



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

**FACULTAD DE CIENCIAS SOCIALES, EDUCACIÓN Y
HUMANIDADES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
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:

LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLES

Autora: Guerrero Suasnavas Alondra Elizabeth

Directora: Ulehlova, Eva

CARCELÉN
2024



Esta versión digital, ha sido acreditada bajo la licencia Creative Commons 4.0, CC BY-NC-SA: Reconocimiento-No comercial-Compartir igual; la cual permite copiar, distribuir y comunicar públicamente la obra, mientras se reconozca la autoría original, no se utilice con fines comerciales y se permiten obras derivadas, siempre que mantenga la misma licencia al ser divulgada. <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

2024

Aprobación del director del trabajo de integración curricular

Loja, 1 de octubre de 2024

Magíster

Lisset Vanessa Toro Gallardo

Directora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Ciudad.-

De mi consideración:

El presente trabajo de titulación denominado: The use of authentic material through WhatsApp in teaching listening skills in EFL out-of-classroom settings realizado por Alondra Elizabeth Guerrero Suasnavas, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo. Así mismo, doy fe que dicho trabajo de titulación ha sido revisado por la herramienta antiplagio institucional.

Particular que comunico para los fines pertinentes.

Atentamente,

Directora: Eva Ulehlova, Mgtr.

C.I: 0151332269

Correo electrónico: eulehlova@utpl.edu.ec

Declaración de autoría y cesión de derechos

Yo, Alondra Elizabeth Guerrero Suasnavas, declaro y acepto en forma expresa lo siguiente: Ser autora del Trabajo de Titulación denominado: The use of authentic material through WhatsApp in teaching listening skills in EFL out-of-classroom settings, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, específicamente de los contenidos comprendidos en: Chapter one: Literature Review, Chapter two: Method, Chapter three: Description, Analysis, and Interpretation of Results, Conclusions and Recommendations, siendo nombres y apellidos completos, directora del presente trabajo; y, en tal virtud, eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones judiciales o administrativas, en relación a la propiedad intelectual. Además, ratifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.

Que mi obra, producto de mis actividades académicas y de investigación, forma parte del patrimonio de la Universidad Técnica Particular de Loja, de conformidad con el artículo 20, literal j), de la Ley Orgánica de Educación Superior; y, artículo 91 del Estatuto Orgánico de la UTPL, que establece: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.

- Autorizo a la Universidad Técnica Particular de Loja para que pueda hacer uso de mi obra con fines netamente académicos, ya sea de forma impresa, digital y/o electrónica o por cualquier medio conocido o por conocerse, sirviendo el presente instrumento como la fe de mi completo consentimiento; y, para que sea ingresada al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública, en cumplimiento del artículo 144 de la Ley Orgánica de Educación Superior.

Firma:

Autora: Alondra Elizabeth Guerrero Suasnavas

C.I.: 1719044065

Correo electrónico: aeguerrero7@utpl.edu.ec

Dedication

This thesis is dedicated to the countless individuals who have shaped my journey and provided unwavering support, guidance, and inspiration throughout this endeavour.

First, I would like to thank God for letting me start this new journey along this career. I know that his plans have purposes in my life and I really got faith in that. He helps me when I felt lost and when sometimes I felt defeated.

To my parents, Jenny Suasnavas and Hector Guerrero whose love, sacrifices, and encouragement have been the foundation of all my achievements. Their beliefs in my potential and their constant support have fuelled my perseverance. There has been my rock, and this work would not have been possible without their steadfast faith in me.

To my sisters Erika and Salom and friends, who have provided much-needed distractions, comic relief, and support. Their presence in my life has been invaluable, and I am grateful for the laughter, the late-night conversations, and the words of encouragement that kept me going.

Alondra Guerrero

Acknowledgement

The completion of this thesis represents the culmination of a journey that would not have been possible without the support and guidance of many individuals. I wish to express my deepest gratitude to all those who have contributed to this work and supported me along the way.

First and foremost, I would like to thank my advisor, Mgt. Eva Ulehlova, for her unwavering support, insightful guidance, and constant encouragement. Her expertise and feedback have been invaluable, and her patience and understanding have made this challenging process an enriching and rewarding experience.

A heartfelt thank you to my sisters, my nephew and niece for their endless love, support, and sacrifices. To my Mama and Daddy, whose belief in my potential has been a constant source of motivation; their faith in me has been my greatest strength.

I would also like to acknowledge my colleagues and friends for their camaraderie and encouragement. Special thanks to Naomi López, for the countless times that she was there when anybody else, when she helped me doing homework even when she didn't study the same career as mine, and for being a source of support and inspiration for these years. I will be my whole life grateful for her existence in my life.

To everyone who has played a part in this journey, their contributions have been invaluable, and I am profoundly grateful for their support and encouragement. Thank you.

Alondra Guerrero

Contents

Cover	I
Aprobación del director del trabajo de titulación	II
Declaración de autoría y cesión de derechos	III
Dedication	IV
Acknowledgement.....	V
Contents	VI
Abstract	1
Resumen	2
Introduction	3
Chapter one	
Literature review	4
Chapter two	5
Method.....	21
Chapter three.....	23
Description, Analysis and Interpretation of Results	23
Conclusions.....	9
Recommendations	39
References	40
Appendixes	47

List of tables

Table 1 Students' perceptions	23
Table 2 Advantages and disadvantages.....	31

Abstract

This study focuses on the use of authentic materials through WhatsApp to enhance listening skills in English as a Foreign Language (EFL) students. The main objective is to assess students' perceptions of this methodology and analyze the advantages and disadvantages of integrating WhatsApp into EFL learning. A mixed-methods approach was employed, including student surveys, teacher interviews, and observations. These instruments allowed for an in-depth understanding of students' experiences and the effectiveness of the authentic materials. The most significant results indicate that using WhatsApp to share authentic materials notably improves students' listening skills. Participants reported a positive perception of this tool, considering it motivating and relevant to their learning. Disadvantages were also identified, such as the lack of control over student participation and progress in WhatsApp activities. However, the benefits outweighed the limitations, demonstrating that the integration of technology in EFL teaching can be an effective strategy for enriching language learning. Furthermore, it is highlighted that the use of authentic materials, such as podcasts, videos, and articles, provides students with real exposure to the language, which is crucial for developing effective listening skills. This research contributes to the understanding of how technological tools can be utilized to improve language teaching and learning, offering practical recommendations for educators and suggesting areas for future research.

Keywords: Authentic material, listening skill, WhatsApp, EFL.

Resumen

La investigación se centra en el uso de materiales auténticos a través de WhatsApp para mejorar las habilidades de escucha en estudiantes de inglés como lengua extranjera (EFL). El objetivo principal es evaluar las percepciones de los estudiantes sobre esta metodología y analizar las ventajas y desventajas de integrar WhatsApp en el aprendizaje de EFL. Se empleó un enfoque de métodos mixtos, incluyendo encuestas a estudiantes, entrevistas a maestros y observaciones. Estos instrumentos permitieron una comprensión profunda de las experiencias de los estudiantes y la efectividad de los materiales auténticos. Los resultados más significativos indican que el uso de WhatsApp para compartir materiales auténticos mejora notablemente las habilidades de escucha de los estudiantes. Los participantes reportaron una percepción positiva de esta herramienta, considerándola motivadora y relevante para su aprendizaje. También se identificó desventajas, como la falta de control sobre la participación y el progreso de los estudiantes en las actividades de WhatsApp. Sin embargo, los beneficios superaron las limitaciones, mostrando que la integración de tecnología en la enseñanza de EFL puede ser una estrategia efectiva para enriquecer el aprendizaje de idiomas. Además, se destaca que el uso de materiales auténticos, como podcasts, videos y artículos, proporciona a los estudiantes una exposición real al lenguaje, lo que es crucial para el desarrollo de habilidades de escucha efectivas. Esta investigación contribuye a la comprensión de cómo las herramientas tecnológicas pueden ser utilizadas para mejorar la enseñanza y el aprendizaje de idiomas, ofreciendo recomendaciones prácticas para educadores y sugiriendo áreas para futuras investigaciones.

Palabras claves: Habilidad de escucha, material auténtico, WhatsApp, EFL.

Introduction

The incorporation of technology into education has revolutionized the way how students learn and develop language skills. However, many English as a Foreign Language (EFL) learners struggle with developing adequate listening skills, particularly in out-of-classroom settings where exposure to authentic language is limited (Rost, 2011). Traditional classroom methods often fail to provide sufficient practice with real-world language, leading to a gap between academic learning and practical language use (Gilmore, 2007).

This study investigates how authentic materials shared via WhatsApp can improve listening skills in EFL learners outside the classroom. The significance of this research stems from the increasing necessity to utilize technology and authentic language content to enhance language learning beyond the conventional classroom setting. As Kukulska-Hulme and Shield (2008) argue, mobile technologies provide distinctive opportunities for contextualized, personalized, and collaborative language learning experiences.

The study aims to address two main research questions: 1) What are EFL learners' perceptions towards using authentic materials delivered through WhatsApp to enhance their listening skills? and 2) What are the advantages and disadvantages of integrating WhatsApp into EFL out-of-classroom settings to improve students' listening skills using authentic materials?

The literature review chapter provides a comprehensive analysis to technology integration in EFL teaching, authentic materials, listening skills, and the use of platforms like WhatsApp in language instruction. This review draws from a wide range of scholarly sources, including journals, books, and recent studies in the field of language education. The method chapter describes the mixed-methods approach employed, detailing the setting, participants, data collection instruments, and procedures. The analysis chapter presents the findings from student surveys, teacher interviews, and observations, organized around the research questions. The study concludes by discussing the implications of these findings for EFL instruction and provides recommendations for educators and future research.

This research is significant as it addresses the challenges that English as a Foreign Language (EFL) learners encounter in developing their listening skills outside the classroom. The study aims to explore the potential of WhatsApp as a tool for providing authentic listening materials and practice opportunities beyond traditional educational environments. Specifically, it seeks to investigate EFL learners' perceptions of using authentic materials delivered via WhatsApp to enhance their listening skills. Additionally, the research will assess the benefits and drawbacks of incorporating WhatsApp into out-of-classroom settings, ultimately aiming to improve students' listening abilities through the use of authentic resources. By focusing on these objectives, the study aspires to contribute valuable insights into the integration of technology in language learning, particularly in enhancing listening proficiency among EFL learners.

Previous studies have explored related aspects of this research topic. Almogheerah (2020) investigated the use of WhatsApp for developing EFL students' listening comprehension skills, finding significant improvements in listening performance. Minalla (2018) examined the effectiveness of WhatsApp in enhancing students' listening skills in English language learning, concluding that it positively impacted learners' listening abilities. Additionally, Andujar (2016) studied the use of instant messaging for developing writing skills, which, while not directly focused on listening, demonstrates the potential of WhatsApp for language skill development.

This research benefits EFL learners, teachers, and researchers by providing insights into the effective integration of authentic materials and WhatsApp for out-of-classroom listening practice. This study benefits EFL learners, teachers, and researchers by providing insights into the effective integration of authentic materials and WhatsApp for out-of-classroom listening practice. It adds to the expanding body of research on technology-enhanced language learning and offers practical implications for designing engaging listening activities. The main limitation encountered was the lack of direct control over students' participation and progress in the WhatsApp activities.

Chapter one

Literature review

This research explores several crucial themes in English as a Foreign Language (EFL) education. It examines the integration of technology in EFL teaching, focusing on how digital platforms and interactive tools shape the learning experience. The study investigates the impact of technology on motivation and engagement in language learning. It also delves into the use of authentic materials, particularly for improving listening comprehension. Furthermore, the research examines the role of social networks, especially WhatsApp, in EFL instruction both inside and outside the classroom. This comprehensive approach provides insights into how these elements can enhance student interaction and learning in EFL contexts.

The use of technology in EFL teaching and learning

For this study, a more specific definition of the term is used. In the educational context addressed, Information and Communication Technologies (ICT) refer to the pedagogical approach that takes advantage of Internet and computer-based tools to optimize the dissemination of information. Specifically, it includes the use of online platforms such as websites and digital libraries, as well as digital education resources such as online course materials. In addition, it encompasses tablets, smartphones and computers, along with software such as apps and educational programs. Additionally, ICTs emerge as valuable instruments for feedback, providing online comments on student performance, simplifying the process for both teachers and students. This approach not only improves the efficiency of knowledge delivery, but has also been shown to increase students' motivation to learn and perform (Stec, 2021).

In modern education, integrating technology is crucial for engaging students and catering to their preferences, emphasizing its application to optimize the entire learning process. Nowadays, educators play a crucial role in preparing students for today's technological environment and employing technology on an ongoing basis in the classroom. Alongside enhancing the quality, accessibility, and efficiency of instruction, technology

integration also highlights the benefits of networking learning groups to address the challenges of globalization with a dynamic and proactive educational environment (Hakim, 2020).

In this context, technology plays a crucial role in improving tasks for students, having a significant impact on the teaching strategies adopted by educators. Failure to incorporate technologies in education could result in the inability to keep up with contemporary educational methods. Therefore, it is essential that educators possess a thorough understanding of these technologies when instructing in language skills.

Furthermore, the use of technology not only leads to the improvement of teachers' practices, it also creates a learner-oriented environment, shifting from a teacher-centered approach where learners establish meaningful connections and enrich linguistic competence by the opportunity to gather information and access a wide range of educational elements (Ahmadi, 2018).

The impact of technology on language learning motivation and engagement

In the current digital era, incorporating technology into education has greatly changed how people develop language skills by focusing on the analysis of how these technological tools affect students' motivation and engagement in the language learning process, ranging from interactive applications to online platforms, exploring in a better way technology and how it can enhance students' participation and engagement in foreign language study (Sidig, 2020).

The implementation of technologies that foster students' motivation in learning a foreign language brings substantial benefits, such as the promotion of individualization and autonomy in the educational process. It also highlights the improvement of communication opportunities and the development of the learner's identity as crucial aspects (Lamb's, 2017).

In addition, it advocates the recognition and exploitation of students' individual abilities, the design of motivating tasks that strengthen foreign language learning, and the application of alternative forms of assessment based on instructional and intercultural

content. It should be taken into consideration that technology, by having a significant impact on learning, leads students to improve and develop skills that allow them to cope with challenges in the modern world (Sidig, 2020).

Numerous studies, such as those carried out by Owen et al. (2006) and Heafner (2004), have shown that educators have used various applications and technological devices to encourage and stimulate their students to improve their proficiency in a foreign language. From this analysis, it is noted that technology can support the principles of inclusive practice in a variety of ways. As an example, mobile technologies are effective in providing a genuine and meaningful learning experience. On the other hand, audiovisual media, comprising videoconferencing and presentation software, not only provide an authentic and meaningful experience, but also promote a sense of community among learners (Esquive & Soto, 2021).

The integration of technology in language learning has proven to be an essential catalyst for fostering collaboration and interactivity among learners. The possibility of accessing various multimedia resources, such as educational videos, not only enriches the learning content, but also contributes to maintaining a stimulating and engaging educational environment, thus generating an intrinsic motivational drive. From a cognitive perspective, technology not only significantly expands learners' exposure to language, but also supports the active construction of knowledge (Serajuddin, 2023).

The use of authentic materials

The use of authentic materials in foreign language instruction has a long history, supported by prominent figures such as Henry Sweet, who, in the late 19th century, advocated the regular incorporation of genuine texts because of their clear advantages over artificial materials. Sweet emphasized that authentic texts offer a substantial advantage by comprehensively addressing all linguistic aspects, unlike artificial methods, which tend to be limited to certain grammatical constructions and specific vocabulary. However, throughout the 20th century, prevailing linguistic theories gave way to more structured and artificial approaches, giving rise to a "cult of materials". This period was characterized by educational

methods that conferred considerable authority on the materials themselves, often displacing the importance of the teacher's role in the educational process. This led to methods such as the "New Method" and the "Audiolingual Method," which prescribed carefully structured materials and specific behaviors, even suggesting the possibility of replacing teachers with machines in language laboratories (Howatt, 1984).

Communicative approach, as opposed to mere linguistic structure acquisition, prioritized communicative competence. This paradigm shifts not only redefined language teaching but also paved the way for the reintroduction of authentic texts. In this new paradigm, the application of authentic materials in the educational domain was conceived as the ability of materials to reflect real situations and contexts of language use (Gilmore, 2014).

Despite ongoing calls for authenticity in language learning, its implementation has been slow. This multidisciplinary debate recognizes authenticity's complex impact on various aspects of language learning, necessitating a consolidated understanding for informed decisions about its future role (Tolentino, 2021).

According to Tolentino (2021), the Common European Framework of Reference for Languages proposes an action-centered approach, conceived with the idea that the individual acquiring a language act as a social agent whose main purpose is to function in society. This approach is not only based on communicative competence, but also considers the integral use of the learner's cognitive, emotional and volitional resources. In this context, it encourages the development of communication strategies that encompass the four skills: comprehension, written and oral production. When choosing authentic materials, teachers should align linguistic elements with learner levels and objectives. Consideration of paratextual elements, linguistic variety, audiovisual quality, and cultural relevance is crucial.

Types of Authentic Materials

The term materials can apply to virtually anything that teacher uses to help the teaching process in the classroom or any person a teaching nature using both types:

Authentic and Non authentic material are common teaching materials include such as pictures, text books, worksheets, video recordings and newspapers. These teaching materials are often classed as either authentic or non-authentic depending on their beginning and how they are used. Authentic material refers to items that have not been designed or adapted for use in an English language classroom such as song lyrics, video clips, newspapers and magazines (Sri & Malabar, 2016).

Authentic materials, defined as those produced for social purposes in the language community, are considered vital tools for effective teaching. This discussion explores the impact of using authentic materials in teaching grammar from teachers' perspectives and suggests ways to integrate them into grammar EFL classes. The same authors, Sri and Malabar (2016), emphasize that it is not about which materials should be taught but rather on how to maximize the use of both authentic and non-authentic materials in the classroom to progress students' language ability. Thus, it can be indirect that both types of materials play a significant role in language teaching, although their implementation may present some challenges that need to be addressed.

It is not about which materials should be taught but rather on how to maximize the use of both materials in the classroom to improve the students' language competence. Thus, it can be inferred that both authentic and non-authentic materials play a significant role in language teaching. Although their issues may result in some problems, some solutions can be taken into consideration (Widya, 2017).

The importance of authentic materials in language learning

The importance of materials in learning is the pillar of good teaching, it can range from the inputs presented to the technologies for their correct use. Its benefits can be preserved as help students bridge the gap between the classroom and the outside world. Authentic material delivers the learners with many substantial advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence, focusing on both reading and listening skills. There are two main categories of authentic materials-print and auditory. Here are some examples of the

Many types of authentic print materials include, Traffic Tickets, Greeting Cards, Calendars, Report Cards, Tv Guides, Food Labels, Magazines and Newspapers. Now, there are examples of authentic auditory Materials, they include, Phone messages, Radio Broadcasts, Movies, Videos and DVD'SS, Television and Programs (Akbari & Razabi, 2015).

While there is agreement on the benefits of using authentic materials in language teaching, there is less consensus on when to introduce them into the classroom.

Additionally, discussions on authenticity have mainly focused on texts, with limited attention to task authenticity (Guariento & Morley, 2001).

According to Dumitrescu (2000) carefully chosen and incorporated authentic materials can facilitate the creation of tasks that go beyond conventional language learning patterns, serving as a connection between learners' language abilities and their professional knowledge objectives. These materials, presented in diverse formats, offer a valuable reservoir of linguistic and conceptual content to individuals concentrating on applying their language skills to specific real-world scenarios. She emphasized three basic aspects in selecting a material – linguistic, conceptual and cultural.

Authentic materials for enhancing listening skills

Authentic materials play a vital role in language learning by offering a more realistic and dynamic representation of the language. They help develop comprehensive linguistic and listening skills and better prepare students for the complexities of real-world communication, based on the student's listening instruction. The communicative environment by using communicative language teaching (CLT) in teaching listening and speaking with the help of computers and websites, and discusses the components of the learning and teaching model in the authentic communicative environment by using CLT with the feedback and evaluation from both the students and the teachers (Widdoson, 1978).

Several illustrative examples underscore the fundamental role of listening in the learning process. These encompass a variety of multimedia sources such as podcasts, YouTube channels, news websites, online courses, radio stations, movies, and TV shows, as well as language learning apps, music, and language exchange platforms. Using

authentic materials in English teaching, such as radio news and TV programs, immerses students in real language, bridging the gap between academia and the real world. Created by native speakers, these materials motivate students, reinforce language skills, and enhance listening and reading comprehension, improving the overall learning process (Ávila & Criollo, 2023).

The importance given in this work in relation to podcasts is strongly influenced by its benefits and accessibility. Podcasts are a resource, available on the Internet, used to create audio recordings and broadcast them on the Web. It is so attractive today because of the ease way of subscribing to them, sharing them, creating them and disseminating them. You can find podcasts of two types: radio podcasts and independent podcasts, Radio podcasts are produced by radio networks, for example the British Broadcasting Corporation (BBC). Independent podcasts and teacher material are what this project refers to, since they are diverse it facilitates to content adaptation within language learning (Man-Man, 2006).

The role of listening skills in language acquisition and learning

Listening, a cornerstone of the educational landscape, assumes a pivotal role as one of the four indispensable language skills critical to the language acquisition milieu. Alongside reading, speaking, and writing, the art of listening emerges as a preeminent force in honing linguistic prowess. This receptive skill, unfolds as a main point in the broader schema of language development. Mastery of the listening craft in the target language constitutes a linchpin in elevating linguistic competence, fostering responses that are both meaningful and substantial (Nabiyev & Idiyev, 2022).

On contrary to outdated paradigms, which speculated that listening comprehension developed organically during learning a second or foreign language, contemporary perspectives cast a discerning eye on its intricate nature. A departure from the assumption of natural assimilation, the current view underscores the indispensability of targeted instruction, aligning listening with its counterparts—speaking, reading, and writing—within a holistic framework (Brown & Yule, 1983).

Empirical research on the acquisition of linguistic competence by Nabiyev and Idiyev, (2022) highlights that approximately 45% of this competence is developed through the auditory channel, according to the findings of researchers in this field. The magnitude of this auditory contribution highlights the crucial role that listening comprehension plays in communicative exchanges, consolidating its position as a linguistic competence of utmost importance in facilitating effective communication.

Despite progress in education, integrating listening skills into curricula requires careful recalibration, especially in language learning. Challenges, rooted in a lack of diligence in understanding words, gradual vocabulary expansion, and pronunciation barriers, highlight the complexity of acquiring listening skills, particularly in second language (L2) acquisition. Recognizing these challenges is essential for a nuanced understanding of the dynamics in listening skill acquisition (Jayakuma, 2022).

Field (2003) categorizes challenges in listening skills, including issues with controlling the speaker's pace, difficulty recognizing information, a limited understanding of vocabulary, struggles with non-verbal cues, interpretative hurdles, difficulty maintaining focus, and entrenched learning habits. Furthermore, Yiching (2005) adds more barriers, including personal beliefs, material constraints, habitual obstacles, challenges in processing information, English language proficiency, strategic difficulties, and emotional barriers. Additionally, Yousif (2006) explores psychological obstacles, considering the impact of speech speed and the importance of pauses in extended listening activities. His emphasis on teacher awareness, adjusting activities, and considering factors like age and psychological aspects underscores the complex nature of the challenges students encounter.

Furthermore, the significant difficulty presented by unfamiliar English sounds, along with the complexities of intonation, accent, and rhythm, emphasizes the increased effort required by language learners compared to native speakers. Understanding these multifaceted challenges provides a more complete grasp of the complex landscape defining the journey toward listening competence. This insight prompts a reassessment of teaching

methods, encouraging educators to adapt and customize activities strategically to overcome these challenges. The intricate interplay between auditory comprehension, nuanced language acquisition, and the psychological aspects of learning unveils an educational terrain ready for exploration and innovation (Nabiyev & Idiyev, 2022).

The use of social media for language instruction

Van Den Beet and other authors (2020) argue that social media are online channels that allow users to interact flexibly and present themselves selectively, either in real time or asynchronously. These interactions can be with large or small audiences, generating value from user-created content and the perception of interaction with others.

Over the past two decades, the evolution of the Internet and Web 2.0 applications has led to a significant transformation in human interactions and the educational process. This digital revolution has coincided with the rise of social media platforms such as Facebook, WeChat, Instagram, Twitter, Snapchat, and WhatsApp—platforms that not only facilitate global communication but also reshape the nature of personal relationships (Putra, 2022).

This shift has permeated various aspects of everyday and academic life, particularly evident in education, where digital technology, multimedia, and social media have positively influenced the teaching of foreign languages. In the current educational context, the viability and effectiveness of strategically integrating social media into educational processes have been recognized. This emerging approach has sparked the interest of scholars seeking to understand the crucial role of social media in language learning, especially in the case of English as a foreign language (EFL) or second language (ESL) (Al Arif, 2019).

Additionally, social media with 80% non-native English users, serves as an informal space for language learning. Platforms like Facebook and Twitter facilitate interactions with native speakers, enhancing communicative competence. Additionally, social media supports tandem learning, where students collaborate on each other's native languages, promoting intercultural competence (Putra, 2022).

In terms of classification, social media and applications can be divided into synchronous communication tools, including messaging and audio/video conferencing, and asynchronous communication tools designed to enable collaboration over time. Both categories offer diverse possibilities for interaction, from forums available on platforms like Google Classroom to instant messaging applications that can be employed for asynchronous language learning interactions (Van Den Beemt et al., 2020).

Using WhatsApp in EFL Teaching and Learning

Modern learning emphasizes critical skills, real-world knowledge application, and mastery of information technology, communication, and collaboration. Selecting appropriate learning methods and effectively using educational media are crucial in this process. Learning media, including materials and equipment, should be tailored to students' psychological development and abilities to enhance motivation. These media serve as communication channels, offering opportunities for online learning to both teachers and students. For instance, synchronous virtual chat provides an additional, appealing communication method for social and global learners (Afsyah, 2019).

Learning media enhance message presentation, improve learning processes, and facilitate attention and interaction. Platforms like WhatsApp, popular for its versatility, enable sending messages, sharing multimedia, and managing user groups. Widely used in education, it streamlines vocabulary assignments, saving time and simplifying classroom management (Ahmed, 2019).

WhatsApp is widely used by educators for vocabulary learning assignments, streamlining teaching and enhancing classroom management. Its features promote active learning, peer interaction, and a sense of belonging in a virtual learning community. Public visibility of contributions motivates students, fostering collaboration and connections with classmates (Bensalem, 2018).

WhatsApp is not just a tool for classroom management but has proven valuable in second language (L2) teaching. It stands out for its role in developing linguistic skills and promoting active student participation in language classes. L2 teaching professionals

acknowledge its potential to enhance communication between students and teachers, fostering dynamic and collaborative learning. WhatsApp's ability to save teachers time is a key aspect, enabling efficient management of administrative tasks and improving communication with students about classroom activities beyond traditional settings (Savitri, 2022).

WhatsApp facilitates close interaction between students and teachers, providing a quick channel for two-way communication, guidance, and feedback. Real-time discussion groups contribute to a dynamic learning environment, fostering a sense of belonging and community among students. Public visibility of contributions motivates students to take tasks seriously, strengthening connections and encouraging collaboration. Beyond classroom management, WhatsApp has sparked interest among educators for its potential in improving vocabulary teaching, particularly in second language (L2) contexts (Bensalem, 2018).

The advantages of using WhatsApp for language instruction

As is widely known, WhatsApp constitutes an interactive communication platform, widely used by students for the exchange of multimedia messages that include photos, videos, audios and conventional text messages. Given its dependence on Internet connectivity, this application provides immediate access to information in real time, facilitating instant knowledge sharing through technology. In the educational field, WhatsApp has evolved to become a work tool for both teachers and students. This platform not only allows efficient communication between teachers and students, but also enables the creation of study groups, promoting meaningful interactions for the completion of academic work and tasks (Martins & Meyers, 2020).

The ability of these tools to enhance overall classroom interaction and foster students' willingness to learn the target language is evident. The constant practice facilitated by the application of grammatical content and vocabulary in the production of sentences and dialogues is revealed as a fundamental component for meaningful learning (Gon & Rawekar, 2017).

WhatsApp proves to be a valuable tool in English Language Teaching (ELT) as it allows dynamic and real-time communication, fostering an interactive and engaging learning environment. WhatsApp's multimedia capabilities enable instructors to employ diverse content, such as images and audio, enhancing the overall learning experience. The application's accessibility and widespread usage among students facilitate seamless communication, encouraging collaborative learning beyond traditional classroom boundaries. The research conducted by Afsyah (2019) underscores the efficacy of WhatsApp in promoting effective language instruction by leveraging its interactive features and multimedia capabilities.

The disadvantages of using WhatsApp for language instruction

The rise of WhatsApp has marked a significant change in the way we communicate, but this phenomenon is not without its challenges and drawbacks, especially in terms of concentration and addiction. The omnipresence of instant messaging on this platform can lead to a decrease in concentration, as users face constant interruption of notifications and messages. This negative impact on attention can impact people's productivity and effectiveness in various areas of their lives, from work environments to educational contexts (Munir & Rau, 2022).

In the educational setting, an additional concern arises related to the impact on children. The tendency of children to immerse themselves in electronic devices, including WhatsApp, to the detriment of face-to-face interactions and socialization, poses challenges to their emotional development and social skills. This concern is amplified when considering that digital communication can overshadow meaningful experiences of interpersonal interaction, essential for children's healthy growth (Alkhatnai, 2019).

WhatsApp's expanded group capacity raises concerns about communication quality and effectiveness in larger settings. Managing large groups may compromise interaction consistency and relevance, potentially leading to diluted digital relationships. The ease of written communication on WhatsApp has resulted in a preference for digital over face-to-face

conversations, particularly among adolescents, raising questions about its impact on the quality of interpersonal relationships in physical settings (Yilmazsoy et al., 2020).

Using WhatsApp in out-of-classroom EFL instruction

WhatsApp emerges as an invaluable pedagogical tool for vocabulary expansion beyond the traditional boundaries of the classroom. Its ubiquity on students' mobile devices offers unparalleled accessibility, allowing them to immerse themselves in word learning at convenient times. Learners, who routinely check their phones in response to notifications, can be directed to specific materials effectively, thus capturing their attention more efficiently than conventional methods. The ability to receive quick responses from instructors, backed by research showing increased motivation and cognitive learning, adds an interactive dimension that encourages active student participation. This collaborative learning environment extends beyond the instructor-student relationship, as WhatsApp facilitates interaction and collaboration among classmates. The collective construction of meaning and peer-to-peer feedback enriches vocabulary understanding significantly (Alahmadi et al., 2023).

WhatsApp is effective for vocabulary acquisition outside the classroom due to its convenience, informality, and adaptability to modern, mobile learning. Its support for multimedia formats enhances learning by catering to various styles, transcending traditional educational limitations (Afsyah, 2019).

Previous research consistently supports the efficacy of WhatsApp in vocabulary learning. Fageeh (2013) explored the use of WhatsApp for vocabulary tasks at home, he has obtained similar results to previous research. In a specific study with college students, where one group received a list of words via WhatsApp and the other in the classroom, the group that used WhatsApp significantly outperformed the group that followed traditional methods in a post-test.

WhatsApp's potential in formal vocabulary acquisition outside the classroom lies in its effectiveness for both informal and structured learning. This dual functionality as a

pedagogical tool underscores its versatility, adapting to the specific needs of students and educational objectives (Ahmadi, 2018).

In conclusion, WhatsApp emerges as a powerful and versatile tool for vocabulary expansion beyond the conventional educational environment. Its accessibility, responsiveness, multimedia capability, and encouragement of peer interaction and learner autonomy make it a valuable resource for educators and students alike. Research carried out by Ahmadi strongly supports WhatsApp's effectiveness in vocabulary acquisition, highlighting its ability to outperform traditional methodologies. By integrating WhatsApp strategically into the educational process, it opens a door to vocabulary learning that is convenient, motivating, and tailored to the individual needs of learners in the digital age (Ahmadi, 2018).

Previous Studies

Several recent studies have analyzed the impact of WhatsApp on learning English as a foreign language, particularly in the development of listening skills. Almogheerah (2020) plans a study titled "Exploring the Effect of WhatsApp Use on Saudi Students' English Language Learning as a Foreign Language," aimed at determining whether WhatsApp usage could enhance students' listening skills and increase their motivation to practice them. The study involved 44 intermediate-level Saudi university students. Through pre- and post-tests and a questionnaire, the researcher found that WhatsApp significantly improved students' listening performance and boosted their motivation to practice their listening skills.

Similarly, Minalla (2018) examined "The Impact of WhatsApp on Improving Students' Listening Skills in English Language Learning," with the goal of assessing whether WhatsApp could positively affect students' listening skills and their engagement with audio materials. This study included a group of 40 Sudanese university students, and through listening tests and a questionnaire, it concluded that WhatsApp positively influenced students' listening abilities and increased their commitment to audio materials.

Another relevant study by Fauzi and Angkasawati (2019) titled "The Use of Listening Records via WhatsApp to Improve Listening Comprehension of Students Learning English

as a Foreign Language" aimed to evaluate whether WhatsApp-based listening records could significantly enhance students' listening skills and promote autonomous learning. The study involved 30 Indonesian university students, and using listening comprehension tests and interviews, they discovered that WhatsApp-based listening records significantly improved students' listening skills and encouraged autonomous learning.

Additionally, Khubyari and Narafshan (2016) studied "The Impact of WhatsApp on Listening Comprehension of Students Learning English as a Foreign Language." The purpose of this study was to investigate whether WhatsApp-based instruction could improve listening comprehension and foster positive attitudes towards language learning. The participants were 60 Iranian high school students, and through listening tests and attitude questionnaires, they found that WhatsApp-based instruction enhanced listening comprehension and encouraged positive attitudes toward language learning.

In a similar vein, Vigil et al. (2020) proposed a study titled "Mobile Learning: The Use of WhatsApp in Learning English," aiming to demonstrate the impact of WhatsApp usage on the teaching-learning process of real English use to enhance communicative competence. The methodology involved creating a WhatsApp group called "English Little Speakers" to facilitate communication in English and promote social interaction among students during the COVID-19 pandemic. The results indicated that WhatsApp significantly improved student engagement and interaction, fostering a dynamic learning environment where they could negotiate meaning and reflect on their language use, ultimately enhancing their English skills in a real-world context.

In Ecuador, Lucas, Almeida, & Loor (2017) conducted a study titled "WhatsApp as a Tool for Teaching English to Improve Listening Skills in Second-Year BGU Students at Unidad Educativa Liceo Cristiano Peninsular, La Libertad, Santa Elena Province," aimed at investigating the use of WhatsApp to improve listening skills in English learners. The authors employed a qualitative method using focus groups, observation, and interviews. Students were allowed to use WhatsApp to interact with audio, including songs, videos, lectures, and

podcasts. The results showed that the mobile learning methodology generated significant learning in listening skills, increasing from 12% to 20% among students.

Collectively, these studies demonstrate the potential of WhatsApp to enhance listening skills in various English as a foreign language context, highlighting its effectiveness in improving comprehension, increasing motivation, and promoting autonomous learning.

Chapter two

Method

Setting and Participants

The research was conducted in a small classroom of 11, who are in the seventh year of basic education at an Educational Institution in Ecuador. The students, comprised of 5 girls and 6 boys, were supposed to possess an A2 level of English according to the Common European Framework of Reference for Languages (CEFR). Their English teacher also participated in the study.

Procedure

This research employed a mixed-methods approach, combining both qualitative and quantitative techniques to gather and analyze data. The study began by reviewing numerous bibliographic sources, including e-books, magazines, and real statistical data, to establish a robust theoretical framework and inform the selection of appropriate research methods.

After obtaining the necessary permissions from the Educational Institution and discussing the research objectives, the development phase commenced. This phase involved implementing the proposed activities to obtain reliable results from the field research.

The activities were conducted through the social communication network WhatsApp. Students of the 7th grade, parallel "A", were evaluated on their listening and comprehension skills using videos ranging from one to three minutes in duration. These videos were selected based on their relevance to the students' interests and contained vocabulary and grammar suitable for their knowledge level. After watching each video, the students were required to answer a series of questions related to the content.

To collect data, three instruments were employed: a survey for the student, another for their English teacher and an observation sheet. The student survey aimed to gather

information about their perceptions, experiences, and challenges related to learning English through WhatsApp videos. The teacher survey focused on their observations of student engagement, progress, and the effectiveness of using WhatsApp videos as a teaching tool.

The data collected from the surveys were then tabulated and analyzed using descriptive statistics and thematic analysis. The quantitative data were presented using graphs and tables, while the qualitative data were coded and categorized to identify emerging themes and patterns.

Based on the analysis of the results, conclusions were drawn, and recommendations were formulated to address the identified challenges and enhance the effectiveness of using WhatsApp videos for teaching English listening and comprehension skills.

Chapter three

Description, analysis and interpretation of results

The presentation and analysis of the survey results represent the perceptions, preferences, and behaviors of students regarding the use of authentic materials delivered via WhatsApp to enhance their listening skills. Through the analysis and interpretation of the data, a deep understanding of their experiences is gained. This introductory phase sets the stage for a comprehensive exploration of the research questions, aimed at determining English as a Foreign Language (EFL) learners' perceptions towards the use of authentic materials via WhatsApp and identifying the advantages and disadvantages of integrating this approach in out-of-classroom settings.

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

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.	63,6%	36,4%	0	0	100%
2. I believe that using authentic materials (videos) through WhatsApp is an effective way to improve my listening skills in the EFL classroom.	54,5%	18,2%	0	27,3%	100%

3. I feel that using authentic materials (videos) through WhatsApp provides better results than other activities for improving listening skills in the EFL classroom.	27,3%	36,4%	18,2%	18,2%	100%
4. I feel that I have improved my listening skills by using authentic materials (videos) through WhatsApp in my EFL classroom.	27,3%	45,5%	18,2%	9%	100%
5. I feel motivated to practice my listening skills by listening to authentic material (videos) on WhatsApp.	45,5%	27,3%	18,2%	9%	100%
6. I find it easier to understand authentic materials (videos) delivered through WhatsApp than materials used in the classroom.	36,4%	27,3%	18,2%	18,2%	100%
7. I feel that the use of WhatsApp has helped me to understand specific details from authentic materials (videos).	27,3%	45,5%	9%	18,2%	100%
8. I feel that using authentic materials (videos) through WhatsApp has made me more confident in my ability to understand spoken English.	27,3%	36,4%	27,3%	9%	100%

9. I feel that WhatsApp has made listening to English more enjoyable and engaging.	36,4%	36,4%	9%	18,2%	100%
10. I am more likely to continue practicing listening skills with authentic materials (videos) through WhatsApp.	45,5%	27,3%	9%	18,2%	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.

According to the students' experiences with the use of authentic materials through WhatsApp to improve their listening skills in the English as a Foreign Language (EFL) classroom, 63.6% of the students strongly agree and 36.4% agree that they have experience using authentic materials through WhatsApp in their EFL classroom. This indicates that all the students have been exposed to this pedagogical approach. As mentioned by Bensalem (2018), WhatsApp has become a valuable tool in second language teaching for its role in developing language skills and promoting active student participation. Moreover, it is particularly useful for fostering interactivity, using English in real-world contexts, learning from peers' mistakes, and thinking in English (Vigil et al., 2020). The use of WhatsApp in educational activities has been well received by students, as they utilize it in their school assignments (Rezabala & Rivadeneira, 2023). However, the teacher mentioned in the interview that, although students have had experience with authentic materials on WhatsApp, not all of them actively participate in the activities. This was confirmed in the observation, where it was noted that some students did not complete all the assigned tasks on the platform.

Regarding the second statement the 54,5% percent strongly agree and 18.2% agree that the use of authentic materials through WhatsApp is effective for improving their listening

skills in the EFL class. However, 27.3% strongly disagree. According to Ávila and Criollo (2023), the use of authentic materials in English teaching, such as radio news and television programs, immerses students in real language, motivating them and enhancing listening comprehension. The observation confirms that it is difficult to control how students improve their listening skills through WhatsApp, which was also pointed out by the teacher in the interview. Furthermore, mobile learning creates a context in which students can universally engage in negotiating meanings, reflecting on, and assessing their own performance through genuine interactions and feedback, thereby serving as a potent instrument for fostering proficiency in a second language (Andújar Vaca & Cruz Martínez, 2017). The advantage of using WhatsApp through mobile phones to teach listening in class is that it allows students to work at their own pace, listen to the recording as many times as they need in its entirety, or focus on problematic areas (Jasrial, 2019). The study by Fauzi and Angkasawati (2019) concludes that the practice of listening through "listening logs" on WhatsApp results in a significant improvement in auditory comprehension among EFL students.

Spelling are divided into whether authentic materials through WhatsApp yield better results than other activities for listening skills (27.3% strongly agree, 36.4% agree, 18.2% disagree, 18.2% strongly disagree). The observation indicates that WhatsApp does not provide statistics on students' listening improvement, which was also mentioned by the teacher in the interview, who pointed out the difficulty in assessing individual progress on this platform. Additionally, Ahmadi (2018) emphasizes that the failure to incorporate technologies in education could result in an inability to keep up with contemporary educational methods. An interactive WhatsApp bot significantly improved the listening skills of English as a Foreign Language (EFL) students. The experimental group that utilized the bot showed a significant increase in their listening abilities compared to the control group (Behforouz & Al Ghaithi, 2024). The teacher's interview highlights that, while the children have been practicing listening in class, there has not been a particularly notable development in this area due to the lack of focused listening instruction. WhatsApp helped students develop their listening skills, as they learn from audios and videos sent in the

group, in addition to what classmates and the instructor record and send (Hamad, 2017). However, the effectiveness of activities to develop listening skills will depend more on factors such as pedagogical design, the quality of materials, and teacher guidance, rather than the technological medium itself (Escobar Mamani & Gómez Arteta, 2020).

The use of real materials from WhatsApp has helped students become better listeners for 45.5% of respondents who agree, and 27.3% who strongly agree. However, 9% strongly disagree and 18.2% disagree. The teacher stated in the interview that, while the children have been practicing listening in class, there has not been a particularly notable development in this area due to the lack of focused listening instruction. This was confirmed during the observations, where it was noted that students often struggled to understand specific details in the authentic materials. This supports the findings of Nabiyev and Idiyev (2022), who pointed out that the development of listening comprehension requires focused teaching rather than assuming it arises spontaneously. The use of WhatsApp allows students to listen to their own voice recordings and be evaluated by an audience, which positively makes them self-aware in self-assessment as they question their errors (Han & Keskin, 2016). Furthermore, WhatsApp offers fast and interactive communication, enabling real-time multimedia exchanges, which can improve students' listening comprehension (Masdaliah, Kisman, & Haryanto, 2022). This has also been confirmed by Setyowati (2019), who mentions that the use of WhatsApp for energizing listening activities in the English as a Foreign Language class had positive results.

Regarding motivation to practice listening with authentic material on WhatsApp, 45.5% strongly agreed and 27.3% agreed. However, during the observation, it was noted that students found it difficult to wait for their parents to return from work to start the activity, which affected their motivation as they had limited access to mobile devices at home. The teacher also mentioned in the interview that the activity was not as motivating as it seemed, as some students did not actively participate or complete all the tasks. This partially aligns with the findings of Gon and Rawekar (2017) on how WhatsApp can stimulate motivation for language learning tasks, but highlights the importance of considering students' individual

circumstances, as mentioned by Yousif (2006). Furthermore, the use of WhatsApp achieves motivation in students in language learning from the psychology of success and constitutes an alternative in language teaching in the non-face-to-face distance modality (Vigil et al., 2020).

For the sixth statement, "I find it easier to understand authentic materials delivered through WhatsApp than materials used in classrooms," 36.4% strongly agree, and 27.3% agree. This suggests that a majority of the students (63.7%) find authentic materials delivered through WhatsApp more accessible and easier to understand compared to traditional classroom materials. The preference for WhatsApp-delivered materials could be attributed to the convenience and flexibility offered by the platform, allowing students to engage with the content at their own pace and in a familiar digital environment (Martins & Meyers, 2020). However, 18.2% disagree, and another 18.2% strongly disagree, indicating that a significant portion of the students (36.4%) do not find authentic materials on WhatsApp easier to understand than classroom materials. This divergence in opinions could stem from individual learning preferences, technological access, or the specific nature of the materials used in the study (Hakim, 2020). According to the observation, the materials were prepared for the students' level, which aligns with Tolentino's (2021) suggestion about the importance of aligning linguistic elements with students' levels and objectives when selecting authentic materials. The teacher's interview confirms that the materials were suitable for the students' competency level, further supporting the observation. Selecting authentic materials that are appropriate for students' language level and objectives can help reduce anxiety and promote positive language learning experiences (Osácar & del Moral-Barrigüete, 2021).

The student has the ability to learn inductively by utilizing the information provided by the teacher or the study materials. Furthermore, the more realistic the situations created from these materials are, the more similar the values and attitudes that are transmitted. Additionally, when the activities attract students, they are encouraged to express their thoughts, which is critical for sharing and enriching knowledge (Calderón Aréjula, 2021).

However, ungraded authentic materials can be too challenging if they are above the learners' proficiency level (Syairofi, Suherdi, & Purnawarman, 2023).

For the seventh statement, "I feel that the use of WhatsApp has helped me to understand specific details from authentic materials (videos)." The results show that 27.3% of the students strongly agree with this statement, while 45.5% agree. However, 9% of the respondents disagree, and 18.2% strongly disagree. These data indicate that, although a significant majority feels that WhatsApp has facilitated their understanding of specific details, there is a notable percentage of students who do not perceive this benefit. The teacher's interview also confirms that the students struggled with understanding specific details. This could be attributed to what Yousif (2006) mentions about the psychological difficulties students face in extensive listening activities. Understanding specific details in authentic content can be challenging for students due to a lack of pragmatic competence (García Gómez, 2022) and the presence of colloquial or informal language (Andujar, 2016).

The eighth statement, "I feel that using authentic materials through WhatsApp has made me more confident in my ability to understand spoken English," shows that 36.4% agree and 27.3% strongly agree. However, another 27.3% disagree and 9% strongly disagree. In the interview, the teacher mentioned that the activity helped more with confidence than with motivation for the students. This aligns with the findings of Gon and Rawekar (2017) regarding how WhatsApp can stimulate peer learning and motivation for vocabulary tasks. The interaction through WhatsApp enhances oral expression in a second language. Improved production often reflects increased receptive confidence (Sherine, Anumula, & Mallampalli, 2020). The support of the teacher, the ease of use, and the exposure to authentic materials facilitated by WhatsApp have the potential to increase students' confidence in their ability to understand spoken English (Iradatullah, Ahmad, & Ryan, 2023)

For the ninth statement, "I feel that WhatsApp has made listening to English more enjoyable and engaging," opinions are divided (36.4% strongly agree, 36.4% agree, 9% disagree, 18.2% strongly disagree). In the observations, it was noted that it was unusual for

students to perform educational work through WhatsApp, which sometimes resulted in a lack of engagement or participation. This highlights the importance of what Martins & Meyers (2020) mentioned about how WhatsApp can support mobile language learning through increased student autonomy and flexibility. The use of familiar digital resources such as WhatsApp, which are part of students' daily routines, makes them feel more comfortable and engaged with language learning activities compared to more traditional lessons (Martínez et al., 2022). Collaborative work through WhatsApp, with peers providing feedback and corrections, makes the learning process more dynamic and engaging. Students feel supported in developing their listening skills (Keogh, 2017). However, the teacher mentioned in the interview that not all students found the experience enjoyable, and some had difficulties staying focused.

The tenth statement, "I am more likely to continue practicing listening skills with authentic materials through WhatsApp," shows that 45.5% strongly agree and 27.3% agree. However, 9% disagree and 18.2% strongly disagree. As observed, it took students a long time, feeling the activity was boring. This relates to the challenge identified by Field (2003) regarding students' difficulty in maintaining concentration in listening activities. However, within the WhatsApp group space, activities and interactions took place outside of the limited hours provided in the classroom (Keogh, 2017). WhatsApp enables the easy exchange of audio and video files, facilitating frequent practice of listening comprehension. Additionally, Students can access the materials anytime and anywhere (Vigil et al., 2020). It exposes students to real English as spoken by native speakers in various contexts, accents, and speeds. This aids in familiarizing them with authentic language at any time, given WhatsApp's popularity among young people (Marquez et al., 2023).

**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.	45,5%	27,3%	27,3%	0	100%
2. WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)	36,4%	53,5%	10,1%	0	100%
3. WhatsApp is convenient to practice listening in English at home.	54,5%	18,2%	27,3%	0	100%
4. WhatsApp allows interaction (in English) among classmates and teachers outside of class.	72,7%	18,2%	0	9,1%	100%
5. WhatsApp improves confidence in using English for real-world communication.	45,5%	36,3%	9,1%	9,1%	100%
Disadvantages					
6. The authentic listening materials (videos) on	26,3%	32,3%	32,3%	9,1%	100%

WhatsApp are too difficult for the student's proficiency level.					
7. The number of listening materials on WhatsApp sometimes makes students feel overwhelmed.	36,3%	27,3%	27,3%	9,1%	100%
8. Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting.	27,3%	45,5%	18,1%	9,1%	100%
9. WhatsApp does not allow students to receive appropriate feedback on listening performance.	54,5%	18,2%	9,1%	18,2%	100%
10. WhatsApp does not always work well for playing video material.	27,3%	27,3%	27,3%	18,1%	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.

The first statement, "WhatsApp increases motivation to practice listening in English," reveals that 45.5% strongly agree and 27.3% agree. However, 27.3% of the students disagree, indicating that there is a significant group that does not perceive an increase in their motivation. This partially aligns with the findings of Gon and Rawekar (2017) on how WhatsApp can stimulate motivation for language learning tasks, but highlights the importance of considering students' individual circumstances, as mentioned by Lamb (2017). Furthermore, the use of WhatsApp achieves motivation in students in language learning

from the psychology of success and constitutes an alternative in language teaching in the non-face-to-face distance modality (Vigil et al., 2020).

The second statement, "WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)," shows that 53.5% agree and 36.4% strongly agree. However, the observation revealed that WhatsApp does not provide authentic listening materials. This contrasts with the idea that WhatsApp can facilitate exposure to diverse, real-world language content, as mentioned by Alahmadi et al. (2023). He suggests that careful selection and integration of authentic materials into WhatsApp activities is necessary, as emphasized by Akbari and Razabi (2015). Voice messages recorded by the same teacher or by other native speakers can include explanations, anecdotes, opinions, or instructions, providing authentic and personalized input (Marquez et al., 2023). Unlike other forms of communication or technologies that sometimes fail or that students simply do not use after classes, WhatsApp allows for the instant transfer of study materials with greater acceptance from students (Vigil et al., 2020). Additionally, 10.1% of the students disagree with this statement, indicating that there is a small percentage who do not perceive that WhatsApp provides a wide range of authentic listening materials.

The third statement, "WhatsApp is convenient to practice listening in English at home," reveals that 54.5% strongly agree and 18.2% agree. However, the teacher mentioned in the interview that not all students have their own devices and must wait for their parents to arrive from work. This partially supports the potential of WhatsApp for mobile, self-paced language learning, as discussed by Martins and Meyers (2020), but highlights the need to consider students' access to technology, as noted by Hakim (2020). Marquez et al. (2023) also support the idea that WhatsApp is a convenient tool for practicing English listening comprehension at home. Using WhatsApp as a tool for learning English provides you with the opportunity to practice consistently and flexibly, adapting to your schedule and learning pace (García Gómez, 2022). Additionally, 27.3% of the students disagree with this statement, indicating that there is a notable percentage who do not find WhatsApp convenient for practicing listening at home.

The fourth statement, "WhatsApp allows interaction among classmates and teachers in English outside of class," shows that 72.7% strongly agree and 18.2% agree. This is confirmed by the observation sheet, which notes that WhatsApp allows such interaction. This reinforces the role of WhatsApp in fostering collaborative learning and peer feedback, as noted by Bensalem (2018) and aligns with the benefits of social media for language learning interaction mentioned by Haque (2023). The advantage provided by the WhatsApp group space was that the activities and interactions took place outside of the limited hours provided in the classroom, and that the journey was available not only to those students actively participating in the interaction, but also to those who were reading, providing evidence of the potential of such a virtual practice community (Keogh, 2017). Students with a communicative learning style find in technology a means to socialize and interact with others in a language other than their native one (Vigil et al., 2020). In other words, WhatsApp becomes a space where learners can practice their communicative skills in English with their peers outside of class. The small percentage (9.1%) who strongly disagree suggests that not all students may find WhatsApp conducive for interaction, possibly due to personal preferences or technical issues.

The fifth statement, "WhatsApp improves confidence in using English for real-world communication," shows that 45.5% strongly agree and 36.3% agree. However, 9.1% disagree and another 9.1% strongly disagree. The teacher mentioned in the interview that the activity helped more with confidence than motivation. This supports the idea that authentic materials through WhatsApp can enhance students' communicative competence, as mentioned by Afsyah (2019) and relates to the role of technology in improving students' confidence, as discussed by Sidig (2020). It facilitates cultural exchange among students while helping them overcome their fears related to language use in communication (Vigil et al., 2020). This suggests that the application allows students to interact and communicate in English in a more relaxed and uninhibited manner. It fosters the reduction of anxiety levels and inhibition when it comes to communication (Marquez et al., 2023).

The small percentage (9.1%) who disagree and another 9.1% who strongly disagree indicates that not all students perceive an improvement in their confidence for real-world communication using English through WhatsApp. This could be due to individual differences in learning styles, preferences, or other factors that influence confidence development.

The sixth statement, "The authentic listening materials on WhatsApp are too difficult for the student's proficiency level," shows that 32.3% agree and 26.3% strongly agree. However, 32.3% disagree and 9.1% strongly disagree. The contrasting opinions, with 58.6% agreeing and 41.4% disagreeing, indicate that there is a divide in students' perceptions of the difficulty level of the authentic listening materials provided through WhatsApp. This highlights the importance of carefully selecting and adapting materials to cater to the diverse proficiency levels within the group. The observation sheet notes that the materials were not too difficult and were prepared for the students' level. This shows how crucial it is to choose materials that match students' skill levels, as noted by Tolentino (2021) and suggests that students' perceptions of difficulty may not always match the actual suitability of the materials, as noted by Guariento and Morley (2001). Marquez et al. (2023) mention that it can be difficult for the teacher to adapt materials and activities to the individual needs of each learner. It is essential for the teacher to select appropriate resources, provide guidance, and address individual needs in order to avoid frustration and promote effective learning. With a personalized and progressive approach, students can benefit from exposure to authentic materials and develop their listening comprehension (Keogh, 2017).

The seventh statement, "The number of listening materials on WhatsApp sometimes makes students feel overwhelmed," reveals that 36.3% strongly agree and 27.3% agree. However, 27.3% disagree and 9.1% strongly disagree. The mixed responses, with 63.6% agreeing that the number of materials can be overwhelming and 36.4% disagreeing, highlight the importance of balancing the quantity of materials shared on WhatsApp to ensure that students remain engaged and do not feel discouraged by cognitive overload. The observation sheet confirms that the number of materials made students feel the activity was boring. This relates to the challenge of cognitive overload in mobile language learning,

as discussed by Godwin-Jones (2018), and aligns with the potential disadvantages of WhatsApp for education, such as information overload, mentioned by Yilmazsoy et al. (2020). The overload of materials and activities can discourage certain students and hinder individualized monitoring by the teacher (Marquez et al., 2023). Syairofi et al. (2023) mention that an excessive number of listening materials shared through WhatsApp can overwhelm some students and negatively affect their participation..

The eighth statement, "Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting," shows that 45.5% agree and 27.3% strongly agree. However, 18.1% disagree and 9.1% strongly disagree. The mixed responses, with 72.8% of students acknowledging that WhatsApp can be distracting and 27.2% disagreeing, indicate that while many students recognize the potential for distraction, a significant minority may still find value in using the platform for listening practice. This suggests that while WhatsApp has the potential to enhance language learning, careful management of its use is essential to mitigate distractions and maintain student engagement in listening tasks. The observation sheet supports this, noting that WhatsApp is not an app with an educational objective, making it difficult to concentrate. The teacher also mentioned in the interview that interruptions from messages can affect students' focus. This aligns with the findings of Yilmazsoy et al. (2020) on the potential downsides of WhatsApp for educational use, such as distraction, and relates to the challenge of maintaining focus in listening activities, as identified by Field (2003). Syairofi et al. (2023) also addresses this point when discussing the technical challenges of using WhatsApp for language learning. The authors mention that "the use of WhatsApp can lead to the misuse of the device for entertainment, such as chatting with other participants or friends instead of studying." Márquez et al. (2023) highlight among the main limitations detected during classroom observation "the non-participation and lack of interest of some students in using the mobile platform."

The ninth statement, "WhatsApp does not allow students to receive appropriate feedback on listening performance," reveals that 54.5% strongly agree and 18.2% agree. However, 9.1% disagree and another 18.2% strongly disagree. The mixed responses, with

72.7% acknowledging the lack of appropriate feedback through WhatsApp and 27.3% disagreeing, indicate a significant concern regarding the platform's effectiveness in facilitating meaningful assessment. This suggests that while WhatsApp can be a useful tool for language learning, it is crucial to implement strategies that ensure students receive timely and constructive feedback to enhance their listening skills and overall learning experience. The teacher also mentioned in the interview that giving feedback was difficult because it would interrupt the activity. According to the observation, it was noted that students found it difficult to ask questions and keep working on the video. This points to the need for careful design of WhatsApp-based listening activities to incorporate effective feedback mechanisms, as suggested by Rao (2019), and highlights the importance of considering the limitations of WhatsApp for providing timely and targeted feedback, as discussed by Kartal (2019). They mention as one of the challenges "the evaluation model," which could imply difficulties in assessing and providing effective feedback on listening performance through WhatsApp (Marquez et al., 2023; Vigil et al., 2020).

The tenth statement, "WhatsApp does not always work well for playing audio or video materials," reveals divided opinions (27.3% strongly agree, 27.3% agree, 27.3% disagree, 18.1% strongly disagree). As confirmed by observing the WhatsApp usage in class, it was noted that WhatsApp does not have any problem in this regard. This shows that technical issues are not always a problem, but it's still important to think about how well WhatsApp works for sharing audio and video content, as noted by Kartal (2019) and relates to the need for reliable technology infrastructure to support mobile language learning, as mentioned by Hakim (2020). The most common reasons for audio/video playback issues on WhatsApp are codec incompatibility, lack of storage space, permission problems, application/system errors, and poor network connectivity (Delgado, 2017). Syairofi et al. (2023) identify "technical issues" as one of the most mentioned challenges in the literature on the use of WhatsApp in language learning. These issues include "battery drain" and "being out of the discussion," which could imply difficulties in consistently playing audio and video materials.

Conclusions

EFL students often have a positive attitude toward using real materials supplied via WhatsApp to improve their listening abilities. The majority of students have used this strategy before and believe it works well for improving listening comprehension.

Using authentic materials through WhatsApp presents challenges in controlling and assessing students' progress in listening skills. The platform does not provide statistics on improvement, and it is difficult for teachers to monitor how students develop their listening comprehension via WhatsApp.

Students' motivation to practice listening with authentic materials on WhatsApp may be affected by external factors such as device availability and the need to wait for parents to return from work to start activities. Although many students feel motivated, these logistical challenges diminish their enthusiasm and participation.

Selecting authentic materials that match students' English proficiency levels is vital for effective WhatsApp-based listening activities. For example, using news clips or podcasts tailored to intermediate learners can significantly improve comprehension and engagement.

WhatsApp has advantages in promoting interaction and collaborative learning among students and teachers outside the classroom. The app enables convenient communication and opportunities to practice English in an authentic environment.

Recommendations

EFL teachers should use students' interest in authentic materials on WhatsApp, while being mindful of different views and addressing concerns about its effectiveness for improving listening skills. Combining WhatsApp activities with other teaching strategies is recommended to meet diverse learning needs.

Tools and methods need to be developed to track and assess students' progress in listening comprehension when using authentic materials through WhatsApp. Educators should explore innovative ways to collect data and provide feedback on listening performance, such as using quizzes, audio recordings, or interactive exercises integrated into the platform.

To maintain students' motivation, teachers should be flexible and consider individual contexts when planning listening activities on WhatsApp. This may include offering asynchronous options, providing access to devices, or adjusting task schedules to accommodate students' family situations.

Teachers need to spend time choosing and making real-world materials that fit their EFL students' skill levels. They should think about things like words, how hard the language is, how long the materials are, and what they're about. It's a good idea to ask students what they think and try out the materials first to make sure they're interesting and actually help with listening.

To fully harness WhatsApp's advantages for interaction and collaboration, teachers should establish clear guidelines and structure activities to encourage a task-focused approach. This may include using features like discussion groups, voice messages, and the ability to share multimedia resources.

Teachers should prioritize designing feedback mechanisms when planning listening activities with authentic materials on WhatsApp. This may involve using rubrics, providing example responses, creating opportunities for self-assessment and peer evaluation, and leveraging the platform's messaging features to provide individualized and timely feedback.

References

- Afsyah , S. (2019, March). *WhatsApp Application in English Language Teaching (ELT) Context: Media to Describe People. Journal of Ultimate Research and Trends in Education*, 1(1), 1-6. Retrieved from <http://ojs.journal.unilak.ac.id/index.php/utamax>
- Ahmadi, M. (2018). *The Use of Technology in English Language Learning: a literature review*. . *Guilan : International Journal of Research in English Education (IJREE)* .
- Ahmed , S. (2019). *Chat and Learn: Effectiveness of using whatsApp as a pedagogical tool to enhance EFL learners' reading and writing skills. International Journal of English Language and Literature Studies*, 8(2), 61-68. doi:10.18488/journal.23.2019.82.61.68
- Akbari, O., & Razabi, A. (2015). *Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. International Journal of Research Studies in Education*, 5(2), 105-116. doi:10.5861/ijrse.2015.1189
- Al Arif, T. (2019, October). *The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students. Journal of English Language Literature and Teaching*, 3(2), 224-223. doi:10.31002/metathesis. v3i2.1921
- Alahmadi, A., Albaqami, S., & Foltz, A. (2023, May). *Using technology - based vocabulary instruction inside and outside of the classroom. Frontiers in communication*, 1-11. doi:10.3389/fcomm.2023.1162219
- Alamer, A., & Al Khateeb, A. (2021). *Effects of using the WhatsApp application on language learners motivation: A controlled investigation using structural equation modelling. Computer Assisted Language Learning*. doi:<https://doi.org/10.1080/09588221.2021.1903042>
- Alkhatnai, M. (2019, August). *Instant Mobile Messaging (WhatsApp) and Teaching Translation: Views Elicited from Saudi Translation Teachers and Students. International Journal of English Linguistics*, 9(5), 98-106. doi:<https://doi.org/10.5539/ijel.v9n5p98>

- Andújar Vaca, A., & Cruz Martínez, M. (2017). *Mobile Instant Messaging: Whatsapp and its Potential to Develop Oral Skills*. *Media Education Research Journal*, 25(50).
doi:<https://doi.org/10.3916/C50-2017-04>
- Andujar, A. (2016). *Benefits of mobile instant messaging to develop ESL writing System*.
doi:<https://doi.org/10.1016/j.system.2016.07.004>
- Ávila, J., & Criollo, M. (2023). *Students' perceptions on the benefits of authentic materials through technology in English listening comprehension*. *Educación, Arte, Comunicación: Revista Académica E Investigativa*, 12(1), 58-67.
doi:10.54753/eac.v12i1.1785
- Behforouz, B., & Al Ghaithi, A. (2024). *The Effectiveness of an Interactive WhatsApp Bot on Listening Skills*. *International Journal of Interactive Mobile Technologies*, 18(2).
Retrieved from <https://orcid.org/0000-0002-0078-2757>
- Bensalem, E. (2018, March). *The Impact of WhatsApp on EFL students' Vocabulary Learning*. *Arab World English Journal (AWEJ)*, 9(1), 23-38.
doi:<https://dx.doi.org/10.24093/awej/vol9no1.1>
- Cabrera, P., Solano, L., Ulehlova, E., & Espinoza, V. (s.f). *Exploring the use the educational technology in EFL teaching: a case study of primary education in the south region of Ecuador*. Loja: Universidad Técnica Particular de Loja.
- Calderón Aréjula, L. (2021). *Los materiales auténticos en el aula de Inglés en Educación Secundaria*.
- Delgado, C. (2017). *WhatsApp: unable to play video. Causes and solution*. Retrieved from <https://www.christiandve.com/2017/01/whatsapp-no-se-puede-reproducir-video-causas-solucion/>
- Dumitrescu, V. (2000). *Authentic Materials: Selection and Implementation in Exercise Language Training*. *English Teaching Forum*, 38(2), 20-25.
- Escobar Mamani, F., & Gómez Arteta, I. (2020). *WhatsApp for the development of oral and written communication skills in Peruvian adolescents*. *Comunicar: Ibero-American Journal of Communication and Education*.

- Esquive, M., & Soto, B. (2021). *The use of Technology Can Increase Motivation in the Learning Process of the Speaking skill on Students of Seventh Grade from the Julio Acost Garcia Institute . Grecia: Universidad Latina de Costa Rica.*
- Fauzi, I., & Angkasawati, P. (2019). *THE USE OF LISTENING LOGS THROUGH WHATSAPP IN IMPROVING LISTENING COMPREHENSION OF EFL STUDENTS. OALL (Journal of Applied Linguistics and Literature), 4(1).*
doi:<https://doi.org/10.33369/joall.v4i1.6773>
- García Gómez, A. (2022). *Learning through WhatsApp: students' beliefs, L2 pragmatic development and interpersonal relationships. Computer Assisted Language Learning.* doi:<https://doi.org/10.1080/09588221.2020.1799822>
- Gilmore, A. (2014). *Authentic materials & authenticity in Foreign Language Learning. Language Teaching, 97-118.* doi:[10.1017/S0261444807004144](https://doi.org/10.1017/S0261444807004144)
- Gon, S., & Rawekar, A. (2017). *Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool. MVP Journal of Medical Sciences, 4(1), 19-25.*
doi:[10.18311/mvpjms/2017/v4i1/8454](https://doi.org/10.18311/mvpjms/2017/v4i1/8454)
- Guariento, W., & Morley, J. (2001). *Text and task authenticity in the EFL classroom. ELT Journal, 55(4), 347–353.* doi:[10.1093/elt/55.4.347](https://doi.org/10.1093/elt/55.4.347)
- Hakim, B. (2020). *Technology Integrated Online Classrooms and the Challenges Faced by the EFL Teachers in Saudi Arabia during the COVID-19 Pandemic (Vol. 9). Saudi Arabia.* doi:<http://dx.doi.org/10.7575/aiac.ijalel.v.9n5p.33>
- Hamad, M. (2017). *Using WhatsApp to Enhance Students' Learning of English Language" Experience to Share". Higher Education Studies, 7(4).*
doi:<http://doi.org/10.5539/hes.v7n4p74>
- Han, T., & Keskin, F. (2016). *Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety. Education and Learning Research Journal, 29-50.*
- Haque, Z. (2023, February). *The Use of Social Media Platforms in Language Learning: A Critical Study. Journal of Global Research in Education and Social Science, 17(1), 20-28.* doi:[10.56557/JOGRESS/2023/v17i18109](https://doi.org/10.56557/JOGRESS/2023/v17i18109)

- Heafner, T. (2004). *Using Technology to Motivate Students to Learn Social Studies*. *Contemporary Issues in Technology and Teacher Education*, 4, 42-53.
- Howatt, A. (1984). *A history of English language teaching*. Oxford: OUP.
- Imamyartha, D., Wahjuningsih, E., A'yuni, A., Santihastuti, A., & Mitasari, F. (2022). *EFL learners' engagement and learning motivation in team-based mobile language learning through WhatsApp*. *The Journal of Teaching English with Technology*, 22(1). Retrieved from <https://tewtjournal.org/download/efl-learners-engagement-and-learning-motivation-in-team-based-mobile-language-learning-through-whatsapp-by-david-imamyartha-eka-wahjuningsih-alifiyah-ayunin-asih-santihastuti-mit/>
- Iradatullah, S., Ahmad, T., & Ryan, R. (2023). *THE IMPACT OF APPLYING ENGLISH CHATS OF WHATSAPP APPLICATION ON*. 2(4).
- Jasrial, D. (2019, January). *Utilizing WhatsApp application for teaching English language*. In *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*, 1(1).
- Jayakuma, M. (2022). *Language Acquisition among adults using Listening skills*. *Journal of Positive School Psychology*, 6(6), 5187-5194.
- Keogh, C. (2017). *Using WhatsApp to create a space of language and content for students of International Relations*. *Latin American Journal of Content & Language Integrated Learning*, 10(1). doi:<https://doi.org/10.5294/lacil.2017.10.1.4>
- Man-Man, P. (2006). *Developing Students' listening and speaking Skills Through ELT Podcasts*. *Educational Journal*, 34(2), 115-134. Retrieved from http://hkier.fed.cuhk.edu.hk/journal/wpcontent/uploads/2009/10/ej_v34n2_115-134.pdf
- Marquez, E., Quevedo, R., Hernández, Y., Hechavarría, I., López, E., & González, I. (2023). *he use of WhatsApp in English language classes to enhance speaking skills*. In *Edumedholguin2023*.
- Martínez, L., Medina, D., & Zabala, C. (2022). *Can WhatsApp Enhance Students' Learning in CLIL?* *Latin American Journal of Content & Language Integrated Learning*. doi:<https://doi.org/10.5294/lacil.2022.15.2.2>

- Martins, J., & Meyers, K. (2020). *The use of Whatsapp in today's mobile language teaching and learning*. *ITM Web of Conferences*, 33, 1-6. doi:<https://doi.org/10.1051/itmconf/20203303007>
- Masdaliah, Kisman, S., & Haryanto, A. (2022). *The Implementation of WhatsApp as Media in Teaching English Writing*. *PINISI JOURNAL OF ART, HUMANITY AND SOCIAL STUDIES*.
- Munir, & Rau, R. (2022, December). *Impact of Using Whatsapp Application in the English Learning in*. *Celebes Journal of Language Studies*, 2(2), 159 -172. Retrieved from <http://eprints.unm.ac.id/29722/1/04%20CJLS%20%28copernicus%29%20Impact%20of%20Using%20Whatsapp%20Application%20in%20the%20English%20Learning%20in.pdf>
- Nabiyev, A., & Idiyev, A. (2022, February 28). *The importance of listening in learning english*. *Innovative Developments in Sciences, Education and Humanities*, 12-13.
- Nathalie Language experiences. (2019). *Aprender inglés con WhatsApp: aprovecha el potencial de tu smartphone*. Retrieved from <https://www.cenathalie.com/aprender-ingles-whatsapp-aprovecha-potencial-smartphone/>
- Osácar, E., & del Moral-Barrigüete, C. (2021). *Effects of linguistic anxiety on English learning in Education students: a case study*. *DEDiCA Journal of Education and Humanities*(19). doi:<https://doi.org/10.30827/dreh.vi19.21865>
- Owen , M., Beca, L., Sayers, E., & Facer , K. (2006). *Social software and learning*. *Futurelab*, 03-67. Retrieved from <https://www.researchgate.net/publication/32231458>
- Putra, A. (2022, January). *Social Media Used In Language Learning: Benefits and Challenges*. *Journal of Linguistics, Literature and Language Teaching (JLLLT)*, 1(2), 59-68. doi:<https://jurnal-assalam.org/index.php/JLLLT>
- Rezabala, D., & Rivadeneira, J. (2023). *Use of social networks for learning the English language*. 7(4). doi:<https://doi.org/10.56048/MQR20225.7.4.2023.1284-1320>
- Sacha, A. (2006). *The Use of Authentic Materials in the Teaching of Reading*. *The Reading Matrix*. 6(2), 60-69.

- Savitri, K. (2022, December). *Effective Strategy in Writing with WhatsApp*. *International Journal of English Education and Linguistics (IJoEEL)*, 4(2), 137- 144.
doi:<https://ejournal.unesa.ac.id/index.php/retain/article/view/39661>
- Serajuddin, M. (2023, August). *Impact of using technology on English Language Teaching on Students' Motivation and engagement at classrooms of Bangladesh*. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 10(8), 746-761.
doi:10.13140/RG.2.2.15743.18089
- Setyowati, Y. (2019). *Let's listen through WhatsApp: An energizing listening exercise in EFL class*. *Journal of Physics: Conference Series*.
doi:<https://doi.org/10.1080/10494820.2021.2023891>
- Sherine, A., Anumula, V., & Mallampalli, M. S. (2020). *Impact of WhatsApp interaction on improving L2 speaking skills*. *International Journal of Emerging Technologies in Learning* . doi:<https://doi.org/10.3991/ijet.v15i03.11534>
- Sidig, L. (2020, September 2). *The Motivational Factor of Technology in Learning a Foreign Language*. *journal of the college of basic education*, 1(1), 459 - 476.
- Sri, A., & Malabar, F. (2016). *The Use of Authentic Materials in Teaching Grammar for EFL Students (Teachers' Perspective)*. *LLT Journal: A Journal on Language and Language Teaching*, 19(2), 125-131. doi:<https://doi.org/10.24071/llt.2016.190207>
- Stec, K. (2021). *Technology in EFL teaching and learning: ICT's effect on reading and writing skills and*. *School of Language and Literature*.
- Syairofi, A., Suherdi, D., & Purnawarman, P. (2023). *Using WhatsApp to support English language learning: a systematic review*. *Computer Assisted Language Learning*, 24(1).
- Tolentino, H. (2021). *Use of authentic material in virtual classrooms for learning a foreign language*. *Revista Educación*, 45(1). doi:<https://doi.org/10.15517/revedu.v45i1.42297>
- Van Den Beemt, A., Thurlings, M., & Willems, M. (2020). *Towards an understanding of social media use in the classroom: a literature review*. *Technology, Pedagogy and Educatio*, 29(1), 35-55. doi:10.1080/1475939X.2019.1695657

- Vigil García, P. A., Acosta Padrón, R., Andarcio Betancourt, E. E., Dumpierrés Otero, E., & Licor Castillo, O. (2020). *MOBILE LEARNING: THE USE OF WHATSAPP IN LEARNING ENGLISH*. *Conrado*, 16(77).
- Vigil, P., Acosta, R., Andarcio, E., Dumpierrés, E., & Licor Castillo, O. (2020). *Mobile learning: the use of WhatsApp in English learning*. *Conrado*, 16(22). Retrieved from http://scielo.sld.cu/scielo.php?pid=S1990-86442020000600201&script=sci_arttext
- Widdoson, H. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Widya, F. (2017, October). *Authentic vs Non-Authentic Materials in Teaching English as a Foreign Language (EFL) in Indonesia: Which One Matters More?*. Paper presented at *The Asian Conference on Education 2017: Official Conference Proceedings, Kobe, Japan*. *The IAFOR Research Archive*, 731-742.
- Yilmazsoy, B., Kahraman, M., & Kose, U. (2020). *Negative Aspects of Using Social Networks in Education: A Brief Review on WhatsApp Example*. *Journal of Educational Technology & Online Learning (JETOL)*, 3(1), 69-90.
doi:10.31681/jetol.662746

Appendixes

Appendix A. Students' perception questionnaire

STATEMENTS	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	TOTAL 100%
1. I have experience using authentic materials through WhatsApp in my EFL classroom.	63,6%	36,4%	0	0	100%
2. I believe that using authentic materials through WhatsApp is an effective way to improve my listening skills in the EFL classroom.	54,5%	18,2%	0	27,3%	100%
3. I feel that using authentic materials through WhatsApp provides better results than other activities for improving listening skills in the EFL classroom.	27,3%	36,4%	18,2%	18,2%	100%
4. I feel that I have improved my listening skills by using authentic materials through WhatsApp in my EFL classroom.	27,3%	45,5%	18,2%	9%	100%
5. I feel motivated to practice my listening skills by listening to authentic material on WhatsApp.	45,5%	27,3%	18,2%	9%	100%
6. I find it easier to understand authentic materials delivered through WhatsApp than materials used in classrooms.	36,4%	27,3%	18,2%	18,2%	100%
7. I feel that the use of WhatsApp has helped me to understand specific details from authentic materials.	27,3%	45,5%	9%	18,2%	100%
8. I feel that using authentic materials through WhatsApp has made me more confident in my ability to understand spoken English.	27,3%	36,4%	27,3%	9%	100%
9. I feel that WhatsApp has made listening to English more enjoyable and engaging.	36,4%	36,4%	9%	18,2%	100%

10. I am more likely to continue practicing listening skills with authentic materials through WhatsApp.	45,5%	27,3%	9%	18,2%	100%
---	-------	-------	----	-------	------

Appendix B

Students' questionnaire for advantages and disadvantages

STATEMENTS	STRONGLY AGREE %	AGREE %	DISAGREE %	STRONGLY DISAGREE %	TOTAL 100 %
Advantages					
1. WhatsApp increases motivation to practice listening in English.	45,5%	27,3%	27,3%	0	100%
2. WhatsApp allows access to a wider range of authentic listening materials (podcasts, videos, audios)	36,4%	53,5%	10,1%	0	100%
3. WhatsApp is convenient to practice listening in English at home.	54,5%	18,2%	27,3%	0	100%
4. WhatsApp allows interaction among classmates and teachers in English outside of class.	72,7%	18,2%	0	9,1%	100%
5. WhatsApp improves confidence in using English for real-world communication.	45,5%	36,3%	9,1%	9,1%	100%
Disadvantages					
6. The authentic listening material on WhatsApp are too difficult for the student's proficiency level.	26,3%	32,3%	32,3%	9,1%	100%
7. The number of listening material on WhatsApp sometimes makes students feel overwhelmed.	36,3%	27,3%	27,3%	9,1%	100%
8. Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting.	27,3%	45,5%	18,1%	9,1%	100%
9. WhatsApp does not allow students to receive appropriate feedback on listening performance.	54,5%	18,2%	9,1%	18,2%	100%

10. WhatsApp does not always work well for playing audio or video materials.	27,3%	27,3%	27,3%	18,1%	100%
--	-------	-------	-------	-------	------

Appendix C

Teachers' questionnaire for advantages and disadvantages

Video:

<https://youtu.be/UBOuAhcKwPI>

Transcription:

-Good afternoon, dear teacher this is going to be an interview in order to ask you about the WhatsApp activity that I have done with your students do you agree yes sure uh so let's start.

+According to what You observe what were the advantage of using WhatsApp for EFL listening instruction well the advantages of using WhatsApp

-Um were that students could repeat the videos the time that they want or the time that they needed to um that they feel confident about the whole activity and another Advantage I could say that they could work with a lot of like by the them themselves so they could take their time

+Do you think it was a really good activity to enhance interaction with your students?

-It was not as it could seem to be because this activity has a lot of difficulties about the um the devices that they needed the internet connection if they have the time in order to work with me because this activity um need some interaction so I think that it was not as really good as it seems to be

+The way of managing the class help increasing motivation or confidence talking?

-About motivation I think that it was not the activity that could help them to feel motivated but talking about confidence I think that it was very useful because the students could take their time what watch the videos the time that they needed H take their time so must confidence uhthan motivation

+According to what you observed what were the disadvantages of using what's app for EFL listening instruction?

-I think that there was a lot of disadvantages because um number one must be that the talking about devices they don't have their own devices because the WhatsApp group was with their parent's number so they must have their parents' permission, second could be that not all their parents were at home so they must wait in order their parents to arrive from job so they take alot of time um and the last one I think that it could be the internet connection because of noneof them has a good one

+Do you think Technic difficulties was one of the problems?

-Yes of course, as I said before because um not all the students have the same opportunities

maybe the number of authentic materials were a lot of a lot so students get a bored yes of course because there was a lot of um information at the same time and I know that it was not about you it was about the school but um however it was about one two minutes the videos the activity take a lot of time

+What about giving feedback?

-Giving feedback it was um a really difficult activity uh from your part I think and mine because, it will interact the activity while they were looking or watching the videos um or maybe answer it so it was difficult.

+Have you observed any change in your students' listening skills as a result of using WhatsApp for EFL instruction?

-Um actually I think that not at all because they have been practicing their listening skills during classes so I think that there was not a very like interesting or very relevant change

+In your opinion using WhatsApp for listening practice makes it hard for students to stay focused?

-Yes of course, because I said before for example if send them any message about giving feedback, they it will interrupt they're maybe the video for example so they could have messages friends' messages or maybe ER parts of the video that will be posted

+How would you rate the overall efficiency of using WhatsApp for EFL listening instruction on a scale of 1 to 5?

-Um considering one as the less score and five as the higher one I will say two

+Why?

-Cuz I already said there were a lot of disadvantages than advantages and I think it was a very difficult activity for students because we don't know about their devices at home or their responsibilities there so we don't know about them.

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.		X	Through WhatsApp it is difficult to control the way students improve their listening skills.
2. Using authentic materials through WhatsApp provides good results for improving students' listening skills.		X	Not at all. WhatsApp do not give statistics about it.

3. Students are motivated to practice their listening skills by listening to authentic material on WhatsApp.		X	For them was difficult to wait to their parents arrived from jobs to start the activity.
4. It is easy for students to understand authentic materials delivered through WhatsApp.	X		Yes, they were prepared.
5. Using WhatsApp helps students to understand specific details from authentic materials.		X	Not at all. They do not understand about that. They feel it boring.
6. WhatsApp makes listening to English more enjoyable and engaging.		X	Not at all. Form them was unusual to do an educative work using WhatsApp.
7. WhatsApp allows access to a wide range of authentic listening materials (podcasts, videos, audios)		X	Not at all. WhatsApp do not provide authentic listening materials.
8. WhatsApp allows interaction among classmates and teachers in English outside of class.	X		Absolutely yes.
9. The authentic listening materials on WhatsApp are too difficult for the student's proficiency level.		X	Not at all. It does not have relation with WhatsApp.
10. The number of listening materials on WhatsApp sometimes makes students feel overwhelmed.	X		Yes. For students it took a lot of time, feeling the activity boring.
11. Using WhatsApp for listening practice makes it hard to stay focused because it can be distracting.	X		Absolutely yes. WhatsApp is not an app with an educative objective. That's why it is impossible to concentrate.
12. WhatsApp does not allow students to receive appropriate feedback on listening performance.	X		Yes, because for them it was difficult to ask and keep working in the video.
13. WhatsApp does not always work well for playing audio or video materials.		X	Actually, WhatsApp does not have any problem.