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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA**

“The Use of Authentic Material to Help Twelfth Graders Build up Vocabulary”
at “*Ciudad de Girón*” High School

Trabajo Investigativo del Curso de
Graduación previo a la obtención del
Título de Licenciado en Ciencias de la
Educación en la Especialización de Lengua
y Literatura Inglesa.

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RESUMEN

Teniendo en cuenta el tema de este trabajo es el uso de material auténtico, en el segundo año de Bachillerato en la "Ciudad de Girón" de alta escuela, una breve revisión de la literatura se ha hecho junto con las prácticas de la clase ocho. Las prácticas se dividen en dos secciones, cada sección es de cuatro clases a la semana, a partir de lunes a jueves y cuatro clases en la segunda semana de la misma manera, de lunes a jueves. En los cuatro días de la primera semana, videoclips cortos se presentaron los siguientes temas: Sueños, felices Niños, Hogar, y el color azul. En la segunda semana, se utilizaron los mismos temas en el mismo orden, pero utilizando textos reales seleccionadas. Al final de cada clase, en la primera y en la segunda semana, se hicieron algunas preguntas a los estudiantes y ellos mostraron su interés y motivación al responder estas preguntas acerca del uso de material auténtico en la clase, como se puede ver en la gráficos que este trabajo incluye. En consecuencia, los profesores de la escuela secundaria Ciudad de Girón podrían utilizar este material auténtico como apoyo para sus clases.

PALABRAS CLAVE

Material auténtico - Videos - Lectura - EFL Aula de Clases



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ABSTRACT

Considering the topic of this work is the use of authentic material in the second year of Bachillerato at “Ciudad de Girón” high school, a brief literature review has been made together with eight-class practices. The practices were divided into two sections, each section being four classes in a week, starting from Monday to Thursday and four classes on the second week in the same way, from Monday to Thursday. On the four days of the first week, short video clips were presented with the following topics: Dreams, Happy Children, Home, and The Color Blue. On the second week, the same topics were used in the same order, but using selected real texts. At the end of each class, in the first and in the second week, some questions were made to the students and they showed their interest and motivation when they answered these questions about the use of authentic material in class, as you will see in the graphs that this work includes. Consequently, the teachers at the Ciudad de Girón high school could use this authentic material as a support for their classes.

KEY WORDS

Authentic Material - Videos - Reading – EFL Classroom,



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The Use of Authentic Material to Help Twelfth Graders Build up Vocabulary at "Ciudad de Girón High School"





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AUTHORSHIP

The author of this Monographic Work is the only responsible for the ideas, opinions, and contents stated here.

Julio Álvarez Torres

I.D: 0101149680



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DEDICATION

This work is dedicated to my family: my wife Margarita, my daughters Estefanny (she lives in our hearts), Ma. Isabel, and my little son Adrian. All of them in different ways made me understand that this challenge could be overcome.

Julio



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Thanks to God, Who is the infinite, mysterious, and indefinable source of love. He gave me the strength and the intelligence needed to achieve this hard goal. Thanks to my wonderful family, to my teachers, who gave me the best knowledge they have. Special thanks to Mst. Rafael Argudo Vicuña, the Director of this Monographic Work, who gave me all the support I needed.



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INTRODUCTION

The topic “The Use of Authentic Materials to Help Twelfth Graders Build up Vocabulary at “*Ciudad de Girón*” high school” will help teachers think of different kinds of materials which are more real and supporting for the students; therefore, the students’ interest will rise. When learning a second language, the use of authentic material in the classroom is very significant because all four skills are involved.

In Ecuador, we have generally used the official textbooks of the Ministry of Education, which are extensive and do not let us use additional material due to the scarcity of time assigned for English classes. Sometimes, for one reason or another, students are given tasks in class or as a homework and they have to use authentic material and make an extra effort to accomplish the task and get good grades.

By using short video clips and authentic texts during two weeks, I could realize that students were interested and motivated during the class. Based on my personal experience, these classes need to be given in an appropriate virtual classroom, which means that it is necessary to use the Internet, a



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projector, and other materials. The positive results obtained will be observed later in the graphs of this work.

Finally, every Ecuadorian teacher who is engaged with the noble goal of teaching must be also interested in getting better kinds of strategies to improve the teaching-learning process in the classroom.

CHAPTER I

THE PROBLEM

1.1 The Topic

The Use of Authentic Material to Help Twelfth Grades Build up Vocabulary at “*Ciudad de Girón*” High School

1.2 Purpose

This monographic work will be directed to improve the use of authentic material to build up vocabulary in the Second Year of “*Bachillerato*.”

1.3. The Problem

The use of authentic material was chosen based on my personal experience working with high school students. And it is necessary for teachers to look for different teaching alternatives when they work with teenagers.

1.4. Research Question

What is the effect of using authentic material to build up vocabulary?



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1.5 Objectives

Aim

To propose the use of authentic material, such as videos and authentic texts, in order to build up vocabulary in the second year of “*Bachillerato*” at “*Ciudad de Girón*” high school.

Specific Objectives

- To use videos to engage the students in the teaching learning-process.
- To design a booklet with authentic texts that can be used in class.

CHAPTER II

LITERATURE REVIEW

Alejandro G. Martinez (2), the author of “Authentic Materials,” in the introduction of his work mentions the interest in alternative and untraditional ways of teaching at primary and secondary schools. Therefore, he chose authentic materials and tried to use them, so his English teaching task would be more effective and also more interesting. The present summary is related to some authentic materials.

Alejandro G. Martinez’s overview of authentic materials deals with the definition, advantages and disadvantages of their use, and also the possible sources. The author states that “The sometimes called ‘authentic’ or ‘contextualized,’ real-life materials are those that a student encounters in everyday life but that they were not created for educational purposes. They include newspapers, magazines, web sites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels” (Martinez 2). They also include news, films, songs, soap operas, and comedy as audio visual mass media materials (Bahrani 56).



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The most relevant difficulty appears when the materials are not chosen according to the student's level. However, for lower levels, leaflets, menus, video and audio advertisements, short reports, short news articles, and simple tasks are used. The materials will be more extensive and the vocabulary should be taught first, and, with advanced students, some explanation and definitions may be given.

Julio Foppoli (1) talks about the pros and cons of using authentic materials. The most important difference between authentic and graded materials is that authentic material focuses on a particular structure that is presented to the student. Graded material helps a lot in the rise of the students' consciousness of important structures and patterns to be learned.

Authentic material is real and it is created for native speakers; one disadvantage is that sometimes it is not teacher-friendly and you will need too much time to read and look for something useful.

But when teachers have time to research, they will be able to find lots of information to be used in the classroom. However, if you do not have time, a balanced approach may be the solution. So, graded material will introduce the topic and later the authentic material will be used. Also, you can ask your class to use authentic texts, videos, etc. and sometimes it is good to combine them. You should decide what is the best for your learners.

An important thing about using authentic material is that students learn about everyday language from real life. Therefore, teachers must be aware of this situation and try to use it as additional material in the classroom.

Ghaderpanahi (146), in her book, *Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom*, states that teachers have discussed the use of authentic material and cultural content and they agree that authentic material is beneficial for the teaching-learning process. What they are not so clear about is when authentic material should be introduced in an EFL classroom. Richards (253) states that authentic material contains difficult language, unneeded vocabulary, and complex structures which



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bother teachers. Alejandro Martinez (12) mentions that this material may be biased, and it has a lot of mixed structures, so the question is when to use it.

Guariento and Morley (2001) state that authentic material can be used in post-intermediate levels because students know a lot of vocabulary and structures. In lower levels it may be demotivating for students. To overcome this situation, the author says that students feel better if they are involved with real language and they get pedagogical support. To achieve this goal, there are some choices: listening for the gist of information, encouraging to read for pleasure, using audio-visual material, etc.

Westerhuis (56) defines 'culture' "as the customs, values, laws, technology, artifacts and art of a particular time or people". But the cultural component of English teaching material has been questioned. Another author, McKay (7), states that the cultural component will develop "learner motivation."

Kaliskaya (2004) believes that the cultural component is an effective key to teaching a foreign language.

Now, teachers have many choices in textbooks that focus on grammar structures. Other activities are based on teachers talking and students listening, which are opposite to a good learning process. Therefore, students need variety and excitement to foster learning motivation.

McKay (7) states that the best cultural material is the international target language, which is the knowledge from different cultures all over the world as well as the students' own culture that should be discussed and integrated. If the cultural content is used, teachers have to remember that English is an international language that helps to motivate students.

We have a fast access to many sources and technological developments. They are almost all printed material from the Internet. Consequently, we have a cultural content to use in classrooms. This cultural information is found in newspapers, videos, talks/discussions, role plays, culture quizzes/tests, etc.



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Susan Stempleski and Barry Tomalin (qtd. in Martinez 9) give some reasons to use videos in the teaching process:

- a. It is a big motivation because the combination of moving pictures with sounds interprets language in a comprehensive and realistic way.
- b. Videos often make students more communicative in the target language.
- c. Verbal aspects of communication are presented.

As a supplementary material, sometimes videos can be used at any level. It is suitable for beginners and elementary levels. At the beginning, good motivation is important for pupils, who have to be attentive when the material is presented. It is also important to mention that all skills are involved when using videos in the classroom.

Video sequence is the basis of examination. "There are two types of video material – educative videos and authentic videos. Educational materials are CDs and DVDs, which come together with textbooks or which have been created for educational purposes. Authentic videos are materials primarily intended for native speakers" (Martinez 11).

It is important to prepare the Lesson Plan and the material. Once this is done, it can be used again next year in other classrooms and other teachers can also use it. In lesson planning, the teacher should consider the needs of the students. The teacher should select the most important sequence that the students will be interested in, because they do not consider a video as an educational material, but entertainment.

There are other things to be considered, such as the length of the lesson, the students' level and age, skills, and the level of language in the sequence. The teacher will use relevant language items for the students and it is also recommended to use scripts with the videos, which will be used during the preparation and in the lesson.

Leila Ghaderpanahi (146) researched about the influences of authentic aural materials for developing listening comprehension for students learning



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English as a foreign language. Thirty female students of the university of Al-Zahro in Tehran participated in this study. The students had been learning English for six years, but they did not know the purpose of the investigation.

The ETL class cooperated in the research taking two interview sessions for data collection on the first and on the last week of the program to see the students' points of view and attitudes about the use of authentic material to develop listening comprehension. The researcher had to notice that the use of authentic material implemented listening competence in the classroom.

Most of the time, the researcher worked on pre-listening exercises, matching definitions with vocabulary items. Finally, she introduced audio tape related to the listening tasks. After that, students were assigned other tasks, like answering questions and getting specific information.

The students' listening and comprehension improved after using authentic material in the classroom. The results also indicated the uneasiness felt by the students when trying to understand the instructor's oral expression at the beginning. Later, the students were more relaxed. After the students used authentic material, they recognized their achievements when they listened to or watched programs in the real world.

Recently, research has paid attention to listening comprehension. Listening is important in language learning because it gives input to the learner. Without understanding input, students cannot learn anything. Consequently, authentic material must be used in any foreign-language classroom.

It is important to understand that students do not take any initiative to try to find new reading sources outside the classroom. Teachers believe that students' lack of reading is due to the appearance of multimedia.

Consequently, many researchers are focusing on extensive reading. Researchers such as Day and Bamford (2008) and Hunter (2009) have highlighted the great importance of reading in the learning process. Reading helps students to improve vocabulary, syntax, and other language skills.



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When using reading to learn a new language, the role of the teacher is meaningful because he supplies sufficient reading materials for students. Guo's (196) study reveals that the great use of simplified reading material enriches the student's reading habits, reading speed, and vocabulary.

It is necessary to remark that students today do not like to read; they read only what is required. Consequently, teachers are concerned about this situation and they are trying to find ways and sources to encourage students to read. There is no doubt that textbooks used in class are not enough for the students' needs. "While [textbook] materials provide valuable information for the learners, students seem to have little interest in them" (Guo 2011).

Therefore, it is necessary to use other sources for English learning instead of just textbooks. Widdowson (1990) suggests the use of authentic material for learners.

As we know, authentic material contains "Real language, produced by real speaker or writer for a real audience and designed to convey a real message of some sort" (Gilmore 2007). Gilmore also adds that authentic material had been used for language learning several decades ago and it has regained its popularity due to the rise of the communicative approach. The objective of the communicative approach is to develop language competence for communication in real life. On the other hand, textbooks have artificial classroom dialogue practices because they do not belong to real life.

It is significant to mention that the use of authentic material has been questioned because of its complexity in vocabulary and structures, especially for lower-level students, but this problem may be solved with the help of the teacher. Students can ask him questions about difficult words and text significance (Belaghizadeh 2010). Here, it is interesting to highlight the interaction between the teacher and the students to solve difficulties in the teaching process.

There is a variety of authentic material for reading, such as literature, DVD's, CD's, news, movies, TV programs, brochures, and menus. Floris (2008)



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points to the necessity of including these materials in the course design, because, as it was said before, they are motivating, engaging, and important to students' lives.

Another aspect which is worth mentioning is online sources, where there is a lot of information available, and it is especially valuable for students to improve vocabulary and verbal expressions. Also, it helps to get a better understanding of cultures, and it is a motivating factor in the English learning process.



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CHAPTER III

METHODOLOGY

3.1. First Week of Class Practice.

A research was carried out regarding the use of authentic material at “Ciudad de Girón” high school. Two weeks of class practices using two types of authentic material were planned during the last days of May and first days of June of 2013. This material consists of four short video clips with the following topics: Dreams, Happy Children, Home, and The Color Blue. Distributed Monday, May 27, Dreams; Tuesday, 28 Happy Children; Wednesday 29, Home, and Thursday 30, the Color Blue. The time for each lesson was forty minutes. Each lesson plan has the stages of anticipation, construction, and consolidation. The lesson plans are these:



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CLASS PLAN

Number: One

Teacher: Julio Alvarez

TIMING	MATERIAL	SET UP	RESOURCES	NOTES
Monday 27 May	DREAMS Part One			
08:35– 08:40	Question on board: Q: What do you dream about? List down on whiteboard A: I dream <u>about</u> ...	Class brainstorm – elicit answers	On board	
08:40 – 08:45	Start clip and stop at baby's image; elicit answers Q1: What can you see in the picture? Q2: Is it a baby boy or a baby girl? Q3: How old do you think the baby is?	Classroom discussion or pair work Put on board	Oral Questions	
08:45 – 08:55	Introducing clip 2x without text <u>Stage 1: ask about gist</u> 1 st speaker: <i>I don't remember...</i> 2 nd speaker: <i>exam / naked</i> 3 rd : <i>being in a tornado / storm</i> <u>Stage 2: play it again to check</u> <u>Stage 3: with text</u>	Whole class	BBC clip	To download



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08:55 – 09:05	Processing of the material 1 Eliciting time adverbs of frequency: Do you remember your dreams? I usually / often / never remember my dreams Grade from always to never 2 <i>can</i> and <i>can't</i> What can you do in your dreams? What can't you do in your dreams? 3 Go back to beginning of clip, start playing again (What is the baby dreaming about?)			
09:05 – 09:15	Feedback Part One: in English Write 2-4 sentences about a recent dream of yours What are you most scared about in your dreams? Part Two: in Spanish Did you like the clip? Yes / No If yes, why? If no, why not? How much of the clip did you understand? Everything - Most of it – Some of it – Nothing	Filling in the questionnaires individually	Blank questionnaires	To create and print



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CLASS PLAN

Number: Two

Teacher: Julio Alvarez

TIMING	MATERIAL	SET UP	RESOURCES	NOTES
Tuesday 28 May	HAPPY KIDS Part One			
11:45 –11.50	Question on board: Q: What makes you happy? List down on whiteboard A: I am happy when...	Class brainstorm – elicit answers	On board	
11:50 – 11:55	Start clip and stop at the first image; elicit answers Q1: What can you see in the picture? Q2: Are the children happy or unhappy? Q3: How old do you think the children are?	Classroom discussion or pair work Put on board	Oral questions	
11:55 – 12:05	Introducing clip 2 x without text Stage 1: ask about gist 1 st speaker: children happy... 2 nd speaker: friends ,chocolate 3er speaker: games, football, toys Stage 2: play it again to check	Whole class	BBC clip	To download



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	Stage 3: with text			
12:05 – 12:15	Processing of the material 1 Eliciting verb like+verb -ing 1. Do you like playing games? I like playing games. List down some games that you like playing			
12:15 –12:25	Feedback Part one: in English Write 2 – 4 sentences about the games you like Part two: in Spanish Did you like the clip? Yes / No If yes, why? If no, why not? How much of the clip did you understand? Everything - Most of it – Some of it – Nothing	Filling in the questionnaires individually	Blank questionnaires	To create and print



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CLASS PLAN

Number: Three

Teacher: Julio Alvarez

TIMING	MATERIAL	SET UP	RESOURCES	NOTES
Wednesday 29 May	HOME Part One			
08:55 – 09:00	Question on board: Q: What does home mean to you? List down on whiteboard A: A home is the place where...	Class brainstorm – elicit answers	On board	
09:00 – 09:05	Start clip and stop at the home's image; elicit answers Q1: What can you see in the picture? Q2: What is a house? What is a home? Q3: Is your home an important factor that defines your personality?	Classroom discussion or pair work Put on board	Oral questions	
09:05 – 09:15	Introducing clip 2 without text <u>Stage 1: ask about gist</u> 1 st speaker: clothes, comfort 2 nd speaker: parents/ live 3 rd :speaker: relaxed/ cool <u>Stage 2: play it again to check</u> <u>Stage 3: with text</u>	Whole class	BBC clip	To download



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	<p>Processing of the material</p> <p>1. Eliciting abstract nouns, e.g: Love Can you think of some abstract nouns?</p> <p>2. Eliciting negative statements with BE Where do you live?</p> <p>3. Go back to beginning of clip, start playing again</p>			
09:25 – 09:35	<p>Feedback</p> <p>Part One: in English</p> <p>Write 2-4 sentences using abstract nouns</p> <p>Did you like the clip? Yes / No</p> <p>If yes, why? If no, why not?</p> <p>How much of the clip did you understand? Everything - Most of it – Some of it – Nothing</p>	<p>Filling in the questionnaires individually</p>	<p>Blank questionnaires</p>	<p>To create and print</p>



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CLASS PLAN

Number: Four

Teacher: Julio Alvarez

TIMING	MATERIAL	SET UP	RESOURCES	NOTES
Thursday 30 May	THE COLOR BLUE Part One			
11:05 – 11:10	Question on board: Q: What is your favorite color? List down on whiteboard A: It is ... What do you associate with color green? A: I associate with green. A: Green reminds me of the jungle.	Class brainstorm – elicit answers	On board	
11:10 –11:15	Start clip and stop at the image; elicit answers Q1: What can you see in the picture? Q2: Do you like blue things?	Classroom discussion or pair work Put on board	Oral questions	
11:15 – 11:25	Introducing clip 2x without text <u>Stage 1: ask about gist</u> 1 st speaker: ocean/sea/ beach 2 nd speaker: people/ things 3 rd . speaker sadness/feelings <u>Stage 2: play it again to check</u>	Whole class	BBC clip	To download



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	Stage 3: with text (to teach them the expression: "I am feeling blue")			
11:25 – 11:35	Processing of the material. The use of could: What could you say about the color blue? 3 Go back to beginning of clip, start playing again			
11:35 –11:45	Feedback Part One: in English Write 2-4 sentences using colors Did you like the clip? Yes / No If yes, why ? If no, why not? How much of the clip did you understand? Everything - Most of it – Some of it – Nothing	Filling in the questionnaires individually	Blank questionnaires	To create and print



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3.2. Second Week of Class Practice

On the second week of class practices, the same topics and in the same order were used, but this time authentic texts were used. That means that the week started on Monday, June 3, with a text about Dreams, part two; on Tuesday, Happy People, on Wednesday, Home, part two, on Thursday, the Color Blue, part two. The schedule was their regular weekdays, but the Lesson Plans changed a little, as you can see in the Class Plans.

In the Class Plan, it is referred to as, for example: Dreams, Part Two; Happy People, Part Two, etc.



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CLASS PLAN

Number **Five**

Teacher: **Julio Alvarez**

TIMING	MATERIAL	SET UP	RESOURCES	NOTES
Monday 3 June	DREAMS Part Two			
08:35 – 08.45	(Write 2-4 sentences about A RECENT dream of yours) Guess the dreams: <ul style="list-style-type: none">• Animals• Exams• Family• Accidents• Birth and death Choose the most frequent RECENT dream.	In threes	On paper	Pick out recurrent themes Prepare handout Grid on board while they are working
08:45 – 08:50	Evaluation	Put on board		Grid ready
08:50 – 09:00	Interpreting dreams based on recurrent ones Text to read	Individual silent reading	Dream Bible	To create handout



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09:00 – 09:05	Processing of the material Classroom discussion: Do you believe that dreams can tell you anything about the future?	Class discussion		
09:05 – 09:15	Play the dream images clip while kids write feedback Feedback Part One: in English Has a dream of yours ever come true? If yes, describe it. If no, write about a nice dream of yours. Part Two: in Spanish Which part of the lesson did you like most? Which part of the lesson did you like least? (The highs and lows)	Filling in the questionnaires individually	Blank questionnaires	Download clip To create and print



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CLASS PLAN

Number **Six**

Teacher: **Julio Alvarez**

TIMING	MATERIAL	SET UP	RESOURCES	NOTES
Tuesday 4 June	HAPPY CHILDREN Part Two			
11:45 – 11.55	(Write 2-4 sentences about children's games) List some games: <ul style="list-style-type: none">• Toys• Soccer ball• Bikes• Dolls• Seasonal games (chess, skits, marbles)• Electronic games Write some frequent games.	In threes	On paper	Pick out recurrent themes Prepare handout Grid on board while they are working
11:55 – 12:00	Evaluation	Put on board		Grid ready



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12:00 – 12:10	Talking about things make children happy Text to read	Individual silent reading		To create handout
12:10 – 12:15	Processing of the material Classroom discussion: Are there any dangerous games for children?	Class discussion		
12:15 – 12:25	Feedback Part One: in English What games have you practiced? If yes, describe one you like most. If no, write about a game you would like to play. Part Two: in Spanish Which part of the lesson did you like most? Which part of the lesson did you like least? (The highs and lows)	Filling in the questionnaires individually	Blank questionnaires	Download clip To create and print



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CLASS PLAN

Number **Seven**

Teacher: **Julio Alvarez**

TIMING	MATERIAL	SET UP	RESOURCES	NOTES
Wednesday 5 June	HOME Part Two			
08:55 – 09,05	(Write 2-4 sentences about your home) Things related to a home. <ul style="list-style-type: none">• Warmth• A place to be• Family• Love• Peace	In threes	On paper	Pick out recurrent themes Prepare handout Grid on board while they are working
09:05 – 09:10	Evaluation	Put on board		Grid ready
09:10 – 09:20	Text to read	Individual silent reading		To create handout
09:20 – 11:25	Processing of the material Classroom discussion: Is the home the basis to construct your personality?	Class discussion		



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09:25 – 09:35	Feedback Part One: in English Do you like your home? If yes, why? If no, why not? Part Two: in Spanish Which part of the lesson did you like most? Which part of the lesson did you like least? (The highs and lows)	Filling in the questionnaires individually	Blank questionnaires	
---------------	--	--	----------------------	--



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CLASS PLAN

Number **Eight**

Teacher: **Julio Alvarez**

Timing	Material	Set up	Resources	Notes
Thursday 7 June	COLOR BLUE Part Two			
09:15 – 09:25	Write 2-4 sentences about things that are blue. List of things <ul style="list-style-type: none">• Clothes• Sea• Sky Choose the most frequent things.	In threes	On paper	Pick out recurrent things Prepare handout Grid on board while they are working
09:25 – 09:30	Evaluation	Put on board		Grid ready
09:30 – 09:40	Text to read	Individual silent reading		To create handout
09:40 – 09:45	Processing of the material Classroom discussion:	Class discussion		



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	Do you believe that the color blue can influence your daily life?			
09:45 – 09:55	Feedback Part One: in English Are colors important to you? If yes, why? If no, explain why not? Part Two: in Spanish Which part of the lesson did you like most? Which part of the lesson did you like least? (The highs and lows)	Filling in the questionnaires individually	Blank questionnaires	Download clip to create and print



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CHAPTER IV

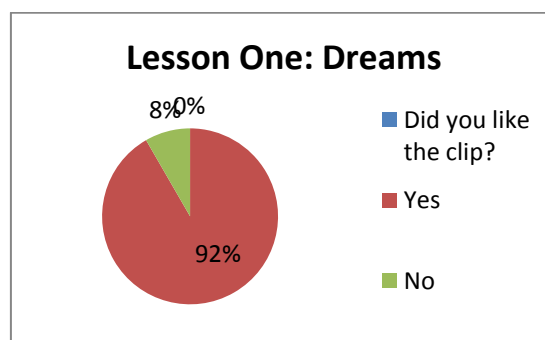
RESULTS

4.1. Results of the First Week

At the end of each class, two questions were asked. These questions were: *Did you like the clip?* and *How much of the clip did you understand?* The first question was answered positively by 89 students in all four days. And seven students answered, NO. The answers to the second question, *How much of the clip did you understand?* were: Everything: 38 students out of 96; Most of it, 24 students; Some of it, 32 students; Nothing, 2 students. This is summarized in the charts below:

Lesson One: Dreams

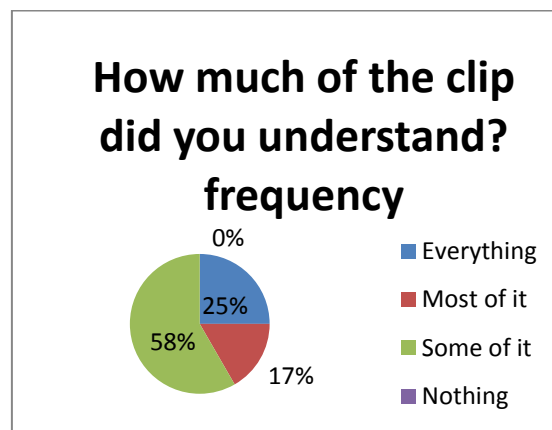
Did you like the clip?	Frequency	Percentage
Yes	22	91,67%
No	2	8,33%
Total	24	100,00%





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How much of the clip did you understand?		
	frequency	Percentage
Everything	6	25,00%
Most of it	4	16,67%
Some of it	14	58,33%
Nothing	-	0,00%
Total	24	100,00%



Lesson Two: Happy Children

Did you like the clip?	frequency	Percentage
Yes	22	91,67%
No	2	8,33%
Total	24	100,00%

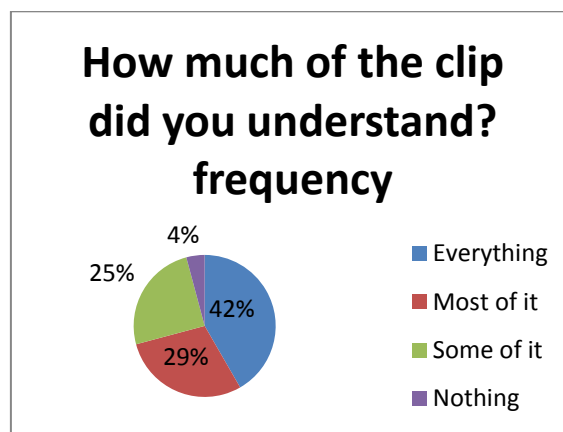


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How much of the clip did you understand?

	frequency	Percentage
Everything	10	41,67%
Most of it	7	29,17%
Some of it	6	25,00%
Nothing	1	4,17%
Total	24	100,01%

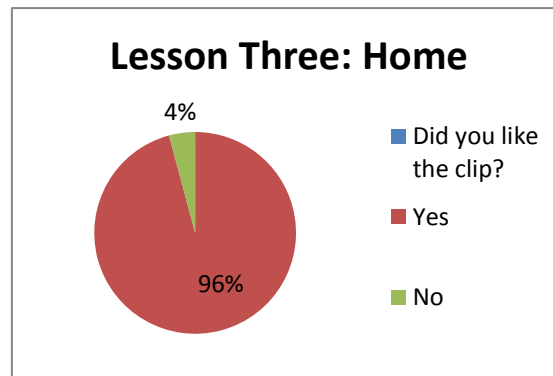




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Lesson Three: Home

Did you like the clip?	frequency	Percentage
Yes	23	95,83%
No	1	4,17%
Total	24	100,00%

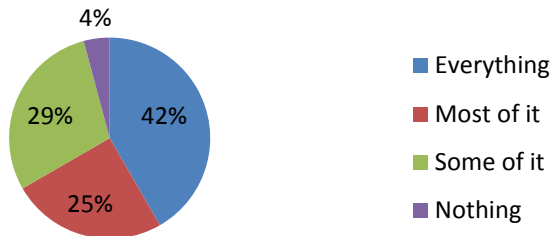


How much of the clip did you understand?		
	frequency	Percentage
Everything	10	41,67%
Most of it	6	25,00%
Some of it	7	29,17%
Nothing	1	4,17%
Total	24	100,01%



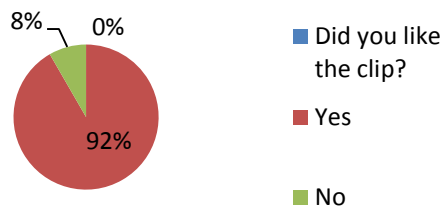
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How much of the clip did you understand? frequency



Lesson Four: Color Blue		
Did you like the clip?	Frequency	Porcentage
Yes	22	91,67%
No	2	8,33%
Total	24	100,00%

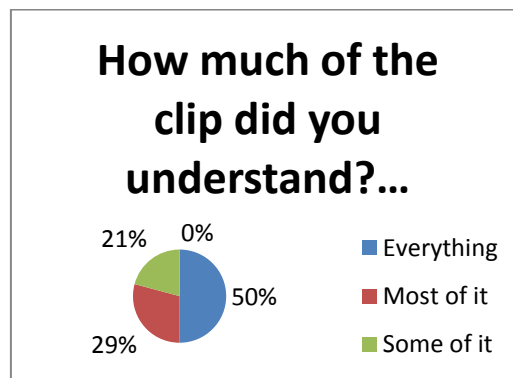
Lesson Four: Color Blue





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How much of the clip did you understand?		
	frequency	Percentage
Everything	12	49,92%
Most of it	7	29,12%
Some of it	5	20.80%
Nothing	0	100,00%



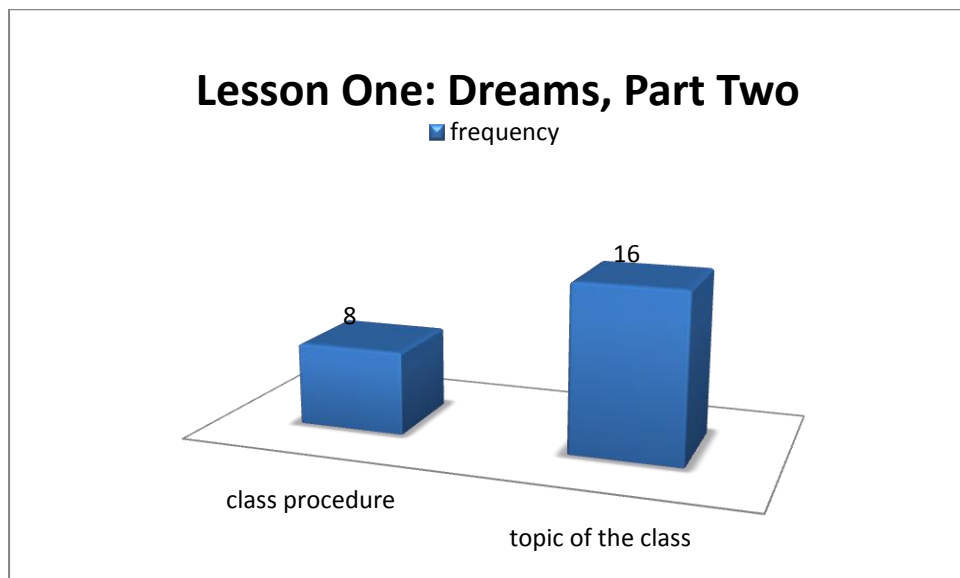
4.2. Results of the Second Week

On the second week of class, the question was, “Which part of the lesson did you like most? If Yes, why? If No, why not?” Here, it is necessary to mention that in these classes authentic texts were used. All of the students answered positively and gave some reasons and ideas about the topic of the class. Another thing that must be mentioned here is that some students expressed ideas about the topic of the class and other students referred to the methodology used in class, showing these results:



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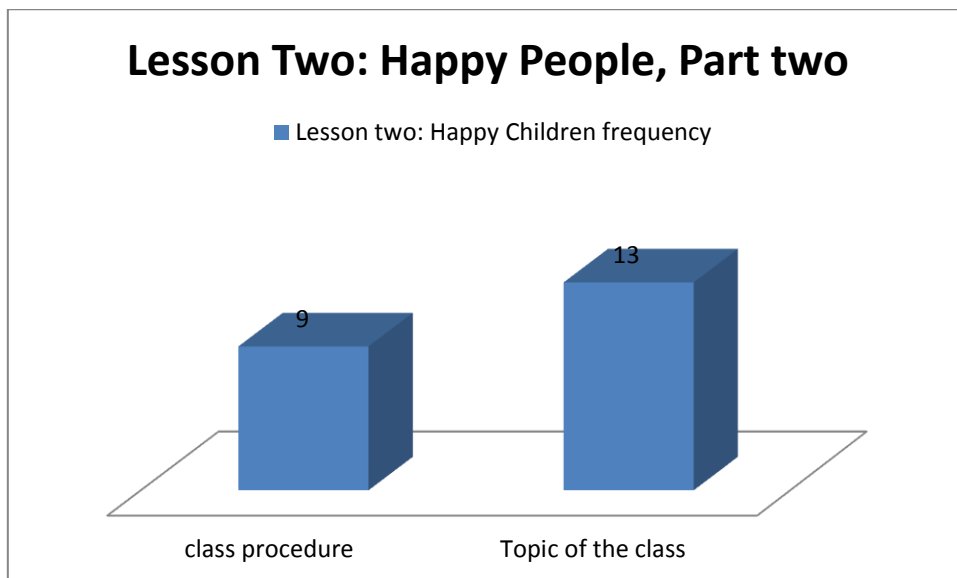
Lesson One: Dreams		
Which part of the lesson did you like most? If yes, why? If no, why not?		
	frequency	Percentage
Class methodology	8	33,3%
The topic of the class	16	66,7%
Total	24	100,0%





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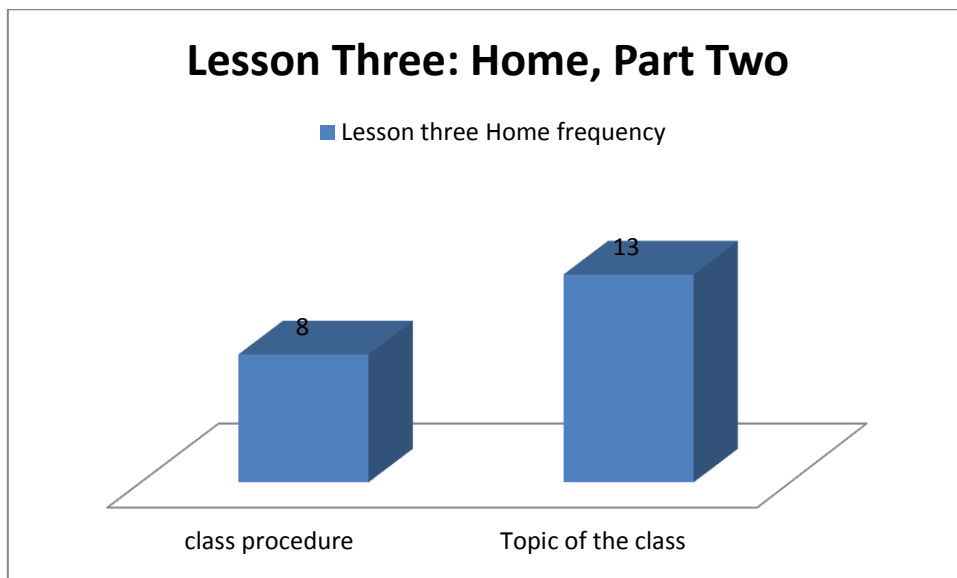
Lesson two: Happy People		
Which part of the lesson did you like most?		
If yes, why?		
If no, why not?		
	frequency	Percentage
Class methodology	9	41%
The topic of the class	13	59%
Total	22	100,0%





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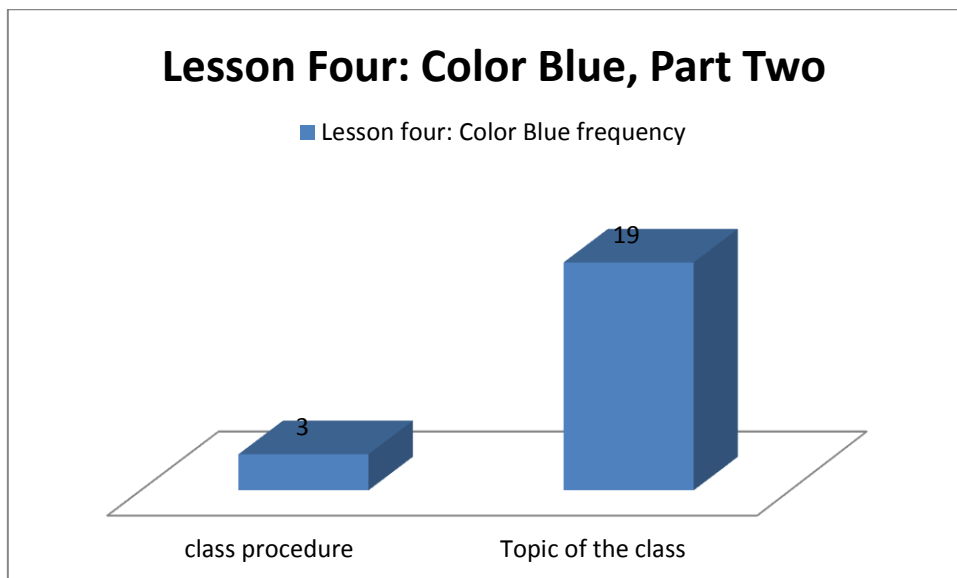
Lesson Three: Home		
Which part of the lesson did you like most?		
If yes, why?		
If no, why not?		
	Frequency	Percentage
Class methodology	8	38,1%
The topic of the class	13	61,9%
Total	21	100,0%





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Lesson Four: Color Blue		
Which part of the lesson did you like most? If yes, why? If no, why not?		
	frequency	Percentage
Class methodology	3	13,6%
The topic of the class	19	86,4%
Total	22	100,0%





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4.3. Interpretation

According to the results obtained, we can demonstrate that most students accepted the topics applied in class with an average of 68,5 % . They directly relate them to the lives of children and how they live, their dreams, their homes, etc. And an average of 31,5% of students prefer to talk about the methodology used to make the class more interesting, practical and enjoyable in the second week of class.

4.4. Conclusions

After having done a little research and application of authentic material in the classroom, it is possible to see how beneficial it was. We are most of the times witnesses of how demotivated and disinterested students in schools are. This supporting material may help to change this situation. But we have to remember that we should use this material only once or twice a week. Besides, there are a lot of strategies and techniques that could be used to make the class more interesting.

4.5. Recommendations

I lived an enriching experience while working on this topic; the use of authentic material in my monographic work has been very positive. Consequently, I can recommend teachers who are engaged with the noble objective to teach teenagers the use of authentic material in class to get better results in terms of language acquisition. It is also necessary to mention that the use of this material sets forth the necessity of some resources, such as the Internet, projector, and an adequate classroom environment.



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Appendix

This Booklet has been made as a part of this Monographic Work. The class practices given in the second year of *Bachillerato* at the *Ciudad de Girón* high school served as a reference to make this booklet. It is necessary to mention that the making of it is one of the objectives of my work proposal.



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SUPPLEMENTARY BOOKLET

UNIT ONE: DREAMS (VIDEO)

Activity 1:

Talking about your dreams.

What do you dream about?

I dream about...

.....
.....
.....

How often do you dream? (*e. g. frequently, often, never*)

Do you remember your dreams? Circle your answer.

Yes

No

Activity 2:

Let's look at a short clip.

Answer the following questions

Q1: What can you see in the picture?

.....



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Q2: Is it a baby boy or a baby girl?

.....

Q3: How old do you think the baby is?

.....

Activity 3:

Listen to what the people say.

What does Speaker 1 say?

.....

.....

What does Speaker 2 say?

.....

.....

What does Speaker 3 say?

.....

.....

Let's listen again.

Here's a little help:

Speaker 1: *I don't remember*

Speaker 2: *exam / naked*

Speaker 3: *tornado / storm*



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Let's listen one last time.

Now sum up what the speaker has said.

Speaker 1:

.....
.....

Speaker 2:

.....
.....

Speaker 3:

.....
.....

Activity 4:

How often do you remember your dreams? Ask 3 classmates.

Usually Often Never

Classmate 1

Classmate 2

Classmate 3

Activity 5:

What can you do in your dreams?

What can't you do in your dreams?



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Finish the sentence:

In my dreams I can

.....

.....

In my dreams I can't

.....

.....

Activity 6:

Homework

Write 2-4 sentences about a recent dream of yours.

.....

.....

.....

.....

What are you most scared about in your dreams?

.....

.....

.....



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UNIT TWO: HAPPY CHILDREN (VIDEO)

Activity 1:

Talking about things that make you happy.

What makes you happy?

I am happy when...

.....
.....
.....

Activity 2:

Let's look at a short clip.

Answer the following questions.

Q1: What can you see in the picture?

.....

Q2: Are the children happy or unhappy?

.....

Q3: How old do you think the children are?

.....



Activity 3:

Listen to what the people say.

What does Speaker 1 say?

.....
.....

What does Speaker 2 say?

.....
.....

What does Speaker 3 say?

.....
.....

Let's listen again.

Here's a little help:

Speaker 1: *dog / trampoline / friends / sweets*

Speaker 2: *games / board games / football / toys*

Let's listen one last time.

Now sum up what the speakers have said.

Speaker 1:

.....
.....



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Speaker 2:

.....
.....

Speaker 3:

.....
.....

Activity 4:

Verb like + verb – ing

I like playing football.

Write three sentences about games your friends like.

1:
2:
3:

Activity 5:

What games do you like?

What games don't you like?

Finish the sentence:

I like
.....



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I don't like

.....

Activity 6:

Homework

Write 2 – 4 sentences about the games you like.

.....

.....

.....

.....

What are the most dangerous games you know?

.....

.....

.....



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UNIT THREE: HOME (VIDEO)

Activity 1:

Talking about home.

What does “home” mean to you?

A home is the place where I...

.....
.....
.....

What things do you find at home?

love *warmth* *sincerity*

Can you mention some more abstract things that you find at home?

Activity 2:

Let’s look at a short clip.

Answer the following questions

Q1: What can you see in the picture?

.....

Q2: What is a house? What is a home? What is the difference?

.....



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Q3: Is your home an important factor that defines your personality?

.....

Activity 3:

Listen to what the people say.

What does Speaker 1 say?

.....

What does Speaker 2 say?

.....

What does Speaker 3 say?

.....

Let's listen again.

Here's a little help:

Speaker 1: *cooking / clothes / comfort*

Speaker 2: *mates / shared flat / live*

Speaker 3: *harmony / relax / cool / peaceful place*

Let's listen one last time.

Now sum up what the speakers have said.



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Speaker 1:

.....
.....

Speaker 2:

.....
.....

Speaker 3:

.....
.....

Activity 4:

What is a house?

What is a home?

Finish the sentence:

A house is

.....

.....

A home is

.....

.....

Activity 5:

Can you tell 2 differences between a house of rich people and one of poor people?

Complete the sentence

The house of rich people is.....



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The house of poor people is

Activity 6:

Homework

Write 2- 4 sentences about your home.

.....
.....
.....
.....

Write 2 – 4 sentences about a friend's home.

.....
.....
.....
.....



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UNIT FOUR: COLOR BLUE (VIDEO)

Activity 1:

Talking about colors.

What colors do you like?

I like...

.....
.....
.....

What do you associate with the color green? Ask this question to your partner.

Jot down each other's answers.

.....
.....

What do you associate with the color blue? Ask this question to your partner.

Jot down each other's answers.

.....
.....

Activity 2:

Let's look at a short clip.

Answer the following questions



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Q1: What can you see in the picture?

.....

Q2: Is color blue related to people's feelings?

.....

Q3: What does "Out of the blue" mean?

.....

Activity 3:

Listen to what the people say.

What does Speaker 1 say?

.....

What does Speaker 2 say?

.....

What does Speaker 3 say?

.....

Let's listen again.

Here's a little help:

Speaker 1: *sea / beach*

Speaker 2: *adventurous / meet*

Speaker 3: *sadness / feeling*

Let's listen one last time.

Now sum up what the speakers have said.



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Speaker 1:

.....
.....

Speaker 2:

.....
.....

Speaker 3:

.....
.....

Activity 4:

When do you feel blue? Ask 3 classmates.

Classmate 1:

.....
.....

Classmate 2:

.....
.....

Classmate 3:

.....
.....

Activity 5:

What can you say about blue clothes?

What colors do you like for houses?



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Finish the sentence:

Blue clothes

.....

.....

I like

.....

.....

.....

Activity 6:

Homework

Write 2- 4 sentences using colors related to feelings.

.....

.....

.....

.....



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Your ideas as a group

- 1
- 2
- 3.....

Activity 3:

Read the following text about dreams.

Meaning of Dreams

http://www.dailymotion.com/video/xy8720_dream-interpretation_news#.UZ1SCMo-2ws

CAR AND VEHICLES

Vehicles in dreams represent your ability to make decisions in a given situation or the extent to which you feel in control of the direction your life is taking. Operating a vehicle reflects how influential you or some aspect of your personality is as you progress through a situation.

The type of vehicle represents your attitudes and approaches to life situations. People who drive your car represent personality traits you have or projections of other people that are guiding your choices. People riding along with you in a vehicle reflect aspects of your personality that are influencing your choices or the outcome of situations.



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Activity 4:

Underline the words that you don't understand.

Activity 5:

In groups of 4 try to work out the meaning of:

vehículo

acercamiento

elección

resultado

Activity 6

Read the text again.

Write down five interesting sentences taken from the text. Discuss in your group the dreams about cars.

1.....

2.....

3.....

4.....

5.....

Activity 7:

Homework



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Write about your recent dreams and how they influence your daily life.

.....

.....

.....



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Activity 3:

Read the following text about Happy People.

<http://successify.net/2012/10/31/22-things-happy-people-do-differently/>

(Positiveway.me/2012/10/31/22-things-happy-people-do-differently/)

22 Things Happy People Do Differently. (excerpt)



Photo by Rosie Hardy

There are two types of people in the world: those who choose to be happy, and those who choose to be unhappy. Contrary to popular belief, happiness doesn't come from fame, fortune, other people, or material possessions. Rather, it comes from within. The richest person in the world could be miserable while a person living in the slums of a third world country could be happy and content. I have spent plenty of time amongst both groups to have seen it firsthand. Happy people are happy because they make themselves happy. They maintain a positive outlook on life and remain at peace with themselves.

The question is: How do they do that?

It's quite simple. Happy people have good habits that enhance their lives. They do things differently. Ask any happy person, and they will tell you that they:



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1. Don't hold grudges

Happy people understand that it's better to forgive and forget than to let their negative feelings crowd out their positive feelings. Holding a grudge has a lot of detrimental effects on your wellbeing, including increased depression, anxiety, and stress. Why let anyone who has wronged you have power over you? If you let go of all your grudges, you'll gain a clear conscience and enough energy to enjoy the good things in life.

2. Treat everyone with kindness

Did you know that it has been scientifically proven that being kind makes you happier? Every time you perform a selfless act, your brain produces serotonin, a hormone that eases tension and lifts your spirits. Not only that, but treating people with love, dignity, and respect also allows you to build stronger relationships.

3. See problems as challenges

The word "problem" is never part of a happy person's vocabulary. A problem is viewed as a drawback, a struggle, or an unstable situation while a challenge is viewed as something positive like an opportunity, a task, or a dare. Whenever you face an obstacle, try looking at it as a challenge.

Activity 4:

Underline the words that you don't understand.



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Activity 5:

In groups of 4 try to work out the meaning of:

barrio / barriada

panorama

multitud

rencor

lucha

Activity 5:

Read the text again.

Discuss the strategies offered. Sum up the opinion of the group and present it to the whole class.

Activity 6:

Homework

Write about being happy by things that influence your daily life.

.....
.....
.....



Activity 3:

Read the following text: *The Meaning of Home*

<http://www.habitat.org/blog/article043.aspx>

What does home mean to you?

Wednesday, August 10, 2011 -

11:00

Kodi Dixon wrote:

Home is where my heart is. It does not necessarily have to be MY house, where I reside. Family, friends, make all things comforting. Home is where I am.



And loved. Home is Christmas at my mother's, drinking coffee when the kids get up to see what Santa brought. Home is a rented cabin in the mountains with my friends for the weekend. Home is a quiet Saturday night on the back patio with my kids. Home is where ever I am with you! Everyone has a place to call home. You are welcome in mine any time.

Wednesday, August 10, 2011 - 11:00

Karin Sturm wrote:

Home: a place where your heart is! It's not about the house itself, but about the people who share their lives together inside! It's a refuge from the outside world, and the place where God resides in us in that special place. A place to raise a family, to have the shelter from the storms of life, and to be blessed! Hoping one day to be able to volunteer our time together, to bless those in need, just as God has blessed us. Wherever we are, together, in love, and with God, is HOME!! :



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Activity 4:

Underline the words that you don't understand.

Activity 5:

In groups of 4 try to work out the meaning of the following words:

compartir

tranquilo

traer

corazón

refugio

Activity 5:

Design your ideal country home (house)



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Activity 6:

Homework

Write 2 - 4 sentences describing your home.

.....

.....

.....

.....



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UNIT EIGHT: THE COLOR BLUE (TEXT)

Activity 1:

Work in groups of 6. One student interviews the other 5 in the group about their favorite color.

Colors	S1	S2	S3	S4	S5

What is your favorite color?

Activity 2:

Brainstorm in groups of 4 about the meaning of some colors.

Can you tell me the meanings of colors, When you buy flowers, for example?
Give examples.



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Activity 3:

Read the following text:

The Meaning of Color Blue.

www.bourncreative/meaning-of-the-color-blue

January 15, 2011 | By Jennifer Bourn | Leave a Comment



Blue represents both the sky and the sea, and is associated with open spaces, freedom, intuition, imagination, expansiveness, inspiration, and sensitivity. Blue also represents meanings of depth, trust, loyalty, sincerity, wisdom, confidence, stability, faith, heaven, and intelligence.

The color blue has positive effects on the mind and the body. As the color of the spirit, it invokes rest and can cause the body to produce chemicals that are calming and exude feelings of tranquility. Blue helps to slow human metabolism, is cooling in nature, and helps with balance and self-expression. Blue is also an appetite suppressant.

However not all blues are serene and sedate. Electric or brilliant blues become dynamic and dramatic, an engaging color that expresses exhilaration. Also, some shades of blue or the use of too much blue may come across as cold or uncaring, and can dampen spirits.



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Activity 4:

Underline the words that you don't understand.

Activity 5:

In groups of 4 try to work out the meaning of:

libertad

cielo

exudar

profundidad

regocijo

tonos

Activity 6:

Homework

Write about your favorite color and how it influences your daily life.

.....
.....
.....
.....