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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
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LANGUAGES CAREER

THESIS PROJECT

INFLUENCE OF AUTHENTIC MATERIALS TO BOOST STUDENTS SPEAKING SKILL IN PRIMERO DE BACHILLERATO CLASS "C" AT UNIDAD EDUCATIVA "ALFREDO PEREZ GUERRERO" IN GUANO CANTÓN, PROVINCE OF CHIMBORAZO, IN THE SCHOOL YEAR 2014-2015

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The present thesis project: INFLUENCE OF AUTHENTIC MATERIALS TO BOOST STUDENTS SPEAKING SKILL IN PRIMERO DE BACHILLERATO CLASS "C" AT UNIDAD EDUCATIVA "ALFREDO PEREZ GUERRERO" IN GUANO CANTÓN, PROVINCE OF CHIMBORAZO, IN THE SCHOOL YEAR 2014-2015, carried out by Angely Nathaly Ocaña Quinteros and Victor Hugo López Salazar have been directed and reviewed along the research process. It meets all the methodological and essential requirements as per of the general ruling for undergraduates. It has been authorized to present the public dissertation and the corresponding evaluation.

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INFLUENCE OF AUTHENTIC MATERIALS TO BOOST STUDENTS SPEAKING SKILL IN PRIMERO DE BACHILLERATO CLASS "C" AT UNIDAD EDUCATIVA "ALFREDO PEREZ GUERRERO" IN GUANO CANTÓN, PROVINCE OF CHIMBORAZO, IN THE SCHOOL YEAR 2014-2015, written work for English – Teaching Bachelor's degree. It has been approved by the following committee members in representation of Universidad Nacional de Chimborazo in the month of November 2015.

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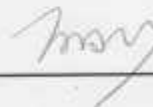
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CERTIFICATE OF AUTHENTICITY

The undersigned, as undergraduate students of the Languages Career, confirm that the contents of this research study are original, authentic, personal and of sole academic and legal responsibility of the authors.

Riobamba, December 01st, 2015



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DEDICATION

I would like to thank and dedicate this project to God who is everything in my life.

This work is also dedicated to my parents, Luis and Nancy, who have always loved me unconditionally, their good teaching have taught me to work hard for the things that I desire to achieve.

I also want to dedicate this work to my sister Fernanda who inspires me every day to be better.

Angely.

I want to thank to my parents for their love and support. I also have to dedicate this work to our Father God for sharing me his grace and favor since without his encouragement this work will be impossible.

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SUMMARY

An education based on authentic material activities motivates the students on a dynamic, enthusiastic, useful process. This research was aimed to help the students to boost students' speaking skill as well as contributing to get the students involved in the language as natural as possible. Authentic material activities such as songs, brochures, comic strips and interviews with famous people have shown effectiveness to springboard attitude towards learning since students feel comfortable to interact, speak and act along the lesson the results of the test and activities were recorded to make a contrast pre and post application of authentic material activities to establish conclusions and suggest some recommendations for using and applying authentic material activities. Finally the results were interpreted through statistical charts to prove the influence of authentic materials.



Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS



INTRODUCTION

To learn a language is really necessary being involved in the language as natural as possible ,it means stay focused on activities that help students to improve their skills, establishing guidelines, cues and minimizing errors. English teaching should be dynamic and meaningful for students´ lives, for that reason speaking should be developed according to the exigencies that students will face beyond the class.

The present research splits up into 4 chapters:

CHAPTER I refers to the problem setting at primero de Bachillerato class “C” at Unidad Educativa “Alfredo Pérez Guerrero”, it also contains the formulation of the problem, objectives, problems guidelines and justification.

CHAPTER II contains the theory about authentic materials and its influence on speaking which fundament the research, it also talks about the background about the problem, basic term definitions, hypothesis, variables and variables operationalization.

CHAPTER III refers to the methodology used to develop the present research. It also details the different types of investigation that were used among then: predictive, field and applied. It also covers aspects such as the population and sample, data collection techniques and the instruments for data collection with the corresponding table, graph, analysis and interpretation.

Chapter IV contains the human resource, material resource, technological resource and an estimation of cost.

Chapter VI states the conclusions and recommendations.

Finally, there are bibliography and attachment documents.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

Influence of authentic materials to boost students speaking skill in primero de Bachillerato class “C” at Unidad Educativa “Alfredo Pérez Guerrero” in Guano cantón, Province of Chimborazo, in the school year 2014-2015

1.2. PROBLEMATIZATION

To learn a second language as a part of the Educational curriculum in Ecuador, the introduction of activities that modify a passive learning into a technological, dynamic and interactive negotiation process through formal or informal instruction will contribute to gather the basic learning goals and needs .

English communication has been cataloged by the representatives at Unidad Educativa “Alfredo Pérez Guerrero” located in Guano Canton, Province of Chimborazo as a no productive final product due to students were not exposed to real communication and the institution have not got a well-equipped classroom for teaching English appropriately, the lack of resources and monotonous methods that teachers used to apply, factors like those mentioned above including difficulties to understand information in plain language that materials contain have built a challenge for the teacher and students to reflect a good level of English speaking skill.

As a result of a printed diagnosis survey asking for the way of the teacher’s teaching methods, authentic activities, attitude and motivation towards English and comprehension of English audio and video exercises with students and teacher from

primero de bachillerato class “C”, it showed an adverse attitude towards learning because they understand just isolated words, mostly replying an excessive course book demand, especially bored grammar lessons without the introduction of any didactic visual or audio material which have decreased the students’ creativity to learn meaningful tools to apply the language beyond the classroom.

Realizing the importance and requirements of learning English nowadays, this research seeks to cover and delete communication barriers by means of authentic material activities such as: songs, brochures, comic strips and interviews with famous people providing a new environment and atmosphere in the classroom combining the use of media and the internet as priority along the practical lessons, most students enjoy learning by doing which provides a major interest and concentration on the language as well as to springboard their attitude for practicing the language without translating every single word for expressing ideas or comments while interacting.

In fact, after a debate, students and the teacher states those materials not only provide a wide range of useful information but also can play a part in enhancing society roles, since English also will cover cultural aspects. Teacher also supports that the correct selection of topics of relevance will help to discover a funny learning through solving problems that are close to the students’ reality in order to generate positive outcomes.

1.3. FORMULATION OF THE PROBLEM

HOW MUCH DOES THE APPLICATION OF AUTHENTIC MATERIALS INFLUENCE ON THE STUDENTS SPEAKING SKILL IN PRIMERO DE BACHILLERATO CLASS “C” AT UNIDAD EDUCATIVA “ALFREDO PEREZ GUERRERO” IN GUANO CANTÓN, PROVINCE OF CHIMBORAZO, IN THE SCHOOL YEAR 2014-2015?

1.4. QUESTIONS OR PROBLEMS GUIDELINES

How important is the use of authentic materials to improve students’ speaking skill?

How useful are authentic materials for improving speaking?

What kind of authentic material works much better to increase the level of communication?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To determine how much does the application of authentic materials influence on the students speaking skill in primero de Bachillerato class “C” at Unidad Educativa “Alfredo Perez Guerrero” in Guano cantón, province of Chimborazo, in the school year 2014-2015

1.5.2. SPECIFIC OBJECTIVES

- To verify what type of activities help the students to increase their speaking skill.
- To evaluate the students’ speaking proficiency after applying authentic material.

1.6. JUSTIFICATION

The proposed research is planned according to the student's needs, lesson goals and teacher aims in order to foster the students and class interest to provide a better performance of students at the moment of speaking through authentic material activities that get students involved in an authentic learning as real as possible.

In this case, in the primero de Bachillerato "C" at Unidad Educativa "Alfredo Perez Guerrero" there is a low level to produce the language (speaking) due to a poor presentation of the language, for that reason, the students aural production has not been well developed.

The results of this research work will benefit students, teacher and researchers because this study will help to all of us as an experience of learning as well as a source for coming researches. This research will also help us to know how to deal with authentic materials to boost students' speaking skill and manage the activities for fostering their attitude towards speaking.

Finally, this research is feasible because the researchers are academic, didactic and strategically well prepared to use updated methods and techniques to teach using authentic materials, authorities at Unidad Educativa "Alfredo Pérez Guerrero" also support the process of investigation and will provide all the necessary resources, information and free access to the class in order to gather information from the first day until the conclusion of this research work.

CHAPTER II THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

Learning a foreign language has constituted a huge barrier for students who attend to high schools. There are lots of researchers from prestigious universities in Ecuador who advocated a meticulous work on the use and application of authentic materials as a mean to learn a language (ENGLISH).

The ARMY POLYTECHNIC SCHOOL has devoted a similar research to claim the importance of authentic materials into the class, through a great variety of activities which enhancing the participation as well as the interaction among the use of them. “the incidence of using authentic material in teaching vocabulary to students who are attending 10th grade at Saint Patrick School in Quito-Ecuador from September to December 2012, sharing this important conclusion to follow “Authentic material is a useful tool for teachers and students during the teaching learning process.

2.2. THEORETICAL FOUNDATIONS

2.2.1 AUTHENTIC MATERIAL

The term of authentic material is conceived as the way of learning a new language through real exposure. Martinez (2002) defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. On the other hand, Kilickaya (2004) has another definition for authentic materials, which is exposure to real language and use in its own community. Actually, authentic material is the main vein to guide the students toward an effective acquisition of the language.

Peacock (1997) describes authentic materials as materials that have been produced to fulfill some social purposes in the language community. In short, authentic materials contribute to a real language exposure and their goals go beyond the classroom, it means, society.

2.2.2 LOOKING FOR AUTHENTIC MATERIAL

Today's globalized world provides a great deal of resources such as: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), advertisements for events, course catalogues from schools. Authentic materials can be broadly classified in audio, visual, and printed materials. Audio materials involve those that learners can listen to.

These can be grouped into three: First is television programming including commercials, quiz shows, interactive talk shows, cartoons, news, and weather forecast reports. The second group is radio programming including interviews, interactive talk

shows, and radio advertisements. The third group involves taped conversations, including one-sided telephone conversations, meetings, short stories, poems and novels.

According to Jordan (1997) the following sources can be exploited for authentic materials:

- Newspapers: these are a good source of cultural information: local papers will give more of a flavor of everyday life in towns.
- Video: a number of published ELT video tapes are a good visual source of cultural information.

(Today, we have CD/DVD versions of these video tapes, which provide us with better quality.)

Talks/discussions: some topics may be suitable for giving information to students in a plenary session.

- Role play/dramatizations: these can be used to initiate discussion and introspection.
- Culture quizzes/tests

All of those sources should be appropriately selected according to the lesson aims and also students' level. Guariento & Moley (2001) suggest that authentic materials should be used in accordance with students' ability and adds that suitable tasks can be given to learners in which total understanding is not important.

2.2.3 CHALLENGES OF USING AUTHENTIC MATERIAL

Authentic material represents the target language where learners are exposed to interaction in order to find problems solutions rather than a learning by form basically

tought by a deductive grammar, learners consider quite difficult to be involved in this exchange of learning due to cultural values that authentic material contain, educators have the responsibility to handle that, it is also a challenge for learners to become active learners into a complex, technological, virtual environment.

Richards (2006) argues that “authentic materials often contain difficult language, unneeded vocabulary items and complex language structures”(p.10)

Chaterine Thomas (2014) suggests the list below to provide some aspects to keep in mind while using authentic material.

- The cultural content may seem too unfamiliar
- The content may become obsolete too quickly.
- The language may be too difficult
- The vocabulary may be too specialized.
- The grammar structures may be too complex
- The preparation may require too much time.(p.16).

To overcome those factors that build a barrier we should establish a system of teaching, it means focused the authentic material on topics relevant to their location and their usefulness. Krashen and Terrell (1983) state that acquisition occurs when learners are able to comprehend challenging input and that comprehension is aided by clues related to the situation and context, among other factors.

2.2.4 REAL EXPOSURE AS A NEW CLASS ATMOSPHERE

To transform a normal class atmosphere into an interactive one, educators should emphasize the communication achievement as a final product, learning must be lined up on language tasks as close as possible the learner is likely to perform outside the class. In other words, learners should handle the necessary linguistic means as (structures, vocabulary. etc.) and skills (discourse skills, communication strategies, sociolinguistic understanding).

To consider a good understanding, topics and activities need to have a high demand of practical value for real life communication, thus, learners will increase and optimize their learning through the adoption of new methods based on their own rules to achieve the language, it means to socialize the learning to foster their productivity. According to Brinton (1991) authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world.

The material must be updated and useful for students, taking into account curricula goals. Gebhard(1996) sees authentic materials as a way to" contextualize" language learning. To minimize and maximize the effective use of class time, learners should be grouped to fulfill the activities to become a negotiation process between teachers and students where the students can integrate and express their own thoughts to the rest which will provide social interaction to reduce anxiety and fear .

2.2.5 TYPES OF AUTHENTIC MATERIALS

According to Karima Merchi (2013) Authentic materials can be highly motivated for the students if they are at the proper level for using them, English teachers can get many benefits through using different materials, and they can be helpful for the teacher

to present the lesson better. Materials and resources were divided into three main sections; the old, the new and the newest.

Trujillo, Turrecillas and Salvador (cited in Merchi K 2013) pointed out that the first one includes the most traditional element in a language classroom, the text book, visual aids and hand-made materials. The Second comprises the over-head projector, the suction player and the video camera and video player. Finally, the latter Section deals with the information and communication technologies which represent and the future of our profession.

2.2.5.1 Visual aids

The saying that medium is the message can also be applied to language teaching. Visual aids are various and include the blackboard, the pictures, wall charts and posters.

a. The black board

The black board is inside the classroom, it is inseparable material according the black board has been related to the “teachers-centered” tradition .Obviously, the black boards used by the teachers to support their lectures ,and it is the minimum resource available for all language teachers. Moreover it is important for a teacher to be able to work with these resources as well as be creative in using it (ibid, p. 3).black board is frequently used, and the teachers use it when talk.

b. The pictures

They are a part of language task (grammatical and lexical) which provide the various potential sources. Following Alkhuli (cited in Merchi K 2013), pictures can be used for different purposes. First of all, they are suitable to realize what may be called “the

collective eye of the class” in this case students focus on one thing. Pictures also are used to teach the meanings of new words through the so-called word picture association. Moreover, pictures can be a source of external motivation in the foreign language lesson and it may be stimuli of discussion and other similar oral activities when it is used as an aid in explaining the content of certain reading materials (p. 121). Pictures can be effective in teaching if they are well selected and introduced.

c. Wall charts and posters

Wall charts and posters can be used as a means to encourage students improve their speaking. Wall charts and posters contain a sequence of events related in time and space which make them suitable for narratives or “science related presentations” among different other possible implications and it is quite easy to find maps, posters with numbers and letters they can easily be a part of learning tasks. Merchi K.(2013)

2.2.5.2 Audio Materials

a. Tapes

Tapes are an aid that may be used to carry out listening activities. According to ALKHULI (cited in Merchi K 2013) tapes employed for more than one purpose, it can be used to provide students with recorded samples of native speakers' pronunciation and intonation, here, students are exposed to these recordings so as to catch the different aspects of pronunciation, these tapes may be a part of language laboratory, so the students listen to the recorded material or repeat after each utterance.

2.2.5.3 Audio and Visual Material

Technology affected the development in technical resources applied to EFL classes.

- **Over head projector (OHP)**

Over Head projector is a powerful and helpful device, it allows us to prepare visual or demonstration material (Harmer, 2001, p.136) mentioned that over head projectors.

Require little technical knowledge, and usually are easy to carry around, and they are widely utilized. He clearly states that:

One of the major advantages of the over head projector is that we do not have to show everything on OHT all at once.

This ability to put one OHT on top of another allows the teacher to write on top of a text by masking the OHT with piece of paper we can reveal everything gradually.

- **Video**

Video courses provide teachers with a wide range of activities as Trujillo, Turrecillas and Salvadores (cited in Merchi K 2013) mentioned that the combination of sound and image shown in context is a powerful tool in the E.S.L classroom, the speakers, setting, gestures can be seen and heard at the same time also technical features of video players allow the teacher to pause to go forwards or backwards or to play via recording, it is also possible for students to make their own videos performance retelling their own stories, video clips, dialogues and using video camera. The main advantages of using videos is that they provide language within natural context.

Some advantages of this kind of video

1. They are highly motivating for students
2. They demand interaction and they are open to be used as learned centered activities
3. They allow teachers to use images as well as they can focus on non verbal language objects or focus on accent, pronunciation and register
4. They are easy to use and you do both watch video and take notes.

Students tend to combined it with context in which it is used.

According to Harmer (2001, p. 282) “the use of video tapes as being common feature in language teaching for many years”. Some people think that the video tapes are only prestigious version of audio tapes, however there are many reasons why video can add a special dimension to the learning process.

- **Newspapers**

Merchi K (2013) states that newspapers are very interesting in themselves since it provides a number of sources of authentic language of classroom, it also provide learners with potential source to talk about different situations that matter to them and even write about the event that have read. The content of newspaper is rich as Grundy (cited in Merchi K 2013) states that “because newspapers are about the outside world, their use in classroom bridges the gap between the outside world and the classroom”. Working with newspaper have a number of practical points to bear in mind, teachers perhaps take a particular newspaper story and works within different ways. He adds by saying “it is worth considering whether a newspaper pictures illustrates a story (conventional view) ... it would be a rash person who claimed that description in words are studied before the visual image (ibid, p. 179). Newspapers give an

interesting insights into target culture for this reason it works well where part of the focus is on socialization through reading newspaper.

2.2.6 ADVANTAGES OF USING AUTHENTIC MATERIAL

Fenner (2002) believes that authentic materials carry the real-life scenario from outside of the formal education setting into the classrooms. Learners are exposed to the target language that they will apply in real-life situation; students will keep in touch with everyday information abroad. In addition, Melvin and Stout (1987) find an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, when students use authentic materials for the study of culture in the language classroom.

From our point of view students who are exposed to real language feel comfortable to speak because they gain confidence in a new environment where the interaction takes a principal role without avoiding too much correction on mistakes and let them to feel embarrassed among partners. Hyland (2003) states that one of the most important advantages of using authentic materials, is that it increases learners' motivation and reflects positively on their learning process.

2.2.7 DISADVANTAGES OF USING AUTHENTIC MATERIAL

The language used in authentic materials may also be too difficult for learners Hyland (2003). Students may find the language difficult due to unfamiliar vocabulary, expression views and even structures that most of information presented in different sources could contain, from another perspective the author Kilickaya (2004) claims that authentic materials add a burden on teachers, as they may contain difficult vocabulary

and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners.

Teachers should spend several hours to adapt information and use in their lesson plans. Miller (2005) also states that authentic materials are "too difficult and time consuming to select, edit and prepare." On the other hand, Kim (2000) and Kilickaya (2004) state that authentic materials can be used with advanced and intermediate level learners only, it depends on the students ability and level to handle with authentic information, teachers should considered those point before introducing into the lesson plan.

2.2.8 HOW TO DEAL WITH AUTHENTIC MATERIAL PROBLEMS

Mishan (2005) has provided practical guidelines on devising authentic task and some are: the tasks should have 'consistency in communicative purpose', be appropriate to the learners and engaging, reflecting real-life tasks, and 'promote purposeful communication'. Communication takes part within the language as part of interaction, to consider a good conversation, teachers should head their work on teach students how to learn the language to be able to communicate.

It is necessary to model through examples the use of communicative activities to help students to feel secure at the moment when they perform the language. Martinez (2002) suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. Teachers have the responsibility to identify the appropriate material according to the learning objectives, so teachers will decide what kinds of materials may be a good support for students.

Guariento and Moley (2001) state that authentic materials should be used in accordance with students' ability and level. Those suitable tasks can be given to learners in which total understanding is not important.

2.2.9 SPEAKING SKILL

Speaking is the most important skill required for a good communication. With this skill the learners and people in general can communicate with others to express their opinions, thoughts, ideas and viewpoints. There are many definitions of speaking that have been proposed by some experts in language learning.

Burns & Joyce (1997) argue that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Richards and Renandya (2002) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

2.2.9.1 Aspects of speaking skill

There are three important aspects about this skill that need to be closely analyzed and put into consideration by teachers. These aspects let to identify some guidelines to

understand this skill and hence create activities that let learners to use the language effectively in real life situations.

a) Speaking is face to face:

According to Cornbleet & Carter (2001), most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize?”

Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication. Widdowson (1998) & Burns (1998).

b) Speaking is interactive:

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other.(Bygate 1998, Cornbleet & Carter 2001)

Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages. Mc Donough & Mackey (2000)

c) Speaking happens in real time:

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot

be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves. Miller (2001)

2.2.10 COMMUNICATIVE COMPETENCE

Torres M. (2010) claims that to become communicatively competent and to get abilities that underlie speaking proficiency, a student needs to master all of the communicative competence:

2.2.10.1 Linguistics Competence

This competence enables the students to understand and use the structure of English with accuracy and fluency. It includes the knowledge of grammar (morphology and syntax), vocabulary (meaning) and pronunciation (stress, intonation and rhythm) of words and sentences.

2.2.10.2 Socio- Linguistic Competence

It is the ability to use the right language at the right time. It implies an understanding of the social and culture context where the communication takes place, including role relationships, the shared knowledge of the participants and the communicative purpose of their interaction. For example, to know how to ask questions into the conversation and how to act and answer, even in non-verbal form when necessary, using the language meaningfully.

2.2.10.3 Discourse Competence

It is the ability to get together the words, phrases and sentences in a text with cohesion and coherence. In other words it means to know how to establish links between previous sentences and those that are coming later, to know how to link grammar and vocabulary and how to organize the discourse to express ideas meaningfully .

2.2.10.4 Strategic Competence

It is the way the speakers handle the language for communicative purposes. In simple words it implies the ability to initiate, terminate, maintain, improve, and make easy communication. This competence enables the speaker to face particular situations and to overcome problems that interrupt communication. (p.69-70)

2.2.11 INDIVIDUAL ASPECTS OF TEACHING SPEAKING SKILLS

2.2.11.1 Accuracy and Fluency

Accuracy and Fluency are indispensable in learning language. They are inter dependent aspects because if you don't know the form of the language, you are not able to produce correct ideas; and if you know the form of the language but you haven't had enough experience using it, you won't be able to make spontaneous and fluent conversation. (Torres, 2010, p.44)

Accuracy

“Accuracy is the accurate, correct and precise use of the language. It means freedom from mistakes. In simple words it is the ability to use a language without making mistakes” (Torres, 2010, p.44)

Thornbury (2005) suggests the clear scale for assessment of accuracy:

- a) Grammar: Students use correct words order, tenses, tense agreement, etc.
Students do not leave out articles, prepositions or difficult tenses.
- b) Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.
- c) Pronunciation: Students speak and most people understand.

Fluency

According to Hedge (2000) “fluency is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation”.

Thornbury (2005) points out the criteria for assessing fluency. They are as follows:

- a) Lack of hesitation: Students speak smoothly, at natural speech. They do not hesitate long and it is easy to follow what they are saying.
- b) Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task.
- c) Independence: Students are able to express their ideas in a number of ways, keep taking ask questions, and many more to keep the conversation going.

2.2.11.2 Corrective Feedback and Evaluation

Errors are common part of language acquisition and learning, in others words, all of us make errors in learning first or second language. In class, the teacher always wants students to speak as much as possible because in this way they improve their speaking skill but usually they make various errors that need to be corrected. Teacher is who should provide corrective feedback.

Lightbown and Spada (1999) give corrective feedback definition such as: Any indication to the learners that their use of the target language is incorrect. The learners receive various responses. For example, when a language learner says, 'He go to school everyday', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'.

2.2.12 TYPES OF LEARNING STRATEGIES IN SPEAKING

According to Kennedy and Keatley (2006) the following strategies can help the language learner to develop their speaking skills:

2.2.12.1 Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2.2.12.2 Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

2.2.12.3 Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

2.2.13 CLASSROOM SPEAKING ACTIVITIES

Speaking Skill should be taught in an authentic way, with attractive and communicative activities that involve learners to use the language in funny and real situations. There are different types of classroom speaking activities. Harmer (2001) claims six classroom speaking activities: they are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. (p.271-275)

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. (Budi, 2012, p.10)

“Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class” (Harmer, 2001, p.271).

In this activity the teacher plays an important role as a theatre director. All of the time the teacher should help to students to use the language in adequate way, it means help to learners to use appropriate stress, intonation, pronunciation, rhythm and speed. In this way the lines that students speak will have real meaning. According to Harmer (2001) when teacher choose who should come out to the front of the class, need to be careful

not to choose the shyest student first, and the teacher need to work to create the right kind of supportive atmosphere in the class. (p.271)

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. (Harmer, 2001, p. 272).

c. Discussion

This could be a good activity to practice speaking with learners because they can express their opinion but sometimes the learners feel shame or fear to give an opinion in front of the class or they cannot think of anything to say or how to say it using the language in a correct way.

Harmer (2001) suggests that the “buzz group” is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussion in small group before any of them are asked to speak in public. Because they have a chance to think in ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of eventual of that eventual whole-class performance in reduce. (p.272)

d. Prepared talks

This could be the favorite activity of learners because they select the topic by themselves and prepare it in advance. According to Harmer (2001) “such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script” (p.274)

e. Questionnaires

Questionnaires are very useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and thus be situated in the middle of our communication continuum. (Harmer, 2001, p.274).

f. Simulation and Role play

Torres (2010) states that in simulation, students are not asked to play at being someone else. Instead they are asked to be themselves in an imaginary situation (e.g. what would you do if someone was following you in a dark street, or if you heard a noise downstairs at 2 a.m. and you were alone). (p.106)

“In simulations, normally each participant is given background information, and is expected to use his or her own skills and values in order to take part in the conversation” (Torres, 2010, p.107)

Role plays as speaking activities before mentioned are very useful to boost students’ speaking in an authentic way.

Torres (2010) argues that a role play is a way of bringing situation from real life into the classroom. When a role play is developed, students are asked to imagine:

- ✓ A role: in other words, they pretend to be a different person (e.g. a farmer, a secretary, a fiend, a customer)
- ✓ A situation: in other words, they pretend to be doing something different (e.g. planning a holiday, asking for information, buying something) (p.104)

Torres (2010) suggests that the roles that would be suitable for role play activities in the classroom are: People familiar to students, characters from the textbooks or from television, situations which students see or take part in from everyday life or fantasy situations from stories they read. (p .104)

2.2.14 TYPES OF CLASSROOM SPEAKING PERFORMANCE

According to Brown (2001) six categories apply to the kinds of oral production that students are expected to carry out in the classroom.

Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

A question that new teachers in the field always want to have answered is: Is *drilling* “yes”. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element of language in a controlled activity. They can help to establish certain psychomotor patterns (to loosen the tongue”) and to associate selected grammatical forms with their appropriate context. (p.271-272)

Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language. (p.273)

Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues (categories 4 and 5). Such speech can be meaningful and authentic. (p.273)

Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech:

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: You don't think the UN has that power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.

Such conversations could readily be part of group work activity as well. (p.273-274)

Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charged language
- Slang
- Ellipsis
- Sarcasm
- A covert “agenda”

Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

(p.274)

Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu. (p.274)

2.2.15 PRICIPLES FOR DESIGNING SPEAKING TECHNIQUES

a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

In our zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible. (Brown D, 2001, p.275)

b. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goal and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them. (Brown D, 2001, p.275)

c. Encourage the use of authentic language in meaningful context.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with

the help of a storehouse of teacher resource material can be structured to provide a sense of authenticity. (Brown D, 2001, p.275)

d. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback “out there” beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment. (Brown D, 2001, p.275)

2. Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension. (Brown D, 2001, p.275)

f. Give students opportunities to initiate communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to “speak when spoken to.” Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language. (Brown D, 2001, p.276)

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as.

- Asking for clarification (*What*)
- Asking someone to repeat something (*Huh? Excuse me?*)
- Using fillers (*Uh, I mean, Well*) in order to gain time to process.
- Using conversations maintenance cues (*Uh, right, Yeah, Okay, Hmm*)
- Getting someone's attention (*Hey, Say, So*)
- Using paraphrases for structures one can't produce.
- Appealing for assistance from the interlocutor (*to get a word or phrase, for example*)
- Using formulaic expressions (*at the survival stage*) (*how much does ___ cost*)
How do you get to the ___?)
- Using mime and nonverbal expressions to convey meaning. (Brown D, 2001, p.276)

2.2.16. WHAT MAKES SPEAKING DIFFICULT?

For Brown (2001), is necessary to bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.

a.- Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b.- Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c.- Reduced forms

Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d.- Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like, etc.* One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e.- Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f.- Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g.- Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h.- Interaction

As noted in the previous section, learning to produce waves of language in a vacuum- without interlocutors- would rob speaking skill of its richest component: the creativity of conversational negotiation. (Brown D, 2001, p.270-271)

2.3. BASICS TERMS DEFINITIONS.

INTERACTION

Interaction has been defined from different academics points of views. Wagner (1984) says “reciprocal events that require at least two objects and two actions”(p.2). Interactions occur when these two objects and events mutually influence each other.”

TYPES OF INTERACTION

Student-teacher interaction

Collins, Brown, & Newman, (1989) Student-teacher interaction has been hailed by traditional educators and many students as the pinnacle and highest valued of interactive forms. This form of interaction is the basis upon which apprentice-ship models of education and training are grounded.

Student-content interaction

Represents the process of interaction with all the content that the teacher provides along the lesson as: games, activities, puzzles etc. In other words interaction is the process of learning through pedagogical activities.

Student-student interaction

It is defined as the process of communication to exchange ideas perspectives, comments, views, the interaction may be expressed in pairs or small groups where the main goal is to keep in touch to negotiate ideas.

Donovan (1999) found that “students who learn in small groups generally demonstrate greater academic achievement, express more favorable attitudes toward learning and persist through science, mathematics, engineering and technology courses to a greater extent than their more traditionally taught counterparts”.

Speaking skill

Chaney (1998) claims that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. (p. 13)

Fluency

Fluency is the ability to use a language spontaneously and confident and without undue pauses and hesitations (Torres, 2010, p.44)

Accuracy

Accuracy is the accurate, correct and precise use of the language. It means freedom from mistakes. In simple words it is the ability to use a language without making mistakes. (Torres, 2010, p.44)

2.4. HIPOTHESIS

THE APPLICATION OF AUTHENTIC MATERIALS INFLUENCE POSITIVELY ON THE STUDENTS SPEAKING SKILL IN PRIMERO DE BACHILLERATO CLASS “C” AT UNIDAD EDUCATIVA “ALFREDO PEREZ GUERRERO” IN GUANO CANTON, PROVINCE OF CHIMBORAZO, IN THE SCHOOL YEAR 2014-2015 ?

2.5 VARIABLES

2.5.1. Independent Variable

AUTHENTIC MATERIALS

2.5.2. Dependent Variable

SPEAKING SKILL

2.6 VARIABLE OPERACIONALIZATION

VARIABLE	DEFINITION	CATEGORY	INDICATORS	TECHNIQUE	INSTRUMENT
AUTHENTIC MATERIAL	Authentic materials are the representation of the target language through materials developed by native speakers such as: magazines, songs, cartoons, comic strips, brochures, advertisement, videos of interview with famous people, to get the learners involved and motivated into a cultural real scenario of learning process.	Authentic materials activities Motivation	Teaching resources Participation	SURVEY TEST	QUESTIONNAIRE
SPEAKING SKILL	Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information.	Speaking fluency and accuracy	Expressing ideas in their own words	SURVEY TEST	QUESTIONNAIRE

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF INVESTIGATION

3.1.1 Quantitative

To develop this thesis research is completely necessary the introduction of a previous diagnosis to know how much level of English do the students have and handle for establishing a conversation, it will help the researchers to plan authentic material activities in advance along one month, where activities such as : famous people interviews, comic strips, adverstiments on TV, movie reviews, song discussion, role plays will contribute to know how is the effect after the application of them to improve speaking .Students from primero de bachillerato class “C” will take two hours daily in a multimedia room using teaching resources such as: a computer, projector, type record, visual and printed materials ,students will also be placed in a semicircle to give them the chance to interact along the lesson in a better way. Every Friday the students will be evaluated individually as well as in pairs, taking into account parameters such as vocabulary, fluency, pronunciation and intonation which will be record in an observation form.

3.2. TYPE OF INVESTIGATION

3.2.1 Predictive

Applying this kind of investigation, it is possible to anticipate future trends, facts, situations and behaviors based on the exploration, analysis, comparison, explanation and interpretation of the problem.

3.2.2 Field research

Through the devoted time along the collection of data in the institution, it is possible to face the reality and maintain a close contact with the reason of the problem that students carry on.

3.3. LEVEL OF INVESTIGATION

The level of this research is Applied because it was necessary the introduction of authentic material activities for a period of time to know how much influenced on their speaking skill, at Unidad Educativa “Alfredo Perez Guerrero” in Guano cantón, province of Chimborazo, in the school year 2014-2015.

Before applying authentic materials activities, the students were surveyed with the purpose of getting information about how useful is to use Authentic materials to boost speaking (ATTACHMENT “A” page 85). The researchers also decorated the classroom to create a new English environment classroom in order to get the students involved into a natural, real and technological atmosphere of learning.

To determine the level of the students’ speaking skill in Primero de Bachillerato class “C”, it was necessary to take a diagnostic test which was taken individually. That test was evaluated following these parameters: fluency, accuracy, vocabulary, pronunciation and volume, the questions were based on students’ likes (ATTACHMENT “B” page 87). After applying this diagnostic test all the data was analyzed, tabulated and interpreted; obtaining a NOT SATISFACTORY speaking level result in most of the students.

The activities were planned in advance based on the results from the first survey, every activity was developed focused on the students' level, needs and curricula goals. Six activities were introduced to the students in a multimedia room, and scheduled appropriately by the teacher's tutor at Unidad Educativa "Alfredo Perez Guerrero", the time assignment was 2 hours daily along one month. The researchers explained in detail every activity using the authentic materials such as: visual, audio and printed.

The students were evaluated each Friday individual and in pairs taking into account the following categories: vocabulary, fluency, accuracy, pronunciation, rhythm and word stress, volume (ATTACHMENT "D" page 89).

Finally, the students were evaluated at the end of the application of authentic materials activities using conversation cards (ATTACHMENT "C"), the benches were placed in a semicircle to get them the chance to interact among partner and walk around the salon easily. That evaluation had the following topic LET'S TALK ABOUT SHOPPING, every aspect while speaking was recorded to provide a feedback at the end.

To conclude, both results were analyzed, tabulated, graphicated and compared to prove the initial hypothesis of the research.

3.4. POPULATION AND SAMPLE

3.4.1 POPULATION

This research problem was done at Unidad Educativa “Alfredo Perez Guerrero” in Guano cantón, province of Chimborazo, in the school year 2014-2015. There is a population of 29 students and 1 teacher.

POPULATION	STUDENTS
MALE	15
FEMALE	14
TEACHER	1
TOTAL	30

Source:Thesis research Unidad Educativa “Alfredo Pérez Guerrero”
By: Victor López and Angely Ocaña

3.4.2 SAMPLE

The population is small so the researchers will work with all involved in the investigative process.

3.5. TECHNIQUES FOR DATA COLLECTION

2.5.1 OBSERVATION

To gather information, this technique helps to diagnose appropriately the student’s proficiency as well as give us the opportunity to introduce authentic materials appropriately.

3.5.2 TEST

To gather information, this technique helps to diagnose appropriately the student's speaking proficiency at the beginning of the application.

3.6 INSTRUMENTS FOR DATA COLLECTION

3.6.1 Observation guide

Researchers will fill in the information form while students performing each activity to sum up all the possible aspects to consider along the researching development.

3.6.2 Questionnaire

Students will do a questionnaire in two times along the investigation, the first questionnaire will be developed at the beginning of the process and the second one at the end to make a contrast in the results based on the interpretation of data after applying authentic materials.

3.7. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF DATA

The investigation had a systematic development; every aspect to put into practice was introduced after a previous analysis to contribute with a responsible investigation to sum up the list below will show the plannification.

- a. Review information
- b. Tabulation of data
- c. Statistic study of data to provide results
- d. Analysis of results
- e. Interpretation of results
- f. Hypothesis review
- g. Conclusions and recommendations

3.7.1 Surveys addressed to students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO” before the application of authentic materials show the following results.

1.- What kind of authentic material does the teacher use to teach speaking skill?

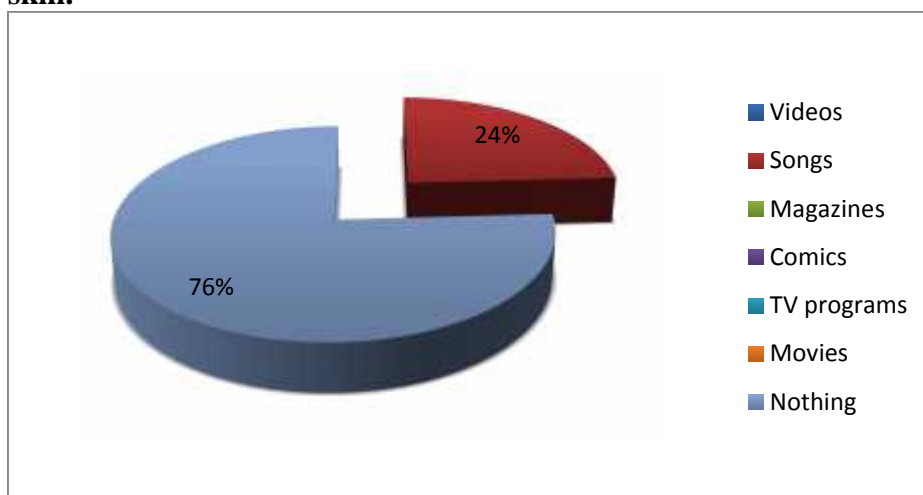
Table No. 3.1 Authentic Material that teacher uses to teach speaking skill.

OPTIONS	FREQUENCY	PERCENTAGE
Videos		
Songs	7	24%
Magazines		
Comics		
TV programs		
Movies		
Nothing	22	76%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.1 Authentic Material that teacher uses to teach speaking skill.



Source: Table No. 3.1

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 76% of them say that the teacher does not use authentic material to teach speaking skill; while the 24% of students say that the teacher uses songs to teach speaking skill.

Interpretation: The results obtained from the surveys show that the teacher does not use any other kind of technique for teaching speaking skills; often the teacher uses songs any more.

2.- Do you feel motivation to learn English without the use of a coursebook?

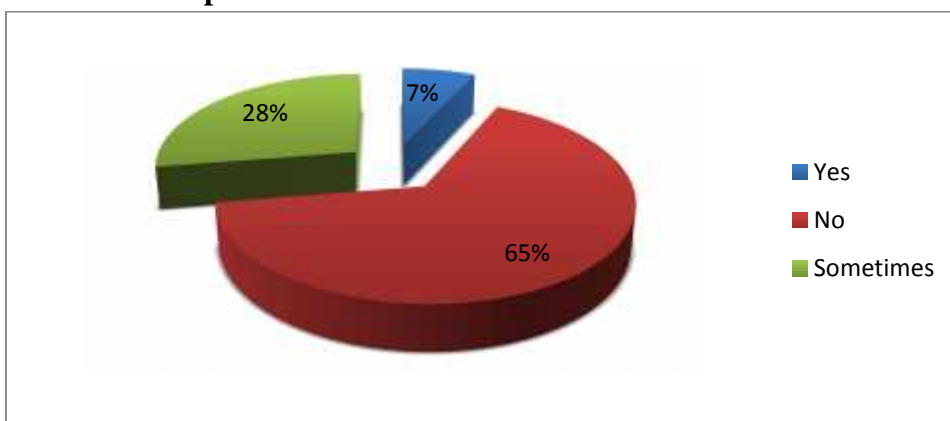
Table No. 3.2. Motivation without the coursebook.

OPTIONS	FREQUENCY	PERCENTAGE
Yes	2	7%
No	19	28%
Sometimes	8	65%
Total	29	100 %

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.2 Motivation without the coursebook.



Source: Table No. 3.2

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 65% of them say that do not feel motivated to learn English without their textbook; the 28% of students say that sometimes they feel motivated; while 7% say that they feel motivated to learn English without their textbook.

Interpretation: The results obtained from the survey show that most of students do not feel motivated to learn English without the use of their textbook.

3.- How often does the teacher use authentic material to teach speaking skill?

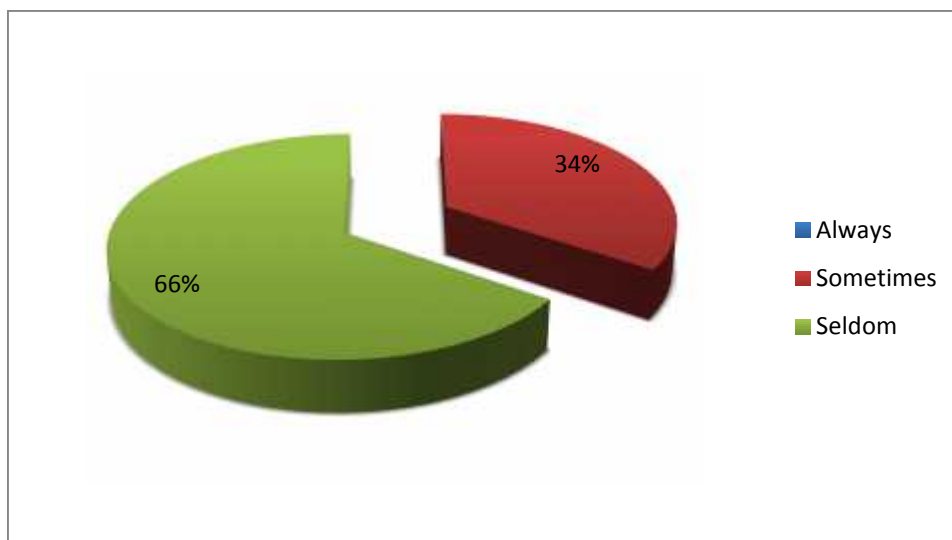
Table No. 3.3 Frequency of use of authentic material

OPTIONS	FREQUENCY	PERCENTAGE
Always		
Sometimes	10	34%
Seldom	19	66%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.3 Frequency of use of authentic material



Source: Table No. 3.3

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 66% of them say that the teacher hardly ever uses didactic material for teaching speaking skill; while the 34% states that the teacher sometimes uses didactic material.

Interpretation: The results obtained from the surveys show that teacher hardly ever uses different kind of authentic material to teach speaking skill.

4.- Do you watch videos of famous people or interview of native speakers in class?

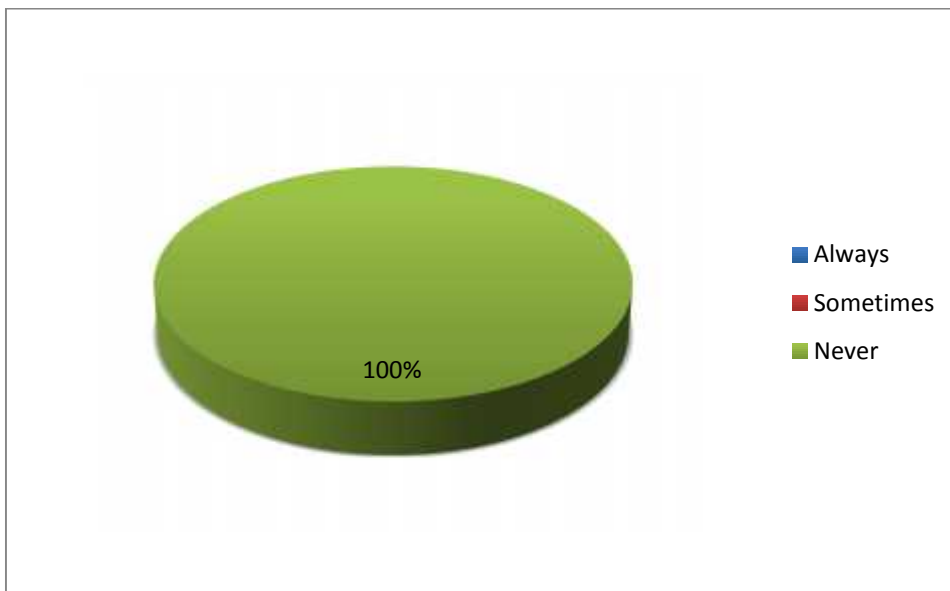
Table No. 3.4 Videos of famous people or interview of native speakers.

OPTIONS	FREQUENCY	PERCENTAGE
Always		
Sometimes		
Never	29	100%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.4 Videos of famous people or interview of native speakers.



Source: Table No. 3.4

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 100% of them say that the teacher does not use videos of famous people to teach speaking skill.

Interpretation: The results obtained from the surveys show that the teacher does not use videos to teach speaking skill.

5.- Do you debate in class about any topic?

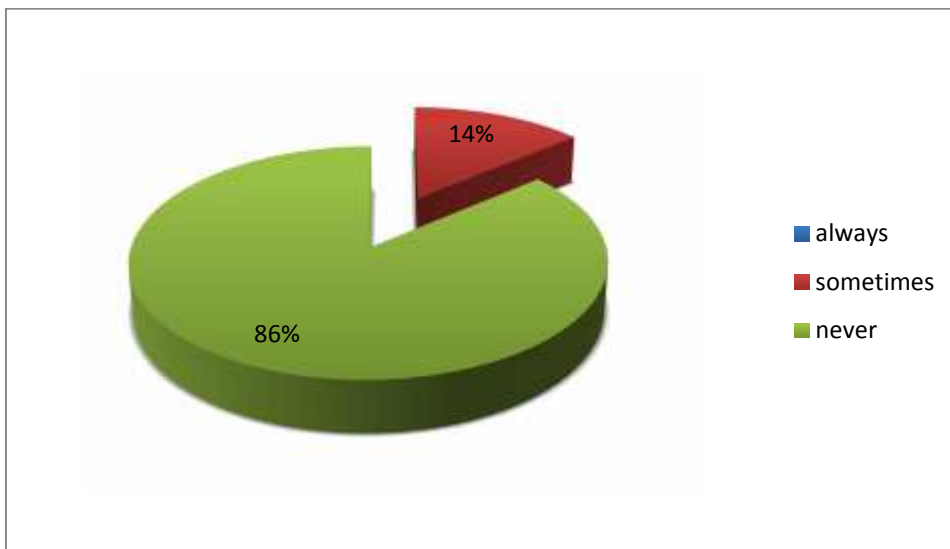
Table No. 3.5 Debates in class

OPTIONS	FREQUENCY	PERCENTAGE
Always		
Sometimes	4	14%
Never	25	86%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.5 Debates in class



Source: Table No. 3.5

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 86% of them say that never debates in class while the 14% of them say that sometimes they debate in class about any topic.

Interpretation: The results obtained from the surveys show that the teacher does not use debates in class.

6.- Do you consider difficult to maintain a conversation in English?

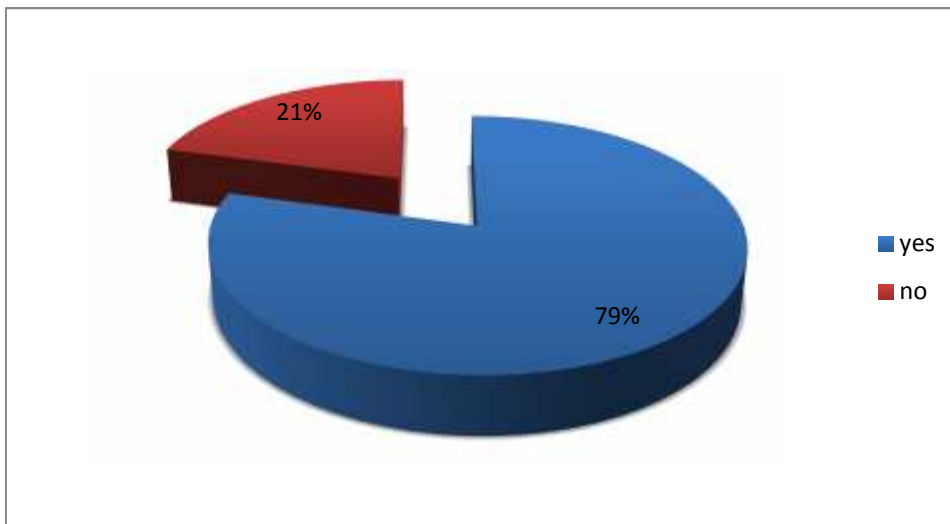
Table No. 3.6. Difficult to maintain a conversation in English.

OPTIONS	FREQUENCY	PERCENTAGE
Yes	23	79%
No	6	21%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.6. Difficult to maintain a conversation in English.



Source: Table No. 3.6

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 79% of them consider difficult to maintain a conversation in English while the 21% of the students do not consider difficult to maintain a conversation in English.

Interpretation: The results obtained from the surveys show that the most of the students consider difficult to maintain a conversation in English.

7.- How often do you speak in English among classmates?

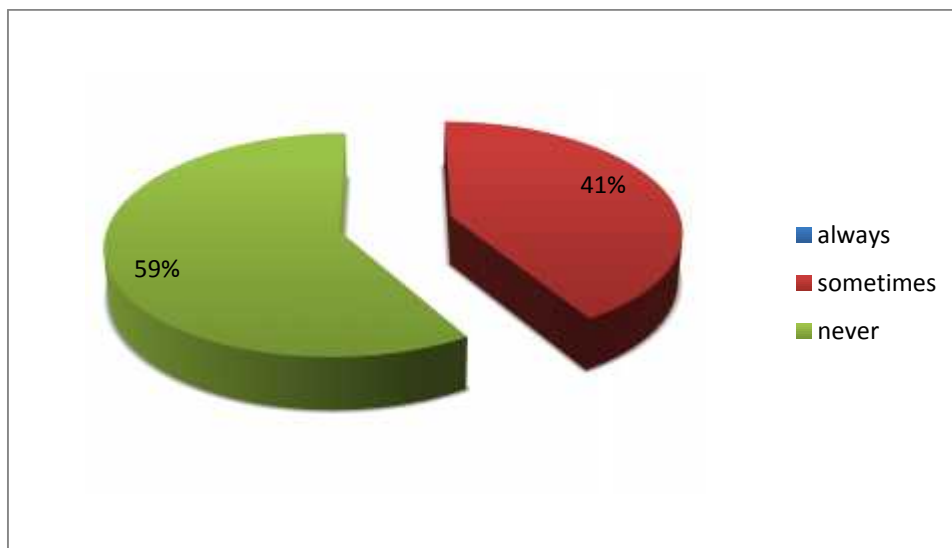
Table No. 3.7. Speak English among classmates.

OPTIONS	FREQUENCY	PERCENTAGE
Always		
Sometimes	12	41%
Never	17	59%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.7. Speak English among classmates.



Source: Table No. 3.7

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 59% of them say that never speak English among classmates and the 41% of them say that sometimes they speak English among classmates.

Interpretation: The results obtained from the surveys show that the students do not speak English in class among classmates.

8.- While speaking can you understand the whole message in English?

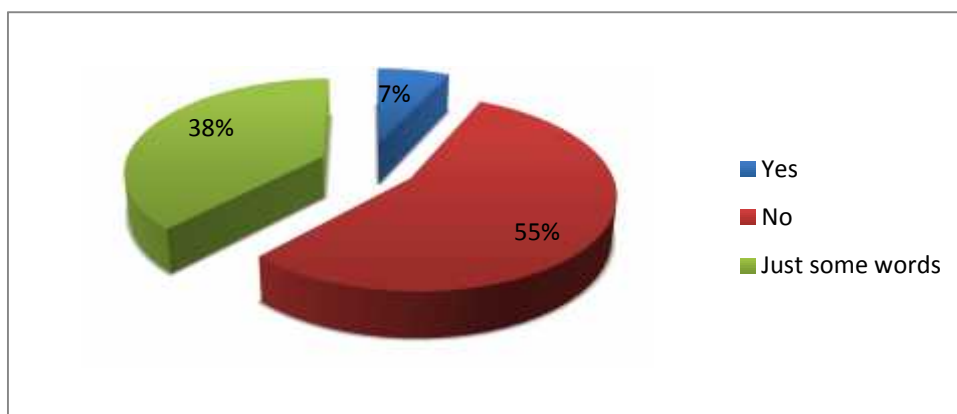
Table No. 3.8. Understand the whole message in English.

OPTIONS	FREQUENCY	PERCENTAGE
Yes	2	7%
No	16	38%
Just some words	11	55%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.8. Understand the whole message in English.



Source: Table No. 3.8

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 55% of them say that they do not understand the message in English; the 38% of them say that they understand just some words while the 7% of them say that they understand whole the message in English.

Interpretation: The results obtained from the surveys show that the students do not understand the whole message in English.

9.- Do you do role plays (act as other person) in class?

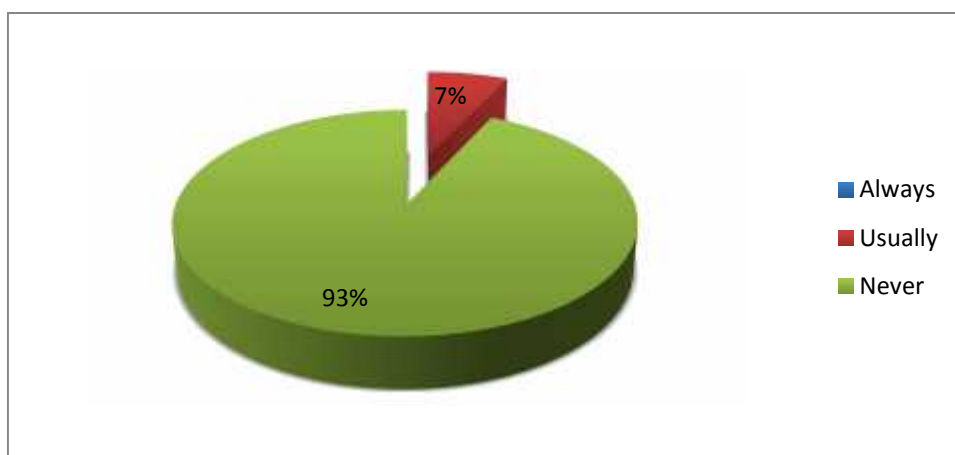
Table No. 3.9. Do role plays in class.

OPTIONS	FREQUENCY	PERCENTAGE
Always		
Usually	2	7%
Never	27	93%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.9 Do role plays in class.



Source: Table No. 3.9

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 93% of them say that they do not do role plays in class; while just the 7% of them say that they do role plays in class.

Interpretation: The results obtained from the surveys show that the teacher does not do role plays in class.

10.- What do you do to improve your speaking skill?

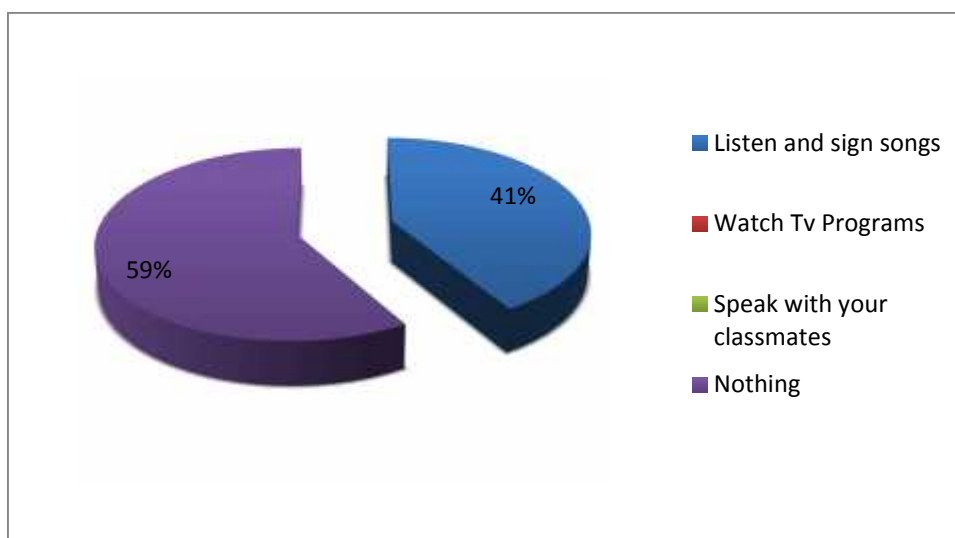
Table No. 3.10. Improve your speaking skill.

OPTIONS	FREQUENCY	PERCENTAGE
Listen and sing songs	12	41%
Watch Tv programs		
Speak with your classmates		
Nothing	17	59%
Total	29	100 %

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.10. Improve your speaking skill.



Source: Table No. 3.10

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 59% of them say that they do not do anything to improve their speaking skill; while the 41% of them say that they listen and sing songs.

Interpretation: The results obtained from the surveys show that the students do not feel motivated to improve their speaking skill because they do not do anything to improve it.

3.7.2 Surveys addressed to students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO” after the application of authentic materials show the following results.

1.- What kind of authentic material does the teacher use to teach speaking skill?

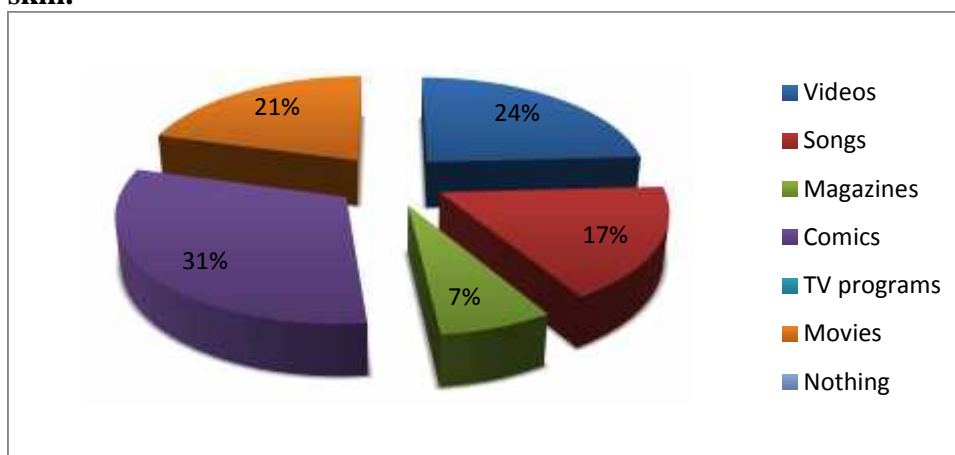
Table No. 3.11 Authentic Material that teacher uses to teach speaking skill.

OPTIONS	FREQUENCY	PERCENTAGE
Videos	7	24%
Songs	5	17%
Magazines	2	7%
Comics	9	31%
TV programs		
Movies	6	21%
Nothing		
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.11 Authentic Material that teacher uses to teach speaking skill.



Source: Table No. 3.1

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 31% of them say that the teacher use comics to teach speaking skill; 24% say that the teacher uses videos; 21% of them say that teacher uses movies; 17% of them say that teacher uses songs; while the 7% say that teacher use magazines to teach speaking skill.

Interpretation: The results obtained from the surveys show that now the teacher use different kind of technique for teaching speaking skills such as: Comics, videos, songs, movies and magazines.

2.- Do you feel motivation to learn English without the use of a coursebook?

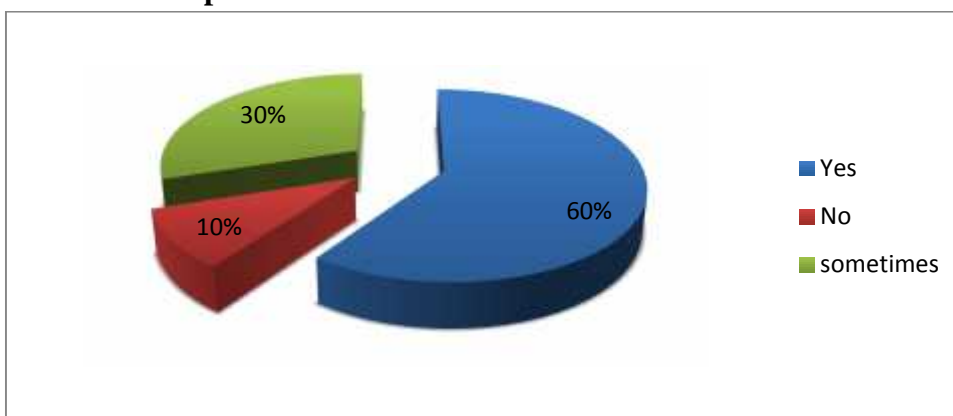
Table No. 3.12. Motivation without the coursebook.

OPTIONS	FREQUENCY	PERCENTAGE
Yes	18	60%
No	3	10%
Sometimes	9	30%
Total	29	100 %

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.12 Motivation without the coursebook.



Source: Table No. 3.12

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 60% of them say that feel motivated to learn English without their textbook; the 30% of students say that sometimes they feel motivated; while 10% say that they do not feel motivated to learn English without their textbook.

Interpretation: The results obtained from the survey show that now most of students feel motivated to learn English without the use of their textbook.

3.- How often does the teacher use authentic material to teach speaking skill?

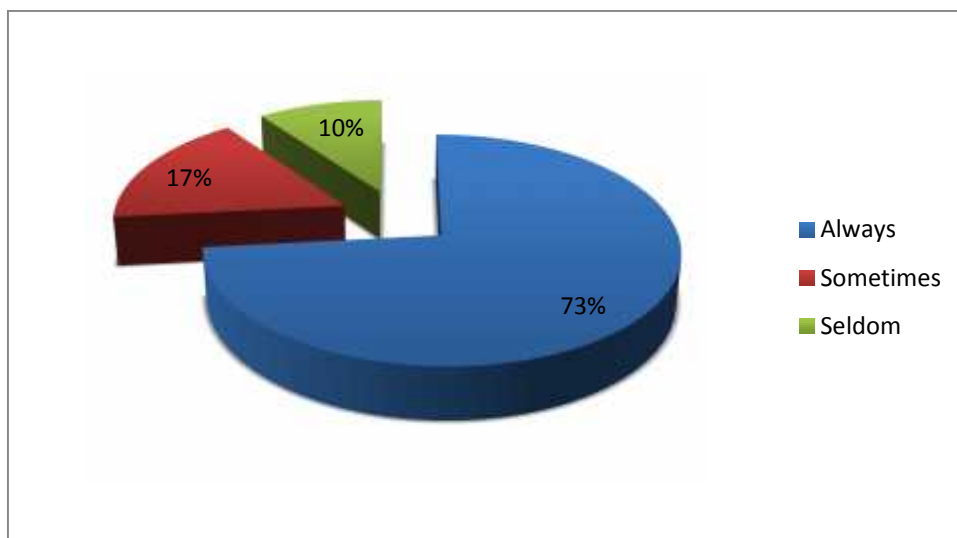
Table No. 3.13 Frequency of use of authentic material

OPTIONS	FREQUENCY	PERCENTAGE
Always	22	73%
Sometimes	5	17%
Seldom	3	10%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.13 Frequency of use of authentic material



Source: Table No. 3.12

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 73% of them say that the teacher always uses didactic material for teaching speaking skill; the 17% of them say that teacher sometime uses authentic material; while the 10% of them say that teacher hardly ever uses didactic material.

Interpretation: The results obtained from the surveys show that now teacher always uses authentic material to teach speaking skill.

4.- Do you watch videos of famous people or interview of native speakers in class?

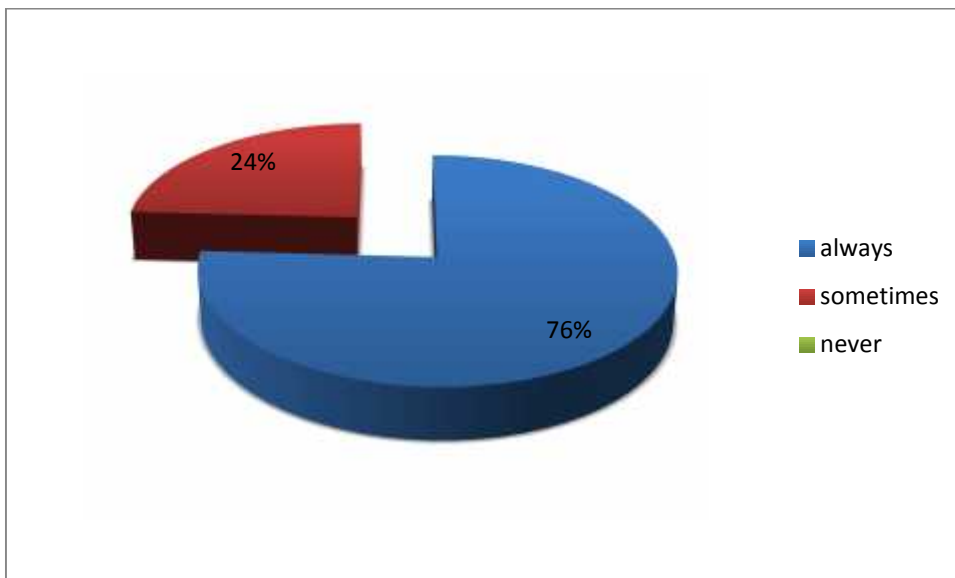
Table No. 3.14 Videos of famous people or interview of native speakers.

OPTIONS	FREQUENCY	PERCENTAGE
Always	22	76%
Sometimes	7	24%
Never		
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.14 Videos of famous people or interview of native speakers.



Source: Table No. 3.14

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 76% of them say that the teacher always uses videos of famous people or interview; while the 24% of them say that teacher sometimes uses videos.

Interpretation: The results obtained from the surveys show that now the teacher always uses videos of famous people or interview of native speakers to teach speaking skill.

5.- Do you debate in class about any topic?

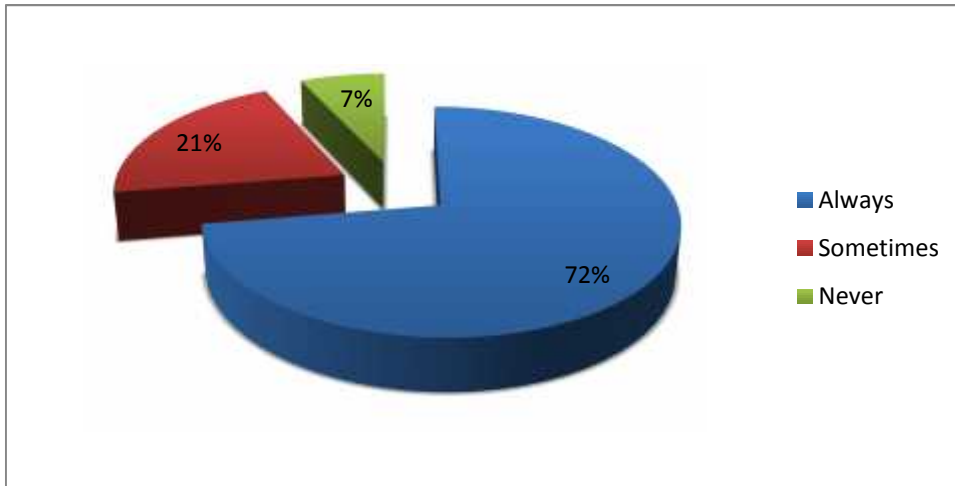
Table No. 3.15 Debates in class

OPTIONS	FREQUENCY	PERCENTAGE
Always	21	72%
Sometimes	6	21%
Never	2	7%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.15 Debates in class.



Source: Table No. 3.15

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 86% of them say that they always debates in class; the 21% of them say that sometimes; while the 7% of them say that they never debate in class about any topic.

Interpretation: The results obtained from the surveys show that now the teacher uses debates in class to discuss about any topic.

6.- Do you consider difficult to maintain a conversation in English?

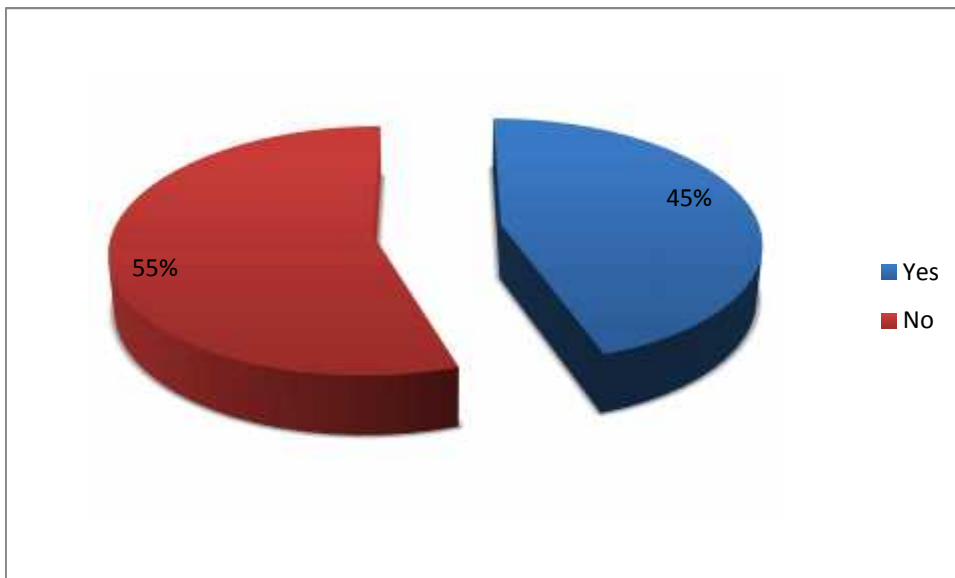
Table No. 3.6. Difficult to maintain a conversation in English.

OPTIONS	FREQUENCY	PERCENTAGE
Yes	13	45%
No	16	55%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.16. Difficult to maintain a conversation in English.



Source: Table No. 3.16

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 55% of them do not consider difficult to maintain a conversation in English while the 45% of the students consider difficult to maintain a conversation in English.

Interpretation: The results obtained from the surveys show that now the most of the students do not consider difficult to maintain a conversation in English.

7.- How often do you speak in English among classmates?

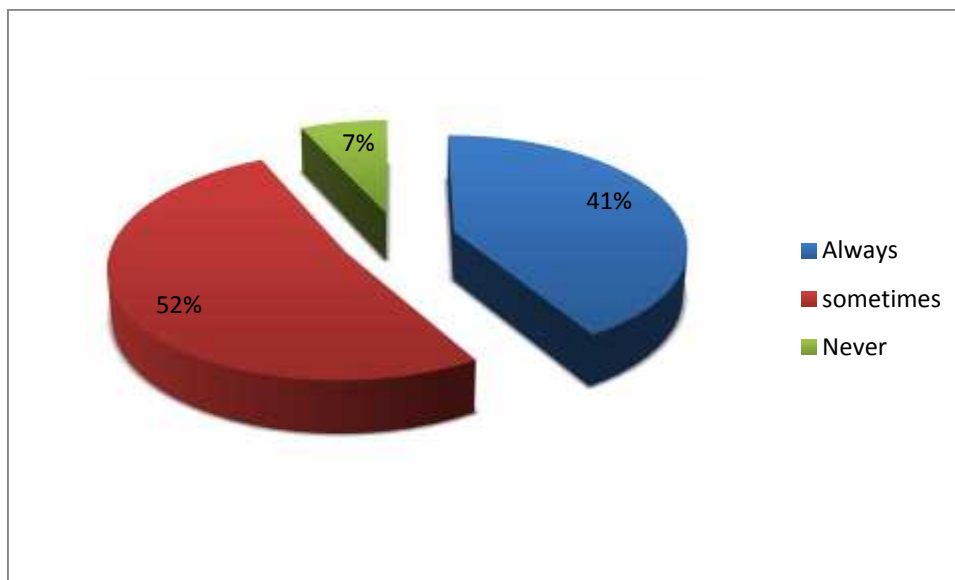
Table No. 3.17. Speak English among classmates.

OPTIONS	FREQUENCY	PERCENTAGE
Always	12	41%
Sometimes	15	52%
Never	2	7%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.17. Speak English among classmates.



Source: Table No. 3.17

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 52% of them say that sometimes speak English among classmates; the 41% of them say that always they speak English among classmates, while the 7% say that never they speak English among classmates.

Interpretation: The results obtained from the surveys show that now the students speak English in class among classmates.

8.- While speaking can you understand the whole message in English?

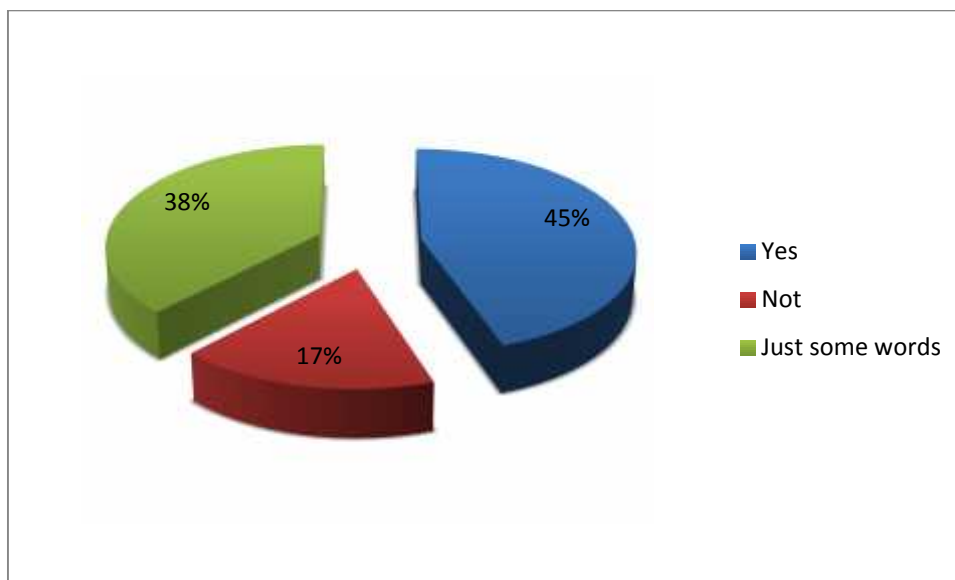
Table No. 3.18. Understand the whole message in English.

OPTIONS	FREQUENCY	PERCENTAGE
Yes	13	45%
No	5	17%
Just some words	11	38%
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.18. Understand the whole message in English.



Source: Table No. 3.18

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 45% of them say that they understand the message in English; the 38% of them say that they understand just some words while the 17% of them say that they do not understand the message in English.

Interpretation: The results obtained from the surveys show that now the students understand the whole message in English.

9.- Do you do role plays (act as other person) in class?

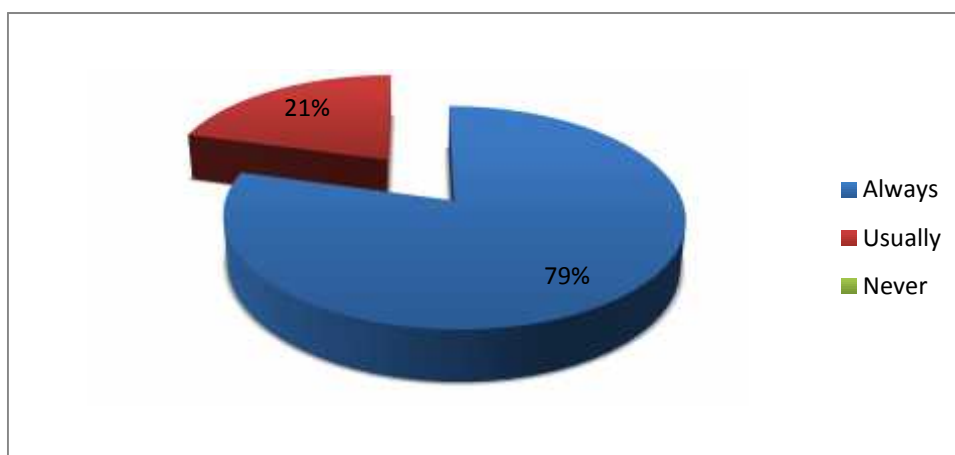
Table No. 3.19. Do role plays in class.

OPTIONS	FREQUENCY	PERCENTAGE
Always	23	79%
Usually	6	21%
Never		
Total	29	100%

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.19 Do role plays in class.



Source: Table No. 3.19

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 79% of them say that they do role plays in class; while the 21% of them say that they usually do role plays in class.

Interpretation: The results obtained from the surveys show that the teacher always does role plays in class with the students.

10- What do you do to improve your speaking skill?

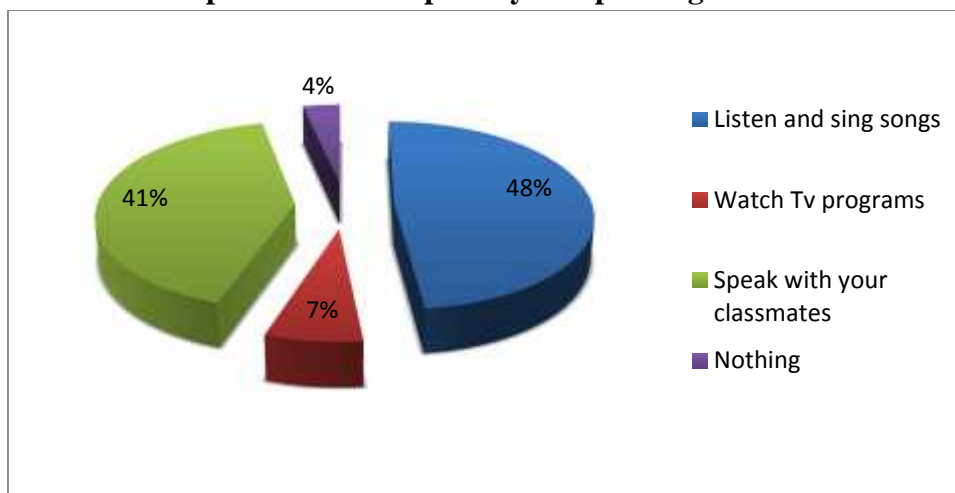
Table No. 3.20. Improve your speaking skill.

OPTIONS	FREQUENCY	PERCENTAGE
Listen and sing songs	14	48%
Watch Tv programs	2	7%
Speak with your classmates	12	41%
Nothing	1	4%
Total	29	100 %

Source: Surveys

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.20. Improve your speaking skill.



Source: Table No. 3.9

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the surveyed students, the 48% of them say that they listen and sing songs; the 41% say that they speak

Interpretation: The results obtained from the surveys show that the students do not feel motivated to improve their speaking skill because they do not do anything to improve it.

3.7.3 Results obtained from the surveys applied before and after the application of authentic material to boost speaking skill to the students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO”

SURVEY QUESTIONS	SURVEY BEFORE THE APPLICATION OF AUTHENTIC MATERIAL							TOTAL	SURVEY AFTER THE APPLICATION OF AUTHENTIC MATERIAL							TOTAL
	Videos	Songs	Magazines	Comics	Tv programs	Movies	Nothing		Videos	Songs	Magazines	Comics	Tv programs	Movies	Nothing	
What kind of authentic material does the teacher use to teach speaking skill?		24%					76%	100%	24%	17%	7%	31%		21%		100%
Do you feel motivation to learn English without the use of a coursebook?	Yes		No		Sometimes				Yes		No		Sometimes			
	7%		28%		65%			100%	60%		10%		30%			100%
How often does the teacher use authentic material to teach speaking skill?	Always		Sometimes			Seldom			Always		Sometimes			Seldom		
			34%			66%		100%	73%		17%			10%		100%

Do you watch videos of famous people or interview of native speakers in class?	Always	Sometimes	Never		Always	Sometimes	Never	
			100%	100%	76%	24%		100%
Do you debate in class about any topic?	Always	Sometimes	Never		Always	Sometimes	Never	
		14%	86%	100%	72%	21%	7%	100%
Do you consider difficult to maintain a conversation in English?	Yes		No		Yes		No	
	79%		21%		45%		55%	
How often do you speak in English among classmates?	Always	Sometimes	Never		Always	Sometimes	Never	
		41%	59%	100%	41%	52%	7%	100%
While speaking can you understand the whole message in English?	Yes	No	Just some words		Yes	No	Just some words	
	7%	38%	55%	100%	45%	17%	38%	100%

Do you do role plays (act as other person) in class?	Always		Usually		Never		Always		Usually		Never								
			7%		93%		100%		79%		21%		100%						
What do you do to improve your speaking skill?	Listen and sing songs		Watch Tv programs		Speak with your classmates		Nothing		Listen and sing songs		Watch Tv programs		Speak with your classmates		Nothing				
	41%						59%		100%		48%		7%		41%		4%		100%

3.7.4 Results obtained from the initial evaluation before the application of authentic material to boost speaking skill to students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO”

1.- VOCABULARY

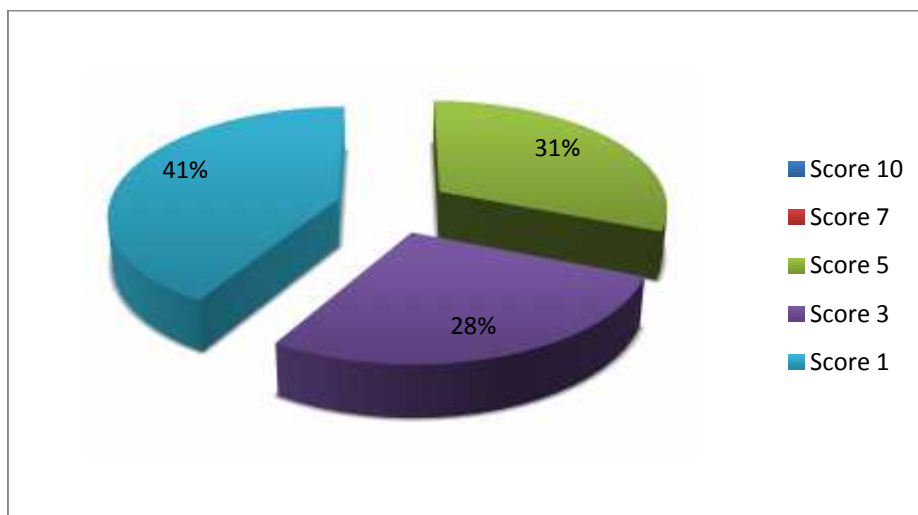
Table No. 3.21 Vocabulary

Score	No.	Percentage
Score 10		
Score 7		
Score 5	9	31%
Score 3	8	28%
Score 1	12	41%
Total	29	100%

Source: Initial Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.21 Vocabulary



Source: Table No. 3.21

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No. 1 VOCABULARY, the 41% of students obtained score 1, the 31% obtained 5; while the 28% of them obtained 3.

Interpretation: The results obtained show that students do not use new vocabulary and neither wide range of phrases related to the topic.

2.- FLUENCY

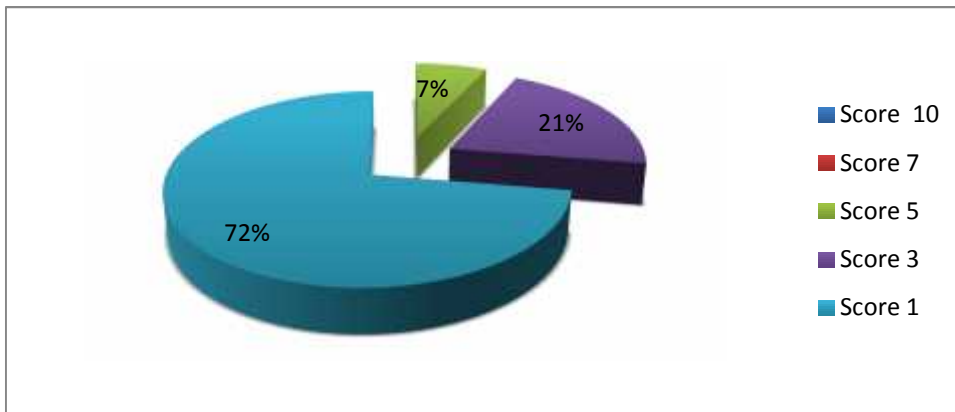
Table No. 3.22 Fluency

Score	No.	Percentage
Score 10		
Score 7		
Score 5	2	7%
Score 3	6	21%
Score 1	21	72%
Total	29	100%

Source: Initial Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.22 Fluency



Source: Table No. 3.22

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No. 2 FLUENCY, the 72% of students obtained score 1, the 21% obtained 3; while the 7% of them obtained 5.

Interpretation: The results obtained show that students do not have suitable speed, and students do not contribute positively to the conversation.

3.- ACCURACY

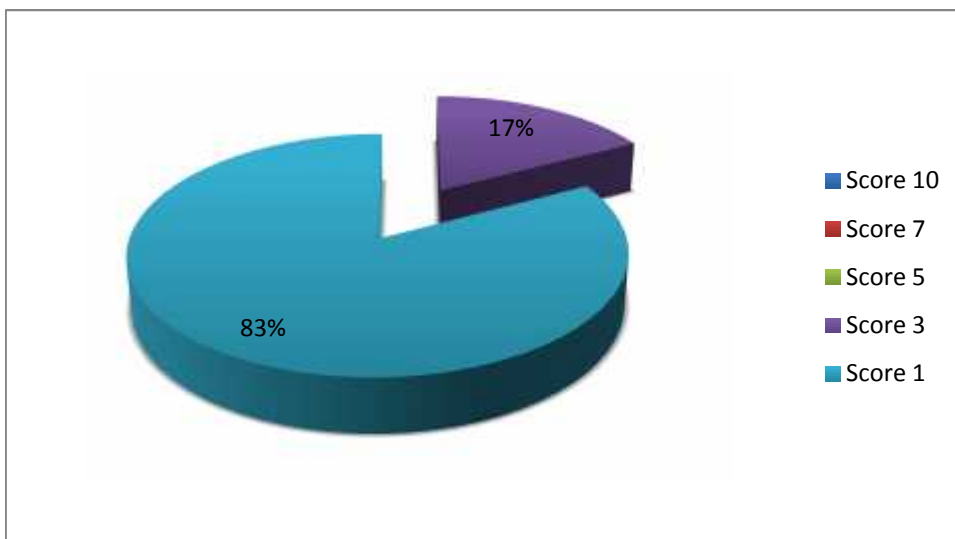
Table No. 3.23 Accuracy

Score	No.	Percentage
Score 10		
Score 7		
Score 5		
Score 3	5	17%
Score 1	24	83%
Total	29	100%

Source: Initial Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.23 Accuracy



Source: Table No. 3.23

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No. 2 ACCURACY, the 83% of students obtained score 1; while the 17% of them obtained 3.

Interpretation: The results obtained show that students do not use appropriately the verbs, sentences, connectors, grammar, structures and very clear meaning.

4.- PRONUNCIATION, RHYTHM AND WORD STRESS

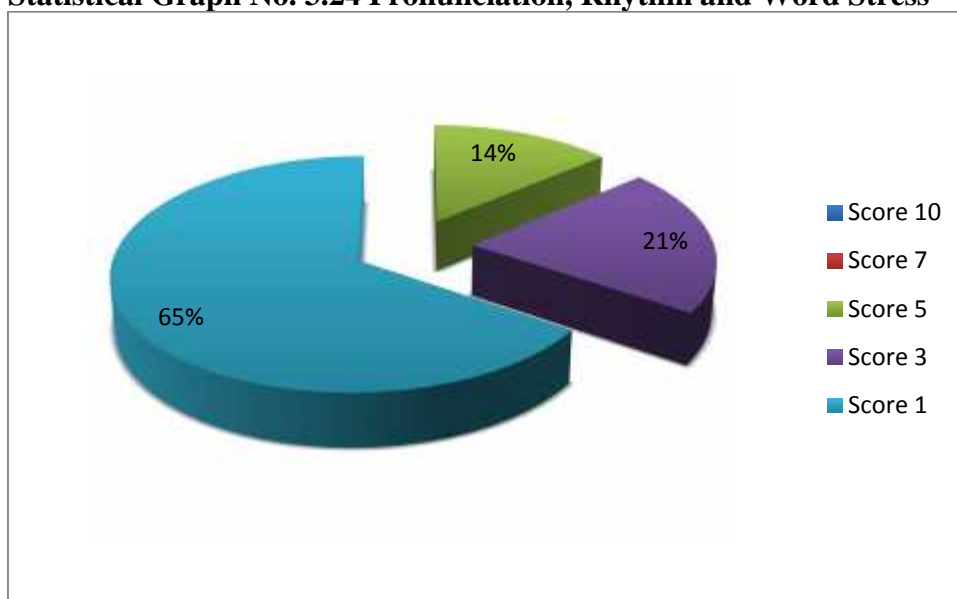
Table No. 3.24 Pronunciation, Rhythm and Word Stress

Score	No.	Percentage
Score 10		
Score 7		
Score 5	4	14%
Score 3	6	21%
Score 1	19	65%
Total	29	100%

Source: Initial Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.24 Pronunciation, Rhythm and Word Stress



Source: Table No. 3.24

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No.3 PRONUNCIATION, RHYTHM AND WORD STRESS, the 65% of students obtained score 1, the 21% obtained 3; while the 14% of them obtained 5.

Interpretation: The results obtained show that students do not have very clear tone of voice and correct intonation.

5.- VOLUME

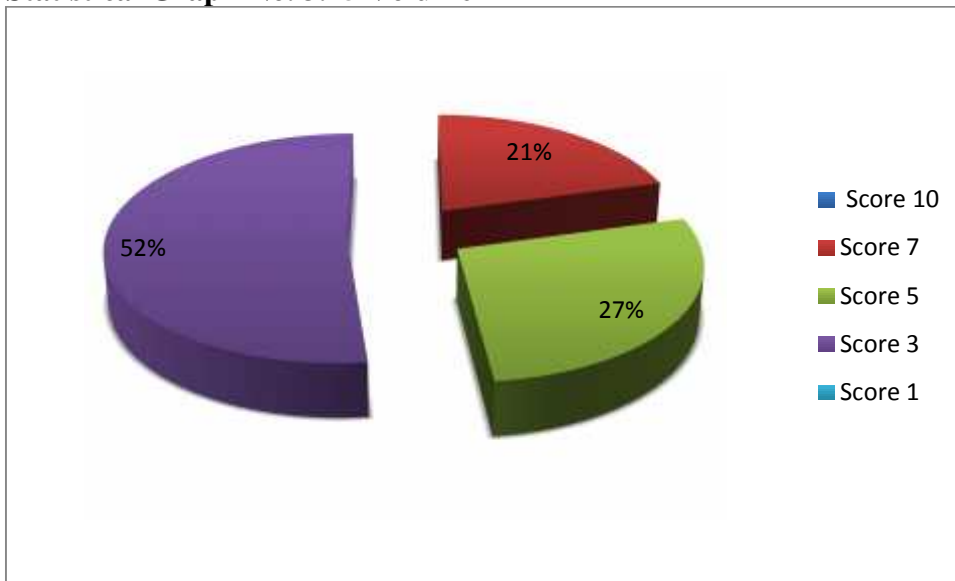
Table No. 3.25 Volume

Score	No.	Percentage
Score 10		
Score 7	6	21%
Score 5	8	27%
Score 3	15	52%
Score 1		
Total	29	100%

Source: Initial Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.25 Volume



Source: Table No. 3.25

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No.3 VOLUME, the 52% of students obtained score 3, the 27% obtained 5; while the 21% of them obtained 7.

Interpretation: The results obtained show that students do not have loud enough volume to be heard by all audience members throughout the conversation

3.7.5 Results obtained from the final evaluation after the application of authentic material to boost speaking skill to students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO”

1.- VOCABULARY

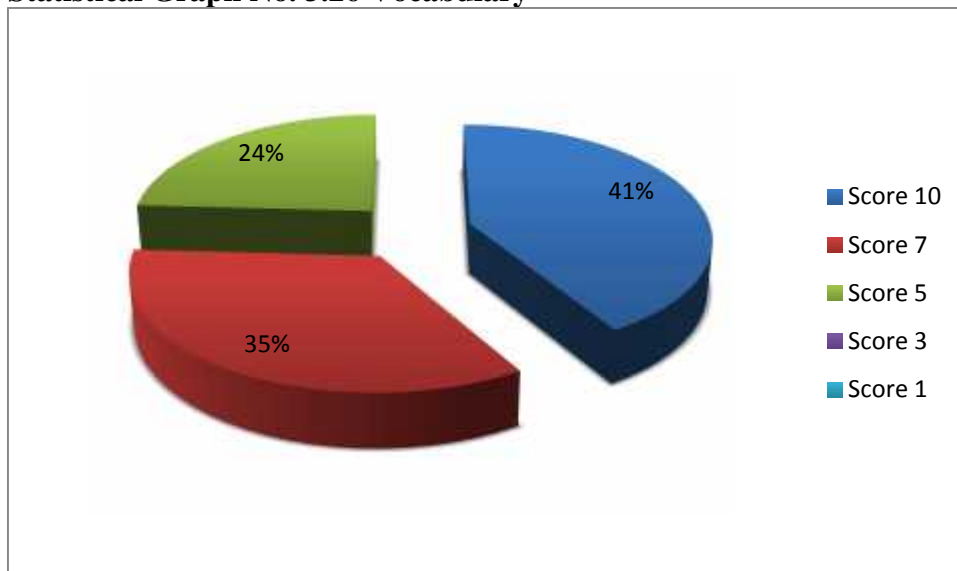
Table No. 3.26 Vocabulary

Score	No.	Percentage
Score 10	12	41%
Score 7	10	35%
Score 5	7	24%
Score 3		
Score 1		
Total	29	100%

Source: Final Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.26 Vocabulary



Source: Table No. 3.26

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No.1 VOCABULARY, the 41% of students obtained score 10, the 35% obtained 7; while just the 24% of students obtained score 5.

Interpretation: The results obtained show that students use new vocabulary and wide range of phrases related to the topic.

2.- FLUENCY

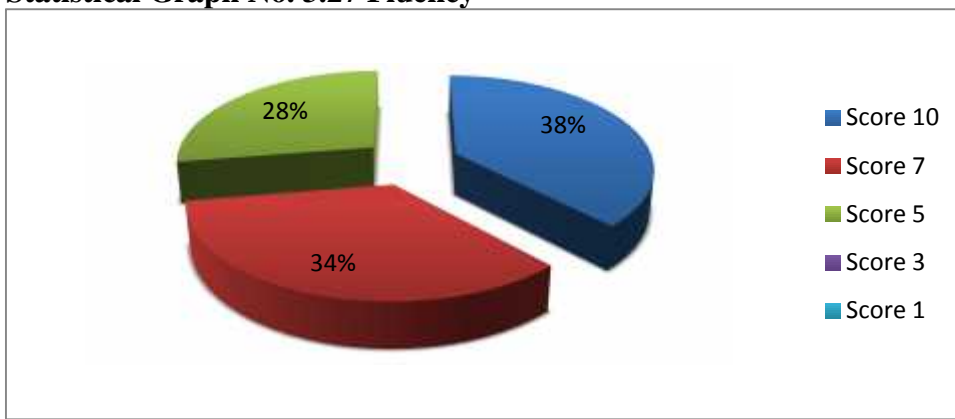
Table No. 3.27 Fluency

Score	No.	Percentage
Score 10	11	38%
Score 7	10	34%
Score 5	8	28%
Score 3		
Score 1		
Total	29	100%

Source: Final Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.27 Fluency



Source: Table No. 3.27

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No.2 FLUENCY, the 38% of students obtained score 10, the 34% obtained 7; while the 28% obtained 5.

Interpretation: The results obtained show that students use suitable speed while they are speaking and they contribute positively to the conversation

3.- ACCURACY

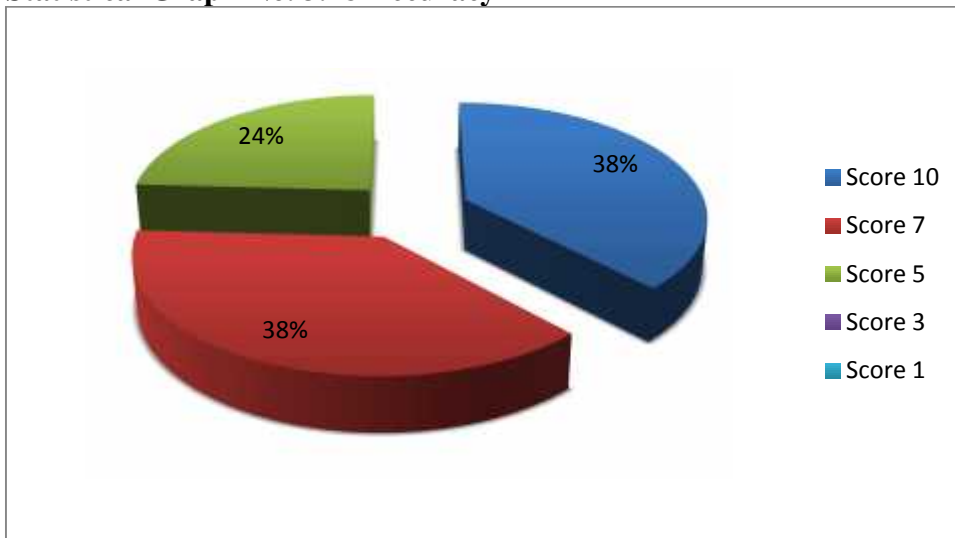
Table No. 3.28 Accuracy

Score	No.	Percentage
Score 10	11	38%
Score 7	11	38%
Score 5	7	24%
Score 3		
Score 1		
Total	29	100%

Source: Final Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.28 Accuracy



Source: Table No. 3.28

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No.3 ACCURACY, the 38% of students obtained score 10, other 38% obtained 7; while the 24% obtained 5.

Interpretation: The results obtained show that students use appropriately the verbs, sentences, connectors, grammar, structures and very clear meaning

4.- PRONUNCIATION, RHYTHM AND WORD STRESS

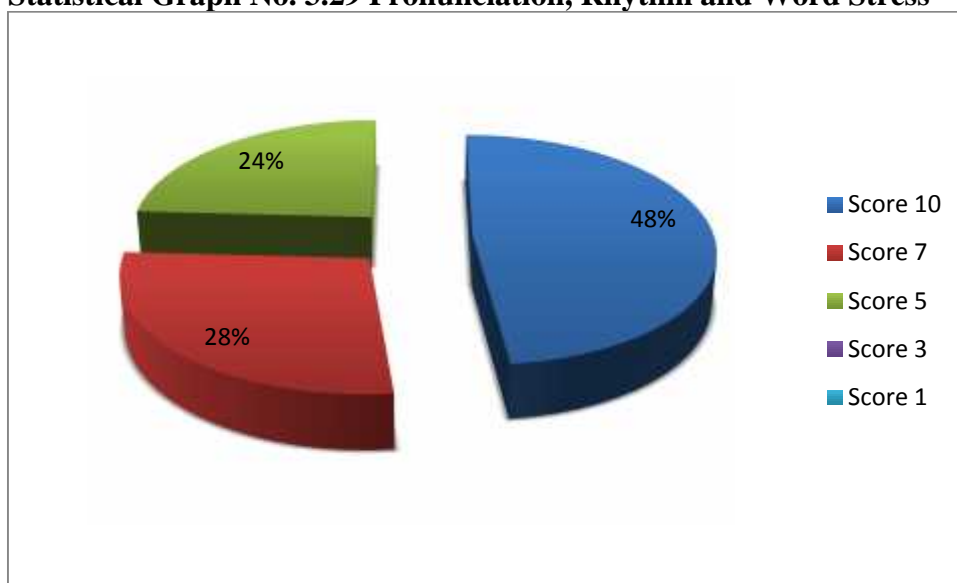
Table No. 3.29 Pronunciation, Rhythm and Word Stress

Score	No.	Percentage
Score 10	14	48%
Score 7	8	28%
Score 5	7	24%
Score 3		
Score 1		
Total	29	100%

Source: Final Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.29 Pronunciation, Rhythm and Word Stress



Source: Table No. 3.29

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No.3 PRONUNCIATION, RHYTHM AND WORD STRESS, the 48% of students obtained score 10, the 28% obtained 7; while the 24% obtained 5.

Interpretation: The results obtained show that students use very clear tone of voice and correct intonation.

5.- VOLUME

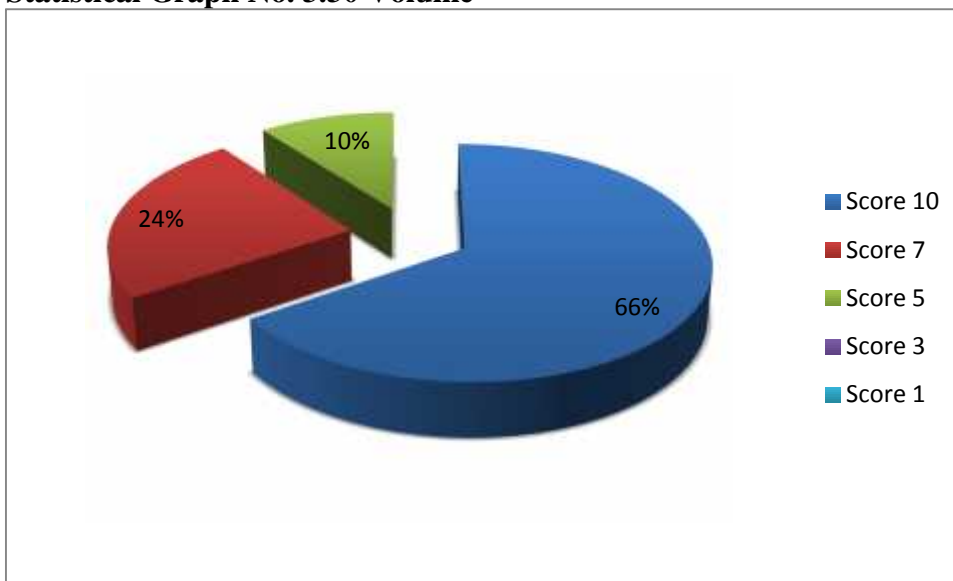
Table No. 3.30 Volume

Score	No.	Percentage
Score 10	19	66%
Score 7	7	24%
Score 5	3	10%
Score 3		
Score 1		
Total	29	100%

Source: Final Evaluation

Done by: Victor López and Angely Ocaña

Statistical Graph No. 3.30 Volume



Source: Table No. 3.29

Done by: Victor López and Angely Ocaña

Analysis: From the 100% of the answers of item No.3 VOLUME, the 66% of students obtained score 10, the 24% obtained 7; while the 10% obtained 5.

Interpretation: The results obtained show that students have the enough volume to be heard by all audience members throughout the conversation.

3.7.6 HYPOTHESIS TEST

Results obtained between the initial and final evaluation before and after the application of authentic material to boost speaking skill to students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO”

CATEGORY	ITEMS INITIAL EVALUATION					TOTAL	ITEMS FINAL EVALUATION					TOTAL
	Score 10	Score 7	Score 5	Score 3	Score 1		Score 10	Score 7	Score 5	Score 3	Score 1	
Vocabulary	Score 10	Score 7	Score 5	Score 3	Score 1		Score 10	Score 7	Score 5	Score 3	Score 1	
			31%	28%	41%	100%	41%	31%	24%			100%
Fluency	Score 10	Score 7	Score 5	Score 3	Score 1		Score 10	Score 7	Score 5	Score 3	Score 1	
			7%	21%	72%	100%	38%	34%	28%			100%
Accuracy	Score 10	Score 7	Score 5	Score 3	Score 1		Score 10	Score 7	Score 5	Score 3	Score 1	
				17%	83%	100%	38%	38%	24%			100%
Pronunciation, Rhythm and Word Stress	Score 10	Score 7	Score 5	Score 3	Score 1		Score 10	Score 7	Score 5	Score 3	Score 1	
			14%	21%	65%	100%	48%	28%	24%			100%
Volume	Score 10	Score 7	Score 5	Score 3	Score 1		Score 10	Score 7	Score 5	Score 3	Score 1	
		21%	27%	52%		100%	66%	24%	10%			100%

CHAPTER IV

ADMINISTRATIVE FRAMEWORK

4.1. HUMAN RESOURCE

N°	DESIGNATION	Work to do
2	Researchers	Research and Application
1	Tutor	Coordination
1	Teacher	Guide along the investigation
29	Students	Develop of speaking proficiency

Source:Thesis research

By: Victor López and Angely Ocaña

4.2. MATERIAL RESOURCE

N°	DESCRIPTION	TO USE
300	bond paper	Elaboration of Project and Thesis
300	Xerox copies	Make didactic material
4	ringings	Thesis and project
10	posters	lesson
20	fomix	Didactic material,posters
10	markers	lesson

Source:Thesis research

By: Victor López and Angely Ocaña

4.3 TECHNOLOGICAL RESOURCE

N°	DESCRIPTION	TO USE
1	Internet	Searching
1	Projector	Lesson
1	Digital camera	Students interaction pictures
10	Videos	Show cultural english performance
10	music	Engaged students into learning

Source:Thesis research

By: Victor López and Angely Ocaña

4.4. ESTIMATION OF COST (ESTIMATED BUDGET)

4.4.1. Budget

The estimated budget to fulfil with this investigation will be 535 five hundred thirty five American dollars, the promotion of money will be personal.

4.4.2. Expenses

Description	N°	Unit Price	SUBTOTAL
Bond paper	300	0,02	6
Xerox copies	300	0,04	12
Ringings	4	1,5	6
Posters	10	5	50
Internet	web	150	150
fomix	20	1	20
markers	10	0.60	6
Thesis cover	2	20	40
Project	1	10	10
Worksheets	300	0.05	15
Transportation	2 months	0.25	20
Among others			200
		TOTAL INGRESOS USD:	535.00

Source: Thesis research

By: Victor López and Angely Ocaña

CHAPTER V

5.1 CONCLUSIONS

- Authentic materials activities allow the improvement of students speaking skill due to their wide variety and chance to interact among them in the classroom.
- The students 'speaking skill improvement has shown a great efficacy after applying activities such as :comic strips, games, songs, videos and role play
- The results obtained from interviews proved that students were not immersing into a real speaking scenario due to the lack of resources and activities to boost speaking.
- The study and application of authentic materials activities showed after their application a great atmosphere to work and deal with the subject, those activities also help to handle and work on negativism towards learning English as a second language.

5.2 RECOMMENDATIONS

- Teachers should use comic strips, games, songs, videos and role play as activities that help them to springboard the student's potential in order to improve their communication beyond the classroom.
- Teacher should also advise their students to look for different kind of resources on the internet which get them involve into a real language world and get the most relevant input to their lives.
- To maintain a fluently speaking atmosphere along the lesson ,it is favorable to reduce fears trough out games and song at the beginning of the lesson ,it will be fun and also a good resource to encourage the students to be active .

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ATTACHED DOCUMENTS

ATTACHMENT “A”

Survey addressed to the students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO”



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGES CAREER

This survey is addressed to Students of Primer Año de Bachillerato Paralelo “C” at Unidad Educativa “ALFREDO PÉREZ GUERRERO” with the purpose of knowing how useful is to use of Authentic Material to boost speaking skill. Please, be as honest as possible when answering the questions below.

1.- What kind of authentic material does the teacher use to teach speaking skill?

Videos _____ Songs _____ Magazines _____ Comics _____

Tv programs _____ Movies _____ Nothing _____

2.- Do you feel motivation to learn English without the use of a coursebook?

Yes _____ No _____ Sometimes _____

3.- How often does the teacher use authentic material to teach speaking skill?

Always _____ Sometimes _____ Seldom _____

4.- Do you watch videos of famous people or interview of native speakers in class?

Always _____ Sometimes _____ Never _____

5.- Do you debate in class about any topic?

Always_____

Sometimes_____

Never_____

6.- Do you consider difficult to maintain a conversation in English?

Yes_____

No_____

7.- How often do you speak in English among classmates?

Always_____

Sometimes_____

Never_____

8.- While speaking can you understand the whole message in English?

Yes_____

No_____

Just some

words_____

9.- Do you do role plays (act as other person) in class?

Always_____

Usually_____

Never_____

10.- What do you do to improve your speaking skill?

Listen and sing songs _____

Watch Tv Programs_____

Speak with your classmates_____

Nothing_____

ATTACHMENT “B” INITIAL EVALUATION

LET ME INTRODUCE MYSELF

- Hi, my name’s
- I’m from (country)
- I live in (city)
- I’m ... years old.
- My birthday is on
- I’m a student at
- My favourite subject is
- My favourite sport is
- There are ... people in my family.
- They are
- My father is a and my mother a
- I would like to be a because
- My hobby is
- In my free time, I also like
- I don’t like
- My favourite food is
- My favourite drink is
- My favourite day of the week is because
- My favourite month is because
- My favourite singer (or band) is
- I like (movies).
- My favourite place is I like it because
- I (don’t) like travelling. I have been to
- The most beautiful place in my country is
- I study English because

Months

January
February
March
April
May
June
July
August
September
October
November
December

School subjects

English
science
maths
art
PE
physics
chemistry
music
social studies
history
geography
computer science

Hobbies - Free time activities

- reading, painting, drawing
- playing computer games
- surfing the Internet
- collecting stamps/coins/...
- going to the cinema
- playing with friends
- playing with my dog
- going to the park/beach/...
- listening to music
- shopping, singing, dancing
- travelling, camping, hiking

Movies

action movie
comedy
romantic comedy
horror movie
sci-fi movie
war movie
thriller
animated cartoons



Because...

- ... I like it a lot.
- ... I think it’s important.
- ... there are many things to see and do.
- ... I have to.
- ... I can relax there.
- ... it’s relaxing/popular/nice/...
- ... it’s the last day of the week.
- ... I’m good at English/maths/...



Jobs

teacher	policeman	doctor
nurse	builder	architect
civil servant	engineer	social worker
secretary	businessman	shop assistant
manager	fire fighter	shopkeeper
cleaner	postman	waiter/waitress



ATTACHMENT "C"
FINAL EVALUATION



LETS TALK ABOUT SHOPPING

Conversation cards

Do you enjoy shopping?
How often do you go shopping?

What's your favorite place to shop? Why?

How important is customer service when you are shopping?

What was the last thing you bought for yourself?
Where did you buy it?

Do you compare prices at different stores when you go shopping?

What was the last thing you bought for someone else? Why did you buy it?

Can you name a few supermarkets? Which one do you like best? Why?

What's the best place to buy computers and electronics? Why?

Are brand names important to you?
Why (or why not)?

Where do you usually buy your clothes? Why?

Where would you go to buy toys? Why?

Does your family have a TV?
Where did you buy it?

Who does the shopping in your family?
(= buy household items)

Small local shops or big supermarkets? Which do you prefer? Why?

Cash, ATM card or credit card. Which is the easiest? The most dangerous? Why?

Where do you buy fruit and vegetables? Why?

How do you usually pay when you buy something?

Do you like to go shopping alone or with friends? Why?



ATTACHMENT “D”
Speaking Rubric
 Unidad Educativa “Alfredo Pérez Guerrero”

Name: _____

Class: Primero de Bachillerato “C”

Date: _____

CATEGORY	PERFORMANCE	SCORE	TOTAL					
VOCABULARY	Student uses new vocabulary and wide range of phrases related to the topic	<table border="1" style="display: inline-table;"> <tr> <td>10</td> <td>7</td> <td>5</td> <td>3</td> <td>1</td> </tr> </table>	10	7	5	3	1	
10	7	5	3	1				
FLUENCY	Suitable speed ,the student contributes positively to the conversation	<table border="1" style="display: inline-table;"> <tr> <td>10</td> <td>7</td> <td>5</td> <td>3</td> <td>1</td> </tr> </table>	10	7	5	3	1	
10	7	5	3	1				
ACCURACY	The student uses appropriately the verbs, sentences, connectors, grammar structures and very clear meaning	<table border="1" style="display: inline-table;"> <tr> <td>10</td> <td>7</td> <td>5</td> <td>3</td> <td>1</td> </tr> </table>	10	7	5	3	1	
10	7	5	3	1				
PRONUNCIATION RHYTHM AND WORD STRESS	Very clear tone of voice and correct intonation	<table border="1" style="display: inline-table;"> <tr> <td>10</td> <td>7</td> <td>5</td> <td>3</td> <td>1</td> </tr> </table>	10	7	5	3	1	
10	7	5	3	1				
VOLUME	Volume is loud enough to be heard by all audience members throughout the conversation	<table border="1" style="display: inline-table;"> <tr> <td>10</td> <td>7</td> <td>5</td> <td>3</td> <td>1</td> </tr> </table>	10	7	5	3	1	
10	7	5	3	1				

ATTACHMENT “E”

Activities that were done during the application of authentic materials to boost students speaking skill in Primero de Bachillerato class “C” at Unidad Educativa “Alfredo Perez Guerrero” in Guano canton, province of Chimborazo, in the school year 2014-2015

The application of authentic materials lasted one month where researchers attended to the school for teaching 2 hours daily. The tutor at **Unidad Educativa “Alfredo Perez Guerrero”** scheduled appropriately the use of a multimedia room as well as asked the researchers to plan activities in advanced in order to cover the time assignation. Researchers developed activities that helped the students to interact in pairs and groups, to manage it, the furniture was placed in a semicircle, so every students had the chance to participate an move freely around the salon.

The activities were designed according to the students´ level, age and needs, taking into account strengths and weakness to make easier the development of them. Six activities were planned for teaching which were recorded the progress, effectiveness in an observation card according to specific parameters such as: speaking fluency and accuracy, participation, vocabulary, pronunciation.

Next, every activity is explained in detail to show how they were thought and performed.

ACTIVITY N° 1

TOPIC: PIZZA SLICES OF MY LIFE

Goal: This activity is based on the lives and interests of the people in the room, so it doesn't require people to spend unnecessary mental power trying to talk about something they have little or no experience of or interest in.

Identity pizza

Materials: A blank sheet of paper for each person (at least A4 size)

Pens

Pencils for drawing and colouring.

Directions:

- ✓ Make sure that each person has a piece of paper and something to draw with. Ask each person to draw the outline of a pizza (a big circle) on their piece of paper. It does not matter if it is not a perfect circle – pizzas are not perfectly circular. The outlines should take up as much of the paper as possible.
- ✓ Ask each person to think of one thing that defines them as a person, an experience they have had or a skill they possess. They should try to come up with between five and seven things.
- ✓ Ask them to divide their pizza into slices and to draw a picture for each of the things they thought of. Each picture should fill one slice.
- ✓ They should come up with something like this. So should you – because the teacher or facilitator of the group is as involved in this activity as the learner



Example: **What is** that picture?

Why did you draw a picture of a bull?

What is the significance of the phone?

Why is the camera **important**?

Is that a plane? **I guess** you must like to travel.

That looks like a classroom. **Are you** a teacher?

ACTIVITY N°2

TOPIC : CONVERSATION CORNER

Goal: To know about different culture,food,sightseeing through a world brochure

Directions:

- ✓ Show some examples of printed brochures to the students in order to get the idea about how were made each one.
- ✓ Work individually, in pairs or teams.
- ✓ Ask the students to express ideas about impressive landmarks around the world.
- ✓ Name the countries where they are.
- ✓ Share some amazing landmarks in Ecuador.
- ✓ Think about the importance of each one.
- ✓ Design a landmark which helps tourists to know about it.
- ✓ Give time to design and write a brochure which describes in detail the attraction.
- ✓ Share a short presentation to convey the visitors to visit your amazing landmark.



ACTIVITY N °3

TOPIC: CARTOONS, CARTOON STORIES AND UNUSUAL PICTURES

Information gap activity: Order the story

Information gap and jigsaw tasks have been shown to be beneficial task types in terms of promoting obligatory, as opposed to optional information exchange and as a way of promoting collaborative dialogue in the classroom. In this activity, students work in pairs and the information.

Procedure:

- Before the class, find a cartoon with at least 4 vignettes. The cartoon should be without dialogue. The more vignettes and more elements in the story, the more difficult the task.
- Print the cartoon and cut up the vignettes. Divide the vignettes equally between student A and student B.
- Give students time to think about how to describe their pictures and ask for any vocabulary they need.
- Pre-teach any difficult vocabulary that has not come up as well as phrases for talking about pictures and sequencing: e.g. In my picture there is... I can see... I think this is the first / second / last picture... Then.... After that....
- Tell students to work together to put the story in the correct order.



ACTIVITY N°4

TOPIC: ROLE PLAY

Goal: Students need to learn not only linguistic and sociolinguistic knowledge but also how to use speaking strategies to keep conversations going. Through role plays students can improve their oral production since they maximize individual language use.

Procedure



✓ **Establish a situation.**

Eg. Guests and waiter at a restaurant.
Use different magazine and cut some pictures from restaurants

✓ **Discuss what the speakers might say. Write prompts on the board.**

- Greeting
- Asking for the menu
- Offering the menu
- Ordering the food
- Taking the order
- Asking for the bill
- Paying

✓ **Go through them one by one helping students to give sentences or questions for each one to guide the role play. Eg.**

- Greeting → * Good Afternoon, What can I do for you?
- Asking for the menu → * Can I see the menu, please?
- Offering the menu → * Today's main course is.....

- Ordering the food → * What can you recommend us?
- Taking the order → * What would you like to start with?
→ * What would you like to drink?
- Asking for the bill → * Could I have the bill, please?
- Paying

- ✓ Let students organize the conversation based on those prompts and practice it.
- ✓ Set a time limit.
- ✓ Ask students to perform.
- ✓ Ask students to respect each other/ listen to all performance.



ACTIVITY N°5

TOPIC: SONGS

Goal: They can serve as an incentive for speaking English in class because they are marked by the richness of content, poetical metaphors, and symbols which emotionally reflect the world we live in. Students can discuss a single song, the repertoire of a group as well as different musical trends.

Song Discussion

The aim of this activity is forming speech skills while discussing the songs under consideration.

1. - Presenting pre-listening task to the students.

** Teacher presents the title of the song and asks to students give opinions about that.*

WHEN I WAS YOUR MAN

2. - Listening to the song

Students will listen the song first time.



3.-Students answer the pre-listening questions.

Do you like the song? Why?

What is the song about?

What feelings does it evoke?



4. - Post-listening questions.

Who is the singer?

Whose image is created in the song?

What kind of love is depicted in the song?

Is the love story told with emotion or detachment?

5.- Presentation of the typed text of the song lyrics.

6. - Second listening to the song.



7. – Discussion of the song. Students are involved in a discussion of problematic questions.

What do you think about the man?

Do you agree or disagree with him?

What do you think about this phrase?

“You never know what you have until you lose it”.

8. - Let students to sing the song.

ACTIVITY N°6

TOPIC: FAMOUS PEOPLE INTERVIEWS

Materials: access to the Internet

Time : 45 minutes at the computer + 10 minutes per pair of students

Focus : reading, negotiating, collecting information, reporting, discussing strategies

Preparation : task sheet

Procedure:

IN THE MULTIMEDIA LABORATORY

The students are paired and receive the following instructions : go to the site www.time.com/time/time100/index.html and select one person among the list of 100. Read the given information and prepare a report including :

- ✓ the name of the selected person
- ✓ his/her brief biography
- ✓ his/her best achievements
- ✓ unexpected facts you discovered
- ✓ the reasons for your choice



BACK IN CLASS

Each pair gives the oral report (which can also be presented as an interview). If, by chance, two pairs have selected the same person, this is even more interesting, as we can see how the same input of information is treated. When all the pairs have spoken, we round up the activity with a feedback discussion on questions such as the selection process, the reading strategies, the data collection, the speech preparation, the speech itself (structure, voice, eye contacts)

ATTACHMENT “F”

OBSERVATION GUIDE

UNIDAD EDUCATIVA “ALFREDO PEREZ GUERRERO”

ACTIVITY N°.....

CLASS..... DATE:

TEACHER: TOPIC:.....

GOAL:.....
.....

<i>PROMPTS</i>	<i>SCORES</i>			
	<i>Ineffective</i>	<i>Partially Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
CONTENTS:				
<i>Essential, scientific, organized</i>				
<i>According to students' level</i>				
LEARNING DEVELOPMENT				
<i>Activities foster the students' interest</i>				
<i>Authentic materials helps to increase aural production</i>				
<i>Students speaks their ideas clearly</i>				
<i>Pronunciation</i>				
<i>Appropriate use of vocabulary</i>				
METHODOLOGY				
<i>Use of authentic materials</i>				
DIDACTIC MATERIAL				
<i>Useful</i>				
<i>Facilitates the teaching – learning process</i>				
<i>The material is creative and innovative</i>				