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**The use of authentic material through WhatsApp in
teaching listening skills in EFL out-of-classroom settings**

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Dedication

First and foremost, I dedicate this thesis to God for providing me with the strength, wisdom, and bravery to overcome all the difficulties throughout this path.

To my mother Blanca, whose support and love have been my pillar. Her patience and sacrifices deserve my deepest gratitude. Also, I dedicate this work to my first angel my father Luis, who is no longer with us physically, I know he is supporting me from heaven alongside God. I have a special feeling of gratitude to my aunt Maruja, uncle Raul, and my cousins Alex and Kleber, my beloved extended family, for their encouragement and confidence, I will always appreciate all they have done for me. To my uncle Daniel whose everyday blessings have been a source of strength. To my second angel and brother, Juan Francisco, who always believed in me, and continues to do so from heaven. Lastly, to my friends who have always been there.

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Abstract

The purpose of the present research is to determine the importance of using authentic material through WhatsApp in teaching listening skills in EFL out-of-classroom settings. The investigation was carried out in a private high school institution located in Quito. The sample comprised 18 students from the third year of senior high school, alongside one teacher. A mixed method was employed, involving both quantitative and qualitative approaches. Two questionnaires were addressed to students, along with a teacher's interview, and observations of six class activities proposed. The activities involved sending one authentic material video through WhatsApp to the students following an initial introduction, then they had to answer a questionnaire created within the same application. The results indicated that students improved their listening skills as well as motivation and engagement. Furthermore, this study revealed that employing WhatsApp as a learning tool enhances language confidence in real-world communication, and facilitates interaction with classmates and professors, providing access to a wide range of sources which contributes to its effectiveness in the educational context.

Keywords: authentic material, listening skill, WhatsApp.

Resumen

El propósito de la presente investigación es determinar la importancia de utilizar material auténtico a través de WhatsApp en la enseñanza de habilidades de escucha en inglés como lengua extranjera fuera del aula. La investigación se llevó a cabo en una institución de educación secundaria privada ubicada en Quito. La muestra incluyó a 18 estudiantes del tercer año de secundaria, junto con un profesor. Se empleó un método mixto, que involucra enfoques tanto cuantitativos como cualitativos. Se aplicaron dos cuestionarios a los estudiantes, una entrevista al profesor y observaciones de seis actividades propuestas en clase. Las actividades consistieron en enviar un vídeo de material auténtico a través de WhatsApp a los estudiantes tras una introducción inicial, luego tenían que responder un cuestionario creado dentro de la misma aplicación. Los resultados indicaron que los estudiantes mejoraron tanto sus habilidades de escucha, así como su motivación y compromiso. Además, este estudio reveló que emplear WhatsApp como herramienta de aprendizaje mejora la confianza en la comunicación en el mundo real y facilita la interacción con compañeros y profesores, proporcionando acceso a una amplia gama de fuentes que contribuye a su efectividad en el contexto educativo.

Palabras claves: material auténtico, habilidad de escucha, WhatsApp.

Introduction

Educators face a challenge in teaching listening skills due to the absence of adequate, innovative, and original sources in the classrooms, as well as the lack of motivation and engagement of the students to learn this subject. Therefore, listening skills are often not prioritized and relegated to the end of the teaching process.

Listening is one of the four primary skills in the EFL teaching-learning process, therefore it is crucial for developing communication abilities. According to Afriyuninda and Oktaviani (2021), listening is the most important skill as it facilitates communication with other people sharing ideas, and lifelong learning in various contexts such as work, universities, and so on.. Employing authentic material for improving listening skills is an important approach to immersing students in the target language through real-life situations, furthermore enhancing the listening skills as training as well. The necessity of innovation forces professors to search for new ways of delivering activities and knowledge to students in out-of-classroom environments, utilizing tools they are already familiar with such as WhatsApp.

Considering the information aforementioned, the present investigation aims to explore and analyze the use of authentic material through WhatsApp in teaching listening skills in EFL out-of-classroom settings. Therefore in order to achieve this aim, this study will address the two following research questions: What are EFL Learners' Perceptions towards Using Authentic Materials Delivered through WhatsApp to Enhance their Listening Skills? What are the Advantages and Disadvantages of Integrating WhatsApp into EFL Out-of-Classroom Settings to Improve Students' Listening Skills Using Authentic Materials?

This study is supported by relevant insights obtained from previous studies. The first study was carried out by Minalla (2008) the purpose of this study was to identify verbal communicative platforms outside classroom settings that enhance EFL learners' verbal interaction. Specifically, it explored methods that could be integrated with traditional instruction for supporting EFL learners' verbal interactions outside classroom contexts that are time and place-independent. The investigation concluded that using voice messages

within WhatsApp chat groups can be recommended as an efficient technique for enhancing EFL learners' verbal interactions outside classroom contexts.

Furthermore, Erbay (2020) examined the pedagogical potential of WhatsApp in extracurricular activities outside the classroom and explored students' experiences to contribute to existing knowledge on the role of MIM in language teaching. His findings highlighted the potential of WhatsApp as an educational tool to enhance language skills and provide practice opportunities, offer enjoyment and increase engagement, reduce anxiety and increase motivation, encourage participation, facilitate better communication between the teacher and the students, and help self-improvement.

In another study performed by Fauzi and Angkasawat (2019), the objective was to determine the impact of utilizing listening logs through WhatsApp on the listening comprehension of EFL students. The study's findings indicated that practicing listening skills through listening logs on WhatsApp resulted in significant improvements in listening comprehension among EFL learners and the effectiveness of integrating digital platforms like WhatsApp outside traditional classroom environments.

The research is divided into three chapters. The first one corresponds to the literature review which includes theoretical information about the different topics related to the main research topic, from different journal articles, books, and so on. The second chapter is about the methodology employed in the study, describing the setting and participants, the instruments, and the procedure carried out during the investigation. Finally, the third and last chapter includes the analysis and interpretation of the results obtained, this chapter also includes the six conclusions and recommendations that were obtained from the analysis of the data.

The primary beneficiaries of this research include educational institutions, teachers, EFL students, and people interested in employing innovative methods for teaching listening skills, particularly through the use of WhatsApp. Thus, this investigation contributes to expanding knowledge about the relevance of using authentic material to enhance listening skills in EFL learners outside the classroom environments, it emphasizes the reinforcement

of motivation, ongoing learning, and using innovative methods through applications in mobile devices to catch the attention of the students. Additionally, this investigation aids professors and training teachers in finding new alternatives concerning the methods and materials to be used for fostering the teaching process. Furthermore, it is important to be aware of recognizing and adapting resources that already exist in a daily life routine and they could be adapted for educational purposes.

The main limitation of this research was related to the English-level proficiency among the students, this diversity resulted in some students having difficulties in understanding the authentic material (videos), that were shared with them. Furthermore, another limitation was the lack of interest exhibited by a certain number of students throughout the activities.

Chapter One

Literature Review

English is becoming the worldwide language, that's why more people are trying to learn it through various tools recently developed. This chapter includes an abridgment of information about how to leverage technology developed recently, it can not be used just for amusement, instead undoubtedly it can be profitable in English as a Foreign Language (EFL). This information has been gathered from different sources such as books, scientific sources, and journal articles. Besides this segment provides outcomes from previous studies, intending to foster the use of alternative recent methods as a replacement to traditional ones in EFL environments.

The use of technology in EFL teaching and learning

According to Newby et al. (2011) to overcome the use of technology in the teaching and learning field, it is important to seek the correct tools as a benchmark to take advantage of all the knowledge that a teacher can impart to the students, which means the previous plan and greater research of what will be the gadgets to use in the classroom, despite whether will attain the objectives of the curriculum and forward developing them, so the outcome allows set up and embraces all the ages and levels in teaching and learning area. Furthermore, the authors allude that the learners must have adequate awareness of how to use the technology that is being applied to ensure they accomplish the learning goals.

Enhancing the methods of EFL teaching is implementing the use of technology in the education field, the teachers are responsible for searching for constructive methods, and it will be worthwhile whenever students become great researchers and can discover how to handle the barriers as the limited availability of technology as well, aside from at the same time they set long terms goals using the technology as a tool in the teaching and learning process devising solutions and getting confidence (Sabiri, 2020).

Due to all the technological advances humanity has, the new generations have become starving of knowledge and tend to get bored rather quickly than years ago with

traditional methods like black and white TVs, this is baffling, thus Roy (2019) in his research observes the use of technology in teaching and learning enhances students to be more interested in learning path as a pivotal aide, as well as to develop critical thinking because they are in a well-known area, therefore students will have more educational opportunities being capable and training in different skills as swiftness as their struggle let them. The author also states that technology promotes the teaching and learning of a language, although it never will replace a teacher.

To explore teaching and learning methods is decisive to focus on the importance of exposure to a second language, it is hard when the students are not exposed entirely to the target language, and this is the situation for most of the students who desire attain learn a new language this is substantially reduced using technology to acquire new knowledge or learning outcomes, the use of devices allows the people cross the threshold of the distance, they have a considerable advantage since they can meet people from other countries or just interacting with pages in the target language. Furthermore, this tool supports the students who are shy and have to deal with an unavoidable setting bred by the face-to-face activities, therefore, pupils gain self-confidence when the environment changes into a digital one, even if they are willing to participate, thus, it is worth it (Nugroho & Mutiaraningrum, 2020).

The impact of technology on language learning motivation and engagement

For students who are involved deeply in the learning process is rewarding to have the opportunity to continue learning when the class culminates, as they feel engaged with the learning process and have all the information at their fingertips aside from knowing how to manage the technology and search the best-prevailing data, it motivates broadly them because they are the leading men of the procedure and engross to doing well it choosing the best options for them (Miftahulfadlik & Andarifa, 2021).

Many years ago, in a traditional class, technology (mobile devices) was not allowed seeing that it caused a distraction to the students overwhelming the teacher and discouraging pupils because of the scolding earned, hence the stage became uncomfortable for both of them. According to Unesco (2023), the use of technology specifically

smartphones is a significant opportunity to engage students, dovetail, and motivate in the learning activities, therefore they are permitted to employ the devices in the classroom and feel more comfortable, so they are willing to cooperate.

Furthermore, the use of technology heightens the attention of the student's parents, consequently, pupils are more engaged in the learning process because they are more controlled to avoid the misuse of the approach (Unesco, 2023). According to Yao et al. (2021) in the engagement field, young people have two functions and they are intertwined, these are as beneficiaries they earn the knowledge and agents due to the fact they must ensure the handle of the tool awareness.

According to Daskan and Yildiz (2020) "The inclusion of technology into classroom instruction allows teachers more time to interact with learners in the classroom to check on their progress" (p. 105). Hence students feel more engaged in the learning process because professors are on the lookout for them.

Regardless special needs students or those with difficulties and disabilities learning also benefit from the use of technology, they feel motivated with devices that catch their attention and develop their capacities and performances as well (Unicef, 2021). Overall, innovation means the use of new methods of learning, such as technology, in countries that implement this, they have been surprised with a gratifying outcome of satisfaction and enjoyment from their students, and the academic results increase with the use of technology (Vincent-Lancrin et al., 2019).

The use of authentic materials

There are a variety of definitions among researchers. Thomas (2014) observes that authentic materials are sources made for genuine communication deemed a natural way, the author also considers that these kinds of materials are not made for teaching purposes rather than textbooks. Furthermore, Beresova (2015) agrees that authentic materials are efficacious teaching resources, and they are a better option than the pedagogically designed textbooks. From the point of view of Atkin (2020), they are a type of literature written in the native language.

Moreover, Rao (2019) adds that nowadays teachers decide to search for true activities to teach the target language, these kinds of activities refer to native sources that offer deep guidance into the language, managing it as in the native country to reach the goal. For Ucar and Simsek (2022) authentic materials are unabridged recourses that attain a prevailing consequence in the learning process.

According to Umirova (2020), authentic materials are resources like video, print, and audio materials, that enhance students learning in their daily lives through several resources, for example, job applications, menus, and videos, among others.

Finally, authentic materials are any unspecified kind of material made by English native speakers for native speakers without academic purposes (Yadav & Jha, 2019).

Types of authentic materials

As a benchmark, the types of authentic materials are deeply linked with the four main skills for teaching the English process such as reading, writing, listening, and speaking. Therefore, they can be found without difficulty and swiftly (hakeem et al. 2022).

In contrast, there are two major groups of authentic materials, they are print and auditory. Mufarroha et al. (2020) note that printed materials are akin to written texts in all the categories that imply (letters, signs), or graphic supports (photos); talking over to the auditory types are related to the hearing resources such as songs, video recordings, among others, all kind of these are an indicator of a great experience of the English learning.

Additionally, Yadav and Jha (2019) state that “There are a lot of sources for authentic materials, which are economic and easily available every time and everywhere. They are Agony Columns, Brochures, Cartoons, Comics, Currency, Advertisements, Journals, Magazines, Maps, Menus, Movies, Newspapers, Songs, TV Programmes, etc” (p. 2). However, resources are not limited to the aforementioned by the author, it was discovered that as many resources as we look around as, if we go on the metro or bus, the instructions for the stops are in there, in the same place the signage on the walls are authenticated materials even if we do not realize. While surfing on the Internet we meet with announcements trying to convince us to buy something. Just to mention, the box of the new

shoes that we purchased has information in the native language. Evidently, the authentic materials are everywhere.

According to Dania and Adha (2021) for reading skills, authentic materials could be separated into two groups, which are: printed authentic materials and online authentic materials both have indistinguishable characteristics in learning methods in line with the requirements. Online authentic materials have good options such as short stories classified into classic short stories and modern short stories (Dania, 2020).

Besides, other authors make a distinct approach classification instead of the two aforesaid. Hakeem et al. (2022) in their research mention four main categories which are authentic visual materials (pictures, book covers, symbols, etc.), authentic audio materials (songs, announcements, radio programs, etc.), authentic printed materials (brochures, magazines, books, newspapers, etc.), authentic realia (objects in the classroom to immersive teaching).

Furthermore, in Chaika and Goel's (2021) opinion authentic materials are classified as authentic printed (works of art), audio (appeals), and video materials (feature films). For speaking skills, the authors mention the conversation clubs as a crucial type of authentic material.

The Importance of Authentic Materials in Language Learning

Bahromjon (2021) states that using authentic materials enhances the interest among the students in the education system creating a real commitment at the same time pupils have the feeling of being comfortable. They show this feeling of being an active part of the classroom, participating in the assignments instead of just being seated. Furthermore, the author emphasizes that the available amount of authentic material is plenty are they are everywhere, all of them perform an important role in English learning skills and foremostly they immerse students in real-life circumstances developing their critical thinking and creating awareness of society. Albiladi (2019) agrees that when students are aware of civilization behaviors increases their understanding of the target culture as well, concretely

American culture, the author also observes that authentic materials shed light on a sense of validity and truth of the learning method.

Besides, Anam et al. (2019) as the aforementioned authors state the importance of the use of authentic materials because they reveal the real use of English as a social tool for communication, in an overview these resources are an important support to introduce students to the aim goal and develop the teaching strategies or methods, moreover, the author mentions that authentic materials have an extra revenue that is the fact to continue learning even if the class had ended because these elements are available everywhere printed, online or both, thus students are in the lifelong learning path.

Furthermore, authentic materials create a bond between what students have learned and what experience they can find outside in real life, through exposure to the target language and how the language is genuinely used (Setyowati, 2019). Therefore, these days authentic materials can be regularly obtained from the internet (Dania & Adha, 2021)

As a result, as claimed by Puspita and Amelia (2020) these kinds of resources promote learning autonomy since they construct critical thinking and reflection, motivation, self-confidence, and information literacy, learning range.

Nevertheless, for Rashtchi et al. (2021) the importance of authentic materials also lies in the ability they have to cover subjects that are newly introduced in the curriculum of an education institution, where maybe there are no textbooks or previously designed materials available.

Authentic Materials for Enhancing Listening Skills

Spoken skills will be enhanced with the utilization of authentic materials, referring to pronunciation, for instance, students improve it by listening to auditory tools from native speakers (videos, songs, movies) so they use it as a benchmark to correct their pronunciation (Sigerar & Manurung, 2020).

Authentic materials are an outstanding option for learners because they can experience firsthand the native speaker's conversations, from it beginning to the middle until

the end (Umirova, 2020). The author also states the importance of these resources for the broadening of learning performance and teaching strategies.

Conversation clubs also named “so-called speakers clubs” are deemed a significant way to develop listening skills, although students create a conversation with a native speaker, therefore they practice hearing the true pronunciation of the words, and at the same time, they receive feedback from their peers (Chaika & Goel, 2021). There are some benefits of employing authentic materials. Gunduz et al. (2017) state that if students continuously handle authentic materials and for this instance listening resources, after a while, they will be able to understand and manipulate the language as their own in the best way possible with a lot of struggle, thus they will be capable of use it in countries where people speak the target language. This process is sometimes unconscious because pupils are exposed to authentic materials by the teachers in the ongoing classroom. Puspita and Amelia (2020) suggest that authentic materials enhance noticeably the autonomy of the students meanwhile they are exposed to true language pronunciation.

Furthermore, López et al. (2020) state that authentic resources are apt for most of the stages of the learning process, accuracy for the use of texts, for assignments, and succession.

These native sources must make a close connection with the students in order to try out the actual situation of the language in the native countries. On the same path, they realize the importance of the cultural topic, and authentic materials increase comprehension in a classroom finding the purpose of the listening source (Maftuh et al. 2021).

Vocabulary has become a crucial part of the teaching and learning process, to corroborate this statement, Silva and Contreras (2020) suggest that vocabulary is one of the skills cultivated when authentic listening materials are implemented, students at least should understand an overall idea of which they are listening in audios or audiovisual materials, and both they feel interested as well. In the end, students are capable of enhancing their listening skills and comprehending better the spoken language.

The Role of Listening Skills in Language Acquisition and Learning

Listening involves a tricky capacity to identify sounds made by the other person, thing, or animal, which is complex because of how the sounds are decoded by the brain and by way of the person, it also depends on the capacity to understand the framework language, it can vary if it is native or secondary.

Understanding English can be straightforward for native speakers and perhaps could be a challenge for people who are learning yet (Siregar & Manurung, 2020). Additionally, the authors mention some aspects that perform an important role in the aiming process that merely are part of the system, for instance: 1. Hearing the sounds: to know what is the true and accurate way to pronounce a word. 2. Understanding intonation and stress: By developing this, students can comprehend the mode that a native speaker express idea, the tone, stress, and intonation, are crucial factors for it. 3. Coping with Redundancy and Noise: repeating the same words or with a vague accent. 4. Predicting: complete the sentence before the talker ends. 5. Understanding Colloquial Vocabulary: phrases used in daily conversations by native speakers. 6. Fatigue: moods are important by the gain is much. 7. Understanding different accents: try to learn the most known accents such as American and British.

Additionally, listening is a great aide for learners because, through it, people can obtain information on investigations made in the target language, this goes hand in hand with the mental internal system, and giving responses to the aforementioned, as we know listening is one of the pivotal skills to develop in the learning process, it encourages the improving of the others ones (López et al. 2020).

However, according to Kumar and Shankar (2021), listening is a root for the others' main skills speaking, reading, and writing. Students who are good at listening skills are able to learn faster than the others who do not.

The Use of Social Media for Language Instruction

According to Fansury et al. (2020) is important to create a bridge between technology and communication, eve to catch the attention of the students, produce more

interesting topics, and much better all of this can be possible while pupils interact with their classmates and even the teaching process becomes easier.

Social media are mainly handled for communication abilities, highlighted in writing skills and social relationships as well, that are used by millions of people around the world, thus all the participants of the teaching/ learning process are interested in the application of them in the education process, the outcome is the learning of new words and phrases while they use social media as education tools (De los Santos & Ilustre, 2022).

Similarly, Al-Jarrah et al. (2019) observe that social media helps to make easier the learning process for students, focusing on the learning of new words and phrases, also social media are a good implement to enhance the students' motivation in the main English skills with awareness. The authors also state that social media are the result of technology evolution.

Using WhatsApp in EFL Teaching and Learning.

WhatsApp is one of the most important instant message applications for mobile devices worldwide. With this application, people can exchange photos, audio, videos, links, and pictures, among others (Costa-Sanchez & Guerrero-Pico, 2020). The authors also mention that this application enhances communication among people and develops the creativity of its users, and learning as well, through the use of audio or video.

Furthermore, Martinez et al. (2022) write that in an attempt to improve the education process or the main skills such as reading, writing, listening, and speaking, some educators came back to see WhatsApp, in the fact of with this application they can obtain more cooperation from the students, simultaneously is easy to use facilitating the interaction among the students.

The connection made between the teacher and students should be huge using WhatsApp and this is an important factor in a classroom, Nuraeni and Nurmalia (2020) state that this application is a great alternative to maintaining this unity with the students and joining together, for instance, the application allows the creation of a group with an unlimited quantity of members, hence professor have the control of the information shared.

The Advantages of Using WhatsApp for Language Instruction.

It is crucial to mention that in larger classrooms with several students, teachers have a challenge trying to teach them equally because all the students do not learn at the same natural flow, or even not all of them receive the message that the teacher is trying to transmit, for these reasons, WhatsApp as an educational tool helps enormously to provide the missing information to all. Therefore, this application has the reach that a professor doesn't have (Nuraeni & Nurmalia, 2020).

According to Indayani and Aini (2024) employing Whataspp develops several positive skills among the students such as motivation, collaborative learning, self-pacing, and less dependence on the teacher, therefore students have more control over their learning process. This innovative method is flexible and the teaching/ learning process would be more personalized.

For students using WhatsApp helps them to send their own opinions with the preference tool whether it is audio explaining or clarifying something, and for shy students is easy to send a written message through the application, it is an effort they will not do in the classroom when share information or be part of a discussion (Yu & Motlhabane, 2022).

The Disadvantages of Using WhatsApp for Language Instruction.

Using WhatsApp constantly throughout the period of learning tasks could increase the time for solving the assignment because of the distraction and even students could be sleepy during the class (Yilmazsoy et al.2020).

Furthermore, Nuraeni and Nurmalia, (2020) in their research state that not all students are active members in the application, even if the teacher creates a group, these kinds of students are silent readers, thus they do not engage in participation or interact in the application or the discussion proposed.

The bad organization could produce misunderstandings because while a student is writing or recording a replication, another student can get ahead in the conversation, hence confusion is created for the members, also some pupils share irrelevant information in the group which can assemble a distraction (Yu & Motlhabane, 2022).

Using WhatsApp in Out-of-Classroom EFL Instruction.

According to Hershkovitz et al. (2019), out-of-class communication (OCC) is a way to influence certain areas in the development of students such as the academic, social, and emotional areas, despite it could be considered dire, OCC helps us to continue with the teaching process out of the classroom because it expedites the process while pupils are socializing, it is like lifelong learning.

Even when the class ends teacher is allowed to share information with the students all the way, and professors can share assignments, educational videos, or instruction about a task, and solve doubts (Nuraeni & Nurmalia, 2020).

Moreover, Rahman et al. (2018) researched that students feel more confident sharing their points of view, and teachers and students are able to give feedback on the assignments or the commentaries.

In the next part of the document the objective will be examining previous students related to the aim topic, these are pertinent to this support. These researches provide invaluable information, with figures to take into consideration for the development of the present document.

Previous Studies

The first selected study was carried out by Minalla (2018). The purpose of this study was to find verbal communicative platforms outside classroom contexts that enhance EFL learners' verbal interaction. More specifically, it was aimed to find out ways that could be integrated with traditional instruction for supporting EFL learners' verbal interactions outside classroom contexts that are time and place-independent. The participants were two groups (experimental & control) that were randomly selected. The methodology applied was a descriptive method, that was used to achieve the objective of this study. The instruments used were a questionnaire and pre-and post-test for data collection. Samples of, the analysis of the data revealed that the participants who underwent the voice messages on WhatsApp treatment significantly outperformed those who underwent in text messages on WhatsApp. The conclusions indicated that utilizing voice messages on WhatsApp chat groups can be

recommended as an efficient technique for enhancing EFL learners' verbal interactions outside classroom contexts. Because the EFL traditional classroom is no longer appropriate in offering sufficient opportunities for EFL learners' verbal interaction. It was found that the control group attained no progress while the experimental group made much progress which is due to the new teaching program through which students practice language verbally via voice message chat on WhatsApp group. The students did practice what they had routinely taught, while they were socializing, perhaps even they did not realize it.

The following study was conducted by Hershkovitz et al. (2019). The purpose was to study associations between elementary-, middle- and high school students' perceptions of the classroom environment and student-teacher relationship and their out-of-class communication practices via WhatsApp app. The participants were 300 from 5th-12th grades (11-18 years old), who were recruited in schools in a few Arab villages in northern Israel, with the assistance of their teachers. The methodology was quantitative. Data was collected using an online questionnaire, from June-July 2016. The authors identified the unique aspects of WhatsApp-based out-of-class communication, which shed light on the student-teacher relationship at large. Overall, the authors identified WhatsApp's importance that it had an important role in promoting good student-teacher relationships and a positive classroom environment.

The third study was carried out by Indahyanti (2018), who stated that its purpose was the use of voice comment/messaging to improve listening skills through the WhatsApp tool. This research began with the observation process to determine the object and location of the research. The use of WhatsApp in learning was conducted outside the classroom by determining the regular schedule and consistency. The participants were a group of 5 students with low levels of English language skills. The review was measured from several aspects, namely gender, duration, personal margin duration, total duration, and overall personal average. The method used was a combination of quantitative and qualitative (Mixed Method). Observations and interviews as qualitative representations and measurements of audio/speaking duration represent quantitatively. The results of the study

indicated that the use of WhatsApp in supporting learning outside the classroom provides varied progress.

The following study was conducted by Erbay (2020) who attempted to investigate the pedagogical potential of WhatsApp when used in an extracurricular writing activity outside the classroom and perceive students' experiences to make contributions to the existing knowledge on the role of MIM for language teaching. Investigating their role in teaching vocabulary, pronunciation, and content, and thus there are calls to focus on other skills, including writing. Responding to these calls to solve the problem of research scarcity on other skills, he opted for a qualitative research design to investigate the pedagogical potential of WhatsApp, perceive his students' experiences, and evaluate the process with all strengths and weaknesses. The author attempted to make contributions to the existing knowledge on the role of WhatsApp as one of the most commonly utilized mobile instant messaging applications for language teaching. At the end of 4 months, it was gathered detailed qualitative data from 44 preparatory program English majoring students at a large public university in the northeast of Turkey via a self-devised open-ended questionnaire and a thematic content analysis. His findings highlighted the potential of WhatsApp as an educational tool to enhance language skills and allow practice chance, offer entertainment and increase interest, decrease anxiety and increase motivation, encourage participation, offer better communication between the teacher and the students, and help self-improvement.

Malilla and Irwandi (2022) conducted research to determine the effectiveness of teaching English using WhatsApp during the COVID-19 pandemic, both for teaching receptive skills and productive skills using WhatsApp. The participants of this study were all 7th-grade students at SMPN 2 Tanjung Raya. The sample in this study were all 7th-grade students of SMPN 2 Tanjung Raya as many as 50 students. This research used a descriptive quantitative method. The data collection technique used total sampling. The data were collected using the questionnaire. It is concluded that the use of the WhatsApp

application as an English learning medium by English teachers during the Covid-19 pandemic was effective in teaching four English skills.

The last sixth study was conducted by Fauzi and Angkasawat (2019), the objective was to find out the effect of using listening logs through WhatsApp on listening comprehension of EFL students in the Department of English Education of Palangka Raya University. The experiment treated in this study was to make a learning group on WhatsApp by inviting the students to join the group. The experiment was held for three weeks and practiced four aspects of listening comprehension: (1) identifying main ideas or main lists, (2) identifying supporting details, (3) identifying moods of the message, and (4) developing new vocabularies. There were 40 students (24 females and 16 males) fulfilling the study sample taken from the second-year EFL students of the English study program at Palangka Raya University. The method used in this study was a pre-experimental design by choosing the type of one-group pretest-posttest design. The study concludes that the practice of listening through listening logs in WhatsApp gives significant improvement in listening comprehension to EFL learners.

Chapter two

Method

Setting and Participants

The present research was conducted in a private high school institution in Quito. The sample was composed of 18 students from the third year of senior high school, whose ages ranged from 17 - 18 years old, along with one teacher. Within the group of students, seven of them were female and 11 were male. Moreover, the English level of the students varied from elementary A2 to intermediate B1.

Procedure

In order to conduct the investigation, a mixed approach (qualitative and quantitative) was employed. The quantitative approach was used to analyze with accuracy the statistical data obtained through perceptions and advantages and disadvantages questionnaires applied to the students. Whereas the qualitative approach was utilized to gather extra information about the aforementioned method through the observation of the students' behavior during WhatsApp activities, supplemented with the interview with the teacher.

The information collected for the theoretical framework was obtained from various reliable sources such as journal articles, online books, scientific studies, printed books, and so on. All the topics were thoroughly investigated in order to contribute to the foundations of the theoretical framework of the aim of this research, *The use of authentic material through WhatsApp in teaching listening skills in EFL out-of-classroom settings*. Additionally, the opinions of the authors were respected.

Regarding the collection process, the instruments employed were two questionnaires based on the research questions, an observation sheet, and an interview with the teacher. The questionnaires were applied to the students using the Google Forms platform employing a Likert scale of four response options, strongly agree, agree, disagree, and strongly disagree. The first survey was comprised of ten multiple-choice questions focused on the students' perceptions of *Using Authentic Materials Delivered through WhatsApp to Enhance*

their Listening Skills, the second was also a ten multiple-choice questionnaire, however, this one was about the *Advantages and Disadvantages of Integrating WhatsApp into EFL Out-of-Classroom Settings to Improve Students' Listening Skills Using Authentic Materials*. The observations of the activities were executed through the WhatsApp application over three weeks. The observation sheet included yes/no questions about the use of the application to enhance listening skills using authentic materials. Additionally, a section was included in the observation sheet to incorporate relevant information about the students' reactions. Finally, five open-ended questions about the advantages and disadvantages of using WhatsApp for EFL listening instruction were included in the teacher questionnaire.

The field research for the development of the activities was carried out over two days per week, for three weeks. Then, students were asked to watch and listen to a short video (authentic material) two or three times. After the video ended, a poll was applied within the application with multiple-choice questions concerning the video content. Subsequently, correct and wrong answers were reviewed and feedback was provided in real time. Finally, students were requested to share commentaries about the activity done, followed by a farewell message from the teacher. It is important to mention that feedback, greetings, and farewells were delivered using voice messages. The videos were provided by the university through the main tutor of the subject.

The data gathered from the questionnaires regarding the students' perceptions and advantages and disadvantages were tabulated using the Excel tool. The information was presented in tables with percentages for each question based on the amount of responses received in the survey. Additionally, graphics proportioned by the Google Forms platform were taken into consideration for the analysis of the data. The information collected from the interview of the teacher and the observations were used as support for a deep analysis of the data in the quantitative approach.

Finally, conclusions and recommendations were drawn based on the most relevant results obtained.

Chapter three

Description, Analysis and Interpretation of Results

This chapter contemplates the analysis of the data gathered from the instruments, such as questionnaires and an interview conducted with the participants, to address the two research questions raised. The outcomes obtained are described and organized thoroughly in two tables reflected with percentages. The first table with ten statements responds to the first question concerning the perceptions of the students about the activity developed previously about the subject matter of this document. The next table includes the advantages and disadvantages in order to answer the second research question. All results of the research questions are interpreted with the support of the interview completed by the teacher, the personal approach of the observations, and scientific information from reliable literature sources. At the end of this section are established some conclusions and recommendations according to the results of the examination of the previous charts.

What are EFL Learners' Perceptions towards Using Authentic Materials Delivered through WhatsApp to Enhance their Listening Skills?

Table 1

Students' perceptions

Statements	Strongly Agree %	Disagree %	Strongly disagree %	Total 100%	
1. I have experience using authentic materials (videos) through WhatsApp in my EFL classroom.	26%	58%	11%	5%	100 %
2. I believe that using authentic materials through WhatsApp is an effective way to improve my listening skills in the EFL classroom.	37%	53%	0%	10%	100 %
3. I feel that using authentic materials through	39%	39%	11%	11%	100 %

	WhatsApp provides better results than other activities for improving listening skills in the EFL classroom.					
4.	I feel that I have improved my listening skills by using authentic materials through WhatsApp in my EFL classroom.	39%	44%	11%	6%	100 %
5.	I feel motivated to practice my listening skills by listening to authentic material on WhatsApp.	44%	39%	11%	6%	100 %
6.	I find it easier to understand authentic materials delivered through WhatsApp than materials used in classrooms.	47%	31%	11%	11%	100 %
7.	I feel that the use of WhatsApp has helped me to understand specific details from authentic materials.	50%	28%	11%	11%	100 %
8.	I feel that using authentic materials through WhatsApp has made me more confident in my ability to understand spoken English.	44%	39%	11%	6%	100 %
9.	I feel that WhatsApp has made listening to English more enjoyable and engaging.	44%	39%	11%	6%	100 %
10.	I am more likely to continue practicing listening skills with authentic materials through WhatsApp.	50%	38%	6%	6%	100 %

Note: The table depicts the results obtained from the students' perceptions regarding the use of authentic materials delivered through WhatsApp to enhance their listening skills.

As shown in table 1, the first statement, *I have experience using authentic materials through WhatsApp in my EFL classroom*, approximately 26% of the students strongly agreed with the statement, whereas 58% of the participants agreed. These percentages were the highest of the proposed question, indicating that students have previous experience working with authentic materials using this application, therefore, demonstrating that they are familiar with using WhatsApp as a learning tool. Conversely, 11% of students disagreed with the request while 5% of pupils strongly disagreed. These percentages were the lowest of the inquired questions, indicating that a minority of students lack experience employing WhatsApp as an educational resource for authentic materials in the EFL classroom.

Regarding the second statement, *I believe that using authentic materials (videos) through WhatsApp is an effective way to improve my listening skills in the EFL classroom*, the agreement manifested the highest percentage of the question, similar to the statement mentioned above. Thirty-seven percent of the participants strongly agreed with the statement, whilst 53% of the learners agreed. These results indicated that students consider using the platform to enhance listening skills in the classroom a productive method. On this concern, the findings are corroborated by Bahromjon (2021), who affirms that using authentic materials is a great implementation in the learning process since these capture the attention and foster the interest of the students aside from their active participation when teachers select them correctly based on students' knowledge. Opposed to this, disagreement presented the lowest percentage for this inquiry, with only 10% of learners, who strongly disagreed with the statement. The data demonstrated that a minority of pupils are not sure that using authentic material via WhatsApp is an effective option to enrich their listening skills. Their opinion is reasonable taking into account that technological barriers, and complexity, could be factors in considering the ineffectiveness of the employ of this tool in the education field. Whereby Rao (2019) states in his research that authentic materials

such as newspapers, magazines, and videos, among others, are sometimes complex because they are not created for the teaching/ learning process, rather, they are made for people who already know the language or have a high-level proficiency. Also, these results are supported by the teacher's interview, since she mentioned that authentic materials are often considered too complex to be used with students who have a low level of proficiency, therefore they would be useless though.

Considering the third statement, *I feel that using authentic materials through WhatsApp provides better results than other activities for improving listening skills in the EFL classroom*, the agreement position obtained a high proportion in this analysis with the same percentage of 39% agreeing. The results demonstrated students consider that using authentic materials through WhatsApp as the best option for enhancing listening skills. This perception is conceivable with the constant accessibility of mobile devices, allowing students to engage with authentic materials on WhatsApp whenever they desire. Or in their English learning paths, they experienced bad listening teaching techniques. Thus, through this exercise, they have discovered a refreshing approach to learning. This information was corroborated by the class observations since the students demonstrated interest in the videos shown by being more interested in participating in the activities reacting with emojis to the videos or answering positively to them. Further evidence is provided by Mustafa and Yaakub (2021) who stated that using WhatsApp enhances the communication approach to developing listening skills as the use of audio-visual effects improves correct and clear pronunciation in students. Therefore, this tool contributes positively to fostering the learning system. Regarding the disagreement section, similar to the agreement part, the results reveal a tie in the percentages between disagree and strongly disagree options, both obtained 11% of the participants. They consider that using authentic materials is not the best option for developing learning listening skills in the schoolroom compared with other activities they have experimented with previously. Furthermore, as it was mentioned by the teacher in the interview, the students' current language proficiency level was exceeded by the English level shown in the videos. While the videos were found enjoyable and

compelling, there is the possibility of overwhelming pupils, as it is known that authentic materials employ a high level of the target language, thus, using prepared material could be a better option.

Moving to the fourth statement, *I feel that I have improved my listening skills by using authentic materials through WhatsApp in my EFL classroom*, the agreement section had the highest percentage in the question, 39% of the students strongly agreed while 44% of pupils agreed with it, these results ensure that students feel more confident regarding their listening skills after using authentic materials such as videos, through WhatsApp, and recognize its effectiveness. The results of the disagreement were 11% disagreed and 6% strongly disagreed. This number of participants couldn't identify any change or improvement in their listening skills after authentic materials were used through WhatsApp. These results are corroborated by the professor who expressed that a significant change or difference in the listening ability has not been observed when using authentic materials. According to her, the big deal is the high level of English used in these materials. Learners are not prepared for this type of material, particularly considering that English teaching in Ecuador is not at the appropriate level, or does not achieve the desired standards. The teacher admitted videos offer a wide range of sources for students, and this method is innovative. Consequently, it catches the attention of learners who feel comfortable interacting with their peers through this platform. Nonetheless, they tend to be distracted by other conversations or applications. The issue was raised mainly because the actions of the students were not controlled by anybody. Even throughout the observations, it was evident that the answers were copied by some students from others because all the participants were allowed by the application to see all the replies at all times. Therefore, if they felt unsure about one answer, they simply waited for their peers' responses and copied them

In statement number five, *I feel motivated to practice my listening skills by listening to authentic material (videos) on WhatsApp*. In the agreement section, 44% of learners strongly agreed while 39% agreed. This high percentage revealed that students engage in activities aimed at practicing listening skills with more enthusiasm and motivation employing videos as

authentic materials, the use of mobile devices for learning is an excellent variance from what they are used to. For instance, they can use these sorts of devices that usually are forbidden. Alouch et al. (2021) observe the importance of using WhatsApp for learning. This approach builds a distinct environment for students different from what they are typically accustomed to. Moreover, considering the observations, excitement was felt by the students when reacting to the comments from other students, using emojis like hearts, thumbs up, or laughing crying emojis. Therefore, learners were respectful, reacting with thumbs up, the okay hand, or the funny salute emoji to the voice audios sent by myself. Furthermore, It is also corroborated by the teacher's interview, in which she expressed that based on the age of the students, employing this innovative method improves their motivation in the class. On the other hand, there were disagreements with the lowest percentage of the inquiry. Eleven percent of members disagreed, and 6% strongly disagreed. These results demonstrate that some students did not enjoy or are not motivated by the activities proposed, or perhaps they are accustomed to using WhatsApp just like a notifications application, for receiving schedules, dates for exams, and so on for education purposes.

Moving to the sixth statement, *I find it easier to understand authentic materials delivered through WhatsApp than materials used in classrooms*, the agreement obtained the highest percentage one more time. Forty-seven percent of pupils strongly agreed with the question while 31% of participants agreed with the inquiry. These results demonstrated that students comprehend in a better way the context of authentic materials and prefer them to materials employed in the classroom. According to Maulina et al. (2021), the use of WhatsApp in the learning process facilitates learning everywhere, even outside the classroom. Thus, the learning process becomes fast and enjoyable, employing real-life topics. These outcomes were confirmed by the observations since most of the students responded quickly and correctly to the questionnaire requested about the video. Regarding the disagreement part of the questionnaire revealed a tie with 11% between the disagree and strongly disagree options. The data reveals that for some students is more difficult to understand the meaning of the videos as authentic material, for them, the material provided

in the classroom and the possibility of asking questions face-to-face to the professor is likely preferred and easier to comprehend. This preference is understandable since authentic materials are not designed for teaching purposes, they are simply adapted for education by the insight of the teacher. According to Toma (2022), the employ of authentic material for education should be considered for students with a B1 level of proficiency because of their difficulty.

Regarding the seventh statement, *I feel that the use of WhatsApp has helped me to understand specific details from authentic materials*. This agreement set had a primordial percentage of 50% of participants strongly agreed and 28% agreed. These results demonstrated that students acquired a wide range of knowledge about authentic materials through the use of WhatsApp as an educational tool, furthermore, they discovered that authentic materials are videos they have already watched and were unaware of this fact. This point was confirmed through the observations made, since the students' reactions were with emojis, once they recognized the videos about famous singers, series, and well-known movies. On the other hand, the disagreement was the lowest. Eleven percent of the participants expressed disagreement and strongly disagreed with both options. This outcome revealed that a minority of students do not recognize that the employment of the platform has had a significant impact on the knowledge of more details about authentic materials. This is related as was expressed by the professor in the interview about the difficulty of the proficiency level of the videos and the real English level of the learners which could be a factor in understanding the details of authentic materials.

As evident in the first eighth statement, *I feel that using authentic materials (videos) through WhatsApp has made me more confident in my ability to understand spoken English*. Forty-four percent of the members strongly agreed and 39% agreed with the inquiry. These results suggested that students increase their self-confidence in developing their capacity to comprehend spoken English using videos as authentic material. Besides, through the use of Authentic materials, students are exposed to real pronunciation and it has a positive impact on students' learning, specifically in enhancing their listening skills and

improving pronunciation because learners listen to the correct way to utter a word, or even learn new phrases used in daily life situations. Fauzi and Angkasawal (2019) mention that listening comprehension is directly related to the proficiency level of students. Therefore, as students acquire more knowledge, they are likely to improve skills such as listening and speaking. Contrary to the first part, the disagreement shows a low percentage, 11% of learners disagreed with the statement whereas 6% strongly disagreed with the statement. The data reveals that students still struggle to comprehend spoken English, even using videos as an educational approach through the platform. Furthermore, it was confirmed by the teacher in the interview, in which she said that understanding spoken English depends mostly on the students' English level, if students' proficiency is not insufficient to comprehend the authentic material provided, they may be stuck in their learning and not progress until the concepts were explained by their instructors.

In statement number nine, *I feel that WhatsApp has made listening to English more enjoyable and engaging*. Forty-four percent strongly agreed while 39% agreed, and both showed agreement. This information indicates that using WhatsApp had a positive influence on students, transforming their listening English skills into a more enjoyable activity as well as they feel more engaged with the process. Likewise, employing WhatsApp applications to enhance listening skills is like sugarcoating schooling, avoiding monotonous classes. A traditional class is compared with a black and white television, in which all the images are the same constantly. With the advancement of technology, now there are full-color devices, with WhatsApp being a prime example, which improves the learning experience, making it more enjoyable and engaging for students. Further evidence is provided by Fauzi and Angkasawal, (2019), who stated that learners are more exposed to the language when they are listening to the material shared through WhatsApp (videos) than when they listen to in-site classrooms, thus students' engagement is the highest. To confirm this result, the teachers' interview revealed that these types of innovative activities capture the attention of the students thus they enjoy the class more. On the other hand, 11% of participants disagreed with the statement meanwhile 6% strongly disagreed. The outcomes revealed that

a minority of participants did not feel that using WhatsApp made listening to English more interesting, which indicates that this platform may not have the same effect on all the participants. As it was noticed in the observations the questions proposed were delayed in response by some students, or even the sent videos were not watched by them. Various possibilities such as internet connection issues, lack of motivation, and engagement in extracurricular activities could justify their behavior.

Considering the tenth statement, *I am more likely to continue practicing listening skills with authentic materials (videos) through WhatsApp*. Fifty percent of students strongly agreed, while 38% agreed with the inquiry. The data showed that participants are very enthusiastic and engaged about continue using WhatsApp to keep training their listening skills purpose, which suggests that participants are highly satisfied with this activity. Authentic materials are an important source of the learning system, with unmeasurable benefits, especially when it is difficult to practice with native speakers, travel, or in an immersive environment. On the other hand, 6% of the participants disagreed with the statement. This represents a small portion of the sample population, these outcomes revealed that a minority of students are not in favor of continuing to practice listening skills with authentic materials via WhatsApp as a viable option, because of their preferences or other factors. To reinforce this result Zhou (2021), stated that authentic materials could come in different social contexts, which might not fit with the student's preferences or thoughts, which can impact the employment of the resources through the platform. In addition, as it was expressed by the teacher in the interview, it was reiterated that the inappropriate proficiency could have influenced this choice since they perhaps felt they did not have yet the accurate level for understanding the authentic material.

What are the Advantages and Disadvantages of Integrating WhatsApp into EFL Out-of-Classroom Settings to Improve Students' Listening Skills Using Authentic Materials?

Table 2*Advantages and disadvantages*

Statements	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Total %100%
Advantages					
1. WhatsApp increases motivation to practice listening in English.	33%	61%	0%	6%	100%
2. WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)	27%	61%	6%	6%	100%
3. WhatsApp is convenient to practice listening in English at home.	38%	50%	6%	6%	100%
4. WhatsApp allows interaction among classmates and teachers in English outside of class.	44%	50%	6%	0%	100%
5. WhatsApp improves confidence in using English for real-world communication.	22%	50%	22%	6%	100%
Disadvantages					
6. The authentic listening materials on WhatsApp are too difficult for the student's proficiency level.	11%	39%	39%	11%	100%
7. The number of listening materials on WhatsApp sometimes makes students feel overwhelmed.	17%	33%	39%	11%	100%
8. Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting.	6%	44%	39%	11%	100%
9. WhatsApp does not allow students to receive appropriate feedback on listening performance.	11%	39%	39%	11%	100%
10. WhatsApp does not always work well for playing audio or video materials.	17%	28%	44%	11%	100%

Note: The table depicts the results of the students' perceptions related to the advantages and disadvantages of integrating WhatsApp into EFL out-of-classroom settings to improve students' listening skills using authentic materials.

Table 2 presents the results obtained from students' questionnaires with ten multiple-choice questions, it is intertwined with the opinion of the students about the advantages and disadvantages of the main topic of this research.

Considering the first statement about advantages, *WhatsApp increases motivation to practice listening in English*, the agreement set is primal in this inquiry, 33% of participants strongly agreed whereas 61% of students agreed. These outcomes demonstrated that students' motivation has increased to perform English listening skills by using WhatsApp, which has become a useful interactive tool for learning. To reinforce this result Fauzi and Angkasawal (2019) in their research observed that using WhatsApp as a tool for enhancing listening is directly related to learning in groups. This suggests that motivation is felt by students to work together with their classmates through the application and to participate in group discussions via the application's group chat feature. As it was observed in the activity developed, sharing videos through WhatsApp motivated students to learn, it was corroborated by their reactions to the videos and their accurate answers to the question proposed. Concerning the disagreement part, a small percentage of 6% strongly disagreed. While not prevailing, this result is crucial for the research, since it reveals that participants do not consider using the platform to be a good option for practicing English skills, it demonstrated a lack of motivation, might a lot of reasons considered such as personal preferences, environmental factors, and so on. As it was expressed by the professor's interview, the low English proficiency level of the learners also could be one of the reasons for this low percentage of motivation in using WhatsApp in the learning field.

Considering the second statement, *WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)*, the agreement set is primal in this statement, 27% strongly agreed and 61% agreed. These results demonstrated that participants strongly believed that WhatsApp is a platform that permits access to a wide broad of resources, especially for authentic listening materials such as videos, movies, short clips, voice messages, podcasts, songs, and so on. To confirm this statement Setyowati, (2019), stated that WhatsApp, although similar to other messenger applications developed

before it, allows for the sharing of a wide range of multimedia with other users, including pictures, files, videos, audio messages, and songs among others, and is straightforward to use. All access to this information is only available if the information is sent by searching for information. As it was noticed in the observation, this messaging app enables the training teacher to share the videos with the students without problems. On the other hand, concerning disagreement, it was observed that a tie occurred in 6% of participants who disagreed and strongly disagreed. This outcome revealed that students do not consider WhatsApp to be a good option for accessing authentic material, their option is valid if is considered that WhatsApp is not a platform to create and share content, thus, they prefer other platforms to share multimedia resources.

Regarding the third statement, *WhatsApp is convenient to practice listening in English at home*, most of the students' answers were for agreement choice. 38% of participants strongly agreed, and 50% agreed. These results showed that students realized the convenience and effectiveness of practicing listening skills by employing WhatsApp as an educational tool outside the classroom. According to Munir et al. (2021), employing WhatsApp enables learners to study anytime and anywhere. If the teacher doesn't cover the entire topic in class, students can use WhatsApp to continue their learning or practice the listening activities introduced earlier. This approach requires coordination from the professor and commitment from the learners. The results are corroborated by the observations made, since the activities were done outside the classroom, students felt more relaxed because they could use their mobile devices for learning from home. However, other students disagree with this assertion. As is shown in the table, the data expressed a tie between those who strongly disagreed and those who disagreed, with 6% for each one. The results represented a minority and demonstrated that participants believe that employing WhatsApp is not useful for improving listening skills outside the classroom, perhaps they prefer the on-site classroom learning.

In the fourth statement, *WhatsApp allows interaction among classmates and teachers in English outside of class*, 44% of participants strongly agreed, and 50% agreed. The

results demonstrate that using WhatsApp facilitates effective interaction and communication among all group members alongside the teacher outside the classroom, furthermore, it allows continued practice of the target language, as well as support from the teacher. To support this affirmation observations revealed that interaction includes not only communication among members despite they did not verbally communicate, but students reacted with emojis to the messages sent. It encompasses all participants, and responding to the proposed questions is also a fundamental aspect of interaction, as is the act of greeting, which is considered crucial for politeness. In contrast to disagreement, only one student responded with this viewpoint, representing 6% of the participants. This result demonstrated that not all the interactive tools available on WhatsApp may be known by the student possibly due to limited experience with the platform or technical issues.

Moving to the fifth statement of advantages, *WhatsApp improves confidence in using English for real-world communication*. The data expressed that 22% of pupils strongly agreed and 50% agreed with the inquiry. These results showed that employing WhatsApp helps students to gain more confidence in English communication in real-life situations since the platform facilitates daily practice of the language. WhatsApp is an application for informal communication that is easy to use at the same time, faster. People using WhatsApp do not feel the pressure to be perfect as they do when writing an email, thus they have direct contact in real-world conversations (Jabbar et al. 2021). Likewise concerning disagreement, data shows a lower amount of percentage. 22% of participants disagreed with the statement while 6% of them strongly disagreed, indicating they do not believe they can improve their English confidence using WhatsApp, since the possibility of limited interaction with reliable sources, also it is valid they prefer to use other platforms made for educational purposes to develop the listening skills or the functions of the app are not desired for learning. To support this point of view Fan et al. (2023), stated that usually, the platforms without educational purposes often lack the technical features and functions for learning, which can be a challenge for learners who are used to employing apps designed for education.

As can be seen in statement number six, and the first of the disadvantages section, *The authentic listening materials (videos) on WhatsApp are too difficult for the student's proficiency level*, 11% of students strongly agreed while 39% agreed with the statement. The outcomes demonstrated that half of the students found that the videos shared for the activities were difficult to understand because of the level of proficiency they were made, participants realized that the level of proficiency of the videos was higher than the students' current proficiency level. The teacher's interview revealed a notable disjunction between the English proficiency level found in authentic materials and that of the students the level of English in Ecuador is not appropriate and frequently mismatches the age group of the learners. Despite the curriculum's efforts to address this issue through the implementation of a development plan, students still have significant proficiency gaps from their early years. The importance and responsibility of the professor lie in selecting materials that align with the learners' needs and help achieve the objectives. To reinforce the result, Toma (2022), emphasized the importance of choosing appropriate authentic material for the teaching process, she noticed that authentic materials often are challenging for students with lower proficiency levels, and she recommended that the ideal level for using authentic material is B1. On the other side, the students who did not agree with the inquiry, constituting exactly the other half, 39% of the members disagreed while 11% strongly disagreed. This result revealed that this group has attained a higher level of proficiency than their peers which is why they do not consider the material (videos) provided through WhatsApp to be difficult to understand. Furthermore, the observations made by the teacher revealed that some students answered correctly to the questionnaire about the videos, which suggests that students do not have difficulty with the level of proficiency of the authentic materials.

In statement number seven, *the number of listening materials on WhatsApp sometimes makes students feel overwhelmed*, 17% of learners strongly agreed meanwhile 33% agreed with the argument. The data showed that not all the learners felt comfortable with the quantity of material used which caused students to feel stunned by the number of videos, although one video was shared for each activity per day, there is the possibility they

weren't focused. To corroborate this result Treve (2023), stated that authentic materials can include unfamiliar vocabulary, cultural references, and idiomatic expressions, among others which may become sources difficult to handle by the students. Furthermore, Toma (2022), recommended making a gradual exposure to authentic material to pupils. By contrast, the other group disagreed with the statement proposed, 39% of the learners disagreed whilst 11% strongly disagreed with it, their engagement with the activity was denoted by this data, suggesting that they could handle the number and difficulty of videos shared without feeling overwhelmed.

Considering the eighth statement, *Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting*, 6% strongly agreed with the affirmation, and 44% agreed with the statement. The results revealed that the majority of students perceive that they could be distracted when employing the platform as a way to practice listening skills. According to Yilmazsoy et al. (2020), using the application is distracting because students usually send messages to friends or peers while they are practicing, resulting in a lack of attention. When using mobile devices outside the classroom, students have the opportunity to switch between applications such as YouTube and social networks (Instagram, Facebook, TikTok, among others), or play games. As it was expressed by the professor in the interview, students tend to get easily distracted without an authority nearby, leading them to become silent members, distraction was highlighted as the primary issue by the professor, suggesting, that it affected the students' engagement toward the activity. On the other side is the disagreement section. Thirty-nine percent of the participants disagreed while 11% strongly disagreed with the affirmation. The results indicated that, for this number of students, distraction was not a significant problem in focusing on the learning process, which demonstrated a great sense of responsibility, commitment, and concentration from the students when working with this kind of app. This was confirmed by the observations made since the students' answers to the questionnaires were provided immediately after the videos were shared, ensuring they were focused on the activity.

Considering statement number nine, *WhatsApp does not allow students to receive appropriate feedback on listening performance*. Half of the participants agreed, 11% of them strongly agreed whilst 39% agreed with the inquiry. The outcome showed that participants perceived that WhatsApp is not a good option to obtain feedback for their listening skills development or to reinforce their strengths or areas of improvement. According to research conducted by Soria et al. (2020), students of all ages prefer to receive feedback in written form because it tends to be more concise and detailed, allowing them to read it multiple times to fully understand the message. Regarding the other half who disagreed, the data showed that 39% of pupils disagreed and 11% strongly disagreed with the question. The results demonstrated that, for this amount of students, feedback sent through WhatsApp was accurate, bearing in mind that the effectiveness of the feedback depended on the recipient's decisions or determination to act upon it. For the purpose of this research, using audio for feedback was considered the optimal choice, although sending a video is advantageous because it captures students' attention and enables them to be aware of the pronunciation of the words. Regarding the observations, feedback was sent immediately by the teacher, after the students had completed the questionnaire, this ensured that feedback was both relevant and on time.

Moving to the last statement, number ten, *WhatsApp does not always work well for playing audio or video materials*, 17% of pupils strongly agreed meanwhile 28% agreed with the statement. The outcomes indicated that for some students using WhatsApp is difficult to play the material shared because the platform probably experienced technical issues. Several videos can be shared on WhatsApp, but their download depends on the quality of the internet connection of the mobile device. If someone shares a podcast, the application redirects to another application or a web page for playback. According to Fan et al. (2023), low efficient connection to the internet is one of the main problems when using platforms, which does not allow students to have access to educational materials. WhatsApp also imposes a size limit on sharing videos, prohibiting longer ones. This limitation can cause disruptions in the learning process. On the other side, 44% of pupils disagreed and 11%

strongly disagreed with their peers. The results demonstrated that for the majority of students, the application's failures are not real and noticeable in the activity. Considering the observations made by the researcher the tool allowed them to share all the information with the students, through links of YouTube no matter the large of them on the platform.

Conclusions

Using authentic materials through WhatsApp is an innovative option for enhancing listening by leveraging a platform already known by the student. Generally, the application is only used for exchanging messages, besides, the educational groups are primarily for sending schedules, homework, or notification. Thus, students are not accustomed to using it for educational purposes that's why this new usage is innovative and creative and cultivates their digital literacy and adaptability.

The kind of authentic materials chosen for developing the listening skills in this research was not appropriate for all the students due to their level of English proficiency. Many students felt confused by the videos, and a majority did not comprehend certain parts of the videos, although the material presented was interesting and captured their attention.

In the group activities, it was evident that several students simply copied answers from those who responded to them. This is because the application used was not designed for this type of activity, all the options are visible for all the members of the group, therefore it is easy for learners to cheat, and the answers are not reliable at all.

Based on the students' perceptions, the majority of them ensured they felt motivated using WhatsApp to enhance their listening skills, they enjoyed this innovative method and they felt actively engaged with the majority of the activities.

According to students' perceptions, WhatsApp is an excellent tool for learning and fostering confidence while using the language in real-world communication and facilitating interaction with their classmates and professors. This application allows access to a wide range of sources such as videos, podcasts, voice messages, and more.

The distraction of activities can pose a serious problem for students when using WhatsApp, especially concerning their internal communication. The problems go beyond using the application for chatting and encompass the use of other applications during the activities. Without someone physically present to monitor them, thus they feel free to be involved in other activities such as chatting, playing games, and so on.

Recommendations

Teachers must embrace the innovative technologies introduced by the new generation of students. It is crucial to investigate all the potential uses of the applications, rather than limiting ourselves to societal norms or the rules imposed. Using applications like WhatsApp to share educational videos about a topic taught in the classroom can provide students with additional information and reinforce their understanding beyond the on-site classroom.

Teachers should carefully choose authentic materials for their students, bearing in mind the current language proficiency levels. Indeed, authentic materials are not designed for teaching purposes, but some can be adapted to suit students' proficiency levels, such as short videos, menus, flyers, announcements, and so on.

It is advisable not to only rely on the responses from the students while they are developing an exercise in WhatsApp in real-time, particularly with features like the polls. Instead, the application should be used only to reinforce information, and activities, share interesting content, or questionnaires that are not graded.

To maintain the motivation of the students in the learning process, it is recommended to search for innovative activities and embrace new teaching methods. Avoid being stagnant in monotonous actions resulting in boring classes.

Taking advantage of all the features available on WhatsApp should be primordial, making conversations among the students with daily real-life situations through chats for interactive class engagement. Additionally, it is suggested to develop activities that incorporate videos, podcasts, and other innovative tools designed for younger people to create dynamic and interactive learning experiences.

It is recommended not to use the application for many times, to avoid distraction. Bearing in mind WhatsApp is not designed for educational purposes. Also, It is highly recommended incorporating time limits when developing activities in the application. It's crucial to ensure these activities are enjoyable, funny, and creatively stimulating to maintain the attention of the students for as long as possible.

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Appendixes

Appendix A: Students' perceptions questionnaire.

Table 1

Students' perceptions

Statements	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Total 100%
1. I have experience using authentic materials (videos) through WhatsApp in my EFL classroom.	26%	58%	11%	5%	100 %
2. I believe that using authentic materials through WhatsApp is an effective way to improve my listening skills in the EFL classroom.	37%	53%	0%	10%	100 %
3. I feel that using authentic materials through WhatsApp provides better results than other activities for improving listening skills in the EFL classroom.	39%	39%	11%	11%	100 %
4. I feel that I have improved my listening skills by using authentic materials through WhatsApp in my EFL classroom.	39%	44%	11%	6%	100 %
5. I feel motivated to practice my listening skills by listening to authentic material on WhatsApp.	44%	39%	11%	6%	100 %
6. I find it easier to understand authentic materials delivered through WhatsApp than	47%	31%	11%	11%	100 %

	materials used in classrooms.					
7.	I feel that the use of WhatsApp has helped me to understand specific details from authentic materials.	50%	28%	11%	11%	100 %
8.	I feel that using authentic materials through WhatsApp has made me more confident in my ability to understand spoken English.	44%	39%	11%	6%	100 %
9.	I feel that WhatsApp has made listening to English more enjoyable and engaging.	44%	39%	11%	6%	100 %
10.	I am more likely to continue practicing listening skills with authentic materials through WhatsApp.	50%	38%	6%	6%	100 %

Note: The table depicts the results obtained from the students' perceptions regarding the use of authentic materials delivered through WhatsApp to enhance their listening skills.

Appendix B: Advantages and disadvantages questionnaire.

Table 2

Advantages and disadvantages

Statements	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Total 100%
Advantages					
2. WhatsApp increases motivation to practice listening in English.	33%	61%	0%	6 %	100%
3. WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)	27%	61%	6%	6%	100%
4. WhatsApp is convenient to practice listening in English at home.	38%	50%	6%	6%	100%
5. WhatsApp allows interaction among classmates and teachers in English outside of class.	44 %	50%	6%	0%	100%
6. WhatsApp improves confidence in using English for real-world communication.	22%	50%	22 %	6%	100%
Disadvantages					
6. The authentic listening materials on WhatsApp are too difficult for the student's proficiency level.	11%	39%	39%	11%	100%
8. The number of listening materials on WhatsApp sometimes makes students feel overwhelmed.	17%	33%	39%	11%	100%
9. Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting.	6%	44%	39%	11%	100%
10. WhatsApp does not allow students to receive appropriate feedback on listening performance.	11%	39%	39%	11%	100%
11. WhatsApp does not always work well for playing audio or video materials.	17%	28%	44%	11%	100%

Note: The table depicts the results of the students' perceptions related to the advantages and disadvantages of integrating WhatsApp into EFL out-of-classroom settings to improve students' listening skills using authentic materials.

Appendix C: Teachers' questionnaire for advantages and disadvantages

1. According to what you observed, what were the advantages of using WhatsApp for EFL listening instruction? (Follow-up questions related to increased motivation, interaction, confidence, etc.)
2. According to what you observed, what were the disadvantages of using WhatsApp for EFL listening instruction? (Follow-up questions related to technical difficulties, number of authentic materials, lack of appropriate feedback)
3. Have you observed any changes in your students' listening skills as a result of using WhatsApp for EFL listening instruction? If so, please describe.
4. In your opinion, using WhatsApp for listening practice makes it hard for students to stay focused?
5. How would you rate the overall effectiveness of using WhatsApp for EFL listening instruction on a scale of 1 to 5? Why?

Appendix D: Observation sheet

STATEMENT	YES	NO	COMMENTS
1. Using authentic materials through WhatsApp is an effective way to improve my listening skills in the EFL classroom.			
2. Using authentic materials through WhatsApp provides good results for improving students' listening skills.			
3. Students are motivated to practice their listening skills by listening to authentic material on WhatsApp.			
4. It is easy for students to understand authentic materials delivered through WhatsApp.			
5. Using WhatsApp helps students to understand specific details from authentic materials.			
6. WhatsApp makes listening to English more enjoyable and engaging.			
7. WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)			
8. WhatsApp allows interaction among classmates and teachers in English outside of class.			

9. The authentic listening materials on WhatsApp are too difficult for the student's proficiency level.			
10. The number of listening materials on WhatsApp sometimes makes students feel overwhelmed.			
11. Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting.			
12. WhatsApp does not allow students to receive appropriate feedback on listening performance.			
13. WhatsApp does not always work well for playing audio or video materials.			