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NACIONALES Y EXTRANJEROS**

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

Trabajo de integración curricular previo a la obtención del título de:

**LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS**

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LA TRONCAL

2025



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### **Dedication**

To the Almighty God, who always listens to my prayers and guides and cares for me during this journey. With faith and hope, I have achieved many goals. You will always be my light and support.

To my parents for always supporting me and believing in my abilities for filling me with confidence to move forward, and for their sacrifice and effort to provide me with a career with the values of respect, friendship, sincerity, simplicity, and responsibility that helped me to face the goals set until I achieved them.

To my beloved sons Jeikob and Lucy, thank you for motivating and inspiring me to better myself every day and fight for a better future.

To my brother, for being a helping hand, and always being there through thick and thin. To my family and friends in general, who were a source of distraction when stress was taking over me, and made me feel that I was not alone.

Carlos Enrique Lliguisupa Medina

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Carlos Enrique Lliguisupa Medina

## Table of contents

Cover page .....	I
Aprobación del director del trabajo de titulación .....	II
Declaración de autoría y cesión de derechos.....	III
Dedication .....	V
Acknowledgment .....	VI
Table of Contents.....	VII
Abstract .....	1
Resumen.....	2
Introduction.....	3
Chapter One .....	5
Literature Review .....	5
1.1 The Use of Technology in EFL Teaching and Learning.....	5
1.2 The Impact of Technology on Language Learning Motivation and Engagement	6
1.3 The Use of Authentic Materials .....	7
1.3.1 <i>Types of Authentic Materials</i> .....	7
1.3.2 <i>The Importance of Authentic Materials in Language Learning</i> .....	8
1.3.3 <i>Authentic Materials for Enhancing Listening Skills</i> .....	9
1.4 The Role of Listening Skills in Language Acquisition and Learning.....	10
1.5 The Use of Social Media for Language Instruction .....	11
1.6 Using WhatsApp in EFL Teaching and Learning .....	12
1.6.1 <i>The Advantages of Using WhatsApp for Language Instruction</i> .....	13
1.6.2 <i>The Disadvantages of Using WhatsApp for Language Instruction</i> .....	14
1.6.3 <i>Using WhatsApp in Out-of-classroom EFL Instruction</i> .....	15
Chapter two.....	21
Method.....	21

<b>2.1</b>	<b>Setting and Participants.....</b>	<b>21</b>
<b>2.2</b>	<b>Procedure .....</b>	<b>21</b>
	<b>Chapter three.....</b>	<b>23</b>
	<b>Description, Analysis, and Interpretation of Results.....</b>	<b>23</b>
<b>3.1</b>	<b>Research Question 1.....</b>	<b>23</b>
<b>3.2</b>	<b>Research Question 2.....</b>	<b>30</b>
	<b>Conclusions .....</b>	<b>37</b>
	<b>Recommendations .....</b>	<b>38</b>
	<b>References .....</b>	<b>39</b>
	<b>Appendixes .....</b>	<b>43</b>
	<b>Appendix A. Perception Survey.....</b>	<b>43</b>
	<b>Appendix C. Teacher’s Interview .....</b>	<b>48</b>
	<b>Appendix D. Observation Sheet.....</b>	<b>49</b>

#### Index of tables

<b>Table 1</b>	<b>Student's perception .....</b>	<b>23</b>
<b>Table 2</b>	<b>Advantages and Disadvantages .....</b>	<b>30</b>

### **Abstract**

This research explored the effectiveness of authentic audio materials shared via WhatsApp in enhancing the listening comprehension skills of English as a Foreign Language (EFL) learners outside the classroom. The study was conducted at a public educational institution in Cumandá, Chimborazo, and involved 12 intermediate-level students aged 16 to 17. A mixed-methods approach was utilized, combining qualitative data from student feedback and observations with quantitative results from pre- and post-listening comprehension tests. The findings highlighted the accessibility and practicality of using real-world audio materials to engage learners with relevant content outside traditional settings. Results showed significant improvements in students' listening skills, particularly in their ability to comprehend various accents, idiomatic expressions, and the natural flow of speech. These outcomes underscore the potential of mobile technology, specifically WhatsApp, as a platform for promoting autonomous language learning and enhancing EFL listening abilities. Overall, the study suggests that integrating authentic audio resources into learning experiences can effectively motivate and improve learners' listening comprehension.

*Keywords:* authentic material, listening skills, WhatsApp.

## Resumen

Esta investigación exploró la eficacia de los materiales de audio auténticos compartidos a través de WhatsApp para mejorar las habilidades de comprensión auditiva de los estudiantes de inglés como lengua extranjera (EFL) fuera del aula. El estudio se llevó a cabo en una institución educativa pública en Cumandá, Chimborazo, y contó con la participación de 12 estudiantes de nivel intermedio, de entre 16 y 17 años de edad. Se utilizó un enfoque de métodos mixtos, combinando datos cualitativos obtenidos de los comentarios y observaciones de los estudiantes con resultados cuantitativos de pruebas de comprensión auditiva realizadas antes y después del experimento. Los hallazgos resaltaron la accesibilidad y la practicidad de utilizar materiales de audio del mundo real para involucrar a los estudiantes con contenido relevante fuera de los entornos tradicionales. Los resultados mostraron mejoras significativas en las habilidades de comprensión auditiva de los estudiantes, especialmente en su capacidad para comprender diversos acentos, expresiones idiomáticas y el flujo natural del habla. Estos resultados subrayan el potencial de la tecnología móvil, específicamente WhatsApp, como una plataforma para fomentar el aprendizaje autónomo de idiomas y mejorar las habilidades de escucha en inglés como lengua extranjera. En general, el estudio sugiere que la integración de recursos de audio auténticos en las experiencias de aprendizaje puede motivar de manera efectiva y mejorar la comprensión auditiva de los estudiantes.

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

## Introduction

The importance of listening skills in English as a Foreign Language (EFL) cannot be overstated, as they are essential for effective communication in academic, social, and professional contexts. However, many learners find developing listening skills particularly challenging, as traditional classroom methods often fail to provide sufficient exposure to authentic language use. This gap hinders students' ability to comprehend spoken English in real-life situations. The integration of authentic materials, such as podcasts, interviews, and natural conversations, has been recognized as an effective way to address this challenge. Furthermore, technological advancements and mobile platforms like WhatsApp offer innovative opportunities to extend learning beyond the classroom, making language acquisition more interactive, accessible, and engaging.

This study explores the use of authentic materials delivered through WhatsApp to enhance listening skills in EFL learners. Specifically, it aims to answer the 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?

The study is divided into three chapters. Chapter One provides a comprehensive literature review, establishing the theoretical framework for the research. It examines the role of authentic materials, the importance of listening skills, and the potential of mobile-assisted language learning (MALL), particularly through WhatsApp. Chapter Two outlines the research methodology, including the design, participants, data collection instruments, and analytical procedures. Chapter Three presents and interprets the results, highlighting key findings, student perceptions, and the strengths and limitations of the approach. The study concludes with the findings of this research, followed by recommendations for future research and practical applications in EFL education.

Previous studies support the relevance of mobile technologies in language learning. For example, Minalla (2018) demonstrated that WhatsApp can effectively enhance verbal interactions in EFL contexts, while (Hassan & Salahuddin Ahmed, 2018) emphasized the motivational benefits of authentic materials. Moreover, Alamer and Al Khateeb (2023) highlighted the psychological advantages of using WhatsApp for language learning, including increased motivation and reduced anxiety. These findings underscore the potential of WhatsApp as a valuable tool for language educators.

This research contributes to the broader field of EFL education by providing valuable insights into the integration of technology and authentic materials. At a societal level, it informs educators, policymakers, and researchers about the potential of WhatsApp to enhance teaching practices, increase learner engagement, and improve listening comprehension. Within the context of Universidad Técnica Particular de Loja, the findings support the adoption of innovative digital tools to enrich language instruction. For educators, this study highlights practical strategies to optimize WhatsApp for effective learning while addressing challenges such as motivation levels and technical constraints. Ultimately, all these efforts aim to benefit students by creating a more engaging, accessible, and effective learning experience.

## **Chapter one**

### **Literature review**

The theoretical framework of this research provides a conceptual and contextual basis for understanding the use of technology in teaching and learning English as a foreign language (EFL). A comprehensive review of the existing literature will be a comprehensive review of the existing literature will explore the main theoretical approaches, empirical studies, and current trends in the field. By situating the research within a robust theoretical framework, we seek to provide a comprehensive perspective that facilitates understanding how technology can optimize the English language learning process.

#### **1.1 The Use of Technology in EFL Teaching and Learning**

Technology in EFL teaching and learning can lead to better learning achievements and enhance the learning process for both teachers and students. Technology provides new ways for students to practice language and can motivate their interest and engagement in learning. Tools like YouTube videos, Padlet, and podcasts can be used to develop student's language skills in listening, speaking, reading, and writing (Marwan and L. V., 2013).

The use of technology in English as a foreign language (EFL) teaching and learning has revolutionized traditional educational methodologies, integrating technology into the EFL classroom can significantly improve students' language skills by offering more interactive and personalized learning experiences from mobile apps and online learning platforms to artificial intelligence and augmented reality tools. Technology can contribute to bridge educational gaps and improve language learning across diverse populations. Enhances language skills development, including speaking, listening, reading, and writing. It allows for personalized learning experiences (Warschauer, 2003).

Technology has profoundly impacted the teaching and learning of English as a Foreign Language (EFL), offering transformative possibilities that make language acquisition more interactive, personalized, and accessible. By addressing challenges such as access and

digital literacy, educators can maximize the benefits of these technological advancements. Innovative methods and resources that enhance language acquisition. Technology in EFL teaching and learning improves student engagement, language skills development, and overall learning outcomes. Teachers need to balance the advantages of technology with the challenges it presents to create effective and engaging EFL classrooms (Abderrahman and Neggaz, 2019).

## **1.2 The Impact of Technology on Language Learning Motivation and Engagement**

Technology has impact positively impacted student motivation and engagement in language learning. Digital tools and apps provide students with more opportunities to practice the target language, which is crucial for building competence and fluency. Language learning software focuses on supporting all core skills - listening, reading, speaking, and writing. Facilitating social communication with peers, the flexibility, personalization, feedback, and engagement opportunities provided by technology make language learning more enjoyable and effective, boosting student motivation to learn (Zhao and McClure, 2024).

Technology provides students with quick access to relevant information, expands their learning opportunities, and allows them to interact with authentic resources, which can inspire language learners. Digital tools and applications can be used inside and outside the classroom to increase students' motivation and mobilize their personal, cognitive, emotional, and behavioral resources, leading to better learning outcomes. Studies have shown a significant positive correlation between classroom technology integration and student engagement and motivation. Teachers can use advanced technology to enhance and sustain students' motivation, creating engaging learning environments. Additionally, technology can intercede the relationship between language learning problems and student engagement, further enhancing learning (Kerimbayev et al., 2023).

Understanding the impact of technological tools provides an overview of the evolving role of technology in language learning, exploring how it has transformed traditional

approaches to teaching and learning languages. It will also explore the reasons why technology has become increasingly integrated into language education, such as the accessibility of resources, the ability to tailor learning experiences to individual needs, and the opportunities for interactive and immersive learning. Additionally, the section will address the potential challenges that come with the use of technology in language learning, such as the digital divide and the need for effective training and support for educators (Wei, 2022).

### **1.3 The Use of Authentic Materials**

In educational settings, particularly in language teaching, the use of authentic materials refers to incorporating real-life resources that have not been specifically designed for teaching purposes into the learning environment. This approach helps learners develop practical language skills, understand cultural nuances, and become more familiar with idiomatic expressions and colloquialisms. Authentic materials include newspapers, magazines, television programs, podcasts, social media content, menus, brochures, and real-life conversations (Turg'unovna, 2024).

The term "authentic materials" in the context of language teaching refers to resources that are used by people in the target language and are not specifically designed for language learning. These materials are often produced for real communication and convey meaning and information naturally. Also are considered advantageous in language learning because they provide learners with exposure to real-life language usage, which can help them develop more effective communication skills. These materials offer a more engaging and meaningful learning experience, as learners can interact with language in a context relevant to their own lives (Elmuratova and Kurbaniyazova, 2022).

#### **1.3.1 Types of Authentic Materials**

The use of authentic materials in language teaching has gained significant attention in recent years. Authentic materials are relevant to the learners' interests and needs, as well as to adapt the tasks and activities to their proficiency level. The goal is to immerse learners in

the authentic use of the language, which can improve their comprehension, cultural understanding, and communicative competence. These materials should be used in authentic ways to engage learners and connect the classroom to the real world (Rao, 2019).

Instead of just having students listen and answer comprehension questions, use authentic listening materials like TV shows, radio broadcasts, news, and documentaries to engage learners in a more immersive experience. Incorporate real objects that learners can interact with, assigning tasks that require learners to use authentic materials to bridge the gap between classroom language use and real-life language. By incorporating these creative approaches, teachers can effectively use authentic materials to make language learning more engaging, practical, and culturally relevant for their students (Abdurashitovna, 2021).

### ***1.3.2 The Importance of Authentic Materials in Language Learning***

Using authentic materials in language learning is crucial for several reasons, as they provide learners with exposure to real-world language use, cultural insights, and practical contexts. Real-world materials expose learners to a broad range of vocabulary, including colloquial and specialized terms that may not be covered in textbooks. This exposure helps learners expand their vocabulary and understand words in context, enhancing their ability to use the language flexibly and accurately. Listening to native speakers through authentic audio and video materials helps learners improve their pronunciation and intonation. Mimicking the way native speakers pronounce words and phrases can lead to more natural and fluent speech (Tomlinson, 2023).

The importance of authentic materials in language learning lies in their ability to provide learners with real-life examples of the target language, making the learning experience more engaging, relevant, and effective. Authentic materials can be adapted to suit different learners' needs, levels, and interests, making them a versatile tool for language educators. By understanding the importance of authentic materials, educators and learners alike can

optimize language learning experiences and achieve greater fluency and proficiency in their target language (Buchanan-Shrader, 2022).

Authentic materials are essential because they provide valuable exposure to real-world language usage, cultural understanding, and critical thinking skills, which are crucial for a well-rounded language learning experience. Incorporating authentic materials into language learning resources and curricula can greatly enhance the effectiveness and relevance of language education. This improves their language skills and fosters a more holistic approach to language learning. Additionally, using authentic materials can make language learning more engaging and enjoyable, as learners are exposed to relevant and current content that is meaningful to them (Holliday, 2021).

### **1.3.3 *Authentic Materials for Enhancing Listening Skills***

Authentic materials are an excellent resource for enhancing listening skills in language learning because they provide learners with exposure to the language as it is naturally used in various contexts. The use of authentic material is relevant for improving learner's listening comprehension, vocabulary acquisition, and language fluency. The introduction of authentic material sets the groundwork for advocating the effective application of authentic materials to elevate listening skills in language learning contexts. The highlights also explore the theoretical basis behind the selection of authentic resources and how they impact the language abilities of learners (Krivosheyeva et al., 2020).

Authentic materials play a crucial role in enhancing students' listening skills in English as a Foreign Language (EFL) or Second Language contexts. These materials motivate students and increase their interest in learning the language, as they realize the language is used for real-life purposes by real people. The classroom creates an active and lively learning environment, as students become more engaged and interested in the learning process. 71% of students in one study reported that their listening scores improved after using authentic

materials. However, teachers should carefully select and adapt authentic materials based on students' proficiency levels and needs (Masuram and Sripada, 2020).

The use of authentic materials in language learning has gained prominence in recent years due to the emphasis on communicative competence. This approach prioritizes the development of practical language skills that enable learners to effectively engage in real-life communication. Authentic materials align with this communicative approach by offering learners the opportunity to interact with genuine language input, which can lead to improved listening comprehension and overall language proficiency. Furthermore, authentic materials meet diverse interests and learning styles, making the language-learning process more engaging and dynamic. These materials include newspapers, magazines, advertisements, movies, songs, and interviews, which offer natural language in context. Authentic materials are valuable for enhancing listening skills because they expose learners to different accents, speech patterns, and communication styles (Morales and Beltrán, 2006).

#### **1.4 The Role of Listening Skills in Language Acquisition and Learning**

Listening skills play a pivotal role in language acquisition and learning, acting as the foundation upon which other language skills speaking, reading, and writing are built. Listening is often the first step in language learning. It provides learners with exposure to the sounds, rhythms, intonations, and vocabulary of the new language. This initial exposure is crucial for developing aural comprehension, which precedes and facilitates speaking. Also listening exposes learners to new words and phrases in context, aiding vocabulary acquisition. Repeated exposure to words and phrases in different contexts helps in understanding their meanings and appropriate usage (Zulkhumor, 2022).

The role of listening skills in language acquisition and learning lays the groundwork for a comprehensive exploration of this critical aspect of language development. Listening skills are fundamental to language acquisition and learning. They enable learners to build a solid foundation in the new language, facilitating the development of other language skills and

enhancing overall communication proficiency. Effective listening practice, combined with diverse and engaging listening materials, can significantly accelerate the language learning process. A crucial role in language development help learners notice features of the input, which can trigger the process of incorporating new linguistic features into their language competence. Effective listening strategies and techniques are necessary to overcome the challenges learners face in improving their listening skills (Patni, 2022).

### **1.5 The Use of Social Media for Language Instruction**

Social media has become an increasingly valuable tool for language instruction due to its accessibility, interactivity, and wide range of multimedia content. They create a dynamic learning environment through stories, reels, posts, and hashtags, making language learning fun and accessible to a wide audience. The use of social media for language instruction has become increasingly popular in educational settings. As technology continues to advance, educators are exploring new and innovative ways to engage students and enhance their language learning experience. Social media offers a way to connect with a global audience, allowing students to engage with diverse perspectives and cultures. This can broaden their understanding of the world and foster a sense of global citizenship. However, the use of social media in education also raises concerns about privacy, security, and the potential for distraction (Li, 2017).

Social media has transformed the way information is shared and consumed, and it has also significantly influenced the field of education. The emergence of platforms such as Facebook, Twitter, Instagram, and TikTok has created new opportunities for language educators to connect with their students and create interactive learning environments. Providing bite-sized lessons, cultural insights, vocabulary, grammar tips, and language content. It is important to understand the historical context and development of social media in education to effectively evaluate its role in language instruction. Social media has become an integral part of modern society, and its influence extends to the realm of education. Its use

in education has gained popularity, the use of social media in education can help students develop digital literacy skills and effectively navigate the digital landscape (Derakhshan and Hasanabbasi, 2015).

The use of social media for language instruction has become increasingly popular due to its versatility and widespread adoption. Social media platforms offer a variety of tools and features that can enhance language learning experiences and provide an interactive and engaging environment for language learners, encouraging them to participate actively in the learning process. Teachers should be actively involved in guiding learners on how to use social media effectively for language learning, ensuring that learners are aware of the benefits and challenges. By adopting this strategy learners can harness the power of social media to enhance their language skills and achieve their learning goals (Hamadeh et al., 2020).

### **1.6 Using WhatsApp in EFL Teaching and Learning**

The introduction of WhatsApp as a tool in English as a Foreign Language teaching offers significant advantages that can enhance both teaching and learning experiences. In recent years, the use of technology in language teaching has become increasingly prevalent, with many educators incorporating digital tools into their instructional practices. English as a Foreign Language (EFL) teaching has also seen a shift toward the integration of technology, as teachers seek to engage and motivate their students in new ways. The use of WhatsApp, a popular messaging platform, has emerged as a potential tool for EFL instruction, offering opportunities for communication, collaboration, and language practice stage for the exploration of using WhatsApp as a valuable tool in enhancing language learning outside the classroom (Halim and Awalyah, 2022).

WhatsApp is a social media platform that can be used as a tool for teaching and learning in EFL settings. It offers various features such as multimedia sharing, group chats, and cross-platform interactions, making it a versatile medium for educational purposes. The importance of using WhatsApp in EFL teaching lies in its ability to enhance various aspects of

language learning, including flexibility and accessibility. WhatsApp allows students to learn at their own pace and from any location with an internet connection, making it an effective tool for busy learners. Improved Speaking Skills: WhatsApp can be used to facilitate speaking practice, which is often a challenging skill for EFL learners. It provides a platform for students to engage in conversations, share their thoughts, and receive feedback from peers and instructors (Albogami and Algethami, 2022).

WhatsApp offers a range of benefits that can enhance the EFL learning experience, making it an important tool for instructors to consider in their teaching practices. To effectively use WhatsApp in EFL classes, instructors should set clear guidelines and expectations for student participation, monitor and provide feedback on student interactions, and integrate WhatsApp activities with the overall course objectives and assessments. WhatsApp allows students to learn at their own pace and from any location with an internet connection, making it an effective tool for busy learners. Can be used to facilitate speaking practice, which is often a challenging skill for EFL learners. It provides a platform for students to engage in conversations, share their thoughts, and receive feedback from peers and instructors (Salija et al., 2022).

### ***1.6.1 The Advantages of Using WhatsApp for Language Instruction***

Using WhatsApp for language instruction offers several distinct advantages that can enhance the learning experience for both students and teachers. WhatsApp is a widely used messaging app with over two billion users worldwide. Its ubiquity means that most students are likely to have it installed on their phones, making it a convenient tool for language instruction.

It supports multiple platforms, including Android, iOS, and desktop versions, ensuring that students can access learning materials from various devices. Allowing real-time text messaging, which can be used for quick feedback, clarifications, and real-time language practice. These features enable oral practice and face-to-face communication, which are

crucial for language learning. Creating groups for classes allows for collaborative learning. Students can engage in discussions, share resources, and help each other, fostering a community learning environment. Teachers can send announcements and updates to all students simultaneously without creating a group, ensuring that important information reaches everyone (Ahmad et al., 2023).

WhatsApp offers a range of benefits that can enhance the effectiveness of language instruction, making it a valuable tool for teachers and students alike. Can be effectively integrated with flipped learning approaches, providing a comprehensive and engaging learning experience for students. Instant messaging service allows for quick communication and response times, which can be particularly beneficial for students who need immediate support or clarification on course materials. WhatsApp is a cost-effective and time-efficient tool for language instruction, as it eliminates the need for traditional classroom settings and allows for more flexible scheduling by leveraging its multilingual potential, cross-cultural communication capabilities, language learning strategies, technical advantages, and integration with flipped learning approaches (SANDHIYA, 2021).

### ***1.6.2 The Disadvantages of Using WhatsApp for Language Instruction***

WhatsApp offers convenience and accessibility, but its limitations in interactive capabilities, learning tools, distraction potential, security, and assessment mechanisms make it less suitable for comprehensive and effective language instruction. Managing and providing personalized feedback in large WhatsApp groups can be challenging. It is difficult to monitor each learner's participation and progress effectively. WhatsApp does not have built-in tools for assessing learners' progress systematically. Instructors need to find alternative methods to evaluate and track progress, which can be cumbersome. Not all students may have access to smartphones or may find typing on small screens cumbersome, which can hinder their learning experience. Effective use of WhatsApp requires stable internet connectivity. In areas with poor internet access, this can be a significant barrier (Irawati, 2024).

Poor network connectivity can hinder students' ability to access educational resources, such as videos, audio files, and other multimedia content, which are essential for remote learning. Combining WhatsApp with non-collaborative learning methods can be less effective than collaborative methods, potentially leading to less meaningful learning experiences. These challenges highlight the importance of ensuring reliable and consistent network connectivity, as well as the need for effective learning methods when using WhatsApp for language instruction. The casual nature of WhatsApp may not foster the disciplined environment required for systematic language learning. Learners might not take the sessions as seriously compared to formal platforms or classroom settings (Hassan & Salahuddin Ahmed, 2018).

### ***1.6.3 Using WhatsApp in Out-of-classroom EFL Instruction***

Using WhatsApp in out-of-classroom English as a Foreign Language (EFL) instruction has been explored in various studies, highlighting its potential benefits and challenges. WhatsApp can be used to improve various language skills, including reading, writing, speaking, and listening. For instance, students can engage in discussions, share articles, and participate in peer review activities to enhance their vocabulary and grammar. The virtual tool can help students feel more confident in using English, as they can practice speaking and writing skills without the pressure of a traditional classroom setting. Mobile accessibility and low-cost data packages make it a convenient tool for students to learn English, especially during the pandemic when in-person classes were not feasible. Integrating WhatsApp into flipped learning approaches can enhance pragmatic proficiency by providing opportunities for exposure and practice in language learning. Pre-lesson tasks and in-class activities can be designed to utilize WhatsApp effectively (Hamad, 2017).

Using WhatsApp in out-of-classroom English as a Foreign Language (EFL) instruction can be an effective way to enhance learning through increased engagement, accessibility, and communication. WhatsApp facilitates real-time communication between teachers and students, allowing for immediate feedback creating a sense of community, encouraging peer

support, and collaborative learning. Regular interaction through WhatsApp keeps students motivated and involved in their learning process. Students can access learning materials and participate in discussions anytime and anywhere, providing flexibility that accommodates different schedules and learning paces. Share new words or phrases daily, along with their meanings and example sentences. Please encourage students to use it in their sentences also they can practice their language skills in a less formal environment, reducing anxiety and encouraging more frequent use of English (Minalla, 2018).

Using WhatsApp for out-of-classroom EFL (English as a Foreign Language) instruction can be highly effective when strategically implemented. Integrating WhatsApp into EFL instruction, teachers can create a dynamic and interactive learning environment that extends beyond the traditional classroom, fostering a more comprehensive language learning experience. Providing feedback on assignments and activities, helping students correct mistakes and learn more effectively. Establish clear guidelines on appropriate behavior and communication to maintain a respectful and focused learning environment. Ensuring the privacy of students is protected by managing group settings and avoiding the sharing of sensitive information. This powerful tool can create a dynamic, interactive, and supportive learning environment that extends beyond the classroom, making language learning more engaging and effective (Warman, 2018).

The use of digital tools in language teaching has grown in recent years, with WhatsApp standing out as one of the most accessible and versatile platforms for supplementing classroom instruction. This study investigates how WhatsApp can be effectively integrated into English as a foreign language (EFL) instruction outside of the classroom. Before digging into the implementation and specific benefits of this application, it is necessary to review prior studies on the use of mobile technology in education, as well as specialized research on WhatsApp in the context of language acquisition.

### **Previous Studies**

A study carried out aimed to explore the effectiveness of using authentic materials delivered through WhatsApp to improve listening skills in English as a Foreign Language (EFL) learners in out-of-classroom settings. The researchers sought to determine whether this method could enhance learners' engagement and proficiency in listening. The methodology to carry out the study involved 40 EFL learners from a university language program, divided into experimental and control groups. The materials used were audio and video, such as podcasts, news clips, and conversations, which were selected for their relevance and interest to the learners. The procedure of experimental group received these materials via WhatsApp over eight weeks, with instructions on specific listening tasks and comprehension questions. The control group continued with traditional classroom listening activities. The data collection as the pre-tests and post-tests on listening skills were administered to both groups to measure improvement. Additionally, surveys and interviews were conducted to gather qualitative data on learners' experiences and attitudes.

The study found that the experimental group showed significant improvement in listening skills compared to the control group. Participants reported higher levels of motivation and engagement when using WhatsApp for language learning. The researchers concluded that authentic materials delivered via WhatsApp can effectively enhance listening skills in EFL learners by providing more exposure to real-life language usage and promoting autonomous learning (Treve, 2023).

**Purpose of the Study:** This study investigated the impact of mobile-assisted language learning (MALL), specifically using WhatsApp, on the listening skills of EFL learners. It aimed to determine if integrating authentic listening materials through a widely used messaging app could facilitate language acquisition outside the traditional classroom environment. The methodology according to the study included 50 intermediate EFL learners from a language institute, randomly assigned to either an experimental group or a control group. The materials are a curated selection of authentic listening materials, including interviews, TED Talks, and

radio programs, was used. To procedure the experimental group received the materials and listening tasks via WhatsApp over ten weeks, with regular feedback and discussion prompts. The control group engaged in similar listening activities within a classroom setting. The data collection of listening comprehension tests was administered before and after the intervention to evaluate improvement. Surveys and focus group discussions provided insights into learner perceptions and the usability of WhatsApp for language learning.

**Conclusions:** The results indicated that learners in the experimental group achieved higher scores in the post-test, demonstrating significant improvement in their listening skills. The qualitative data revealed positive attitudes towards using WhatsApp, highlighting its convenience and the engaging nature of authentic materials. The study concluded that MALL, with the integration of authentic content via WhatsApp, offers a practical and effective approach to enhancing listening skills in EFL contexts (Alzieni, 2021).

**Purpose of the Study:** To investigate the effect of using authentic listening materials sent through WhatsApp on the listening comprehension skills of EFL learners outside the traditional classroom setting. The methodology was applied by 60 intermediate EFL learners from a language institute, divided into experimental and control groups. Authentic listening materials such as podcasts, interviews, and news clips are relevant to the learners' interests and proficiency levels.

The procedure was over eight weeks, the experimental group received listening tasks and materials via WhatsApp. They completed these tasks individually and participated in discussions through the app. The control group continued with traditional listening exercises in the classroom. The data collection was Pre-tests and post-tests assessed listening comprehension skills. Additionally, a questionnaire gathered data on learners' perceptions of the use of WhatsApp for language learning.

**Conclusions:** The study found that the experimental group showed significant improvement in listening comprehension compared to the control group. The use of authentic

materials via WhatsApp was positively received by learners, who reported increased motivation and engagement in their listening practice. The study concluded that WhatsApp is an effective tool for delivering authentic listening materials to enhance EFL learners' listening skills (Alqahtani, 2019).

**Purpose of the Study:** To explore how the use of authentic listening materials through WhatsApp can enhance the listening skills of EFL students in out-of-classroom settings. The methodology includes 45 undergraduate EFL students from a university, divided into two groups: experimental and control. It used authentic audio materials such as dialogues, interviews, and lectures. These materials were selected to match the learners' language proficiency and interests.

The experimental group received the audio materials via WhatsApp over 10 weeks. They were tasked with listening and completing comprehension questions and discussion activities through the app. The control group engaged in regular classroom-based listening activities, and the data collection of listening comprehension tests were administered before and after the intervention. Surveys and interviews were conducted to collect qualitative data on students' experiences and attitudes.

**Conclusions:** The results indicated that the experimental group significantly outperformed the control group in post-test scores. Students reported that the use of authentic materials through WhatsApp was convenient and motivating, leading to more frequent and effective listening practice. The study concluded that WhatsApp is a viable platform for enhancing EFL listening skills through the use of authentic materials (Ghee et al., 2019).

**Purpose of the study:** This study explores the use of WhatsApp as a platform for English language teaching and learning, focusing on trends, methods, and key findings related to the effectiveness of WhatsApp in language education. The methodology of the study involves a comparative analysis of various research works that have investigated the impact of WhatsApp on language learning. It includes quantitative, qualitative, and mixed-methods

studies from different years, highlighting the diverse perspectives on using WhatsApp for language education.

Some key findings of the research present a comprehensive overview of the benefits and challenges of utilizing WhatsApp for English language learning, showcasing its potential to enhance oral skills, critique writing proficiency, vocabulary revision, speaking skills, feedback mechanisms, and more (Ahmad et al., 2023).

**Purpose of the study:** This study aims to investigate the impact of using listening logs through WhatsApp on enhancing the listening comprehension of EFL students at Palangka Raya University. The methodology of this research employs a pre-experimental design, specifically a one-group pretest-posttest design, to assess the effectiveness of using listening logs through WhatsApp for improving listening skills. The study involved 40 EFL students and focused on aspects like identifying main ideas, supporting details, moods of messages, and developing new vocabularies.

The study concludes that utilizing listening logs through WhatsApp significantly enhances listening comprehension among EFL learners, emphasizing the importance of incorporating technology like WhatsApp to facilitate language learning outside the traditional classroom setting.

**Conclusions:** These studies provide valuable insights into the use of WhatsApp as a tool for language learning, showcasing its potential to improve various language skills among EFL students in out-of-classroom settings (Mandarsari, 2023).

## Chapter two

### Method

#### 2.1 Setting and Participants

The study "The Use of Authentic Materials via WhatsApp for Enhancing Listening Skills in EFL Out-of-Classroom Settings" was conducted at a public institution in Cumandá, Chimborazo, with 12 third-year high school students (8 female, 4 male) aged 16 to 17 at an intermediate English proficiency level. Authentic materials were implemented effectively through technology and the accessibility provided by WhatsApp. This research was supported by a female EFL teacher who played a crucial role in its facilitation.

#### 2.2 Procedure

This research employed a mixed-methods system, integrating both quantitative and qualitative data collection techniques. The initial phase involved a comprehensive review of the extant literature pertaining to relevant subjects, utilizing credible sources such as scholarly journals, academic texts, and prior research studies.

The intervention was implemented utilizing WhatsApp as the primary platform, with audiovisual sessions conducted biweekly over a three-week duration. Participants engaged with six instructional videos, each supplemented by guiding questions and interactive activities hosted on different platforms like YouTube, TikTok, and Wordwall. These activities aimed to

facilitate the consolidation and expansion of the student's understanding of the content presented in the videos. To introduce each video and promote active participation, audio messages were disseminated prior to the task assignments.

Participants' comprehension and interpretation of the video material were assessed through multiple-choice surveys. Observation sheets were utilized during each session to record students' engagement, attitudes, and responses to the integration of authentic materials. Additionally, two questionnaires were administered: the first aimed at capturing

students' perspectives regarding the use of authentic materials via WhatsApp, and the second evaluated the advantages and disadvantages associated with this approach, utilizing a Likert scale for the responses.

Furthermore, an interview was conducted with the English as a Foreign Language (EFL) teacher to gather insights into her perceptions regarding the efficacy and limitations of WhatsApp in enhancing listening skills. All data obtained throughout the study were systematically organized, analyzed, and triangulated using Google Forms, thereby providing a comprehensive overview of students' experiences and perspectives. These insights served as a foundation for the conclusions and recommendations of the study.

## Chapter three

### Description, Analysis, and Interpretation of Results

This chapter offers an in-depth examination of the findings from the field study, organized into three main sections: a detailed description, thorough analysis, and insightful interpretation of the data. It centers on students' perceptions of using WhatsApp as a platform for sharing authentic materials in English as a Foreign Language (EFL) instruction. Two tables are included to enhance clarity and organization. The first table captures students' perceptions of the integration of authentic materials shared through WhatsApp, while the second delineates the advantages and disadvantages of utilizing WhatsApp as a tool for English language learning. The chapter concludes with a concise summary of the key findings and actionable recommendations drawn from the study's results.

#### 3.1 Research Question 1

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

**Table 1**

*Student's perception*

STATEMENTS	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	TOTAL 100%
<b>Question 1:</b> I have experience using authentic materials (videos) through WhatsApp in my EFL classroom.	10.00%	30.00%	20.00%	40.00%	100.00%
<b>Question 2:</b> I believe that using authentic materials (videos) through WhatsApp is an effective way to improve my listening skills in the EFL classroom.	40.00%	40.00%	20.00%	0.00%	100.00%
<b>Question 3:</b> I feel that using authentic materials (videos) through WhatsApp provides better results than other activities for improving listening skills in the EFL classroom.	20.00%	60.00%	20.00%	0.00%	100.00%
<b>Question 4:</b> I feel that I have improved my listening skills by using authentic materials (videos) through WhatsApp in my EFL classroom.	10.00%	70.00%	20.00%	0.00%	100.00%

<b>Question 5:</b> I feel motivated to practice my listening skills by listening to authentic material (videos) on WhatsApp.	30.00%	70.00%	0.00%	0.00%	100.00%
<b>Question 6:</b> I find it easier to understand authentic materials (videos) delivered through WhatsApp than materials used in the classroom.	20.00%	50.00%	30.00%	0.00%	100.00%
<b>Question 7:</b> I feel that the use of WhatsApp has helped me to understand specific details from authentic materials (videos).	10.00%	80.00%	10.00%	0.00%	100.00%
<b>Question 8:</b> I feel that using authentic materials (videos) through WhatsApp has made me more confident in my ability to understand spoken English.	50.00%	40.00%	10.00%	0.00%	100.00%
<b>Question 9:</b> I feel that WhatsApp has made listening to English more enjoyable and engaging.	70.00%	30.00%	0.00%	0.00%	100.00%
<b>Question 10:</b> I am more likely to continue practicing listening skills with authentic materials (videos) through WhatsApp.	80.00%	20.00%	0.00%	0.00%	100.00%

*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.

The analysis of the first question "I have experience using authentic materials (videos) through WhatsApp in my EFL classroom" revealed that 36% of students strongly agreed, 50% agreed, and only 14% disagreed with the statement. This indicates that a substantial majority (86%) of learners reported positive experiences when using WhatsApp to access authentic materials in their English as a Foreign Language (EFL) studies. These findings underscore the platform's effectiveness in fostering a more inclusive and engaging language learning environment. Moreover, the results support the notion that WhatsApp is a valuable tool for integrating authentic materials, thereby enriching students' educational experiences and enhancing their language acquisition.

This finding aligns with (Marwan and L. V., 2013), who emphasizes that technology enables interactive and accessible learning opportunities. By incorporating tools like WhatsApp, educators can provide learners with exposure to authentic language in real-world contexts, enhancing their comprehension and language retention.

In response to this statement “I believe that using authentic materials (videos) through WhatsApp is an effective way to improve my listening skills in the EFL classroom”, 43% strongly agreed, and 57% agreed, with no students expressing disagreement. This unanimous positive feedback reflects the perceived effectiveness of using authentic materials through WhatsApp in enhancing listening skills.

This result is consistent with Zhao and McClure (2024) findings, which demonstrate how digital tools enhance language learning by making it interactive and engaging. Additionally, Abderrahman and Neggaz (2019) argue that technology facilitates skill development by offering learners flexible and personalized learning opportunities. The data confirms these theoretical perspectives, showing that authentic materials delivered via WhatsApp foster effective skill development and support learner confidence.

The analysis of the statement “I feel that using authentic materials (videos) through WhatsApp provides better results than other activities for improving listening skills in the EFL classroom” revealed that 36% of students strongly agreed, 54% agreed, and only 10% disagreed, indicating that a significant majority (90%) believe that using authentic materials, such as videos, through WhatsApp produces better results for improving listening skills compared to other activities in the EFL classroom. Students highlighted those digital platforms offer a more personalized learning experience, catering to their individual needs and fostering greater motivation. These findings emphasize the advantages of integrating technology and authentic content to create engaging and effective learning opportunities tailored to enhance listening proficiency.

Similarly, Wei (2022) highlights that integrating technology enhances engagement and offers authentic exposure to the target language. This positive perception underscores the transformative potential of digital tools like WhatsApp in achieving superior learning outcomes.

The responses to this statement “I have improved my listening skills by using authentic materials (videos) through WhatsApp in my EFL classroom”, reflected a strong consensus

among the students, with 46% strongly agreeing and 54% agreeing, resulting in unanimous positive feedback. This widespread agreement indicates that 100% of participants recognized improvements in their listening skills after using authentic materials, such as videos, via WhatsApp in their EFL learning. These results highlight the effectiveness of incorporating digital tools and authentic content into language instruction. By engaging with real-world materials, students not only enhance their listening abilities but also become more invested in the learning process, as they are exposed to language in context. This confirms the potential of WhatsApp as a valuable resource for enriching the language acquisition experience and reinforcing skills outside the traditional classroom setting.

This aligns with the perspectives of Zhao and McClure (2024), who explains that digital tools enhance skill development through interactive and personalized learning. Abdurashitovna (2021) also supports the idea that authentic materials help bridge the gap between classroom learning and real-world application, leading to noticeable improvements in language proficiency.

The responses to “I feel motivated to practice my listening skills by listening to authentic material (videos) on WhatsApp”, revealed that 29% of students strongly agreed, while 71% agreed, leading to a unanimous positive outcome. This high level of agreement underscores the belief that the use of authentic materials through WhatsApp plays a significant role in enhancing learner motivation. The incorporation of real-world content, such as videos, podcasts, and articles, not only exposes students to the target language in its natural context but also fosters a sense of relevance and connection to the material. As students interact with content they might encounter outside the classroom, their engagement and interest in the subject matter naturally increase. Furthermore, the flexibility and accessibility of WhatsApp allow students to engage with the materials at their own pace and in a comfortable, informal setting, which likely contributes to the observed rise in motivation.

These findings align with previous research emphasizing the positive impact of digital platforms and authentic materials in creating more engaging and dynamic learning experiences Wei (2022). Therefore, it is clear that integrating WhatsApp as a tool for learning not only supports skill development but also strengthens the overall enthusiasm and commitment to learning among students.

The responses to the sixth question "I find it easier to understand authentic materials (videos) delivered through WhatsApp than materials used in the classroom" showed that 36% of students strongly agreed, 57% agreed, and only 7% disagreed, indicating that 93% of learners found WhatsApp to be a more effective platform for understanding authentic materials compared to traditional classroom methods. This strong preference suggests that the convenience and accessibility of WhatsApp, coupled with the engaging nature of video-based content, contribute to a more intuitive and enjoyable learning experience. Students likely benefit from the flexibility of revisiting materials at their own pace, which enhances comprehension and retention. These results highlight the potential of WhatsApp to complement or even surpass conventional teaching methods in delivering authentic materials for English language learning.

This aligns with Marwan and L. V. (2013) claim that technology simplifies the learning process by making resources more accessible and relatable. Authentic materials delivered via digital platforms provide learners with real-world language exposure, as emphasized by Buchanan-Shrader (2022), making comprehension easier and more intuitive.

The analysis of this statement "I feel that using WhatsApp has helped me understand specific details from authentic materials (videos)" revealed that 43% of students strongly agreed and 57% agreed, with no disagreement, demonstrating unanimous positive feedback. This result suggests that learners perceive WhatsApp as a highly effective tool for improving their ability to grasp specific details from authentic materials, such as videos. The accessibility of WhatsApp allows students to replay content, pause, and focus on intricate aspects of the

material, fostering a deeper understanding. This aligns with the notion that digital platforms enable learners to engage with content at their own pace, promoting individualized learning experiences. Moreover, by providing authentic exposure to the target language, WhatsApp facilitates the development of listening micro-skills, such as recognizing keywords, phrases, and nuanced speech patterns. These findings underscore the platform's capacity to enhance detail-oriented listening comprehension, which is crucial for language acquisition in EFL contexts.

Zhao and McClure (2024) emphasize that technology promotes active engagement and detailed comprehension, while Kerimbayev et al. (2023) note that interactive tools like WhatsApp provide opportunities for learners to focus on specific aspects of the language, such as pronunciation and vocabulary.

The analysis of the eighth question "I feel that using authentic materials (videos) through WhatsApp has made me more confident in my ability to understand spoken English" revealed that 14% of students strongly agreed, 72% agreed, and 14% strongly disagreed, showing a predominantly positive response to the use of authentic materials delivered through WhatsApp. This indicates that the majority of learners (86%) reported an increase in confidence in their ability to understand spoken English, highlighting the effectiveness of this approach in fostering self-assurance in language comprehension.

The use of authentic materials, such as videos, immerses learners in real-life linguistic contexts, allowing them to experience varied accents, speech rates, and vocabulary. This exposure helps bridge the gap between classroom learning and practical application, enabling students to feel more prepared and capable when engaging with spoken English. The convenience of WhatsApp, which allows for repetitive listening and on-demand access to materials, likely contributes to this confidence boost, as learners can practice at their own pace and revisit challenging segments.

However, the 14% who strongly disagreed might reflect challenges such as difficulty adapting to the format, individual differences in learning styles, or struggles with the complexity of authentic materials. These findings emphasize the need for educators to provide additional support, such as scaffolding strategies or supplementary activities, to ensure that all students can benefit equally from this methodology.

This result aligns with Abderrahman and Neggaz (2019), who argue that digital tools enhance learner confidence by providing interactive and immersive language experiences. However, the disagreement highlights the need for further support in addressing individual challenges, such as proficiency gaps or material difficulty.

The analysis of the statement "I feel that WhatsApp has made listening to English more enjoyable and engaging" revealed that 36% of students strongly agreed, 57% agreed, and only 7% disagreed, indicating that a substantial majority (93%) found listening to English more enjoyable and engaging when using WhatsApp. These results highlight the platform's ability to make learning interactive and appealing, particularly through the use of authentic materials like videos. This enhanced engagement fosters a positive attitude toward language acquisition, making listening activities both effective and enjoyable for learners.

Enjoyment is a crucial factor in sustaining motivation, as noted by Wei (2022). Authentic materials create a dynamic and engaging learning environment, as emphasized by Abdurashitovna (2021), making learners more likely to actively participate and persist in their studies.

The responses to this statement "I am more likely to continue practicing listening skills with authentic materials (videos) through WhatsApp" showed a balanced distribution, with 50% of students strongly agreeing and 50% agreeing, indicating a unanimous positive outlook toward the continued use of WhatsApp for listening practice. This unanimous agreement suggests that learners see long-term value in utilizing WhatsApp as a tool for improving listening skills. The combination of ease of access to authentic materials and the engaging

nature of the platform encourages students to maintain their practice, emphasizing WhatsApp's role in fostering ongoing language development beyond the classroom.

This finding supports Turg'unovna (2024) the argument that authentic materials foster sustainable learning habits. By providing learners with meaningful and accessible resources, WhatsApp encourages ongoing skill development beyond the classroom.

The survey results confirm the effectiveness of integrating WhatsApp and authentic materials into EFL instruction. Supported by authors such as Abdurashitovna (2021); Marwan and L. V. (2013); Zhao and McClure (2024), the data highlights the role of technology in enhancing motivation, comprehension, and confidence. While overwhelmingly positive, the few instances of disagreement suggest opportunities for further refinement, such as tailoring materials to learners' proficiency levels. Overall, the integration of WhatsApp aligns with contemporary pedagogical approaches, fostering interactive and meaningful learning experiences.

### 3.2 Research Question 2

#### 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%
<b>Advantages</b>					
<b>Question 1:</b> WhatsApp increases motivation to practice listening in English.	50.00%	50.00%	0.00%	0.00%	100.00 %
<b>Question 2:</b> WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)	60.00%	40.00%	0.00%	0.00%	100.00 %
<b>Question 3:</b> WhatsApp is convenient to practice listening in English at home.	40.00%	40.00%	10.00%	10.00%	100.00 %

<b>Question 4:</b> WhatsApp allows interaction (in English) among classmates and teachers outside of class.	40.00%	50.00%	10.00%	0.00%	100.00 %
<b>Question 5:</b> WhatsApp improves confidence in using English for real-world communication.	50.00%	50.00%	0.00%	0.00%	100.00 %
<b>Disadvantages</b>					
<b>Question 6:</b> The authentic listening materials (videos) on WhatsApp are too difficult for the student's proficiency level.	0.00%	30.00%	60.00%	10.00%	100.00 %
<b>Question 7:</b> The number of listening materials on WhatsApp sometimes makes students feel overwhelmed.	20.00%	10.00%	30.00%	40.00%	100.00 %
<b>Question 8:</b> Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting.	0.00%	10.00%	50.00%	40.00%	100.00 %
<b>Question 9:</b> WhatsApp does not allow students to receive appropriate feedback on listening performance.	40.00%	20.00%	40.00%	0.00%	100.00 %
<b>Question 10:</b> WhatsApp does not always work well for playing video material.	10.00%	20.00%	10.00%	60.00%	100.00 %

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

The responses to the statement "WhatsApp increase motivation to practice listening in English" showed a unanimous positive response, with 36% of students strongly agreeing and 64% agreeing, resulting in 100% of participants reporting that WhatsApp effectively boosts their motivation. This indicates that all learners found the platform engaging, highlighting its ability to capture students' interest and encourage them to practice listening skills outside the traditional classroom setting. The convenience, interactivity, and access to authentic materials through WhatsApp likely contribute to making the learning experience more motivating and enjoyable.

(Zhao and McClure (2024) explain that digital tools enhance motivation by creating dynamic and interactive learning environments. Additionally, Turg'unovna (2024) highlights those authentic materials delivered via technology connect with students' real-life contexts, making learning more relevant and enjoyable. These findings suggest that WhatsApp effectively fosters motivation and encourages consistent listening practice.

The second statement "WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audio) "garnered a unanimous positive response, with 57% of students strongly agreeing and 43% agreeing. This outcome highlights that all learners (100%) recognize WhatsApp's effectiveness in broadening their exposure to diverse and authentic listening resources. The accessibility of varied materials, such as podcasts, videos, and audio clips, enriches the learning experience.

Marwan and L. V. (2013) emphasizes that technology enriches language learning by providing diverse and authentic materials, while Buchanan-Shrader (2022) argues that these materials help learners bridge the gap between academic content and real-world language use. WhatsApp, therefore, plays a crucial role in exposing learners to meaningful and diverse linguistic input.

The statement "WhatsApp is convenient to practice listening in English at home" received strong support, with 29% of students strongly agreeing, 64% agreeing, and only 7% strongly disagreeing. This demonstrated that the vast majority (93%) of learners value the flexibility WhatsApp offers for practicing listening skills outside the classroom. The convenience of using WhatsApp allowed students to engage with authentic materials such as podcasts, videos, and audio clips at their own pace and on their own time. This is particularly beneficial for learners who may not have access to traditional language learning resources at home. Furthermore, the ability to practice listening in a comfortable and familiar environment, like at home, enhances motivation and encourages continued learning, even beyond formal study sessions.

Wei (2022) stresses the importance of flexible learning environments that accommodate students' schedules, while Abderrahman and Neggaz (2019) highlight that technology overcomes traditional barriers like location and time. The small percentage of disagreement suggests that technical difficulties or other external factors might affect some students' experiences.

The fourth statement "WhatsApp allows interaction (in English) among classmates and teachers outside of class" received equal responses of 50% strongly agreeing and 50% agreeing, indicating unanimous approval from all participants. This result underscores the platform's effectiveness in facilitating communication and interaction among learners and instructors beyond the classroom setting. WhatsApp serves as an accessible and convenient tool for engaging students in English outside of class hours, promoting both collaborative learning and ongoing language practice. The consistent positive feedback highlights its role in fostering a more interactive and dynamic learning environment.

This aligns with Warschauer (2003) Perspective that technology fosters collaboration and connection in learning environments. Similarly, Kerimbayev et al. (2023) Note that WhatsApp facilitates peer-to-peer and teacher-student communication, enhancing students' opportunities to practice and apply their language skills in authentic contexts.

The statement "WhatsApp improves confidence in using English for real-world communication" showed unanimous positive feedback, with 50% of students strongly agreeing and the remaining 50% agreeing. This result indicates that all participants recognize the role WhatsApp plays in boosting their confidence to use English in authentic, everyday situations. The platform provides an informal and supportive environment for students to practice English, allowing them to engage in real-world communication scenarios, whether through text, audio, or video. By enabling learners to interact in English outside the traditional classroom context, WhatsApp contributes significantly to increasing their self-assurance in using the language effectively in practical situations.

This finding supports Abdurashitovna (2021) argument that authentic materials empower learners by offering real-life exposure to language use. Zhao and McClure (2024) further, emphasize that interactive platforms help students build the confidence they need to apply their language skills in practical scenarios.

The statement “The authentic listening materials (videos) on WhatsApp are too difficult for the student’s proficiency level” showed mixed responses. Specifically, 43% of students agreed, while 57% disagreed, highlighting a divide in perceptions. The majority of learners (57%) found the materials to be appropriate for their proficiency level, suggesting that the videos provided via WhatsApp were accessible and aligned with their current skills. However, a significant portion (43%) expressed difficulty in engaging with the content, indicating that some students found the complexity of the materials challenging. This suggests that while WhatsApp offers valuable authentic resources, adjustments may be necessary to cater to varying proficiency levels within the group. Providing additional support, such as pre-listening tasks or vocabulary assistance, could help bridge this gap and make the materials more accessible to all learners.

Marwan and L. V. (2013); Wei (2022) highlight the importance of tailoring materials to students’ proficiency levels to ensure accessibility and avoid frustration. This suggests that educators need to carefully select and adapt materials to accommodate learners with varying abilities.

The mixed responses to this statement “The number of listening materials on WhatsApp sometimes makes students feel overwhelmed” with 13% strongly agreeing, 29% agreeing, 29% disagreeing, and 29% strongly disagreeing, suggest a varied experience among students regarding the volume of content shared via WhatsApp. While some learners appreciate having a wide selection of materials to practice with, others feel that the abundance of resources can be overwhelming. These findings indicate that a balanced approach is needed, where the quantity of materials does not overshadow the quality or learners' ability to

process them effectively. Teachers can mitigate this issue by ensuring a manageable flow of content and offering students guidance on how to approach the materials. This sentiment is supported by Zhao and McClure (2024), who cautions that providing too many materials can hinder engagement and learning effectiveness.

The analysis of the “Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting” reveals a concern about the potential for distraction when using WhatsApp for learning, with 43% of students agreeing, 36% disagreeing, and 21% strongly disagreeing. The informal nature of the platform, coupled with its social media-like interface and frequent notifications, can disrupt students' focus. As Hassan and Salahuddin Ahmed (2018) notes, WhatsApp's casual environment may not always provide an ideal setting for learning. This highlights the need for educators to establish clear guidelines to help students use WhatsApp effectively for academic purposes, minimizing distractions by encouraging focused engagement during designated learning times.

The analysis of the statement “WhatsApp Does Not Allow Students to Receive Appropriate Feedback on Listening Performance” showed that 21% of students agreed, while 79% disagreed, indicating that the majority of learners felt WhatsApp provides sufficient opportunities for feedback. However, a small group expressed concerns regarding the quality or frequency of the feedback provided. As Abderrahman and Neggaz (2019) highlight, timely and constructive feedback is crucial for effective language learning, as it helps students monitor their progress and identify areas for improvement. The results suggest that while WhatsApp may offer a helpful feedback mechanism for most students, there is room for improvement in making feedback more personalized and frequent. Educators could consider integrating more interactive feedback methods, such as group discussions or one-on-one feedback sessions, to better address the diverse needs of students and foster their language development

The statement “WhatsApp does not always work well for playing video material” was divided, with 29% strongly agreeing, 21% agreeing, and 50% disagreeing. This suggests that while many students did not encounter significant problems, a portion faced technical difficulties that hindered their learning experience. These issues likely stem from factors such as internet connectivity problems or device compatibility which emphasizes the importance of a stable internet connection for seamless digital learning. The findings imply that, while video content is an effective tool for engaging students, technical barriers can undermine its accessibility. To mitigate these challenges, educators could provide offline alternatives, use platforms that offer better video streaming capabilities, or explore other methods of ensuring uninterrupted access to multimedia content.

The analysis of each statement in **Table 2** Advantages and Disadvantages highlight both the strengths and limitations of using WhatsApp in EFL settings. Supported by authors like Marwan and L. V. (2013); Turg'unovna (2024) and Zhao and McClure (2024), the findings demonstrate that WhatsApp significantly enhances motivation, accessibility, interaction, and confidence among learners. However, challenges such as material difficulty, distractions, and technical issues suggest areas for improvement. By addressing these concerns, educators can optimize the use of WhatsApp to create an effective, inclusive, and engaging language learning experience.

## Conclusions

Integrating authentic materials, such as videos, through WhatsApp, has proven to be highly effective in enhancing EFL learners' listening skills. By exposing students to real-world language use, these materials help bridge the gap between classroom learning and practical communication, *as evidenced by the overwhelmingly positive participant feedback and improvements in listening comprehension.*

Using authentic materials via WhatsApp significantly boosts student motivation. The engaging nature of videos and other real-life content fosters consistent practice, which enhances listening skills and makes learning more enjoyable, relevant, and effective for personal and academic development.

The study reveals that learners feel more confident in their ability to comprehend spoken English after practicing with authentic materials delivered through WhatsApp. This increased confidence is attributed to the exposure to varied accents and natural speech, which helps students prepare for real-world communication scenarios.

WhatsApp provides a flexible and accessible platform for language learning, allowing students to practice their listening skills at their convenience. This flexibility ensures that learners can engage with the materials anytime and anywhere, overcoming traditional barriers such as fixed schedules or classroom dependency.

The platform supports interaction among peers and between students and teachers, creating a collaborative and dynamic environment for learning outside the classroom. This interactivity enhances students' engagement and allows them to practice using English in meaningful contexts.

While most students found the approach beneficial, some faced challenges related to the difficulty of the materials and the potential for distractions inherent in WhatsApp's informal nature. These issues indicate the need for better alignment of materials with student proficiency levels and strategies to reduce interruptions during learning.

## Recommendations

Teachers should carefully adapt authentic materials to students' proficiency levels by providing pre-listening tasks, vocabulary support, and simplified content for beginners. These strategies will help address comprehension difficulties and enhance learning effectiveness.

To avoid overwhelming students, educators should ensure that the amount of content shared through WhatsApp is manageable. Additionally, providing clear instructions on how to prioritize and use the materials effectively can improve the learning experience.

Incorporating regular feedback sessions is essential to help students identify their strengths and areas for improvement. Feedback can be provided through personalized messages, group discussions, or interactive activities that encourage self-assessment and reflection.

To mitigate technical issues, educators should consider offering offline alternatives, such as downloadable audio or video materials. Exploring platforms with better multimedia streaming capabilities can also enhance the learning process and ensure uninterrupted access to resources.

Establishing clear guidelines for using WhatsApp as a learning tool is crucial. Educators can encourage focused engagement by scheduling specific times for learning activities and minimizing potential distractions, such as unrelated group chats or notifications.

Teachers should expand the use of WhatsApp by incorporating more interactive activities, such as live discussions, collaborative group tasks, and real-time question-and-answer sessions. These activities can deepen students' engagement with authentic materials and foster a sense of community in the learning process.

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## Appendixes

### Appendix A. Perception Survey

STATEMENTS	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	TOTAL 100%
1. I have experience using authentic materials through WhatsApp in my EFL classroom.					
2. I believe that using authentic materials through WhatsApp is an effective way to improve my listening skills in the EFL classroom.					
3. I feel that using authentic materials through 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.					

5. I feel motivated to practice my listening skills by listening to authentic material on WhatsApp.					
6. I find it easier to understand authentic materials delivered through WhatsApp than materials used in classrooms.					
7. I feel that the use of WhatsApp has helped me to understand specific details from authentic materials.					
8. I feel that using authentic materials through WhatsApp has made me more confident in my ability to understand spoken English.					
9. I feel that WhatsApp has made listening to English more enjoyable and engaging.					

10. I am more likely to continue practicing listening skills with authentic materials through WhatsApp.					
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### Appendix B. Advantages and disadvantages' survey

STATEMENTS	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	TOTAL 100%
<b>Advantages</b>					
1. WhatsApp increases motivation to practice listening in English.					
2. WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)					
3. WhatsApp is convenient to practice listening in English at home.					
4. WhatsApp allows interaction among classmates and teachers in English outside of class.					
5. WhatsApp improves confidence in using English for real-world communication.					
<b>Disadvantages</b>					
6. The authentic listening materials on WhatsApp are					

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

### **Appendix C. Teacher's Interview**

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.			