



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

RESEARCH PROJECT:

“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY
ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCÍA
MORENO SCHOOL”

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADA EN LENGUA INGLESA MENCIÓN ENSEÑANZA
Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

AUTHOR:

ROSARIO GEANELLA ROMERO SUÁREZ

TUTOR:

MSc. MÉLIDA ROCÍO CAMPOVERDE MÉNDEZ

GUAYAQUIL – ECUADOR

2018

REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TITULO Y SUBTITULO:

“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCÍA MORENO SCHOOL”

AUTOR/ES:

ROSARIO GEANELLA ROMERO
SUÁREZ

REVISORES:

MSc. MÉLIDA ROCÍO CAMPOVERDE MÉNDEZ

INSTITUCIÓN:

UNIVERSIDAD LAICA VICENTE
ROCAFUERTE DE GUAYAQUIL

FACULTAD:

FACULTAD DE EDUCACIÓN

CARRERA:

CIENCIAS DE LA EDUCACIÓN - MENCIÓN INGLÉS

FECHA DE PUBLICACIÓN:

2018

N. DE PAGS:

84 PÁGINAS

ÁREAS TEMÁTICAS:

HUMANIDADES

PALABRAS CLAVE:

Development, Innovation, Knowledge, Method, Motivation, Teaching method, Techniques, Strategy, Authentic, Materials.

RESUMEN:

This project is designed to provide information about activities by using authentic materials which can be used to help influence students to acquire new vocabulary. The idea of this project arose after observing the students of third grade at Gabriel García Moreno school and found that the students had difficulty applying vocabulary.

It turns out that there is a huge gap between learning new vocabulary and putting it into practice. Furthermore, when we try to help students maintain these words in their vocabulary for a long time.

This project contributes to the pedagogical part in teaching vocabulary to young students within the school since it offers an innovative contribution of teaching based on activities using authentic materials focused on improving vocabulary acquisition.

Finally, we hope this pedagogical research will change the traditional way of teaching new vocabulary for more dynamic activities, giving the teacher the sufficient material to develop in the teaching of vocabulary and this is a contribution for the school to acquire vocabulary in students.

N. DE REGISTRO (en base de datos):

N. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO URL (tesis en la web):

SI

NO

ADJUNTO PDF:

<p>CONTACTO CON AUTORES/ES: ROSARIO GEANELLA ROMERO SUÁREZ</p>	<p>Teléfono: 0967197017</p>	<p>E-mail: geanellaromero@hotmail.com</p>
<p>CONTACTO EN LA INSTITUCIÓN:</p>	<p>MGS. Georgina Hinojosa Dazza Teléfono: 2596500 EXT. 201 DECANATO E-mail: ghinojosad@ulvr.edu.ec</p> <p>MSc. Janeth Leticia Mora Zapater Teléfono: 0990536501 E-mail: jmoraz@ulvr.edu.ec</p>	

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES

La estudiante egresada ROSARIO GEANELLA ROMERO SUÁREZ, declaro bajo juramento, que la autoría del presente trabajo de investigación, corresponde totalmente a la suscrita y se responsabiliza con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

De la misma forma, cedemos nuestros derechos patrimoniales y de titularidad a la Universidad Laica VICENTE ROCAFUERTE de Guayaquil, según lo establece la normativa vigente.

Este proyecto se ha ejecutado con el propósito de estudiar **“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCÍA MORENO SCHOOL”**.

Autor:



ROSARIO GEANELLA ROMERO SUÁREZ

C.I. 0931006027

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutora del Proyecto de Investigación **“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCIA MORENO SCHOOL”**, nombrado(a) por el Consejo Directivo de la Facultad de Administración de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO

Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: **“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCIA MORENO SCHOOL”**, presentado por la estudiante **ROSARIO GEANELLA ROMERO SUÁREZ** como requisito previo a la aprobación de la investigación para optar al Título de **LICENCIADA EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL.**

TUTORA:


MSc. MÉLIDA ROCÍO CAMPOVERDE MÉNDEZ
C.I 0922846662

Urkund Analysis Result

Analysed Document: THESIS TERMINADA.docx (D35197813)
Submitted: 1/31/2018 6:52:00 PM
Submitted By: lgranizov@ulvr.edu.ec
Significance: 4 %

Sources included in the report:

1433912835_223_L%252BA%252BSURVEY%252BOF%252BIRANIAN%252BEFL%252BTEACHERS
%252527%252BAND%252BLEARNERS%252527%.rtf (D14813588)
THESIS JF.docx (D22328228)
sirin batnini.pdf (D18089580)
<http://doras.dcu.ie/19171/>

Instances where selected sources appear:

23

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to each one of those important people who have contributed somehow to complete this project:

1. To GOD, for His invaluable support and the holy force that provided me to carry on, and face difficult situations.
2. To MY PARENTS, Luciano Romero Ulloa & Lidia Suarez Mendoza who always trusted me since I started this career.
3. To MY COUSIN, Daniel Moroni Romero Guerrero who has helped me and guided me during these years in my career.
4. To MY TEACHERS, because they did not only instruct us but give us the tools to successfully complete our career.
5. To MY TUTOR, who patiently guided me to complete this requirement.
6. To THE PRINCIPAL, because of the authorization for sampling took in the fieldwork to assess the effectiveness of the results in third grade.
7. To THE STUDENTS, because they were involved in the research.

Rosario Geanella Romero Suárez.

DEDICATION

I would like to dedicate this work first to God, who during the elaboration of this project was inside my heart giving me hope and strength while and helped me to get focused on this important work. Also to my family the people I love and who have given me their love and unconditional support.

Rosario Geanella Romero Suárez

Table of Contents

INTRODUCTION.....	1
1. THE RESEARCH PROBLEM.....	3
1.1 Background of the problem.	3
1.2. Statement of the problem	5
1.3. Systematization of the problem	5
1.4. Broad objective.....	5
1.5. Specific objectives	5
1.6. Significance or justification of the study.....	6
1.7. Scope and delimitations of the study	6
1.8. Research Questions	7
1.9. Variables and Indicators	7
1.10. Operationalization of the variables	8
2. RESEARCH THEORETICAL FOUNDATIONS.....	10
2.1. Literature Review	10
2.2. Theoretical Framework.....	13
2.2.1. Definition of Authentic Materials.....	14
2.2.2. Types of Authentic Materials.....	15
2.2.3. Advantages of using authentic materials.....	16
2.2.4. Disadvantages of using authentic materials.....	16
2.2.5. Importance of Vocabulary	17
2.2.6. The Teaching of Vocabulary	18
2.3. Legal Framework.....	19
2.4. Conceptual Framework	19
3. RESEARCH METHODOLOGY	22
3.1. Type of Research Description	22
3.2. Methods, Techniques and Research Instruments.	22
3.3. Research Population and Sample	24
3.4. Sources, Resources, and Timeline.....	25
3.5 Processing, Presentation and Analysis of Results	26
4. PROPOSED PROJECT PLAN	40
4.1 Title	40
4.2 Justification.....	40
4.3. Objectives (Broad and Specific)	41
4.3.1. Broad	41

4.3.2. Specific	41
4.4. Content Framework of the Proposed Project Plan	41
4.5. The Proposed Project Plan.....	41
4.6 Validation of the Proposed Project Plan	51
4.7 Impact/benefits of the Proposed Project Plan	54
FINAL CONCLUSIONS	55
RECOMMENDATIONS	57
BIBLIOGRAPHIC REFERENCES	58
ANNEXES	61

LIST OF TABLES

Table 1.....	8
Table 2.....	9
Table 3.....	23
Table 4.....	23
Table 5.....	24
Table 6.....	25
Table 7.....	26
Table 8.....	27
Table 9.....	28
Table 10.....	29
Table 11.....	30
Table 12.....	31
Table 13.....	32
Table 14.....	33
Table 15.....	34
Table16.....	61

LIST OF FIGURES

Figure 1 .Gabriel García Moreno School.....	7
Figure 2 . Students' Attention	25
Figure 3 . Teaching Vocabulary.....	26
Figure 4 . Cheap Authentic Materials	27
Figure 5. Motivation in Authentic Materials.....	28
Figure 6. The Use of Authentic Materials	29
Figure 7. Production of High – Level Students.....	30
Figure 8. Free Production.....	31
Figure 9 . Guidance for the Target Language	32
Figure 10. Achievement.....	33
Figure 11. Consistency in Authentic Materials	34
Figure 12 The researcher is taking the survey to the teachers to gather information for the investigation	62
Figure 13. Examples of Authentic Materials to start the activities.	63
Figure 14. Third Grade Students – Gabriel García Moreno School.	63
Figure 15. Third Grade Students answering diagnostic test.	64
Figure 16. Students showing their class works	64
Figure 17. Students showing the activities	65
Figure 18. A student explaining what she has learned during these activities	66

INTRODUCTION

Learning English requires the use of authentic materials in vocabulary acquisition. Dependent factors include the difficulty level of the materials, students' background knowledge, and topics of the classes, the accompanying activities, and many others. Authentic materials help increase students' comfort levels and self-confidence when dealing with the target language vocabulary.

For English language learners (ELLs), vocabulary development is especially important (Colorín Colorado, 2018). Vocabulary learning should be a communicative approach in which students are practicing real communication. Their natural strategies for language acquisition will be used and will allow them to learn to apply the language. The communicative approach involves personalization and the use of familiar topics and situations where the students learn how to describe their family, friends, and themselves in the target language. Consequently, this includes learning to talk about their desires, studies, interests, daily life, and future plans.

Throughout the research, the phrase "authentic material" has been defined in different ways. One of the most appropriate and congruent definitions is "the exposure to the real language and its use in its own community." Teachers have stated that the use of authentic materials helps link the knowledge given in class and the ability of students to get involved in events in the real world. These kinds of materials are more likely to stimulate and take advantage of the students' curiosities than a presentational methodology which makes them more dependent on teachers, and in this manner is more likely to motivate students. Authentic materials help learners avoid speaking English "like a book" which is modeled and at the same time, provides learners more genuine reasons for wanting to communicate in target language.

In 3rd grade of Educación General Básica in Dr. Gabriel Garcia Moreno School, there are seventeen students. We chose this group because they are at an age where they can begin to apply English in the real world. Also, this is a year of

highly visible progress. Students are able to develop new vocabulary through authentic materials.

Most of young students' language teaching are dominated by teacher-centered, book-centered, and vocabulary-translation methods where personal inclinations are irrespective and teachers' instructions are presented mostly through lecture; the learning material is presented explicitly and students are to memorize lists of vocabulary words. This is not to underestimate the professional qualities of the teachers working in the educational system. In fact, most of them are really knowledgeable in their profession and care about their students, but the application of innovative approaches is not rewarded at this time.

The objective of this research project is to carry out an investigation about the influence of authentic materials in vocabulary acquisition in young students (i.e. 7- years-old) at Dr. Gabriel García Moreno School in Guayaquil North Vergeles. To sum up, this research project is an invaluable resource for English language educators as it can guide them on how young students learn English as a Second Language Learning (ESL) in an effective and active way. It is divided into four sections, which are the introduction, the literature review, the research methodology, and the conclusions.

The Introduction includes the background and statement of the influence of using authentic materials in vocabulary acquisition, the objectives both the broad and the specific, the significance of the study, the scope and delimitations of the study, and the research questions.

The Literature Review contains the theoretical review about the effectiveness of authentic materials to improve vocabulary into speaking skills, the conceptual framework, the variables and indicators, the definition of terms, and a summary. Chapter three shows statistical data with the correspondent results. The last chapter lists the conclusions and recommendations which summarize this project.

1. THE RESEARCH PROBLEM

1.1 Background of the problem.

Dr. Gabriel García Moreno is an educational institution, not bilingual, located in the North of Guayaquil, inside Pascuales Parish in Ciudadela Vergeles. Since this school opened its doors to the community in the year 2005, English classes were structured in two periods per week under a single subject: Language Arts. Even though the school is not bilingual, it offers English as a second language. In the current year, Dr. Gabriel García Moreno School continues to offer four periods of English classes per week for seven-year-old students, focusing on grammar and listening comprehension through a book-centered strategy. This method gradually excludes other important developments when learning English such as vocabulary and speaking skills.

The inadequacy of vocabulary in third grade in Gabriel García Moreno School had led us to be able to think and visualize a solution through this project by using authentic materials. There is one relevant cause which is the lack of brand new ideas to teach and learn vocabulary by using methodological strategies in order to develop the classes. Teachers should improve the environment with new ways to teach vocabulary, so students can use English in the real world. It is about using authentic materials as new resources in order to give students a chance to engage through videos, PowerPoint slides, presentations, movies, songs, online games, podcasts, online newspapers, sketches, and theatrical plays.

The English language staff at Dr. Gabriel García Moreno School uses technological tools to share English language teaching methodological strategies. These tools include projectors, computers, and an online platform called APSI English in which students can develop skills corresponding to the English as a second language.

Even though the director clarifies that they have received strategical tips in English language teaching for seven-year-old students, it is necessary to make accommodations in the teaching plan in order to improve the acquisition of

vocabulary by introducing to students authentic materials which will allow for better development in English language learning.

These authentic materials will allow students to develop the strategies which would help them to reach the goals of learning vocabulary. It means that the learning environment needs to be adapted to the needs that are present in the English course. It is necessary that all this is focused on a single objective which is to help students learn English effectively. Teachers have been accustomed to filling a book and writing in a notebook. By being able to investigate and analyze new teaching methods, we have realized we can give students the tools to communicate their ideas with other people outside the classroom. There is an urgent need to develop new ways of teaching vocabulary by using authentic materials.

Seven-year-old students are able to learn English in this age of technology since everything is within reach. For this reason, it is important that we, the teachers, guide our students effectively to prioritize and improve English language learning using authentic materials which will allow them to improve upon communication skills. In this case, the students should be able to constantly acquire new vocabulary and use them in the real world.

The school was chosen to make this project able to help to evidence the learning process of students that they have in English in third grade. This could be caused by not making proper use of educational materials in the classroom lessons or effective strategies in order to achieve the result that is required and we would like to see as teachers. Students use a book that allows them to improve their language learning, but does not to persuade them to have their own initiative in learning new vocabulary and creating an effective language environment through authentic materials. This means that for several years, English teachers have taught in a way where a book is the center of the class and there is no proper interaction between teacher and student. As a result, students do not have the opportunity to engage in the real world to learn English.

1.2. Statement of the problem

How does the use of authentic materials in teaching English as a second language influence the vocabulary acquisition of third grade students at Gabriel García Moreno School?

1.3. Systematization of the problem

The development of activities with authentic materials effectively influences the acquisition of new vocabulary of third grade students at Gabriel García Moreno School.

1. What is the impact of the use of authentic materials in the young children?
2. How do the students develop their vocabulary outside the classroom through the use of authentic materials?
3. What are the advantages of learning new vocabulary through the use of authentic materials?
4. How will the use of authentic materials be effectively in the classroom?
5. Will authentic materials be pertinent to the students learning vocabulary?

1.4. Broad objective

To determine how the use of authentic materials improve vocabulary acquisition.

1.5. Specific objectives

2. To diagnose students' vocabulary level through a test.
3. To identify strengths and weaknesses of students in learning new vocabulary.
4. To investigate potential positive aspects and information in using authentic materials which will help students acquire new vocabulary.
5. To provide a guide for the teachers to use in an effective way authentic materials in classes.

6. To evaluate the improvements of the students to communicate their ideas and expose themselves by using the vocabulary previously learnt.

1.6. Significance or justification of the study.

This project is designed to provide information about activities using authentic materials which can be used to help influence students to acquire new vocabulary. The idea of this project arose after observing the students of third grade at Gabriel García Moreno School and found that the students had difficulty applying vocabulary.

It turns out that there is a huge gap between learning new vocabulary and putting it into practice. Furthermore, when we try to help students maintain these words in their vocabulary for a long time.

This project contributes to the pedagogical part in teaching vocabulary to young students within the school since it offers an innovative contribution of teaching based on activities using authentic materials focused on improving vocabulary acquisition.

Finally, we hope this pedagogical research will change the traditional way of teaching new vocabulary for more dynamic activities, giving the teacher the sufficient material to develop in the teaching of vocabulary and this is a contribution for the school to acquire vocabulary in students.

1.7. Scope and delimitations of the study

The school chosen is “Gabriel García Moreno”, located at Ciudadela Vergeles 3^{ra} etapa, this study was aimed at the students’ evaluation to determine their strengths and weaknesses in vocabulary acquisition by using authentic materials with the most appropriate activities to improve students’ oral communication with the influence of these materials.

In 3rd grade of Educación General Básica in Dr. Gabriel Garcia Moreno School, there are seventeen students. We chose this group because they are at an age where they can begin to apply English in the real world. Also, this is a year of highly visible progress. Students are able to develop new vocabulary through authentic materials.



Figure 1. Gabriel García Moreno School

1.8. Research Questions

2. Why is it important for young students to acquire new vocabulary?
3. What is the impact of the use of authentic materials with young children?
4. How do the students demonstrate vocabulary outside the classroom by learning authentic materials?
5. What are the advantages of learning new vocabulary through the use of authentic materials?
6. How will the use of authentic materials be effectively used in the classroom?
7. How can authentic materials be pertinent to the students' vocabulary acquisition?
8. How will the use of authentic materials influence English language teachers?
9. What is the importance of teaching vocabulary by using authentic materials?
10. How will teachers benefit from this guide which includes the use of authentic materials?
11. How will the guide impact English language teaching strategies?

1.9. Variables and Indicators

The authentic materials causes a change in vocabulary acquisition and it is not possible that vocabulary acquisition could cause a change in authentic materials.

1.10. Operationalization of the variables

Table 1

Independent Variable: Authentic Materials.

CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
<p>Authentic materials are resources which can be used to improve the way of acquiring a new subject. These authentic materials tend to be interactive which means that there is a close relationship between these and the students allowing a persistence in the use of them.</p>	<p>Authentic materials are printed, video, and audio materials students encounter in their daily lives, such as address forms, job applications, menus, voice mail messages, radio programs, and videos. These are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.</p>	<p>Learning strategies (Student factors)</p>	<p>Types of Authentic Materials</p>

Table 2*Dependent Variable: Vocabulary Acquisition*

CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
<p>Vocabulary acquisition is the process of learning new words. An adequate vocabulary is necessary for academic success.</p>	<p>Vocabulary acquisition is the way in which the students learn, and interact with other people by using words in speech sounds.</p>	<p>Form: Recognition of the word according with the form of it: (spoken, written, word parts)</p> <p>Meaning: Recognition of the word according with the meaning of it: (form and meaning, concepts and referents, associations)</p> <p>Use: Recognition of the word according with the use of it. (grammatical functions, collocations, constraints on use)</p>	<p>Speeches Presentations Group Activities</p>

2. RESEARCH THEORETICAL FOUNDATIONS

2.1. Literature Review

Throughout the previous decades, searching for new efficacious methods of vocabulary acquisition within the teaching of ESL has gained more attention by teachers, scientists, scholars, etc. As a result, searching for suitable and adequate materials occupies a vast space of instructors' thinking. The purpose of constantly acquiring vocabulary in English language is for students to be able to benefit from using it in the real world.

Experts say that kids should begin to learn a foreign language at a young age; the younger, the better. "A child is born with the ability to learn any language in the world," explains Caryn Antonini, creator of Early Lingo. "The older the child gets, certain windows close in terms of language acquisition, but so long as the students learns the language before puberty (age 12 or 13), the child should be able to speak with a native accent" (Properzio, 2016).

"Kids this age are developing language skills rapidly, and they quickly absorb whatever they hear," says Erika Levy, Ph.D., assistant professor of speech and language pathology at Columbia University Teachers College, in New York City. "They can learn to understand new words in two different languages at an incredibly fast rate" (Properzio, 2016).

Therefore, most teachers think that it is enough to teach the appropriate vocabulary using the tasks of the course book, which are looked at artificial because they are designed exclusively for didactic purposes. Consequently, when teachers are concerned with helping their students to expand their language vocabulary baggage, they should think about effective teaching methods that are used and materials that are taught to students to achieve what is expected.

According to Carter and Nunan (2001), authentic materials are the type of "texts" that are not designed for "teaching" objectives (p. 68). Kelly, Offner, & Vorland (2002) believe that authentic materials are a useful means of bridging

the gap between the classroom and the real world. Researchers have shown that the language taught in the classroom must be linked to its functions in the real world. On the other hand, Richards (2001) states that the language which the students are involved in the classroom must represent the language used in the real world.

Clearly, these materials have not been manipulated, although Guariento and Morley (2001) admit simplification processes as an alternative for the use of authentic materials with students of lower levels, as long as the associated tasks retain characteristics of authenticity, present a high difficulty to integrate into a structured learning plan, and lend themselves with ease to a job integrated of the linguistic and communicative abilities. It seems appropriate to postulate as the first requirement for authentic tasks that are properly perceived.

Young children learn language naturally and unconsciously. They have the ability to imitate pronunciation and work out the rules for themselves. Any idea that learning to talk in English is difficult does not occur to them unless it's suggested by adults, who themselves probably learned English academically at a later age through vocabulary-based textbooks.

Vocabulary tasks should provide students with a high level of independence when they use English language in a real context, which in turn means using actual authentic materials. Communicative approaches to teaching vocabulary in the language changes the view of curriculum designers towards the subjects learned as other subjects of the school, a very important communication tool inside and outside the classroom.

Thus, a tip for curriculum designers is to take into account the needs of students and give them the opportunity to communicate the learned language in real situations outside the school walls. Recently, the implementation of authentic materials in English teaching in English as a Second Language classes, gained a lot of attention from teachers. In addition, Kilickaya (2004) states that nowadays there are many voices suggesting that English language introduced to students in the classroom, should be authentic that one may to strengthen the learning process of students. Also, erudite encourage the use of authentic

materials in teaching because of their positive effects on students. There are many remarks to authentic materials in the English Language Teaching. Something obvious and focused among the various authors who support the use of authentic material is "exposure", that is, the benefit and confidence that students gain from being "exposed" to language in authentic materials.

According to the Oxford Dictionaries (2012), the origin of the word "authentic" is during Late Middle English: via Old French from late Latin "authenticus", from Greek "authentikos" –principal, genuine–. It can be defined as genuine and not a copy of something. Nunan (1988) and McGrath (2002) define authentic materials as products that have been produced for purposes other than to teach language. Similarly, Matsuta (2004) describe authentic texts as real texts designed for the speaker of the language but not for the language students, authentic materials are appropriate and good in terms of goals, objectives, learners' needs and interest as well as natural in terms of real life and meaningful communication (Kilickaya, 2004).

There are three comparisons made by Miller (2003), first authentic materials are produced for real life communication purposes for example a newspaper article, which may contain false starts and incomplete sentences that may bring ambiguity to the students' understanding. For example, the title of the newspaper article usually is an incomplete phrase that can bring different connotations if it is read in different enunciation and word stress. However, authentic materials are useful in improving the communicative aspects of the language which can develop the students' motivation in using the targeted language outside the classroom.

In fact, it is the presentation that the teacher makes - or the same materials in which the task is supported - which determines an adequate reception by the student, thus establishing a positive rhythm between the decisions of the teacher and student perceptions. Without this prerequisite, the tasks for the student will hardly have authenticity. We must ask, then, what can make a task perceived as authentic by the student. The most immediate answer is the utility; the ability to satisfy a desire or a communicative need.

However, in the preparation for communication, a sequential methodology is usually followed, in which a series of preparatory tasks are first tackled - whose primary emphasis is on solving specific problems related to the formal aspect of language- To give later opportunity to other tasks that show a high parallelism with those of the real world, in which the focus of attention is the meaning of the message and not it's for.

This is precisely where we appreciate the crucial importance of the presentation by the teacher, who authenticates the effort required by the student communicating the reasons and benefits of the proposed work, which, in itself.

2.2. Theoretical Framework

The additional time required for educators in making arrangements for the utilization of authentic materials to supplement lessons is well justified, despite all the trouble. Truth be told, utilizing authentic materials have several focal points (Kilickaya, 2004; Otte, 2006; Thanajaro, 2000). Authentic materials and media can fortify for students the immediate connection between the language classroom and the outside world. It sees authentic materials as an approach to contextualize language learning. At the point when lessons are fixated on comprehending a menu or a TV weather report, students tend to concentrate more on content and significance instead of the language itself. This offers students a valuable wellspring of language input, with the goal that they are not being exposed just to the language presented by the text and the educator (Bacon and Finneman, 1990; Miller, 2005, Otte 2006, Thanajaro, 2000).

In class, they regularly sent students to a city in a target culture through prepared task-based activities utilizing authentic materials. As students increased more certainty working specifically with authentic materials, they additionally detailed an expanded comprehension of the reasonable advantages of having the capacity to utilize the language in real world scenarios. Students remarked that they found it useful to hone aptitudes they would require outside the classroom and to find out about cultures beyond their own. Additionally, there are some researchers who call attention to that more authentic materials

are required in the classroom in light of the wide difference that is frequently found between materials developed specifically for English language teaching and genuine discussion.

Brosnan, D., Brown, K. and Hood, S. (2006) legitimize the significance of the utilization of authentic language in the classroom along these lines:

1. Language is natural. By disentangling language or adjusting it for teaching purposes (restricting structures, controlling vocabulary, and so on.), we hazard making the task more troublesome. We may, in fact, be removing pieces of information to meaning.
2. Authentic language offers students the opportunity to manage a little measure of material which, at the same time, contains complete and meaningful messages.
3. Authentic printed materials provide students the chance to make utilization of non-semantic clues (layout, pictures, hues, images, the physical setting in which it happens) to enable them to find the meaning more effortlessly.
4. Adults should have the capacity to see the prompt importance of what they do in the classroom to what they have to do outside it, and real-life material treated practically makes the association self-evident.

2.2.1. Definition of Authentic Materials

Authentic materials as talked or written language information that has been produced in the course of genuine communication, and not particularly written for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their own samples of authentic language information from "real-world" context outside the classroom. They work on listening to and reading genuine language drawn from a wide range of sources, including TV and radio broadcasts, taped conversations, meetings, talks and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and an extensive variety of other written messages from the "real world" in circumstances as they happen (Thanajaro, 2000).

2.2.2. Types of Authentic Materials

Gerhard (2008) gives more examples of authentic materials ESL/EFL teachers have used. Some of his example, which may serve as source material for lesson planning, are shown below:

1. **Authentic Listening-Viewing Materials:** TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped, short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. **Authentic Visual Materials:** slides, photographs, paintings, children's artwork, stick figure, drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. **Authentic Printed Materials:** newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
4. **Realia (Real World Objects) Used in EFL/ESL Classrooms:** coins and currency, folded paper, wall clock, phones, Halloween masks, dolls, and puppets, to name a few (i.e. Realia are often used to illustrate points very visually or for role-play situations).
5. These types of authentic materials will enable students to hear, read, and produce language as it is used in the target culture as they learn vocabulary. They reveal proper use of language in culturally appropriate contexts and are interesting and motivating. They can be chosen according to students' interests or need, or be chosen by students themselves for their own purposes.

2.2.3. Advantages of using authentic materials

Using authentic materials in the classroom is important for many reasons:

1. Through their use, students can begin to develop language skills, learning to develop a tolerance for what they cannot understand in order to get as much information as they can from what they do understand.
2. They have a positive effect on learner motivation, provide authentic cultural information, provide exposure to real language, relate more closely to students' needs, and support a more creative approach to teaching English as a second language.
3. Students are exposed to real speeches, as in videos of interviews with famous people.
4. "Authentic Materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities" (Sanderson, 2006).
5. Authentic materials can produce a sense of achievement.
6. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
7. They can encourage reading for pleasure because they are likely to contain topics of interest to students, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.
8. They stand a more creative and efficacious approach to teaching.

2.2.4. Disadvantages of using authentic materials.

We can ask for that students are being exposed to real language and they feel that they are being involved in that. When it is noticed that this goal is very likely to be fulfilled make us excited and willing to put them in practice in our classrooms, but while using them, it is inevitable that we face some problems.

The disadvantages mentioned by several researchers are:

1. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.

2. The vocabulary might not be relevant to the student's immediate needs.
3. Special preparation is necessary which can be time consuming.
4. Too many different accents can be heard which can cause some confusion.
5. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

2.2.5. Importance of Vocabulary

Vocabulary acquisition is the process of learning new words. An adequate vocabulary is necessary for academic success. Second language vocabulary acquisition research has historically been influenced by the field of linguistics, not only in terms of theoretical insights, but also in terms of the emphasis placed on various topics. Within linguistics, the lexicon has taken on a secondary role in terms of theory construction; within second language vocabulary acquisition, the rift between studies of the lexicon and theory construction seems to be even greater. While it is no longer possible to say that the lexicon is the 'neglected component' of second language acquisition research, it does appear to be the case that most lexical studies are not centrally concerned with the establishment of a theory of the lexicon; rather, the majority deal with descriptive aspects of the lexicon.

Vocabulary is the tool of thought, translation, self-expression and communication. In any language teaching, vocabulary assumes a colossal imperative role. The famous language specialist Wilkins (2002) said individuals could describe few things without grammar, but they could express nothing without vocabulary. Widdowson (2004) thought that the Native English speaker can comprehend those language materials with amend vocabulary but not so proper grasp of vocabulary use. Lewis (2006) held vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all cannot go without vocabulary. Non-native language students generally tend to make mistakes with vocabulary foreign language teaching techniques are different but all demonstrate the significance of vocabulary teaching. To start learning a foreign language is associated with taking in the words.

2.2.6. The Teaching of Vocabulary

Traditionally, the teaching of vocabulary above basic levels in some countries, especially in America, has mostly been incidental, restricted to introducing new items as they showed up in reading or at times listening texts. This roundabout teaching of vocabulary assumes that vocabulary expansion will occur through the practice of other language skills, which has been demonstrated insufficient to guarantee vocabulary development.

Nowadays it is broadly acknowledged that vocabulary teaching should be a part of the syllabus, and taught on a well-planned and regular basis. Some authors, led by Lewis (2006), argue that vocabulary should be at the center of language teaching, because language consists of grammaticalized lexis, not lexicalized grammar.

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gairns and Redman (2006):

1. **Boundaries between conceptual meanings:** knowing not only what lexis refers to, but where the boundaries are that separate it from words of related meaning (e.g. cup, mug, and bowl).
2. **Polysemy:** recognizing the different meanings of a single word form with several different but closely related meanings (head: of a person, of a pin, of an organization).
3. **Homonymy:** recognizing the different meanings of a single word form which has several meanings which are NOT closely related (e.g. a file: used to put papers in or a tool).
4. **Synonymy:** recognizing the distinctive shades of meanings that synonymous words have (e.g. extend, increase, and expand).
5. **Affective meaning:** distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude

or the situation. Socio-cultural associations of lexical items is another important.

6. **Style, register, dialect:** Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
7. **Translation:** awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
8. **Chunks of language:** multi-word verbs, idioms, strong and weak collocations, lexical phrases.
9. **Grammar of vocabulary:** learning the rules that empower students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping, able, unable, disability)
10. **Pronunciation:** capacity to perceive and repeat items in speech.

The implication of the perspectives just mentioned in teaching is that the goals of vocabulary teaching must be more than essentially covering a specific number of words on a word list. We should utilize instructing procedures that can help understand this worldwide idea of knowing a lexical item. Furthermore, we should likewise go beyond that, giving students chances to utilize the items learnt and also helping them to utilize effective written storage systems.

2.3. Legal Framework

This Project is based on the constitution of the Republic of Ecuador and the LOEI.

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, garantía de igualdad e inclusión social y condición esencial para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

(Constitución de la República del Ecuador (2008), Título II Derechos Capítulo dos "Derechos del buen vivir" Sección quinta "Educación")

Art. 343. - El sistema educativo nacional tiene como objetivo el desarrollo de las capacidades y potencialidades individuales y colectivas de la población, lo que permite el aprendizaje y la generación y uso de conocimientos, técnicas, conocimientos, artes y cultura. El sistema se centrará en el sujeto que aprende y trabajará de una manera flexible, dinámica, inclusiva, efectiva y eficiente. El sistema educativo nacional integra una visión intercultural de acuerdo con la diversidad geográfica, cultural y lingüística del país, y el respeto por los derechos de las comunidades, los pueblos y las nacionalidades. (Constitución de la República del Ecuador (2008), Título VII Régimen del Buen Vivir Capítulo I "Inclusión y equidad" Sección primera "Educación")

Art. 344. - El sistema nacional de educación incluirá las instituciones, programas, políticas, recursos y actores del proceso educativo, así como las acciones en los niveles de educación inicial, básica y media, y se articulará con la educación superior sistema. El Estado ejercerá el rector del sistema a través de la autoridad educativa nacional, que formulará la política educativa nacional; también regula y controla las actividades relacionadas con la educación, así como el funcionamiento de las entidades del sistema. Constitución de la República del Ecuador (2008), Título VII Régimen del Buen Vivir Capítulo Uno "Inclusión y equidad" Sección uno "Educación"

La constitución establece que la educación es un derecho garantizado para los ciudadanos que debe ser de calidad y eficaz para que otros puedan desarrollarse profesionalmente en su vida futura. Además, establece que su objetivo es el desarrollo de capacidades y potencialidades individuales y colectivas de la población, lo que permite el aprendizaje, la generación y el uso del conocimiento.

2.4. Conceptual Framework

Development: Change, growth or improvement over a period of time. A new event that changes a situation.

Improvement: The state of being better than before, or the process of making something better than it was before. A change that you make to something in order to make it better.

Innovation: A new idea or piece of equipment, or the use of new ideas.

Knowledge: What you know, or what is known about a particular subject.

Method: A way of doing something, specially a planned or established way.

Motivation: A feeling of enthusiasm about something or a feeling of determination to do something.

Teaching method: A way of doing something, specially a planned or established way.

Techniques: A method of doing something using a special skill that you have developed.

Strategy: a plan of action or policy designed to achieve a major or overall aim.

Authentic: of undisputed origin; genuine

Materials: facts, information, or ideas for use in creating a book or other work

3. RESEARCH METHODOLOGY

3.1. Type of Research Description

Within the methodological aspects can be included to the process of data collection.

The type of the study based on the inquiry mode is:

Qualitative Research: In the handbook of qualitative research Denzin and Lincoln (2005) describe qualitative research as involving "... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them."

Quantitative Research: Is considered to have as its main purpose the quantification of data. This allows generalizations of results from a sample to an entire population of interest and the measurement of the incidence of various views and opinions in a given sample. Yet, quantitative research is not infrequently followed by qualitative research which then aims to explore select findings further.

Based on the Objectives and Variables this study is:

Descriptive Research

Descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect.

3.2. Methods, Techniques and Research Instruments.

The research exposes the most appropriate techniques among already commonly used techniques according to students' level, such as data collection and data analysis techniques.

In the elaboration of this project, the researcher decided that based on the inquiry mode that it is qualitative.

In pursuit of useful information:

1. The Analysis – Synthesis method was used in this thesis to decompose the two variables of this research, the dependent and independent, in order to analyze them deeply and individually to bring out more precise information about the object of study and once achieved, they are incorporated to study them universally through synthesis.
2. The Inductive – Deductive method was also utilized in this project because with the inductive method detects the problem through particular facts presented in Dr. Gabriel Garcia Moreno school such as an inefficient use of academic and didactic resources for teaching vocabulary, which had repercussions in a general fact that was the insufficiency in new vocabulary acquisition in student. It was discovered with the enforcement of deductive method.

The survey technique, was necessary in the development of this project because is about teaching with authentic materials to fulfill specific aspects of the investigation. The survey was directed and applied to a group of ten teachers members of Dr. Gabriel Garcia Moreno staff.

RESEARCH INSTRUMENTS

Class Observation

The main method for obtaining relevant information for this investigation was the observation form, which was designed using the necessary parameters to discover the importance of including authentic materials within the classroom. Through the observation sheets, we leave testimony of the observed and lived during the class and thus preserve the most significant aspects of it and especially the behavior of the students, towards the application of new strategies to develop their vocabulary.

The evaluated parameters in this observation format were: Materials used in the classroom, students behavior, meaningful learning and activation of prior knowledge. This format had 15 aspects to evaluate, for four points each one, having as ideal result a total of 60 points, nonetheless, the students who were

observed got the following scores before the application of the strategies presented in this study:

60-50 points 2 students

40-30 points 6 students

20-10 points 8 students

0 – 9 points 1 student

The results obtained before the application of the use of authentic materials in the classroom, show that a high number of students do not relate previous knowledge and their experiences with what they learn in the classroom and do not feel motivated to acquire a second language; However, the results obtained after the application of the activities proposed by the researcher show a great improvement when turning learning into something significant, relating it to its environment and to real-life situations. Students who were observed got the following scores after the application of the strategies presented in this study:

60-50 points 8 students

40-30 points 6 students

20-10 points 3 students

0 – 9 points 0 students

A survey for teachers

A survey directed to teachers were given to Dr. Gabriel Garcia Moreno school's staff; all the questions were focused to analyze the activation of prior knowledge during English classes and the degree of influence they had in order to improve their vocabulary skills and also to determine the teachers' strengths and weaknesses.

3.3. Research Population and Sample

In this educational project was necessary to extract a sample of the universe of the study to apply the pertinent instruments that contribute to the assessment of this research. Usually the sample should be obtained through a formula, if the universe selected is over one hundred individuals but in this thesis the sample is integrated by seventeen students from third grade, ten teachers and one principal which was granted by the human group of Dr. Gabriel Garcia Moreno

Table 3*Research Population and Sample*

	Population	Sample
Students	17	17
Teachers	10	10
Principal	1	1
Total	28	28

Source: This school; hence the sample of this investigation constitutes one hundred percent of universe of the study.

3.4. Sources, Resources, and Timeline

Different resources contributed to this project. The first resource was the human resource established by the authors of this project. The second resource was the technological resource which included short stories, online activities tested with the students, and different hands on activities that helped to construct their own knowledge. Lastly, the diverse of handmade materials helped students to increase their level and to be a good reader.

Table 4*Sources and resources.*

TYPE OF RESOURCE	RESOURCE
Human	1. Researcher
Technological	1. Photocopier
	2. Cd Player
	3. Laptop
	4. In focus
Bibliographies	1. Worksheets
	2. Flashcards
	3. Story Books

Source: This table includes human, technological, and bibliographic resources.

Table 5

Timeline

Timeline		
Dates	Activity Performed	Items used
August 01 st , 2017	1st Class Observation	Observation Sheet
August 17 th , 2017	Survey to Teachers	Questionnaire
August 21 st , 2017 – October 27 th , 2017	Application of Method in 3 rd Grade	Lesson Plans
November 24 th , 2017	Final Observation	Observation Sheet

Source: Timeline of activities performed during the research. This table included the detailed schedule of the research.

3.5 Processing, Presentation and Analysis of Results

Application of the investigation instruments survey to the teachers.

Table 6

Students' Attention

By: Rosario Romero

Working with Authentic Materials will catch students' attention towards a dynamic class.

Category	Frequency	Percentage
Strongly Agree	12	60,00%
Agree	8	40,00%
Neither	0	0,00%
Disagree	0	0,00%
Strongly Disagree	0	0,00%
TOTAL	20	100,00%

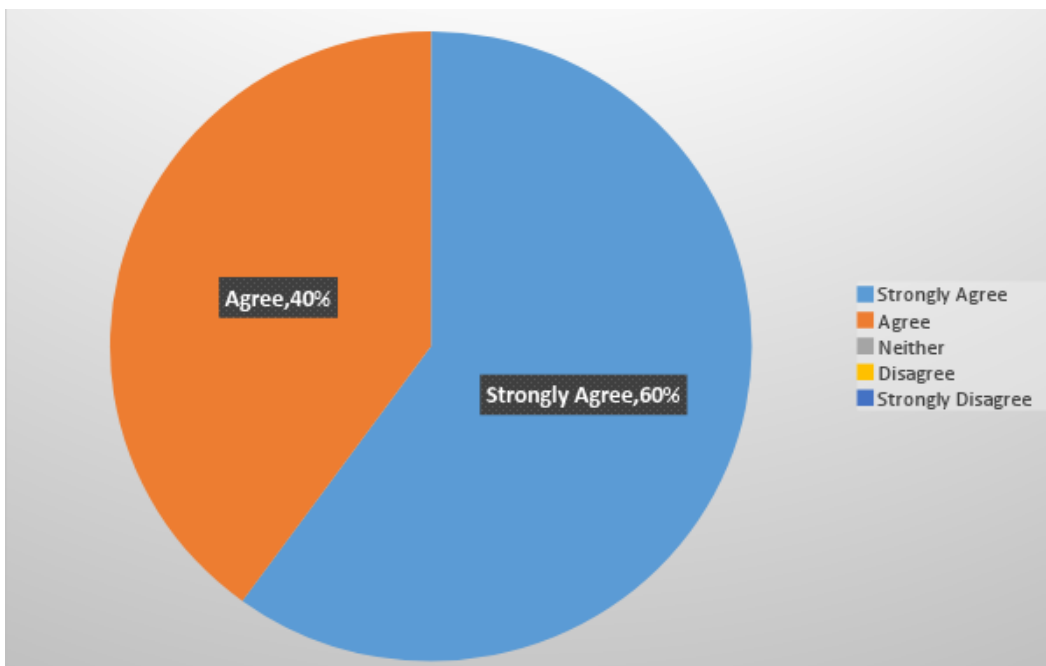


Figure 2. Students' Attention
By: Rosario Romero

According to the results, the 60% of teachers strongly agree that the incorporation of Authentic Material in the teaching process will influence students to feel motivated and encouraged to new challenges while the 40% of teachers agree.

Table 7

Teaching Vocabulary

By: Rosario Romero

Vocabulary can be taught through Authentic Materials.

Category	Frequency	Percentage
Strongly Agree	11	55.00%
Agree	7	35.00%
Neither	0	0.00%
Disagree	2	10.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

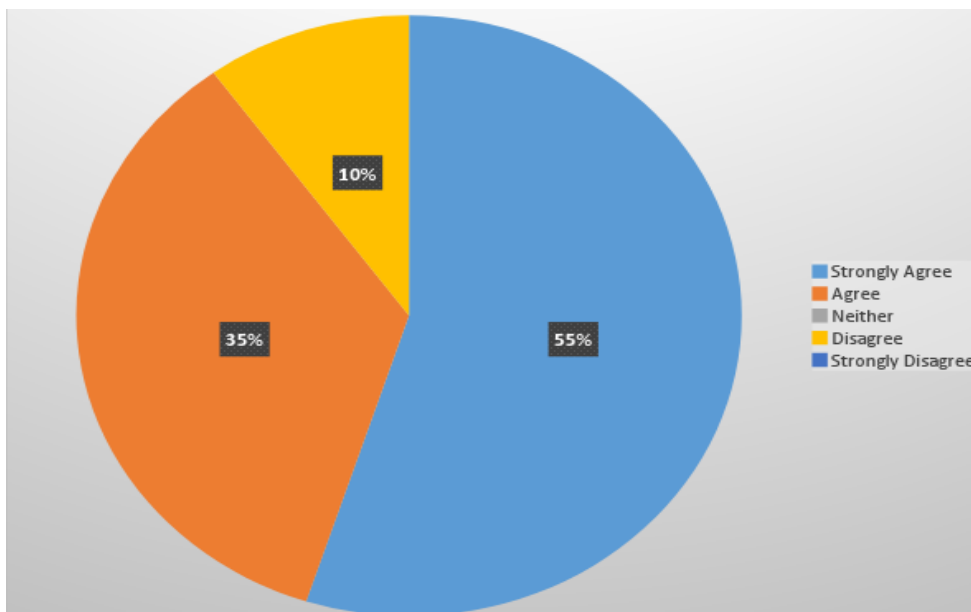


Figure 3. Teaching Vocabulary
By: Rosario Romero

According to the results, the 55% are teachers who believe that vocabulary can be taught through Authentic Materials, while the 10% are teachers who answered also has a negative perspective from others teachers.

Table 8

Cheap Authentic Materials

By: Rosario Romero

Authentic Materials is a cheaper way to teach vocabulary in schools

Category	Frequency	Percentage
Strongly Agree	10	50.00%
Agree	5	25.00%
Neither	3	15.00%
Disagree	2	10.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

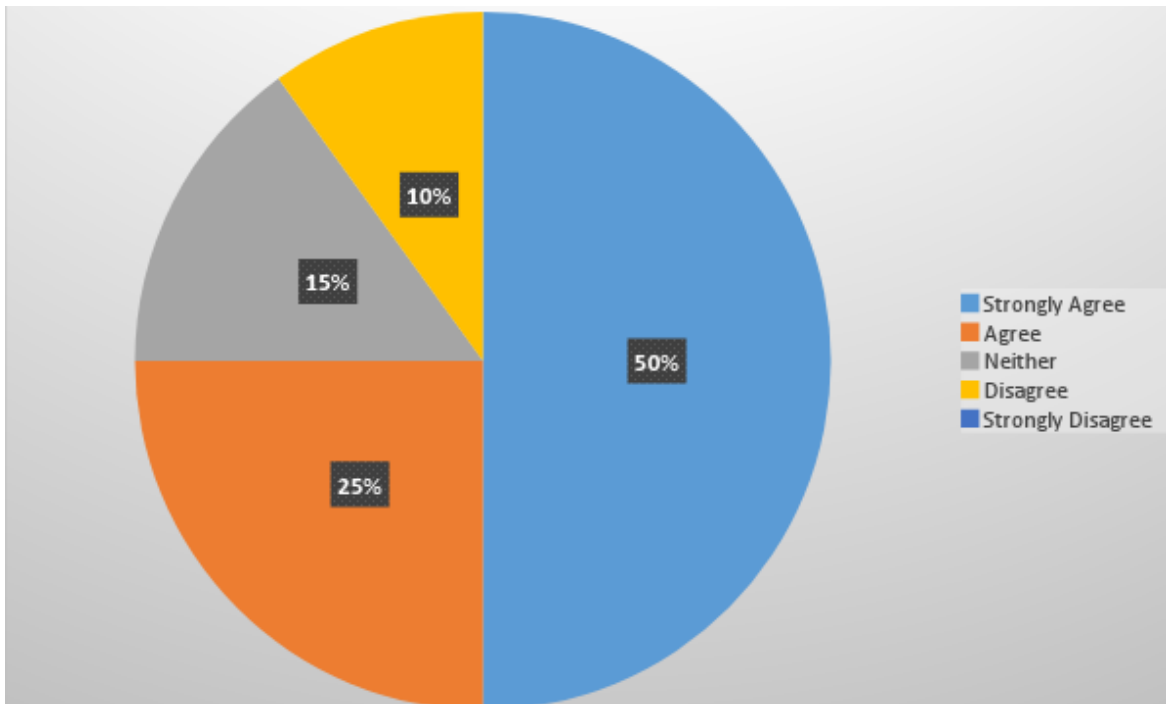


Figure 4. Cheap Authentic Materials

By: Rosario Romero

According to the result, the 50% are teachers who believe that working with authentic materials that catch students' attention is going to be cheap, as there are different points of views, the 10% has a negative response that believe that is going to be expensive these materials.

Table 9

Motivation in Authentic Materials

By: Rosario Romero

Teachers will find motivated the way to teach through Authentic Materials.

Category	Frequency	Percentage
Strongly Agree	13	65.00%
Agree	5	25.00%
Neither	0	0.00%
Disagree	2	10.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

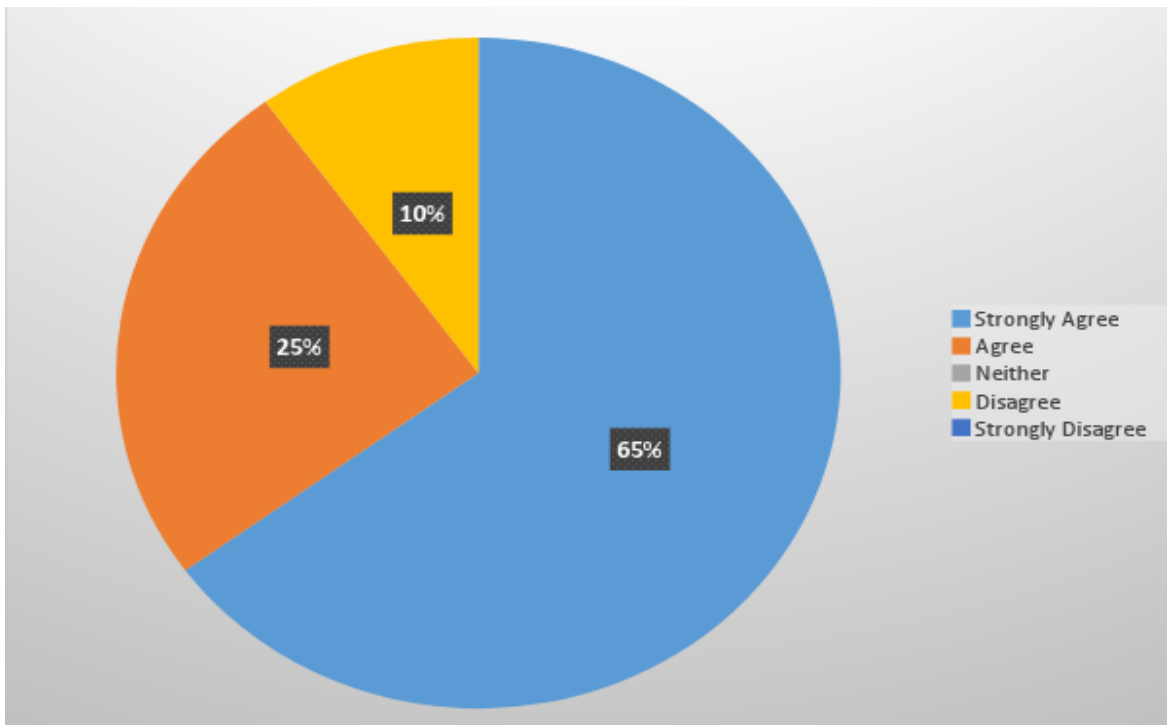


Figure 5. Motivation in Authentic Materials

By: Rosario Romero

According to the results, the 65% are teachers that find authentic materials will motivate teachers to teach in a different and dynamic way, while the 10% of teachers think that they will not find the motivation in this way of teaching.

Table 9

The Use of Authentic Materials

By: Rosario Romero

Working in Third Grade with Authentic Materials is efficient.

Category	Frequency	Percentage
Strongly Agree	11	55.00%
Agree	6	30.00%
Neither	2	10.00%
Disagree	1	5.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

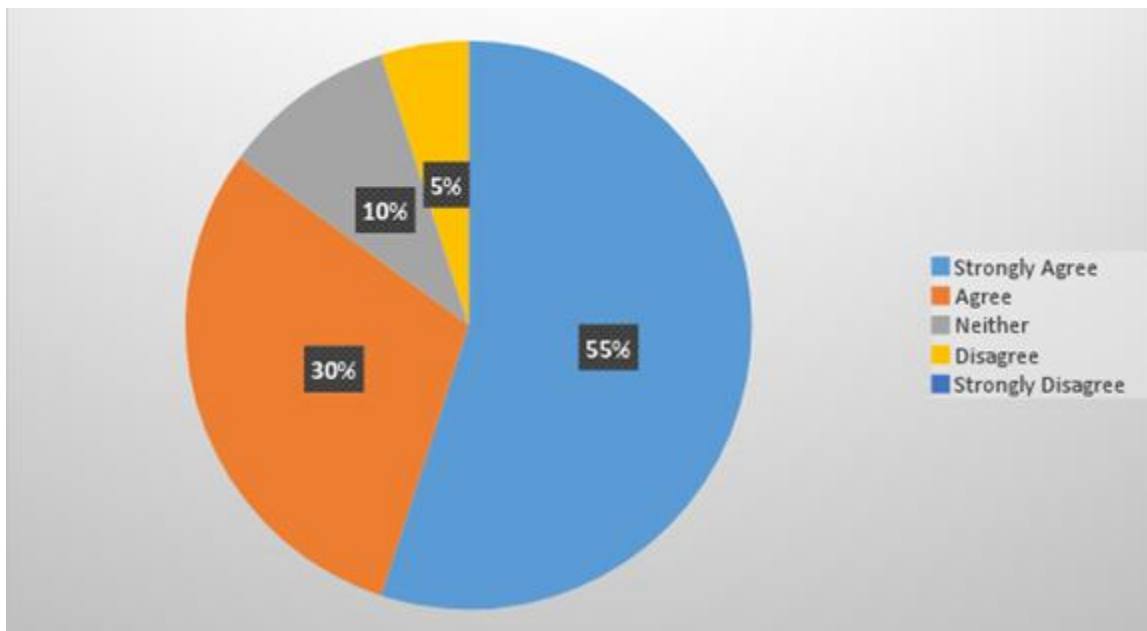


Figure 6. The Use of Authentic Materials

By: Rosario Romero

According to the results, the 55% are teachers who says that this new kind of material should be implemented in third grade so students can have a pattern established when enter to the classroom, In a minimum percentage which is 5% the teachers think that the authentic materials are inefficient, kids should have the opportunity to deal with authentic material in order to see the process.

Table 10

Production of High-Level Students

By: Rosario Romero

Authentic Materials would help in the production of higher-level students because of the exposure of different material.

Category	Frequency	Percentage
Strongly Agree	13	65.00%
Agree	7	35.00%
Neither	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

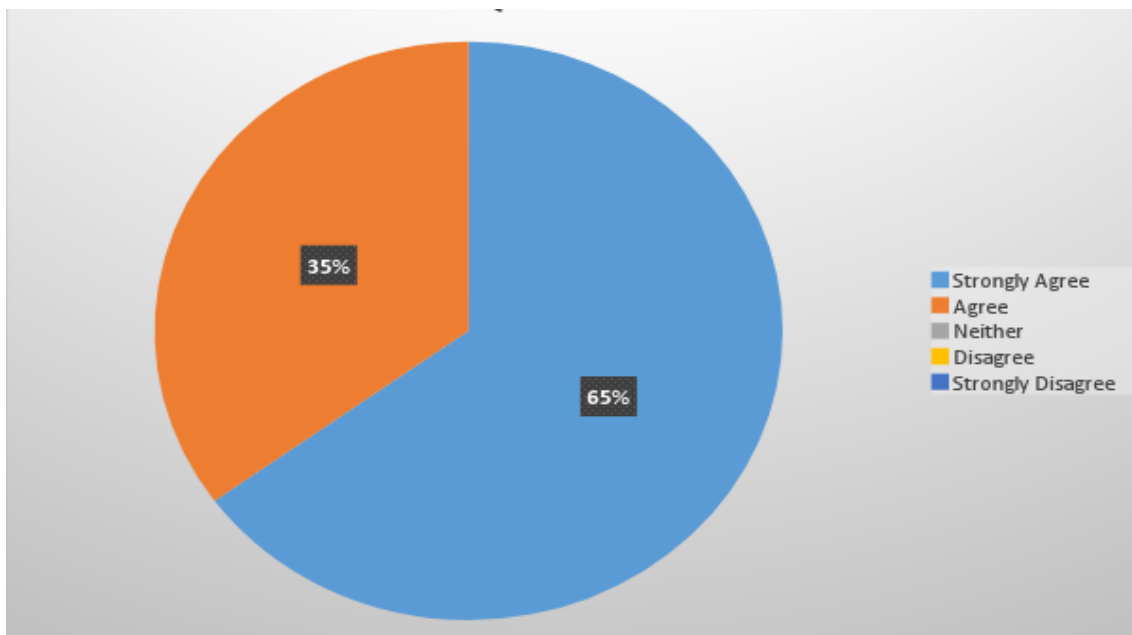


Figure 7. Production of High-Level Students

By: Rosario Romero

According to the results, the 65% of teachers definitely strongly agree that using Authentic Materials inside the classroom is going to produce a great impact on learners, their level is going to increase because of the usage of real words, real situations and the 35% agree.

Table 11

Free Production

By: Rosario Romero

Students will be able to speak and listen freely with Authentic Materials.

Category	Frequency	Percentage
Strongly Agree	15	75.00%
Agree	4	20.00%
Neither	0	0.00%
Disagree	1	5.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

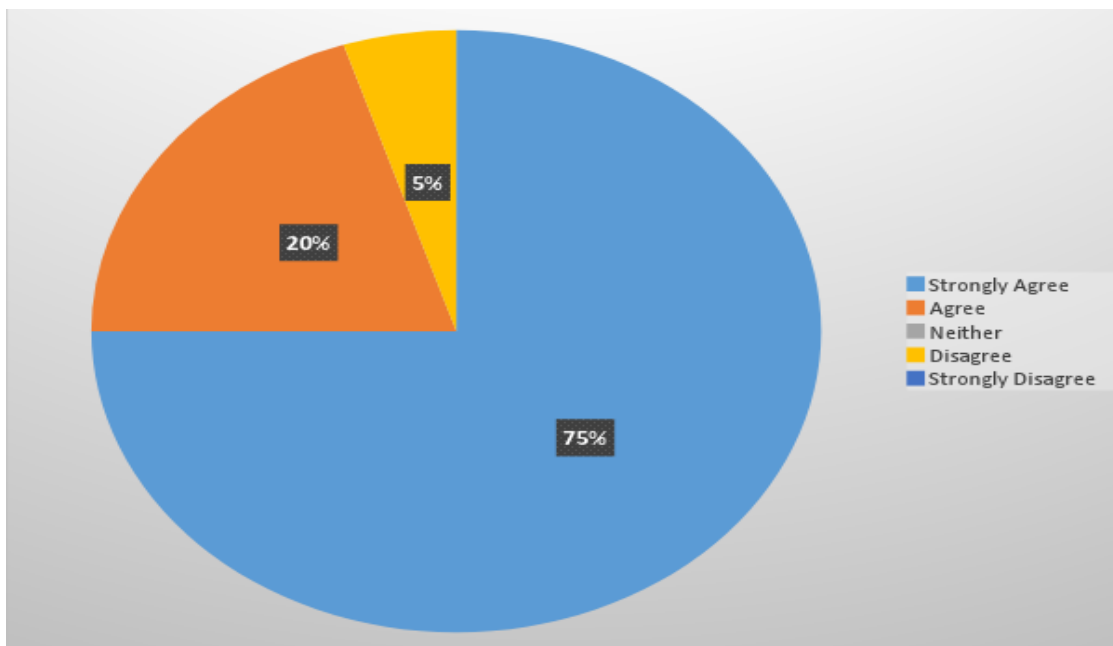


Figure 8. Free Production
By: Rosario Romero

According to the results, some students could handle the way of expressing themselves in a freely way and it is showed with the 75% strongly agree of teachers, and in a minimum percentage which is 5% disagree.

Table 12

Guidance for the Target Language

By: Rosario Romero

Authentic Material guide learners toward the language they need for a particular context.

Category	Frequency	Percentage
Strongly Agree	9	45.00%
Agree	6	30.00%
Neither	0	0.00%
Disagree	5	25.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

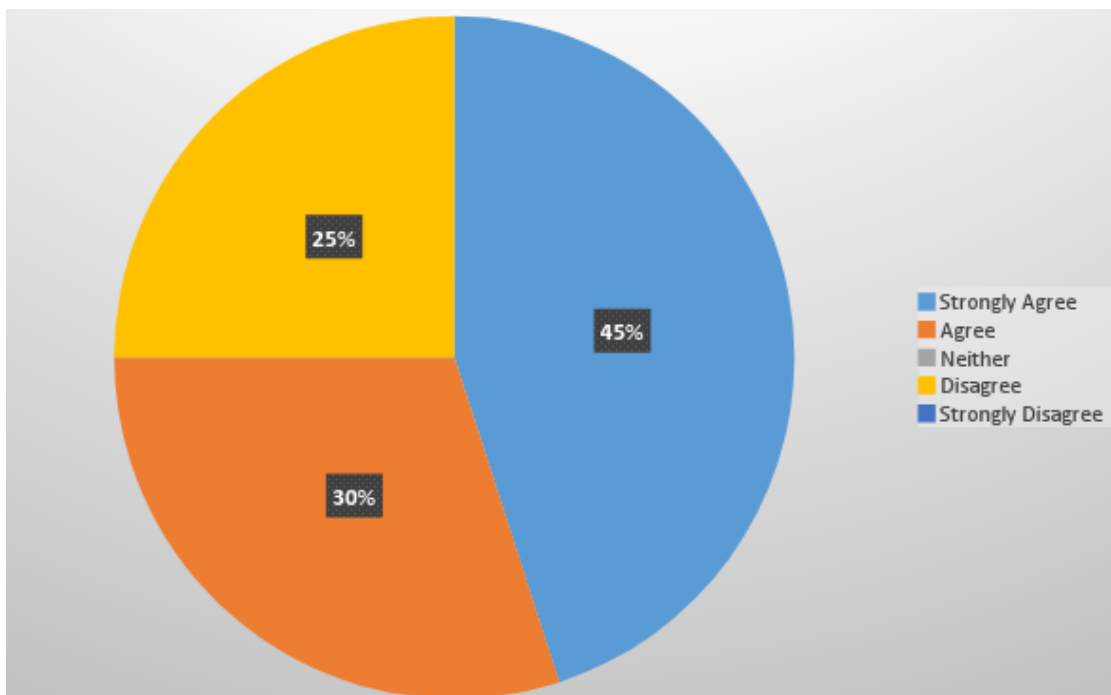


Figure 9. Guidance for the Target Language
By: Rosario Romero

According to the results, teachers strongly agree with the 45% truly believe that students are going to be guided towards the acquisition of new vocabulary. Working with Authentic Materials bring students to a real-life situation, the 30% agree, the 0% neither, while the 25% disagree and 0% strongly disagree.

Table 13

Achievement

By: Rosario Romero

The use of Authentic Materials will be effectively achieved in the classroom.

Category	Frequency	Percentage
Strongly Agree	14	70.00%
Agree	4	20.00%
Neither	0	0.00%
Disagree	2	10.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

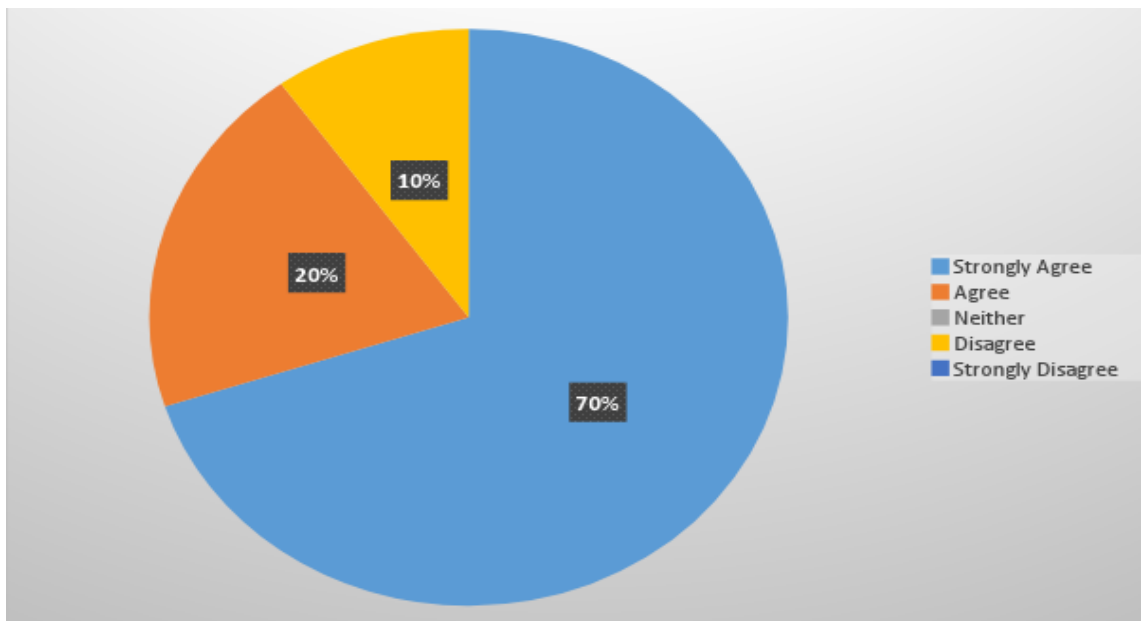


Figure 10. Achievement
By: Rosario Romero

According to the results, most of the teachers strongly agree with the 70% they think that the use of Authentic Materials will be effectively achieved in the classroom. So students will reach the goal required, as well as, in a minimum percentage 10% other teachers think that this will be difficult to achieve in the classroom.

Table 14

Consistency in using Authentic Materials

By: Rosario Romero

The student will be consistent in learning by having these authentic materials.

Category	Frequency	Percentage
Strongly Agree	12	60.00%
Agree	4	20.00%
Neither	1	5.00%
Disagree	3	15.00%
Strongly Disagree	0	0.00%
TOTAL	20	100,00%

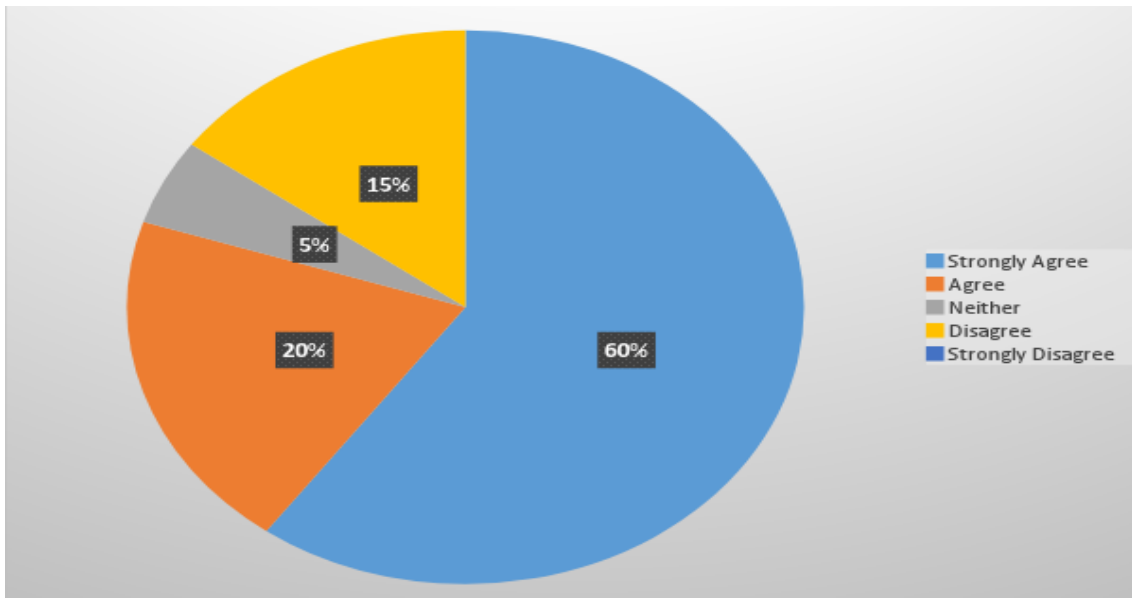


Figure 11. Consistency in using Authentic Materials

By: Rosario Romero

According to the results, 60% of the teachers consider that students will be consistent in learning by themselves using Authentic Materials. They will have the opportunity to learn different things every day, 20% agree, 5% neither, 15% of the other teachers consider that this will not be possible and 0% strongly disagree.

3.6 Preliminary Conclusions

English teachers, aware of the reality of the classroom, have come to the conclusion that one of the fundamental bases for the acquisition of a new language is vocabulary. But the lack of new techniques that awaken the interest of the student to learn new words make the vocabulary learned only for academic purposes, but not for the purpose of using them in a daily situation, which makes that when evaluating students teachers find unpromising results or sometimes when assessing students show great mastery of the words learned, but if you ask the same question within a week many of them will have already forgotten, which indicates that learning has not been significant and that therefore we have not generated true knowledge in the students. Within the analysis carried out within Unidad Educativa “Gabriel Garcia Moreno”, the positive influence that would be generated by the inclusion of authentic materials within the classroom is very obvious, since it gives the student the opportunity to use objects that surround their environment.

The main objective of the use of authentic materials in the teaching of a foreign language is to introduce into the classroom the authenticity factor, often absent within a formal education context. In addition, including these materials within the foreign language curriculum, the contents and methods are adapted to the characteristics of the students and their interests and needs, since they are the true protagonists of the educational process. On the other hand, the use of authentic materials provides different pragmatic and cultural elements, necessary for a complete and contextualized learning of the target language.

Among the most remarkable advantages of using authentic materials in the classroom we can mention that they break the monotony of class, increase the interest, motivation and confidence of the students as well as serving as a model for the production of the students and reflect the changes in the linguistic use. The students are surrounded by models that are much more authentic, more real, closer to what the native speakers really say and write, considering the didactic materials that present a version that is too simplified for each

language or too correct. This allows the students to become familiar with the actual use of the language, teaching them to understand it and use it in concrete and realistic situations that serve to practice and improve the mastery of the four skills and at the same time allow to bring the activities in class to reality outside. From the classroom, to real-life situations that enhance the interaction and effective use of the language in real communicative situations or similar to reality that, in addition to everything, show progress, thus indicating the needs of the students, contributing to their self-evaluation and improving their communicative competence in different situations.

Within the process of this research work the author intends to demonstrate that the use of authentic materials is a very powerful tool for the cultural approach and the integration of cultural elements, so they positively influence and develop the intercultural competence of students. After all the above we can conclude that the proper selection and subsequent use of authentic materials in the classroom should not be relegated to the background or be merely anecdotal, as it offers numerous advantages for students of a foreign language. Apart from positively influencing the motivation and interest of students, its use allows to consolidate and take advantage of existing knowledge, create communication situations of daily life, facilitate the introduction of lexical structures and linguistic contents and improve the acquisition of them and make students lose their fear of error and the unknown. Likewise, these materials promote interculturality, improve student performance and confirm their ability to understand the foreign language and culture. In this way they fulfill the ultimate objective of modern teaching of foreign languages, which is none other than to help students improve their communicative and intercultural competence.

Regarding the pedagogical potential of the authentic material, the researcher recommends that in the planning of the didactic units we try to establish subjects that were of interest to the students that are particularized by being part of their daily life, thus allowing the success of the issues depend in some way for being close to their environment. This is why it is recommended that real topics of interest to students be worked on, in order to motivate their participation in the learning process during each unit. It is very important to work

the vocabulary, not being a list of single words, since they could hardly be learned, what is recommended is that this new vocabulary be accompanied by different elements, in addition it must be applied in context to make it much more easy for students to assimilate and at the same time understand that it can be used in different situations.

The didactic units should cover topics that seek to develop students' communication skills as well as facilitate the introduction of (new) lexical, morphosyntactic structures and linguistic functions in order to have a positive effect on the interest and motivation of students, and provoke their involvement and participation in different activities.

Unidad Educativa Gabriel Garcia Moreno Through the figure of the English area coordinator, aware of the problems of acquiring new vocabulary present in the students of the institution and having revised the research proposal to implement authentic materials for the acquisition of new vocabulary, they have decided to endorse the present study and develop the proposed activities with the main purpose of motivating students and teachers with the implementation of new techniques that are very useful for the actors of the foreign language teaching process.

4. PROPOSED PROJECT PLAN

4.1 Title

Authentic Materials for vocabulary acquisition

4.2 Justification

Firstly, during the process of this research, it was evidenced the lack of a wide range of materials for teaching in third grade children. The evidence was obtained through the direct observation of the classes and with the subsequent analysis of the results of the observation cards that were filled and that show the behavior of the students before being introduced the authentic materials inside the classroom and its behavior subsequent to the application of the different activities proposed by the researcher.

In response to the main problem observed, the need to implement a series of dynamic activities and that includes authentic material arises. During this study, having knowledge of the disadvantages involved in not having authentic material within the development of a class, a series of activities is designed and applied that clearly evidences the improvement in the acquisition of a new vocabulary. Taking into account the survey and analysis of the environment in which students develop in the school environment, the researcher could notice the lack of motivation of the part of teachers to work solely with your textbook and in a monotonous manner.

To sum up, through observation which lead us to data collection have been discovered a change in students' behavior due they act in a different and more interested way when they have been working on activities within the classroom seeing that their teachers are involved with them using the authentic materials. The guide that has been used in this research shows favorable results for teachers to put it into practice in the students of the Gabriel Garcia Moreno School. This project includes teaching strategies and ways of using authentic materials which can be very useful in the process of acquisition and improvement of vocabulary.

At Gabriel Garcia Moreno School, teachers do not use a set of innovative and variety of materials in order to succeed effectively in lesson plans, as a result

that students feel all the classes just equal and boring as listening to the teaching and writing in their books. The elaboration of this guide have been designed with the purpose of helping teachers to teach new vocabulary through several ways of using authentic materials.

4.3. Objectives (Broad and Specific)

4.3.1. Broad

1. To select specific activities for students to acquire new vocabulary through the use of authentic materials.

4.3.2. Specific

1. To allow teachers to make students part of the activity and be the main actors in the classes.
2. To unwrap the mind of both the teacher and the student in order to obtain a good result of work in the activities.
3. To make teachers more educational and new ideas in which students can expose their full potential.
4. To become able to find different ways and incentives for students to put effort in learning new vocabulary.
5. To get students to learn new vocabulary through different activities according to the authentic materials described in the guide.

4.4. Content Framework of the Proposed Project Plan

The proposed project plan consists of the preparation of a guide in which you can find certain activities and ways of using authentic materials where teachers can analyze and verify the effectiveness of them and so they can begin to put into practice the tips detailed in this guide.

In this guide teachers will find ten activities which stand out in putting into practice the use of authentic materials in a different way which would catch students 'attention and so they can acquire new vocabulary with ease and can use these words within and outside the classroom naturally.

4.5. The Proposed Project Plan

Worksheets for teachers about Authentic Materials 'influence in acquiring new vocabulary for third grade students.

ACTIVITIES WITH AUTHENTIC MATERIALS

Activity #1

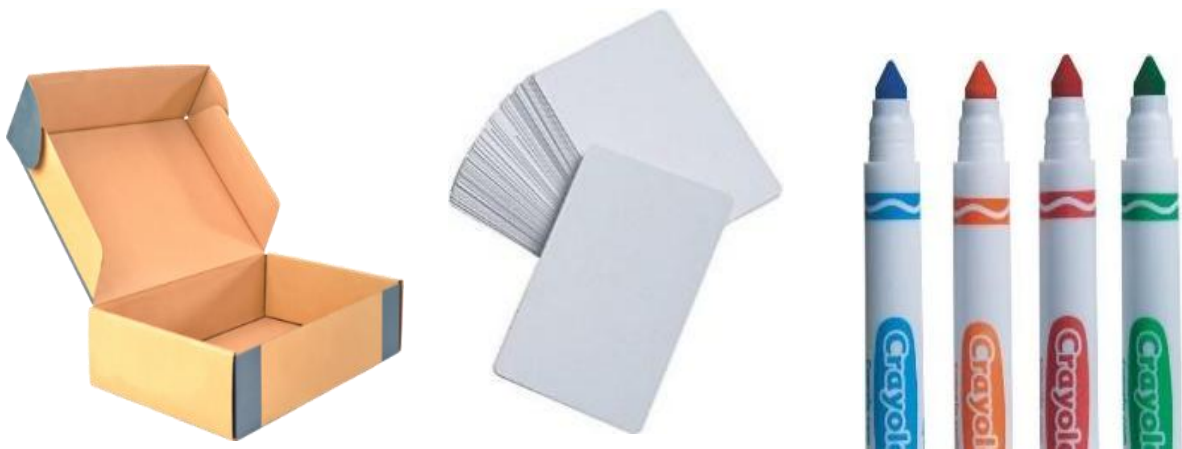
Topic: Vocabulary Box

Unit: Houses and Homes!

Materials:

Time: 20 – 25 minutes

1. Shoe box
2. Blank cards
3. Markers



Procedure: Students should write words from the lesson on different cards, teacher may end up with 10 words on 10 cards. These cards are then placed in the vocabulary box. (May write the definition of the word on the reverse of each card). Students could pick words from the box at random, give the definition and ask teacher for the word.

Vocabulary Words

House



roof



chimney



terrace



balcony



garden



garage



door



window



corridor



stairs



lift



kitchen



living-room



bathroom



bedroom



study



wall



cellar

Activity #2

Topic: sss Artwork

Unit: Weather and Seasons

Materials:

Time: 20 – 25 minutes

1. Cardboards
2. Markers
3. Color Pencils
4. Pencil
5. Scissor



Vocabulary Words:

1. Sunny
2. Cloudy
3. Rainy
4. Windy
5. Summer
6. Winter
7. Spring
8. Fall

Procedure: Give students enough cardboards in order to draw in. Have students write their names above their cardboards. Teacher calls out a vocabulary word and the students draw it. For each student give a score for his/her drawing, and then move on to the next picture. The student with the highest score at the end is the winner.

Activity #3

Topic: Eating Out

Unit: Food and Drinks

Materials:

Time: 20 – 25 minutes

1. Restaurant Menus
2. Magazines
3. Glue
4. Scissors
5. Table



Vocabulary Words:

- | | | |
|---------------|---------------|---------------|
| 1. Drinks | 8. Cookies | 15. Bread |
| 2. Soup | 9. Salad | 16. Chicken |
| 3. Ham | 10. Butter | 17. Jell-O |
| 4. Meat | 11. Entrees | 18. Ice Cream |
| 5. Eggs | 12. Desserts | 19. Juice |
| 6. Appetizers | 13. Chocolate | 20. Milk |
| 7. Hamburger | 14. Coffee | |

Procedure: Students create a couple of menus that include the food they have to offer. They have cut out pictures and images from magazines. Go over the different categories that are usually found in the menus as drinks, appetizers, entrees and desserts. When menus are ready, students take turns eating out and serving the food in their restaurant.

Activity #4

Topic: Rotten Apples

Unit: Fruits and Vegetables

Materials:

Time: 25 – 30 minutes

1. A set of plastic fruits
2. A set of plastic vegetables
3. Desk
4. A booth
5. Play money
6. A hamper
7. A trash



Procedure: Teacher tells the class that they will be going to the market in that day. So the teacher has to divide the class into shoppers and stall owners. Give each stall owner a kind of booth and a set of plastic fruits or vegetables, they should sell for \$1 each. Give \$30 in play money for each shopper. Give them enough time to go around and shop for fruits and vegetables, they should use expressions and phrases they have learned for shopping. Then call out the name of the items, say “apple” and tell them they are rotten. All of the students who bought apples must place them in a separate container – “the trash”. Allow them to continue shopping and then call out the name of another “rotten” item. At the end of the game, the students who has the most items – the one who relinquished the fewest “rotten” items wins.

Activity #5

Topic: Basketball Card Line-Up

Unit: Professions

Materials:

Time: 20 – 25 minutes

1. Flashcards
2. A basket

Vocabulary Words:

1. Astronaut



farmer



priest



doctor



artists



manager

2. Police Officer



football player



fireman



waiter



footballer



engineer

3. Doctor

4. Chef

5. Teacher



office worker



policeman



singer



pilot



swimmer

6. Writer

7. Nurse

8. Dentist

9. Lawyer

10. Engineer

Procedure: Divide the classroom into 2 teams, place two lines of several flashcards. Teacher needs two players and a 1.50 meters. Shooting inside the basket from far away is hard so players need to say the word and take a step closer and closer to the basket each turn. When they feel that they can throw and make it into the basket, they will make it into their attempt. Each successful shot scores a point for their team.

Activity #6

Topic: Bean Bag Toss

Unit: My Classroom

Materials:

Time: 20 – 25 minutes

1. Flashcards
2. Bean Bag

Vocabulary Words:

- | | |
|----------------|--------------|
| 1. Pencil Case | 6. Schoolbag |
| 2. Eraser | 7. Map |
| Ruler | 8. Lunch |
| 3. Scissor | 9. Pencil |
| 4. Glue | 10. Pen |
| 5. Desk | 11. Paper |

Procedure: Lay out flashcards face down on the floor. Students toss a bean bag onto a card and identify the flashcard it lands on. If they say the word on the card correctly, they keep the card but if it is incorrect the card remains on the floor. When all the cards have gone, the teacher will count who has the most cards to know who the winner is.



school bag



blackboard



books



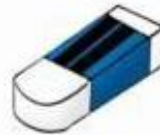
chair



colouring pencils



desk



rubber



glue



ink



marker



paper clips



pen



pencil



pencil case



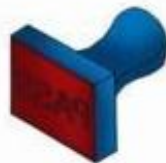
pencil sharpener



ruler



scissors



stamp



stapler



board rubber

Activity #7

Topic: Blind Toss communication

Unit: means of

Materials:

Time: 25 – 30 minutes

1. Mat
2. Flashcards
3. Cards
4. Towel



Vocabulary Words:

1. Computer
2. Newspaper
3. Radio
4. Telephone
5. Television
6. Letter
7. Mail

Procedure: Students have to sit down in a circle. Place a mat on the floor with cards numbers and a flashcard on each number. Taking turns, each student gets blindfolded and tosses a beanbag so as to hit a number. The student has to call out that word the same number of times as the number indicates.

For example: 5 – newspaper then newspaper, newspaper, newspaper, newspaper, newspaper. At the end students with the most points wins!

Means of Communication



Computer



Radio



Telephone



Newspaper



Cell Phone



Letter



Television or TV



Magazine



Activity #8

Topic: Draw and Roll

Unit: Musical Instruments

Materials:

Time: 20 – 25 minutes

1. Cardboards
2. Pencil
3. Markers
4. Dice



Procedure: The teacher tells students to draw a musical instrument and students should draw it on the cardboard. Only if the drawing is correct then the student rolls a dice for points. This game can be played in two ways: The fastest student to draw the instrument rolls the dice or the other way is to allow any student to roll the dice as long as the drawing is recognizable and correct.

Activity #9

Topic: Touch

Unit: My classroom

Materials:

Time: 20 – 25 minutes

1. Blackboard
2. Markers
3. Eraser board

Vocabulary Words:

- | | |
|-----------|-----------------|
| 1. red | 8. pink |
| 2. orange | 9. silver |
| 3. yellow | 10. gold |
| 4. green | 11. brown |
| 5. blue | 12. grey / gray |
| 6. violet | 13. black |
| 7. purple | 14. white |



Procedure: The teacher gives some commands. Then, the students responded to the teacher's directions. Students walk around the classroom touching things which teacher orders then to do. For example:

“Touch the table”

“Touch a chair”

“Touch your bag”

Colors work well for this, as students can touch anything of that color.

“Touch something red”

“Touch

something

“Touch something blue”

green”

Technique: Individual Work

Activity #10

Topic: Touch

Unit: Any Unit

Materials:

Time: 20 – 25 minutes

1. Balls

Procedure: This game is fast-paced, but allows students some time to think. It also encourages peer learning, as students will pick up on words they hear others speaking. To play the game, grab a ball and have all the students form a circle. Name a category or theme, such as things found in a kitchen, food, professions, and so on. Begin by tossing the ball at a student. That student will shout a word related to the theme and throw the ball to another student. As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can't think of a new one within 10 seconds, they are out and must sit on the sidelines. Don't worry, they will still be learnin



4.6 Validation of the Proposed Project Plan




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCIA MORENO SCHOOL”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	MSc. Francisco Villao Villacres	 Signature
Occupation:	English Professor	
Phone number	0992831226	




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCIA MORENO SCHOOL”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	MSc. Janeth Leticia Mora Zapater	 Signature
Occupation:	English Professor	
Phone number	0990536501	




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

“THE INFLUENCE OF USING AUTHENTIC MATERIALS IN VOCABULARY ACQUISITION FOR STUDENTS OF THIRD GRADE IN GABRIEL GARCIA MORENO SCHOOL”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	MSc. Carmen Vargas	 Signature
Occupation:	English Professor	
Phone number	0991598107	

4.7 Impact/benefits of the Proposed Project Plan

The proposed project plan serves as a guidance to the teacher with activities that offer students the use of authentic materials to increase confidence in themselves and experience a real language with the support of constructive and comforting comments which will allow the students to develop easily new vocabulary.

Teachers can expand their research point at the moment they know the true effectiveness of authentic materials in student learning. Therefore, they will motivate other colleagues in the area to use them and thus begin to obtain desired results in the students.

By using this guidance as the beginning of an improvement of teaching through new methods and strategies it will be evident that by using authentic materials, students will find words and constructions that they would probably never see in formal materials commonly in books or in any other resources and in this way they will acquire new vocabulary.

FINAL CONCLUSIONS

This investigation aimed to discuss authentic as learning materials and to offer a new perspective on teaching English classes using these materials. The study aimed to assess the influence that the use of authentic materials in classes had in the learning of the students, which implies the ability to use the target language either in the classroom environment or in real life situations.

The use of authentic materials effectively influences students in the acquisition of new vocabulary. It is important that students acquire new vocabulary in a way that allows them to expand their knowledge by reading, watching videos or movies, among others. Authentic materials have a great impact on students helping them find a different way of learning vocabulary so that they can enjoy and use it.

Authentic materials help students demonstrate their learning acquired outside of the classroom. Students at home can start watching children's English movies, read magazines or newspapers, listen to songs or radio programs, to be able to perform these activities in a constant manner outside the classroom. Students demonstrate that learning through authentic materials is effective and very useful.

Throughout the present investigation, the students demonstrated a positive attitude and inspirational state of mind toward using authentic materials in English classes and expressed the idea that these materials persuaded them to wish to enhance their communicative abilities and learning about the way of life in English speaking countries.

We trust that the authentic materials offered the students a valuable source of language input “since they could be exposed to something more than just the language exhibited by the teacher and the textbook” and we had many opportunities for planning and organizing teaching and learning activities (Gebhard, 2006, 105). The authentic materials used in the present investigation turned out to be exceptionally inspiring, providing a feeling of accomplishment when understood, a sense of pleasure, and empowerment.

RECOMMENDATIONS

After researching about the use of authentic materials, I have noticed that these effectively influence the acquisition of new vocabulary in students it only makes students learn new words but also these words are used continuously and are part of the students. So, without any doubt, teachers can begin to use this type of innovative material immediately in order to achieve the desired results in their classrooms.

I recommend that teachers can take the time necessary to analyze and go see every detail written in the guide, that can help them expand their academic knowledge in a novel way and that encourages students so that they also feel a need to work with authentic materials so that they can put into practice what they have learned in the classroom in their daily lives.

The fact that teachers have an elaborate guidance does not mean that it will be enough to help students achieve their potential in vocabulary learning. I recommend that teachers should have predisposed minds to be able to conduct a personal investigation using technological means and thus be able to find new teaching materials so that they can start up their Introspective analysis so that by themselves they can do their lesson plans with activities that use authentic materials, and thus observe in a positive way that these materials influence the students' learning.

BIBLIOGRAPHIC REFERENCES

- Brown, H.D. (2007). *Principles and language learning and teaching* (4th ed.). White Plains, NY: Addison Wesley Longman
- Carter, R., & Nunan, D. (Eds.), (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
- Colorín Colorado. (2018). Recognizing Reading Problems. [online] Available at: <http://www.colorincolorado.org/article/recognizing-reading-problems>.
- Colorín Colorado. (2018). Language & Vocabulary Development. [online] Available at: <http://www.colorincolorado.org/language-vocabulary-development>.
- Creswell, J. W., Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Cohen, Ilisa. "Bilingual Babes: Teach Your Child a Second Language." *Parents*, 1 Feb. 2017, www.parents.com/toddlers-preschoolers/development/language/teaching-second-language/.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40 (2), 97-118.
- Guariento, W. & J. Morley (2001) Text and task authenticity in the EFL classroom. *ELT Journal*, 55, 347-353.
- Johnson, D. W. (2003). Social interdependence: The interrelationships among theory, research, and practice. *American Psychologist*, 58(11), 931-945.
- Kilickaya, F. (2004, July). Authentic Materials and Cultural Content in EFL Classrooms. Retrieved from <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>.

- Martinez, A. G. (2002). Authentic materials: An Overview. Free resources for teachers and students of English. *Karen's Linguistic Issues*, 1-7.
- Matsuta, K. (n.d.) Applications for using authentic materials in the second language classroom. Retrieved June 5, 2004, from Asia University Cele Department Web site: http://www.asia-u.ac.jp/english/cele/articles/MatsutaAuthentic_Mat.htm.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Miller, M. (2005). Improving aural comprehension skills in EFL, using authentic materials: an experiment with university students in Nigata, Japan. Masteral thesis, University of Surrey, Guildford, UK.
- Miller, L. (2003). Developing Listening Skills with Authentic Materials. *ESL Magazine*, 6, 16–19.
- Morley, J. (2001). Aural comprehension instruction: Principles and practices. In M. Celce Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 69-85). Boston: Heinle & Heinle Publishers.
- Otte, J. (2006). Real language to real people: A descriptive and exploratory case study of the outcomes of aural authentic texts on the listening comprehension of adult ESL students enrolled in an advanced ESL
- Oxford Dictionaries | English. (2012). authentic | Definition of authentic in English by Oxford Dictionaries. [online] Available at: <https://en.oxforddictionaries.com/definition/authentic>
- Properzio, L. "6 Foreign Languages Kids Should Learn." Early Lingo, Early Lingo, 14 Sept. 2016, earlylingo.com/press/6-foreign-languages-kids-should-learn/.

Richards, J.C. (2001). Curriculum development in language teaching. Cambridge: Cambridge University Press.

Thanajaro, M. (2000). Using authentic materials to develop listening comprehension in the English as a foreign language classroom. Unpublished Doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 5,110-123.

ANNEXES



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
SCHOOL OF LANGUAGE**

Table 15

Survey for teacher

By: Rosario Romero

Write a “check mark” on the answer you consider the most appropriate on each one of the required statements:

	1	2	3	4	5
1. Working with Authentic Materials will catch students' attention and create a dynamic class.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
2. Vocabulary can be taught through Authentic Materials.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
3. Authentic Materials a cheaper way to teach vocabulary in schools.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
4. Teachers will find motivation through Authentic Materials.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
5. Working with Third Grade students using Authentic Materials is efficient.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
6. Authentic Materials would help in the teaching of higher-level students because of the exposure to different material	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
7. Students will be able to speak and listen freely with Authentic Materials.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
8. Authentic Material guide learners towards the language they need for a particular context.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
9. Authentic Materials will be effectively achieved in the classroom.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree
10. The student will be consistent in learning by having authentic materials.	Strongly Agree	Neither	Agree	Disagree	Strongly Disagree



ESCUELA DE EDUCACIÓN BÁSICA No.1177 “Dr. GABRIEL GARCIA MORENO”



Vergeles 3era. Etapa- Mz.85 Sl.06
Teléfono: 0981918301-042-026313
gabrielgarciamoreno-1177@hotmail.com

Observation Class Report

Table 16

By: Rosario Romero

Write a “check mark” on the answer you consider the most appropriate on each one of the required statements taking into consideration the following standards:

1: Never 2: sometimes 3: Usually 4: Always

Aspects to have into consideration during the students' observation	1	2	3	4
1. Associates prior knowledge with the content of the class.				
2. The usage of authentic materials awakes their interest.				
3. Easily assimilates the new vocabulary taught.				
4. Accomplish the learning purpose.				
5. Establishes a relationship between the content and activities with their own interests.				
6. Vocabulary can be learned through Authentic Materials.				
7. The usage of authentic materials encourage cooperative learning.				
8. Students are able to speak and listen freely with Authentic Materials.				
9. Vocabulary learning is oriented to a specific purpose.				
10. Is fully concentrated during the class.				
11. Follows basic and clear instructions.				
12. Asks questions that allow the consolidation of learning.				
13. Relates the words learned to objects that are within their environment.				
14. Expresses ideas coherent with reality				
15. The use of authentic material is an important tool for the development of the class.				

Area Coordinator

Observing Teacher



Figure 12. The researcher is taking the survey to the teachers to gather information for the investigation.



Figure 13. Examples of Authentic Materials to start the activities.



Figure 14. Third Grade Students – Gabriel Garcia Moreno School.



Figure 15. Third Grade Students answering diagnostic test.



Figure 16. Students showing their class works



Figure 17. Students showing the activities – Activity “Touch”



Figure 18. A student explaining what she has learned during these activities