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**FACULTAD DE CIENCIAS SOCIALES
LICENCIATURA LA ENSEÑANZA DEL INGLÉS**

**“THE USE OF AUTHENTIC MATERIALS IN FOREIGN LANGUAGE TEACHING
FOR IMPROVING LISTENING AND SPEAKING SKILLS IN ELEVENTH GRADE
AT LICEO JOAQUÍN GUTIÉRREZ MANGEL.”**

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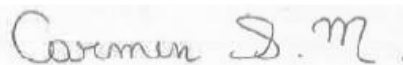
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Abstract

This thesis aims to recognize the use and effectiveness of authentic materials to teach English in eleventh grade at Liceo Joaquín Gutiérrez Mangel. The focus point is based on listening and speaking skills, which are the basis for learning the target language. This research purpose is to innovate classrooms with new strategies that include material in the foreign language that enhance these areas as part of the soft skills development proposed to achieve in the curriculum designed by Ministry of Public Education from Costa Rica.

This investigation is carried out through a questionnaire to forty-five students from eleventh grade, and an interview to four teachers. The results showed that some authentic materials are used, but facilitators do not use them enough, which can represent a drawback in education, since these resources are useful to engage students and allow them to learn the foreign language through tools that provide content in real English-speaking contexts.

Resumen

Esta tesis tiene como objetivo reconocer el uso y la eficacia de materiales auténticos para la enseñanza del inglés en estudiantes de undécimo año del Liceo Joaquín Gutiérrez Mangel. El punto de enfoque se basa en las habilidades orales y auditivas, que son la base para aprender el idioma meta. El propósito de esta investigación es innovar las aulas con nuevas estrategias que incluyan material en lengua extranjera que potencien estas áreas como parte del desarrollo de habilidades blandas que se propone lograr en el currículo diseñado por el Ministerio de Educación Pública de Costa Rica.

Esta investigación se lleva a cabo a través de un cuestionario a cuarenta y cinco estudiantes de undécimo grado, y una entrevista a cuatro docentes. Los resultados mostraron que se utilizan algunos materiales auténticos, pero los facilitadores no los utilizan lo suficiente, lo que puede representar un inconveniente en la educación, ya que estos recursos son útiles para involucrar a los estudiantes y permitirles aprender la lengua extranjera a través de herramientas que proporcionen contenido en contextos reales de habla inglesa.

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The development of this thesis could not be possible without the guidance and constant support of the tutor Ana Alicia Rodríguez, who has been a real leader in this rough process. It is necessary to outstand her dedication and responsibility to check each advance and mainly for her willingness to motivate me through these months of hard work.

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I would like to end with a special thanks to God, who has been my main motivation in these years. It has been a period of very difficult situations, but He has never abandoned me.

Dedicatory

I dedicate this work to my father, who is not alive anymore, but he taught me how to make things with excellence. I wish I could have him here to express my gratitude for always being there and teaching me how to be brave in every single situation. Thanks to him, today I can achieve another goal and face another stage in my life. I do trust that he would be very proud of me in this moment.

I also dedicate this paper to myself, because I consider I have been a strong person and a girl with big aspirations and longings to move on and a huge layout to become an extraordinary professional.

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Chapter I

Introduction

1.1 Introduction

English teaching is an interdisciplinary area in which a lot of factors influence and unfortunately affect learner's process. Due to this fact, it is necessary that teachers change their strategies to teach and engage students into the new language. The author Kassem (2019) claims that there are facilitators who are reluctant to change roles, and this cannot continue. Modernization must be the key to progress and thus, allow learners construct their own learning. This is the main reason for this research, in which effectiveness of authentic materials is in investigation.

1.2. Problem Statement

This investigation emerges through the need to include innovative techniques in classes, since it is fundamental for teachers who oversee selecting the materials to enhance listening and speaking skills. According to Ministry of Public Education (2016), facilitators need to use “podcasts, radio broadcasts, online television, movies, songs and the like Internet and mobile phones can also be combined to create real exchanges for listening and speaking activities” (p.27). It indicates that it is necessary to implement new techniques to foster those abilities through the usage of useful resources as the case of authentic material, whose purpose is not actually for education, but it represents a series of original instruments that teachers should take into consideration when teaching a new language.

Besides, it is essential to get students in contact with the target language, because as it is stated by Qamariah (2016), authentic materials “is a promising alternative in preparing the students to encounter words and constructions that they probably never see in the formal situation” (p.23). Based on the author, the usage of these materials helps learners

face possible scenarios in which they must use English in real context. Thus, the students, likely, would not feel afraid when they get exposed to English native speakers or audio visual presented by the teacher.

In summary, the question to be researched is “How to improve auditive and oral skills through the use of Authentic Materials for teaching English?”

1.3. Justification

This research is functional because it is necessary that teachers look for appropriate activities to motivate students to learn a foreign language and innovate with effective approaches inside the classrooms. This thesis aims to demonstrate the effectiveness of using authentic materials as a main source in the teaching-learning process to get teachers motivated when using these resources in their classrooms; in fact, the main purpose is to help educators understand how effective authentic materials could become in their English lessons. As it is known, it is necessary for students to be exposed to real language and they do not learn the language in isolation because learning English must be performed as an integral process. This is supported by Kilickaya (2004), who expresses that, authentic materials have a lot of advantages and should be incorporated in English classes. This point of view outstands that, teachers get many benefits when using these materials, such as, motivation, cultural knowledge, real language exposure and develop their creativity.

As it has been stated previously, learning is bound up with several factors that determine the success or failure in the educational process. The type of activities, materials, and the way they are presented to the students are some of the aspects to take into consideration to succeed in this development. In relation to that, Pietilä (2009) explains that

“the materials can have a significant effect on the language learners’ motivation, learning process and desire to learn more” (p.3). Hence, it is fundamental for teachers to carefully select the materials that will be given to the students, since those represent a way to engage learners into the new language.

As far as it has been said, the main purpose of this investigation is to provide teachers with innovative alternatives that help them enhance the listening and speaking skills. In this way, classes could become more dynamic because those resources tend to create a motivating and enhancing environment. This is encouraged by Stirling (2013), when affirms that, “learning environments that foster the internalization of extrinsic factors may be one way to support positive academic outcomes” (p.8). Based on the author point of view, motivation in classes is a key to help students feel comfortable and eager to ameliorate different skills in their foreign language. Thus, the usage of authentic materials become essential when getting students exposed to the new environment and dip them into the new context.

1.4. Objectives

1.4.1 General Objective

To analyze effectiveness of the use of authentic materials for teaching listening and speaking skills in eleventh grade at Liceo Joaquin Gutiérrez Mangel.

1.4.2 Specific objectives

- a. To identify authentic material for teaching English in eleventh grade students.
- b. To recognize the usefulness of authentic materials for teaching Listening and Speaking skills.
- c. To enhance listening and speaking skills through the use of authentic materials.

- d. To create a proposal to enhance listening and speaking skills in English language teaching.

1.5. Scopes and Limitations

1.5.1 Scopes

This study is to focus on the effectiveness of authentic materials to teach English as a foreign language, mainly in listening and speaking skills. The expectation is to analyze their use and enhance different resources to be used by teachers. This proposal will help future investigators find out how teachers include the diversity of useful tools for teaching English and how to improve their implementation.

1.5.2 Limitations

First of all, pandemic time has been a huge limitation through this investigation. Second, unwillingness of students to answer the survey. However, teachers were a key to succeed in this area.

Chapter II

Theoretical Framework

2.1. Theoretical Framework

This research is about the use of authentic materials in English classes, focusing on the listening and speaking skills.

Keywords: English teaching, foreign language, authentic material, listening, speaking, effectiveness.

2.2. English teaching as a foreign language

Teaching English as a Foreign Language requires the development of established abilities to be handled, since they must be seen as complimentary in the process. It means that, although there are some teachers who teach the language in isolation, English should be taught considering the four skills, listening, speaking, writing, and reading. According to Pardede (2019) “to enable the EFL students to develop their knowledge of English and their competence to use it in real communication, implementing the integrative skills approach is unavoidable” (p.148). As the author mentions, this likely happens, but in a country in which the official language is not English, it is necessary to strengthen listening and speaking, to get students used to new words, accent, and let them try to express their ideas in a non-native language.

Once mentioned that; it could be said that there are some components such as pronunciation, communication, grammar, vocabulary and even motivation, that promote the language’s learning among students, and those elements should complement each other, since the main goals to be accomplished is that students learn the new language, become competent and develop a very good performance in the foreign language. Based on this, Awaiko (2019) explains how it works in classrooms when gives an example,

If a student feels that the teacher has no hope in them succeeding, this might result in the student feeling shame and a decline in the student's self-confidence and performance. However, if a teacher is supportive and encouraging, this will give the students a feeling of success and thereby enhance their will and desire to engage. (p.9)

As it could be evidenced by the author, students need to feel confident to express their ideas or thoughts. Otherwise, they will not be willing to participate or speak in English. That is a reason for teachers to try to stimulate learners and encourage them to communicate with each other by using the foreign language in the class.

2.3. The usage of authentic material

Teaching a new language is a big challenge that teachers face every day in the English classrooms. That is one of the reasons to search new ways to make classes interesting and meaningful for teenagers who need to use another language. Thus, here it is presented the use of authentic materials, which are resources made for non-educational purposes. The Ministry of Public Education (2016) sets some examples such as “oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements” (p.31). These create a new scenario for teachers that like to innovate and improve competence level as well as the cultural perspective.

As it was mentioned before, the correct usage of authentic materials is presented as an innovative way to get students engaged into new opportunities to learn a new language. This opinion is supported by Srinivas (2019), who states that these resources “create interest among the learners since the teachers select them with proper care by taking the

needs and interests of the learners” (p.2). It means that pupils are provided with interactive audio-visual aids for learning different expressions, vocabulary, and grammar they are not exposed to in their native language.

As it has been denoted previously, students need to get in touch with real scenarios, in which idiomatic expressions are spoken by native speakers in order to get them immersed in a real learning. This is advocated by Dos Santos (2021) when replicates that “language use is usually connected to the social identity of the language speakers, listeners, and learners, as they are involved in the language environment” (p.2). This implies that teachers need to use as many resources as possible for appealing to the pupils and get them connected to useful experiences where they can share moments in the target language.

Considering the previous fact and the well-known challenge that learning a new language implies, the alternative of using new and motivating resources is presented to teach teenagers who are about to finish the secondary school and start a new stage. That is why it is essential that teachers find assertive ways to teach the language. As it is stated by Putra (2020), “if the learning uses an effective method, the output of using English will also produce useful soft skills ranging from the ability to write, speak, listen, and read soft skills like these are very much needed in the world of work” (p.7). As it was affirmed, the author emphasizes the importance of teaching the new language through all kind of mechanisms that provide an integral learning, in which the students feel engaged and eager to practice the four areas of the foreign language.

2.4. Oral/Listening authentic material

As it is known, listening represents a real issue, in both ways, to find it and to select the appropriate resource to be used. In this case, the material for this purpose must be

previously selected and organized to lead students into the activities planned for them. Regarding this, Liu (2016) claims that for these scenarios the facilitator “could make use of graded tasks to guide the students through its difficulties. A sequence of designed tasks, from simple to complicated, is more likely to help the students comprehend the authentic listening material” (p.4). As it has been revealed by the author, organization helps learners understand the instructions and features of the speech to act naturally when being in contact with the target language.

Making emphasis on the information already described, it is essential that teachers use their creativity to adapt activities into the context and get efficient results. For example, there are some activities that can be mixed or modified to enhance different abilities. Regarding this, Aladini & Farahbod (2020) proposes the use of poetry, which is an alternative that has been forgotten. However, it should be seen as a rich resource in classrooms. The author adopts the position stating that “literature can stimulate foreign language acquisition and improve language learning” (p.84). Based on the writer, it can be said that the effectiveness of authentic material lies in taking advantage of different ideas, teacher's creativity and students' needs to develop witty tasks in the classroom.

In addition to the information sustained in the last paragraph, it is undoubtedly that each activity needs to be adapted to the needs of the population. Considering the context, ages, culture, and background in general is a key to plan strategies when using authentic materials. For instance, Zinonos (2017) declares that “listeners' characteristics constitute a category of factors that seem to have a major influence on learners' listening comprehension” (p.28). This outstands the importance not only of the usability of materials, but also, the context awareness where they can be applied, and the modifications to be made depending on the diverse levels of difficulty.

As it was already stated, materials need to be adapted to the specific context; professors must be careful when planning and oversee the steps to follow for each assignment to be successful. Regarding this, Unver (2017) states that “if the level of chosen authentic materials is beyond students’ level, it may have undesirable effects on students” (p.80). As it is well known, the main aim is always to motivate students to use the target language, not the opposite. Then, preparation is basic to organize tasks, and thus, the objectives could be achieved.

Furthermore, when referring to speaking, it seems to be relevant to guide students in the process for them to be clear on what they need to do or say during the activity assigned. Regarding this, Bére-ová (2018) states that students need to be provided with samples of practice to enable them to discover and understand how sentences or ideas are built. Besides, according to the author, teachers need to be sure whether the authentic material to be used would consist of printed or online resources and be ready for any inconvenience.

2.5. Effectiveness of using authentic materials

The usage of authentic materials is a new opportunity for both students and teachers to enhance different abilities in the foreign language since it implies the organization and planning of a series of activities. Therefore, as Castillo, Alirio, & Jaime (2017) state, these materials are a terrific opportunity to help students use the target language, learn how to communicate ideas in separate ways, and provide a chance to develop interactive classes. The authors also agree when they state that these tools need to be planned to avoid any unexpected situation or be prepared to face the issue.

Moreover, the current times forces teachers to use more technological resources. In this case, it is necessary to look for innovative authentic materials that appeal students and

feel enthusiastic to use the language in classes. In relation to this, the author Rajeswari (2014), states that,

The most widely accepted use of devices, whether visual or audio-visual, is its use in aiding understanding. Learning can be sped up by using models, movies, filmstrips, and pictorial material to supplement textbooks. Material devices give significance and colour to the idea presented by the teacher.

Abstract ideas can be made concrete in the minds of the pupils by the use of devices. Diagrams and graphs are very useful in developing understanding.

(p.288)

The author proclaims that technology is fundamental and is an engaging complement to attract students to learn new expressions and stimulate them to speak the foreign language.

In summary, this research aims to demonstrate the effectiveness of using authentic materials as a main source in the teaching learning process to motivate teachers to use these materials in their classrooms; in fact, what it is intended is to help educators understand how effective these resources could become in their English classes.

Chapter III

Methodological Framework

3.1. Research Method

This research is deductive and aims to test theory through different sources that describe the effectiveness of authentic materials in education. In regards this, Woiceshyn & Daellenbach (2018) state that this kind of research method implies the existing of theory or sources, and thus, develop some strategies through the research to test those theories. As the authors have mentioned, the current research purpose deals with the recognition of existing investigations and information which creates the basis for the collection of data.

3.2. Type of Investigation

This research is descriptive because it tries to collect data that describes the problem revealed for this process. In regards this, Thakur (2021) assures that this type of investigation “lets the researcher clearly present the problem statement in order to allow others to better understand the need for this kind of research” (p.56). As it was mentioned by the author, this type of research provides a basis for further investigations, due to it helps obtain a better understanding of the research questions stated at the beginning in order to get some results that provide possible answers to the main problem.

3.3. Research Approach

This research is mixed, since it involves integral factors, where social traits are reflected on numbers. Considering this, Dawadi, Shrestha & Giri (2021) outstand that, researchers use this research approach “to obtain different but complementary data on the same issue to best understand the research problems, the data can be collected separately, and the findings can be mixed before interpreting the results” (p.28). Based on the information provided by the authors, it can be asserted that this method is functional to

have results that can be shown through statistics and know whether the question problem has been solved.

This research deals with the mixed method approach because it focuses on the use of qualitative and quantitative instruments simultaneously during the data collection. The authors Hernández, Fernández & Baptista (2014), state that the mixed method approach implies the process of collecting, analyzing, and everything related to data, which could be quantitative and qualitative to solve the problem stated in the research. The selection of this approach is focused on the nature of this inquiry which requires the application of quantitative instruments for getting required information that could be quantified and qualified source of validation in expanding understanding and the variety of the data collection helps identify or prove the effectiveness of audio linguistic authentic materials.

3.3.1. Differences between Quantitative and Qualitative Research Method

Qualitative and Quantitative research methods are often used by researchers to carry on the investigation. Nevertheless, these have some differences. According to Pawar (2020), “qualitative research refers to much more subjective non- quantitative, use different methods of collecting data, analyzing data, interpreting data for meanings, definitions, characteristics, symbols” (p.47). On the other hand, the author Oberiri (2017) states that quantitative research consists of “quantifying and analyzing variables to get results. It involves the utilization and analysis of numerical data using specific statistical techniques” (p.40). As it was previously described, qualitative deals more with observation and features, but quantitative needs numbers to be applied.

3.4. Sources and Subjects of Information

3.4.1. Subjects of Information

The subjects of study are the English teacher and some students from eleventh grade. First, teachers are included because they know what and how they teach, and some techniques to improve their classes. According to Rani (2017) facilitators need “to plan well in advance regarding handling the classes within the stipulated time, covering academics as well as interpersonal skills with various teaching techniques which is obviously a path to practical approach” (p.3). As the author makes known, teachers are responsible to select the materials to be used in classes.

Following the choice of students, they need to be aware of their learning process, and become competent in areas such as listening and speaking. This is sustained by Atino (2019) when avouches that, learners need to be proficient and have excellent communication skills to be practiced once they get a job. As it is known, students from eleventh grade get out high school and some of them look for a job, which likely requires the use of English, because this is currently a must in this country.

3.4.2. Sources of Information

3.4.2.1. Primary Sources

The development of the research is divided into two instruments: one interview to the teacher and a questionnaire to forty-five students. This tool is created to analyze effectiveness of oral and listening authentic materials in eleventh grade English students from Liceo Joaquín Gutiérrez Mangel. Both tools provide enough input to identify if the use of these resources is being effective for teaching oral and auditory skills in that grade.

Interview: An interview will be submitted to the teacher in charge. According to Cropley (2021), “in qualitative research, the purpose of interviews is to encourage

interview partners to reveal their construction of reality (their internal picture of the world) as openly and fully as possible” (p.124). It means that this instrument could reveal reliable information that will be complemented from the information collected in the questionnaires.

Questionnaires: Some questions are asked to the forty-five students who are in eleventh grade. This technique helps investigators to determine a lot of factors that unlike could be seen through other means. According to Ponto (2015), the purpose of this resource is “to obtain information related to behaviors and preferences, to a more rigorous study using multiple valid and reliable instruments” (p.168). By the implementation of those questionnaires, the information collected will be easier to be analyzed by the researchers, because the students will give their point of view about the use and implementation of authentic materials.

3.4.2.2. Secondary sources

Some secondary sources are publications, websites, books, articles read by the research to enrich the knowledge about the use of authentic materials in English classes. According to Oluwatosin (2017) “primary data refers to the data originated by the researcher for the first time” (p.2). In this specific research, the information that has been consulted is an input to develop the investigation through a reliable process.

3.5. Population

The students are eleventh graders, because this is a level in which students need to enhance their audio-linguistic skills to facilitate their insertion in the labor market. According to OECD (2017) schools need to focus on “critical thinking instead of rote

memorisation, as well as giving increased importance to domains such as citizenship and foreign languages.” (p.14). As it was remarked, students must learn not only soft skills but also foreign language skills that help them be prepared to look for a position once they finish secondary school.

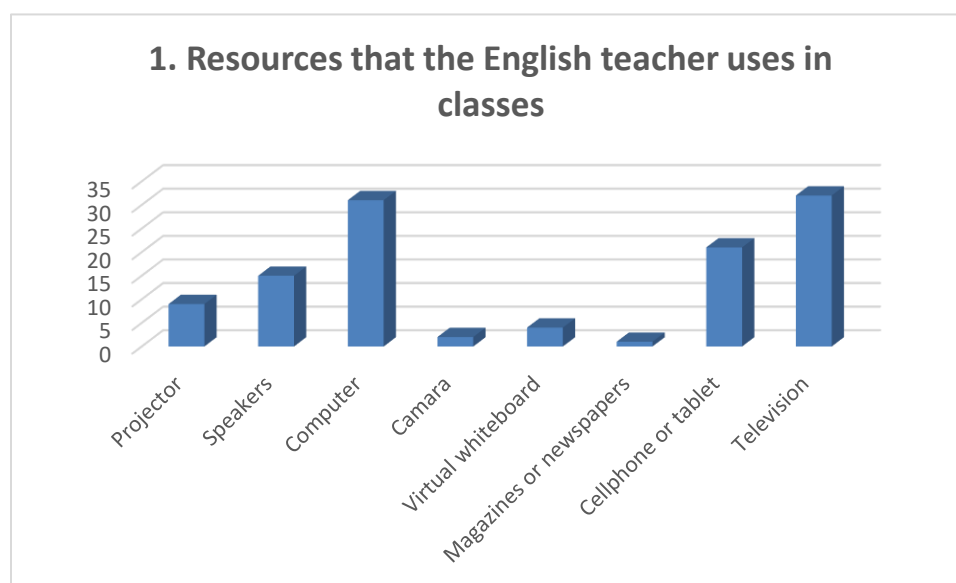
Chapter IV

Results and Analysis

4.1 Data (Analysis of graphics)

The following information is extracted through a questionnaire applied to students from eleventh grade of Liceo Joaquín Gutiérrez Mangel.

4.1.1 Graph N°1



Source: Questionnaire applied to students from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The graph shows that most students are in agreement when stating that the teacher usually uses the television and computer in classes, since forty-five students who answered, thirty-two agreed about the use of this tool in classes. Also, thirty-one out of the total, justified that the computer is one of the resources the teacher uses the most to teach and develop the classes.

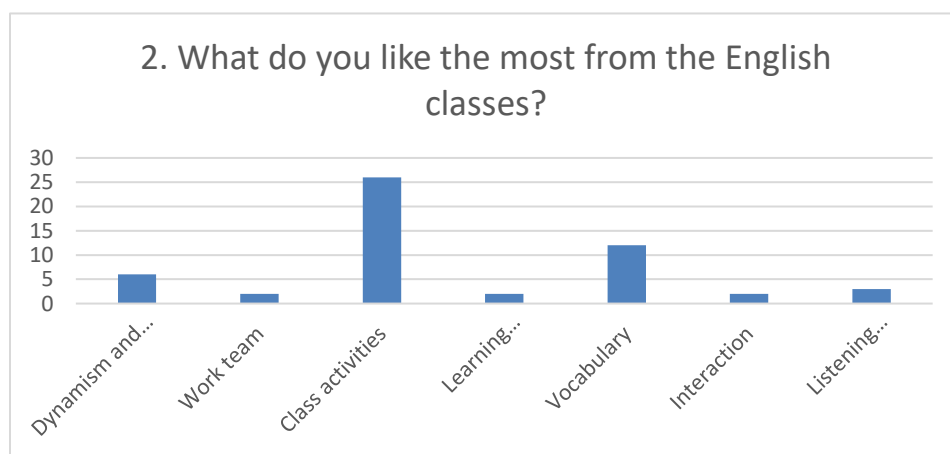
Besides, the use of cellphones and speakers are some other common resources used by the educator to perform different activities, obtaining twenty-one and fifteen answers respectively.

On the other hand, it can be seen that projector, virtual whiteboard, camara, magazines or newspapers are the least used in class.

As it could be noticed previously, the use of authentic materials in this high school and with this level, specifically, is noticeable. According to Srinivas (2019), this type of resources is chosen based on the needs from the context in which they are working, and incorporates activities that fit in the student's knowledge and interest. This author supports the implementation of different tools in class. However, it is necessary the material to be adapted to the work's environment.

The argument stated by Srinivas (2019), is supported by Unver (2017), who propose that the authentic materials have to be adaptable to the student's level because the effect might not be the optimum when the materials used are not based on the English level students have got. Students need to feel comfortable and understand what they are listening or reading, since it helps them feel motivated and willing to keep on learning.

4.1.2 Graph N°2



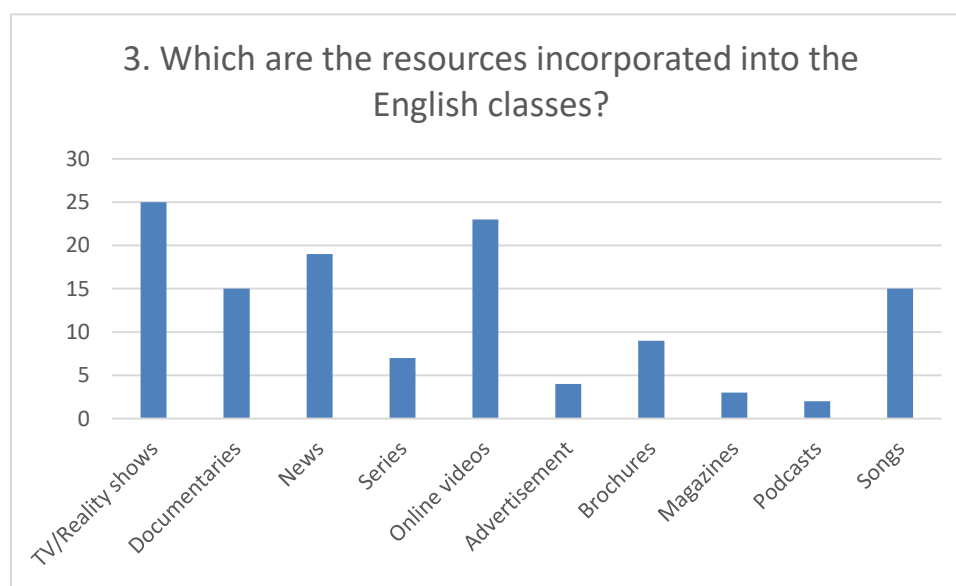
Source: Questionnaire applied to students from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The graph shows that twenty-six students out of forty-five, agree that what they like the most from the English classes is the class activities. Also, twelve responses were focused on the vocabulary learning. Some other consist of dynamism, creativity, listening

activities, work team, learning environment and the interaction, which seem to please a minority of the whole students.

Based on the results, it can be sustained that the class activities need to be engaging for the class, since they are the key for the students to learn and feel confident when learning the foreign language. In regards this, Awaiko (2019), indicates that the facilitator needs to create motivating activities in which the students feel self-confident to perform successfully in the lessons. It means that the strategies used to teach English must be encouraging for the students to increase their desire to learn the new language.

4.1.3 Graph N°3



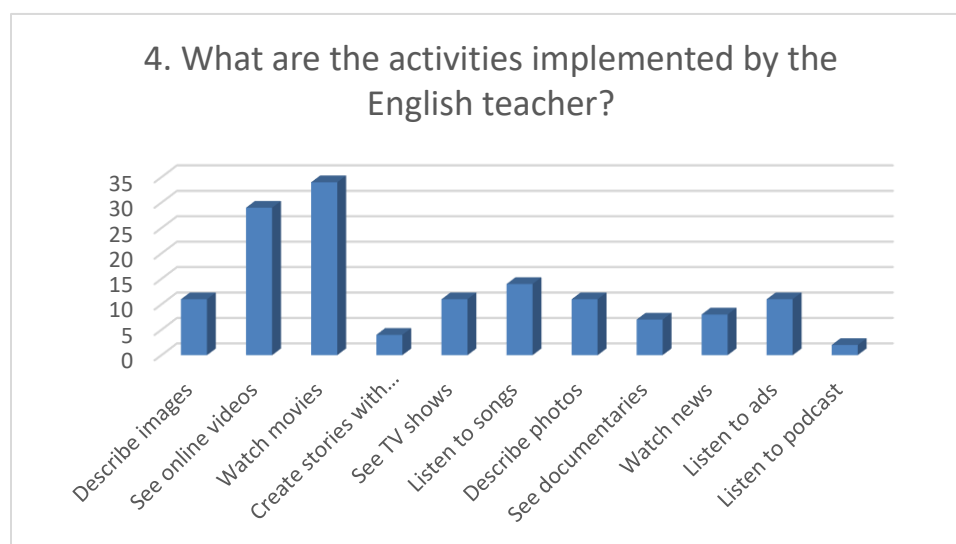
Source: Questionnaire applied to students from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

Based on the graphics, it can be said that the resource that is most used in classes is TV/Reality shows, which obtained a percentage of twenty-five out of forty-five students. Then, twenty-three pupils said that online videos are usually used in class. Also, the graph can reflect that nineteen out of the total, are in agreement when responding that news is incorporated in classes. Moreover, there is a draw between documentaries and songs,

obtaining fifteen points from the whole. On the other hand, brochures, series, advertisement, magazines, and podcasts are the ones the teacher almost never implements for the lessons.

According to the graph, it is stated that teachers use authentic materials as resources to be included to teach a foreign language. The Ministry of Public Education (2016) sets that these activities help pupils perform competences through a sequence of actions that need to be guided by the teacher in an organized way.

4.1.4 Graph N°4



Source: Questionnaire applied to students from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

As it can be seen through the graph, thirty-four students answered that the teacher includes movies in the class. Besides, it is showed that the use of online videos is also a predominant resource included to teach the foreign language, because it has a total of twenty-nine responses. Moreover, fourteen students agree on the fact that the facilitator implements songs to teach English.

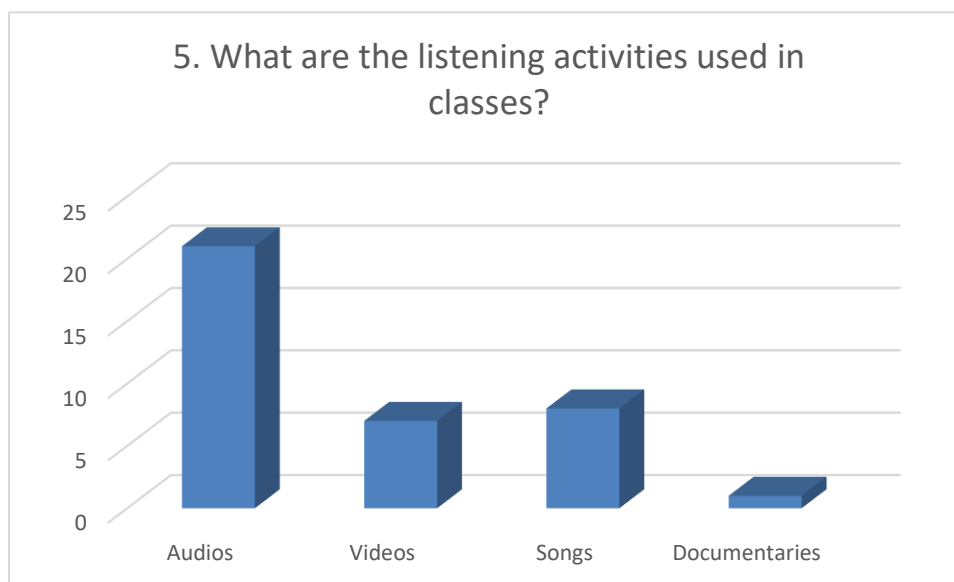
Nevertheless, there are other activities such as description of images, photos, TV shows, and advertisement listening, which fulfill the same quantity of answers.

The least used activities are news, documentaries, stories with posters, and podcast, which have the lowest responses. However, they are also implemented in the classes.

The activities reflected through the graph shows that the eleventh-grade teacher uses those materials as an opportunity to help participants utilize English, show them how to express their thoughts and at the same time, create a space of interaction with the classmates. The authors Castillo, Alirio, & Jaime (2017) agree when stating that the authentic materials are useful resources for learners to use the language in context and propitiate an environment where English can be used in an efficient way.

Added to this, Dos Santos (2021) also upholds the previous authors' position, when bears up that exposing to an appropriate environment in which common expressions are used or heard, facilitates students get involved into the real scenario and get them connected to language through a diversity of resources.

4.1.5 Graph N°5



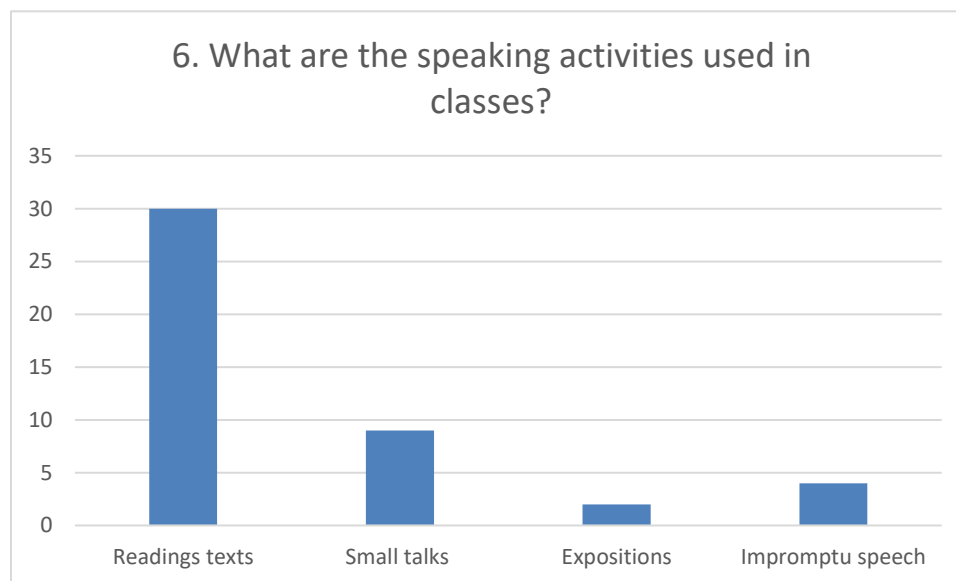
Source: Questionnaire applied to students from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The image shows that the most used listening activity, obtaining twenty-one responses, is the implementation of audios in which the students have to listen to what it is said and answer some questions related to the audio. Furthermore, the use of songs obtained eight answers and videos got seven out of the total.

Besides, according to the graph, it shows that the least used listening activity is the implementation of documentaries in the lessons. It was only mentioned by one student.

To back up the previous result showed through the questionnaire, Liu (2016), supports the fact of using different listening activities in which students follow a sequence of simple to complex activities as a way to help students understand better the material selected by the teacher and find it useful to learn the target language.

4.1.6 Graph N°6



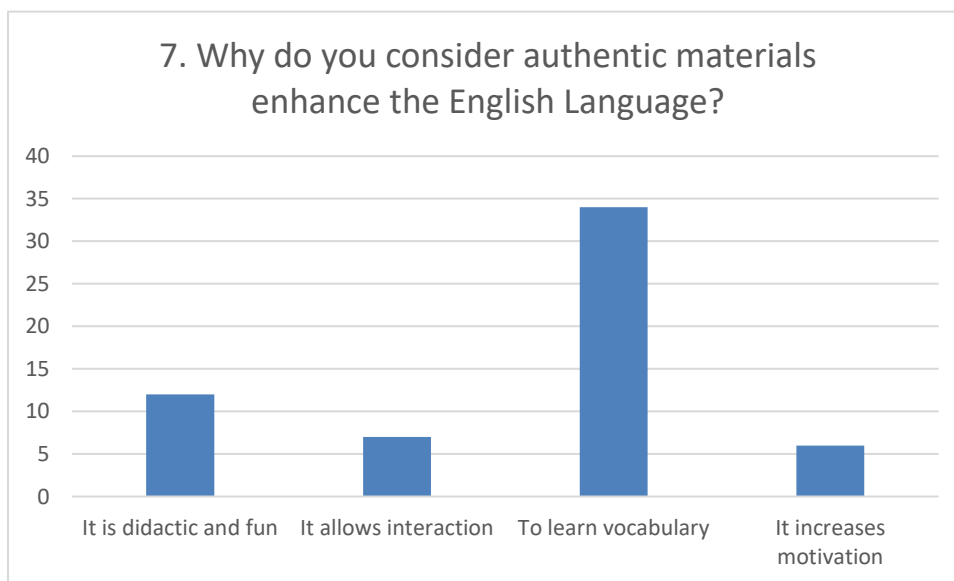
Source: Questionnaire applied to students from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The graph shows that the most used activity to enhance the speaking area is by reading texts aloud, which obtained thirty responses. This activity allows student get fluency, confidence, and be corrected when mispronouncing.

Also, small talks are part of other strategies used to practice the oral part, since it obtained nine responses. And at last, impromptu speech and expositions are minimally used in classes.

According to these results, Pardede (2019), considers that speaking activities are necessary to be included in classes in order to enable the students to implement what they learn through texts, smalls talks, impromptu speeches, and expositions. These techniques help students develop their skills and knowledge in their foreign language.

4.1.7 Graph N°7



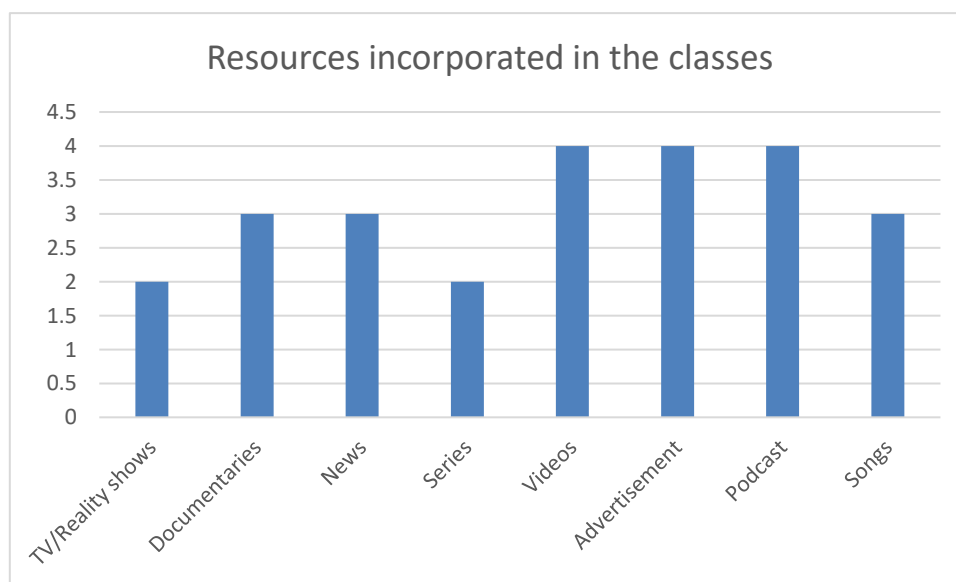
Source: Questionnaire applied to students from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

According to the questionnaire applied to forty-five students, thirty-four expressed that authentic materials enhance the English Language because vocabulary can be learned. Also, twelve from the whole students said that these materials might be didactic and fun for them. Another justification was related to the interaction, which was endorsed by seven students. At last, six participants agree on the reason linked to motivation increase.

As it has been noticed through the research, the use of authentic material to teach English is actually necessary because these resources are a diversity of options to help student use the target language. As it is supported by Castillo, Alirio, & Jaime (2017) these provide an environment in which English classes can become engaging, useful, and represent a way to strengthen the skills used in English.

The following graphs represent the results from an interview applied to teachers who teach English at Liceo Joaquín Gutiérrez Mangel.

4.1.8 Graph N°8

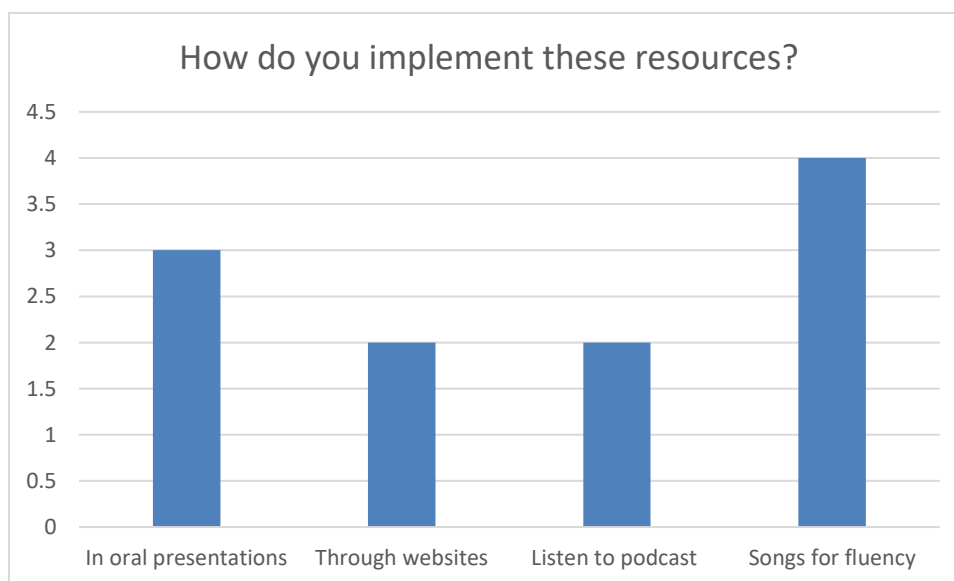


Source: Interview applied to teachers from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

As it can be seen through the graph, all teachers use videos, advertisement, and podcast in their classes. Besides, three out of four facilitators usually use other resources such as documentaries, news, and songs to teach the foreign language. It is evidenced that the least used resources are TV/Reality shows and series.

It was mentioned previously that there are different tools the teacher uses to engage students into the language. The author Unver (2017) clarifies that the selection of materials needs to be appropriately chosen. Otherwise, student's mood or enthusiasm toward the learning might be affected. As it was mentioned by the author, the use of resources depends on the population, needs and environment in which the process is being done.

4.1.9 Graph N°9



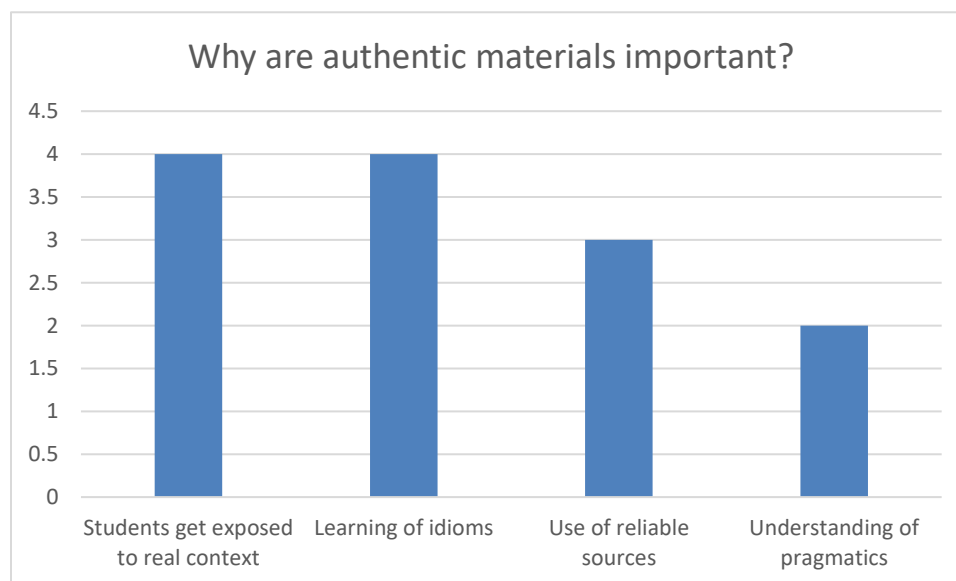
Source: Interview applied to teachers from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

In the graph can be showed that all teachers interviewed utilize songs for improving fluency in classes. Also, most of them implement oral presentations to make students talk

in front of the class. Finally, two facilitators make an agreement with the use of websites and podcast to teach and practice the language.

It could be outstood that there are diverse ways to implement authentic materials in the classrooms. This is clearly sustained by Putra (2020) when emphasizes that the effective methods to teach English can improve qualities in students, for example, the ability to have assertive communication, work in teams, intra personal skills, creativity, empathy, and other skills needed to adapt themselves into the modern century that is full of changes and innovation everywhere.

4.1.10 Graph N°10

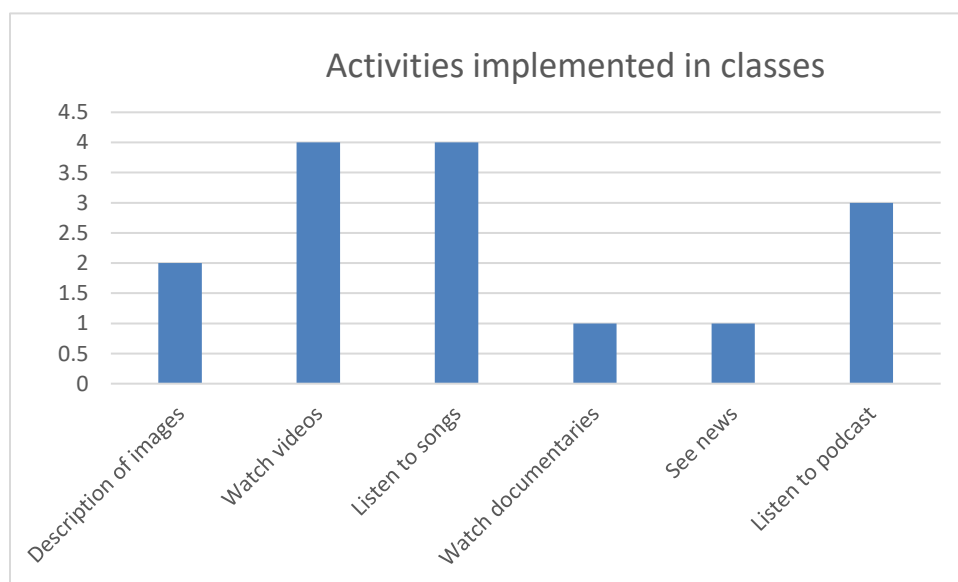


Source: Interview applied to teachers from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

Through the previous graph, it can be identified that all interviewed teachers think that authentic materials are essential because students get exposed to real context and can learn new idioms and phrases used in English Speaking countries.

This is clarified by Kilickaya (2004), who highlights that the usage of these resources brings a lot of benefits for students and teachers since they propitiate an engaging environment in which creativity and exchange of knowledge and culture is evidenced. The author clearly supports strategies to stimulate participants play an active role in this learning process.

4.1.11 Graph N°11



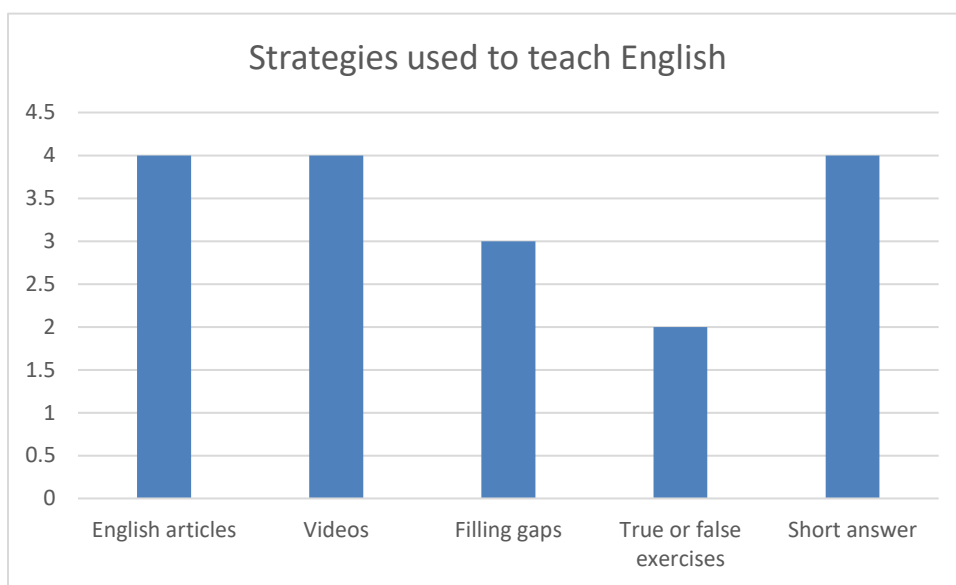
Source: Interview applied to teachers from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The graph shows that the whole interviewed teachers implement the videos and songs as first options to be used in their classes. Then, three out of four educators include podcasts to be listened by the students. On the other hand, there are two tutors who use

images to create activities of description. Finally, the least used activities consist on the implementation of documentaries and news, which are part of the alternatives.

The chart presented here shows that most of the authentic materials are used to intervene in the learning process, and an interesting fact is that most of them include the information and communication technologies, which seems to be advantageous for the classroom. The author Rajeswari (2014), states that it is necessary to complement the class with both resources, the physical and technological tools in order to improve the students' understanding and allow them learn based on their learning style.

4.1.12 Graph N°12

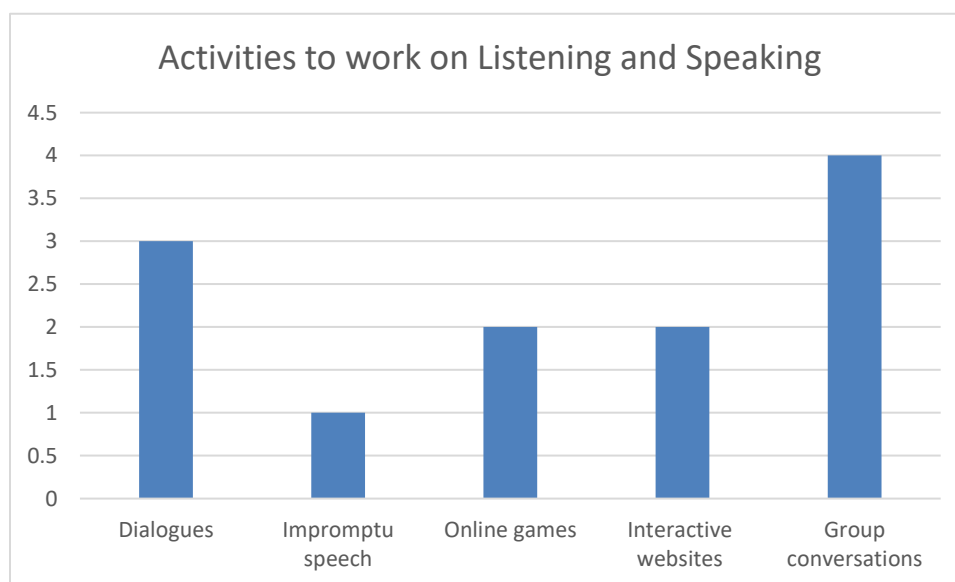


Source: Interview applied to teachers from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The illustration reflects that all teachers use English articles, videos and strategies to answer questions in the class. Then, three out of them use the technique of filling gaps to complete sentences or phrases. Lastly, two teachers include true or false exercises as an option to practice the foreign language.

The results before mentioned present a panorama in which facilitators provide opportunities for the students to solve different exercises that imply a diversity of cognitive skills. Regarding this, Bére-ová (2018) raises that a sequence of activities is necessary to be used in classes because these help learners develop different areas of the language they are learning. This point of view outstands the usability of matched practice to allow them understand better what, and how they are learning the foreign language.

4.1.13 Graph N°13

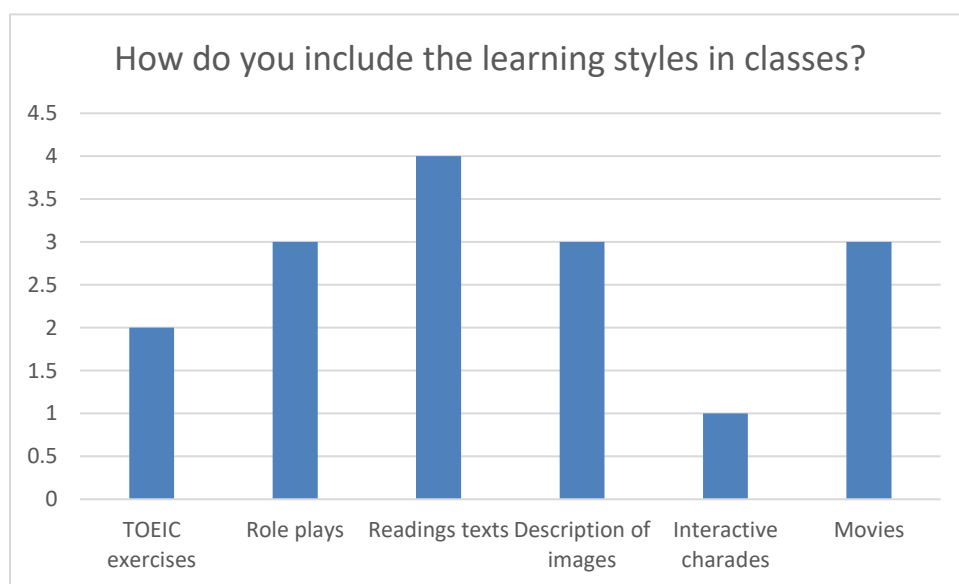


Source: Interview applied to teachers from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The chart shows that the whole teachers implement group conversations to enhance listening and speaking skills. Besides, three out of them allow students create and dramatize dialogues. Moreover, two of them use online games and interactive websites to motivate students toward the language. Finally, one teacher says that the impromptu speech is one of the useful activities implemented in classes.

As it can be evidenced in the graph, there are traditional and modern activities that help student improve their auditive ability as well as their potential to communicate ideas in another language. As a matter of fact, Zinonos (2017) argues that there are different factors influencing the way a student learns to listen and understand what is expressed, and these weaknesses need to be perceived by the teacher since it is part of the integral process to help students develop strategies to improve these skills.

4.1.14 Graph N°14



Source: Interview applied to teachers from 11th grade at Liceo Joaquín Gutiérrez Mangel, 2022.

The graph illustrates that the whole teachers use readings most of their classes. Besides, three out of them utilize role plays, movies and description of images to facilitate conversations in classes. Also, two teachers use TOEIC exercises to increase the listening ability. Finally, a teacher uses interactive charades to allow students express themselves by moving their bodies.

In the chart can be reflected that teachers try to include the learning styles in the classes in a balanced way. For example, for the visual learning style, Aladini & Farahbod

(2020) supports the use of poetry, in which the student can not only read by also act it out in front of the partners, which includes the kinesthetic learning style too. In addition, Rajeswari (2014), supports the use of visual and audio-visual resources, for example, movies, filmstrips, and pictorial material that complement the usual copies or books. As it was previously said, teacher can implement a series of activities or resources and adapt them to the student's needs.

4.1.2 Data (Analysis of authors)

Statement	Comparative criteria
<p>The Use of Authentic Materials in Foreign Language Teaching</p>	<p>Srinivas (2019), outstands that teachers need to be careful when selecting the authentic materials, because they can create a level of interest or the opposite; they need to be adaptable to the environment in which the learning is being carried out. In concordance with this author, Zinonos (2017) also focuses on the relevance of recognizing the factors that influence in the process, because it helps determine if the resources are appropriate for the learners.</p> <p>The authors Awaiko (2019) and Unver (2017) also think that the incorrect resource can produce a negative effect on the students. However, they get focused more on emotions than tools; the authors clarify that the effectiveness do not settle in the resource by itself, but instead, in the way how they perceive the class. For example, if the student feels confident and supported, meaningful learning will likely happen. According to both authors, emotions are a vital part in the process of learning a foreign language, since any situation can</p>

	<p>produce an aversion to the language, and thus, the students get demotivated and it is very difficult to cheer them up once again.</p>
<p>Use of authentic material in Eleventh Grade</p>	<p>Dos Santos (2021) emphasizes the responsibility of teachers to use the target language in classes in order for the students to get immersed into this new stage of modernization in which English is required everywhere. In this way, students have the possibility to get a good job once they graduate.</p> <p>In agreement to the previous author, Putra (2020), establishes that the use of effective strategies is actually necessary that teachers reinforce learners the importance not only about the use of English, but also, the development of soft skills that are necessary in order to face the demands of this current world.</p>
<p>Importance of authentic materials in education</p>	<p>Castillo, Alirio, & Jaime (2017) express that authentic materials are an excellent alternative to encourage students to use the target language, increase their skills of communication, and facilitate the opportunities of interaction.</p> <p>Moreover, Bére-ová (2018) incites the implementation of the resources in an organized way in order to foster the use of English in class and be perceived as an easy language. Both authors agree in the fact that authentic materials are important to create dynamism, originality and a better understanding in the classrooms.</p>

<p>Authentic material to improve Listening and Speaking Skills</p>	<p>Pardede (2019) argues that teaching English needs to be seen as an integral process; it does not have to be taught in an isolated way. Instead, it is actually necessary to include the four skills (listening, speaking, reading, writing) to set a series of goals and see the progress in each area.</p> <p>In contrary, Liu (2016) states that a skill can be developed in an isolated way if the teacher implements a series of organized tasks that goes from simple to complex exercises.</p>
<p>Examples of authentic materials</p>	<p>The Ministry of Public Education (2016) gives some examples of authentic material to be used in education. For instance, texts, newspapers, articles, maps, announcements.</p> <p>Moreover, Aladini & Farahbod (2020) comes up with the use of poetry, which is an alternative that has been forgotten by many teachers, but is an effective option for the students to develop their talents in the new language.</p> <p>Likewise, the author Rajeswari (2014), outstands other resources such as visual, audio-visual materials and the implementation of new technologies.</p>

Source: Chart created by Carmen Salazar Mena based on theoretical framework authors, 2022.

Chapter V











(Strategies and Activities)

5.1 Strategies and Activities

5.1.1 First Didactic Planning

Didactic Planning			
Term: I	Level: Eleventh	Unit:2	Week: 3
Domain: Socio-interpersonal and Academic		Scenario: From the Wheel to the Drone	Theme: Safety First
Enduring Understanding: Technology requires responsible users for an effective ethical response.			
Essential Question: How can technology make us closer or further apart?			
New Citizenship:			
Dimensions			
1. Ways of thinking (√)			
2. Ways of living in the world (√)			
3. Ways of relating with others (√)			
4. Tools for integrating with the world (√)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p style="text-align: center;">Grammar & Sentence Frames</p> <p style="text-align: center;">Imperatives and infinitives to give instructions or suggestions.</p> <p>Make sure to...</p> <p>Don't forget to...</p> <p>Remember to...</p> <p>Don't forget to...</p> <p>Try not to...</p> <p style="text-align: center;">Useful expressions when giving advice.</p> <p>Be careful</p> <p>Don't share ...</p> <p>Respect</p> <p>Advice</p> <p>To denounce</p> <p>To report</p> <p>To communicate</p> <p>Don't expose</p> <p>Be smart</p> <p style="text-align: center;">Both, either, neither</p> <p>Both, the internet and the wheel are considered two of the most revolutionary invention of all.</p> <p>In a near future, neither gasoline nor wires will be used.</p>	<p style="text-align: center;">Function</p> <p>– Describing measures to take into account to surf the web safely.</p> <p style="text-align: center;">Discourse Markers</p> <p>Linkers: sequential – past time (later)</p> <p>He finished the e-mail and then went out for a while.</p> <p>Later, he looked at it again, to see if he had missed anything important.</p> <p>After that, he changed the text a little.</p> <p>Finally, he spellchecked it and send it.</p>	<p style="text-align: center;">Psycho-social</p> <p>Valuing economic, sociocultural and ethical implication when using the latest tech innovations.</p> <p style="text-align: center;">Sociocultural</p> <p>Valuing using conventional ways to communicate with others.</p> <p style="text-align: center;">Proverbs / Quotes</p> <p>The real problem is not whether machines think but whether men do. ~B.F. Skinner</p>	

<p>Either gas or solar energy will be too important for housing electricity</p> <p style="text-align: center;">Vocabulary</p> <p>Narcissism, Bullying, Fake news, Privacy, Password, Settings, Browser History, source, software, secret code, recharge, update...</p>	<p>Connecting words expressing cause and effect, contrast, etc.:</p> <p>On the other hand, we could buy a flash memory and some ink for the printer. However, this depends on the budget you have to get a new tablet.</p>		
<p>Assessment Strategies & indicators of learning (Diagnostic, formative, summative)</p>	<p>Goals</p>	<p>Didactic Sequence Mediation</p> <p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post listening.</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post reading.</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing.</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing.</p>	<p>Time (2 lessons)</p>
<p>Learner...</p>	<p>Learner can ...</p>	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Can Do's on the board, and class agenda, etc.</p> <p style="text-align: center;">Participating: Warm up</p> <p>The students to visit the following link http://linoit.com/users/CarmenSalazarMena-2021/canvases/Technology</p> <p>They need to write some examples of technological resources and how often they use them. The website also allows students upload photos or videos, so that the learner can choose the strategy to be used. Once finished, the teacher shows the screen and they have to read them.</p>	<p>5 min</p> <p>5 min</p>

S.P.2.1. Plans the language, content and resources to		<p>*A physical post stick/paper is given to students with no access to technology.</p>	
		<p>Engaging: Activation of prior knowledge</p> <p>Students are shown some images about social media, devices, and modern technology and they have to stand up and write the name of them on the whiteboard.</p> <p>(See Annex #1)</p>	5 min
		<p>Introducing</p> <p>Teacher shows a video with examples of imperatives in movies and series</p> <p>https://www.youtube.com/watch?v=4a4_uvAg5IE&ab_channel=linguaclips</p> <p>Then, she explains some imperatives to be used when surfing online. (PPT 1)</p> <p>Examples:</p> <ul style="list-style-type: none">  You have to be careful when surfing online.  You must create a strong password.  Don't forget to sign out.  Try not to visit unknown pages.  Be careful...  Don't share...  Respect...  To report....  To communicate...  Don't expose.... 	5 min
	<p>Pre-task: Commenting about ways to keep safe online.</p>	10 min	

<p>explain how internet is used in a safe way in a well-organized podcast.</p> <p>S.P.2.2. Makes sentences to explain how internet is used in a safe way in a well-organized podcast with the appropriate linkers or connecting words.</p> <p>S.P.2.3. Expresses ideas to explain how internet is used in a safe way in a well-organized podcast.</p> <p>L. Gets main points of videos or conversations related to living in a tech world, safety, and the next wave of innovations.</p> <p>L. Recognizes key words of videos or conversations related to living in a tech</p>	<p>SP.2. Explain how internet is used in a safe way.</p> <p>L. Understand the main points of stories and other text read aloud in the classroom related to inventions, living in a tech world, safety, and the next wave of innovations.</p>	<ul style="list-style-type: none"> ✓ Students work in pairs and look for advertisements on Internet about tips to keep safe online. They have to comment in their small groups about the topic. ✓ Then, they write a list of 10 ways to keep safe online. Students need to use the vocabulary and expressions studied previously in class (you have to, must, etc.) ✓ The students have to record themselves saying the 10 ways to surf online in a safe way. They can upload it through Tik Tok, ivoox, CapCut, or WhatsApp. They can look for samples of podcast. <p>Task: watch a video and comment about its content.</p> <ul style="list-style-type: none"> ✓ Teacher projects a video about advantages and disadvantages of technology and comment about it. https://www.youtube.com/watch?v=5r4NzvO9Cg4&t=19s&ab_channel=InfoTV ✓ Then, students watch the video again and express what they understood as well as agreement or disagreement on the topic. 	<p>10 min</p> <p>10 min</p> <p>5 min</p> <p>3 min</p>
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<p>world, safety, and the next wave of innovations.</p> <p>L. Identifies the topic of videos or conversations related to living in a tech world, safety, and the next wave of innovations.</p> <p>W.1.1. Brainstorms ideas of advantages or disadvantages of using technological devices/applications.</p> <p>W.1.2. Drafts a detailed description about objects of interest explaining the advantages and disadvantages involved including connecting words to express cause, effect and contrast.</p> <p>W.1.3. Revises a detailed description about objects of interest explaining the advantages and disadvantages involved by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order,</p>	<p>W.1. write short, detailed descriptions about objects of interest explaining the advantages and disadvantages involved (e.g. as digital games, innovations, inventions).</p>	<ul style="list-style-type: none"> ✓ Students are asked to say orally some positive and negative aspects of technology based on the video and their own lives. <p>Task: planning a poster about advantages and disadvantages of technology.</p> <ul style="list-style-type: none"> ✓ Learners are asked to think of positive and negative aspects of technological devices or apps. ✓ Students choose a specific gadget. They have to start writing an outline with a description of the object and its positive/negative features. Example: <i>This is a laptop. This is very useful to work and do some homework, but this a very delicate device because if it falls down, it doesn't work anymore....</i> <p>Post-Task: creating a poster or infographics with advantages and disadvantages of a device.</p> <ul style="list-style-type: none"> ✓ Students check an example of an infographic on the link. https://freezeaprosoftware.com/news/advantages-and-disadvantages-of-using-cross-p.aspx#.YtDoMXbMLrc ✓ Students start creating the poster with the description about the object. They can 	<p>2 min</p> <p>5 min</p> <p>15 min</p>
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content, punctuation and use of commas.		use any app, or website, for example, Canva, or Venngage. Once they finish, they share it by using a Google drive document in which everyone can have access to each link of the poster. https://docs.google.com/document/d/19KfacaMc7ubQxvC8Hf0wTmjr17tGqxJ_ZDmwcwEKwwI/edit?usp=sharing	
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5.1.2 Second Didactic Planning

Didactic Planning			
Term: I	Level: Eleventh	Unit:3	Week: 1
Domain: Socio-interpersonal and Academic		Scenario: The Earth– Our Gift and Our Responsibility	Theme: Natural Disasters-Is Nature Against us?
Enduring Understanding: Responsible, sustainable and proactive actions have an impact and can positively transform the environment.			
Essential Question: What are the consequences of our positive actions on changing the environment?			
New Citizenship:			
Dimensions			
1. Ways of thinking (√)			
2. Ways of living in the world (√)			
3. Ways of relating with others (√)			
4. Tools for integrating with the world (√)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p style="text-align: center;">Grammar & Sentence Frames</p> <p>Wh- in the past</p> <ul style="list-style-type: none"> - What happened on December 26th,2014 in Thailand? - When did the ozone layer problem start? - Where did hurricane Katrina hit the USA? <p>Past continuous Be past + gerund</p> <ul style="list-style-type: none"> - ONU was talking about the importance of emergency issues worldwide. <p>Simple past</p> <ul style="list-style-type: none"> - NGO's proposed different solutions to stop animal extinction. <p>Vocabulary Natural Disasters -- Is Nature Against us? --Atmosphere, Biodegradable, materials, chemicals, spoiled, destroyed, Deforestation Depletion Erosion Hurricane Twister Flooding Earthquake</p>	<p style="text-align: center;">Function</p> <p>Talking about natural disasters.</p> <p style="text-align: center;">Discourse Markers</p> <p>Linkers: sequential – past time (later) They finished picking up the garbage from the beach then they started to classify it. Later, they put it in big plastic bags, to take it for recycling. After that, they put all the garbage bags into a truck. Finally, the garbage was taken to a recycling place.</p> <p style="text-align: center;">Connecting words expressing cause and effect, contrast, etc.:</p>	<p style="text-align: center;">Sociocultural</p> <p>Reflecting on local environmental needs for finding solution. Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.</p> <p style="text-align: center;">Idioms</p> <p>sail close to the wind at stake</p> <p style="text-align: center;">Proverbs or Quotes</p> <p>A recipe for disaster No quick fix A race against time Ripple effect To sweep something under the carpet</p>	

		<p>flooding, earthquake, drought, land sliding). (See Annex 2)</p> <p style="text-align: center;">Introducing</p> <p>Teacher explains the simple past tense. Support the explanation with the video https://www.youtube.com/watch?v=q3JE4ElweDE&ab_channel=neileduardopabonpabon</p> <p>Then, solve some of these exercises. https://www.liveworksheets.com/gy255238fy</p> <p>Pre-task: Watching a video and giving their opinion about it.</p> <ul style="list-style-type: none"> ✓ Students watch the video “He Planted an Entire Forest by Himself” on the following link https://www.youtube.com/watch?v=APL35AVtWqM&ab_channel=NasDaily ✓ Then, they give their opinion about the video and express ideas of ways to help the environment. <p>Task: Watching a video about environmental problems and comparing to the national reality.</p> <ul style="list-style-type: none"> ✓ Students listen to the video “Top 5 Environmental Problems in the Current World” on the following link https://www.youtube.com/watch?v=FMJhKQjO5uk&ab_channel=BusinessUpside 	<p>20 min</p> <p>5 min</p>
<p>L.1.1. Lists main ideas and important details in conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.</p> <p>L.1.2. Puts in order important details from conversations about natural disasters, possible solutions, environmental problems,</p>	<p>L.1. understand main ideas/concepts and key points/details of clear standard speech on familiar, everyday subjects related to natural disasters, environmental problems, helping nature, and nonprofit and NGOs.</p>		<p>15 min</p>

<p>helping nature or Nonprofit NGO's</p> <p>L.1.3. Retells main ideas and important details from conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order.</p>		<ul style="list-style-type: none"> ✓ Then, the students organize the important details from the video and compare the information from the video with the reality in Costa Rica through a concept map. <p>Post-Task: Watching a video and recalling main ideas.</p> <ul style="list-style-type: none"> ✓ Students watch the video “Greta Thunberg on Climate Change” https://www.englishclub.com/reading/environment/greta-1975.php ✓ Students are joined in small groups and they discuss main ideas from the video. They have to create a summary with the information discussed. 	<p>20 min</p>
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5.1.3 Third Didactic Planning

Didactic Planning			
Term: I	Level: Eleventh	Unit:3	Week: 2
Domain: Socio-interpersonal and Academic		Scenario: The Earth– Our Gift and Our Responsibility	Theme: What’s the problem?
Enduring Understanding: Responsible, sustainable and proactive actions have an impact and can positively transform the environment.			
Essential Question: What are the consequences of our positive actions on changing the environment?			
New Citizenship:			
Dimensions			
1. Ways of thinking (√)			
2. Ways of living in the world (√)			
3. Ways of relating with others (√)			
4. Tools for integrating with the world (√)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p style="text-align: center;">Grammar & Sentence Frames</p> <p>Wh- in the past</p> <ul style="list-style-type: none"> - What happened on December 26th,2014 in Thailand? - When did the ozone layer problem start? - Where did hurricane Katrina hit the USA? <p>Past continuous Be past + gerund</p> <ul style="list-style-type: none"> - ONU was talking about the importance of emergency issues worldwide. <p>Simple past</p> <ul style="list-style-type: none"> - NGO’s proposed different solutions to stop animal extinction. <p>Vocabulary What’s the Problem? Catastrophe destruction, suffering, death, Contaminate –dirty, harmful chemicals, poison, Deforestation, Overcrowded cities, Greed, Fossil fuels exploitation Over production of Consumerism Global warming Ozone layer depletion</p>	<p style="text-align: center;">Function</p> <p>Talking about natural disasters.</p> <p style="text-align: center;">Discourse Markers</p> <p>Linkers: sequential – past time (later)</p> <p>They finished picking up the garbage from the beach then they started to classify it. Later, they put it in big plastic bags, to take it for recycling.</p> <p>After that, they put all the garbage bags into a truck.</p> <p>Finally, the garbage was taken to a recycling place.</p> <p style="text-align: center;">Connecting words expressing cause and effect, contrast, etc.:</p>	<p style="text-align: center;">Sociocultural</p> <p>Reflecting on local environmental needs for finding solution.</p> <p>Propitiating social participation to find collective solutions for environmental problems and to respect all forms of life.</p> <p style="text-align: center;">Idioms</p> <p>sail close to the wind at stake</p> <p style="text-align: center;">Proverbs or Quotes</p> <p>A recipe for disaster No quick fix A race against time Ripple effect To sweep something under the carpet</p>	

<p>Acid rain Aerosol Animal welfare Carbon monoxide</p>		<p>Consequently, because of, Due to, In spite of, Despite, Although On the other hand, we could make a recycling campaign at school. However, people still throw garbage to the rivers.</p>	
<p>Assessment Strategies & indicators of learning (Diagnostic, formative, summative)</p>	<p>Goals</p>	<p>Didactic Sequence Mediation Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post listening. Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post reading. Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing. Written Production: Pre-writing; Drafting; Revising; Editing.</p>	<p>Time (2 lessons)</p>
<p>Learner...</p>	<p>Learner can ...</p>	<p>Pre-teaching Routine: Checking attendance, checking in with Ls, T posts the Can Do's on the board, and class agenda, etc. Participating: Warm up The students solve an interactive word search about natural disasters on the link https://thewordsearch.com/puzzle/706/natural-disasters/ Engaging: Activation of prior knowledge Students go to the link and write how they feel when facing a natural disaster. https://www.menti.com/gdbgkwbcyf Introducing</p>	<p>5 min 10 min 5 min 20 min</p>

<p>SI.1.1. Identifies his/her opinion about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.</p> <p>SI.1.2. Gives opinion about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.</p> <p>SI.1.3. Expresses agreement/disagreement about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.</p>	<p>SI.1. Express feelings and explain the reasons for them in regard to natural disasters, environmental problems, helping nature, and nonprofit and NGOs clearly.</p>	<p>Teacher explains the past progressive tense.</p> <p>Review some exercises by using this link with the students. (PPT 2)</p> <p>https://www.ego4u.com/en/cram-up/grammar/past-progressive/exercises</p> <p>Pre-task: Students are joined in small groups. They have to discuss about 5 main environmental problems from Costa Rica and 5 from their specific province.</p> <p>Task: Students think about the possible solutions to the problems already stated and create a diagram with all the information.</p> <p>Post-Task: Students present the diagrams to the class and together draw conclusions about the topic. Let them share the illustrations through WhatsApp or any other online resource.</p>	<p>10 min</p> <p>20 min</p> <p>10 min</p>
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Chapter VI

Conclusions

6.1. Conclusions

This investigation drew a series of conclusions that are going to be explained in the following paragraphs.

- a. Based on the first objective stated in the thesis, which was to identify authentic material for teaching English in eleventh grade students, it can be concluded that the most used authentic materials to teach the target language is composed of oral and written resources, for example, reality shows, videos, news, and songs. This is supported by the Ministry of Public Education (2016) since it recommends the usage of oral and written authentic texts. Besides, Rajeswari (2014) encourages the use of visual and audio-visual materials to teach a language.
- b. The second objective stated was to recognize the usefulness of authentic materials for teaching Listening and Speaking skills. According to the results, the usefulness of these resources to teach these abilities is incredible because as it is stated by Castillo, Alirio, & Jaime (2017) these tools help pupils communicate better, have interaction and provide spaces for getting a meaningful learning. This is also sustained by Putra (2000), who sets that these strategies facilitate the development of skills such as communication, teamwork, critical thinking, which are essential for the current time.
- c. The third objective proposed was to enhance listening and speaking skills through the use of authentic materials. This investigation reflected that teachers do use most of these materials, for example, for improving listening, they use audios, songs, videos, and documentaries. On the speaking area, they use readings, news or newspapers in order to make students speak about a specific topic. In regards this, the author Liu (2016) supports the use of these resources as long as they are used in

an organized way, with activities that go from simple to complex, since it allows students understand what they are actually learning.

- d. It can be pointed out that this research was useful to determine the way teachers use different resources and at the same time, provide them with new alternatives with dynamic tools for teaching the target language. For example, teachers normally use readings for practicing vocabulary, fluency, and the ability to analyze. However, there are other strategies to be implemented. Aladini & Farahbod (2020) encourages poetry, since it that can stimulate and motivate students to act out, analyze the verses and even create projects based on them.
- e. As a matter of fact, it is concluded that the implementation of resources depends on the context in which the learning is being developed. This is mentioned by Unver (2017) who advocates that the materials need to be adapted to the population, in order to make them feel comfortable and let them desire the learning.

Chapter VII

Recommendations

7.1 . Recommendations

This research shows up a series of evidenced results and, thus, some possible recommendations for further investigations. These are going to be mentioned on next paragraphs.

- a. Teachers should take advantage on more authentic materials in class. For example, there are trailers, commercials, letters, brochures, blogs, social media posts, recipes, menus and more resources that can be used by facilitators when teaching English, since they represent a useful opportunity for the students to get in touch with the target language.
- b. Teachers need to use more online resources. As it is known, this globalization time has created a necessity to update and use as many technological resources as possible. In the case of education, student really get engaged when teachers implement ICT in class.
- c. Listening and speaking are crucial skills to get students into the new language, because they get used to the correct pronunciation, new phrases, idioms, vocabulary, fluency, and intonation that can implement in their daily lives. The recommendation is to focus more on these areas in all levels; but mainly in eleventh grade.
- d. Teachers need to complement their materials with variety of online resources; there are different websites in which useful activities might be found easily. The recommendation focused on stating that it is necessary to look for more ideas to make classes more engaging for the pupils.
- e. Adaptation of materials is necessary. It implies that learning styles must be part of the day by day lesson. It is suggested that teachers use their materials with different type of exercises in order to fulfill the students' needs.

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Annexes

Annex #1.

QUESTIONNAIRE TO THE STUDENTS

Cuestionario sobre el uso de material auténtico en las clases de inglés

Instrucciones: Estimado(a) estudiante: Reciba un cordial saludo. Le pido de la forma más respetuosa, llenar este cuestionario basado en su experiencia en las clases de inglés. A la vez, es importante aclararle que sus respuestas serán confidenciales y anónimas. ¡Muchas gracias!

I PARTE. INFORMACION GENERAL

Edad: _____ Género: Femenino _____ Masculino _____

II PARTE. PREGUNTAS

1. Marque con una "x" los recursos que usa el docente durante las clases de inglés



Proyector



Parlantes



Computadora



Cámara



Pizarra virtual



Revistas/periódicos



Celular/Tablets



TV

2. ¿Qué es lo que más le gusta de las clases de inglés?

3. De los siguientes recursos, mencione aquellos que se incorporan en las clases de inglés.

Recursos	Sí	No
TV/Reality Shows		
Documentales		
Noticias		
Series		
Videos en línea		
Anuncios		
Brochures		
Revistas		
Podcasts		
Canciones		
Otros		

4. ¿Cuáles de las siguientes actividades implementa el docente de inglés para incentivar el uso del idioma inglés en las lecciones que imparte?

Actividades	Sí	No
Describir imágenes de revistas		
Observar videos en inglés		
Ver películas en inglés		
Formar historias con posters		
Observar "TV shows"		
Escuchar canciones		
Describir fotografías		
Ver documentales		
Observar segmentos de noticias		
Usar anuncios en inglés		
Escuchar podcasts		
Trabajar con mapas		
Otras		

5. ¿Cuáles actividades utiliza el docente de inglés para que usted mejore sus habilidades en Listening?

6. ¿Cuáles estrategias implementa la profesora de inglés para mejorar la habilidad de Speaking?

7. Para responder la siguiente pregunta tome en cuenta el siguiente concepto:

Materiales auténticos hacen referencia a los recursos realizados por hablantes nativos que pueden ser usados para guiar el aprendizaje del idioma inglés. Ejemplo, el uso de periódicos, revistas, fotografías (Lansford, 2014).

¿Considera usted que el uso de dichos materiales ayuda a incentivar el aprendizaje del idioma inglés? ¿Por qué? Explique

¡Gracias por su colaboración!

Annex 2

INTERVIEW TO THE TEACHER

**UNIVERSIDAD LATINA DE COSTA RICA
SEDE GRECIA**



Instrucciones: Estimado (a) docente: Reciba un cordial saludo. Su servidora, estudiante de la Universidad Latina de Costa Rica, le pido de la manera más atenta, contestar las preguntas de esta entrevista para una investigación acerca de la integración de materiales auténticos para fomentar el uso del idioma inglés en las lecciones de quinto año. Por favor, conteste con la mayor sinceridad posible. De antemano, muchas gracias.

I PARTE. INFORMACION GENERAL

Edad: Género: F M Grado académico

II PARTE. PREGUNTAS

1. De los siguientes recursos, mencione aquellos que incorpora en las clases de inglés y cómo lo implementa.

Recursos	Sí	No	Implementación
TV/Reality Shows			
Documentales			
Noticias			
Series			
Videos en línea			
Anuncios			
Brochures			
Revistas			
Podcasts			
Canciones			
Otros			

2. Para responder la siguiente pregunta tome en cuenta el siguiente concepto:

Materiales auténticos hacen referencia a los recursos realizados por hablantes nativos que pueden ser usados para guiar el aprendizaje del idioma inglés. Ejemplo, el uso de periódicos, revistas, fotografías (Lansford, 2014).

¿Considera usted que el uso de dichos materiales ayuda a incentivar el aprendizaje del idioma inglés? ¿Por qué son importantes? Explique

3. ¿Cuáles de las siguientes actividades implementa usted para incentivar el uso del idioma inglés en las lecciones que imparte?

Actividades	Sí	No
Describir imágenes de revistas		
Observar videos en inglés		
Ver películas en inglés		
Formar historias con posters		
Observar "TV shows"		
Escuchar canciones		
Describir fotografías		
Ver documentales		
Observar segmentos de noticias		
Usar anuncios, o posters		
Escuchar podcasts		
Trabajar con mapas		
Otras		

4. ¿De qué manera incorpora usted los materiales auténticos en el desarrollo de las clases de inglés? ¿Cuáles estrategias utiliza?

5. ¿Qué actividades realiza usted en sus clases para mejorar las habilidades de Speaking y Listening?

6. ¿Cuál tipo de enfoque (s) utiliza usted para dar lecciones a quinto nivel? Comente cómo los usa en las clases.

7. ¿Cómo incorpora usted los estilos de aprendizaje dentro de sus estrategias de mediación con quinto año?

¡Gracias por su colaboración!

Annex #1

Image 1



Image 2



Image 3



Image 4



Image 5



Image 6



Image 7



Image 8



Annex 2

❖ Deforestation	❖ Depletion	❖ Erosion	❖ Hurricane
❖ Flooding	❖ Earthquake	❖ Drought	❖ Land sliding

Image 9



Image 10



Image 11



Image 12



Image 13



Image 14



Image 15



Image 16

