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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS
Y TECNOLOGÍAS
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

The Use of Authentic Material for the Development of English Listening Skills

**Work Present as a Requirement for Obtaining the bachelor's
degree as Licenciado en Pedagogía de los Idiomas Nacionales y
Extranjeros**

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Riobamba, Ecuador. 2025

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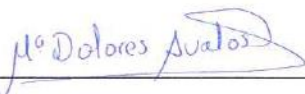
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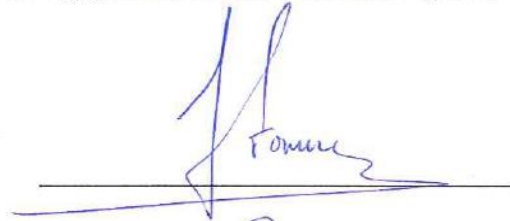
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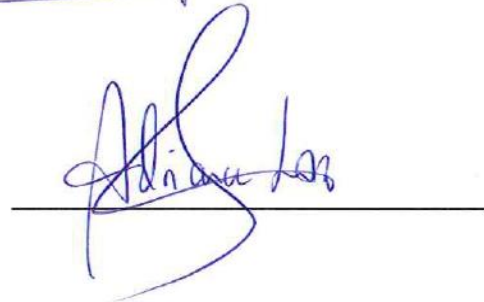
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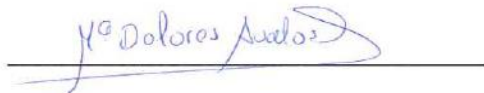
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DEDICATORY

I dedicate my research work, above all, to God for granting me health and life, as well as the wisdom necessary to complete my university studies in the best possible way.

To my father, Pedro Chinlle, the man I admire most, whose courage, dedication, and effort have been an inspiration, as well as my main source of support, providing me with financial and emotional support. To my mother, Carmen Moyolema, a woman of faith who has taught me to live with dignity and respect in all areas of my life and who has been my spiritual pillar, guiding me throughout this process.

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Estefania Chinlle M.

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RESUMEN

El objetivo principal de esta investigación fue determinar la efectividad del uso de Material Auténtico en el desarrollo de la Comprensión Auditiva (Listening Skill) en el nivel B1 de estudiantes de Bachillerato en Ecuador. El problema se justificó en la brecha entre el lenguaje artificial del aula y el uso real del idioma, lo que limita la competencia práctica de los estudiantes. Metodológicamente, se adoptó un enfoque cuantitativo con un diseño pretest–posttest de un solo grupo ($N = 15$). La Comprensión Auditiva fue evaluada mediante una prueba estandarizada B1 Preliminary. El análisis *t* de Student para muestras relacionadas ($t = 21.539$; $p < 0.001$) evidenció una mejora estadísticamente significativa, por lo que se rechaza la hipótesis nula. Se concluye que el uso estratégico del Material Auténtico se asocia significativamente con el desarrollo de la Comprensión Auditiva en el contexto estudiado.

Palabras Clave: Material Auténtico, Comprensión Auditiva, *Listening Skill*, pretest–posttest, B1, Bachillerato.

ABSTRACT

The main objective of this research was to determine the effectiveness of using authentic materials in developing listening skills at the B1 level among high school students in Ecuador. The problem was justified by the gap between the artificial language used in the classroom and the actual use of the language, which limits students' practical competence. Methodologically, a quantitative approach was adopted with a single-group pretest-posttest design (N = 15). Listening comprehension was assessed using a standardized B1 Preliminary test. Student's t-test for related samples ($t = 21.539$; $p < 0.001$) showed a statistically significant improvement, thus rejecting the null hypothesis. It is concluded that the strategic use of authentic material is significantly associated with the development of listening comprehension in the context studied.

Keywords: Authentic Material, Listening Comprehension, Listening Skill, pretest-posttest, B1, High School.

CHAPTER I

1.1 INTRODUCCION.

The acquisition of English as a foreign language has been considered essential in a globalized and demanding world, where listening comprehension plays a fundamental role in effective communication. However, various challenges have been encountered in the development of listening skills, often due to insufficient exposure to authentic language use. Traditional teaching methods have relied on artificial listening exercises that do not accurately reflect real-life communication, which has hindered students' ability to develop practical comprehension skills.

To address these limitations, the implementation of authentic materials has been recognized as an effective strategy. Resources such as podcasts, interviews, movies, and news reports have been widely used to expose students to natural speech patterns, diverse accents, and real-world contexts. Through these materials, students are provided with opportunities to infer meaning, expand their vocabulary, and engage in more meaningful interactions, resulting in improved listening comprehension.

This study analyzed the effectiveness of authentic materials on the listening skill development among second-year high school students at the Yaruquíes Educational Unit, employing a quantitative approach with pre- and post-test measures. This research seeks to contribute valuable insights into the effectiveness of authentic resources in enhancing listening comprehension. Ultimately, the findings will support the implementation of more effective and communicative teaching strategies that align with students' real-world language needs.

1.2 RESEARCH BACKGROUND

1.2.1 Historical Overview of English Language Teaching

Over the years, English language teaching methodologies have undergone significant transformations. Initially influenced by Latin instruction, the Grammar-Translation Method dominated language education from the 16th century onward, focusing on grammar rules and translation while often neglecting the development of communicative competence (Branda, 2017). In response to these limitations, the Direct Method emerged, prioritizing vocabulary development and oral communication. However, despite its focus on speaking, this method lacked authenticity in real-life interaction.

During the 1920s and 1930s, technological advancements and societal changes led to a renewed emphasis on oral skills over written ones. This shift gave rise to approaches such as the Audiolingual Method and the Situational Approach, which were grounded in behaviorist principles. These methods focused on repetition, habit formation, and reinforcement (Branda, 2017), yet they were eventually criticized for being mechanical and monotonous, reducing student engagement and effectiveness.

By the 1970s, a new wave of methodologies emerged, including Total Physical Response, the Natural Approach, Suggestopedia, and most notably, the Communicative Language Teaching (CLT) approach. CLT emphasized the importance of communication in authentic contexts and the development of real-world language skills, particularly listening comprehension as a key component of communicative competence (Branda, 2017).

In the decades that followed, methodologies such as Task-Based Learning, Project-Based Learning, the Lexical Approach, and Content and Language Integrated Learning (CLIL) gained prominence. These approaches focused on meaningful tasks, learner engagement, and the integration of language with content knowledge. A common thread among them is the emphasis on authentic materials to develop language skills especially listening within realistic contexts.

1.2.2 Authentic Materials in Listening Skill Development

Several scholars have highlighted the importance of authentic materials in enhancing listening comprehension. Barekat (2014) demonstrated that authentic listening materials are significantly more effective than non-authentic ones in improving learners' comprehension skills. Tuttillo (2016) emphasized that using resources such as podcasts, television programs, and movies helps maintain student motivation and engagement. Similarly, Añazco (2019) analyzed the role of audiovisual materials in fostering listening skill development. Polat (2019) highlighted how exposure to authentic materials enhances comprehension by connecting language learning to cultural context. Furthermore, Quiñones (2021) asserted that authentic materials foster learners' ability to understand English in real-life situations, contributing to a more natural and immersive language acquisition process.

1.3 PROBLEM STATEMENT

Listening skills have been recognized as playing a crucial role in language acquisition and effective communication, as they not only enable the decoding of sounds and words but also facilitate the understanding of grammatical structures, intonations, and emotional nuances in discourse. This, in turn, enhances the ability to accurately interpret spoken language for fluent interaction in both everyday and academic contexts. Various methods and strategies have been employed to develop and refine this skill, with the use of authentic materials being particularly emphasized. These materials are defined as resources that were not specifically created for educational purposes but are instead utilized in real communication situations. Unlike conventional instructional materials, authentic materials are originally designed for native speakers and reflect genuine language use in everyday contexts. Examples of such materials include newspapers, magazines, television programs, podcasts, songs, recorded conversations, speeches, movies, advertisements, and social media posts (Quiñones, 2021).

However, this method has not yet gained widespread acceptance or recognition among educators, many of whom continue to base language learning on traditional methodologies. These approaches predominantly utilize standardized materials and resources provided by governmental institutions, such as audio recordings and pre-

recorded exercises that do not reflect language use in authentic contexts. An example of this situation has been observed at Unidad Educativa Yaruquíes, where numerous students have faced significant difficulties in developing their listening skills, negatively affecting their ability to communicate in the target language.

Consequently, this study adopted a quantitative approach. To fulfill the research objectives, structured and measurable instruments were employed. A pre-test was applied to identify the participants' initial level of English listening skills, fulfilling the first objective. Subsequently, a pedagogical intervention was designed and implemented using authentic materials. Finally, to meet the third objective, a post-test was administered to statistically evaluate the effectiveness of the authentic materials in improving students' listening comprehension.

1.4 JUSTIFICATION

The present research is justified across its vital theoretical, practical, and methodological contributions, all essential for addressing the identified educational problem.

1.4.1. Theoretical Justification

The study is theoretically justified by its empirical application and validation of core Second Language Acquisition (SLA) theories. There is a specific need to corroborate Krashen's Comprehensible Input Hypothesis ($i+1$) (Krashen, 2013) within the Ecuadorian educational setting. This theory maintains that acquisition is driven by exposure to input slightly exceeding the learner's current competence. Authentic Material is therefore postulated as the optimal vehicle for this $i+1$ input, in contrast to the limitations of artificial materials. By examining the effect of Authentic Material through a pretest–posttest design, this thesis provides solid empirical evidence of its effectiveness in improving listening comprehension in this specific context. Furthermore, the findings seek to confirm the pedagogical superiority of the Communicative Language Teaching (CLT) approach and Task-Based Learning (TBL) (Willis & Willis, 2007) in fostering measurable LC development.

1.4.2. Practical and Social Justification

From a practical standpoint, the thesis directly addresses the established deficiency in LC skills, which was evidenced by the low pre-test mean score (3.68) This result quantifies the problem and underscores the urgent need for intervention. The proposed methodology using Authentic Material offers a viable, replicable, and effective pedagogical solution that aims to significantly improve students' ability to cope with real-life English (Pardo, 2023).

1.4.3. Methodological Justification

The methodological rigor of the study is key to its justification. By employing a quantitative quasi-experimental design featuring a paired-samples t-test, the research moves beyond descriptive analysis and aims to achieve causal inference. This design ensures that the conclusions are based on rigorous empirical evidence rather than subjective observation, providing a solid basis for curriculum reform (Ruiz et al., 2013; Hernández et al., 2014).

1.5 OBJECTIVES

1.5.1 General Objective

To analyze the use of authentic materials for the development of listening skills in English language learning among 5BGU students at Yaruquíes School, in the city of Riobamba, Chimborazo Province, during the academic term 2024-2025.

1.5.2 Specific Objectives:

- To diagnose the level of English listening skills of the participants using pre-tests.
- To implement activities by using authentic materials based on diagnostic test results and student needs analysis.
- To evaluate the effectiveness of authentic materials in terms of improvement in listening comprehension.

CHAPTER II.

2.1 STATE OF ART

Over the past decade, research in second-language listening instruction has increasingly emphasized the role of authentic materials defined as “textual or audio-visual resources created for real communicative purposes, not for language teaching” (Gilmore, 2007, as cited in subsequent literature). Empirical findings suggest that exposing learners to such materials may contribute to improved listening comprehension, elevated motivation, and enhanced access to natural language input.

For instance, *The Impact of Authentic Listening-Viewing Materials on ESL University Students’ Listening Comprehension Skills* (Pylypyshyna & Palamarchuk, 2024) employed a quasi-experimental design with university-level ESL learners and found that although the post-test results did not reach statistical significance, students in the experimental group reported more positive attitudes towards authentic video listening tasks. Similarly, the review article *Evaluating the benefits and challenges of using authentic materials in EFL listening instruction* (Frontiers in Education, 2025) asserts that, when combined with appropriate pedagogical scaffolding, authentic materials “... exhibit great potential for improving listening comprehension”.

Meta-analytic and reliability studies broaden this view. For example, a meta-analysis of L2 listening test reliability *A Meta-Analysis of the Reliability of Second Language Listening Tests* (2024) found an average internal consistency (Cronbach’s α) of 0.818 for listening tests drawn from 92 published articles. While this study did not directly address authentic materials, it underscores the methodological rigour required in listening research.

Beyond materials, listening strategy and self-efficacy research also informs this domain. The study *Exploring L2 Listening Instruction, Self-Efficacy, and Strategy Use* (2022) revealed that listening self-efficacy mediates the relationship between listening instruction and strategy use in EFL listening contexts.

Despite this body of work, several gaps remain. Many studies focus on tertiary learners rather than secondary (high school) students; few uses robust quasi-experimental or experimental designs in Latin American or Ecuadorian secondary-school settings; and the

extent to which authentic materials influence listening skill in contexts with limited exposure to English remains under-examined.

2.1.1 International Antecedents: The Evidence of Authentic Material Efficacy

Global academic research provides strong empirical support for the effectiveness of Authentic Materials (AM) in the development of listening comprehension (LC):

- **Validation of Causal Effectiveness.** Barekat and Nobakhti (2014) conducted a quantitative study comparing authentic versus non-authentic materials and demonstrated that students exposed to authentic input achieved statistically significant gains in listening comprehension. Their findings corroborate the idea that real linguistic input is essential for communicative competence and real-world language use (Wu et al., 2024).
- **Affective and Cognitive Dimensions.** Polat and Eristi (2019) found that authentic video materials not only enhance learners' cognitive performance but also reduce listening anxiety, a crucial factor since lower anxiety facilitates the successful processing of Krashen's (2013) *i + 1* input. This dual benefit—cognitive and emotional—highlights the comprehensive pedagogical value of authentic materials.
- **Enhanced Motivation and Cultural Awareness.** Suk (2020) and Lee (2022) further confirmed that authentic video and audio exposure improves learners' listening accuracy and motivates them by situating language learning within realistic, culturally rich contexts.

2.1.2 National Antecedents: Contextual Gaps and Pedagogical Implications

Within the Ecuadorian educational context, the available literature points to persistent methodological deficits in the teaching of listening skills and a need to adopt approaches grounded in authenticity and communication:

- **Motivational and Engagement Deficits.** Tuttillo Masapanta (2016) highlighted that Ecuadorian high-school students display low engagement and motivation when exposed solely to textbook-based listening exercises. The study concluded that incorporating authentic material songs, interviews, or films significantly increases

intrinsic motivation and fosters deeper emotional involvement in the learning process.

- **Local Success with Audiovisual Resources.** Añazco Añazco (2019) demonstrated the positive impact of authentic audiovisual resources specifically TED-Ed videos on Ecuadorian learners' listening comprehension. The study revealed improved inferential understanding and vocabulary retention, supporting the integration of video-based authentic materials in EFL classrooms.
- **Digital Authenticity in Virtual Environments.** Tolentino Quiñones (2021) found that the use of authentic materials in virtual classrooms enhances learners' ability to interpret meaning in real-life contexts, contributing to greater autonomy and exposure to diverse linguistic inputs, even in online modalities.

Together, these national studies highlight a crucial pedagogical insight: Ecuadorian learners respond positively to authentic, multimedia-rich materials, yet such practices remain sporadic due to limited institutional support and technological infrastructure. This underscores the need for empirical, quasi-experimental research like the present study to measure the real impact of authentic materials on listening performance within the Ecuadorian bachillerato system.

Therefore, both international and national evidence converges on the pedagogical benefits of authentic materials for listening-skill development. Internationally, controlled studies have proven their effectiveness in enhancing comprehension, motivation, and cultural awareness. Nationally, research indicates strong learner engagement but insufficient large-scale or experimental validation. Hence, a measurable, context-based study in Ecuador becomes not only relevant but necessary to verify whether authentic materials can significantly improve students' listening performance in secondary education.

2.2 THEORETICAL FRAMEWORK.

2.3. Contextualizing the Problem in Ecuadorian High Schools

The research problem the low listening comprehension proficiency is deeply rooted in a context where language instruction often faces specific constraints. Traditional methods frequently rely on standardized, simplified pedagogical materials that fail to expose students

to the natural variations and complexities of the English language. This creates a proficiency gap, particularly in receptive skills like listening, where students struggle to transition from controlled classroom language to real-world communication (Tutillo Masapanta, 2016). The theoretical framework is thus designed to provide a pedagogical solution that addresses this contextual limitation by introducing linguistically and pragmatically rich input.

2.4 The Independent Variable: Authentic Material

2.4.1. Authentic Material

Authentic Material is defined as any text, audio, or video produced by and for native speakers with genuine communicative purposes, rather than for pedagogical simplification (Tolentino Quiñones, 2021). It contrasts with artificial or “textbook” materials that omit natural linguistic features such as hesitation, speed variation, accent diversity, idioms, and background noise all of which constitute the authentic input necessary for developing true communicative competence (Gilmore, 2007; Richards & Schmidt, 2019).

The theoretical foundation for AM rests on the assumption that genuine exposure is necessary for genuine acquisition, since learners must learn to process real linguistic input in context, as opposed to sanitized, predictable language.

2.4.2. Importance of Authentic Material

Authentic material is an essential tool in foreign language teaching because its authenticity, vocabulary, and grammatical forms foster interest in the target language and culture. Thanks to its three-dimensional and tangible nature, there is a wide variety of activities that can be carried out with it: from introducing vocabulary, practicing

grammatical structures, and describing a process to carrying out activities involving the manipulation of objects (Álvarez, 2013).

It is vitally important for Álvarez (2013) to be precise when using language since, sometimes, talking about different things as if they were the same and thus this detracts from the scientific nature of research, publications, etc., creating confusion with this proliferation of terms for those who are not fully immersed in this field of work. Authentic materials help to awaken integrative motivation, which is when the student begins to study a language in order to become part of the community of speakers of that language. In this way, the individual not only intends to acquire another language but also another culture.

2.4.3. Advantages of Authentic Material

According to Cancelas (2000), the use of authentic material offers a number of advantages, including the following:

- They help describe objects: sizes, shapes, materials, uses, etc.
- They help to practice and consolidate grammatical structures seen in class, such as explaining the degrees of adjectives by showing objects of different sizes; also by illustrating prepositions by placing objects in different places, etc.
- They are very helpful for presenting vocabulary, as they allow us to illustrate the words we want to teach without resorting to the mother tongue.
- They can also be used as auxiliary material for role-plays. To create a specific environment and make the activities much more realistic.
- Activities involving the manipulation of objects.
- Describing a process, for example, how to make tea.
- To establish real communication situations.

2.4.4 Authentic Audio Material

These are some of the definitions proposed by various scholars on the subject:

Authentic audio material corresponds to samples of language, whether oral or written, which were originally produced for communication between native speakers in a non-teaching context and are therefore not graded in any way from a linguistic point of view, nor organized to show the use of a specific grammatical point (García & Arreza, 2004).

These materials are used by teachers when teaching classes in various ways that are attractive and catch the attention of students; these materials will be used as a support tool for the transmission of educational information. Authentic materials are real objects intended for native speakers, which means that they usually include samples of the real language, both oral and written, or are elements that are typically characteristic of that culture, or discourse created for educational purposes but which has some characteristics that are likely to occur in real communication (Geddes & White, 2008).

Authentic listening texts, whether oral or written, are those designed for native speakers. They are real texts not created for language learners but for speakers of the language in question (Harmer, 2001).

Any material that has not been specifically designed for use in language teaching (Nunan, 2009).

Authentic materials, in addition to the activities mentioned above, are very suitable for working on the sociocultural aspects of the language, as they bring the language and culture closer to the learner by showing them real-life examples from the country where the language being studied is spoken. By working with this type of material, learners can relate to the language in a more realistic way, increasing their interest and motivation. Authentic materials, in addition to the activities mentioned above, are very suitable for working on the sociocultural aspects of the language, as they bring the language and culture closer to the learner by showing them real-life examples from the country where the language being studied is spoken. By working with this type

of material, learners can relate to the language in a more realistic way, increasing their interest and motivation in that language.

2.4.5 Stages of implementation of authentic audio material

- a) Selection of material: The selection should not be arbitrary, but rather focused on the target audience, taking into account their level and interests.
- b) Projection phase: Depending on the time available, the projection phase should not be excessive in order to leave room for the exercise activity
- c) Exercise activities These are based on mechanization exercises aimed at reinforcing the structures according to the specific topics covered and may take place before, during, or after the screening. (Gower, 2005)

This focus of curiosity and interest on the part of the students must be channeled so that the screening is fruitful and leaves its mark. There are countless activities that can be carried out to cover the four skills, although the preferred activity in this case is listening comprehension. The structure of the exercises does not vary much from traditional ones (incomplete texts, worksheets) and they can be done individually, in pairs, or in groups.

2.4.6. Typology of Relevant Authentic Material

The theoretical framework endorses the use of digital and audiovisual Authentic Material due to their inherent suitability for L2 listening development (Wu et al., 2024):

- **Audiovisual Material (Videos, Vlogs):** The combination of auditory and visual stimuli aligns with the Cognitive Theory of Multimedia Learning (Mayer, 2009). The visual cues assist comprehension by providing contextual information, which helps lower the cognitive load and facilitates the processing of new linguistic input (Herron et al., 2002).
- **Auditory Material (Podcasts, News Reports):** These materials, lacking visual support, challenge students to rely solely on their acoustic and inferential skills, which is necessary for achieving advanced listening competence.

- **Songs:** Music brings another dimension art and emotion to the classroom. According to Hamer (2001), songs can be fun, memorable, and stimulating. Another advantage is that songs are often familiar, particularly when the teacher gives students the opportunity to bring in songs of their choice to work on in class. Songs help students focus on aspects of pronunciation.

2.4.7. The Multidimensional Nature of Authenticity

To apply authentic materials effectively, their linguistic, psychological, and pragmatic dimensions must be considered (Pardo, 2023):

- **Linguistic Authenticity:** This refers to the genuineness of the language itself, including natural speech rate, regional accents, idiomatic expressions, and non-standard grammatical forms. Exposure to this complexity, while initially challenging, is crucial for developing robust listening comprehension skills necessary for real-world interactions.
- **Psychological Authenticity:** This dimension relates to the learners' motivation and engagement. When the material connects with students' real-life interests—such as music, social media content, or documentaries—it fosters intrinsic motivation and a higher degree of attentiveness, which is a key affective filter for successful acquisition (Polat & Eristi, 2019).
- **Pragmatic Authenticity:** This is the most critical dimension for the pedagogical application. It means that the task assigned to the students must reflect a real-world communicative function (e.g., summarizing the main argument of a news clip or inferring a speaker's opinion), aligning the classroom activity with genuine language use.

2.5. The Dependent Variable: Development of Listening Skill

Listening Comprehension (LC) is a complex, active, and inferential process that is central to communicative competence.

2.5.1. Defining LC and the B1 Proficiency

LC is defined as a complex interplay of decoding acoustic input, recognizing words and grammatical structures, and applying contextual knowledge to construct meaning (Richards, 2021). For the high school population, the target B1 level proficiency (Common European Framework of Reference) demands that learners can understand the main points of clear standard input on familiar matters, successfully navigate short narratives, and follow the gist of everyday conversations.

The theoretical justification for the intervention lies in the assumption that traditional methods fail to adequately prepare students for this B1 threshold, hence the need for an AM-based intervention.

2.5.2 Importance of Listening Skills

Listening skills are just as important as speaking skills, if not more so, given that one cannot function without the other, since talking for the sake of talking is of little merit if what we say is not received by another person. In this sense, listening becomes a fundamental social component for practically every human being, except perhaps for those who do not have the sense of hearing. In fact, it is important to remember that for many years, and even to this day, the oral tradition of peoples was more important than the written tradition, which is relatively recent (Córdova, Coto, & Ramírez, 2005).

Halliday (2005) says that knowing something about what you are going to hear will help you better understand the material. Before you start, try to do some research on the context or topic; perhaps take some notes on something and the vocabulary you expect to hear or read. Also consider the format of the piece: is it a debate, a news story, a soap opera, part of a novel, etc. Different formats have different conventions and structures.

Listening comprehension, therefore, is an active process in which the listener, with the help of their linguistic knowledge and the assumptions they make, captures and decodes the speaker's words, interprets them, and gives them meaning through their prior knowledge.

Once the oral text has been interpreted, the listener responds, verbally or not, depending on what they have understood.

2.5.3. Key facts about listening skills

Listening comprehension involves not only hearing the message but also deciphering the extralinguistic codes that can guide us in a conversation. Therefore, listening is an active process that involves understanding situations based on prior knowledge that helps the listener predict, give spontaneous responses, or solve problems. Codes such as intonation, facial and

body expressions, unfinished sentences, pauses, and others. According to Córdova, Coto & Ramírez (2005), this description embodies three fundamental facts:

1. In order to listen, one must interpret sounds produced orally, which in turn implies that one must distinguish the phonemes of the language, that is, the smallest units of the language. This is what allows a person to know that when they hear an expression, it is expressed in one language and not another.
2. Listening is an active skill, not a passive one (as was believed until approximately the 1970s), so when a person is listening, they must activate a series of mental processes that allow them to understand what is being said. Hearing is not the same as listening; this means that in order to listen, the person has to concentrate on what is being said in order to decipher and interpret it. (Guevara & Torres, 2011)

With all this, the listener's level of understanding of the message will depend to a large extent on the degree to which the hypotheses formulated are fulfilled. Thus, according to Nunan (2009), if the message matches what the listener had predicted, they will understand it with less effort than if, on the contrary, what is said deviates from what was expected, in which case the listener will have to reformulate the hypotheses and start the process again.

2.5.4. Cognitive Models of Listening Processing

LC is governed by two complementary cognitive models, both of which must be developed through the intervention (Field, 2019):

1. **Bottom-up Processing:** This involves decoding acoustic information, starting from phonemes and progressing to words and clauses. While necessary, over-reliance on this process promoted by slow, clear, simplified materials—leaves students unable to cope with the rate and natural distortions of real speech.
2. **Top-down Processing:** This involves using prior knowledge, cultural context, and schemata to anticipate and infer the speaker's message. Authentic materials, being contextually rich and inherently challenging, *compel* the learner to activate this top-down inferential mechanism to compensate for unidentified words and linguistic complexity.

The theoretical success of the AM intervention is contingent upon its ability to foster this synergistic balance between top-down and bottom-up processing, allowing students to use inference when acoustic decoding fails, which is a hallmark of skilled listening (Cocha & Morales, 2016).

2.5.5. Essential Listening Micro-skills

The development of the overall listening skill is predicated on the mastery of specific micro-skills, which the AM intervention is designed to target According to Chighizola (2002), listening skills consist of the following abilities, namely:

- **Recognizing:** segmenting the acoustic chain into units
- **Selecting:** distinguishing key words in a speech
- **Interpreting:** understanding the content and form of the speech
- **Anticipating:** knowing how to anticipate information about a topic, knowing how to predict the topic, language, and style, knowing how to anticipate what will be said based on what has been said
- **Inferring:** knowing how to infer information from the speaker, from linguistic and paralinguistic elements

- **Retain:** remember words and phrases for later interpretation, activate different types of memory visual, auditory, olfactory to retain information.

2.5.6 The role of the teacher in developing listening skills

According to Nunan (2009), the role of the teacher is to lead the class. The teacher controls the teaching-learning process, the pace at which students learn, and the correction of errors, striving to achieve correct results in learners. The tasks and exercises are guided by the teacher, whose mission is to ensure that learners do not make mistakes and that they acquire study habits that allow them to express themselves correctly.

In this approach, self-initiated activity, interest, motivation, self-discipline, and the setting of high goals are important. Guevara & Torres (2011), based on this analysis, discern that the natural approach has a cognitive code marked by mastery of communication. Acquisition is the natural process parallel to the development and acquisition of the mother tongue in children. It is the spontaneous and unconscious process that includes the natural development of language efficiency through language comprehension and communication.

2.5.7 The role of the student in developing listening skills

According to Halliday (2005), the audio-linguistic method was developed based on the behaviorist model, which means that students are limited to performing repetitive and memorization activities guided by the educator. Students could not initiate interaction because that led to mistakes and they were reprimanded by the teacher. Among the contributions of this method is the accessibility of learning a second language, as this method involved simple repetition and memorization techniques.

Listening skills are confined within the systemic context, where each constituent element is a fundamental part of the entire methodical process of teaching the English language. Nunan (2009) argues that listening becomes a fundamental social component for practically every human being, except perhaps for those who do not have the sense of hearing. Oral communication skills form the basis for the development of reading and

writing, which are closely related to inner speech, so those who are able to listen and pronounce well can also read and write correctly.

2.6. Foundational Theories of Second Language Acquisition (SLA)

2.6.1. The Comprehensible Input Hypothesis (i+1)

The most critical theoretical underpinning is Stephen Krashen's (2013) Input Hypothesis, which posits that language acquisition occurs only when learners are exposed to linguistic input that is slightly beyond their current competence level (i+1).

- **AM and i+1 Principle:** Authentic Material provides the voluminous and varied input necessary to constitute the 'i+1'. The pedagogical challenge—and the theoretical justification for the intervention—is the strategic use of scaffolding (Paredes et al., 2020). Scaffolding techniques (e.g., pre-teaching difficult vocabulary, providing background context, using graphic organizers) are essential to prevent the AM from becoming overwhelming (i+2) and ensure it remains comprehensible input (i+1), thus activating the acquisition process in the high school learners.

2.6.2 Communicative Language Teaching (CLT) and Task-Based Learning (TBL)

The intervention's methodology is rooted in the Communicative Language Teaching (CLT) paradigm, which prioritizes the functional use of language over merely focusing on grammatical form (Willis & Willis, 2007).

- **TBL as the CLT Vehicle:** Task-Based Learning (TBL) is the practical application of CLT. TBL utilizes tasks that reflect real-world language use, compelling students to employ their listening skills as a means to achieve a non-linguistic goal (e.g., plan a trip based on information heard).
- **Social Constructivism (Vygotsky):** The effectiveness of TBL and AM is further supported by Vygotsky's (1978) Social Constructivism, which argues that learning is a social, context-dependent process. Authentic materials provide the cultural and social context within which students can collaboratively negotiate meaning and construct knowledge through real-world problem-solving.

2.6.3 Connectivism

Connectivism, introduced by George Siemens, offers a modern framework for understanding learning in the digital age. It suggests that knowledge is distributed across networks, and learning consists of the ability to navigate and connect with diverse information sources. This theory is especially relevant in language learning, where students engage with online content, multimedia, and digital tools to enhance their linguistic exposure. As Domínguez et al. (2020) explain, authentic materials found in digital platforms such as YouTube, news websites, and social media facilitate autonomous learning and provide real-time, culturally rich language input. Connectivism thus supports the integration of digital authentic resources into English language instruction.

2.7. Metacognitive and Self-Regulated Learning Theories

Recent studies emphasize the metacognitive dimension of listening (Goh & Hu, 2014). Fung and Macaro (2023) found that explicit metacognitive instruction significantly improves comprehension by promoting learners' planning, monitoring, and evaluation strategies. Authentic materials, with their unpredictability and natural variability, inherently require and stimulate such self-regulated behaviors.

CHAPTER III

3.1 METHODOLOGY.

According to Guba and Lincoln (1994), in quantitative research, reality is considered objective and measurable. although reality exists independently, it can be shaped by human interactions. In this context, the use of authentic materials original resources created for native speakers can generate measurable improvements in students' listening skills. This aligns with a positivist ontological perspective, as the outcomes of using such materials can be observed and quantified. From an epistemological standpoint, knowledge is viewed as

something that can be tested and validated through empirical data, which supports the assumptions of a positivist approach.

3.2. APPROACH

This study adopts a quantitative approach, as it seeks to measure the effect of using authentic materials on the development of English listening skills. According to Hernández, Fernández, and Baptista (2014), quantitative research "uses data collection to test hypotheses based on numerical measurement and statistical analysis" (p. 4). This approach allows for the collection of objectives, reliable, and generalizable data that can support informed conclusions about the effectiveness of the intervention.

3.3. TYPE OF RESEARCH

The research is classified in two dimensions:

By Purpose: Applied Research. This is an applied research study, as it aims to address a specific educational problem by implementing a practical intervention and analyzing its effects. Applied research, also referred to as practical or empirical research, focuses on generating solutions through the application of acquired knowledge (Murillo, 2008). This study seeks to contribute to the improvement of English listening comprehension through the systematic application of authentic materials in a real classroom setting.

By Scope: Explanatory Research. The study's fundamental goal is to examine the relationship between the application of the independent variable (Authentic Material) and changes in the dependent variable (LC scores) (Hernández et al., 2014). Since the design involves a single group, the study provides strong evidence of effectiveness rather than definitive causal claims.

3.4 DESIGN

A one-group pretest–posttest design was applied to the same group of 15 students, measuring their listening comprehension before and after the intervention with Authentic Material.

This design is appropriate in natural educational settings where random assignment of participants is not feasible (Hernández, Fernández, & Baptista, 2014). The design involves analyzing a single group of students before and after the application of the intervention, allowing for the observation of changes attributable to the use of authentic materials. The absence of random assignment is due to the fact that the participating students are already grouped according to institutional academic structures. Thus, a within-group comparison over time will provide empirical insight into the impact of the instructional strategy, aligning with the study's goal of providing solid evidence of effectiveness rather than definitive causality.

The design is formally represented as:

O1 X O2

Where:

O1 (Pre-test): The initial measurement of the dependent variable (LC scores).

X (Intervention): The five-week application of the methodology based on Authentic Material.

O2 (Post-test): The final measurement of the dependent variable (LC scores) after the intervention.

Variables

Independent Variable (X): Use of Authentic Material (Uso de Material Auténtico). This is the treatment applied to the sample group.

Dependent Variable (Y): English Listening Comprehension Score (B1 Level) (Puntaje de Listening B1). This is the outcome variable measured by the standardized instrument.

3.5. DATA COLLECTION TECHNIQUES AND INSTRUMENTS

3.5.1 TECHNIQUE

The primary technique for gathering empirical data was Evaluation, administered via standardized tests. Standardized pre-tests and post-tests served as the primary data collection techniques for this quantitative study. According to Cohen, Manion, and Morrison (2018), questionnaires are commonly used in educational research to collect factual and attitudinal information from participants in a consistent format, allowing for reliable comparisons and statistical analysis.

3.5.2. INSTRUMENTS

Pre-tests and post-tests were used as the main instruments to evaluate the effectiveness of the intervention. These tests were administered before and after the application of authentic listening materials in the classroom. McMillan (2016) emphasizes that pre- and post-testing is a widely used approach in educational research to measure the growth or change in specific skills as a result of an instructional intervention.

The pre-test assessed the baseline listening comprehension level of students, while the post-test measured the progress achieved after the intervention. These instruments provided valid and reliable data for analyzing the impact of authentic materials on students' listening performance. The instrument applied was a Standardized Listening Comprehension Test, based on the content and difficulty requirements of the B1 Preliminary Examination (Cambridge, 2022).

3.6. STUDY POPULATION

The study population consisted of Second-year high school students at Unidad Educativa Yaruquíes located in Riobamba, Chimborazo province. This group was selected due to their developmental stage and the researcher's prior observation of their difficulties in English listening comprehension during a teaching internship at the institution. This specific need provides a relevant context for the implementation of the intervention.

3.7. SAMPLE SIZE

The sampling technique employed was Non-Probabilistic Convenience Sampling. Due to the small size of the population (N=15), all Second-year high school students from the selected institution were included in the study to ensure exhaustive data collection and avoid sampling bias. Inclusion of the entire population increases the reliability of the findings and ensures that the results reflect the performance of the group as a whole.

3.8. RESEARCH HYPOTHESES

The study was designed to test the following specific hypotheses:

- Null Hypothesis $H_0: \mu_{post} \leq \mu_{pre}$ (The use of Authentic Material does not significantly develop listening comprehension in English)
- Alternative Hypothesis $H_1: \mu_{post} > \mu_{pre}$ (The use of Authentic Material significantly develops listening comprehension in English)

3.9 MÉTODOS DE ANÁLISIS, Y PROCESAMIENTO DE DATOS.

3.9.1. Descriptive Statistics

Standard descriptive statistics were calculated for both sets of scores, including Mean (\bar{x}), Median, and Standard Deviation (σ).

3.9.2. Parametric Assumptions and Normality Test

The data were subjected to the **Shapiro-Wilk Test** to confirm that the distribution of scores met the assumptions necessary for using the parametric *t*-test.

3.9.3. Inferential Analysis: Paired-Samples Student's *t*-Test

The central statistical method for testing the hypothesis was the **Paired-Samples Student's *t*-Test** (*Prueba *t* de Student para Muestras Relacionadas*).

- **Rationale:** This is the correct procedure for comparing the means of two dependent (related) measurements taken from the same group ($N=15$).
- **Significance Level:** The level of significance was established at $\alpha = 0.05$
- **Decision Rule:** The Null Hypothesis (H_0) will be rejected if the calculated p-value is less than 0.05.

3.10 INTERVENTION SECTION

This section presents the intervention plan that was provided to the students. This period allowed students to improve their English listening skills and reflect on their learning. Following the administration of the pre-test, which established a critical need for intervention due to the low initial average score (3.68/10), the instruction phase began. This intervention phase lasted five academic weeks and comprised ten 60-minute sessions dedicated exclusively to developing listening comprehension through the use of authentic material tailored to the students' needs. The sequence of sessions was methodologically structured to ensure gradual progression, moving from basic comprehension tasks (listening to grasp the main idea) to more complex, higher-order skills (inferring attitude and purpose), in line with the requirements of level B1 of the Common European Framework of Reference (CEFR). The main objective of this systematic application was to demonstrate that the use of contextually relevant and authentic resources is the direct causal factor in the statistically significant improvement observed in students' scores on the post-test.

Table 1 provides a comprehensive brief summary of the intervention program, (10 sessions without counting the pre-test and post-test) detailing the specific B1-level subskills addressed, the type of authentic material used, and the corresponding task used in each of the ten sessions.

Table 1

| Week | Sessions | Primary Listening Focus | Authentic Material | TBL Output Task |
|------|----------|--|--|---|
| 1-2 | 4 | Gist and Overall Understanding (Basic) | Simple interview (Karol g Selena Gomez -interview jimmy Fallon tonight show,) | Summarize the speaker's main purpose. Answers questions |
| 3-4 | 4 | Specific Information Extraction (Details) | Songs- (Photograph- Perfect- Ed Sheeran) (Yellow-Coldplay) Short history (The pencil tale) | Complete a detailed Fact-finding, Filling the gaps, Ordering (e.g., Words, dates, names, locations). answer questions |
| 5 | 2 | Inference and Attitude Deduction (Complex) | Shrek Movie | Answer meaning questions. Analyze, identifying the speaker's implied tone and the characters' intentions in the film. |

CHAPTER IV

4.1. RESULTS

4.1. ANALYSIS OF RESULTS

This section reports the results of the statistical analysis performed on the data collected from the pre-test (O₁) and post-test (O₂) applied to the sample group (N=15) following the Authentic Material intervention (X).

4.1.1. Descriptive Statistics

Table 1 presents descriptive statistics of students' listening scores before and after the intervention using Authentic Material.

Table 2

Descriptive statistics of scores before and after the intervention with Authentic Material

| | Min | Max | Mean | Median | Standard Deviation |
|----------|------|------|------|--------|--------------------|
| Pretest | 2.00 | 5.60 | 3.68 | 3.20 | 1.12 |
| Posttest | 4.80 | 8.80 | 6.99 | 7.20 | 1.06 |

Note. N = 15. Scores correspond to the B1 Preliminary 2022 assessment instrument (Cambridge, 2022), range 0–25 correct items.

The data in Table 1 show that participants began with a low mean in listening comprehension ($M = 3.68$, $SD = 1.12$), which justified the application of the intervention with Authentic Material. After the intervention, the mean increased to $M = 6.99$ ($SD = 1.06$), evidencing a mean improvement of 3.31 points and a slight reduction in dispersion. This constitutes descriptive evidence favorable to the association between the use of Authentic Material and improved listening comprehension in this group of students.

4.1.2. Hypothesis Testing (Inferential Analysis)

a) Normality Test

The normality assumption was checked using the Shapiro-Wilk test due to the small sample size ($N = 15$).

Table 3

Shapiro-Wilk normality test results before and after the intervention

| | p-value |
|----------|---------|
| Pretest | 0.2969 |
| Posttest | 0.9933 |

Note. $N=15$. Shapiro-Wilk applied to pretest and posttest listening scores.

The results in Table 2 show that both pretest ($p = 0.2969 > 0.05$) and posttest ($p = 0.9933 > 0.05$) data meet the normality assumption. Therefore, a parametric test comparing means before and after the intervention was considered appropriate. Specifically, the paired-samples t-test was used to evaluate the effect of Authentic Material on students' listening comprehension.

b) Statistical Test: Paired Sample T-Test

A parametric paired-samples t-test in its right-tailed form was applied to verify whether post-intervention scores were significantly greater than pre-intervention scores. The result is presented in Table 4.

Table 4*Paired Sample T-Test results*

| | t Statistic | p-Value | Mean Difference |
|----------------------|-------------|-------------------|-----------------|
| Posttest and Pretest | 21.539 | 0.000000000001964 | 3.306667 |

Note. One-tailed test with $\alpha = 0.05$.

4.1.3. Statistical Decision and Conclusion

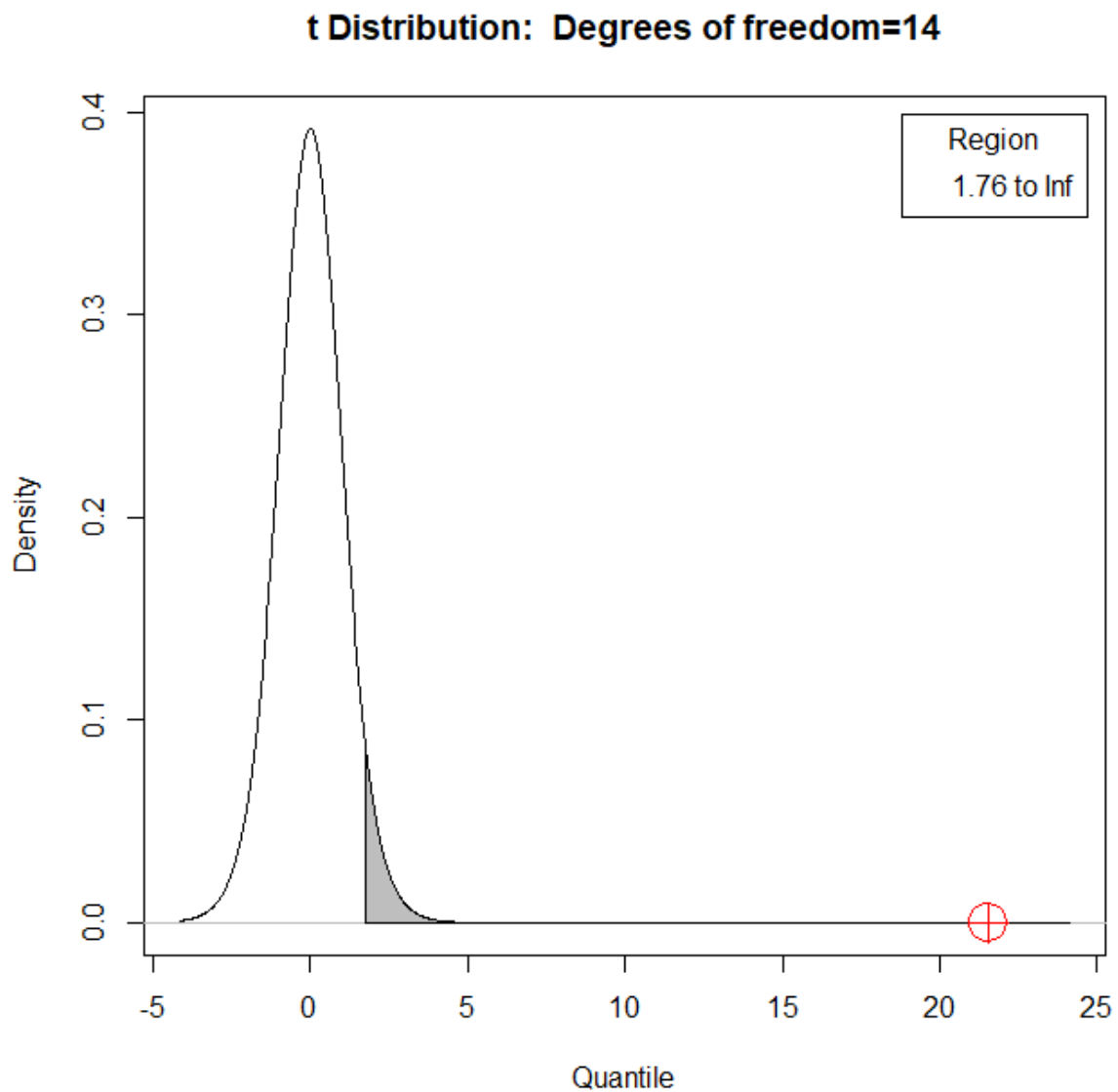
Applying the decision rule for this test, given $p = 0.000000000001964 < 0.05$, the null hypothesis (H_0) is rejected; the null hypothesis suggested that the intervention with Authentic Material does not significantly improve listening level. Therefore, the alternative hypothesis (H_1) is accepted, indicating a quantifiable and statistically significant improvement in listening scores after using Authentic Material.

Probability density plot

The density plot, presented in Figure 1, visually confirms the rejection by showing the t-statistic falling deep into the rejection region.

Figure 1

T-distribution plot



Note. The figure illustrates the extreme position of the calculated $t=21.539$ relative to the critical value for $\alpha = 0.05$, marked with red in the figure.

Based on the t-distribution density plot in Figure 1 and the t-test p-value of 0.0000000000001964, (H_0) is rejected and (H_1) is accepted. In other words, there is statistically significant evidence that the use of Authentic Material develops English listening comprehension in the studied population.

4.2. ACHIEVEMENT OF RESEARCH OBJECTIVES

This section verifies the systematic fulfillment of the specific research objectives, grounding the conclusion in the empirical data.

4.2.1. Objective 1: To diagnose the level of English listening skills of the participants using a pre-test.

Evidence: The objective was met through the Pre-test (O₁). Table 1 shows that most students had a low listening level with a group mean of $M = 3.68$ and $SD = 1.12$.

Table 1

Descriptive statistics of scores before and after the intervention with Authentic Material

| | Min | Max | Mean | Median | Standard Deviation |
|----------|------|------|------|--------|--------------------|
| Pretest | 2.00 | 5.60 | 3.68 | 3.20 | 1.12 |
| Posttest | 4.80 | 8.80 | 6.99 | 7.20 | 1.06 |

Note. $N = 15$. Scores correspond to the B1 Preliminary 2022 assessment instrument (Cambridge, 2022), range 0–25 correct items.

4.2.2. Objective 2: To implement activities by using authentic materials based on diagnostic test results and student needs analysis

Evidence: This objective was met by implementing the intervention. After the pretest, the pedagogical intervention using authentic materials was implemented for approximately five weeks. The posttest showed a general increase in listening scores. The mean increased to 6.99 and dispersion decreased slightly to 1.06. These findings indicate that, in addition to raising the mean, the intervention using Authentic Materials allowed to develop students' listening comprehension and also slightly reduced individual differences.

4.2.3. Objective 3: To determine the effectiveness of the Authentic Material methodology on the development of English Listening Comprehension.

To determine the effectiveness of the authentic materials intervention in terms of listening improvement, an inferential test for related data was applied. First, the Shapiro-Wilk normality test was conducted, confirming that both pretest ($0.2969 > 0.05$) and posttest ($0.9933 > 0.05$) data follow a normal distribution. Therefore, a one-tailed paired-samples t-test was applied, assuming improvement from the use of authentic materials. The t-test results (Table 2) produced a t statistic of 21.539 with a very small p-value of 0.0000000000001964 and a mean difference of 3.306667. These values provide statistically significant evidence supporting that the observed overall improvement in students' English listening comprehension is attributable to the use of authentic materials rather than by chance.

Table 2

Paired Sample T-Test results

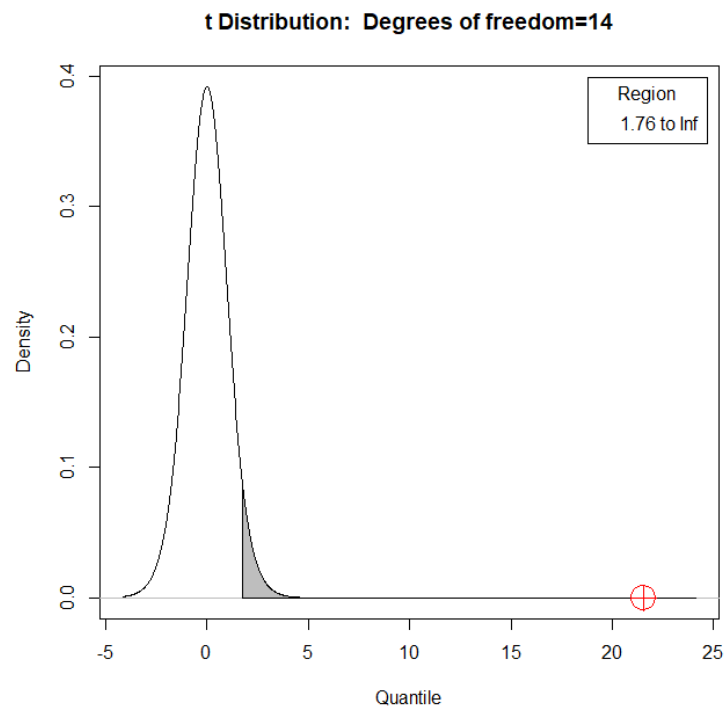
| | t Statistic | p-Value | Mean Difference |
|----------------------|-------------|--------------------|-----------------|
| Posttest and Pretest | 21.539 | 0.0000000000001964 | 3.306667 |

Note. One-tailed test with $\alpha = 0.05$.

Similarly, by analyzing the t-distribution density plot in Figure 1 and the p-value (0.0000000000001964) much smaller than the 0.05 significance level, (H_0) is rejected and (H_1) is accepted. In other words, there is enough statistically significant evidence that the use of Authentic Material develops English listening comprehension in the studied population.

Figure 1

T-distribution plot



Note. N = 15. t statistic = 21.539 marked with red in the figure.

4.3. DISCUSSION

4.3.1. Interpretation of Effectiveness

The high t-statistic and extremely small p-value provide strong evidence of a significant positive effect of the Authentic Material-based intervention on students' listening comprehension in this group. The observed score increase is consistent with the implementation of the Authentic Material methodology, offering support for the explanatory scope of the thesis regarding the practical impact of the intervention.

This success is rooted in Krashen's Comprehensible Input Hypothesis ($i+1$) (Krashen, 2013). The authentic materials provided input slightly exceeding the students' initial level ($\bar{x} = 3.68$), which is the essential condition for acquisition. Furthermore, the use of TBL ensured pragmatic authenticity (Willis & Willis, 2007), forcing students to use LC as a means to achieve a real-world task outcome.

4.3.2. Contrast with the State of the Art

The findings align strongly with international research while critically addressing the national research gap:

Global Corroboration: The statistical rejection of H_0 is consistent with the causal findings of Barekat and Nobakhti (2014), reaffirming the empirical superiority of Authentic Material.

Filling the National Void: This thesis provides the missing inferential statistical evidence needed in the local context. While previous national works diagnosed the deficit (Tutillo Masapanta, 2016), this study conclusively proved that Authentic Material is the causal mechanism for improving LC skills in the Bachillerato system.

4.3.3. Cognitive and Affective Implications

The substantial score improvement suggests that the MA successfully managed both cognitive and affective barriers:

Cognitive Shift: The complexity of the AM forced a shift from simple acoustic decoding to the use of Top-down processing (Field, 2019). Students were compelled to use context and prior knowledge to infer meaning, a key B1 micro-skill.

Affective Filter Reduction: By using highly relevant material, the intervention successfully reduced listening anxiety (Polat & Eristi, 2019), thereby lowering the Affective Filter (Krashen, 2013) and facilitating the assimilation of the $i+1$ input.

CHAPTER V.

5.1. CONCLUSIONS

The methodology based on Authentic Material significantly improved the English Listening Comprehension scores of the participating students, according to the pre-test/post-test comparison. The increase in the mean score from 3.68 to 6.99 represents a statistically

verifiable difference. The inferential analysis confirmed a significant positive effect of the intervention in this context. The Null Hypothesis was rejected with a t-statistic of 21.539 and a p-value of 0.000000000001964 ($p < 0.05$).

The initial level of Listening Comprehension was confirmed to be critically low ($\bar{x} = 3.68$), validating the need for the intervention and aligning with the deficit in authentic input identified in national literature.

The design and application of the Authentic Material methodology were effective because the approach successfully utilized the $i+1$ principle and the Task-Based Learning (TBL) framework, resulting in a statistically significant change in student performance.

The intervention demonstrated that exposure to genuine language forms (speed, natural accents, reductions) activates the necessary Top-down cognitive processing required for the B1 CEFR level, successfully bridging the gap between theoretical knowledge and real-world competence.

5.2. RECOMMENDATIONS

Educational authorities should officially incorporate and mandate the systematic use of Authentic Material (podcasts, vlogs, authentic news clips) as the primary source of input for Listening Comprehension at the B1 level, minimizing the use of simplified textbook audio.

The institution should allocate funds to equip classrooms with reliable audiovisual resources (high-speed internet, sound systems) and provide continuous professional development for teachers focused on the theoretical principles of Task-Based Learning (TBL) and scaffolding techniques for managing complex authentic input.

Teachers should transition their pedagogical focus from *Bottom-up* decoding (listening for individual words) to Top-down inferential strategies (listening for mood, attitude, and context) before, during, and after exposure to Authentic Material.

To maintain low anxiety and high motivation (reducing the Affective Filter), teachers are advised to allow students to participate in the selection of authentic topics, ensuring the material is culturally and age-relevant to their high school context.

Systematically design TBL tasks that specifically target B1 micro-skills, such as listening for gist, inferring speaker intent, and recognizing functional language within the authentic context.

Future research should replicate this quasi-experimental design using a larger sample size ($N > 15$) and include a control group to further strengthen the external validity and generalizability of the causal findings.

Conduct further studies using mixed-methods approaches to quantify the relationship between the use of Authentic Material and the reduction of listening anxiety, as well as its impact on long-term intrinsic motivation in EFL learners.

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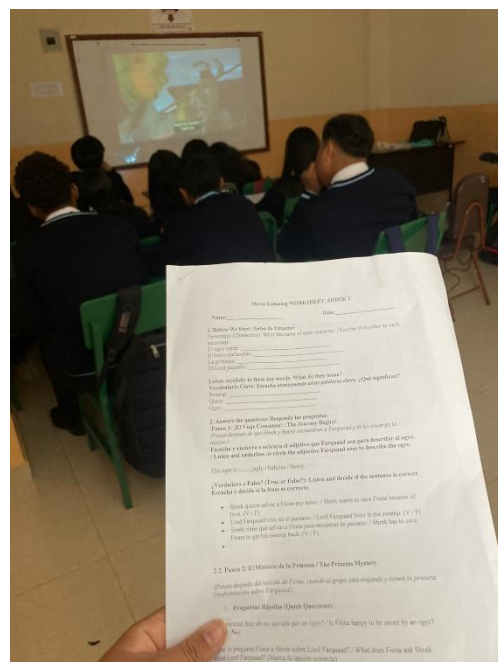
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ANNEXES

Application Evidence.



Instrument: Cambridge B1 Listening Preliminary 2022 (Pres-test- Post Test



CAMBRIDGE
English

Preliminary

Listening

Sample Paper

Time Approximately 35 minutes (including 6 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

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

Part 1

Questions 1 – 7

For each question, choose the correct answer.

- 1 What did the girl buy on her shopping trip?



A



B



C

- 2 Why did the plane leave late?



A



B



C

- 3 What activity does the woman want to book for the weekend?



A



B



C

4 Which cake will the girl order?



A



B



C

5 How much must customers spend to get a free gift?



A



B



C

6 What did the family do on Sunday?



A



B



C

7 Which programme is on first?



A



B



C

Part 2

Questions 8 – 13

For each question, choose the correct answer.

- 8 You will hear two friends talking about a new clothes shop.
What does the girl say about it?
- A The staff are helpful.
 - B It only has the latest fashions.
 - C Prices are reduced at the moment.
- 9 You will hear two friends talking about a pop band's website.
They think the site would be better if
- A its information was up to date.
 - B it was easier to buy concert tickets.
 - C the band members answered messages.
- 10 You will hear a woman telling a friend about an art competition she's won.
How does she feel about it?
- A upset that the prize isn't valuable
 - B excited that the judges liked her picture
 - C disappointed that she can't use the prize
- 11 You will hear two friends talking about the girl's flatmate.
The girl thinks that her flatmate
- A is too untidy.
 - B talks too much.
 - C plays music too loud.

- 12 You will hear two friends talking about a football match.
They agree that their team lost because
- A the players weren't confident enough.
 - B they were missing some key players.
 - C the players didn't do the right training.
- 13 You will hear two friends talking about a tennis match they played.
The boy wants the girl to
- A help him to get fitter.
 - B practise with him more often.
 - C enter more competitions with him.

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

In the National Gardens, the (14) _____ was the thing that attracted most people.

On the swimming trip, electronic armbands kept the (15) _____ away.

On the day in the countryside, Anita almost fell off a (16) _____.

In the capital city, Anita saw a (17) _____ in a theatre.

Anita enjoyed visiting a farm where (18) _____ is produced.

Anita bought some (19) _____ as gifts.

Part 4

Questions 20 – 25

For each question, choose the correct answer.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

- 20** Vicky first went in for competitions because
- A** she had joined a swimming club.
 - B** her parents were keen on swimming.
 - C** her swimming teacher encouraged her.
- 21** As a teenager, Vicky's training involved
- A** exercising on land as well as in the water.
 - B** going without meals during the day.
 - C** travelling to a pool once a day.
- 22** What did Vicky find hard about her training programme?
- A** She couldn't go on school trips.
 - B** She lost some of her friends.
 - C** She missed lots of parties.
- 23** What helped Vicky to do well in the national finals?
- A** She was not expected to win.
 - B** She trained harder than usual.
 - C** She wanted to take a cup home.
- 24** As a swimming coach, Vicky thinks she's best at teaching people
- A** to deal with failure.
 - B** to improve their technique.
 - C** to get swimming qualifications.
- 25** Why has Vicky started doing long-distance swimming?
- A** She needed to get fit again.
 - B** She thought it would be fun.
 - C** She wanted to do some travelling.