bar is no longer the predominant response of students, since this bar only has higher numbers in statements 2, 4, 6, and 7. In contrast, the blue bar, which did not obtain the first position on the past chart, is now the first position in the statements 1, 3, and 5. The progress of the blue bar compared to the previous one is clear. However, the orange bar still has the highest numbers in the second figure, as it could be appreciated in statements 2 and 6. Also, the negative numbers present a diminution since the answer “No” got a minimum score of 2 and a maximum of 6 in the previous chart. The current figure presents a minimum score of 1 and a maximum of 5 students. To conclude, the actual chart has great similarities with the second figure of the second instrument in terms of progress.

Figure 3

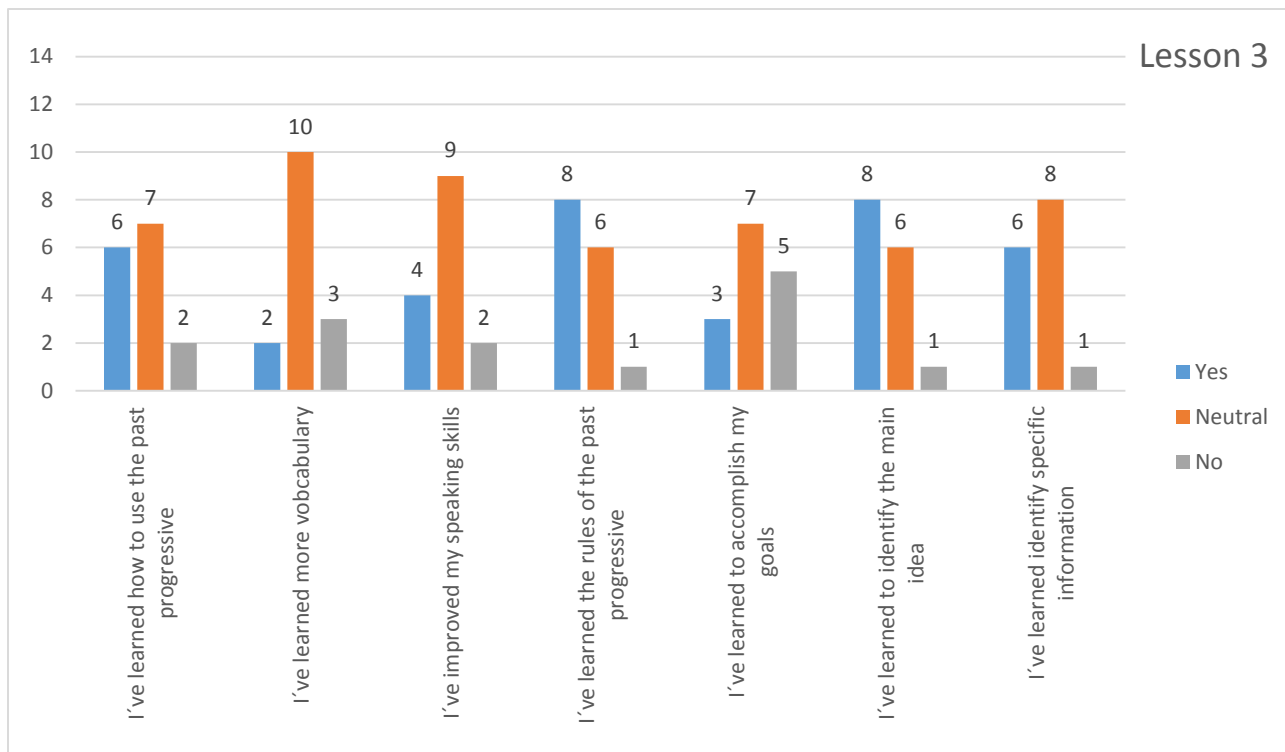


Figure 9. It illustrates the students' answers of the third instrument of the third class.
 Source: Researcher's own creation.

One of the most remarkable things in the current chart is the decrease in the grey bar because it has very low numbers in almost all the statements, except in number 5. It is a breakthrough that students went from negative to neutral or positive responses, as the grey bar of problems 3 and 4 declined. Moreover, the orange bar also keeps the highest numbers in statements 5 of 7. Nevertheless, statement number 4 increased from the first and second chart; as it has a score of 8, which has been the highest number of blue color so far. During the third lesson, many students were not sure if they learned new vocabulary or not as the second statement showed, but in general, the numbers show a little improvement to the previous ones.

Figure 4

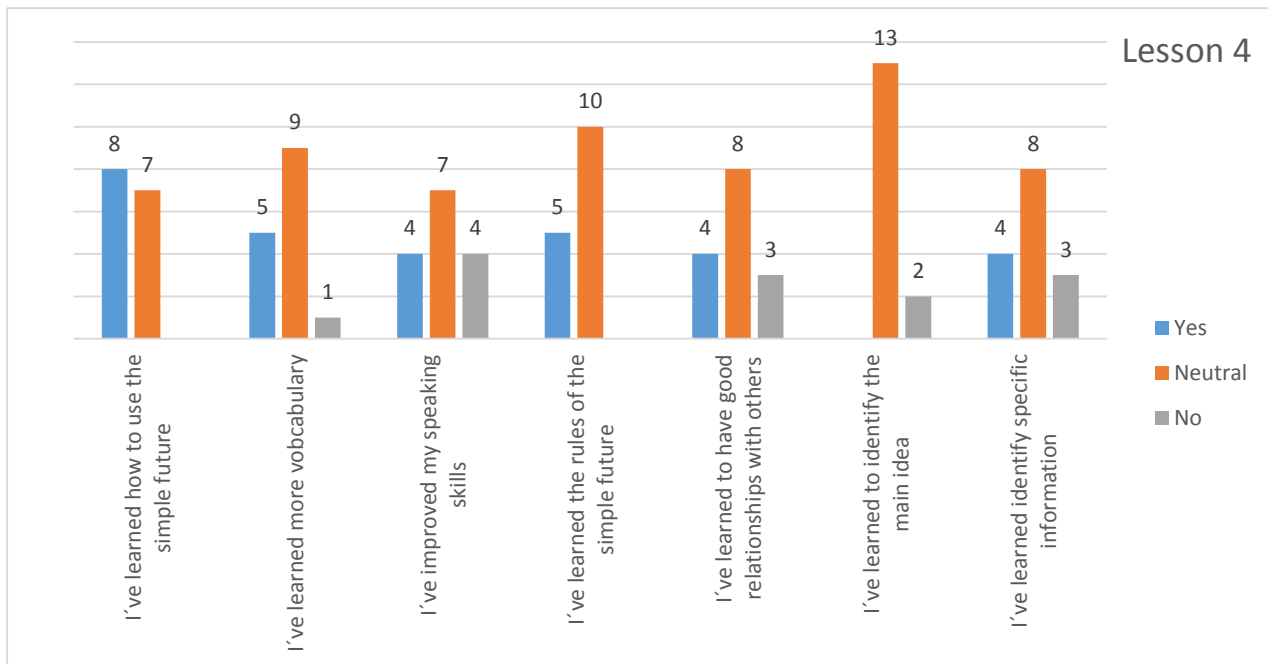


Figure 10. It illustrates the students' answers of the third instrument of the fourth class.
 Source: Researcher's own creation

Figure 4 presents very interesting data, as the first and fourth statement did not present any score in the option “No.” The first statement has 8 “yes” and 7 “neutral,” while the fourth statement has 5 “yes” and 10 “neutral;” therefore, it is the first figure without negative numbers. In contrast, statement 6 does not have any score in the option “yes” and has a massive score of 13 students in the “neutral” option. The reason for such low rating may be the subject of the audio. In this particular class, the audio used was about how people do not have to share their goals with others, and many students misunderstood the main idea of the audio. Finally, it is clear that the orange one has high scores, as well as the grey, so they increased their numbers in statements 2, 3, 6, and 7. The topic used could be the reason.

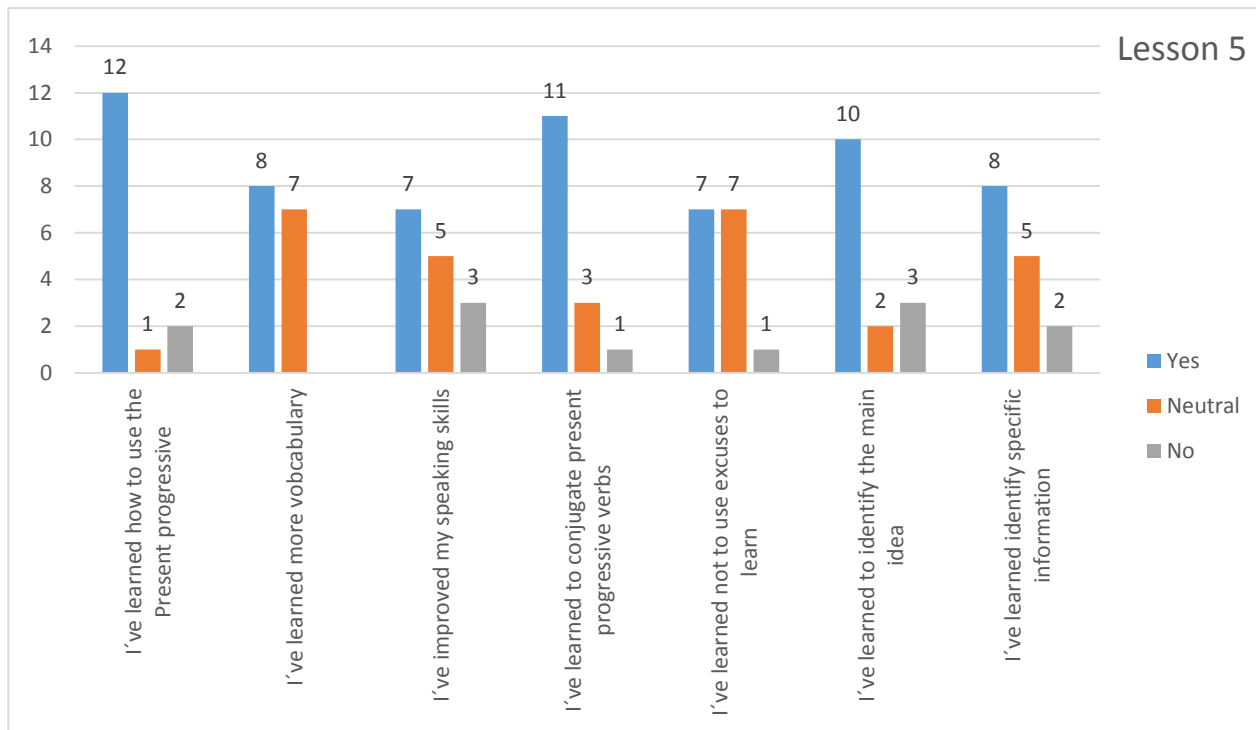


Figure 11. It illustrates the students' answers of the third instrument of the last class.
 Source: Researcher's own creation.

The scores of the blue bar are basically the highest of all the charts of the third instrument; consequently, the orange bar presents significant lower numbers than other figures. Statement number 2 is the only one which presents an absence in the answer “no.” Statement 1 has a massive score of 12 students, who expressed that they learned the present progressive tense; also, statements 4 and 6 have high scores. The reason could be the topic used during the last class, which was about the myths of language learning; therefore, many students were very active producing an exchange of information. The last 2 statements are important because students stated that they were able to identify the idea, as well as specific information from the listening text. The positive numbers of the current figure are more than evident; however, these results are not so unexpected when compared to the results of the first and second instrument.

4.1.6 Oral Exercise Figure

This figure represents the oral presentations of the first and last class, as extra information that was collected during the teaching process. The first and second class represent the general scores obtained by the students in each class, and the rubric used contained 5 statements. Also, it used a score of 1 to 3 points to determine the severity of the problems, where 1 point represents “Needs improvement,” 2 points “Regular,” and 3 points “Excellent.”

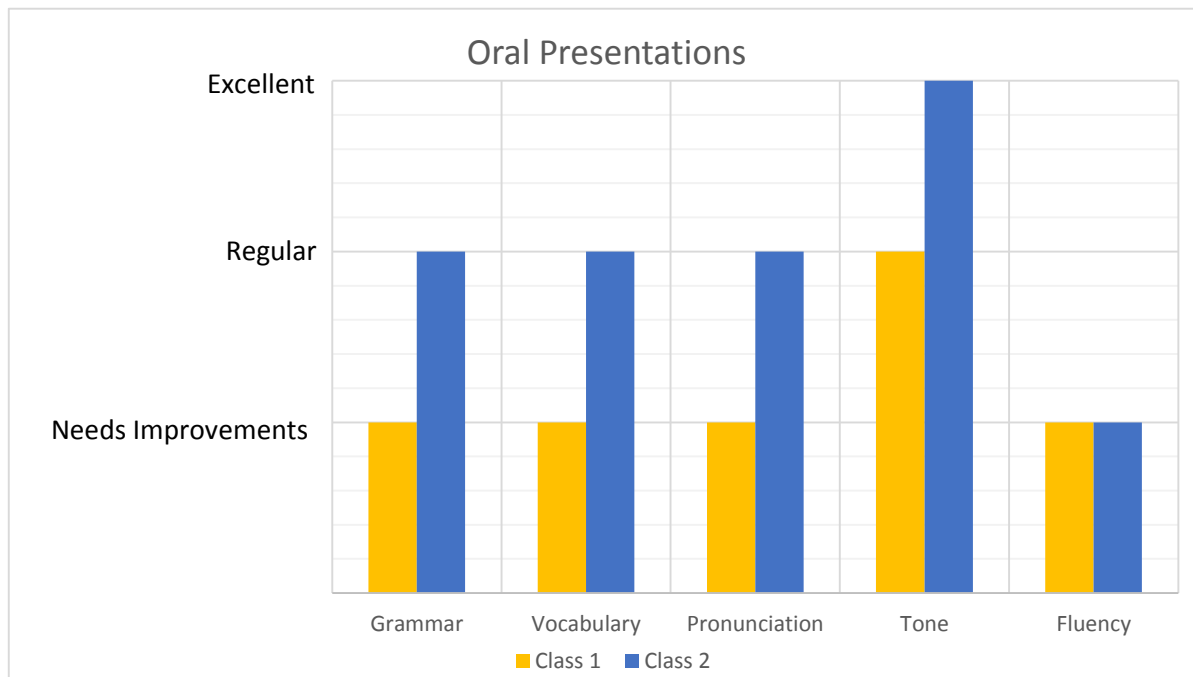


Figure 12. It illustrates the results of the oral presentations performed by students during the first and last class.

Source: Researcher's own creation.

This figure shows a noticeable improvement from the beginning. In the first lesson, students got low scores in 4 of the 5 statements. In other words, statements such as grammar, vocabulary, pronunciation, and fluency obtained scores of 1 point, which is the equivalent to “needs improvements.” Statement 4 (Tone) is the only one that obtained 2 points during the first lesson. The results were expected because many students were not motivated during the first class; as a result, many students were unsure of expressing their ideas thoughts, feeling, etc. In

contrast, students increased 1 point in all the areas. They went from “need Improvement” to “regular” in the 4 statements mentioned above, statement number 4 went from “Regular” to “Excellent.” The results represent what happened during the last class because many students were very active and participated in the lesson.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

It is well-known that everything that has a beginning has and an end, and this is the clearest rule for humans. When an investigation or project is created, it has a specific purpose or reason, and there are many reasons to initiate them; as for example, to know the consequences of something or to establish the causes of a situation or problem. Also, it would not be a reason to create an investigation if answers are not obtained. A research has to follow a certain number of steps that have to be completed in order to reach the last step, which is considered one of the most important. This part are the conclusions.

This specific step or stage of a research is responsible for analyzing and interpreting the information obtained during the investigative process. Once this final information is interpreted, the researcher has all the criteria to establish the success of his work, which could be to find the reasons of something or just to answer a simple question. Also, people have to keep in mind that each investigation has its own results because each of them was conducted under different circumstances.

As a result, the conclusion is critical, as it is the one that gives meaning to an investigation. Conclusions can be considered so important that many other investigations are created to refute the conclusions of another. As the purpose of a conclusion is clear, it is the time to determine the conclusions of this dissertations.

5.2 Conclusion

The main purpose of this investigation was to determine if the listening comprehension could be improved by using authentic materials. Once the data of the instruments were collected, this data was analyzed to determine if the authentic materials were effective or not. The

information collected about the authentic materials through the investigation indicated that they not only had the potential to correct or, at least, to decrease the students' listening problems, but also to improve other areas of the English language. After using these materials, it is possible to conclude that this investigation had positive results; nonetheless, these results are going to be deeply analyzed in the following objectives.

5.2.1 To identify the most useful authentic materials in order to enhance the listening comprehension of students.

As it was mentioned above, it was crucial to identify the most useful authentic materials for students; consequently, the research itself and the observations carried out previously, were fundamental to determine which authentic materials to use in the class. The observations performed and explained in Chapter 4, described the way in which the professor gave her lessons. In addition, it was stated that the professor did not use authentic materials in her class, as she only used graded materials. It was clear that graded materials were not working with the students, since many of them were distracted the majority of the time and expressed their lack of interest, vocabulary, understanding of the listening passage (audio), and others. Therefore, the listening problems were the most notable problems in students.

Consequently, it was clear that authentic materials had to fix those problems. It was indisputable that audio materials were mandatory because the development of their listening comprehension was the main problem. The authentic materials were selected according to problems and attitudes showed previously; since, these materials were selected carefully knowing that a bad choice could not increase the students' listening comprehension. As a result, the researcher was able to determine that the audios had to present a single speaker because audios with multiple speakers could confuse the students and did not increase their listening comprehension. The audios also presented non-complex vocabulary, as well as, a moderate speed

because through the research some students expressed their problems in these areas. Also, the topics of the audios were not related to the MEP's program, since the majority of the students showed a lack of interest and motivation towards those materials. Consequently, the researcher identified that this authentic material should have interesting topics that allowed the exchange of ideas or information. In that way, motivated students could be more motivated by the topics and, thus they would increase their listening comprehension. Finally, it was clear, during the investigation, that there was not necessary to change the audios selected, because the students' listening comprehension increased progressively from the first to the last lesson.

5.2.2 To apply authentic materials in order to improve listening comprehension.

It is true that there is not a perfect material, since all of them have their advantages and disadvantages. However, the application of authentic materials to develop listening comprehension became crucial because of its characteristics. The research used 1 audio per lesson with a total of 5 audios. During the research, most of the students expressed their affinity towards the authentic materials; also, they mentioned that they liked the way in which the materials were applied. They were applied using the 3 stages (pre, while, and post-listening) described in Chapter 2. In summary, authentic materials were applied successfully.

5.2.3 To evaluate the effect of authentic materials on students' listening comprehension.

This last specific objective is as important as the other two; nonetheless, this one is a little bit more relevant. This objective is going to mention the real impact of the authentic materials on students' listening comprehension, as well as other elements that improved during their use. It is true that the listening skill is one of the most difficult skills to evaluate, because it is an internal mental process and the teacher has to use other skills to determine the students' level of understanding of the audio. It can be stated that a professor will never know the real

understanding of the students; in other words, if they have a low level in the other skills, such as writing, speaking or even reading. As a result, it is so important to determine their level in that skills or areas. When the professor has this information, he will have the capacity to know if there is a listening problem or not. This investigation has the capacity to determine the students' listening comprehension, due to the fact that during the observations carried out, it was evident that the listening skills was the main problem of the students. As it was mentioned previously, the professor paid more attention to the other 3 skills than to listening, so this skill was the least developed. It could be said that their other 3 skill (writing, reading, and speaking) were according to their level. The students' motivation was another factor that was observed earlier and it is something to keep in mind.

Once it was defined that the other skills could not affect the results of the investigation process; the researcher could focus on the results or effects of authentic materials in the students listening comprehension. Before analyzing the effect of the authentic materials, we have to remember the meaning of listening comprehension. According to Nadig (2013), "Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented" (p. 1). It can be said that the lack of the listening comprehension happen when there are problems in 1 or more elements mentioned by Nadig.

Now, it is time to analyze the information obtained from the figures and the situations that occurred in class. The instruments of the investigation are clear and precise when it comes to the students' listening comprehension. The figures showed a gradual increase from the first to the last class. There were two main ways used, in this project, to determine the level of understanding of the audios; those were understanding the main idea and identifying specific information of the

listening passage. Listening to the main idea had a great improvement. The instruments' results and the situations showed what happened inside the class, the third instrument indicates that only 2 students understood the main idea of the audio during the first class. When students were asked about it, a couple of students were able to express it, and other students indicated that he only understood some parts of the passage. These results are reasonable because in this first class the majority of the students were not prepared for this type of materials and were kind of distracted. Some of them were using their cellphones or talking with classmates. Other students were paying attention, but they were completely focused. The topic of the listening passage could be another reason that provoked that lack of interest.

The second instrument supported these results because none of the students reported having enjoyed the first lesson. However, some students expressed that they enjoyed the class to some degree. Other students stated that the materials were too difficult, and this could be the reason why the listening understanding was affected. The results of the second and third instrument supported each other, as well as the situations or behaviors in the first class. On the other hand, the last class was completely different because 10 students understood the main idea of the listening passage. The second instrument supported these numbers, again; since, it showed that 5 students enjoyed the class and 7 enjoyed it partially. In other words, 12 out of 15 students, enjoyed the last class. While the instruments are clear in terms of listening development, did something similar happen during the last class?

Well, it could be said that students were completely the opposite to the previous class. They were more concentrated during the entire class, but they were completely focused during the while-listening stage. Students also participated more during the class. It was evident that they talked more and tried to express their thoughts, feeling, etc. The last class was more active,

and students used less their cellphones and tried to follow the instructions, as well. When they were asked about the main idea of the audio, most of them could say what the paragraph was about. It does not mean they understood 100% of the audio, but they were much more able to express the main idea if compared with the previous lessons.

Also, the use of short exercises was another factor that could show their level of understanding. Learners had to complete some short exercises during the while- listening stage. The exercises consisted in the identification of specific information. The main purpose was to determine some sort of listening comprehension, and if students wanted to participate in the identification of the main idea. These exercises had positive results, as well. The figures of the third instrument confirmed an increase of the listening skill because the first week only 2 students were able to identify specific information. In contrast, the last figure of the third instrument showed that 8 students were able to understand the main idea of the listening passage.

The behaviors or situations that happened in the classroom support this increase in the students' listening understanding. In the first class, many students were not concentrated during the while-listening stage, they failed when they were asked about the answers of the practice. Nonetheless, the majority of the students were silent, concentrated during the times the audio was played. When it was time to review the answers of the listening passage, the majority of them were able to provide the answers to the exercise. During the last class, some students were more interested in getting the answers.

Finally, there were other aspects that increased during the use of authentic materials; as for example, the instruments showed that students' speaking skills increased. There is one figure that showed this point. Their motivation and confidence increased, as well because they did not complain about the audios during the last class. They just listened to the audio and tried to complete it while the first class some expressed that the audios were difficult, and it could be a

sign of confidence. Also, the numbers of the second instrument indicated an improvement in these areas.

As a result, it can be established with certainty that the effects of the authentic materials were positive in the 10th-grade students. The students' listening comprehension improved thanks to the authentic materials because the attitudes and behaviors of the students, and instruments reflected these conclusions. This means that authentic materials are a great tool to develop listening comprehension.

5.3 Restatement of the Research Question

There may be cases where there is a need to change or restructure the research question since the project or the results were not the ones expected by the researcher. However, the present investigation obtained positive result towards its research question which was "What are the effects of using authentic materials as a strategy to enhance listening comprehension on 10-grade students at the Liceo Nuevo de Puriscal during the first quarter of 2019?"

It was possible to establish that the effects of the authentic materials were more than satisfactory because the instruments' results and the class situations showed an improvement in students' listening comprehension, which was the principal objective of the current investigation. Hence, it is important to mention that the authentic materials used during the teaching process had other positive effects, as they were analyzed and described during the previous objective. As a conclusion, there is not the necessity to change the actual research question due to the fact that this question was answered in the best way possible.

5.4 Unexpected Results

All or the majority of the investigations could have unexpected results which are simple results or even situations that happened during the investigative process. These unexpected results can range from the simplest to the most complex, and they could affect or not the research.

When they affect the final results of the investigation, it is up to the researcher to decide their level of importance. On the other hand, the investigator can mention them or not if these unexpected results do not affect the main purpose or results of the research. However, the investigator can mention them if he decides that they are essential for similar investigations in the future. Due to the fact that many researchers can continue or create new investigations based on the same subject.

The present investigation obtained some unexpected results, which are very important to mention in this section. One of the most important characteristics of the authentic materials was the motivation which these materials could produce in students; therefore, it was unexpected the consequences that the motivation brought with it. Many students did not want to talk at the beginning, but during the last class, they wanted to participate in the class and exchange information about the topics.

The fourth figure mentioned in Chapter 4 is proof of it because it describes the increase in the students' speaking skill. Also, the third instrument of the investigation shows improvement in this area, even from the students' own perspective. 2 students felt that their speaking skills improved the first class, while 7 expressed the same during the last class. Finally, it is established that authentic materials are a great tool if used and exploited in the best way possible.

5.5 Recommendations

Most of the investigations have recommendations, as it happens with unexpected results. Consequently, this section is important for future investigations. Here, the researcher can mention things that he could not apply during his work or things to improve future investigations on the subject. The investigator can even go further and propose variations or different approaches to his work. The present investigation has some recommendations for future investigations, which are going to be listed below.

The lessons of the present investigation had a duration of 40 minutes, where the teacher applied the pre, while, and post-listening stages; also, the investigator created and applied the lesson without any inconvenience. However, the first recommendation is to take more time to create a listening lesson because most of the time 40 minutes are not enough to use activities that need more time or to repeat the audios various times. Accordingly, the teacher has to limit his activities. If the previous recommendation is followed, there is the possibility to use bigger activities, so the students can exchange information about the topic. For example, debates, role plays, and even dramatizations; as these type of activities could create more dynamic lessons.

In addition, it is recommended to extend the number of lessons. As it was mentioned before, this research was applied in a total of 5 lessons. It is recommended to extend the number to 10 or more lessons, due to the fact that the researcher can recollect more data to have more solid conclusions. If the researcher extends the number of lessons using authentic materials, he will know how much the students' listening comprehension increased or not after the 5 lessons. The researcher recommends using authentic materials to develop other skills due to the fact that authentic materials are not only related to the listening skill, and they have the potential to develop others.

The investigator mentioned in Chapter 2 that there are 2 types of authentic materials, which are written and audio. Therefore, the written material could be used to develop the students' reading skills. In addition, there is the possibility to use the scripts of the audio to develop this skill, as well. These written materials can be used to develop the punctuation, grammar (tenses), analytical thinking, and vocabulary. This given that vocabulary is one of the most important aspects when it comes to listening comprehension. A student without vocabulary, is a student that will have problems with the English language in general.

Moreover, it is recommended to use authentic materials to develop the reading skill considering the fact that these materials obtained a positive result during the listening comprehension research. This recommendation is given, since the written and auditory materials share similar characteristics. Another recommendation is to use authentic materials to develop the students' vocabulary due to the fact these materials contain vocabulary that normally does not appear in graded materials. The professor can develop specific vocabulary about a topic if the material and the activities are chosen carefully.

Finally, it is recommended to use realia as a complement to the listening lessons; as this could be a great tool to develop the vocabulary of the students, as it was mentioned during Chapter 2. Realia could be used during the pre-listening stage to develop the vocabulary that will be in the audio, and it can also help to activate the students' background knowledge and increase their motivation. Also, realia could be used during the post-listening stage to create activities as role-plays.

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[ebook/dp/B06XQC1LT8/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr](https://www.amazon.com/Authentic-Materials-Myths-Appling-Classroom-ebook/dp/B06XQC1LT8/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr)

Annexes

Carta de Aprobación del Tutor

San José, 25 de marzo de 2019

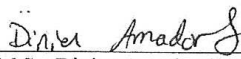
Señores.
Departamento de Registro
Universidad Internacional de las Américas

Estimados señores,


Por este medio notifico formalmente que el trabajo final de graduación de la estudiante Alfonso Josué Agüero Núñez, cédula 1-1452-0080, titulado: *The effects of using authentic material as a strategy to enhance the listening comprehension on 10th grade students at Liceo de Puriscal during the first quarter of 2019*, cumple con los requisitos para la defensa final. Hago constar que he revisado y aprobado el documento con nota de 97, considerando los siguientes criterios establecidos en el Reglamento Académico de la Universidad:

Criterio	Calificación asignada	Calificación asignada	Calificación obtenida
1.	Cumplimiento de entregas de avance	20%	19%
2.	Coherencia entre los objetivos, los instrumentos aplicados y los resultados de la investigación, proyecto o práctica.	30%	30%
3.	Relevancia de las conclusiones y recomendaciones o del producto final del proyecto o práctica	25%	23%
4.	Calidad y detalle del marco teórico	25%	25%

Sin otro particular se despide,


M.Sc. Dinier Amador Serrano
304450353


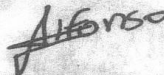
Número de Cédula: 1 1452 0080
Fecha de Nacimiento: 24 12 1990
Lugar de Nacimiento: CARMEN CENTRAL SAN JOSE
Nombre del Padre: MAURICIO JOSE AGUERO ALDANA
Nombre de la Madre: MARIA ISABEL NUÑEZ NUÑEZ
Domicilio Electoral: SANTIAGO PURISCAL SAN JOSE
Vencimiento: 07 02 2028 Sexo: M



000755716

REPÚBLICA DE COSTA RICA
Tribunal Supremo de Elecciones
Cédula de Identidad

1 1452 0080




Nombre: ALFONSO JOSUE
1º Apellido: AGUERO
2º Apellido: NUÑEZ
C.C.

Declaración Jurada

Yo Alfonso Agüero Núñez, mayor de edad, portador de la cédula de identidad número 1-1452-0080 hago constar por medio de este acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Calificador de mi trabajo de investigación para optar por el grado de Bachillerato, en Inglés juro solemnemente que mi trabajo de investigación titulado: *The effects of using authentic materials as a strategy to enhance the listening comprehension on 10 grade students at the Liceo Nuevo de Puriscal during the first quarter of 2019*, es una obra original e inédita que ha respetado todo lo preceptuado por las leyes penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; Artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que pueda considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 29 días del mes de marzo de 2019


1-1452-0080
Firma y cédula del estudiante

Tribunal Examinador


Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en Enseñanza



M.Sc. Dinier Amador Serrano
Tutor



M.Sc. Yanith Delgado Chacón
Lectora



M.Ed. Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés

Carta de la Directora de Carrera

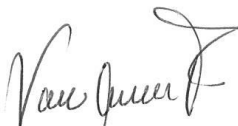
San José, 25 de abril de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

La suscrita M.Ed. Vanessa Muñoz Ruiz, Directora de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Alfonso Agüero Núñez, portador de la cédula de identidad no. 1-1452-0080, que ha titulado: *The effects of using authentic materials as a strategy to enhance the listening comprehension on 10 grade students at the Liceo Nuevo de Puriscal during the first quarter of 2019.*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.Ed. Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés

Carta del Lector

San José, 25 de abril de 2019

Máster
Vanessa Muñoz Ruiz
Directora de las Carreras de Inglés y Enseñanza del Inglés
Universidad Internacional de las Américas

Estimada señora:

El estudiante Alfonso Agüero Núñez, portador de la cédula de identidad no. 1-1452-0080, ha presentado para su lectura y corrección de estilo la tesina denominada *The effects of using authentic materials as a strategy to enhance the listening comprehension on 10 grade students at the Liceo Nuevo de Puriscal during the first quarter of 2019*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,


M. Sc. Yanith Delgado Chacón
Lector (a) de Tesis

Carta del Revisor

Miércoles, 3 de abril del 2019

Máster

Vanessa Muñoz Ruiz

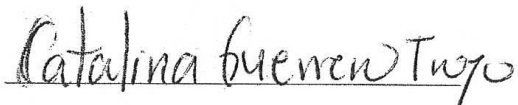
Directora de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimada señora:

El estudiante Alfonso Agüero Núñez, portador de la cédula de identidad no. 1-1452-0080, ha presentado para la respectiva revisión la tesina denominada *The Effects of Using Authentic Materials as a Strategy to Enhance the Listening Comprehension on 10 Grade Students at the Liceo Nuevo de Puriscal During the First Quarter of 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo
Cédula: 1-1012-0519



Universidad Internacional de las Américas Código de Ética

La suscrito **Alfonso Agüero Núñez**, número de carné: **1-1452-0080** graduado del grado de **bachiller en la enseñanza del inglés** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Alfonso Agüero Núñez

1-1452-0080