

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FAREM – MATAGALPA



**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**
UNAN-MANAGUA

Departamento de educación y humanidades

GRADUATION SEMINAR

**Submitted to the National Autonomous University of Nicaragua as a requirement for
Bachelor's Degree in English teaching**

General topic:

Instructional Approaches for TEFL Success in Matagalpa's Primary and Secondary
Education, II Semester 2023

Specific topic:

Implementing Authentic Material to Enhance Reading and Listening abilities in English
Language Instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023

Authors:

- Daniela Verónica Vega González
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Tutor:

MSc. César Enrique López Soza

Matagalpa Nicaragua, December 2023

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ENDORSEMENT LETTER



UNIVERSIDAD
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“2023: Seguiremos Avanzando en Victorias Educativas”

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por las Bachilleres **Daniela Verónica Vega González, carnet número 19608278, y Madalayne Elena Oporta Flores, carnet número 19608432**, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: **Implementing authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, Matagalpa, II semester, 2023** responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. César Enrique López Soza
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ABSTRACT

The implementation of authentic material in English instruction has been significant for fostering students' reading and listening skills, providing benefits for both teachers and students. Certainly, the selection of authentic materials in English language in some studies often present a challenge, particularly in ensuring that the chosen materials align with the needs and proficiency levels of the students. One common struggle is striking a balance between authenticity and complexity. Authentic material, such as real-world texts, can sometimes be linguistically demanding, posing a potential barrier for learners with lower proficiency levels. Researchers must carefully curate material that are authentic yet accessible, taking into account the linguistic complexity and cultural relevance. In this research, a sample of 30 7th grade students from the Colegio Público Solingalpa was taken, where a survey was applied to them and an interview with the teacher, in the same way, an observation guide and three diagnostic tests were carried out in order to collect data. As result, the data derived from employing the tools aligned with the research objective, identifying and implementing authentic material tailored to the students' needs and English proficiency level. This demonstrated a noticeable enhancement in their English listening and reading skills during the three cycles, applying the diagnostic tests and giving feedbacks. Teachers have the opportunity to integrate authentic material alongside traditional resources to aid in acquiring the target language developing more structured lessons and making the language learning more engaging and relevant, fostering a deeper connection between language and real-world communication.

Key words: Authenticity, English instruction, acquisition, material, Listening and Reading abilities.

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I. INTRODUCTION

“Bringing the real-world into the classroom”, Imagine a classroom where textbooks are replaced by the real, where every word carries the weight of authenticity, Wouldn't it be great to enhance your reading and listening abilities through your favorite songs, websites, magazines or movies? Welcome to the revolution in English instruction. Newspapers, magazines, brochures, movies and songs are authentic material that are not specially prepared for pedagogical purpose. The material can be challenging and interest for students where it is inline nowadays, authentically the student can interest to learn with authentic material.

This research deals with implementing authentic material to enhance reading and listening abilities in 7th grade students from Colegio Público Solingalpa, this study was carried out in order to deepen the implementation of authentic material in this abilities. Authentic material is different from traditional text books since they can be boring and overwhelming for most of the students. Some of the most important characteristics of authentic material are, high level of interest, real-life English, motivating, and the fact that is popular and available so you can find it easily.

The problem address in this research focuses on that despite involving children from an early age with English in schools and academies in this country, not many are successful and learn the language as the teaching methods and what they teach are often far from reality, what is called academic English, those involved learn long lists of vocabulary but do not know how to put it into practice in a real context, so what must be changed to succeed? Understanding the best ways to learn English can solve this problem in education and help students know how to get started and get into the language. It is believed that reading and listening skills are the most essential to start studying a second language because they are considered input skills to then carry out the production and development of output skills (speaking and writing). Therefore educators should provide students with material that develops these skills to subsequently see results.

Various studies have been conducted into authentic material in English instruction: In Makassar, Indonesia (RUSTAM, 2019). In thesis entitled: “The use of Authentic Material to Improve Students’ Reading Comprehension (A Classroom Action Research at the Tenth Grade of Man 3 MAKASSAR)”. The general objective was: To improve the students’ reading comprehension through the use of authentic material, specially focusing on literal comprehension and interpretive comprehension...He concluded that, the use of authentic material was significant in improving the students’ reading comprehension in terms of literal comprehension and interpretative comprehension. The main score of the students’ reading comprehension improved from fair to good after the implementation of the authentic material. The students’ reading comprehension was achieved through a classroom action research, concluded in two cycles of eight meetings.

In Estelí, Nicaragua (Calderon et al., 2017). They investigated in their study called: “Effectiveness of Real-Life based Passages on the Development of Reading Comprehension in tenth Grade Students at the “National Institute of Palacagüina Rodolfo Castillo”. The general objective was: To evaluate the effectiveness of real-life based passages in improving reading comprehension...The conclusions indicate that, the use of real-life based passages as authentic materials is significant to the personal and cognitive development of learners of a second language. The use of authentic materials along with engaging teaching strategies will result in significant learning of the language, particularly in the enhancement of the reading skill. The students' self-taught knowledge and their interest towards the class are extremely important for improving their reading skill.

In Sébaco, Matagalpa (Mairena et al., 2016). Inquired about “How the Use of Realia Contribute to the Student’s Motivation in the English Learning Process at a High School Level in The National Institute of Sébaco during the II Semester, 2015?” The general objective was: To determine how the use of realia contributes to the students' motivation in the English learning process... The conclusions alluded that, the use of realia can contribute to the students' motivation in learning English. Realia, which refers to the use of authentic materials in the classroom, helps to create a meaningful learning experience and captures the attention of the students, thereby increasing their motivation. The research also highlights the

importance of motivation in the success of language learning and suggests that the use of realia can be an effective strategy to enhance students' motivation in the English learning process.

Previous studies have shown that effective material enable reading and listening abilities development and create conditions in which students do not hesitate to speak English. However, all these investigations encourage teachers to continue investigate authentic material that support the students' learning process, as was carried out in the Colegio Público Solingalpa , and how these authentic material can develop the reading and listening abilities at these ages.

The main purpose of this research is to analyze the implementation of authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Publico Solingalpa, II semester, 2023. Similarly, the specific objectives of this research were focused on, Identify authentic material to improve reading and listening abilities in English language instruction, Explain the benefits of authentic material to acquire reading and listening abilities in English language instruction and Implement authentic material to reinforce reading and listening abilities in English language instruction.

In order to carry out this study, was used the mixed method, the type of study is focused on the participatory action framework of the study, according to the objectives and the depth level this research is cross-sectional since it is carry out at a specific time and in a unique place. In Solingalpa during the II semester of 2023, Theoretical and empirical methods was implement to the analysis of important date, making generalizations from the information and the instruments that may use to meet the objectives of this research are based on observation.

Students of 7th grade A of Colegio Público Solingalpa was taken as population and sample with a total of 30 students, an observation guide was applied to observe the use of authentic material in the classroom, a survey was applied to obtain quantitative data regarding

authentic material, also an interview was applied to the teacher to gather data about the research variables, in addition three diagnostic tests were applied to check the effectiveness of authentic material in the classroom.

II. JUSTIFICATION

While textbooks can provide a foundation for language learning, they may not fully prepare learners for the challenges of communicating in real-life situations. Introducing authentic material into the classroom, students learn the language as it is spoken in the real world, while with materials with didactic fines lose authenticity. For this reason, it was chosen the research topic “Implementing authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023

(Nunan, 1999) mentioned that “learners should listen and read authentic data as much as possible in order to prevent difficulty in their learning task”. The implementation of authentic material in the English language lies in its ability to prepare students for real-life situations. As the world becomes increasingly globalized, proficiency in English becomes more important. By improving students reading and writing skills, students have the opportunity to access information and opportunities in the globalized world.

Considering the importance of using authentic material in reading and listening abilities, by improving the quality of education, this may contribute to the socio-economic development of the community to which the students belong. This research aims to analyze the implementation of authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023.

Using authentic material, students can interact with the English language in a more realistic and contextualized way. This allows them to develop a deeper understanding of the language and fill in any gaps in their knowledge. In this way the student is motivated to contact with the language as well as with the outside world.

The evaluation of the effectiveness of authentic material compared to traditional materials, the influence on student motivation and engagement. This research could enrich

the understanding and improvement of the teaching of English, benefiting educators and students in the same way. On the other hand, the strategies used in the implementation of authentic materials can be adapted and applied to other similar educational contexts. This allows the benefits of the research to spread to other environments and contribute to the advancement of English teaching in general.

Finally, the expected benefits of this research are focused on showing the teaching staff of this school the impact that the use of authentic strategies have on reading and listening skills in the development of students, likewise it is intended to give recommendations on new authentic material, thus benefiting the determination and improvement of teaching systems and even greater language proficiency by students in the real world.

III. OBJECTIVES

Aim

To Analyze the implementation of authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023

Objectives

- 1.** To Identify authentic material to improve reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023
- 2.** To Explain the benefits of authentic material to acquire reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa , II semester 2023
- 3.** To Implement authentic material to reinforce reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa , II semester 2023

IV. THEORETICAL FRAMEWORK

4.1 Authentic Material

4.1.1 *What is authentic material?*

(Ellis & Johnson, 1994) Stated that authentic material is any kind of material taken from the real world and not specially created for the purpose of language teaching. It can be text, visual or audio material, it can be real such as tickets, menus, map, and timetables, or it can be an object such as product, equipment or models.

In other words, the word authentic is something that is real and has to do with the environment where we live and communicate, therefore authentic material is any material that comes from a site in its original language and has been created for that specific population.

Using authentic material in language teaching helps students connect with the real world and develop more authentic communication skills. For example: by using this type of material, students can see how language is used in real contexts and practice reading and listening in a more authentic and meaningful way, such as: a newspaper article, an email, recordings of interviews and products like food, tools or toys.

4.1.1.1 Features. (Authentic Materials: Towards a Rational Selection and an Effective , 2009) Explains that there are specific characteristics that differentiate authentic materials from non-authentic ones, presented below:

Table 1. Specific characteristics that differentiate authentic material from non-authentic material.

AUTHENTIC MATERIAL	NON-AUTHENTIC MATERIAL
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: elision	Carefully articulated pronunciation
Variety of accents	Received pronunciation
Any grammatical structure natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restructuring in longer more complex sentences	Grammatically correct sentences
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

As explained above, there are certain features that define an authentic material and it has to be taken into account when learning English in a natural way that only authentic material can offer like: variety of accents, colloquial language, natural intonation and others.

These characteristics of authentic material reflect aspects of natural speech and can be useful for getting familiar with real language for example: Natural speech can be fast or slow, depending on the speaker and the context, in an informal conversation among friends,

it is common for the delivery pace to be faster than in a formal presentation; Authentic speech can have different regional or international accents such as British accent and American accent; speakers may include expressions and informal and colloquial vocabulary, example: “what’s up?” instead of “How are you?”; and also the omission of sounds or words, to occur in certain situations like: “I’m gonna” instead of “I am going to”.

4.1.2 Why Authentic Material?

4.1.2.1 High level of interest.(Martinez, 2002) Said that Using authentic material in English language environments engage both the learners’ and teachers’ attention in the language being taught. They have a high interest value because of their relevance to the real world, keeping the students informed about what is happening in the world they live in. So, it can be said that they have an intrinsic educational value.

Authentic material arouses the interest of the students as well as the teacher, since they can learn by researching things they are interested in about the world in an intrinsic way and the teacher can assign tasks according to what they like.

In summary, using authentic materials in English language teaching provides a valuable educational experience by engaging learners and teachers, fostering interest and relevance, and promoting the application of language skills in real-world contexts. For example: Students can listen to a podcast about the space, watch a film, news about people they admire or just listen to your favorite song.

4.1.2.2 Popular and Available. The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practice English in their own time. Remember that it isn’t limited to articles from newspapers and magazines. Songs, TV programs and films, radio and podcasts, leaflets, menus – anything written in English constitutes authentic material. (Languages, 2023)

In a few words, students and teachers should not worry about where to find authentic material as it takes just one click on your computer or phone to start learning new things about the English language, in addition it is something that suits your lifestyle and for as long as you want.

In short, this type of material is available everywhere which is easy to find and affordable for everyone from where we are just take advantage of the tools you have such as: Google, YouTube, Songs, and others.

4.1.2.3 Real-life English. (Connects, 2023) Affirmed that authentic material provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives. The rich language found in authentic materials provides a source of input language learners need for acquisition.

This kind of material shows the real world and how native speakers communicate in their daily lives which is essential for language acquisition and developing the input abilities of the students of the English language.

In summary, to acquire a language you must have contact with sounds and language writing, and this can only be achieved with the help of authentic material. A good way to practice both input skills is listening to your favorite song and at the same time reading the lyrics in the original language.

4.1.2.4 Motivating. Based on (Sample, 2015) the participants's motivation increases with a certain authentic material. Further video clips are favored by the participants and it considerably raises their motivation. Such situations happen because the

authentic material provide interesting encounters with the target language and provide an escape from materials repetition.

As previously mentioned, Students get bored when it comes only to repetition materials, in contrast to this, he states that authentic material like short videos increase student's motivation since it serves as a time of rest from long tasks and at the same time they may be learning without so much pressure.

Students' motivation increases when they are exposed to authentic material. Video clips, in particular, are preferred by the participants and have a significant impact on their motivation. For example, let's say a group of language learners is studying English. Instead of using traditional textbooks or artificial dialogues, their teacher decides to show them a video clip of a native English speaker having a conversation with someone. The participants find this video clip engaging because they can observe the natural flow of the language, see non-verbal cues, and experience real-life situations. This exposure to authentic material sparks their interest, making them more motivated to learn and practice the language.

4.1.3 Benefits of authentic material

4.1.3.1 Connection with the culture. (Ekawati, 2019) Defined that, Language and culture are closely related with each other. Language is a part of culture and plays an important role in it. On one hand, without language, culture cannot be transmitted. On the other hand, language is influenced and shaped by culture. Language and culture interact with each other and the understanding of one influences the understanding of the other. In the teaching of English as foreign language, we can find that the materials, especially authentic material, often have much cultural content that is closely related to the knowledge of American and British culture, society, and economy. If students lack this kind of knowledge, there will be difficulties in their ability.

Therefore, if you do not know the culture of a population, you cannot be able to fully understand a language as these two are linked to each other and it should be noted that this can only be achieved by having a close relationship with people, in Spanish – speaking countries this gets a little difficult is why authentic materials are important for the complete understanding of a language as there are many phrases that are not understood literally but possess a cultural meaning.

In relation to the above can be said that, culture influences and shapes language, therefore if students lack this knowledge they may face difficulties in their ability to understand, authentic material help to learn this naturally, but in turn teachers can give them key points to effectively exploit this material, for example:

Introducing background knowledge: Some authentic material are too culturally based, thus not easy for students to understand. It is better for teachers to introduce some background information before starting the class activities. For example, if what the students are going to discuss is a piece of BBC news, the teacher had better explain the names of countries, places, people's names and ages that appeared in the news.

Explaining idioms: Idioms are important in any language and culture. They are often hard to understand and hard to use appropriately. It is usually impossible to understand them without the context. Some English idioms have meanings much far more than the literal meanings. Authentic material are likely to contain many idioms, especially in movies. The teacher should explain the idioms and ask students to accumulate them. Students can benefit from this in the long run.

Encouraging students' self-learning Time in class is limited. Teachers' teaching is just one of the learning resources for the students. Teachers should raise students' cultural awareness, and encourage them to learn the target culture by themselves.

4.1.3.2 Hone critical thinking. (Peacock, 1997) Critical thinking skill has become a buzz word in the field of education. It is a multi-step process in which students can analyze and reflect on new knowledge and integrate into existing knowledge. One method for developing critical thinking skills is using authentic material in the classroom. It includes newspapers, magazines, films, brochures, advertisements, literature etc. By using authentic materials students will get a real-life experience and they can understand language deeply and in a broader base. It helps students to learn a target language which is used in daily life. “Authentic materials provide valuable support (creative approach to teaching) and can be used for a specially designed curriculum. They are a bridge between the classroom and the real world”

In short, critical thinking makes us able to inquire about what is happening, and to share our knowledge and beliefs, for this reason it is important to develop this skill when learning a language to achieve communication effectively and know who we are, and the potential that we have, something that is achieved with the use of authentic material since it allows us to debate on real issues and make known our point of view to the world.

Analyzing and reflecting on our knowledge is something that critical thinking allows us and that for speakers of two or more languages it is necessary to have a complete command of the language, through the authentic material participants have the opportunity to discuss about real-life and share it widely with others.

4.1.3.3 Improved communication skills. Incorporating authentic material into language learning, ESL Teachers expose learners to genuine language usage, cultural nuances, and situational context. This exposure helps learners develop practical communication skills, as they learn how to navigate real-life conversations and comprehend various registers and accents. (Settings, Using Authentic Material to Enhance English Speaking Skills: A Guide for ESL Teachers and Learners in Online, 2022)

Which means that, by being exposed to authentic material, students better develop their Speaking skill since the brain registers the sounds in a way that improves Fluency in expression, getting to understand better with others without thinking about what is said.

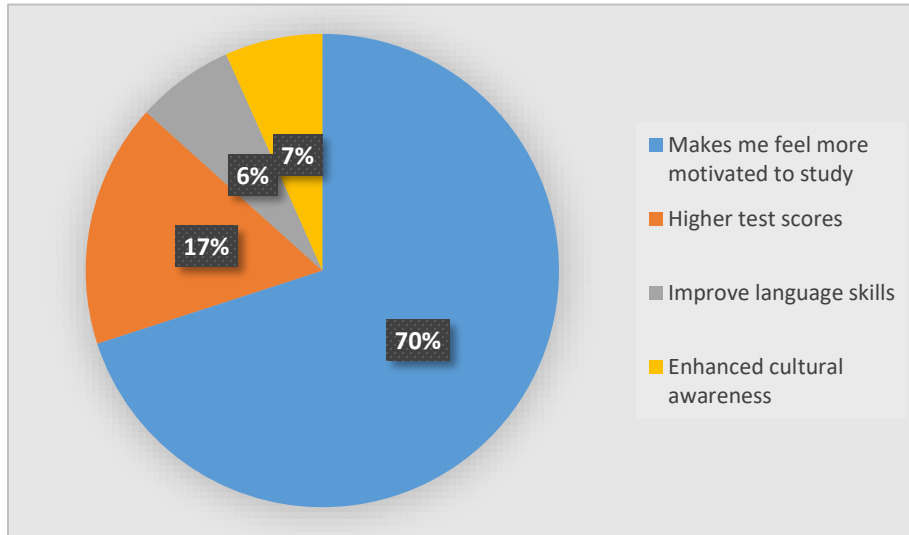
To effectively speak a second language depends on how much real English it consumes, when using these materials registers vocabulary, sound and accents naturally which makes it easier for Spanish speakers for Example: may be easier to answer to a native speaker a person who is used to hearing those accents than one who only studies with books or material created Specifically for teaching English.

4.1.3.4 Preparation for real life. “Authentic material can help learners prepare for real life situations where they will need to communicate in the target language. By practicing with authentic material, learners can become more comfortable using the language in real world contexts”. (Teaching Material/ Teaching English better, 2023)

By using these materials students can practice and realize how language works in the real world when they have to use it.

In summary of the above, authentic material paves the way for students when they have to go outside to talk, bringing the real world into the classroom and making their skills improve satisfactorily.

Figure 3. Benefits of using authentic material in language learning



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number three shows 70% participants were in favor of using authentic material makes feel more motivated to study, 17% expressed the main benefit is obtained higher test scores, 7% believe that enhanced cultural awareness, on the other side 6% were inclined to improve language skills, having obtained the highest percentage the benefit of feeling more motivated to study with the use of authentic material.

While asking about how does the integration of authentic material contributes to the advancement of student's learning process, the respondent tended to believe that is "because they can feel inspire and have the will to participate in a confident way"

Response affirms that authentic material helps to the advancement of students learning process because give the students the opportunity to participate in a confident way.

4.2 Reading and Listening Abilities

4.2.1 *What is Reading?*

As (Online Schools, 2023) argued:

Reading skill is the ability to derive meaning from a written text. This means that a person with this skill can make sense of the written information. In fact, reading ability and the knowledge to understand the written text accurately makes way for developing more skills and related linguistic abilities.

Reading skill refers to the capacity to extract meaning from written material. It implies that individuals possessing this skill can effectively comprehend written information. Strong reading comprehension skills are essential as they serve as a foundation for the development of various related linguistic abilities and academic competencies.

Reading skills encompass the ability to comprehend and derive meaning from written texts, which is foundational for academic pursuits. This proficiency empowers students to navigate and understand authentic material, including challenging high school textbooks, literature, and historical documents. The significance of these skills lies in their role as a bridge to accessing and processing complex information, fostering critical thinking, and enhancing academic achievement. For instance, people who are learning a new language, they may realize how essential is this skill, since it is practically one of the most important skills to understand grammar or linguistics.

4.2.1.1 Importance. According to (Bostock, 2021), “Reading English is an important part of language learning because it helps you develop other related skills like grammar, vocabulary, and writing. Reading allows language learners to explore topics that they love and stories that engage them”.

In other words, reading skills are vital for personal growth, education, and a deeper understanding of the world. Reading promotes vocabulary expansion, which is essential for effective communication. Lastly, it fosters imagination, creativity, and empathy by immersing readers in diverse perspectives and worlds.

Reading books, magazines or even websites, ensures students are exposed to vocabulary on different topics, meaning it may be introduced to words that it may not otherwise hear or read in everyday life. For students who speak more than one language, reading is an easy way to improve their language skills and it is important to develop their fluency. By the way, it is important that teachers develop this skill in students in an authentic way in order to keep students motivated, improving their level of reading comprehension through creative materials.

When asked concerning reading comprehension and what varieties of authentic material have the teacher employed in his instructional methods such as newspaper, websites and blogs, the participant responds that he uses “blogs and websites such as ESL.com” in his instructions.

The teacher stated that he employed authentic material such as blogs and websites like ESL.com in his lessons.

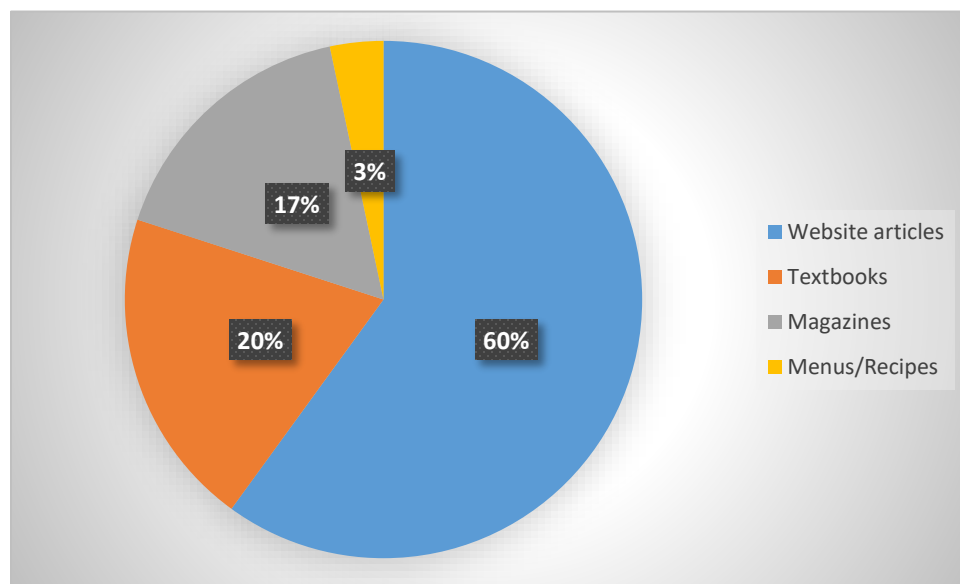
4.2.1.2 Authentic material in English Reading ability. Using a variety of authentic material in the language classroom can build learners’ familiarity with the target language and this can help enhance their reading skills. Authentic reading material help learners discover the meaning more easily by giving them the opportunity to make use of non-linguistic clues – layout, pictures, colors, symbols, the physical setting in which it occurs etc.) (EduBirdie, 2023)

This refers to the use of language in real-world situations, such as reading newspapers or magazines, as opposed to examples specifically designed to teach or analyze linguistic

aspects of reading. In other words, authentic reading material reflects how people actually communicate and write in English, rather than following rules or structures in an artificial way.

This may include slang, colloquialisms and regional variations not typically found in textbooks or examples created for educational purposes. The use of authentic material in the reading ability is valuable for students to become familiar with English as it is used in the real world. Authentic material could be more interesting and engaging for learners compared to contrived or simplified texts. Increased engagement can lead to better retention and a stronger desire to continue reading and learning.

Figure 6. Recommended material to read and improve reading skills.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number six shows respondents' recommendations on where to read to improve reading skills where the 60% recommends websites articles, 20% textbooks, 17% magazines and 3% menus/recipes, having a high percentage towards websites articles as a recommendation for reading.

4.2.1.2.1 Restaurant Menus. Food is important to everyone, so introduce language learners to some of the common dishes in local restaurants in English so that they will be able to order meals with confidence. Or following recipes to make dishes themselves (PearsonLanguages, 2023)

Showing students authentic material, such as restaurant menus, can encourage them to learn more about this vocabulary and also teach them how to use it in real life.

Menus often feature a wide range of vocabulary related to food and dining, including ingredients, cooking methods, dish names, and descriptions. This diversity of terminology exposes learners to various words and phrases they might encounter when ordering food or dining out in English-speaking countries. Students may practice reading menus aloud to improve pronunciation and fluency. Also, learners can use menus as a basis for discussions or role-playing exercises related to ordering food or discussing culinary preferences, further enhancing their language skills in a practical and enjoyable way.

4.2.1.2.2 Travel Brochures. As (Rao, 2019) argued, “Brochures is the best key tool used for language teaching to promote the learner’s language skills and it is used for advertisement that offer a great and real information for the learners”

The use of brochures as reading material can help students both by increasing their vocabulary, as well as learning about tourism in their own country but in English, in this way the student learns the language in a fun and authentic way.

They often use descriptive language to paint vivid pictures of destinations and experiences. This exposure to descriptive language helps learners improve their ability to describe things and places in English. Reading travel brochures, students might take notes on new vocabulary, and even use the information to plan hypothetical trips or engage in discussions about travel experiences. This practical and context-rich approach to language learning, improving language skills and cultural understanding.

4.2.1.2.3 Maps. “Using maps in the classroom invites curiosity, encourages exploration and inspires problem solving. Maps can be used to explore a multitude of topics and can incorporate visual learning, spatial thinking and quantitative skills into a lesson” (National Science Foundation (NSF), 2023)

Maps also may introduce students to a wide range of geographical vocabulary, including place names, geographical features, and directional language. This exposure enriches students' lexicon and facilitates vocabulary acquisition. It can use show students how to use some tools like Google Maps or Google Earth help.

The ability to read maps and know how to get to a place is essential for life. The visual appeal of maps and the practicality of their use in daily life might motivate students to actively participate in English lessons, since it is a practice outside of the routine.

In short, its integration into the curriculum provides an attractive and effective means for language learning, thus implementing modern communicative teaching methodologies.

4.2.1.2.4 Websites and Blogs. Blogs can be a great source of information on a wide range of topics, from cooking and gardening to business and marketing. Whether it's a how-to guide, a product review, or an opinion piece, people turn to blogs to expand their vocabulary and gain new insights. (BlueSky, 2023)

Nowadays young people are in contact with technology all the time, therefore, they may encourage students to read on any website and at any time. On the Internet there are blogs on too many different topics, for every taste, this way students can choose what they like the most and at the same time they are improving their English.

Websites and blogs feature real-world language, reflecting how English is used in contemporary written communication. This exposes students to authentic language patterns,

idioms, and expressions. Also many websites incorporate multimedia elements like images, videos. This can enhance comprehension and engagement.

In short, the combination of authentic content, personal choice, and engagement makes online reading a highly effective and motivating method for improving English proficiency.

4.2.2 What is listening?

“Listening involves receiving sound, understanding the message conveyed in the sounds you hear, evaluating the message, and responding to it. People with good listening skills are able to comprehend what they hear and respond appropriately” (Doyle, 2022)

Listening is about truly understanding and reacting to the meaning behind the sounds you hear. Good listening skills means that it can grasp what is being said, think about it, and then respond in a way that makes sense. People who are great listeners can not only understand the message in what they hear but also react in a way that fits the situation.

When students are in class, listening carefully to their professor is not just about hearing the words. It is about really understanding the lesson, processing the information heard, and perhaps even asking questions if something is not totally clear. Good listening skills might help to absorb and learn information better in lectures.

In summary, listening in academic terms is a multifaceted process that involves receiving, understanding, evaluating, and responding to auditory information, serving as a fundamental skill for effective communication, learning, and research in educational and scholarly contexts.

4.2.2.1 Importance. As (OxfordLearning, 2017) concluded:

Having active listening skills has many benefits; besides better comprehension in the classroom, active listeners tend to be better communicators and problem solvers. Being an active listener also shows good character, commitment, and is an essential component of being a leader.

Being a good listener is important not just in the classroom but in the real world facing real situations, a person who is a good listener and make known interesting in what is hearing shows that is a person with values, and this provokes confidence in other people, demonstrating oneself as a possible leader.

According to this, what happens if they do not have a good listening comprehension, they may fall into the trap of passive listening. Passive listening is simply hearing what the speaker is saying without really trying to understand it. When students passively listen, they do not retain information because they are easily distracted.

On the other hand, listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to a target language improves language ability. The sound, rhythm, intonation, and stress of the language may only be perfectly adapted through listening.

While asking concerning listening comprehension and which kind of authentic material have the teacher integrated into his instructional practices such as podcast, films or YouTube videos he argued that “ Reels, trending music and YouTube videos” are the most frequent material he uses.

4.2.2.2 Authentic material in English Listening ability. In literature, phrases like: real speech, spontaneous speech, live or natural language, genuine instances of

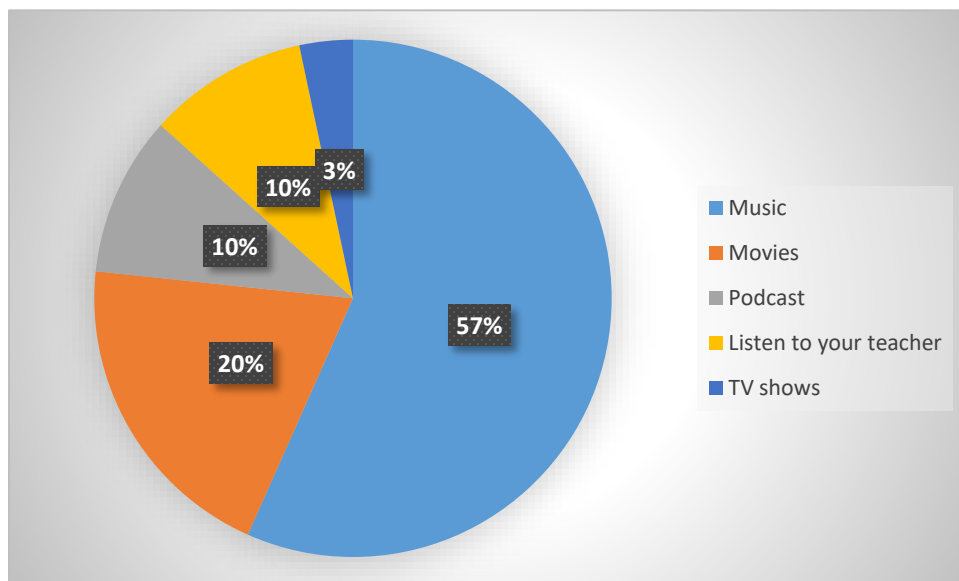
language use, natural conversation, what people say in real life, what native speakers say when they are talking to each other, have been used to define authentic listening material. (Oxfordtefl, 2019)

Any listening material, such as a recorded conversation or even any song, could be used as teaching material in the classroom, since real-life situations are appreciated without having been manipulated, thus demonstrating the naturalness of the language.

Listening to authentic material provides insights into cultural norms, humor, and social dynamics, all of which contribute to better comprehension and cultural awareness. By listening to real contexts, learners can improve their pronunciation and intonation. This exposure helps learners sound more natural when speaking English.

To effectively use authentic listening material, learners should start with materials that match their current proficiency level and gradually progress to more challenging content. Active listening, taking notes, and practicing listening comprehension exercises can further enhance listening skills when using authentic material.

Figure 7. Suggested tools for enhancing listening abilities.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number seven demonstrates that 57% participants suggest TV shows as a tool for enhancing listening abilities, 20% suggested movies, 10% podcast, 10% listen to your teacher and on the other hand the 3% selected music.

4.2.2.2.1 Podcast. As (Hossain, 2023) stayed:

Podcasts typically present unscripted conversations between hosts and guests, making it easier for learners to pick up on natural English expressions, slang, and idioms commonly used in real-life conversations. You can listen to them on your mobile devices at any time.

It can be very effective for students to listen to podcasts to improve their listening skills, since due to the great variety of podcasts on the internet, the student is exposed to different accents and expressions. In addition to this, it is a very accessible tool.

Podcasts are conversations among people that happen naturally without the intention of being used as a teaching material. This characteristic allows the student to feel in a more comfortable and real environment while improving their listening.

By implementing this authentic material in the classroom, the teacher might motivate the students more, capturing more of their attention, since different topics can be chosen according to the student's interest, thus leaving meaningful learning.

4.2.2.2.2 Movies and series. By watching movies students are introduced to the real context of language and a wide range of vocabulary that they cannot get in learning in the classroom. In addition, they will listen to the correct pronunciation, stress and intonation, and also useful expressions. (Adnan, 2014)

When students are exposed to English movies or television series, they are not only learning vocabulary, they are learning expressions, intonations and even gestures. And best

of all, it is a hobby they enjoy, which means it will not make them feel stressed or forced to practice their listening skills.

When students are asked to watch a movie, assign them to do something related to the movie they have watched, like making a movie report. It will be enjoyable for them. They can listen, learn and imitate how the characters pronounce the words, phrases or sentences.

Educators should adapt to the interests of the students, to make learning more solid. There are many varieties of movies and series, they can be chosen according to the interest, level and age of the students to use it as a fun strategy to improve their listening skills.

4.2.2.2.3 Social media videos. We know that students learn best when they take in information via multiple modalities—through reading, drawing, listening to the teacher’s oral explanations, and viewing visual media. We also know, from much research, that using visuals is key for those acquiring a new language. (Alber, 2019)

Social media videos often include a combination of text, images, video clips, and sound, making them multimedia-rich resources. This multimedia aspect can enhance engagement and comprehension, as learners or researchers are exposed to a variety of communication modes simultaneously.

The use of social media videos can be very attractive, especially for young people, since social media platforms are constantly evolving, reflecting current trends, events, and societal changes. As a result, social media videos offer a contemporary and up-to-date source of material, making them particularly valuable for educators seeking to engage with current topics, issues, or language trends.

On platforms like YouTube it can find a lot of material to learn a language, in this way these videos can be a great support in addition to the explanations during class, to

reinforce knowledge. Because it is an easy-to-use platform, it can encourage self-study in students.

4.2.2.2.4 Music. Listening to music in English will definitely enhance your language comprehension. English music improves your listening skills and increases your vocabulary. Music even helps your pronunciation. As you listen to the lyrics, you will be exposed to new English words. Listening to English music is an activity that you can do all day, every day. (Burke, 2013)

Living in a Spanish-speaking country it can be a little difficult to learn English since we spend most of our time listening to Spanish, that is why a simple hobby like listening to music in English could help people train their ears to this new language. As time goes by they realize that the more they listen to music, the more they may understand its lyrics.

A simple activity like listening to music does not require much effort or time, and might even be one of the most fun authentic material in the classroom. Students can continue practicing their listening skills even outside the classroom.

In other words, the use of this material in the classroom offers cultural insights, enhances listening skills, provides motivation, aids memorization, and ultimately makes language learning a more enjoyable and effective experience.

While observing the selected group, some weaknesses were identified during the teaching process since although the teacher used authentic material such as articles from websites, the students were not very interested during the application of the instruments. Likewise, although the teacher selected authentic material appropriate in reading ability for the students' English level, reading comprehension exercises such as summaries or questionnaires were not applied. During the class, it was also observed that the teacher did not apply any authentic material to develop the students' listening level.

V. ANALYSIS AND INTERPRETATION OF RESULTS

After analyzing the results obtained, this research concluded that:

Regarding the specific objective 1, identify authentic material to improve reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023. To answer this objective, the questions 6 and 7 of the survey and the 9 and 10 from the teacher interview questionnaire were taken. The data obtained in graph (6 and 7) (See the graph) revealed that among all the media raised, the most recommended authentic material to enhance Reading abilities are Website articles (60 %), Magazines (17 %), Textbooks (20 %), Menus/Recipes (3%). And the most recommended authentic material to enhance Listening abilities are Podcast (20 %), TV shows (3 %), Listen to your teacher (10 %), Music (57 %), Movies (20 %).

The results seem to indicate that, the predominant use of music to enhance listening skills and websites to improve reading skills in students may be attributed to their engaging and authentic nature, offering multisensory experiences, aligning with students' interests, capitalizing on technology integration and digital literacy. These material effectively could captivate students' attention, making language learning more relatable, enjoyable, and relevant, ultimately promoting better listening and reading skills.

(Krashen, 1982) Argued that authentic material are those that are created for native speakers of the language and are not specifically designed for language learners. Examples of authentic material include books, newspapers, magazines, movies, TV shows, and podcasts. Any material made in English could be used as authentic material to teach this language, however, the material has to be adapted to the student's level of understanding. Consequently, the first objective has been fulfilled, identifying the type of authentic material that could help students improve reading and listening through the implementation of authentic material used in the classroom. Since the students identify the material that they

considered most appropriate to improve these skills, in the same way, the teacher expressed what would be the most accurate authentic material to enhance the teaching of the language.

With respect to the specific objective 2, explain the benefits of authentic material to acquire reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023. To answer this objective, the question 3 of the survey and the 7 from the teacher interview were obtained. The data obtain in graph (3) (see the graph) Indicated that out of all the media brought up, the greatest benefits are Higher test scores (17 %), Makes me feel more motivated to study (70 %), Improve language skills (7 %), Enhanced cultural awareness (7 %). The findings in the survey suggest that, stimulation of interest is the main benefit of using authentic material, by learning the English language in a more natural way as it is spoken in the real world, students are more motivated to use material such as music or movies to improve target language skills.

Referring to the benefits of this type of material in classes (Glisan, 2013) who mentioned that language usage in everyday scenarios could enhance the learner's motivation. Since genuine material may offer insights into the target culture and present that culture's viewpoint on a particular issue or event.

The diverse language found in authentic material supplies the kind of input language learners require for effective language acquisition. Certainly, Exposure to real, diverse language in context helps learners better understand and grasp the language they are trying to acquire. This authentic experience can be more engaging and motivating for learners than just relying on textbook language. Therefore, the second objective has been achieved by explaining the benefits of implementing authentic material in English lessons. Since both the teacher and the students agreed on how the implementation of authentic material in the English class can benefit the improvement of listening and reading skills.

According to the specific objective 3, to implement authentic material to reinforce reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa II semester 2023. To answer this objective an observation guide was carried out. The acquired data implied that despite the teacher incorporating authentic material like articles from websites, there was a lack of explanation regarding reading comprehension exercises to enhance reading skills, for that reason the students did not show much interest. Concurrently, it was noticeable that the teacher did not utilize authentic material for the development of listening skills.

To contrast this objective, three diagnostic cycles were proposed and carried out to reinforce reading and listening skills. The data obtained in graph (10) (see the graph) indicated that during the first cycle the student average was (51.66 %), in the second cycle (68.63%) and finally in the third cycle (86.1%) with a percentage of improvement between the first and third cycle of (66.55%) demonstrating that the prolonged use of these material significantly improves the input skills of the students.

The findings in the observation guide suggested that the teacher has not incorporated enough authentic material effectively into the classes, and there is minimal enthusiasm among students to enhance their English listening and reading skills.

(Pearson, 2023) Emphasized that authentic material serves as aids in the teaching process, contributing to the overall enrichment of English lessons. Additionally, the practice of incorporating authentic English material into lessons, aim to expose learners to the nuances, colloquialisms, and variations of the language outside the classroom setting, providing a more immersive and realistic learning experience.

During the observation it was possible to observe a shortfall in the integration of authentic material, leading to a lack of enthusiasm among students to improve the abilities. The introduction of genuine material in the English classroom is thought to be a solution to address these gaps. Recognizing certain weaknesses in the teaching process, authentic

material tailored to the students' English proficiency level were proposed. This proposal aims to enhance the students' reading and listening skills, creating a more engaging learning experience. As a result, the third specific objective was accomplished, by proposing authentic material in English instruction that specifically adjusts to the needs and level of the students of this group, facilitating the acquisition of the target language.

Table 2: The result of the students' reading and listening diagnostic-tests of Colegio Público Solingalpa.

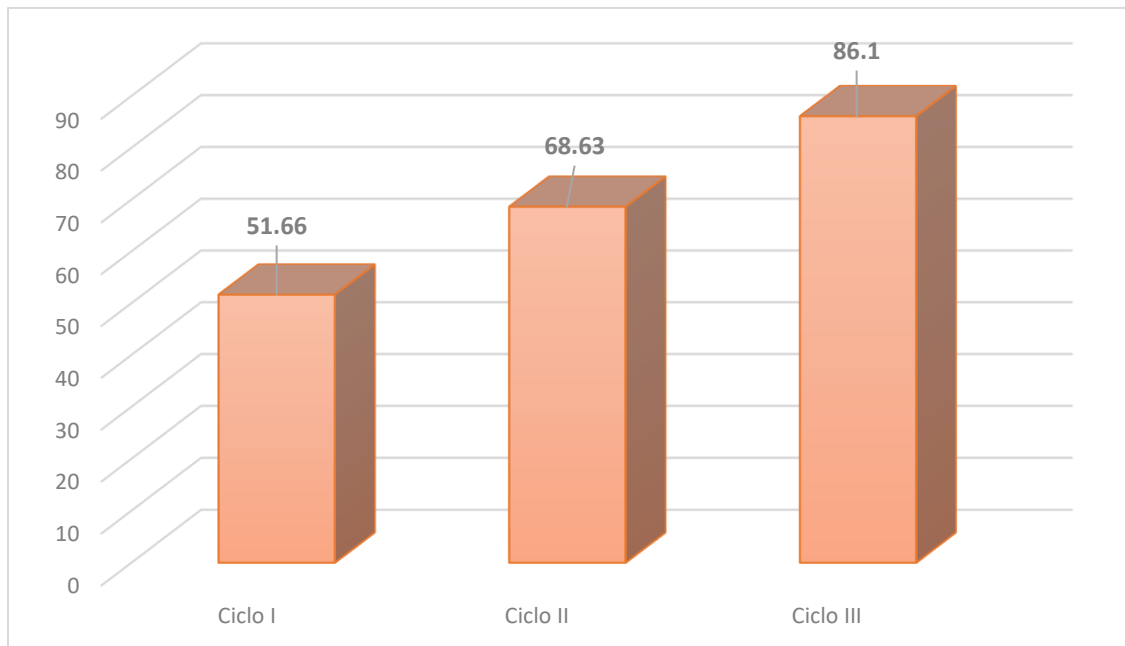
SAMPLE	Reading and Listening abilities		
	CYCLE I	CYCLE II	CYCLE III
STUDENT 1	47	64	88
STUDENT 2	67	80	88
STUDENT 3	47	64	87
STUDENT 4	37	72	88
STUDENT 5	37	70	92
STUDENT 6	43	54	76
STUDENT 7	47	64	70
STUDENT 8	50	80	96
STUDENT 9	43	60	96
STUDENT 10	50	66	82
STUDENT 11	47	60	83
STUDENT 12	50	70	93
STUDENT 13	47	70	77
STUDENT 14	73	74	94
STUDENT 15	50	70	94
STUDENT 16	83	78	97
STUDENT 17	80	86	100
STUDENT 18	27	42	60
STUDENT 19	40	54	68
STUDENT 20	63	70	94
STUDENT 21	60	48	88
STUDENT 22	47	62	72
STUDENT 23	83	76	94
STUDENT 24	67	79	87
STUDENT 25	47	54	74
STUDENT 26	40	52	80
STUDENT 27	50	86	90
STUDENT 28	45	87	93
STUDENT 29	40	82	87
STUDENT 30	43	85	95
TOTAL	1,550	2,059	2,583
MEAN SCORE	51.66	68.63	86.1

The percentage of improvement between the first average and the last average was:

$$\frac{(\text{Final average} - \text{Initial average}) \times 100}{\text{Initial average}} = \frac{(86.1 - 51.66) \times 100}{51.66} = 66.65\%$$

So, there was a **66.65%** increase that indicates a significant advance.

Figure 10. The result of the students' reading and listening diagnostic-tests of Colegio Público Solingalpa



Source: own authorship (Vega & Oporta, 2023) from diagnostic tests to students

The figure number ten reflects the improvement of students in reading and listening abilities during the three diagnostic cycles, in the first cycle the student average was (51.66%), in the second cycle (68.63%) and finally in the third cycle (86.1%) demonstrating that the prolonged use of these materials significantly improves the input skills of the students.

5.1 CONCLUSION

This research analyzed the implementation of authentic material to enhance reading and listening abilities in English language instruction.

Bibliographic review was utilized for this research, which served as a scientific foundation to bolster the results obtained through various instruments, one of this instruments were a teacher interview and a survey for students, to analyze the recollected information and at the same time an observation guide was applied to recognize the weaknesses of students in reading and listening abilities, with this information it was design a strategic plan consisting of three cycles where three diagnostic tests were applied, selecting authentic material that would fit the needs and English level of students in order to improve their target language. Obtaining an improvement of (66.65%) comparing the results of cycle 1 with those of cycle 3. With respect to the notable advance that was observed during the application of these material, it was concluded that:

1. Implementing authentic material in English language instruction can afford several advantages for the development of reading and listening abilities.
2. The use of authentic material is as important as traditional material to design more complete and structured classes.
3. With the use of real-world material, students feel more engaged to the lessons, which improves their concentration.

5.2 RECOMMENDATION

The researchers addresses the following suggestion and recommendation.

1) For the teacher

Implementing authentic material in English instruction, can enhance their teaching approach by diversifying materials and customizing selections based on students' interests and proficiency levels with regular assessment and constructive feedback. Nowadays, thanks to the technology, it can easily find different types of authentic material that can be adapted to the English level of the students, thus facilitating the teaching process.

2) For the students

With the aim of learning English in a more fun and engaging way, the use of authentic material in English such as music, movies or reading articles of personal interest could facilitate the acquisition of the target language. That way it would be able to use English in real life situations. Participation in classes is also very important to enhance the skills.

3) For the next researchers

Future researchers can contribute to the field by conducting longitudinal studies to assess the long-term impact of authentic material on language proficiency. Investigating the role of emerging technologies in language learning can provide improvement of English language instruction practices, focused on effective integration of the genuine material.

5.3 LIMITATION

The main limitation for this research was time, as although satisfactory results were achieved in a short period of time, in order to reach mastery of both input skills, it is necessary to carry out more diagnostic cycles and carefully observe their evolution. This is because each student has a different learning style, and the acquisition process must be natural until complete language appropriation is achieved.

Additionally, some technological equipment like projectors were limiting in the early encounters when it came to developing classes and presenting key material for the students, such as movies and YouTube videos, since we only had computers and phones to show them authentic material. This led us to divide the group into three sections so that all students were able to observe and listen to the content. Then, the teacher in charge of the group helped to solve the problem, and continued implementation of material satisfactorily.

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Appendix

Appendix 1. Operationalization of variables

Variables	Dimensions	Indicators	Scale	Question	Techniques	Conducted to
1. Authentic material	1.1 What is authentic material?	1.1.1 Features	Open	What are the essential components that an authentic material requires to ensure its efficacy?	Interview	Teacher
	1.2 Why authentic material?	1.2.1 High level of interest	Open	Could you elaborate on the significance you attribute to the utilization of authentic material in teaching and learning?	Interview	Teacher
			Open	Do you perceive the procurement of authentic material as a challenging endeavor?	Interview	Teacher
		1.2.2 Popular and Available	Open	How frequently do you integrate authentic material into your instructional practices?	Interview	Teacher
			Open	Which supplementary teaching material have proven to be the most efficacious in fostering student motivation within the classroom?	Interview	Teacher
1.2.3 Real-life English	Open	How frequently do you integrate authentic material into your instructional practices?	Interview	Teacher		
1.2.4 Motivating	Open	Which supplementary teaching material have proven to be the most efficacious in fostering student motivation within the classroom?	Interview	Teacher		

	1.3 Benefits of authentic material	1.3.1 Connection with the culture	Open	In your view, is the incorporation of cultural education pertaining to English-speaking nations a valuable strategy for enhancing language acquisition?	Interview	Teacher
		1.3.2 Hone critical thinking	Closed	What advantages do you see in using authentic material for English reading comprehension? -Enhanced vocabulary -Real-life context -Improved cultural understanding -All of the above	Survey	Students
		1.3.3 Improved Fluency and Pronunciation				
		1.3.4 Preparation for real life	Closed	How does authentic material contribute to better listening comprehension? -It exposes me to different accents and dialects -It helps me understand real-life conversations -It provides more complete lessons -All of the above	Survey	Students
			Open	How does the integration of authentic material	Interview	Teacher

				contribute to the advancement of students' learning processes?		
			Open	Could you elucidate the extent to which authentic educational resources prepare students for real-life situations and offer your reasoning behind this perspective?	Interview	Teacher
			Closed	In your opinion, what's the main benefit of using authentic material in language learning? -Improved language skills -Enhanced cultural awareness -Higher test scores -Makes me feel more motivated to study	Survey	Students
2. Reading and listening abilities	2.1 What is Reading?	2.1.1 Importance	Open	In reading comprehension, what varieties of authentic material have you employed in your instructional methods, such as newspapers, websites, and blogs?	Interview	Teacher
			Closed	Which authentic material do you find the most interesting to enhance reading abilities?	Survey	Students

				-Newspapers -Websites -Novels -English books		
		2.1.2 Authentic material in English Reading ability	Closed	How often do you use authentic material like newspapers or websites in your English reading practice? -Never -Rarely -Occasionally -Always	Survey	Students
			Closed	Where do you recommend to others to read for improving reading skills? -Websites -Menus/Recipes -Textbooks -Megazines	Survey	Students
	2.2 What is Listening?	2.2.1. Importance	Open	Concerning listening comprehension, which kind of authentic material have you integrated into your instructional practices, such as podcasts, films, or YouTube videos?	Interview	Teacher

		2.2.2 Authentic material in English Listening ability	Closed	What tools would you suggest to others for enhancing listening abilities? -Podcasts -TV shows -Listen to your teacher -Music -Movies	Survey	Students
			Closed	Have you noticed an improvement in your English listening skills after using audios or YouTube videos in your learning? -Slight improvement -Moderate improvement -Significant improvement	Survey	Students
			Closed	Would you like to use some of this authentic material in the classroom? -Yes -Sometimes -Not much	Survey	Students
			Open	The teacher uses authentic material to develop and assess the students' reading and listening abilities	Observation guide	Teachers and students
			Open	Researchers propose authentic material to reinforce the students' reading and listening abilities	Diagnostic - tests	Students

Appendix 2. Strategic plan

Objective: To implement authentic material to reinforce reading and listening abilities in English language.

Name of the school: Colegio Público Solingalpa

Kind of educative level: secondary school, 7th grade.

Found problems in the English Language instruction	Some strategies to enhance the reading and listening abilities in students	Authentic material used during the classes	Observations
Lack of motivation and concentration on the part of students during the process of reading comprehension.	To practice reading comprehension, it can search for <u>articles on websites</u> on topics of student's interest.	Articles: "Are video games bad for me?" (Nemours. Kids Health, 2022) "10 Best Places to Visit in Nicaragua" (THE TRAVEL, 2023)	As these were popular topics for them and from the real world, the students showed interest in reading, completing the comprehension exercises appropriately.
Lack of implementation of material to practice listening.	To practice listening, use a worksheet with the <u>lyrics of a trending songs</u> that contain vocabulary related to the recently taught topics. As students listen, they complete the lyrics.	Music: "Vienna by Billy Joel" "7 years by Lukas Graham"	Without a doubt this was one of the material that the students liked the most, since they had fun and at the same time they were improving their listening skills.
Poor student's listening and reading skills	Watching <u>movies clips with English subtitles</u> can enhance skills. Completing the lines of	Movies: -Coco. -Harry Potter and the Philosopher's Stone.	Students really enjoyed learning English with their favorite movies and knowing different accents such as Mexican and British.

	conversation through active listening and reading.		
Lack of use of authentic resources during the lessons	Show students a <u>real conversation</u> , in the topic “directions”. Explain how to give directions in our city using <u>Google Maps</u>	YouTube video - “ Asking for direction (comedy) ” https://youtu.be/6sAGcYBKVpU?si=9ni72L_N8x3UDu75 - Google Maps (Site Web)	Students were able to give directions in English using google maps for the first time. They identify vocabulary listening to the video of YouTube, paying attention all the time.

Appendix 3. Observation guide



OBSERVATION GUIDE

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Research topic: Implementing authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Escuela pública Solingalpa, II semester, 2023

I. General information	
Name of the school: Escuela pública Solingalpa	Grade: 7 th
Teacher: Douglas Montenegro.	Date: October 24 th

Instructions: Observe if the teacher uses authentic material to develop and assess the student's reading and listening abilities

Parameters to observe	Yes	No	Observations
1. The teacher uses some type of authentic material in the development of the class	✓		
2. The resources that the teacher uses are varied (videos, songs, internet articles, games etc.)	✓		the teacher only used an internet article.
3. Students show a positive attitude (interest, motivation or surprise) towards the use of authentic material		✓	
4. The teacher selects authentic material that fits students' proficiency level and is relevant to their interests and needs	✓		Students understood most of the text, but they weren't very interested.
5. The teacher fosters deep understanding of authentic material, promoting the identification of relevant details and inferences		✓	
6. The student is able to identify keywords and phrases in the authentic material		✓	
7. The teacher provides opportunities for students to practice and improve their reading skills, for example: Summaries		✓	Students read the text without comprehension exercises like summaries.
8. The teacher provides opportunities for students to practice and improve their listening skills, for example: Comprehension questions		✓	Teacher didn't use any listening material during the instruction.

Appendix 4. Students survey



STUDENT SURVEY

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Research topic: Implementing authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023

“Survey guide (Questionnaire) aimed at students

I. General information

Name of the school: Colegio Público Solingalpa

Grade: 7th

Teacher:

Date:

II. Introduction

We are students of the degree in English offered at UNAN-FAREM Matagalpa. We are conducting an investigation in order to collect information related to our research work entitled: Implementing authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023 for which we will conduct this survey

III. Objectives

- To Analyze the implementation of authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023
- To Identify authentic material to improve reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023
- To Explain the benefits of authentic material to acquire reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023
- To Implement authentic material to reinforce reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023

IV. Instructions

Next, you will be presented with some questions. **Choose** and **circle** just one answer for each question. Please answer honestly.

Thank you very much for your cooperation!

- 1. What advantages do you see in using authentic material for English reading comprehension?**
 - a) Enhanced vocabulary
 - b) Real-life context
 - c) Improved cultural understanding
 - d) All of the above
- 2. How does authentic material contribute to better listening comprehension?**
 - a) It exposes me to different accents and dialects
 - b) It helps me understand real-life conversations
 - c) It provides more complete lessons.
 - d) All of the above
- 3. In your opinion, what's the main benefit of using authentic material in language learning?**
 - a) Improved language skills
 - b) Enhanced cultural awareness
 - c) Higher test scores
 - d) Makes me feel more motivated to study
- 4. Which authentic material do you find the most interesting to enhance reading abilities?**
 - a) Newspapers
 - b) Websites
 - c) Novels
 - d) English books
- 5. How often do you use authentic material like newspapers or websites in your English reading practice?**
 - b) Never
 - b) Rarely
 - c) Occasionally
 - d) Always
- 6. Where do you recommend to others to read for improving reading skills?**
 - a) Website articles
 - b) Magazines
 - c) Textbooks
 - d) Menus/ Recipes
- 7. What tools would you suggest to others for enhancing listening abilities?**
 - a) Podcasts
 - b) TV shows
 - c) Listen to your teacher
 - d) Music
 - c) Movies
- 8. Have you noticed an improvement in your English listening skills after using audios or YouTube videos in your learning?**
 - a) Slight improvement
 - b) Moderate improvement
 - c) Significant improvement
- 9. Would you like to use some of this authentic material in the classroom?**
 - a) Yes
 - b) Sometimes
 - c) Not much

Appendix 5. Teacher Interview



INTERVIEW TO TEACHER FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Research topic: Implementing authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023

Interview guide for teacher (Questionnaire)

I. General information

Name of the school: Colegio Público Solingalpa

Grade: 7th

Teacher: Douglas Montenegro

Date: October 24, 2023

II. Introduction

We are students of the degree in English offered at UNAN-FAREM Matagalpa. We are conducting an investigation in order to collect information related to our research work entitled: Implementing authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023 for which we will conduct this survey

III. Objectives

- To Analyze the implementation of authentic material to enhance reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester, 2023
- To Identify authentic material to improve reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023
- To Explain the benefits of authentic material to acquire reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023
- To Implement authentic material to reinforce reading and listening abilities in English language instruction in 7th grade students at Colegio Público Solingalpa, II semester 2023

IV. Procedure

1. What are the essential components that an authentic material requires to ensure its efficacy?
First of all, the will of the students and teachers to create and develop this procedure. We can measure the four skills levels with authentic material for example newspaper, books, music etc.
2. Could you elaborate on the significance you attribute to the utilization of authentic material in teaching and learning? We can improve the English's skills, 'cause it's a tool that it can use and adapt to our reality or reality's students. We can use for instead an English trending of the moment to inspire the student to practice speaking.
3. Do you perceive the procurement of authentic material as a challenging endeavor?
Sometimes could be a challenge, because you have to think first at the student reality and needs.
4. How frequently do you integrate authentic material into your instructional practices?
At least once a week, I use digital media or worksheet that include not only writing and reading, also draw to recognize things about the content.
5. Which supplementary teaching materials have proven to be the most efficacious in fostering student motivation within the classroom?
 - Trending music
 - Reading comprehensions
 - Dialogues
 - Mini games (King of the Hill, guess who etc.)
6. In your view, is the incorporation of cultural education pertaining to English-speaking nations a valuable strategy for enhancing language acquisition?
Incorporating cultural education related to English-speaking nations can be a valuable strategy for enhancing language acquisition, cultural education can improve or provide context, authenticity, and making it more engaging or practical.
7. How does the integration of authentic material contribute to the advancement of students' learning processes? 'cause they can feel inspire and have the will to participate in a confident way.
8. Could you elucidate the extent to which authentic educational resources prepare students for real-life situations and offer your reasoning behind this perspective?
Authentic materials like Y.T. or shows them what they want to watch.
- Provide insights info of the culture and social community.
9. In reading comprehension, what varieties of authentic material have you employed in your instructional methods, such as newspapers, websites, and blogs?
 - Websites (ESL.com)
 - Books (digital)
 - YouTube
 - Blogs
10. Concerning listening comprehension, which kind of authentic material have you integrated into your instructional practices, such as podcasts, films, or YouTube videos?
 - YouTube
 - Reels
 - Trending music.

Appendix 6. Diagnostic test – Cycle I



Diagnostic test

Name: _____ Date: _____

School: _____ Grade: _____

I. Reading comprehension. Read the text carefully and answer

Discovering Nicaragua's Tourist Gems

Nicaragua a Central American gem, offers captivating tourist destinations. San Juan del sur, a picturesque beach town, attracts visitors with its golden sands and vibrant sunsets, making it a haven for surfers and beach enthusiasts. Isletas de Granada, a scenic archipelago on Lake Nicaragua, enchants with its tranquil waters, abundant wildlife, and charming local communities. Meanwhile, volcán Masaya, an active volcano, offers daring travelers the chance to peer into its fiery depths, providing a fascinating adventure in the middle of nature's raw power.

❖ Exercise: True or false

1. San Juan del sur is a popular destination for surfers and beach lovers. **TRUE / FALSE**
2. Isletas de Granada is a group of islands located in Lake Nicaragua. **TRUE / FALSE**
3. Volcán Masaya is an inactive volcano in Nicaragua. **TRUE / FALSE**
4. Isletas de Granada is known for its bustling city life and modern amenities. **TRUE / FALSE**
5. San Juan del sur is primarily visited by wildlife enthusiasts seeking exotic species. **TRUE / FALSE**

II. Listen to the song and complete with the adjectives in the box.



Bad, Cool, Fine, Juvenile, Ambitious, Vienna, Romantic, Smart, Crazy, old

Vienna by Billy Joel



Slow down, you _____ child
 you're so _____ for a _____
 but then if you're so _____, tell me
 why are you still so afraid?

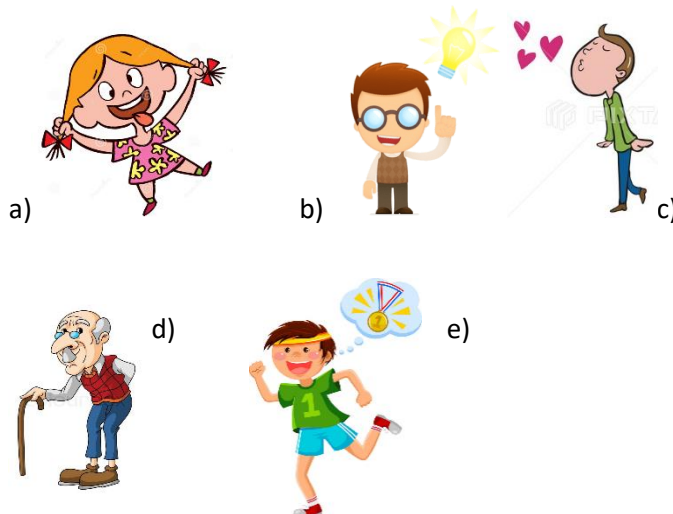
Where's the fire, what's the hurry about?
 You'd better _____ it off before you burn it out
 You've got so much to do and
 Only so many hours in a day

But you know that when the truth is told..
 That you can get what you want or you can just get _____
 you're gonna kick off before you even
 Get halfway through
 When will you realize, _____ waits for you?

Slow down, you're doing _____
 you can't be everything you want to be
 before your time
 although it's so _____ on the borderline tonight
 Tonight...
 Too _____ but it's the life you lead
 you're so ahead of yourself that you forgot what you need....



❖ Match the word to the picture



- ___ Crazy
- ___ Ambitious
- ___ Smart
- ___ Old
- ___ Romantic

Appendix 7. Diagnostic test – Cycle II



Diagnostic test

Name: _____ Date: _____

School: _____ Grade: _____

I. Reading comprehension. Read the text carefully and answer

Why are maps important?

Maps represent the real world on a much smaller scale. They help you travel from one location to another. They help you organize information. They help you figure out where you are and how to get where you want to go. There are many types of maps. The kind you use depends on what you want to know. Here are a few examples: Looking for a particular store? A street map will show you roads, their names, and various locations along those roads. Doing a project for a geography class? A topographic map will inform you about land elevations and features. On vacation at a national park? A park map will show you trails, roads, sites of interest, and locations of important buildings such as restrooms. Whether on a page of paper or on a device that contains GPS technology, maps are important because they help you get around in your daily life.

Exercise 1: True or False:

1. Maps help you travel from one location to another. **True/False**
2. A topographic map provides information about land elevations and features. **True/False**
3. A street map shows trails, roads, and sites of interest in national parks. **False/True**
4. Maps are important because they assist in finding directions and locations in daily life. **True/False**
5. Maps are only useful when printed on paper and cannot be used on devices with GPStechnology. **False/True**

Exercise 2: Circle the correct answer

In which situation would a street map be most helpful?

- A) Planning a vacation itinerary
- B) Studying for a history exam
- C) Looking for a specific store and its location.

Why are maps important in daily life according to the text?

- A) To create artwork
- B) To help with geography projects
- C) To assist in finding directions and locations

7 years

Lukas Graham

1. Listen to the song and answer the following questions:

a) Which family members does the singer mention in the song?

- His mom and dad
- His mom, dad and granpa
- His mom, dad, wife and children

b) Which family member dreamed of writing songs as the singer does?

- His mom
- His dad
- His brother

c) How old is the singer?

- 7 years old
- we don't know
- 20 years old

2. Complete the lyrics with the following words:

was, was, had, had, started, started

Once I _____

Seven years old, my mama told me

“Go make yourself some friends or your be lonely”

It _____ a big big world, but we thought we were bigger

I always _____

that dream, like my daddy before me

so I _____ writing

songs, I _____

writing stories



Appendix 8. Diagnostic test – Cycle III



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

Name: _____ Date: _____

School: _____ Grade: _____

Video Games

Too much video games may cause problems. It's difficult to do exercises if you are always inside playing video games. And without enough exercise, kids can become overweight. Playing too much video games also could affect other important stuff, like friendships and how well a kid does in school. And kids who

play violent video games might act more aggressively. Some games such as Minecraft, Just dance or Zelda, they are considered non-violent games, for that reason they could be more recommended for entertainment.



➤ Circle if it's True or False

Playing too many video games can be problematic for kids.

- True or False

Lack of exercise can contribute to kids becoming overweight.

- True or False

Overdoing video games can impact a kid's friendship and school performance.

- True or False

Non-violent games like Minecraft, Just Dance, and Zelda are considered more suitable for entertainment.

- True or False

Kids who play violent video games tend to be more aggressive in their behavior.

- True or False

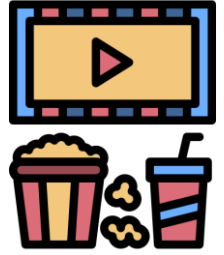
➤ Mention the 3 video games that are recommended for entertainment

1-

2-

3-

➤ Listen and complete the conversations according to the movie



you are?, pleasure, I'm, for example, you're, I'm

Conversation 1.

Hermione _____ "Oculus Reparo"

That's better, isn't it? Holy cricket

_____ Harry Potter

_____ Hermione Granger

And _____?

Ron Weasley: _____ Ron Weasley

Hermione _____



Conversation 2.

Home, blessing, family, photos, play music, you're, never,

Miguel, I give you my _____

To go _____, to put our _____

And to never

Never _____ again

To _____ forget how much your _____

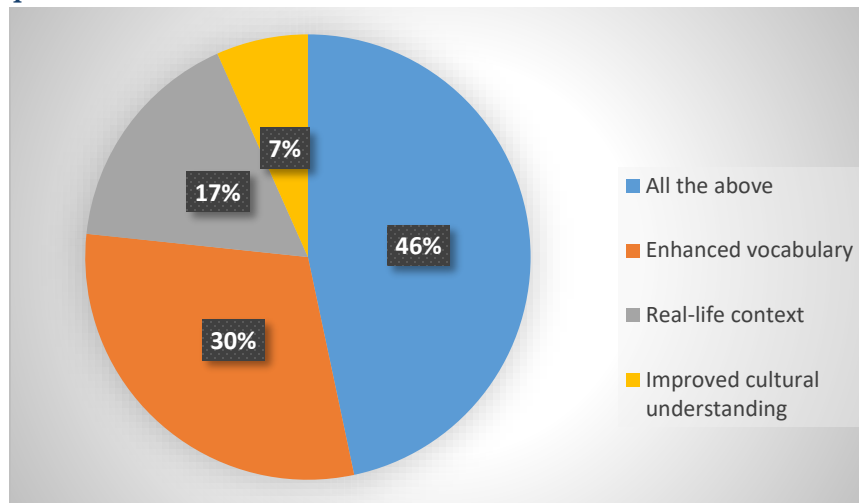
Loves you.

_____ going home



Appendix 9. Survey graphs

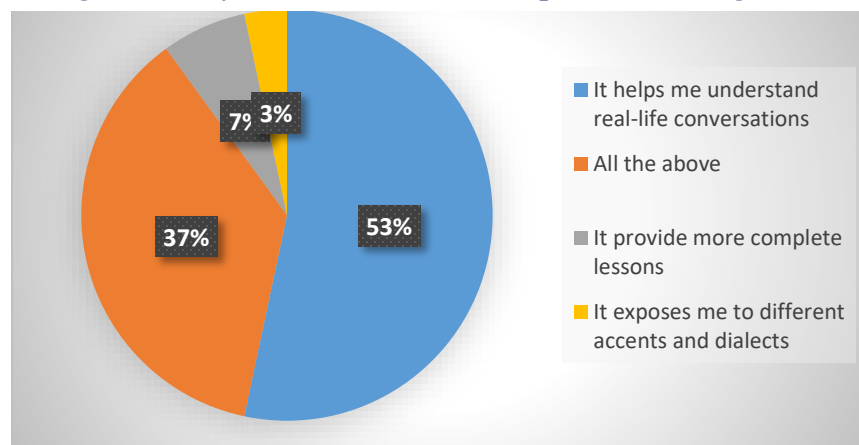
Figure 1. Advantages of using authentic material for English reading comprehension.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number one reflects 46% participants who say that all the above such as enhanced vocabulary, real-life context and improved cultural understanding are advantages of using authentic material for English reading comprehension, 30% affirms that enhanced vocabulary, 17% said that shows a real-life context, on the other hand 7% confirms that improved cultural understanding. Which means that all these characteristics are advantages of using authentic material for English reading ability.

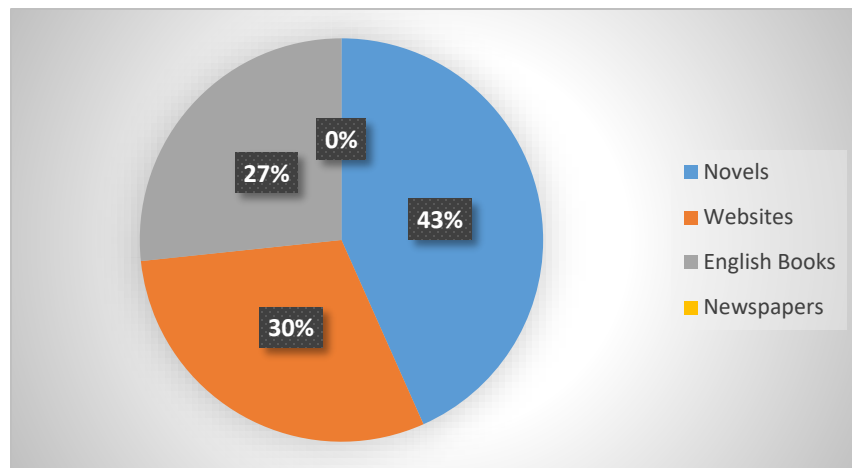
Figure 2. Ways authentic material improves listening skills.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number two shows 53% of respondents who say that authentic material helps to understand real-life conversations, 37% leaned toward all the options that were presented, 7% expressed a preference for it provides more complete lessons and 3% choose it exposes me to different accents and dialects. These results shows how authentic material help students to understand real-world conversations and develop listening skills.

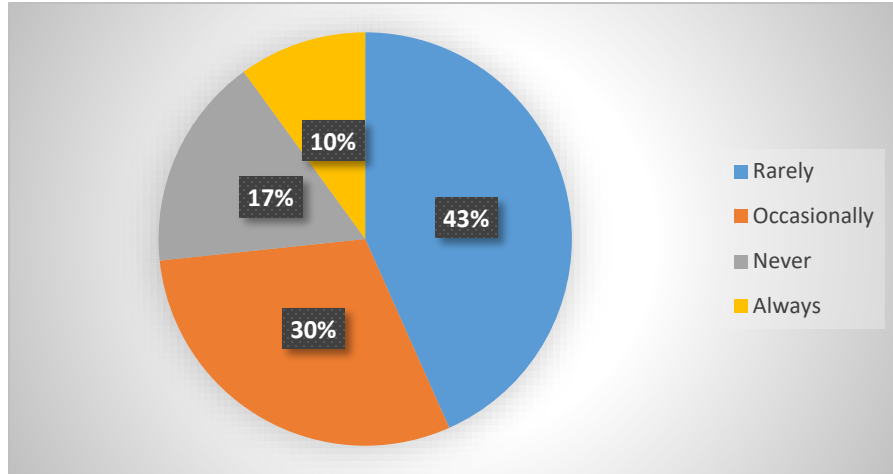
Figure 4. Authentic material considered most interesting to enhance reading abilities.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number four shown as the 43% of students prefer novels to enhance reading abilities, 30% websites, 27% English books and 0% newspapers. Proving to have higher level of interest novels to practice reading skills.

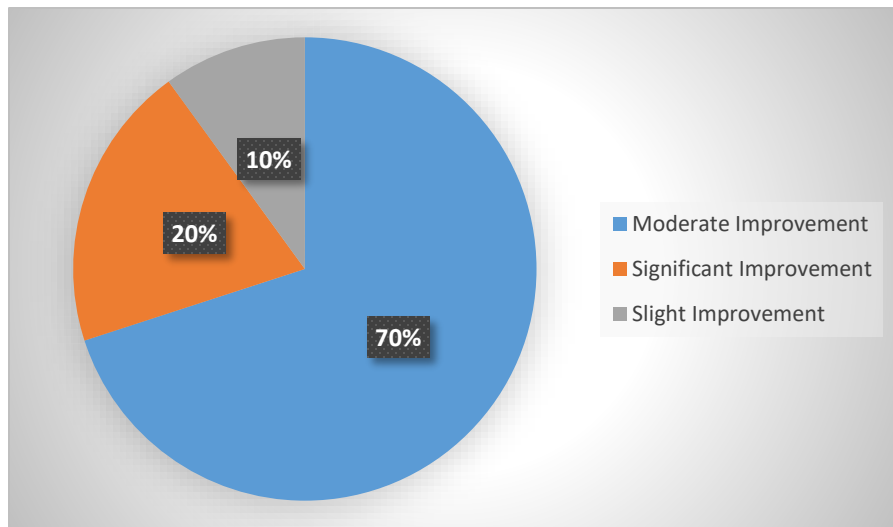
Figure 5. Frequency of using authentic material such as newspapers or websites in the English reading practice.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure five reflects 43% of students rarely using authentic material such as newspapers or websites, 30% occasionally makes use of them, 17% never use it and 10% always use newspaper and websites in English reading practice, demonstrating that most students rarely use these material in their learning.

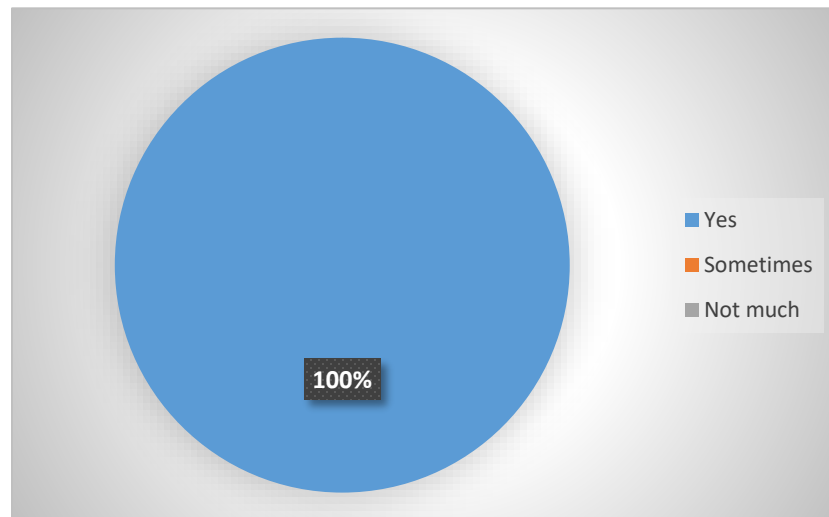
Figure 8. Notable improvements in English listening skills after using audios or YouTube videos.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number eight reflects 70% of the students showed a moderate improvement in English listening skills after using audios or YouTube videos, 20% of them indicated a significant improvement, while the 10% expressed a slight improvement after using this type of material.

Figure 9. Level of interest in using authentic material in classes.



Source: own authorship (Vega & Oporta, 2023) from a survey to students

The figure number nine demonstrated that 100% of the participants prefer learn English through authentic material because they feel interested.

Appendix 10. Interview results

Question 1: When asked the teacher in charge of teaching English in 7th grade about the essential components that an authentic material requires to ensure its efficacy he leaned towards the opinion that one of the essential components is to awaken the interest of the student as well as the teacher and expressed that “First of all, the will of the students and teachers to create and develop this procedure. We can measure the four skills levels with authentic material for example newspapers and music”

The answer suggest that for authentic material to be effective it must be able to measure language skills as well as captivate the attention of the participants.

Question 2: When asked the teacher about the importance of implementing authentic material in classes, suggested that by enhancing English language skills, it can adapt the material to the specific needs. It emphasizes that authentic material is a valuable tool that can be customized to fit our real-life situations. To make learning engaging, the teacher recommends using current material: “We can improve the English skills, because it is a tool that we can use and adapt to our reality or reality’s students. We can use for instance an English trending of the moment to inspire the students to practice speaking”.

The answer highlights the practicality and adaptability of English skills and how they can be made more interesting by incorporating contemporary themes.

Question 3: When asked the teacher about some challenges of implementing authentic material, he implies that incorporating this type of material into education, educators must ensure that these material are relevant and suitable for the students' specific circumstances and learning objectives: “Sometimes could be a challenge, because you have to think first at the student reality and needs”

The answers underscore the importance of aligning teaching material with the students' realities and needs to make the learning experience more effective and engaging.

Question 4: When the teacher was questioned about the frequency of implementing authentic material in classes, he assured that regularly incorporates this material into the teaching. What is noteworthy is that these materials are not limited to just one skill; he also involves other strategies to help students better understand the content: “At least once a week, I use digital media or worksheets that include not only writing and reading, also draw to recognize things about the content”.

The answers insinuate that providing a more comprehensive and engaging learning experience by combining various activities like drawing alongside traditional language skills regularly, makes the educational process more interactive and effective.

Question 5: When the teacher was asked about what supplementary teaching material has been most efficacious in increasing student motivation, he mentioned different types of material: “Trending music, reading comprehensions, dialogues, mini games”

The answers recommend using different types of material to prevent students from getting tired of using the same traditional material.

Question 6: Subsequent to the interview with the teacher, he commented about the incorporation of cultural education pertaining to English-speaking countries, ensuring that, by implementing this, language acquisition could be made easier for students, since they are exposed to a genuine context, making the process more captivating: “Incorporating cultural education related to English-speaking nations can be a valuable strategy for enhancing language acquisition, cultural education can improve or provide context, authenticity and making it more engaging and practical”.

The answers hint that by infusing cultural insights from English-speaking nations, students may gain a more contextual understanding of the target language, connecting them with a genuine English experience, thus enhancing their language acquisition in a more efficient manner.

Question 8: At the time of asking about which authentic educational resources prepare students for real-life situations and ask the teacher to give reasoning behind this perspective he argued that “Authentic material like YouTube videos or shows, give the students what they want to watch and provide insights information of the culture and social community”

Response suggest that authentic material prepare students for real life since provide relevant information of the culture and social community.

Appendix 11. Evidence of implementation of authentic material



Illustration 1. Students practicing listening through Movies



Illustration 2. Learning about different accents such as Mexican accent



Illustration 3. Application of diagnostic tests



Illustration 4. Learning with Youtube videos