

THE USE OF AUTHENTIC MATERIAL

Universidad Latina

Sede Cañas

School of English

“Analysis of the Effectiveness of Authentic Material in the Motivation of EFL Learners of Ninth Grade of the Maurilio Alvarado Vargas High School in Tilarán and its Influence in the Oral Communication”

Graduation thesis for Licentiate degree in English teaching

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901220949

2017

i TRIBUNAL EXAMINADOR

Este proyecto fue aprobado por el Tribunal examinador de la carrera de Licenciatura en la Enseñanza del Inglés de la Universidad Latina de Costa Rica, sede Cañas, como requisito para optar por el grado de Licenciatura en Enseñanza del Inglés.

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ii DECLARACIÓN JURADA

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Cañas, Guanacaste, a los _____ días del mes de _____ del año 2017.

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iii DEDICATORIA

I dedicate this thesis to my mom, who has always been there for me, guiding me and encouraging me to be my best version of me every day. I also dedicate it to my lovely grandparents, they have always supported me in each step I take since I was a child. Finally, to my dad for being a warming and lovely dad.

iv AGRADECIMIENTO

I want to thank my tutor and professor Francisco Saborío for guiding me in the process of elaboration of my thesis. Also, to all my professors who were part of this process as well, I would not have done it without them. I also want to thank the Maurilio Alvarado Vargas High School for allowing me to recollect all the information need it for my thesis. I deeply thank my dear friend and colleague professor Ericka González for letting me to collect the information from her ninth grade students.

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CHAPTER I

Introduction

The purpose of this written project was to investigate how the use of authentic materials in English classes could help learners to communicate naturally in real situations where they might need the target language. As a matter of fact, Costa Rican education focused more on helping learners to pass the tests whether to communicate in real environments. Many studies had shown that the use of authentic materials could really motivate students to learn the language. On the other hand, the process of learning a foreign language could be affected if the students were not motivated. Learners learned quicker if materials of their interest were used in the class. Authentic materials helped classes to be more dynamic and to focus on the needs of the students. When activities related to the culture of the foreign language were used in the classes, pupils felt like they were learning the 'real language.'

Furthermore, this investigation was based on studies such as the page Calpro on their topic of "Authentic Materials," Rashid Hamed Al Azri and Majid Hilal Al-Rashdi and their studies on "The effect of using authentic materials in teaching," which most of the information in this investigation was taken from. Also, their investigation were based on other authors as well. Moreover, this written project was founded on Daniela Tamo's study, the author of "The use of authentic materials in classrooms", Emily Monaco and her "35 Authentic Language Teaching Materials That'll Bring the World to Your Class", and Charles Kelly, Lawrence Kelly, Mark Offner and Bruce Vorland on their studies of "Effective Ways to Use Authentic Materials with ESL/EFL Students."

In addition, for this research to be successful some topics were developed such as the definition of authentic materials, some advantages and benefits, students' oral communication skills, application of the authentic materials and its motivation. Also, the methodology was included which explained how helpful was the information gather and how it was gather. The survey used to gather the information was included as well, which was an important key to this whole process of developing this topic.

1.1 Background

In order to understand this investigation, it is important to have a clear definition of authentic materials. As it is defined in the page Calpro (2007), authentic materials are all the printed materials, videos, and audios that are familiar to the students' daily lives. They are the materials that are not created for teaching purposes, but they are useful tools in English classes because they are closer to reality. (Calpro, 2007) As it is indicated on the page Calpro, there are two types of authentic materials, "print and auditory." Some examples of printed materials are: coupons, utility bills, packing slips, calendars, order forms, ATM screen, ATM receipts, web sites, street signs, traffic tickets, greeting cards, reports cards, TV guides, food labels, magazines, newspapers and so on (Calpro, 2007). There are also some examples of auditory materials very useful in English classes: phone messages, radio broadcasts, podcasts, e-book, movies, television, programs, videos and DVDs (Calpro, 2007). On the other hand, Genhard's 1996 study (as cited in Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, 2014) presents Authentic Materials in three categories such as authentic listening materials, authentic visual materials and authentic printed materials. As it was suggested above the printed materials are like sports reports and visual materials such as street signs. The third type of authentic materials suggested by Genhard (1996) was authentic listening material, some examples of this material are the radio, news, cartoons, songs and so on.

Some teachers use materials in their English as a Foreign Language (henceforth EFL) classes that are not very helpful in terms of preparing the apprentices to communicate in real situations. Learners can be taught to use the correct grammar forms, but they are not being trained to communicate fluently when facing situations where they have to speak naturally. Rashid Hamed Al Azri and Majid Hilal Al-Rashdi (2014) state that the materials used in English classes have to be interesting and motivating, otherwise students will get bored and will hardly learn. Therefore, the use of an authentic material in English classes has been indicated in many researchers. It is believed that the use of authentic materials (henceforth AM) in English encourages and motivates students to learn. (Rashid Hamed Al Azri & Majid Hilal Al-Rashdi, 2014). Otte (2006) and Thanajaro (2000) (as cited in Rashid Hamed Al Azri & Majid Hilal Al-Rashdi, 2014), observed that EFL learners' motivation was improved by

including authentic texts in the EFL classes. Guariento and Morely (as cited in Rashid Hamed Al Azri & Majid Hilal Al-Rashdi, 2014) hold this occurs because learners think they are studying the “real language.” When students realize that they are closer to the culture and how the language is really spoken, they get motivation and self-satisfaction as well. Thus, they learn the language better and the results are reflected. Tirth’s study cited in Rashid Hamed Al Azri and Majid Hilal Al-Rashdi (2014) remark, "without the use of authentic materials while exposing learners to EFL situations, it is difficult to anticipate how the learner will perform in the real situations." Moreover, Peacock (1997) cited in Rashid Hamed Al Azri and Majid Hilal Al-Rashdi (2014) proposes five reasons for using authentic materials in English classes:

1. Learners are prepared for real life.
2. The learner’s needs are met.
3. The learners’ motivation is affected positively.
4. “They encourage teachers to adopt effective teaching methods.”
5. “They present authentic information about culture.”

Fortunately, the use of AM in English classes has many benefits, this is why it has been highly recommended for many researchers. One of the advantages of using them is the adaptability they have to any situations. Authentic materials can be applied in many English courses with different purposes. For instance, if a fifty year old psychologist woman decides to take an English course to work with foreign clients, the professor can use authentic materials related to her field. Besides, through their use, students can learn a variety of words and expressions that cannot be found in textbooks. They can learn not only formal language, but also informal language. Furthermore, Daniela Tamo (2009) emphasizes that there are several advantages of using AM in classrooms such as: (1) Students are exposed to real discussion using real language. (2) It has a positive effect on the learners’ motivation. (3) Students become more informed through authentic materials such as newspaper. (4) Material created for teaching purposes do not have incorrect English. (5) It makes learners have a sense of achievement. (6) One material can be used for many purposes. (7) “Language change

is reflected in the materials so that students and teachers can keep abreast of such changes.” (8) Mini skills like skimming and scanning can be practiced through reading texts. (9) “ Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials .” (10) AM can motivate learners to start loving reading because of the interesting material where they can find their personal opinion about it. (11) The classes become more creative and dynamic. Also, authentic materials are very easy to find, we can find them in newspapers, tv and so on. The key is to know how to use them in the classes and where to look for them.

1.2 Current Situation

Nowadays, many learners who are studying EFL are not being prepared to communicate themselves orally in the real world. According to many students, some English teachers are focused on preparing students to pass the English Standardized Exam in 11th grade. The English Standardized Exam is based on reading comprehension, this is why some teachers may focus more on reading skills. Even though the Ministry of Public Education (henceforth MEP) syllabus covers the four skills, reading skill is the one taken into account according to students; thus, discouraging students in the learning process. The pupils may learn a lot of vocabulary thanks to reading comprehension, but when it comes to communicating orally, they fail. Hence, when they finish high school they find out that in five years on the educating system, students can barely say short phrases in this target language. Many learners need a tool to survive after high school and English could be one. Therefore, the use of authentic materials in English classes teach them to achieve the oral skills in real situations; situations where they can be involved out of the class. Authentic materials in the class may bring plenty of advantages which facilitate the process, but the problem is that they are not being used in the class. The main purpose of this investigation is to analyze that when using authentic material in the class, students accomplish their goal of communicating in English. Research has shown that the use of AM in English classes encourages students and motivates them to learn. (Rashid Hamed Al Azri & Majid Hilal Al-Rashdi, 2014, p.3). A survey to a total of one hundred ninth graders will be applied to gather the information needed

for this investigation. To what extent authentic materials really have an effect on the motivation of the students to communicate orally?

1.2.1 Statement of the Problem

To what extent the use of the authentic materials in English classes help ninth grade students of the Maurilio Alvarado High School in Tilaran to communicate in real life?

1.3 Objectives

1.3.1 General Objective:

To analyze the effectiveness of authentic materials in the motivation of EFL learners of ninth grade of the Maurilio Alvarado Vargas High School in Tilarán and its influence in the oral communication.

1.3.2 Specific Objectives:

1. Identifying if the use of authentic materials satisfies the students' needs.
2. Determining students' oral communication skills.
3. Identifying the application of authentic materials in the English classrooms of ninth level.
4. Determining the level of motivation of the ninth graders with the use of authentic materials in the English classes.

1.4 Purpose of the Study and Audience

The results were used to analyze how the use of authentic materials in English classes can help ninth grade students of the Maurilio Alvarado Vargas High School in Tilaran communicate in real life situations without any problem. Moreover, a brief background of the community where the institution is located will be presented. The following information regarding the canton is based on the webpage of the city hall of Tilarán.

1.4.1 Characteristics

Tilarán is the the eighth canton of the province of Guanacaste, which was first inhabited by a group of indigenous called “Huétares.” Furthermore, in the latest 1800s and the earliest 1900s a lot of people from other cities like San Ramón, Alajuela, Poás, Atenas and so on moved to Tilarán because of the mines. Basically, Tilarán is composed by people from other cities who founded it.

It was founded in 1905 by the new folks under the name “La Cabra.” On september 26, 1910 the name of the city was changed from “La Cabra” to which it is now called Tilarán. In 1913 Tilarán was the third district of Cañas city, but in 1923 Tilarán passed to be the eighth canton of Guanacaste. Another feature of this canton is the distance from the capital. Tilarán is located 185 kilometers and around 4 hours far from San José province.

Tilarán is very famous by its mountains and mainly by its Arenal lake. Many people around the world and Costa Rica as well visit Tilarán to enjoy its beautiful landscapes.

1.4.2 Place Name

It is said that its name comes from an indigenous word “Tilauatlan,” Tilaua means it rains a lot and Tlan refers to place, so together it signifies “Place of lots of rain.” On the other hand, it is also said that the name of the canton comes from the word “Tilawa” that means “place of wind and rain.”

On September 25th in 1910 for the agreement No.457, the canton’s name was changed from “La Cabra” to Tilaran because the folks requested to the government. According to AM

prensa's webpage, the president of the moment, Mr. Ricardo Jiménez Oreamuno suggested the change of the name of the canton.

1.4.3 Climate

Just like the name of the canton suggests, Tilarán is a place of a lot of wind and rain. The breeze comes from the San Carlos plains. Besides, Tilarán is located 560 meters above the sea level, this is why the climate is very cool comparing to the rest of the cantons of Guanacaste province.

The average temperature is 23.6 ° C and rainfall 1988 mm. The driest month of the year is March, there is 19 mm rainfall. Meanwhile, the month that rains more is September with 334 mm. April is the hottest month of the year with 24.8 ° C. On the other hand, the weather is cool with temperatures around 22.6 ° C in December. The rainfall varies 315 mm between the hottest month and the wettest month. During the year the temperature variations are 2.2 ° C.

1.4.4 Territory

The Arenal Volcano works as a boarder between San Carlos and Tilarán. Even though the volcano can be seen from Tilarán, it is part of the San Carlos territory. The total area of Tilarán is 368.30 km². The geographical coordinates are 10.470341,-84.967952.

1.4.5 Limits

The following information is the geographical limits of Tilarán canton:

North: Fortuna, San Carlos.

South: Cañas

East: Abangares

West: Bagaces

1.4.6 Extension

Its territorial expansion is 368.30 km² and its total population is 19640 people.

1.4.7 Period of Birth

- On September 22nd in 1913, Tilarán ascended to district number three of Cañas canton because of executive agreement.
- On August 21st in 1923 because of the law No. 170, the title of village is given to Tilarán.
- On August 21st in 1923 Tilaran is erected canton number 8 of Guanacaste.
- On January 7th in 1924 the first city hall council session is carried out which was integrated by Alberto Vargas Madrigal, President; José Calderón Herrera, Vice-president; and Marciano Campos Elizondo. The city hall secretary was Mr. Benjamín Arias, and political chief, Mr. Chalía Vega.
- On August 9th in 1945, it was decreed the law No. 151 which gave the title of City to Tilarán during Mr. Teodoro Picado Michalski's administration.

1.4.8 Political Division

- Tilarán is divided into seven districts.
- Tilarán is the first district of the canton. It has 562 masl height, 8677 of population and its geographical coordinates are 10.470341,-84.967952.
- Quebrada Grande is the second district of the canton. It has 707 masl height, 2700 of population and its geographical coordinates are 10.430607,-84.94489.
- Tronadora de Tilarán is the third district of the canton. It has 604 masl height, 1795 of population and its geographical coordinates are 10.500239,-84.923011.
- Santa Rosa (Los Ángeles) is the fourth district of the canton. It has 440 masl height, 1945 of population and its geographical coordinates are 10.490017,-85.020652.
- Líbano de Tilarán is the fifth district of the canton. It has 284 masl height, 865 of population and its geographical coordinates are 10.417380,-84.986072.
- Tierras Morenas de Tilarán is the sixth district of the canton. It has 693 masl height, 1358 of population and its geographical coordinates are 10.564688,-85.037025.

- Arenal de Tilarán is the seventh district of the canton. It has 622 masl height, 2300 of population and its geographical coordinates are 10.544184,-84.894025.

1.5 Deficiencies in the Evidence

When it came the time to applying the instruments there were some obstacles such as time, transportation and extracurricular activities presented in the High School. On the other hand, other obstacles were that students were not ready to communicate orally as it was expected. Even though, they were ninth grade students, their level was expected to be intermediate. This was complicated to analyze their oral communication skills and also their participation in the activities done by the professor. Also, while making the observations in the class, students felt embarrassed because of the presence of the observer. They were not so involved in the activities to determine the behavior. This could affect the interpretation of the results and make it more difficult. Also, there were a lot of students and groups and they all had different behavior and as a result different outcomes.

CHAPTER 2

Literature review

Rationale

The main reason for choosing this topic was the need to find a way to help students to learn and communicate in a foreign language such as English. Authentic material is an alternative way to help students to express in the language when it is needed. The idea is not just memorizing vocabulary and being able to read but to actually become fluent in the language. Through the use of AM, it is possible to accomplish the aim because it offers a variety of techniques that teachers can use in the class so that students would get the motivation required to learn the language. Therefore, pupils after high school can have more options in order to become successful. Since speaking a foreign language has become so important to get a job, it is vital that after school learners could at least handle brief conversations in English.

Theoretical background

State-of-the- knowledge summary

In this section is where each of the specific objectives of the research is going to be presented which are really important for this investigation carried out at the Maurilio Alvarado Vargas High school. The definition of authentic materials, students' needs, oral communication skills, application of the authentic materials in the class, and the motivation are the main topics in this research.

1. Authentic Materials

1.1 Definition of Authentic Materials

It has already been mentioned in this study that authentic materials are all those materials that were not created for teaching purposes. Peacock (1997) (as cited in Daniela Tamo study, 2009) defines authentic materials "as materials that have been produced to fulfil some social purpose in the language materials (Daniela Tamo, 2009)" On the other hand, Harmers (1991) (as cited in Daniela Tamo's study, 2009) describes authentic texts as "materials which are designed for native speakers; they are real texts; created not for language students, but for the native speakers of the languages.

1.2 Advantages and Benefits of the use of Authentic Materials in English Classes

When teachers are looking for materials for students, they have to think about what would catch learners' attention. Nowadays, there are a lot of resources that can be applied in the class not only for grammar and vocabulary structures but also for oral communication. It is important to teach pupils how to communicate using real language. ("Advantages and Disadvantages of Authentic Materials Use in EFL Classrooms," n.d.)

As it is mentioned in the study of *Advantages and Disadvantages of Authentic Materials Use in EFL Classrooms* (n.d), authentic materials can help to achieve this goal of making students to communicate naturally. They can provide the following benefits: motivation to learning, authentic cultural information, real language presentation and creative approach to teaching. ("Advantages and Disadvantages of Authentic Materials Use in EFL Classrooms," n.d.)

AM offers many advantages in the class that is why it is important to use them in the class. Some of the profits according to *Advantages and Disadvantages of Authentic Materials Use in EFL Classrooms* (n.d) are widening and reinforcement of language knowledge, language material training, development of abilities in oral speech and development of abilities in written speech. On the other hand, the use of video materials in an English Foreign Language class motivate learners to learn when they realize they are dealing with real language. According to the article, the use of videos "is very effective in teaching because ":

1. Represent authentic environment
2. Give examples of particular language functions in operation
3. Present authentic language interaction
4. Show the nonverbal components of the language:
 - eye movements and facial expression
 - body language
 - space language or intimate
5. Demonstrates situations that learners are likely to encounter through their day-to-day socio-cultural interaction with native speakers of English.

In other words, the correct use of authentic materials in an EFL class has many advantages when it comes to helping students to use real communication. It does not matter the type of materials used, it is the way they are implemented in the class.

2. Oral Communication Skills

2.1 Definition of Oral Communication

Based on the article “Oral Communication - Meaning, Advantages and Limitations (n.d.)”, “Oral communication implies communication through mouth.” It is the conversation between individuals by direct conversation or by telephone. There are many forms of oral communication some of them are speeches, presentations and discussions. (Oral Communication-Meaning, Advantages and Limitations, n.d.)

2.2 Oral Communication Skills in the English class

It is well known that one of the ways to succeed learning English as a foreign language is through oral communication. As a matter of fact, according to Lee Watanabe on her study of “8 Methods for Effectively Improving Student Communications Skills (2017)”, “Communication is an important skill for every modern student to master”. On the other hand, there are some helpful methods that will help learners to improve their oral communication skills in the English class. According to on Lee Watanabe’s study, conversation is very important in oral production, it helps pupils to bring up their thoughts, ideas and opinions back and forth. In order for these conversations be effective, some elements such as body language, responding, eye contact and so on are important.

Moreover, there are many technological resources that can be used in the class according to learners’ needs to help them to improve their oral skills. They can listen from audiobooks to even from apps. Besides, communication is also about listening, for instance, pupils can listen to a short story and then discuss it in small groups.

Other ways of helping apprentices to improve their oral communication are by assigning them short oral presentations. This activity is a great way of encouraging learners to not speak under pressure. Also, interesting topics can be brought to the class in order to make them use their critical thinking.

3.Application of Authentic Materials

In order to motivate learners it is important to look for creative ways of using authentic materials. For instance, looking for updated information and materials that are attractive to learners. Innovative ways professors can apply authentic materials are: production of personal calendars and address books, “write postcards they will mail after class,” creation of a shopping list with things they really need and respond to emails in the target language. (Calpro, 2007) In addition, Charles Kelly, Lawrence Kelly, Mark Offner and Bruce Vorland (2002) show there are activities that can be used as authentic materials as well such as word search, crosswords, personalizing and pair practice. All of these materials can be found on the internet; the internet is the most useful source of authentic materials. Furthermore, according to Emily Monaco (n.d.), there are a lot of authentic materials that teacher can use.

Current event stories can be employed in the class such as newspapers and they can be found in many foreign languages online. Some examples of newspapers are The New York Times in American English and The Independent or The Guardian in British language. Another way of using present events is for reading comprehension; for instance, pupils can pick an article and based on it they can write a summary and even an essay. This helps students to use their critical thinking by reading real information. Furthermore, they can also be used for listening comprehension activities as well.

On the other hand, books and films can be used in the class; there are a lot of interesting books and movies to motivate students to get to know the culture and learn idioms. For learners who are beginning to learn the language can start reading short stories and then books sagas. Besides, comics and cartoons are very useful for beginners as well. (Emily Mocano, n.d.)

4 Level of Motivation

4.1 Motivation

According to Business Dictionary webpage (n.d.), motivation is “internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.” There are some conscious and unconscious factors that create motivation such as “intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers.(Business Dictionary, n.d.)”

Based on Tim Elmore’s (n.d.) study there are six levels of motivation in students; these are the following:

1. I get to do something

Students are not going to get the motivation from sitting in a classroom, instead they get up and do something with their hands and minds.

2. I get to do something interesting to me.

When students find curiosity as a result of doing something they engage more deeply. The curiosity can be enabled when the learners are taught well.

3. I get to do something interesting, using my gifts.

This third level of motivation is about encouraging pupils to use their strengths. This is why it is important to know the students’ strengths and abilities in order to make the process easier.

4. I get to do something interesting, using my gifts with people I enjoy.

It is well known that every human being needs interaction to survive, this is why learning can be accelerated by social integration. So, learning together can help students to get motivated when they are not alone in the process.

5. I get to do something interesting, using my gifts with people I enjoy, that solves a problem.

“The element of problem solving further engages and motivates students.” Solving problems is what humans are good at, but the problem has to be real in order to students get the motivation to solve it. (Tim Elmore, n.d.)

6. I get to do something interesting, using my gifts with people I enjoy, that solves a problem regarding something that matters.

The last motivation level is that pupils have to find the problem interesting and important. Because according to Tim Elmore’s study (n.d.) “the larger the challenge, the higher the engagement. People are better when the stakes are high.”

The studies demonstrate that as a matter of fact, authentic materials can help students to improve their oral skills. This can be enhanced when pupils feel motivated enough. In order to get this inspiration, the teacher must use attractive materials based on their needs. Also, dynamic activities help them to stimulate as it was proved in the surveys and the observations applied to the ninth grade students. Students prefer images, videos, books and even T.V shows rather than text books. Learners like materials that teach them real language because they feel closer to the culture. An advantage of AM is volatility; which means once they are created, they can be used for many purposes and any type of level. Authentic materials can be used for beginners and advanced students and always focusing in their interests. They will feel comfortable when they move and not just sit in their chairs. Furthermore, as it was analyzed students shows excitement when these materials are used in the class. So, authentic materials do have an impact on the students’ motivation to communicate orally in English.

CHAPTER 3

3.1 Research Paradigm

According to Business dictionary (n.d.) paradigm is an “Intellectual perception or view, accepted by an individual or a society as a clear example, model, or pattern of how things work in the world.” On the other hand, Kuhn (1962) cited in Salma Patel (2015) defines research paradigm as “the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed.”

3.2 Research Approach

First of all, it is important to have a clear definition of qualitative research and quantitative research because when a research is assumed many people do not know the differences between them. Based on Denzin and Lincoln (1994, p. 2) cited in Smiply Psychology (2008) “qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. 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.” On the other hand, “quantitative research gathers data in numerical form which can be put into categories, or in rank order, or measured in units of measurement. This type of data can be used to construct graphs and tables of raw data.” (Smiply Psychology ,2008)

Furthermore, with the information provided previously it is clear that this investigation was based on quantitative research. As a matter of fact for this research, there are many types of approaches, but the type of approach used in this investigation is action research. “Action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently.”(Action Research, 2014)

This type of research is the most appropriate for this investigation because it follows a process that it is repeated. In this type of investigation there are some steps that have to be followed; first of all, the problem to be studied is identified, then the data is collected, the data must be organized, analyzed, and interpreted; develop a plan to address the problem,

implement the plan and then evaluate the results. (Action Research, 2014) In the case of this investigation, the problem has already been identified, which was that the students of the Maurilio Alvarado Vargas High School are not being able to communicate orally in the language. A survey was applied to students of the ninth grade and some observations were done. The purpose of these observations and surveys is to gather information to study the effectiveness of the authentic materials in the motivation of EFL learners of ninth grade of the Maurilio Alvarado Vargas High School in Tilarán and its Influence in the oral communication.

3.3 Research Context

The investigation was carried out in Tilarán city, in the district of Tilarán as well. Tilarán is located in the province of Guanacaste of Costa Rica; specifically at Maurilio Alvarado Vargas High School in Tilarán, in the third period of the current year 2017. The students analyzed are ninth graders.

3.4 Setting and Participants

In order to make this study successful, students of ninth grade of the Maurilio Alvarado Vargas High School in Tilarán, Guanacaste were the subjects. These learners were chosen because their teacher Ericka Gonzalez uses authentic materials in her class. They are the perfect subjects to observe and find out whether AM motivates pupils to learn English and communicate orally or not. There are a total of eight groups of ninth level in which in each group there are approximately 22 students. In total there are around 165 students in ninth grade, but only 116 students took the survey.

Chart 1

Subjects

Subjects' Information

Subjects	Quantity
Students of ninth grade	165
Total	165

Source: Information provided by the high school

Tilarán

3.5 Population

The participants of this investigation were the students of ninth grade of Maurilio Alvarado Vargas High School of this current year 2017. As stated aforementioned, around 22 students were found in each group, divided into boys and girls. The ages of these learners were 15 years old which is the age they basically have to have to be in that level. On the other hand, the survey was applied to just a specific amount of students suggested. The recommended amount was 116.

3.6 Sample

According to Oxford Dictionary (n.d.), a sample is “a small part or quantity intended to show what the whole is like.” In order to get the exact amount of sample to collect the data, a sample size calculator in Raosoft page was used. Once the sample is already selected, the data can be collected.

Chart 2

Sample Size

Subjects amount	165
Maximum error	5%
Percentage of the simple	50%
Level of confidence	95%
Sample size	116

3.7 Source

There are two types of sources, primary source and secondary source. According to the article “Primary Source : a Research Guide”(2017), primary sources are “first hand accounts of a topic, from people who had a direct connection with it.” Some examples of primary source are: original research, original documents, newspaper reports, survey data, photographs and so on. (Primary Source: a Research Guide, 2017). Furthermore, the secondary sources are based on the primary sources. As well as the primary sources, they can cover the topic, but interpret and analyze it. Secondary sources include books about a topic, analysis or interpretation of topic, articles about the topic by people not directly involved and so on.

The primary source is going to be the students, in this case ninth grade students of the Liceo Maurilio Alvarado Vargas. Furthermore, the secondary source is all the sources one is going to use to make this investigation successful. The secondary sources are the webpages, books, articles, thesis and all the necessary sources to carry out this investigation.

3.8 Description and Validation of the Instruments

3.8.1 Description of the Instruments

Questionnaire: According to William M.K.Trochim’s article (2006), questionnaire is a type of survey that “are usually paper-and-pencil instruments that the respondent completes.” Respondents can fill it out at their own convenience The type of questionnaire applied was group administered questionnaire. “A sample of respondents is brought together and asked to respond to a structured sequence of questions. (William M.K.Trochim’s article, 2006)”

This type of questionnaire was applied on September 8, 2017 to students of ninth grade. They responded it individually and it took them around 10 minutes. The questionnaire contains three questions about authentic materials, and the responses were multiple choice type of exercise. There are a variety of options in each question that pupils can choose from. These questions measured different variables, for example variable #1, variable #3 and variable #4. (see chart 3 for variables)

For this investigation close questions were used as an instrument to collect the information required. The aim was to collect information regarding the effectiveness of authentic materials in English classes and its motivation. The objective was to analyze what type of materials students prefer to work with in the class. The questions covered variable #1 with question #3, variable#3 with question #1, variable #4 with questions #2. (see chart 3 for variables)

Non- Participant Observation: This type of observation is when the observer does not participate in the activities in the class. According to the article “Different Types of Observation (2013)”, the observer “either watches the phenomena from a distance or participates in the group but never in its activities.

In this research two different observations were carried out in four groups of ninth graders. The first observation was about analyzing students’ oral communication skills in the English class. In order to attained the objective, a rubric grading scale was used This observation measured variable #2.

The second observation enclosed five questions which the observer answered by analyzing if authentic materials were used in the class, what the reactions of the students were and what activities were executed. The questions measured variable #3 with questions #1, #2, #4 and #5; variable #4 with questions #2, #3 and #5. (see chart 3 for variables)

These instruments were meant to be applied to all the ninth grade students of the Maurilio Alvarado High School in the second and third period of 2017. The dates of the observations were 11/09/2017, 13/09/2017 and 09/10/ 2017.

3.9 Validation of the Instruments

In the case of this study, it was used an expert’s judgment to verify whether the instruments are valid or not.

3.9.1 Variables

3.9.1.1 Variables of Analysis

The investigation contains four variables which allow measuring each objectives' aim related to its influence in the subjects investigated.

- Variable#1 Authentic Materials
- Variable#2 Oral Skills
- Variable#3 Application of Authentic Materials
- Variable#4 Level of Motivation

Variables Operation

Chart 3
Variables Operation

Objectives	Variable	Concept Definition	Instrumental Definition	Operation Definition
To identify if the use of authentic materials satisfies the students' needs.	#1 Authentic Materials	Authentic materials are all the materials that were not created for teaching purposes.	The variable is measured with the answers of the question #3 from the questionnaire about authentic materials applied to the students.	If students choose the expected option of question #3 from the questionnaire applied to the authentic materials, it can be proved that they preferred authentic materials. It is

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<p>To analyze the students' oral communication skill.</p>	<p>#2 Oral Communication Skills</p>	<p>It is the communication through mouth between individuals. It could be directly or by phone.</p>	<p>This variable is measured with the observation #1 according to the rubrics selected to analyze the students' oral communication skills.</p>	<p>expected that at least 90% will choose the option related to authentic materials.</p> <p>If students accomplished the rubrics selected to measure their communication skills in the observation #1, they are considered to have advance oral communication skills. It is expected that at least 70% of the students manage some communication skills.</p>
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<p>To identify the application of authentic materials in the English classrooms of ninth level.</p>	<p>#3 Application of Authentic Materials</p>	<p>The way authentic materials are used in the class.</p>	<p>The variable is measured with the answer to the question #1 from the questionnaire about authentic materials applied to the students</p> <p>Also, it is measured with the answers of the questions #1, #2, #4 and #5 of the observation 2 about the application of the authentic materials in the class.</p>	<p>If students' choose the expected option to question #1 of the application of the authentic materials it can be considered that students prefer the use of these materials in the English class.</p> <p>If the professor uses AM in the class and students look motivated, the answers to questions #1 #2, #4 and #5 of the observation 2 will be a success.</p> <p>Depending on the activities and the reaction</p>
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<p>To determine the level of motivation of the ninth graders with the use of authentic materials in the English classes.</p>	<p>#4 Level of Motivation</p>	<p>Internal and external factors that stimulate desire and energy in individuals to keep interested in something.</p>	<p>The variable is measured with the answer to question #2 from the questionnaire applied to the students about authentic materials.</p> <p>Also, it is measured with the answers from questions #2 #3 and #5 of the observation 2 about the application of the authentic</p>	<p>of the students towards the activities, it can be analyzed how the use of the authentic materials effect students.</p> <p>If at least 90% of students choose the expected option of question #2 from the questionnaire, it could be considered that as a matter of fact they prefer authentic materials.</p> <p>If the professor does really use authentic materials and the questions #2, #3 and #5 from</p>
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			materials in the class.	observation #2 about the application of the authentic materials and students react interested and motivated towards the use of authentic materials it can be analyzed that the objective is accomplished.
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3.10 Data Collection Procedures

Data collection is the process of preparing and collecting data. (Data Collection, 2013) First of all, two observations were done to four different groups to identify the oral communication skills of the students. Once the level of the students was diagnosed, a survey was applied to the sample. The purpose of the survey is to collect information to determine the level of motivation of the ninth graders with the use of authentic materials in the English classes. Furthermore, another observation is done to identify the application of authentic materials in the English classrooms of ninth level.

3.11 Instruments of Data Collection

The instruments used to collect the data were a survey and two observations. The survey was a questionnaire of three multiple choice questions applied to ninth grade learners. The first observation was to check students’ oral communication skills. The

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observer visited all the groups and graded their level using a rubric. The second observation was to detect the application of authentic materials in the class and students' behavior towards them in all the groups. This observation contained five questions that the watcher answered to get this data.

CHAPTER 4

4. Analysis and Interpretation of Results

The objective of this chapter IV is to illustrate via charts and graphics the interpretations of the data collected through instruments applied to the selected sample.

4.1 Survey's Results

The function of this objective was to recognize if the use of authentic materials satisfied the students' needs. In order to identify it, a survey with three questions was applied to a selected sample which was the students of ninth grade of the Maurilio Alvarado Vargas High school.

Figure 1

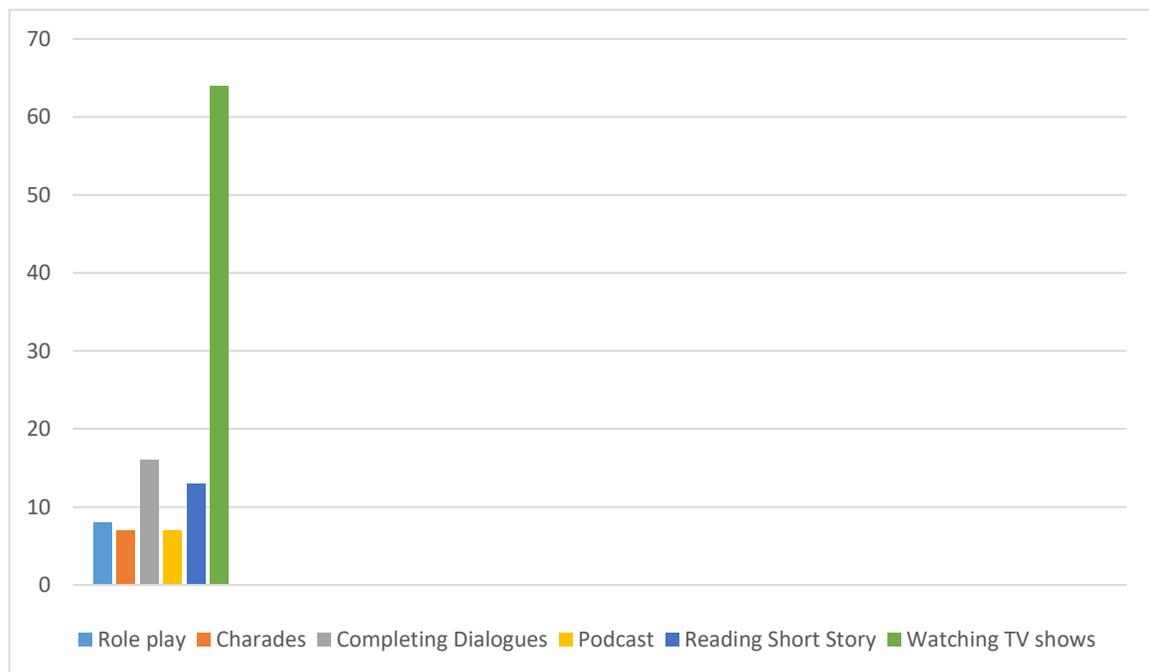


Figure 1. Number of ninth grade students that chose each class activity in the Maurilio Alvarado Vargas High School based in the question: What type of activities do you like the most?

Moreover, in this first question students had six types of activities, but they had to choose just one by marking an “X” inside the parentheses next to the activity. The six

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activities which they had to choose were: role play, charades, completing dialogues, podcast, reading short story and watching TV shows. As it is shown in the first graph 65 students of the 116 students chose watching TV shows as the type of the activity they would like to have in the class; this means that from the total of students more than the 50% of the students were more into this activity. Even though all of the six activities are authentic materials activities, this one shows is the most suitable option for the students because it is more close to the language. It is clear that it is not only a great option to help students to learn English, but also it is the most desired one by them.

Furthermore, the second most chosen activity was completing dialogues, selected by a total of 16 students. This recreation might be appealing to the learners because through reading and completing sentences they can learn a variety of vocabulary. It could be by listening to a conversation, or watching a short film or even listening to a song and completing the lyrics. This activity can be done with material related to the pupils' interests. The third activity was reading short stories chosen by a total of 13 of them. Nowadays, students do not like to read too much, for this reason is not a surprise that was one of the least preferred. Role play was the fourth dynamic chosen by 8 subjects of study, due to anxiety levels raise when performing in front of others. Finally, the last two activities tied up, both of them had the same amount of students 7 each. These two activities were podcast and charades.

Figure 2

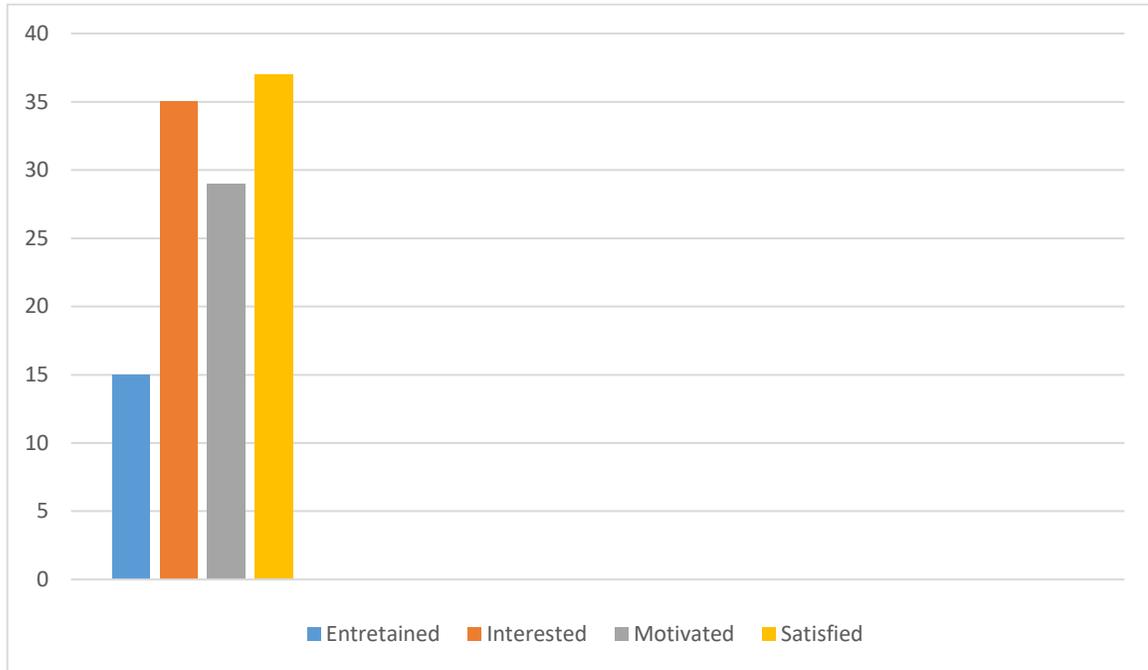


Figure 2. Number of ninth grade students of the Maurilio Alvarado Vargas High School that answered to the question: How do you feel when topic of your interest are used in the English class?

The second question of the survey was focused on how the students feel when their needs and their interests are taken into account in the class. There were four options to be chosen which were whether they feel entertained, interested, motivated or well. Moreover, a total of 37 students chose that they feel satisfied when topics of their interest are taken into account in the class. The second one was that they feel interested; a total of 35 students chose this option that probably because it makes them pay more attention to the subject. Based on this information it can be noticed that both reactions are basically even just differing from one student.

Furthermore, the third option that students selected was that they feel motivated. In this thesis that is exactly what it is wanted to prove that when authentic materials are used in

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the class, taking into account the students' needs these are the reactions expected. A total of 29 students chose that they feel motivated. This can be interpreted that first students have to be motivated in order to make them feel interested in the class and thus learn.

The last option was that they feel entertained, a total of 15 students preferred this. As a conclusion, it is clear that even though students had different choices they are all connected in some how and this is what makes the process of learning how to communicate orally in English successful.

Figure 3

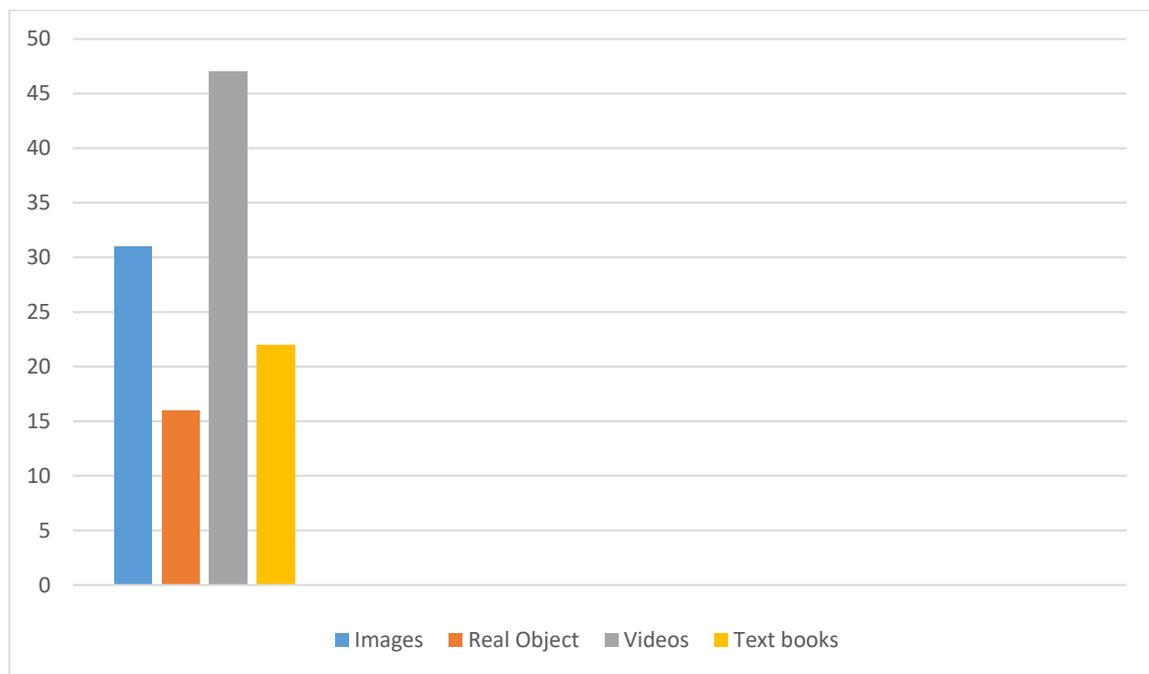


Figure 3. Number of ninth grade students of the Maurilio Alvarado Vargas High School that answered to the question: What materials do you think will help you to learn the language?

In order to prove that authentic materials can help students to learn how to communicate, four materials options were given. Three authentic materials were given as choices and one was not. This was to check on which ones had more impact.

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The most chosen one was videos, 47 students picked this material. The second material were images, 31 pupils were interested in this material. It is not a surprise that students learn more through images and videos because it is what catch students' attention the most.

Moreover, the third material was texts books, from the 116 students only 22 learners thought that texts books are a good way to learn. It is not that surprising because students are used to work in English using only text books. So pupils might think that the best way to learn the language is through text books. The last material which was the least chosen was real objects; a total of 16 students preferred this one. Even though the use of realia is a good method to learn a language, students do not find it very attractive.

4.2 Observation 1

The objective of this one is to check on the students' oral communication skill. It is important to study the level of the learners before carrying this research on the other targets. In order to determine their level an observation was done to the groups of ninth grade. This observation was done to different ninth level groups of the Maurilio Alvarado High school. The observation had five indicators which they were assessed by using a rubric. The following chart is the observation that was used to analyze these aspects.

Rubric	Accomplished	Competent	Developing	Needs Improvement
1.Students follow teacher's instructions without problem.				
2. Students manage simple sentences orally.				
3.Students conjugate the verbs correctly.				
4.Students handle smalls conversations.				
5.Students show accurate use of the vocabulary studied in class.				

Regarding the first aspect, students accomplished following the teacher's instructions in English. This proved that the teacher always used English and students were now able to comprehend complex sentences.

Now that was discovered that students can comprehend instructions by listening to the teacher, it is time to analyze if they were able to manage simple sentences orally. In order to accomplish this observation it was necessary to go to observe three different classes. Unfortunately learners were still developing to manage simple sentences orally. It is the same case for the third and the fourth indicator. Students are still developing conjugating the verbs correctly and handling short conversations.

The last objective showed that students were competent when it comes to accurate use of the vocabulary studied in class. This is probably because the teacher has used images in the class so that pupils could match the pictures to the vocabulary. They are not fluent yet, however, students are showing great advance.

4.3 Observation 2

The aim of the last observation was to identify the application of authentic materials in the English classrooms of ninth level and to determine the level of motivation of the ninth graders with the use of authentic materials in the English classes. Many observations were done to different groups of ninth grade. The following questions were the ones used in the second observation:

Observation #2
1. Are authentic materials used in the English class?
2. How is the participation of the students when the authentic materials are used?
3. Do students feel excited?
4. What type activities are used in the class?
5. Do students respond well to the activities?

Regarding the first question, as a matter of fact the teacher used pictures, videos and songs in the class. All the students were concentrated and paying attention to the educator.

Students' participation in the class was very remarkable, it was clear that they liked the class. The class was very dynamic and appealing to them. This shows that when authentic materials such as videos and images are used in the class, it gets more amusing and thus students are motivated and interested as it was shown in the results of the survey.

The third question was related to the students' reaction towards the class as it was discussed above. It was noticeable that the students felt comfortable and excited with the activities done in the class by the teacher. Furthermore, answering the fourth question regarding the activities used in the class, the unit that the teacher was introducing was unit 7: *Natural Resources and the Promotions of Conservations*. She started the class by making a brainstorming, students watched a video about the main families in which animals are classified. After that students completed a chart with the given information and then they listened to the teacher's power point presentation about the characteristics of animals. Then finally, students worked on reading comprehension exercises.

The last question points out whether the students responded well or not to the activities. The students looked motivated and interested in asking for information about animals' classification and characteristics. As a conclusion, students had the reaction expected towards the use of authentic materials in the class. It is shown that it does not matter the topic studied in the class to use authentic materials.

CHAPTER 5

5.1 Conclusions

The following conclusions were drawn from the quantitative investigation based on students' performance when exposed to authentic materials, which was carried out at Maurilio Alvarado High School in Tilarán, 2017.

The data collected and analyzed ranged from the second and third period of 2017 that aimed the proposed objective at the beginning of this research. The main conclusions from this investigation are the following:

- Through questionnaires, it was determined that students declared that in order to communicate orally in English, videos are the kind of materials that helped them the most. They show authentic language interaction, nonverbal components in a real environment. In other words, students not only learn vocabulary from these resources but only it shows how to interact using language in a real context.
- It was also resolved that the use of images activated students' interest towards the class. As a matter of fact, students preferred visual materials to learn in the class such as images and videos.
- It is also shown that, students of ninth grade of the Maurilio Alvarado Vargas High school are not very advanced in the oral communication area, but they managed following instructions in the language. Also, they were able to understand and identify vocabulary related to the unit.
- By understanding spoken English, students may communicate orally in the class by mimicking the teacher's commands. Discussions and interaction to share their opinions in the class can improve students' oral communication skills.
- The implementation of dynamic and innovative classes triggers students' willingness to learn a foreign language; once the class becomes more attractive to them, they are eager to learn.
- The type of authentic material that students like the most to be used in the class are TV shows. This can be interpreted that students really preferred visual materials to be applied in the class.

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- Overall, it is evident that using AM in the class appears to accelerate the students' engagement towards the learning process, as it was proven in Professor Ericka's class, students seemed to comprehend the most when exposed to these materials during the lesson. Students show interest in the period when activities are innovative and not just listening to the teacher. Students need to be active in order to interact in the lesson.
- Students' reaction towards authentic materials reinforces the learning process through the use of materials that make them feel comfortable. Such Materials as videos, images and T.V shows have confirmed the appropriateness mood for students to learn.

5.2 Recommendations

5.2.1 To the English professors of the Maurilio Alvarado Vargas High school in Tilarán:

- The use of visual materials such as videos, images and T.V shows in the class should be a must, so that students can start improving their oral communication and learn how to interact with the language.
- English classes should always be taught in the target language, so that students get accustomed to it.
- There could be more oral communication activities in the class such as discussions, debates, conversations and oral presentations.
- Students should work in groups so that they can work together and exchange opinions. Work activities help them to improve together.
- Classes should be more dynamic and entertaining so that students can pay more attention and ease the process of communicating orally in the class.
- The classes should be more student centered, this means that students should be active in the class, otherwise they will be bored.

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ANNEXES

THE USE OF AUTHENTIC MATERIAL

Universidad Latina de Costa Rica, Sede de Cañas.

Curso: Seminario de Investigación II.

Entrevistador: Natasha Porras Solórzano.

Cuestionario dirigido a los alumnos de noveno del Colegio Diurno Maurilio Alvarado Vargas

Tema: Análisis de la efectividad de los materiales auténticos en la motivación de los estudiantes de noveno año que estudian inglés como lengua extranjera del Colegio Diurno Maurilio Alvarado Vargas en Tilarán y su influencia en la comunicación oral.

Estimado alumno:

El presente cuestionario tiene como finalidad recolectar datos importantes para realizar el trabajo de campo del curso de Seminario de Investigación II de la carrera de Licenciatura en la Enseñanza del Inglés. Tales datos serán de vital importancia para analizar si los materiales auténticos motivan a los estudiantes a aprender inglés y a mejorar sus habilidades orales. En virtud a lo anterior, se le agradecerá de forma muy especial su colaboración para responder las preguntas que encontrará a continuación. No está demás enfatizar que los datos que usted exponga, serán tratados con profesionalismo, discreción y responsabilidad. Muchas gracias.

INSTRUCCIONES:

Conteste las siguientes interrogantes con responsabilidad y honestidad de acuerdo a las experiencias que ha vivido como estudiante y el tipo de clases que está recibiendo en inglés.

Survey

Name: _____

Instructions: Answer the following questions by marking an “x” inside the parenthesis.

1. What type of activities do you like the most?

Roleplay () Completing Dialogues () Reading short stories ()

Charades () Podcasts () Watching TV shows ()

2. How do you feel when topics of your interest are used in the English class?

Entertained () Interested () Motivated () Satisfied ()

3. What materials do you think will help you to learn the language?

Images () Real objects () Videos () Textbook ()

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Universidad Latina de Costa Rica, Sede de Cañas.

Curso: Seminario de Investigación II.

Entrevistador: Natasha Porras Solórzano.

Rúbrica para observación 1 a los alumnos de noveno del Colegio Diurno Maurilio Alvarado Vargas.

Tema: Análisis de la efectividad de los materiales auténticos en la motivación de los estudiantes de noveno año que estudian inglés como lengua extranjera del Colegio Diurno Maurilio Alvarado Vargas en Tilarán y su influencia en la comunicación oral.

Finalidad: El objetivo de la observación es evaluar las habilidades de comunicación oral en inglés de los estudiantes de noveno año.

Observation #1

Date: _____

Group: _____

Rubrics	Accomplished	Competent	Developing	Needs Improvement
1.Students follow teacher's instructions without problem.				
2. Students manage simple sentences orally.				
3.Students conjugate the verbs correctly.				
4.Students handle smalls conversations.				
5.Students show accurate use of the vocabulary studied in class.				

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Universidad Latina de Costa Rica, Sede de Cañas.

Curso: Seminario de Investigación II.

Entrevistador: Natasha Porras Solórzano.

Cuestionario dirigido a los alumnos de noveno del Colegio Diurno Maurilio Alvarado Vargas.

Tema: Análisis de la efectividad de los materiales auténticos en la motivación de los estudiantes de noveno año que estudian inglés como lengua extranjera del Colegio Diurno Maurilio Alvarado Vargas en Tilarán y su influencia en la comunicación oral.

Finalidad: El objetivo de la observación es para analizar si los materiales auténticos son usados en la clase, que tipo de actividades se realizan y cómo reaccionan los estudiantes.

Observation #2

Date: _____

Group: _____

1. Are authentic materials used in the English class?
2. How is the participation of the students when the authentic materials are used?
3. Do students feel excited?
4. What type of activities are used in the class?
5. Do students respond well to the activities?