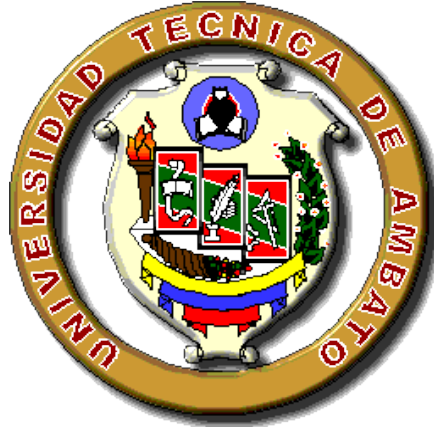


# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

---

**Tema: AUTHENTIC WRITTEN MATERIALS IN STUDENTS'  
SPEAKING SKILL DEVELOPMENT IN HIGHER  
EDUCATION**

---

Trabajo de Investigación, previo a la obtención del Grado Académico de  
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

**Autora:** Licenciada Mónica Narciza Orbea Peñafiel Magíster

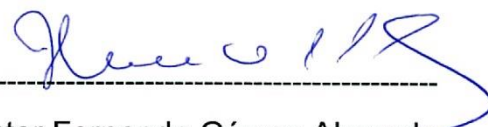
**Directora:** Licenciada Ximena Alexandra Calero Sánchez Magíster

Ambato – Ecuador

2018

## **A la Unidad de Titulación de la Universidad Técnica de Ambato**

El Tribunal receptor del Trabajo de Investigación presidido por el Doctor Héctor Fernando Gómez Alvarado, Presidente del Tribunal e integrado por las señoras: Doctora Elsa Mayorie Chimbo Cáceres Magíster, Doctora Wilma Elizabeth Suárez Mosquera Magíster, Licenciada Lorena Monserrath Meléndez Escobar Magíster, Miembros de Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptor el Trabajo de Investigación con el tema: **“AUTHENTIC WRITTEN MATERIALS IN STUDENTS’ SPEAKING SKILL DEVELOPMENT IN HIGHER EDUCATION”**, elaborado y presentado por la Licenciada Mónica Narciza Orbea Peñafiel Magíster, para optar por el Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.



Dr. Héctor Fernando Gómez Alvarado  
Presidente del Tribunal



Dra. Elsa Mayorie Chimbo Cáceres, Mg.  
Miembro del Tribunal



Dra. Wilma Elizabeth Suárez Mosquera, Mg.  
Miembro del Tribunal



Lic. Lorena Monserrath Meléndez Escobar, Mg.  
Miembro del Tribunal

## AUTORÍA DEL TRABAJO DE INVESTIGACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Investigación presentado con el tema: **“AUTHENTIC WRITTEN MATERIALS IN STUDENTS’ SPEAKING SKILL DEVELOPMENT IN HIGHER EDUCATION”** le corresponde exclusivamente a: la Licenciada Mónica Narciza Orbea Peñafiel Magíster, Autora bajo la Dirección de la Licenciada Ximena Alexandra Calero Sánchez Magíster, Directora del Trabajo de Investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.



-----  
Lic. Mónica Narciza Orbea Peñafiel, Mg.

cc: 1802908804

**AUTORA**



-----  
Lic. Ximena Alexandra Calero Sánchez, Mg.

cc: 1802884062

**DIRECTORA**

## DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.



Lic. Mónica Narciza Orbea Peñafiel, Mg.

cc: 1802908804

**AUTORA**

## INDICE GENERAL DE CONTENIDOS

PORTADA .....	i
A la Unidad de Titulación de la Universidad Técnica de Ambato.....	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN.....	iii
DERECHOS DE AUTOR .....	iv
LIST OF FIGURES .....	vii
LIST OF TABLES.....	viii
AGRADECIMIENTO .....	ix
DEDICATORIA .....	x
RESUMEN EJECUTIVO .....	xi
EXECUTIVE SUMMARY .....	xiii
INTRODUCTION .....	1
CHAPTER I.....	3
THE PROBLEM .....	3
1.1 Theme of the problem.....	3
1.2 Problem statement.....	3
1.3 Contextualization of the problem .....	3
1.3.1 Critical analysis.....	6
1.3.1.1 Problem Scheme .....	6
1.3.2 Prognosis.....	7
1.3.3 Setting of the problem.....	8
1.3.4 Research questions .....	8
1.3.5 Research delimitation .....	8
1.3.5.1 Temporal delimitation .....	8
1.3.5.2 Specific location of research.....	8
1.4 Justification.....	9
1.5 Objectives.....	10
CHAPTER II.....	11
THEORETICAL FRAMEWORK .....	11
2.1 Research background.....	11
2.2 Philosophical foundations .....	14

2.3 Legal basis .....	15
2.4 Key categories .....	17
2.4.3 Dialectical view of conceptualizing variables .....	20
2.4.4 Independent variable framework.....	20
2.4.5 Dependent variable framework .....	29
2.5 Hypothesis .....	36
2.6 Signaling hypothesis variables .....	36
CHAPTER III.....	37
RESEARCH METHODOLOGY .....	37
3.1 Basic method research .....	37
3.2 Basic research modality.....	37
3.2.1 Bibliographic documentary research .....	37
3.2.2 Field research .....	38
3.3 Level of type of research .....	39
3.4 Population and sample .....	40
3.5 OPERATIONALIZATION OF VARIABLES .....	42
3.6 Method of data collection.....	44
CHAPTER IV .....	47
ANALYSIS AND INTERPRETATION.....	47
4.1 Analysis of results.....	47
4.2 Data interpretation .....	47
4.3 Hypothesis verification.....	60
Degrees of freedom.....	66
CHAPTER V .....	69
CONCLUSIONS AND RECOMMENDATIONS .....	69
5.1 Conclusions .....	69
5.2 Recommendations.....	70
CHAPTER VI .....	72
PROPOSAL .....	72
REFERENCES .....	126

## LIST OF FIGURES

Figure 1: Mind map of problems .....	6
Figure 2: Fundamental categories .....	17
Figure 3: Independent variable interrelated .....	18
Figure 4: Dependent variable interrelated .....	19
Figure 5: Question 1 .....	48
Figure 6: Question 2 .....	49
Figure 7: Question 3 .....	50
Figure 8: Question 4 .....	51
Figure 9: Question 5. ....	52
Figure 10: Question 6 .....	53
Figure 11: Question 1 .....	54
Figure 12: Question 2 .....	55
Figure 13: Question 3 .....	56
Figure 14: Question 4 .....	57
Figure 15: Question 5 .....	58
Figure 16: Question 6 .....	59
Figure 17: Student t - distribution.....	64
Figure 18: Student t- distribution.....	67

## LIST OF TABLES

Table 1: Population .....	40
Table 2: Operationalization of the independent variable .....	42
Table 3: Operationalization of the dependent variable .....	43
Table 4: Information collection procedure .....	45
Table 5: Organization of information template question 1 .....	48
Table 6: Organization of information template question 2 .....	49
Table 7: Organization of information template question 3 .....	50
Table 8: Organization of information template question 4 .....	51
Table 9: Organization of information template question 5 .....	52
Table 10: Organization of information template question 6 .....	53
Table 11: Organization of information template question 1 .....	54
Table 12: Organization of information template question 2 .....	55
Table 13: Organization of information template question 3 .....	56
Table 14: Organization of information template question 4 .....	57
Table 15: Organization of information template question 5 .....	58
Table 16: Organization of information template question 6 .....	59
Table 17: Pre-test/Post-test results experimental group. ....	62
Table 18: Pre-test/Post-test results experimental group. ....	63
Table 19: Pre-test/Post-test results experimental group. ....	63
Table 20: Pre-test/Post-test results control group. ....	65
Table 21: Pre-test/Post-test results control group. ....	66
Table 22: Pre-test/Post-test results control group. ....	66
Table 23: Operating Mode .....	79
Table 24: Students' -t distribution.....	144



## **AGRADECIMIENTO**

Quiero expresar mi agradecimiento a quienes hicieron posible que se lleve a cabo el programa de maestría en la Universidad Técnica de Ambato. A los docentes por los conocimientos compartidos durante el proceso. Así como también, a mi tutora de tesis, por su orientación durante el desarrollo del trabajo de investigación.

Mónica Narciza Orbea Peñafiel

## DEDICATORIA

A Dios por ser la luz que guía mi camino en todos los aspectos de mi vida. A mis hijos, por ser mi inspiración y la razón de mi esfuerzo. A mis padres por su apoyo incondicional y su ejemplo. A mi esposo por su paciencia y comprensión.

Mónica Narciza Orbea Peñafiel

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**TEMA:**

**“AUTHENTIC WRITTEN MATERIALS IN STUDENTS’ SPEAKING SKILL  
DEVELOPMENT IN HIGHER EDUCATION”**

**AUTORA:** Licenciada Mónica Narciza Orbea Peñafiel Magíster

**DIRECTORA:** Licenciada Ximena Alexandra Calero Sánchez Magíster

**FECHA:** 20 de junio del 2018

**RESUMEN EJECUTIVO**

El desarrollo de la destreza del habla (speaking) en una lengua extranjera es un reto que deben enfrentar los estudiantes de educación superior. Es por eso que el presente estudio se llevó a cabo para determinar la influencia de los materiales escritos auténticos en el desarrollo de la destreza hablada. La investigación se realizó con dos grupos: experimental y de control de nivel A1 del Centro de Idiomas de la Universidad Técnica de Ambato. A través de la aplicación de una pre-prueba en los grupos seleccionados se determinó el nivel de los estudiantes en la destreza hablada. En el grupo experimental se aplicó diez clases prácticas usando materiales escritos auténticos en diferentes actividades. El experimento finalizó con una post-prueba tanto en el grupo experimental como en el de control. Una vez que los resultados fueron validados se procedió con la verificación de la hipótesis con la prueba t de estudiante. Los resultados obtenidos mostraron que los materiales auténtico escritos promueven el desarrollo de la destreza hablada. Además, durante las clases experimentales los estudiantes participaron activamente lo que incremento la interacción en el aula de clase usando el idioma inglés. Las actividades aplicadas durante el estudio están incluidas en un folleto, el cual

contiene diez actividades comunicativas usando materiales escritos auténticos las cuales propician conversaciones reales, motivando a los estudiantes en el aprendizaje del idioma inglés.

**Descriptor:** Actividades comunicativas en un folleto, aprendizaje del idioma inglés, conversaciones reales, desarrollo de la destreza del habla, interacción en el aula de clase, materiales escritos auténticos, motivación de los estudiantes, participación activa, preprueba y post prueba, prueba del estudiante.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**

**THEME:**

**“AUTHENTIC WRITTEN MATERIALS IN STUDENTS’ SPEAKING SKILL DEVELOPMENT IN HIGHER EDUCATION”**

**AUTHOR:** Licenciada Mónica Narciza Orbea Peñafiel Magíster

**DIRECTED BY:** Licenciada Ximena Alexandra Calero Sánchez Magíster

**DATE:** June 20<sup>th</sup>, 2018

**EXECUTIVE SUMMARY**

The development of speaking skill in a foreign language is a challenge that students of higher education must deal. For that reason, the present study was carried out to determine the influence of authentic written materials on the development of speaking skill. The research study was done with two groups: experimental and control group of A1 level students of the regular program in the Language Center in Universidad Técnica de Ambato. The level of the students in the speaking skill was determined through the application of a pre-test in the selected groups. Ten practical classes were applied using authentic written materials in the experimental group. The experiment concluded with a post-test in the experimental and control group. Once the results were validated, the verification of the hypothesis was carried out through the student t-test. The results obtained showed that authentic written materials promote the development of speaking skill. Moreover, during the experimental classes the students participated actively increasing the interaction in the classroom using English. The activities applied during the research study are included in a booklet. It contains ten communicative activities using authentic written materials which, encouraging real conversation and motivating students in the English learning process.

**Keywords:** Communicative activities in a booklet, English language learning, real conversations, speaking skill development, interaction in the classroom, authentic written materials, students' motivation, active participation, pre-test and post-test, student t- test.

## INTRODUCTION

The acquisition of a new language implies a complex process; which some factors intervene facilitating or making difficult the development of necessary skills in a foreign language. For that reason, thousands of problems arise during the teaching-learning process. One of those problems is related to the use of English in a communicative way through the speaking activities during the class.

The present research study attempts to crystallize, how the use of the authentic written materials can contribute to the speaking skill development in students in higher education. Through data gathered by different authors and activities proposed in a booklet students felt comfortable and engaged during the tasks.

Furthermore, the booklet allows teachers to change and modify the activities proposed taking into consideration the main aim of the course, students' level, strengths and weaknesses. All the activities are always focused on speaking production where the students' predisposition play an important role.

It should be mentioned that, authentic written materials used in the booklet have been gathered through different and real sources such as: newspapers and magazines printed in English. In order to provide information the research is divided into the following chapters:

**CHAPTER I.-** It contains information about the problem. The contextualization is divided into some aspects such as: critical analysis, prognosis, research questions, justification and objectives.

**CHAPTER II.-** It contains theoretical framework information about authentic materials taking into consideration different authors' perspectives, also the legal basis, hypothesis and variables have been included in this chapter.

**CHAPTER III.-** It talks about the research methodology applied as well as the population chosen. There is also information about the method applied to gather data and its analysis.

**CHAPTER IV.-** The analysis and interpretations of the results obtained is carried out in this chapter. Furthermore, applying a formula the hypothesis verification was made.

**CHAPTER V.-** It contains the conclusions and recommendations after performing an analysis of all the results obtained and the information gathered during the research.

**CHAPTER VI.-** It encompasses all the aspects included in the proposal about the use of authentic written materials found in different sources according to our objectives.



## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Theme of the problem**

“Authentic written materials in students’ speaking skill development in higher education”

#### **1.2 Problem statement**

#### **1.3 Contextualization of the problem**

The learning of a foreign language has always been a controversial topic around the world. During the past decades, learning of a second language has been mandatory in developed countries where education has an important role in society. However, the situation in Ecuador has been different. Around 24 years ago the learning process of a foreign language like English was sporadic. Students mainly learned isolated words and some common phrases through repetition.

In 1992 the Ecuadorian Educational System went through a transformation. The Ministry of Education in Ecuador increased the number of English classes in public institutions. Currently, total number of class hours a student will have received prior to reaching the university level is approximately of 1500 hours. This number is in relation to public educational institutions not necessarily the same number of hours can be applied to private institutions. It is in this respect, that the assumption can be made that students will have developed the fundamental skills in English. Despite the large number of hours, Ecuadorian

students are not capable to communicate fluidly and in some cases none of the skills have been developed adequately.

In order to improve this situation new projects, strategies and methodologies have been put into practice to engage students in the teaching – learning process. Nevertheless, the results have not been as expected. Conscious of this issue, CEAACES (Consejo de Evaluación, Acreditación y Aseguramiento de la Calidad de la Educación Superior) has been working some important changes in the higher educational system, as well as its regulations to develop the fundamental skills in a foreign language. Nonetheless, in an article entitled Ecuador tiene nivel bajo de inglés. (2015, February 11) refers to the report presented by Education First ranking 2016, in which Ecuador is in number 35<sup>th</sup> place with a low level of English among all the countries in Latin America.

Those results have been verified in another article, Oportunidad de becas en el extranjero para ecuatorianos. (2016, January 31) refers to the low average in English productive skills of Ecuadorian students that have applied for a scholarship abroad.

In this context, it is worthwhile to consider that students in Tungurahua province present the similar issues, overall in the development of productive skills. In accordance to some studies carried out by Walker (2014) of Manchester Metropolitan University, the most difficult skills to develop are listening and speaking. This is due to the fact, that the first skill includes different tones and accents than differ significantly from the mode that the words appear in print. The second one, because it is a process which comprises retention of information, understanding of the content, use of critical thinking and emission of criteria.

According to the results presented on the website “Ecuador Inmediato.com” students in higher public educational institutions, including Tungurahua, obtained a score of 13 over 20 in English. The main problem among students is speaking, there are many circumstances that have an influence on the lack of development of oral production and interaction. The most mentioned causes: use of the traditional education, poor level of English teachers, outdated textbooks, repetitive strategies and methodologies.

Despite the changes made years ago, the problem is still latent in Ecuador. In the Reglamento de Régimen Académico for higher education the B2 English level must be obtained. Unfortunately, during the previous academic periods, these requirements have not been achieved. This means that most of the students start their language studies at the beginner level when entering university.

This problem is so common at public universities, such as Universidad Técnica de Ambato, due to the fact, that there is a great number of students whose English level is A1, despite having completed the required levels. This implies a setback in the development of the communicative skills. There are numerous academic changes that must be applied in order to get students to communicate fluently and use English in real situations by the end of each academic period.

### 1.3.1 Critical analysis

#### 1.3.1.1 Problem Scheme

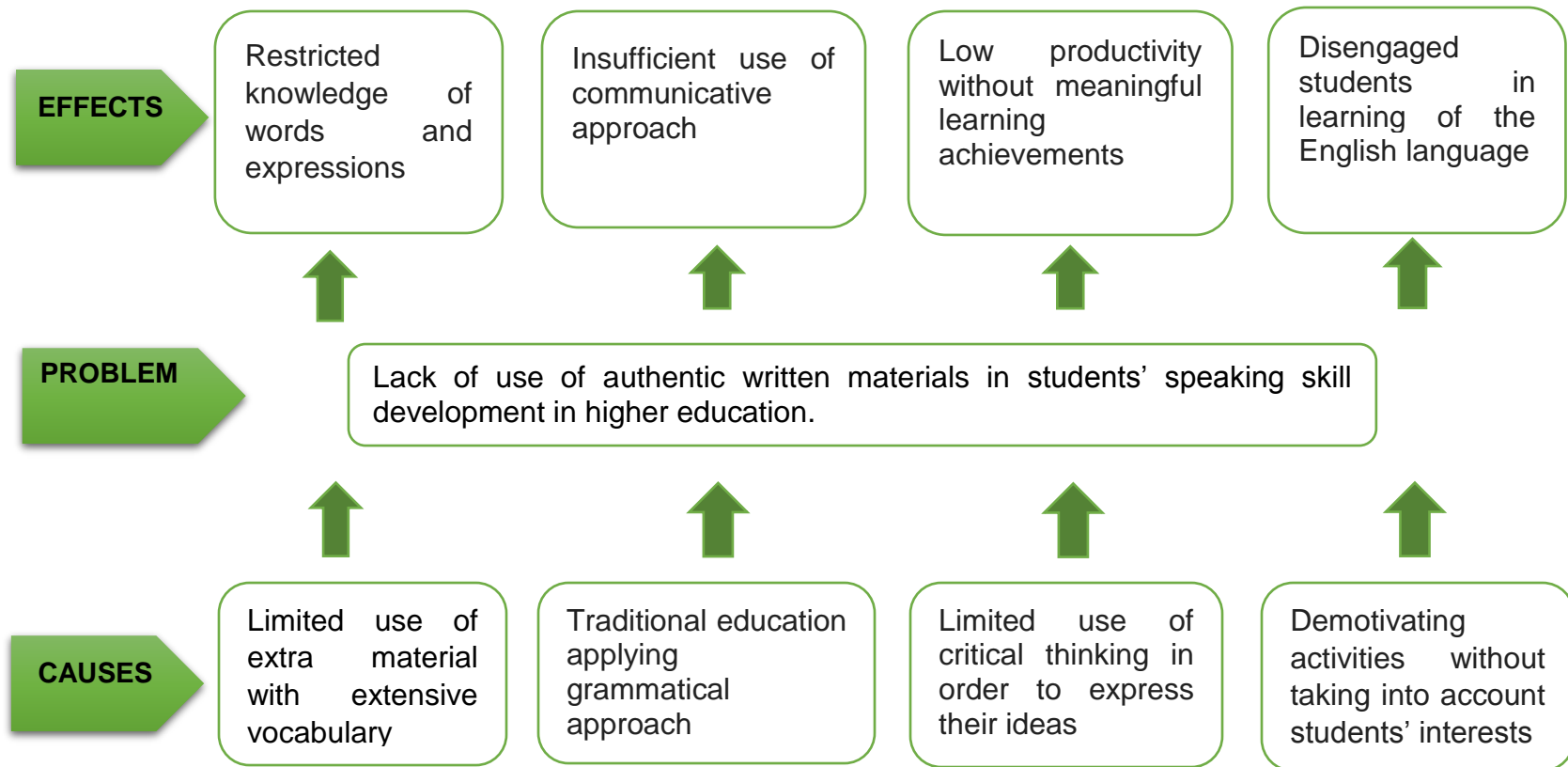


Figure 1: Mind map of problems  
Author: Orbea, M. (2018)

The central issue addressed in the study is the relationship between the lack of use of authentic written materials in the teaching – learning process, to develop students' speaking skill in higher education and the restricted knowledge of vocabulary, due to the limited use of extra material with extensive vocabulary. This is because students have a tendency to only use the vocabulary given in their study texts.

The application of traditional methods has been the reason that some students memorize the content without obtaining significant learning that is soon forgotten. Students are not interested in learning new words to enlarge their vocabulary and they scarcely apply the communicative approach.

Students' low productivity without meaningful learning achievements is an effect of the limited use of critical thinking in order to express their ideas, which prevents students to interact with others in a natural way.

There are some circumstances that prevent students from being part of the teaching-learning process. One of them, is the application of some demotivating activities without taking into consideration students' interests. This causes disengaged students during the class hours.

### **1.3.2 Prognosis**

If students do not develop the necessary skills in a foreign language, they will not be able to effectively communicate in real contexts. This results in some students feel discouraged and lost interest in continuing to learn a foreign language. Moreover, they will not achieve the mandatory requirement to obtain their degree in higher education and most importantly, they lose the opportunity to continue their studies abroad. This means that there is the loss of the chance to receive an adequate training in specific areas to help them with better working opportunities.

On the contrary, if the mentioned problem is solved, students will develop their speaking skill. Students will engage in the learning process and they will complete the requirements in higher education. Students will take part in conversations in their classes. Furthermore, they will feel comfortable speaking in a foreign language and they will be motivated to use it with native speakers.

### **1.3.3 Setting of the problem**

How do authentic written materials promote students' speaking skill development?

### **1.3.4 Research questions**

- What are some important aspects of using authentic written materials for developing speaking skill?
- How does the use of authentic written materials help on the development of speaking skill?
- How do students respond to the use of authentic written materials?

### **1.3.5 Research delimitation**

Field: Education  
Area: Speaking skill  
Aspect: Learning – teaching

#### **1.3.5.1 Temporal delimitation**

Academic period March – August 2018.

#### **1.3.5.2 Specific location of research**

The present research study was carried out in the Languages Center in Universidad Técnica de Ambato.

#### **1.4 Justification**

The demands of the globalized world are greater than in the past. Nowadays, the domain of foreign languages is important for doing business, obtaining opportunities in studies and work, obtaining promotions and earning high salaries. As well as all the aspects mentioned this contributes to the economic situation in a country and social development of its population.

There are many features involved in this development. Some of the most fundamental features are the quality of the education system offered, training and motivation of teachers and interest of the students in learning a foreign language. Superficial changes in regulations will not make the difference, teachers need to make modifications in the classroom where students' intellectual capacities are developed by applying innovative strategies.

According to some studies one of the most spoken languages in the world is English, because it is considered to be the language of business. However, the development of the communicative skills is difficult to achieve, mainly because of the pressure of the context. At the end of a course teachers want students to maintain a conversation relatively fluid but unfortunately, they can only use some sporadic grammar sentences.

Prior research carried out by EF EPI (English Proficiency Index) tested 52.000 students over 18 years through an online test, whose results placed Ecuador behind Colombia, Chile, Mexico and Peru. The lowest results were related to the use of English in real situations which included a conversation asking and answering simple questions. Thus, it is necessary to apply new materials and strategies, in order to increase students' speaking skill development.

The present study attempts to expose our students to real situations, in which they have to communicate with others motivating them to give their opinion

about different topics. Through, the use of authentic written materials students will increase their vocabulary. They will be able to formulate questions in order to know their classmates' opinion until reach the productive knowledge. By applying authentic written materials teachers can ensure that students can give their opinion by achieving the development of oral skills.

## **1.5 Objectives**

### **1.5.1 General objective**

Determine if authentic written materials promote students' speaking skill in higher education.

### **1.5.2 Specific objectives**

- Determine the use of authentic written materials in the classrooms.
- Detect the effectiveness of the application of authentic written materials to develop speaking skill.
- Determine if students' response is favorable about the use of authentic written materials in the class.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research background

Upon reviewing the databases of some universities and academic journals, it was possible to find that there are several research studies focused on the use of authentic materials.

A research carried out by Gilmore (2011) in the University of Tokyo with the theme: “I prefer not text: developing Japanese learners’ communicative competence with authentic materials”, was done to determine the impact of authentic materials in the development of speaking skill, through the quasi – experimental approach. The author concluded that authentic materials help to develop extra linguistic skills applying speaking strategies and engage student in the learning process.

This study demonstrates the positive influence of authentic written materials in the development of speaking skill and how students are more aware of the use of real materials in the learning process. The study contributes to the present research because it analyzed the feasibility in the application of authentic materials.

In the Universidad Técnica de Ambato a study was carried out by balladares (2015) regarding “El uso de realia o material auténtico y su influencia en la adquisición del vocabulario del idioma inglés de los estudiantes de los novenos

grados de educación general básica paralelos A y B de la Unidad Educativa Francisco Flor – Gustavo Egüez del cantón Ambato, provincia de Tungurahua”. The study was focused on establish the importance of authentic materials in teaching new vocabulary, taking into consideration the different ways of teaching.

The study carried out helped to identify how students are able to guess the meaning of words in context without previous knowledge. Furthermore, the study helps to the present research because it shows that students can increase their vocabulary using authentic materials.

Other studies have been found relating to the use of authentic materials, in order to develop the basic English skills, such as the one in the Pontificia Universidad Católica del Ecuador entitled: “How can reading authentic material such as short stories, articles and magazines successfully help to teach English in young adult EFL classrooms” by Loaiza (2011). The study was done to determine how authentic materials engage students in the use of English in class. Moreover, the research highlights the affirmative effect that authentic materials have over young adult learners, due to the fact, that the information presented in authentic materials is real and attractive in terms of learning.

The information gathered during the study helped to the author to determine that young adult learners enjoyed to participate in debates after reading authentic materials, because the topics applied were updated. The conclusions presented by the author helped to identify that it is possible to develop communicative competence through meaningful activities applying authentic materials.

Some studies have also been conducted on the use of authentic materials around the world. For instance, the study done by Rogers and Medley (1988) on the topic: Language with purpose: Using Authentic Materials in the Foreign

Language Classroom was done to determine the relationship between authentic materials and instructional process. The study concluded that students exposed to real contexts in classrooms expand their knowledge about native speakers. They are able to express their opinion about diverse topics, provide examples and make comparisons.

The arguments exposed in the conclusions of the study are indicators that students develop their speaking skill through authentic materials. Furthermore, students expand their knowledge about cultures around the world and are able to express their ideas.

Based on this study, it is worth mentioning that students do not present problems to use authentic materials in class. On the contrary, they show predisposition and curiosity because the majority of the textbooks do not include real information used by native speakers.

Cano (2013) studies the advantages and disadvantages of authentic materials. This study was conducted to determine the pros and cons of authentic materials in the learning process. As conclusions, the author mentions that authentic materials are easy to obtain. Moreover, they can be used for diverse activities. Students feel that they are part of the teaching and learning process which has a positive effect. Furthermore, students are exposed to real examples that help them to identify new words, adjectives, tenses, prefixes and suffixes. The author also reports that sometimes teachers need to modify the materials in order to be related to the students' aims. The length of the materials can be a problematic as there is the risk of students disengaging.

Taking into consideration the conclusions of the study made by Cano. It can be said that, teachers must revise the content and length of the authentic materials in order to determine their effectiveness. The facility to obtain authentic materials help in the design of diverse activities included in the proposal.

The study made by Moral (2010), entitled: Why using authentic written materials in the EFL 2 classroom? Reasons and Examples, in order to determine the benefits of authentic materials in the learning process. Some conclusions are presented by the author, for instance: authentic written materials motivate students to use their creativity changing the endings. This helps students to make comparisons between readings and student contexts. Students are able to give summaries regarding the content of the reading and guess the meaning of words in context increasing the development of the communicative skill.

The aforementioned study contributes to the present research because it confirms that students develop speaking skill through the use of authentic materials in class. Moreover, authentic materials increase students' creativity. Also, students are able to sum up information.

## **2.2 Philosophical foundations**

The research focuses on the constructivism theory, due to the fact, that the theme includes real issues that affects the vast majority of students at the higher education level. Vygotsky (1978) states that this approach promotes social interaction so learners are incorporated into a knowledge community through a relationship between logical memory and the formation of concepts.

Through the application of this paradigm the study was performed on all aspects that have influenced on the fact that students have not developed their speaking skill properly. Moreover, a deep analysis was performed of the current situation at higher education in general.

### **2.3 Legal basis**

There are legal laws of Ecuador which support the following study. The first of these is from the *Constitución de la República del Ecuador, Quito, Ecuador, 2008*. These are follows:

Article N°27. Chapter II states that education in Ecuador will be involved, obligatory, inclusive, diverse, taking into consideration the different forms of culture. It will be directed towards the promotion of values and equity among the members of society in order to develop their capabilities and competences.

Article N°343. Title VII, chapter I mentions that Ecuadorian education has as purpose to develop personal, group capabilities and their potential which will allow for learning and use of knowledge, strategies, the arts and culture.

Article N°350. Title VII, chapter I, indicates that the main aims of the higher education in Ecuador are related to academic and professional training, taking as reference the humanist and scientific vision through origination innovation, advancement, progression and diffusion of arts and cultures.

Moreover, the learning a foreign language in higher education is established in *Reglamento de Régimen Académico, Quito, Ecuador, 2016*. It states as follows:

Article N°31. The learning of a foreign language is mandatory in all higher levels. It may or may not be part of the curriculum in a degree program or major. Students will have to complete the required levels by the final academic period of their studies. The level of proficiency will be assessed through a test which will be mandatory to continue with their studies.

For students in the different majors of universities, the level required is B2 according to the Common European Framework of Reference for languages. For this reason, it is essential to focus on speaking skill development in early stages of learning to achieve the requirement.

## 2.4 Key categories

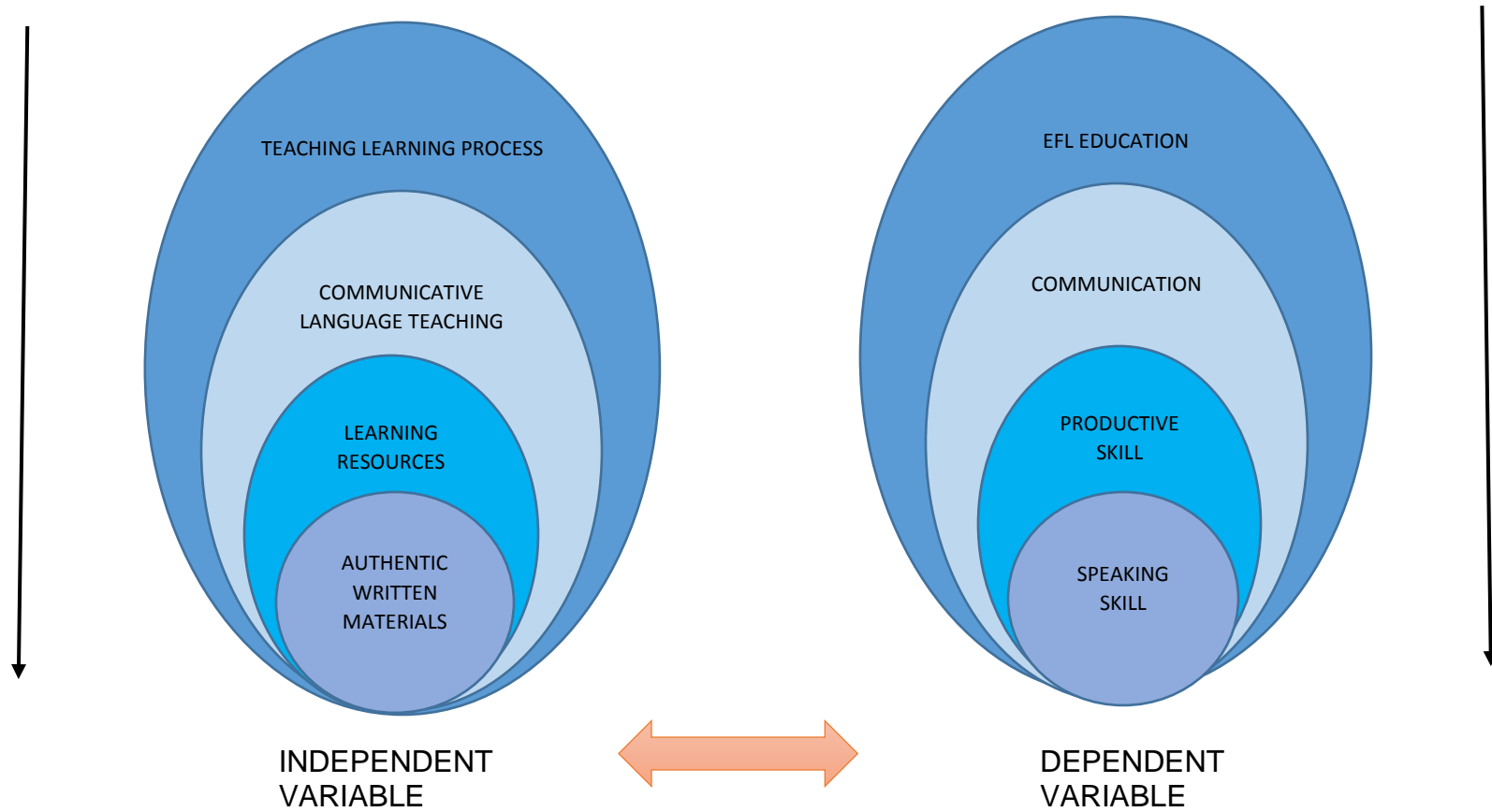


Figure 2: Fundamental categories

Author: Orbea, M. (2018)

### 2.4.1 Independent variable interrelated

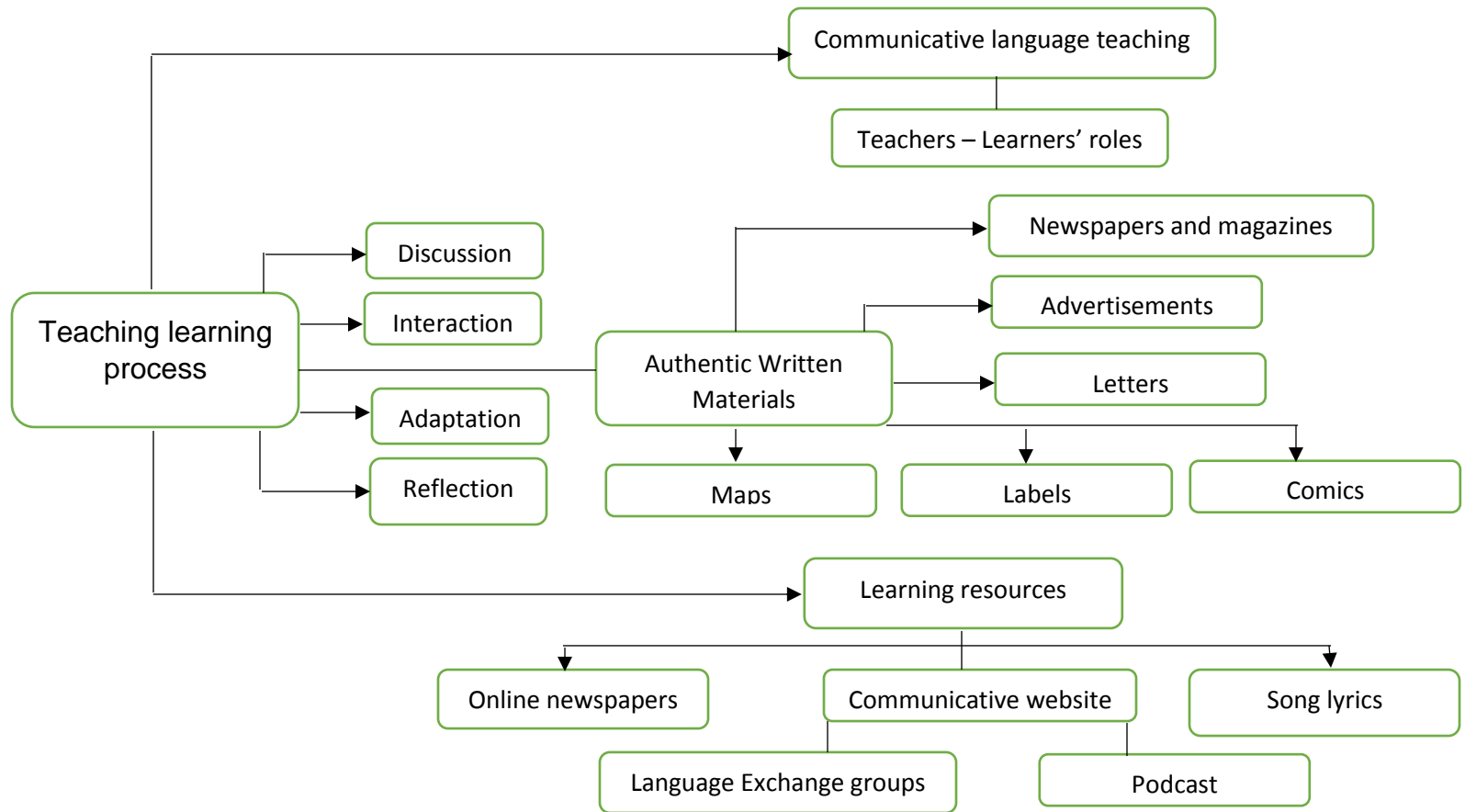


Figure 3: Independent variable interrelated  
 Author: Orbea, M. (2018)



### 2.4.2 Dependent variable interrelated

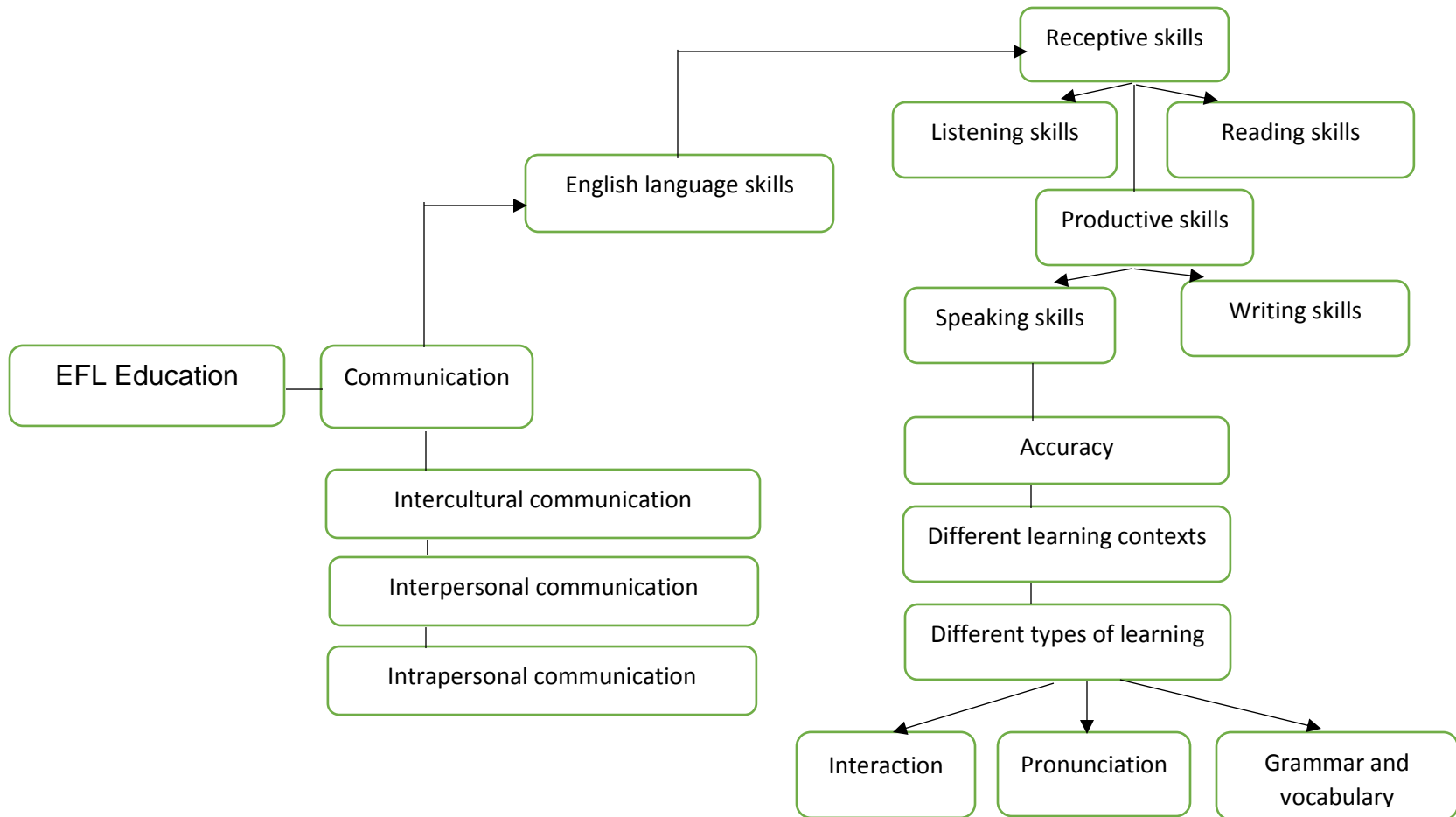


Figure 4: Dependent variable interrelated  
 Auhtor: Orbea, M. (2018)

### **2.4.3 Dialectical view of conceptualizing variables**

### **2.4.4 Independent variable framework**

#### **Teaching Learning Process**

Hedge (2000) states that teaching learning process is the path that goes from the theoretical to the practical, through the activities and materials applied in the classroom. The author has mentioned that sometimes teaching is divided into vocabulary and grammar in order to develop skills.

In the study entitled *Transformed by Learning Technology*, performed by Laurillard (1994) reports that the teaching learning process contains four important aspects: discussion, interaction, adaptation and reflection. All of aspects mentioned have relationship to teaching-learning outcomes, learning environment, students approach, input factor and course design.

Considering the information mentioned, it is possible to state that teaching learning process applied in the classroom is a procedure that helps learners in the development and acquisition of new meanings through different activities and materials.

#### **Discussion**

Brookfield and Preskill (1999) mention that discussion is an outstanding tool used for increasing students' motivation and nurturing their logical agility. Furthermore, this kind of strategy creates opportunities for students practice a number of skills such as: state their position, respect and consider different opinions and use the vocabulary and grammar learned.

On the other hand, Frederick (1981) remarks that discussions provide possibilities for the discovery of their abilities to lead a conversation and to take

turns to express their opinion. However, anxiety can be felt, so the instructor has to maintain control over the information shared.

Having the ideas clear, it is worth mentioning that discussion motivates learners to take part in conversations, where they can express their opinions about certain topics.

### **Interaction**

According to Scheinkman (2008) in his article entitled: Social interaction refers that, it is part of the field of sociology, linguistics, broadcasting and communication studies, where social interaction is done without any intervening expertise. Face-to-face interaction includes some important aspects such as: physical presence, use of body language, reciprocated influence and decoding the information. Moreover, Scheinkman explains that interaction plays a significant role in the development of individual socialization.

It is necessary to state that, interaction is a fundamental part in the development of students' speaking skills, due to the fact, that any language is used to transmit information.

### **Adaptation**

Gudykunst (2003) reports that each performance of communication among human beings is an adaptive procedure, through verbal and non-verbal representations as a biological evolution influenced by the environment. Gudykunst has also mentioned that adaptation is closely linked with culture and follows a process. It responds to some uncertainty variables such as: reaction to foreigners, social labeling and situational processes.

Due to the fact, that there are available several materials to teach a foreign language; teachers must adapt materials taking into consideration students' aims and level.

### **Reflection**

There are some studies that provide a commentary regarding a reflection on communication. For instance: Fiske (2011) in his book entitled: *Introduction to Communication Studies*, mentions that reflection is connected with critical thinking, because it applies an extensively analysis about the issue. Moreover, Fiske suggests that a vital key for reflecting is recognizing outlines and links that occur as a consequence of speaker's experiences.

The information mentioned emphasizes in the relationship between reflection and critical thinking, so teachers have to apply techniques from early stages to develop learners' critical thinking.

### **Communicative Language teaching**

Wilkins (1972) defines communicative language teaching as an approach that aimed to develop communicative competences in learners. The author mentions that, language must attend the purpose of communicating the speaker's aims.

Richards and Rodgers (2014) mention that one characteristic of communicative language teaching is, that emphasizes to practical as well as structural aspects of language, through diverse procedures where students interact in pairs or groups using different language resources.

On the other hand, Howatt (1984) identifies two versions of Communicative Language teaching. The first version was used ten years ago. It stresses the importance of providing students with opportunities to use English integrating

language activities. However, the second version states that language is acquired through communication. It stimulates the development of the language system itself.

Analyzing the information provided by some researchers, it is possible to conclude that Communicative Language Teaching is focused on the development of learners' communicative competences, through activities that create opportunities to use a foreign language in classrooms.

### **Teachers' roles**

Hinkley (2011) mentions that teachers assume a new role in Communicative Language Teaching. Teachers are not the center of the class, on the contrary they are considered as facilitator and monitors during the learning process. Moreover, teachers are tolerant of students' errors because they are conscious that learners are building up communicative competences. Teachers have the responsibility to create opportunities for learners to develop accuracy and fluency.

The available information seems to suggest that teachers must facilitate the communication between all participants in the classroom. Furthermore, teachers are considered as an organizer of resources and activities to improve the dynamics of lessons.

### **Learners' roles**

Johnson (1998) identifies that learners as negotiators in Communicative Language Teaching. Learners have to contribute in the learning and become active participants. During the process, learners are expected to interact with their partners in conversations through activities designed by teacher.

In this respect, it is possible to mention that it is necessary that learners become comfortable working with their classmates and take on a greater degree of accountability in their independent learning process.

### **Learning resources**

Nowadays, different resources are used during the teaching process, which vary due to students' aptitudes, needs, levels, purposes and time.

Merrit (2013) mentions five of the most useful free resources to learn a foreign language and develop necessary skills. The five resources suggested are:

- Authentic materials are useful because of constantly being updated. Moreover, they contain relevant and cultural information that catch students' attention regardless of the level. They are used to increase vocabulary.
- Learner community websites provide the opportunity to share community spaces, through forums directed by individuals from different countries.
- Song lyrics are one of the tools most used around the world, because it is a great method for remembering phrases in an attractive way. There are songs designed by teachers which are connected to grammar tenses.
- Language exchange groups offer a great benefit to practice spoken language, through working in pairs with native speakers to maintain a natural conversation.
- Podcast exposes students to the target language. They are an exceptional way to access authentic conferences recordings of different topics.

Undoubtedly, there are several learning resources that help learners in the development of fundamental skills in a foreign language. Furthermore, most of the learning resources can be used in a wide variety of activities.

## **Authentic materials**

According to Mishan (2005) authentic materials are an important part of learning resources, since they expose students to real contexts, because they are created by native speakers in a target culture. Mishan states that the authenticity of this kind of materials implies the development of linguistic and discourse competences.

Peacock (1997) claims that authentic materials contribute in the learning process, through students' intrinsically motivation. Furthermore, Peacock mentions that there are different types of authentic materials such as: realia, printed texts, images, multimedia materials and audios. All of them are included in four general groups: authentic written materials, authentic reading materials, authentic visual materials and authentic listening materials.

Certainly, authentic materials are among the most important tools used in classrooms, because they are able to expose learners to real contexts. Moreover, authentic materials arouse learners' motivation in learning a foreign language.

## **Authentic written materials**

Rogers (1988) states that authentic material is suitable and valuable in terms of aims and students' needs, because they contain real and meaningful messages. In the same sense, Santos (2009) determines that authentic materials are designed for people that are trying to use a foreign language not for students, because they do not contain specific grammatical tenses. Moreover, Jordan (1997) refers that authentic materials are not designed for teaching languages. However, they can engage students in the learning process, because learners can be exposed to a real dialect.

Furthermore, Richard (2001) mentions some advantages of using authentic materials such as: positive effects, real cultural information, close to students' needs and creative teaching process. Furthermore, Chavez (1998) states that authentic materials can be used in all the levels, because it is a great way to motivate learners to interact with their classmates.

Additionally, Gilmore (2007) in his study points out that authentic written materials contain natural and native vocabulary. On the contrary, text books have given priority to the grammar and vocabulary aspects. Moreover, Gilmore states definitions about authenticity considering other researchers' notions, for instance:

- Porter and Roberts (1989) state that authenticity uses language that is created for native speakers.
- Morrow (1977) states that authenticity is produced by native speakers which transmits real messages.
- Widdowson (1978) states that authenticity refers to real contents in articles for native speakers.
- Kramsch (1998) adds that authenticity is related to culture in different aspects giving the opportunity to readers use real language.

The information mentioned emphasize the advantages of authentic written materials in the learning process, due to the fact, that learners are exposed to real contexts. Moreover, authentic written materials engage students, because they can be used for different purposes.

The following materials are considered as authentic written materials, for instance:

### **Newspapers and magazines**

Grundy (1993) states that authentic writing materials brings readers closer to a better understanding of culture in a given country. Currently, the online press



facilitates the use worldwide and in classrooms, this kind of material is useful to present real information to students. In the same sense, García and Bejarano (2001) mention that authentic written materials as newspapers and magazines demonstrate values. Moreover, magazines can engage young students through information about music, actors and singers, etc.

Unquestionably, the application of newspapers and magazines present advantages, because they contain interesting subjects that motivate students to develop their creative work. Furthermore, students are familiar with this type of written media.

### **Advertisements**

The use of advertisements is very common in textbooks, because they provide the necessary information to develop critical thinking. In this regard, Williamson (2002) defines advertisements as a transparent vehicle that includes ideas and messages, which must be decoded by the readers through the application of a method of analysis. Moreover, advertisements can contribute to the development of receptive and productive skills in a target language.

One advantage in the application of advertisements is that they provide visual support in the teaching process with a variety of styles. Furthermore, they can develop learners' communicative competences through role-plays.

### **Letters**

Leibniz (1989) states that letters reveal the writers' intentions through words in a logical order, which implies a process to structure. Letters increase writers' creativity, because they have to show readers series of events in a passive context. This kind of tool is important, because it is part of life and includes an intensive analysis of the language used that shows the real intentions of the writer. In addition, there are some sort of letters, which allow teachers to apply

different activities to increase students' vocabulary and identify fixed expressions.

Some of the advantages have been identified, such as: letters presents everyday situations. Students can use the vocabulary and practice different tenses. Also, letters develop students' creativity as writers and readers.

### **Non-prose texts**

#### **Maps**

Vasiliev and MCAvoy (2013) mention that maps are satellite images printed on paper through human manipulation, which can be used for different purposes. There are a great variety of maps that can be used in classrooms, because they provide realistic and sufficient information. Furthermore, this material presents academic and specific purposes related to learners' needs. Maps are mostly apply in order to give directions and establish routes. Unfortunately, maps are not available in textbooks, due to its level of complexity.

The benefits in the application of this type of material is that they develop students' creativity and increase their vocabulary.

#### **Labels**

According to Silberstein (1948) labels are commonly applied in newspapers and magazines, but they can be used as an individual section to impulse the interpretation through a technical prose. Moreover, this kind of material develops students' creativity and practice of structures.

#### **Comics**

Musiol (1995) states that comics are the way to engage young learners in the learning process of a target language, they offer a wide range of activities through visual aids. Comics offer some advantages, such as: they present

positive properties through real vocabulary and a large collection of morpho-syntactic. They aid in the engagement processes.

#### **2.4.5 Dependent variable framework**

##### **EFL education**

There is a lot of available information about English as a Foreign Language (EFL). For instance: In *Oxford Dictionary* (2017) the EFL classroom is defined as a place, in which English is not the primordial and central language of the country. Commonly, learners only have the opportunity to use English during class hours. One disadvantage mentioned about the EFL classroom is that learners are not exposed sufficiently to the use of that language in real contexts.

In EFL classrooms teachers must take opportunities to focus on different aspects beyond grammatical structures and expose students to a foreign context, where they can talk about culture, society and relevant information. Seidhofer (2011) comments that in EFL classrooms learners have chosen a target language as a way of communication. Learners follow the language rules used by native speakers. Moreover, the author mentions that ludic language can broaden the interaction among learners increasing their linguistic awareness.

EFL learners' needs:

- A lot of speaking practice in the classroom.
- Provide information about foreign cultures and communities around the world.
- Use updated materials.
- Create social networking sites with native speakers.

## **Communication**

Urteaga (2009) in her article entitled: La teoría de sistemas de Niklas Luhman, states that, communication is a system in which people transmit information using three components: message, material (information) and comprehension, through participants transmit the message to different people. Additionally, Urteaga mentions three ways of communications: language, dispersal media and symbolically communication.

According to Wood (2004) communication is a systematic process, in which people interact with others through signal, words and gestures to create, transmit and deduce meaning.

The writer identified some types of communication: Intercultural communication, which studies the way that people from different countries and culture transfer messages. Interpersonal communication, which studies different roles in the society and intrapersonal communication, which reflects on communication with self.

Payne (2014) in his article entitled: The meaning of communication assumes that, communication is related to receivers' responses, because it assures the success of communication. Most of the time, people think that spoken and written messages are enough to complete the communication cycle. However, Payne proposes that receivers' understanding is essential.

## **English language skills**

Oxford (2001) identifies four fundamental skills in English language: listening, reading, speaking and writing. Furthermore, they are divided into two sub-categories: receptive and productive skills. In receptive skills learners do not produce, only they receive information to increase their understanding, thus they are well known as passive skills. On the other hand, speaking and writing are known as productive skills, because students have to produce language, for that reason these skills are named as active skills.

## **Receptive skills**

Rozaida (2014) states that receptive skills are divided into listening and reading, which provide an extensive vocabulary to learners and facilitate language acquisition. Moreover, it is important to mention that students' continuous exposure to the skills mentioned will help them to the declining use of their mother tongue.

## **Listening**

Duquette (1995) suggests that listening is a fundamental part in the comprehension cycle about a foreign language that it is not easy to be evaluated for its complexity. Furthermore, this skill is considered one of the most difficult ability to develop in the learning process, due to the fact that, listeners must be attentive in order to anticipate the content of the listening section.

In the same sense, Harmer (2007) mentions that listening is an effective tool to improve learners' pronunciation, because they absorb appropriate pitch and intonation. Moreover, the author states two kinds of listening: intensive and extensive. Intensive listening is used with academic purposes and takes place in classrooms. On the other hand, extensive listening encourages learners to use the language.

## **Reading**

Perfetti (1985) states that reading is an ability, through learners must process information in a text. Moreover, this skill includes a wide knowledge of vocabulary to interpret the meaning of a word in the context of a passage. In addition, readers need to develop critical thinking in order to identify the writer's point of view and the aim of the content.

Additionally, Harmer (1998) mentions that the purpose of a reading depends on what students want to get out of it. Moreover, the author remarks two kinds of reading: reading for pleasure and reading for detailed comprehension. In both kinds of readings learners can take advantages about skimming and scanning.

### **Productive skills**

Golkova and Hubackova (2004) mention that productive skills are the process used to transmit information. Nevertheless, it must be said that there is a close relationship between productive and receptive skills, due to the fact, that the first one cannot function without the second and vice versa. In this regard, Riggensbach and Lazaraton (1991) state that productive skills are developed naturally in the appropriate classroom environments, through creative teachers who promote communicative abilities in language learners.

Meanwhile, Olshtain and Cohen (1991) suggest that the use of a variety of activities play an important role, in the development of the fundamental skills in a foreign language. These have to be organized from the easiest to most challenging ones, without grammatical preferences.

### **Writing skill**

Browmik (2016) defines writing as a method of communication that allows learners to place their ideas on paper, through convincing arguments in a well-constructed text. This skill is considered as a complex process, because it combines series of elements such as: spelling, grammar, vocabulary, composing and a high level of organization. Furthermore, the author mentions that there are some factors contributing for a complete writing such as: psychological factors, linguistic factors, cognitive factors, and process of writing.

In the same way, Harmer (2007) mentions that writing is used for different purposes, so it is produced in variety forms. Depending of the purpose, writings follow four stages: planning, drafting, editing and final draft. The stages mentioned contribute to readers be able to decode and understand the writer's message.

### **Speaking skill**

Harmer and Thornbury (2005) states that speaking is part of daily life and it is produced naturally. However, when people are learning a foreign language, they struggle to achieve this ability. The authors mention that speaking is linear and unplanned, because it takes place in real time applying different utterances, so the response time is limited. Moreover, Harmer and Thornbury refer that speakers need to know linguistic knowledge and speech conditions to generate interaction. In this sense, the authors identify some speech factors: cognitive, affective and performance.

Additionally, Harmer and Thornbury suggest that learners need to know specific speech acts in order to use the language properly. Furthermore, the authors identify some elements that intervene in speech acts, such as: Register, discourse, grammar, vocabulary and phonology.

In the same sense, Segura (2013) states that many languages teachers reckon that speaking is one of the most influential skill, because it supports in the development of listening, writing and reading. However, speaking is considered as one of the most difficult skills by learners. Bygate (2001) points out that speaking has always been considered, as one of the most important aspects in the teaching – learning process since ancient times. Furthermore, Bygate supports his ideas in three aspects:

- The outdated grammar translation technique continues having a strong influence on language teaching.

- Students are not being exposed enough time to real speech.
- Traditionally teachers did not put emphasize on improving speaking because it was part of their methodology.

On the other hand, Levelt (1989) argues that speaking production encloses four main processes: conceptualization, creation, vocalization and self-monitoring, the procedures occurs fast and automatically.

Baker and Westrup (2003) suggest that learners must practice the target language using similar situations to those that occur in real life. This needs to be done with a specific purpose in view, in an encouraging environment where learners can express their ideas spontaneously. Moreover, Baker and Westrup describe some important aspects that must be considered for the development of speaking skill, such as:

### **Accuracy and fluency**

Baker and Westrup (2003) states that accurate learners do not make mistakes in pronunciation, use of vocabulary and grammar. On the other hand, fluent learners are not usually worried about making mistakes, if not expressing and creating understanding. The learning environment plays an important role to determine what is appropriate for learners.

### **Different learning contexts**

Baker and Westrup (2003) identified two specific situations, the first one where learners can practice outside the classroom, and the second situation where learners never perceive spoken English excepting by their teacher and only use English in the class and never read English content apart from when they use their textbook.

According to Baker and Westrup's criteria, it is important to apply different activities in order to encourage learners, mainly the youngest ones in order to create an appropriate environment where learners enjoy the class.



### **Different types of learners**

Baker and Westrup (2003) have identified two groups of learners: Adult learners and young learners. Generally, adult learners present certain characteristics, which are necessary to consider to plan a lesson. It is worth mentioning, that it is normal in adult learners to have been away from formal education for a sometime. They expect to have a fast progress in the use of the language, so they are easily frustrated. Moreover, they have a clear idea about what they want to learn. On the other hand, young learners are usually enthusiastic and intrusive. Being on the most part not self-conscious and not having a life plan yet either. However, they enjoy active classes where they can demonstrate their abilities in the use of the language.

Considering the perspective of the authors, it is worth mentioning that there are other factors that intervene directly in the speaking development, such as:

### **Interaction**

According to Stuart, Newell and Moran (2008), interaction is a transaction that needs minimum two actors in a diversity of combinations, through which it is possible to exchange information, ideas and also services. Stuart, Newell and Moran have mentioned that interaction has to be a reciprocal action in order to get comprehension.

In this regard, Anderson (1996) considers that interaction is a dialogue composed by stages of turns, where the participants figure out the speaker's intention, understand the message and experience the results. The control and quality of information will be determined in order to achieve the aim.

### **Pronunciation**

Isaacs and Harding (2017) define pronunciation as a comprehensive unit, which is composed of both segmental (individual sounds) and suprasegmental

(prosodic) features. It is considered as a necessary source in the development of communicative competence.

On the other hand, pronunciation is a problematic part in the learning process of a foreign language because of its level of complexity. In the same way, Kaugmann (2005) states that pronunciation is one of the areas, where teachers must emphasize in the early stages in the learning process to force learners to use the correct intonation.

### **Grammar and vocabulary**

Hatch and Brown (1995) mention that grammar comprises a reputable framework of rules and procedures. Grammar and vocabulary are necessary to transmit correct information through writing or speaking. Additionally, Schmitt (2000) sets up that vocabulary changes speakers' requirements with the time and it is in constant evolution. It does not have limitations or borders, on the contrary, it grows up with the world. Furthermore, learners have to increase their vocabulary range in every class, which will help them to develop their language skills.

### **2.5 Hypothesis**

$H_0$  = Authentic written materials do not promote the development of the speaking skill of A1 level students

$H_1$  = Authentic written materials promote the development of the speaking skill of A1 level students

### **2.6 Signaling hypothesis variables**

**Independent variable:** Authentic written materials

**Dependent variable:** Speaking skill

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Basic method research**

This work was based on the quasi-experimental research approach. It allowed to select participants for the research study in advance, in order to avoid randomness. Moreover, the research approach helped to get strong evidence, through of the comparison of results between the experimental and control group.

The use of the approach permitted to gather information through different ways, in order to have different perspectives of the issue. The information gathered was used to identify the factors that affect the problem. Moreover, the approach allowed that independent variable was manipulated before the dependent variable was measured.

The approach applied was very useful to measure the information collected with numerical data. It proved the relationship between the variables and showed clear interpretations of the results obtained.

#### **3.2 Basic research modality**

##### **3.2.1 Bibliographic documentary research**

Briggs, Coleman and Morrison (2012) state that bibliographic documentary research allows to gather information produced in the past about the variables, so researches can make a comparison with the updated information about the

issue. According to the authors, researchers need to ask critical questions to evaluate the accuracy of documents.

The application of bibliographic documentary research allowed the collection and analysis of reliable scientific information, taking into consideration the point of view of different researchers, which give greater perspective for the inquiry of the present study. In addition, it allowed to have a guarantee in a certain way of the quality of the theoretical foundation in a research study based on the systematic and sequential analysis about empirical material.

### **3.2.2 Field research**

Burgess (1990) establishes that field research is a pragmatist method, which requires inquiry strategies. Those strategies help to get answers to certain questions about the issue. In this sense, the author mentions that this kind of research involves monitoring the research process, through observational work, formal and informal interviews.

Through the application of this research, all the possible data was gathered directly where the issue took place without any influence and control of the variables to have a huge range of information, which helped to work on the theoretical framework. Moreover, it supported the research with real perspective about the problem, people involved, consequences and possible solutions. The application of this type of research included participants' observation, application of surveys and documents analysis.

### **3.2.3 Explanatory research**

Hedstrom (2004) mentions that explanatory research is an approach that uses experimental data to provide theory-based explanations. The approach use different types of questions to produce accurate descriptions about the problem.

This type of research contributed with the explanation about the relationship established between variables, through description of contents and phenomena. It also helped to verify the hypothesis responding to the physical, contextual and social causes. The wide collection of information related to the problem determined the cause that generates the appearance of the dependent variable. It helped to conclude with clear ideas at the end of the study.

### **3.3 Level of type of research**

#### **3.3.1 Explaining level**

Rousseau (1985) mentions that explaining level is determined by pragmatic factors, that intervene in a research. This level does not show preferences concerning higher or lower explanations. In this regard, the author states that explaining level analyzes the conditions of the variables and provides an explanation.

The present study explained the behavior and performance of a variable in a given context and its influence over another. Through the application of this level, it was possible to analyze the cause and effect of the proposed issue.

#### **3.3.2 Application level**

Guthrie (2010) states that application level is focused to analyze and solve social and practical problems. Those problems affect real life conditions in different environments.

In order to provide a solution for the problem, application level was applied. Sometimes, it intervened directly on the issue, which results point to assess the degree of efficiency of the independent variable, through the processes used.

### 3.3.3 Correlational level

Rosenthal, Rosnow and Rubin (2000) state that the correlational level allows to compare and contrast the data gathered of two groups. It gives greater substantive explanation of the results obtained.

This type of level permits that hypothesis can be measured in a wide variety of ways, in order to obtain the level of significance in a research. It helps to accept or reject the hypothesis established.

## 3.4 Population and sample

### 3.4.1 Population

The chosen target population was divided among students who were learning English on Starter level at the Language Center at Universidad Técnica de Ambato, and teachers from the same level.

<b>Informants</b>	<b>Number</b>
Students	240
Teachers	8
<b>Total</b>	<b>248</b>

Table 1: Population  
Author: Orbea, M. (2018)

### 3.4.2 Sample

Considering that the universe of the research was large in terms of students, the present study took into consideration a sample for the application of surveys to students and teachers from the level, with the application of the following formula:

$$n = ? \text{ (Sample size)}$$

$$nc = 95\% \text{ (Margin of confident)} = 1,96$$

$$p = 0,5$$

$$q = 0,5$$

$$me = 0,05 \text{ (Margin of error)}$$

$$N = 248 \text{ (Population to be surveyed)}$$

$$n = \frac{N}{1 + (N)(me)^2}$$

$$n = \frac{248}{1 + (248)(0,05)^2}$$

$$n = \frac{248}{1 + (248)(0,0025)}$$

$$n = \frac{248}{1 + (0,62)}$$

$$n = \frac{248}{1,62}$$

$$n = 153$$

### 3.5 OPERATIONALIZATION OF VARIABLES

#### 3.5.1 OPERATIONALIZATION OF THE INDEPENDENT VARIABLE

<b>INDEPENDENT VARIABLE:</b>		<b>AUTHENTIC WRITTEN MATERIALS</b>			
<b>Definition</b>	<b>Categories or dimensions</b>	<b>Operational definition</b>	<b>Indicators</b>	<b>Basic Items</b>	<b>Techniques and instruments</b>
Authentic written materials are used to strengthen the teaching-learning process of a foreign language, as a learning resource through methods and techniques used in the classroom, with the purpose of exposing students to real situations that increase their vocabulary.	Teaching learning process  Communicative language teaching  Learning resources	All the answers given by students regarding to the application of various authentic written materials.	Exposure Participation  Direct Demonstration  Visual Written	1.-Do you believe that the textbook used in your classes is enough in the teaching-learning process? 2.-Do you consider that using authentic written materials students could increase their vocabulary? 3.-Do you think that authentic materials will help your students to have more interaction during classes?	Survey  Experimental classes

Table 2: Operationalization of the independent variable

Author: Orbea, M. (2018)



### 3.5.2 OPERATIONALIZATION OF THE DEPENDENT VARIABLE

<b>DEPENDENT VARIABLE: SPEAKING SKILL</b>					
<b>Definition</b>	<b>Categories or dimensions</b>	<b>Operational definition</b>	<b>Indicators</b>	<b>Basic Items</b>	<b>Techniques and instruments</b>
Speaking skill is an interactive process that occurs in diverse environments such as EFL education, where learners' mother tongue is different, whose aim is to promote communication and develop students' productive skills, through the analysis of information.	EFL education  Communication  Productive skills	All the communicative situations proposed by students, in which they exposure and support their ideas with critical thinking.	Culture Grammar Vocabulary  Transmit Ideas Critical thinking  Conversations	1.-Do you consider that you need extra material in your classes in order to facilitate your English learning? 2.-Do you believe that you can develop a conversation using the information given in an authentic written material? 3. - Do you consider that using extra written material you could improve your speaking skill?	Survey Pre-text Post-text Experimental classes

Table 3: Operationalization of the dependent variable

Author: Orbea, M. (2018)

### **3.6 Method of data collection**

To gather enough information from primary sources, some techniques were applied, which contributed to the correct development of the research proposed. Moreover, the applied included some important aspects, such as:

- Selection of the population for the present research.
- Selection of measurement tools
- Elaboration of a survey
- Organization of timetables to apply the survey
- Application of the survey

#### **Survey technique**

The application of a survey using the Likert scale helped to verify the use of authentic written materials. Moreover, it gave students the freedom to be honest when answering the questions. This type of technique was applied to students and teachers in the selected sample, to diagnose the feasibility of using authentic written materials in class hours. Formerly, the survey was reviewed and validated by the Academic Coordination of the Languages Center of the Universidad Técnica de Ambato, previous authorization of the Director of this Center.

#### **Observation**

Observation was another technique, which was carried out through an observational scheme. It allowed to monitor the students' progress, difficulties and concerns during the research. The direct contact with the chosen population permitted to have a broad vision of the influence of the independent variable over the depending variable.

#### **Experimental classes**

Two groups were chosen in order to put into practice the activities designed. It started with the application of a pre-test, which helped to know the learners' speaking level. In the experimental group 10 classes were carried out applying the authentic written material to develop students' speaking skill. The control

group was used to make a comparison between both groups. At the end of the experimental classes a post-test verified the learners' progress.

### **Explanation of the procedure**

For the collection of the information a pre and post-test were administered in the experimental and control group. The researcher was the person in charge to apply the tests directly. The following procedure was taken into consideration:

<b>Basic questions</b>	<b>Explanation</b>
Where?	Languages Center – Universidad Técnica de Ambato
When?	Academic period March – August 2018
What level?	Starter level
With whom?	Students and teachers' starter level
About what?	The incidence of non-use of authentic written materials in speaking skill development
For what?	To achieve the objectives established in the research
Information gathering techniques?	Survey technique Observation Experimental classes
Information gathering instrument?	Questionnaire Observational scheme
In what context?	Real English classes

Table 4: Information collection procedure

Author: Orbea, M. (2018).

### **3.7 Data collection and analysis**

Once the designed instruments to collect information were applied between the selected population and teachers at the Languages Center, the analysis of data collected was carried out, through the following steps:

- Critical review of the information gathered. The analysis of the data collected was held discarding incomplete, unrelated and contradictory information.
- The information collected was organized through a designed template.
- The tabulation of the results was made using statistical techniques. Taking into consideration the results obtained through the tests and survey applied.
- After that, analyzing the results graphing was carried out.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION**

#### **4.1 Analysis of results**

Two surveys were applied to 153 students and 8 teachers of Starter level in the Regular Modality in the Languages Center. The surveys determined respondents' perspectives about the use of authentic written materials in class, and its influence in students' speaking skill development.

Each survey had six statements, taking into consideration the variables established. The conditions of the responses were measured through the Likert scale. The results obtained helped to show graphically the trend of the respondents about the use of authentic written materials.

#### **4.2 Data interpretation**

The data gathered was reviewed for the purpose of arriving at formal conclusions. The quantitative analyses was carried out in each statement.

##### **4.2.1 Survey addressed to teachers**

The results obtained are showed in tables and figures.

**Question N° 1.** - Do you believe that the textbook used in your classes is enough in the teaching – learning process?

Table 5: Organization of information template question 1

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	1	12.5%
Agree	1	12.5%
Disagree	6	75%
Totally disagree	0	0%
Total	8	100%

Author: Orbea, M. (2018).

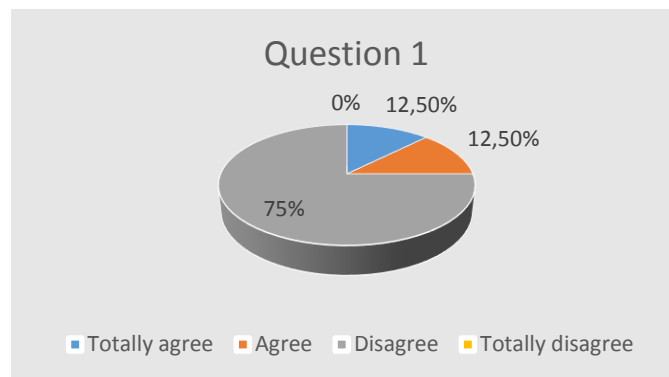


Figure 5: Question 1

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results indicate that 75% of respondents believe that the textbook used in their classes is not enough in the teaching–learning process. While 12,5 % totally agree and 12,5% agree with the statement. The majority of the respondents are interested in including extra material, in order to reinforce the English skills.

**Question N°2.** - Do you consider that you need extra material in your classes in order to facilitate your students' English learning?

Table 6: Organization of information template question 2

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	6	75%
Agree	2	25%
Disagree	0	0%
Totally disagree	0	0%
Total	8	100%

Author: Orbea, M. (2018).

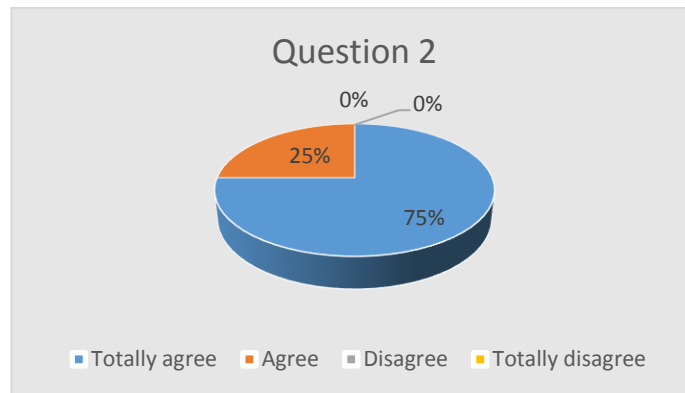


Figure 6: Question 2

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results show that 75% of the respondents totally agree with the statement, because they need extra material in their classes, in order to facilitate their students' English learning. Meanwhile, 25% of the respondents agree about the question. Taking into consideration the results, it is possible to establish that teachers consider necessary the use of extra material in their classes in order to practice the target language.

**Question N° 3.** - Do you consider that by using authentic written materials students could increase their vocabulary?

Table 7: Organization of information template question 3.

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	7	87.5%
Agree	1	12.5%
Disagree	0	0%
Totally disagree	0	0%
Total	8	100%

Author: Orbea, M. (2018).

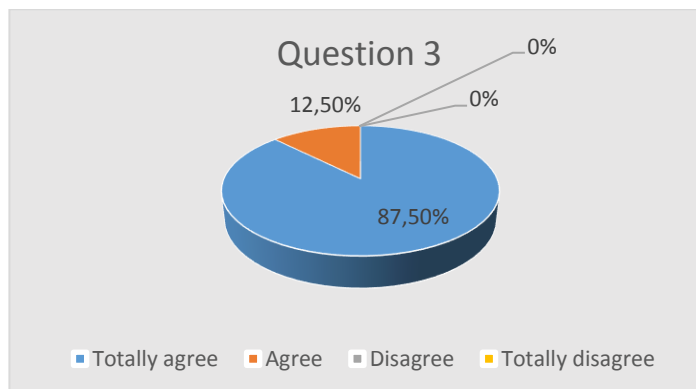


Figure 7: Question 3

Author: Orbea, M. (2018).

### **Analysis and interpretation:**

The results determine that 87.5% totally agree and 12.5% agree with the statement. According to the results, it is possible to state that students could increase their vocabulary by using authentic written materials. Furthermore, authentic written materials will help students in the development of English language skills.



**Question N° 4. - Do you think that authentic material will help your students to have more interaction during classes?**

Table 8: Organization of information template question 4

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	3	37.5%
Agree	5	62.5%
Disagree	0	0%
Totally disagree	0	0%
Total	8	100%

Author: Orbea, M. (2018).

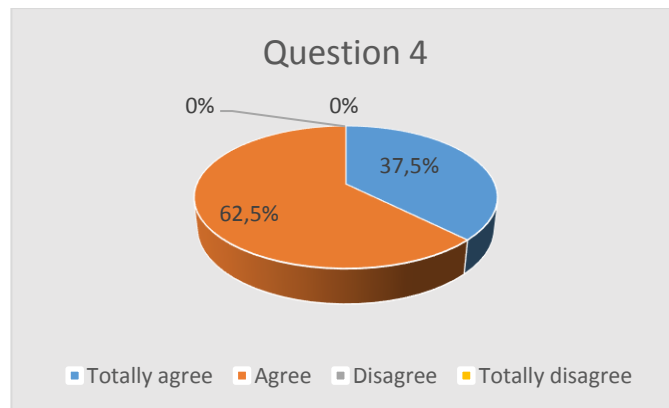


Figure 8: Question 4

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results indicate that 62.5% of the respondents agree and 37.5% totally agree with the statement. Reviewing the results, it is possible to conclude that the majority of the respondents agree that by applying authentic material during the classes, students will have more interaction, because they can talk about real situation that happens around the world.

**Question N° 5. - Do you believe that your students can develop a conversation by using the information given in an authentic written material?**

Table 9: Organization of information template question 5

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	3	37.5%
Agree	5	62.5%
Disagree	0	0%
Totally disagree	0	0%
Total	8	100%

Author: Orbea, M. (2018).

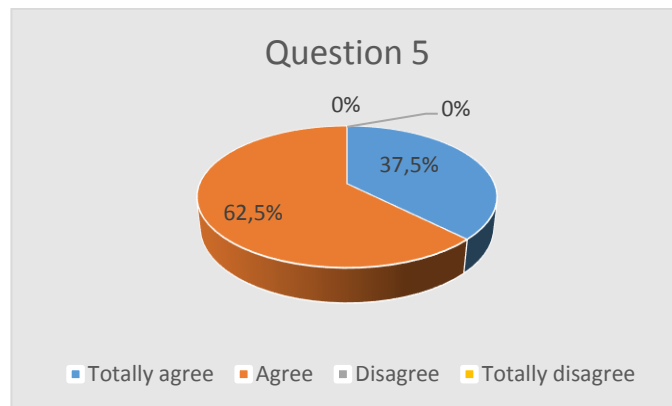


Figure 9: Question 5.

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results refer that 37.5% totally agree and 62.5% agree with the statement, about if students can develop a conversation by using the information given in an authentic written material. After analyzing the results, it can be established that the respondents believe that students can develop a conversation according to their level, through the use of the information given in authentic written materials.

**Question N° 6.** - Do you consider that by using extra written material you could improve your students' speaking skill?

Table 10: Organization of information template question 6

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	5	62.5%
Agree	3	37.5%
Disagree	0	0%
Totally disagree	0	0%
Total	8	100%

Author: Orbea, M. (2018).

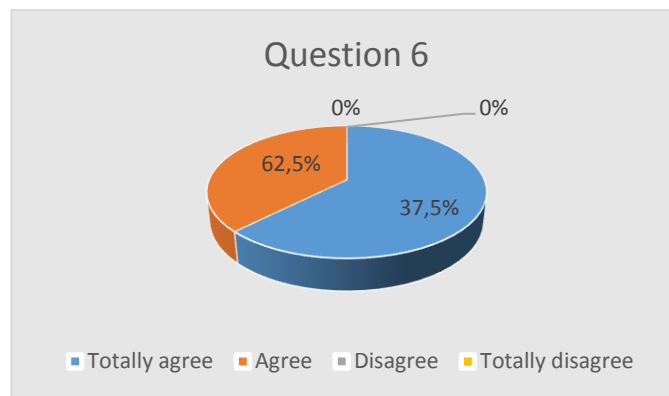


Figure 10: Question 6

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results in this statement indicate that 62.5% totally agree and 37.5% agree, about students can improve their speaking skill using authentic written materials. Taking in consideration the results obtained, it is possible to conclude that through the use of extra written material, students could improve their speaking skill using the vocabulary and information given.

## 4.2.2 Survey addressed to students

**Question N° 1.** - Do you believe that the textbook used in classes is enough in the teaching –learning process?

Table 11: Organization of information template question 1

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	13	8.97%
Agree	33	22.76%
Disagree	90	62.07%
Totally disagree	9	6.2%
Total	145	100%

Author: Orbea, M. (2018).

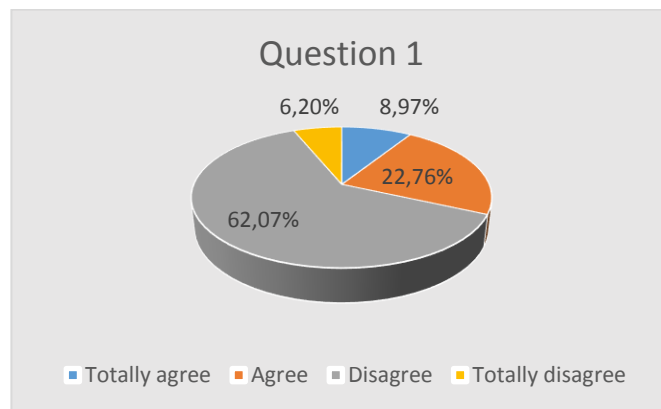


Figure 11: Question 1

Author: Orbea, M. (2018).

### **Analysis and interpretation:**

The results show that 62.07% believe that the textbook used in their classes is not enough in the teaching – learning process. Meanwhile, 22.76% agree, 8.97% totally agree and 6.2% totally disagree. As we can see in the results, the majority of the respondents disagree with the statement established given as conclusion that, the textbook is not enough in the teaching – learning process.

**Question N° 2.-** Do you consider that you need extra material in the classes in order to facilitate your English learning?

Table 12: Organization of information template question 2

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	101	69.66%
Agree	37	25.51%
Disagree	6	4.14%
Totally disagree	1	0.69%
Total	145	100%

Author: Orbea, M. (2018).

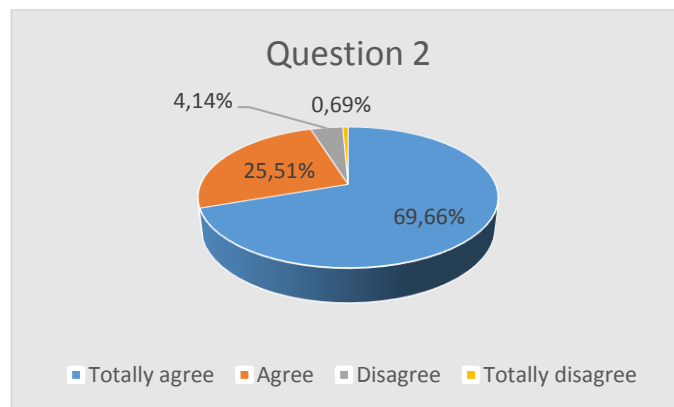


Figure 12: Question 2

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results indicate that 69.66% totally agree, 25.51% agree, 4.14% disagree and 0.69% totally disagree with the statement that mentions, that students need extra material in their classes to facilitate their English learning. The major number of the respondents consider the necessity to use extra material in the English classes, which will facilitate the learning process in the classroom.

**Question N° 3. - Do you consider that by using authentic written materials you could increase your vocabulary?**

Table 13: Organization of information template question 3

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	82	56.55%
Agree	49	33.79%
Disagree	13	8.97%
Totally disagree	1	0.69%
Total	145	100%

Author: Orbea, M. (2018).

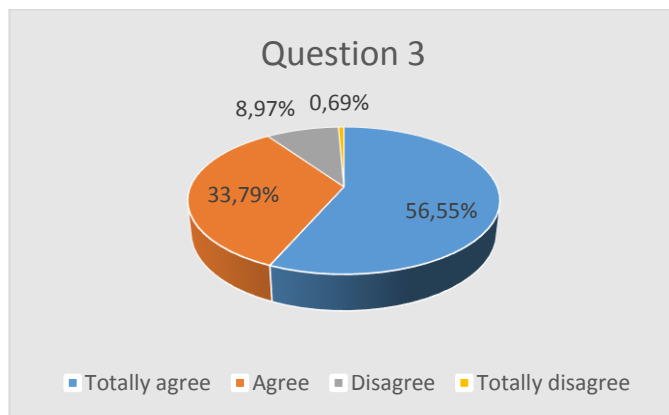


Figure 13: Question 3

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results denote that 56.55% totally agree with the statement about, if students increase their vocabulary by using authentic written materials. Furthermore, 33.79% agree, 8.97% disagree and 0.69% totally disagree. It is possible to conclude that, the major number of the respondents consider that by applying authentic written materials in their classes, learners could increase their vocabulary in English.

**Question N° 4.** - Do you think that authentic material will help you to have more interaction with your classmates during classes?

Table 14: Organization of information template question 4

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	44	30.34%
Agree	88	60.69%
Disagree	12	8.28%
Totally disagree	1	0.69%
Total	145	100%

Author. Orbea, M. (2018).

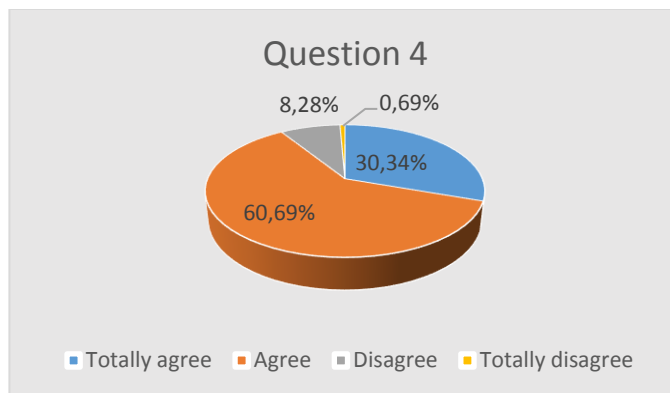


Figure 14: Question 4

Author: Orbea, M. (2018).

### **Analysis and interpretation:**

The results mention that 60.69% agree with the statement that established that, authentic material will help students to have more interaction with their classmates. Meanwhile, 30.34% totally agree, 8.28% disagree and 0.69% totally disagree. According to the respondents, the application of authentic material will help students to have more interaction with their classmates, through different activities during English classes.

**Question N° 5. - Do you believe that you can develop a conversation by using the information given in an authentic written material?**

Table 15: Organization of information template question 5

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	28	19.31%
Agree	103	71.03%
Disagree	14	9.66%
Totally disagree	0	0%
Total	145	100%

Author: Orbea, M. (2018).

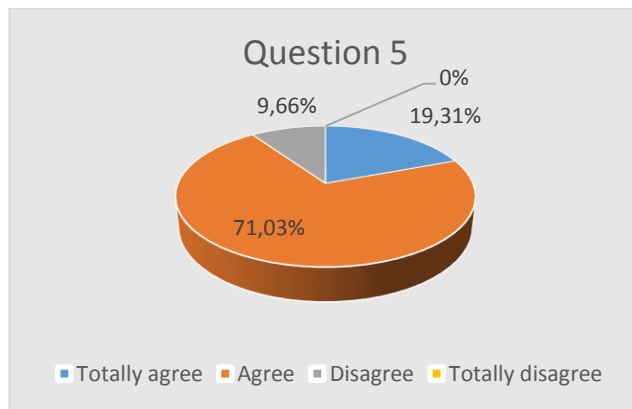


Figure 15: Question 5

Author: Orbea, M. (2018).

### **Analysis and interpretation:**

The results obtained state that 71.03% agree, 19.31% totally agree and 9.66% disagree with the statement about, if students can develop a conversation using the information given in an authentic written material. Taking into account the results, it is possible to conclude that the majority of the respondents consider that students can develop a conversation with their classmates, by using the information provided in authentic written materials.



**Question N° 6. - Do you consider that by using extra written material you could improve your speaking skill?**

Table 16: Organization of information template question 6

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	74	51.03%
Agree	59	40.69%
Disagree	12	8.28
Totally disagree	0	0%
Total	145	100%

Author: Orbea, M. (2018).

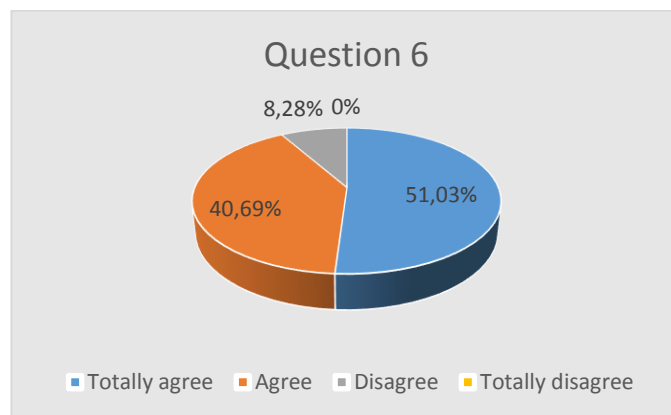


Figure 16: Question 6

Author: Orbea, M. (2018).

**Analysis and interpretation:**

The results showed that 51.03% totally agree with the statement about, if using extra written material, students could improve their speaking skill. Moreover, 40.69% agree and 8.28% disagree. After analyzing the results, it is possible to establish that, students could improve their speaking skill, through the use of extra written material in their English lessons.

### 4.3 Hypothesis verification

Through the analysis of the results of the pre-test and a post-test before and after the application of the experimental lessons, it was possible to establish, the relationship between the variables through a statistical hypothesis test.

#### Statistical hypothesis test

Applying a statistical hypothesis test the level of uncertainty is reduced, in order to make a judgment with respect to the difference between statistical samples. There are a lot of statistical models, but taking into consideration the methodology and the type of research, the Student t-test was applied in order to test the hypothesis.

Statistical test observed:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

Where:

$\mu_1$  = media experimental group in the pre-test.

$\mu_2$  = media experimental group in the post-test.

The calculation formula is the following:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{S_p^2 \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$S_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$  = average in the first measurement (pre-test).

$\bar{x}_2$  = average in the first measurement (post-test).

$S_p$  = combined variance of the samples.

$n_1$  = data number of the first measurement (33 data).

$n_2$  = data number of the first measurement (29 data).

If the 'p' value or level of bilateral significance is smaller than or equal to a (0.05), the null hypothesis ( $H_0$ ) will be rejected and the alternative hypothesis ( $H_1$ ) will be accepted. It is the same as if the Student t-test value is on the null hypothesis rejected area in the Student t-test distribution the alternative hypothesis ( $H_1$ ) will be accepted.

There were two groups: one group with 33 students was the experimental group, and the control group with 29 students. The following data were gathered through the application of a pre-test and a post- test corresponding to a KET test.

## Experimental group

No.	Pre-test / 20	Post-test /20
1	6	15
2	10	12
3	15	11
4	10	11
5	10	12
6	6	15
7	10	16
8	5	12
9	5	11
10	10	12
11	5	12
12	5	12
13	15	15
14	5	11
15	5	12
16	9	10
17	9	12
18	10	16
19	9	10
20	10	10
21	10	12
22	5	15
23	11	17
24	6	15
25	6	16
26	8	10
27	5	12
28	5	15
29	5	15
30	5	10
31	10	12
32	9	17
33	5	12

Table 17: Pre-test/Post-test results experimental group.  
Author: Orbea, M. (2018).

Comparing pre-test and post-test mean, standard deviation and mean standard error, it is possible to show the following results:

<b>Paired sample statistics</b>					
		Mean	N°	Standard deviation	Standard error mean
Par 1	Total Pre-test	7,85	33	2,906	,506
	Total Post-test	12,88	33	2,233	,389

Table 18: Pre-test/Post-test results experimental group.

Author: Orbea, M. (2018).

<b>Test of paired samples</b>								
		Paired differences				t	gl	Sig. (bilateral)
		Mean	Standard deviation	Standard error mean	95% difference Interval of confidence			
					Inferior	Superior		
Par 1	Total Pre-test - Total Post-test	-5,030	3,636	,633	-6,319	-3,741	<b>-7,948</b>	<b>32 4,52 x 10-9</b>

Table 19: Pre-test/Post-test results experimental group.

Author: Orbea, M. (2018).

## Degrees of freedom

The formula to determine the degrees of freedom is the following:

$$v = n - 1$$

Where:

n = average of first and second measurement (33 data).

v = degrees of freedom

$$v = 33 - 1 = 32$$

Level of significance  $\alpha = 0.05$

Table 24 (see Annex 4)

The Student t - distribution for the experimental group is presented as follows:

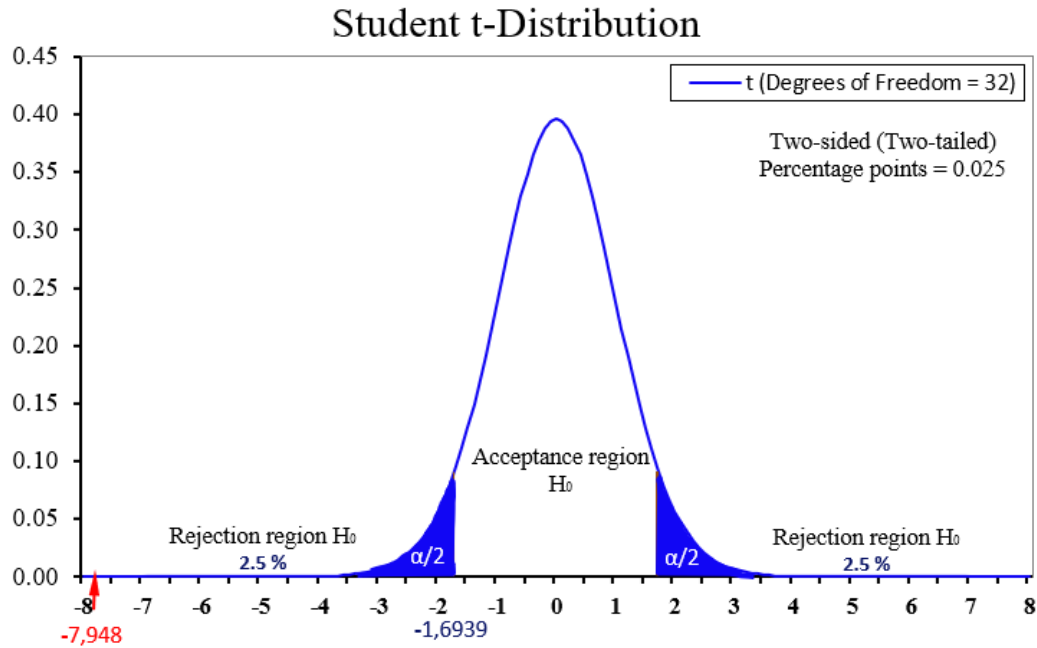


Figure 17: Student t - distribution.

Author: Orbea, M. (2018).

As it is observed in figure 17, with 32 degrees of freedom and with 0,05 of level of significance,  $p = 4,52 \times 10^{-9} < \alpha = 0,05$ , and taking into account the values considered, the second value is greater than the first one and therefore, it is in the rejection region. Similarly, calculated Student t is -7,948 which is lower than -1.69389 from the Student t-distribution. As a consequence, it is possible to establish that the null hypothesis is rejected and the alternative one is accepted, which means that: "Authentic written materials promote the development of the speaking skill of A1 level students.

## Control group

No.	Pre-test / 20	Post-test /20
1	10	10
2	5	7
3	5	8
4	5	6
5	5	9
6	10	11
7	10	9
8	10	10
9	10	12
10	5	11
11	5	8
12	10	11
13	10	10
14	20	20
15	10	6
16	10	8
17	5	10
18	5	11
19	5	11
20	10	8
21	10	12
22	10	7
23	5	7
24	5	6
25	10	11
26	5	11
27	10	7
28	5	10
29	10	11

Table 20: Pre-test/Post-test results control group.

Author: Orbea, M. (2018).

Comparing pre-test and post-test mean, standard deviation and mean standard error, it is possible to show the following results:

<b>Paired sample statistics</b>					
		Mean	N°	Standard deviation	Standard error mean
Par 1	Total Pre-test	8,10	29	3,384	,628
	Total Post-test	9,59	29	2,758	,512

Table 21: Pre-test/Post-test results control group.

Author: Orbea, M. (2018).

<b>Test of paired samples</b>									
		Paired differences							
		Mean	Standard deviation	Standard error mean	95% difference interval of confidence		t	gl	Sig. (bilateral)
					Inferior	Superior			
Par 1	Total Pre-test - Total Post-test	-1,483	2,861	,531	-2,571	-,394	<b>-2,791</b>	<b>28</b>	0,009

Table 22: Pre-test/Post-test results control group.

Author: Orbea, M. (2018).

## Degrees of freedom

The formula to determine the degrees of freedom is the following:

$$v = n - 1$$

$$v = 29 - 1 = 28$$

Level of significance  $\alpha = 0.05$

Table 24 (see Annex 4).

The Student t - distribution for the control group is presented as follows:



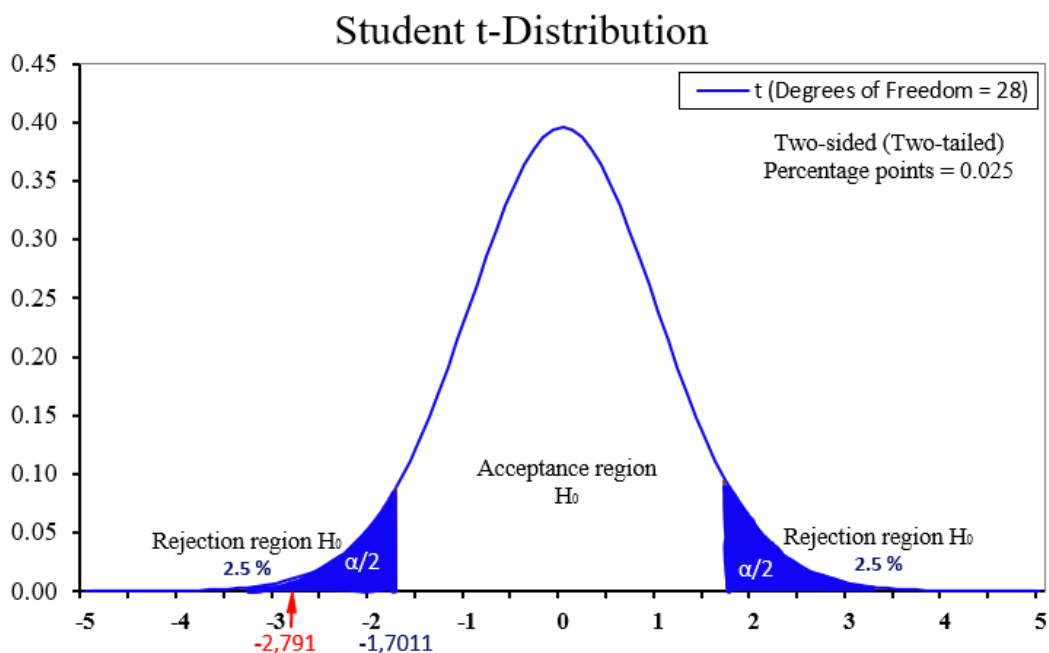


Figure 18: Student t- distribution.  
 Author: Orbea, M. (2018).

As it is observed in figure 18, with 28 degrees of freedom and with 0,05 of level of significance,  $p = 0,009 < \alpha = 0,05$ , and taking into account the values considered, the second value is greater than the first one and therefore, it is in the rejection region. Correspondingly, calculated Student t is -2,791 which is lower than -1.7011 from the Student t- distribution. In other words, the null hypothesis is also rejected and the alternative one is accepted in Control Group, what proves that authentic written materials promote the development of speaking skill.

### Final decision

After analyzing the results obtained, through the application of the student t- test between experimental and control groups, it is possible to conclude that there is a significant level of influence of authentic written materials over the development in speaking skill applied in the experimental classes, through the

activities planned. It proves that the aforementioned materials promote interaction among students. It is also worth mentioning, that the objectives established at the beginning of the research, were achieved resulting that the null hypothesis is rejected.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

After carrying out this research, it was possible to determine the following conclusions and recommendations, about the influence of authentic written materials on the development of speaking skill.

#### 5.1 Conclusions

The following conclusions were established:

- Through the survey applied, teachers and students considered that the textbook used in their classes is not enough in the teaching – learning process. For that reason, respondents consider that it is necessary to apply extra materials that promote the learning process in English, and therefore the development of essential skills to achieve an effective communication.
- The application of authentic written materials is new in the educational context in Ecuador. Furthermore, the respondents are aware that it is required to apply new teaching strategies and materials, in order to engage students in the learning process. Moreover, the respondents identify the advantages that the use of authentic written materials offer to learners as: expand learners' vocabulary, promote interaction in the classroom and exposure learners to real situations. These advantages were confirmed in the experimental classes carried out with the group chosen.

- With the application of student t-test, it was possible to determine the level of influence that authentic written materials had over learners during the experimental classes, taking into consideration the results obtained in the pre-test and post-test applied. According to the results, the experimental group had a significant level of increase in the development of its speaking skill, compared to the control group. Furthermore, those results confirmed that, the authentic written materials promotes the communication in the classrooms, for that reason the null hypothesis was rejected.
- It should be mentioned that, for most of the students in the experimental group, it was the first time using authentic written materials. However, this did not imply any difficulty in the use of those materials. On the contrary, learners were exposed to real information, so learners increase their motivation and interest in learning a foreign language.

## **5.2 Recommendations**

To contribute to the solution of the problem established in the current research, it is recommended to:

- Apply extra materials that reinforce the learning – teaching process during classes. At the same time, teachers have to select materials that connect students with the vocabulary used in real contexts, where the target language is spoken. Teachers should use materials that get students' attention and design activities according to students' level.
- Gather authentic written materials of different sources and topics, in order to engage students to use the information and give their ideas and opinions. It will help to increase the interaction among classmates.

- Motivate students to discover the meaning of words in the context of a sentence, through different strategies. It will help learners to remember the vocabulary learned.
- Design a booklet in order to compile the authentic written materials gathered from different sources, where teachers can find activities focused on developing students' speaking skill.

## CHAPTER VI

### PROPOSAL

**Topic:**

**BOOKLET BASED ON AUTHENTIC WRITTEN MATERIALS IN STUDENTS' SPEAKING SKILL DEVELOPMENT IN HIGHER EDUCATION.**

#### **6.1 General information**

**Name of the Institution:** Languages Center at Universidad Técnica de Ambato.

**Province:** Tungurahua

**City:** Ambato

**Location:** Languages Center: Huachi Campus

**Beneficiaries:** English teachers and students of Starter level.

**Person in Charge:** Mónica Orbea

#### **6.2 Background of the proposal**

The learning process of a foreign language implies a lot of factors, which influence in the development of fundamental skills and sub-skills. The process of teaching and learning a language changes constantly according to the

apprentices' needs, so it is necessary to use new strategies, methodologies and materials, for learners become an active part during the process.

The present proposal aims to ensure that students interact with each other, and may be able to issue their criteria using real information. Through the use of authentic written materials, learners will increase their vocabulary and be in contact with real situations.

The activities proposed pretend students to use English in different activities, in groups or in pairs during the class. At the same time, it will allow the application of new strategies by teachers, in order to achieve a significant learning into apprentices.

All activities in the proposal are predisposed to change, according to teacher's criteria and students' own needs. It will allow that booklet fits perfectly to the context in which the learning process is taking place.

### **6.3 Justification**

Currently, students in higher education must complete B2 level in a foreign language, in order to achieve the requirement and get their degree, according to regulations established on Reglamento de Régimen Académico issued by Consejo de Educación Superior. During the process, students will need to develop fundamental skills such as: reading, writing, listening and speaking. One of the most difficult skills to develop in a country, whose mother tongue is not English, is speaking because students do not feel the necessity to use it out of the classroom, so that it is evident that teachers are obligated to find new strategies, methodologies and materials, in order to get students' attention and encourage them to use a foreign language without restrictions.

Taking into consideration the aspects described above, the present study wants to contribute with a proposal, which contains activities with extra materials to reinforce learners' previous knowledge. Students will be in contact with vocabulary used in real English native countries, because the information included is used for readers in general not for students. Moreover, it will help students to share their ideas and opinions with their classmates through their critical thinking.

## **6.4 Objectives**

### **6.4.1 General Objectives**

To provide a booklet for the development of speaking skills among the students of the Languages Center at Universidad Técnica de Ambato through the use of authentic written materials.

### **6.4.2 Specific objectives**

- Collect authentic written materials from different sources.
- Design different activities to practice speaking using authentic written materials.

## **6.5 Feasibility analysis**

The feasibility of the proposal is supported by the results obtained, through the experimental classes carried out at the Languages Center, and by the theoretical background gathered in different sources during the study. The aspects mentioned have demonstrated that the use of the authentic written materials promote the interaction among learners of a foreign language, and develop their speaking skill through the increasing of vocabulary. Moreover, the interest showed by English teachers of the Center in applying new materials and the support of the Director will facilitate the application.



It should be mentioned, that some aspects have been considered in order to verify the feasibility:

### **Economic sources**

Being Universidad Técnica de Ambato a public educational institution, it is necessary to consider the students' economic situation, so it is fundamental to point that the application of the proposal will not imply excessive expenses for learners, because the materials to be used in the class can be photocopied in its entirety or sections selected by teachers.

### **Sociocultural context**

The purpose of this proposal is to promote communication by using English among students. Furthermore, some factors are included, such as respect for different points of view, group collaboration and active participation in the activities designed. Being this material used in native English speaking countries, students will be immersed in the culture of those countries.

### **Organization in the class**

The activities proposed will require organization, taking into consideration the control of the time by teachers. The activities can be modified according to students' needs. Teachers are free to use the time that they consider necessary in order to achieve the aims stated.

### **6.6 Conceptual basis**

The proposal is based in the use of authentic written materials, in order to promote the use of English among learners in the classroom. Bearing in mind this fact, the proposed booklet was designed in order to encourage learners to participate in conversations, providing information and stating their point of view using their critical thinking.

In order to support the approach selected, social constructivism has been used in order to develop students' speaking skill, through interaction among students in which they can use the grammar and vocabulary learned.

### **Authentic written materials**

Harmer (1991) defines authentic written materials as tools designed by native speakers in order to transmit information, those type of materials do not content specific vocabulary for students. Additionally, the author mentions that the application of authentic written materials in the classroom can provide a perfect environment in order to use a foreign language. In this sense, it is worth mentioning, that authentic written materials are used in English classes to close learners to real contexts. Teachers will provide the materials in order to apply different activities.

### **Foreign language**

Alexander (1977) denotes that the choice of learning a foreign language is determined by the environment in where the learners develop, because they are able to feel the influence that a language has over their perspectives. The author states that grammar and lexical are an important part in the communicative approach, but they are not the whole of the approach, so learners have to develop communicative skills during the learning process.

## **6.7 Methodology**

### **Communicative approach**

Wilkins (1976) states that learners need to have a wide knowledge of the grammatical competence (grammatical rules and tenses) of the language that they are learning, as well as a communicative competence, because the two elements go together in the development of the speaking skill. Taking into consideration the study carried out by Belchamber (2015), it is possible to state some advantages in the use of communicative approach:

- Through the application of this approach is possible to promote authentic communication in the classroom.
- During the interaction learners can use functions that are common in real life.
- This kind of approach is focused on learners' accuracy instead of fluency, in order for learners to feel comfortable with the target language.
- Communicative approaches are focused on learners, so teachers reduce their intervention.
- Learners use the language socially, so the approach promotes learning.
- The active participation of students increases their motivation, in order to learn and use a foreign language.

### **Social constructivism**

Vygotsky (1978) states that this kind of process is based on collaborative learning methods, which implies that learners need to develop teamwork skills. The interaction in groups allows learners to be focused on specific topics. In this sense, social constructivism is centered on learners and on their speaking development. It contributes to the development of cognitive knowledge and skills.

### **Critical thinking**

Halpern (1988) remarks that critical thinking is the application of cognitive skills, in order to transmit correct information and achieve the desired aims. Additionally, Halpern mentions that critical thinking implies some aspects such as: solving problems, communicating inferences, manipulating prospects and making decisions.

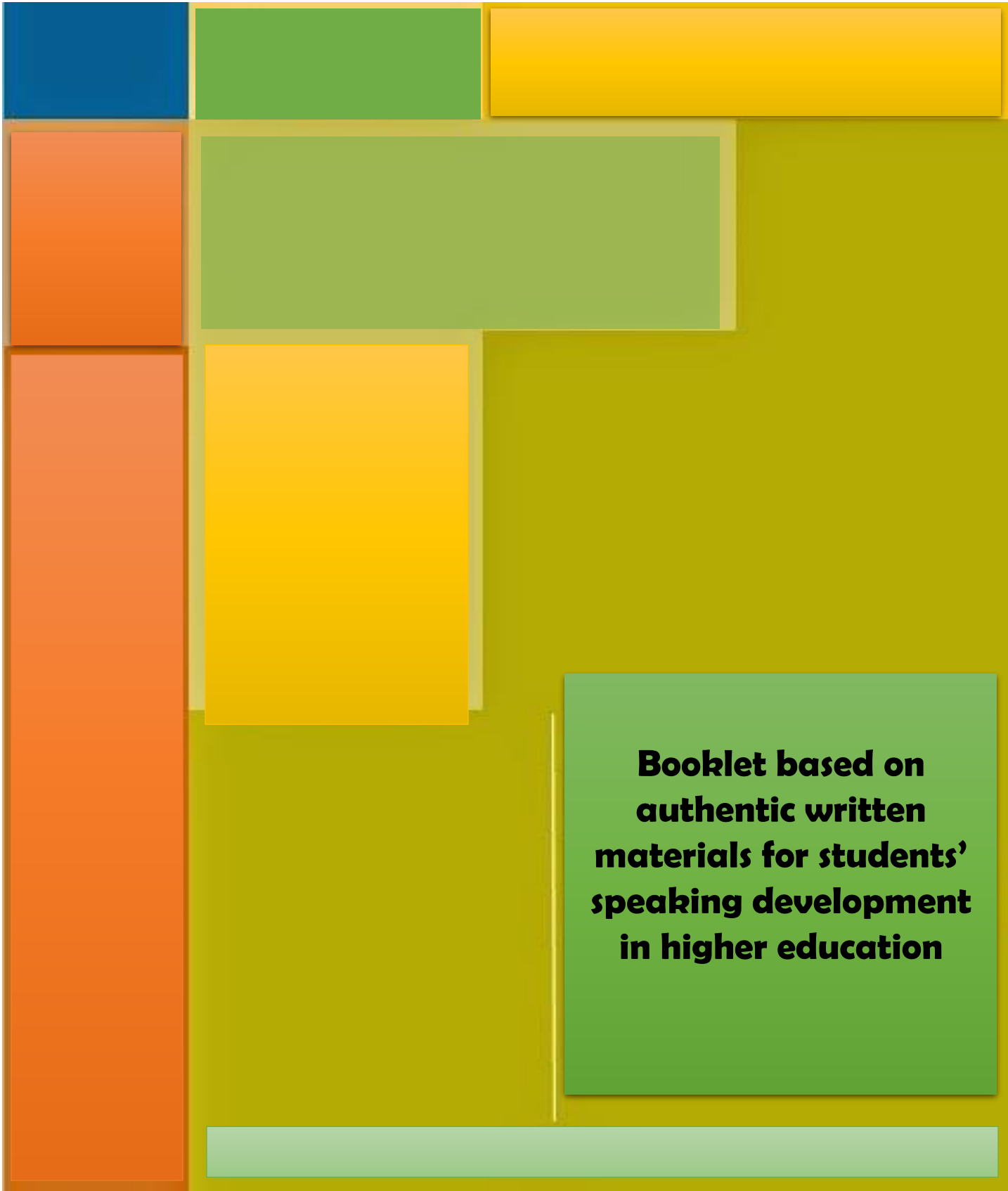
Schafersman (1991) identifies some advantages about the use of critical thinking:

- Learners are able to use evidence skillfully and organize their thoughts coherently.
- Apprentices can valid and invalid conclusions.
- Learners apply the techniques learned, in order to solve problems taking into consideration their formal criteria.
- Learners can distinguish between similarities and correlations that are not casually apparent.

## 6.8 Operating Model

Phase	Objectives	Activities	Resources	Responsible	Time
Organization	To plan a timetable. To present the timetable to the Director of the Center.	To ask the authorization to the Languages Center Director to follow the timetable planned.	Timetable	Mónica Orbea	3 days
Socialization of the proposal activities	To present the activities of the proposal to the Languages Center teachers.	To explain the activities to all English teachers in a meeting planned.	Proposal Computer Projector Photocopies of the proposal	Mónica Orbea	1 day
Proposal Executing	To apply the proposal activities with teachers of different levels.	To use the proposal activities in English different levels.	Photocopies of the proposal.	Mónica Orbea	4 weeks
Assessment of the implementation	To assess the efficacy of the proposal.	To apply a survey in order to elicit teachers' and students' opinions about the proposal.	Survey	Mónica Orbea	1 week

Table 23: Operating Mode  
Author: Orbea, M. (2018).



**Booklet based on  
authentic written  
materials for students'  
speaking development  
in higher education**



## PRESENTATION

This proposal is focused on the communicative approach because it pretends that students develop their own knowledge, about the use of English by using real information. Furthermore, the activities are dedicated to promote accuracy on learners, through interaction with their classmates in their own context.

Moreover, the social constructivism plays an important role during the speaking skill development, due to the fact that, the activities will be carried out in the classroom waking up students' interest in learning a foreign language.

The authentic written materials were gathered by diverse sources mentioned in the booklet, each material sets up its aim and contains activities explained in detail, as reference the vocabulary, grammar and students' level have been mentioned, however, they are subjected to change. The booklet contains ten activities designed to increase speaking practice in the classroom, and the interaction among learners through the information provided by the authentic written materials.

At the end of the proposed activities, students will feel comfortable using English and they will also achieve significant knowledge. Moreover, students will be capable to develop their critical and creative thinking.

To control students' speaking development, each activity contains its check list. Check lists will help to evaluate students' progress after applying the activities proposed. Furthermore, they will allow teachers to know, how effective the application of the authentic written materials was and make decisions.





## TABLE OF CONTENTS

Activity N° 1:  
Heidi Woolever  
Language: Past simple, Yes/No questions.  
Vocabulary: Verbs in past.....1

Activity N° 2:  
Theater Directory  
Language: Present simple, invite someone to go out and make suggestions.  
Vocabulary: Times, days of the week, places.....5

Activity N° 3:  
The future in your hands  
Language: Present simple, past simple and questions (wh-questions and Yes/No questions).  
Vocabulary: Verbs in present and past.....9

Activity N°4:  
Finalizing the adoption  
Language: Present simple and past simple.  
Vocabulary: Verbs in present and past.....13

Activity N° 5:  
Emily M. Grande.  
Language: Past simple.  
Vocabulary: Verbs in past.....17

**Activity N° 6:**

Mom feels guilt for resisting ex's pleas to reconcile.

Language: Past simple, present simple and should

Vocabulary: Verbs in present and past.....21

**Activity N° 7:**

School board president resigns after DWI arrest.

Language: Past simple and present simple.

Vocabulary: Verbs in past and present.....25

**Activity N° 8:**

Wander woman.

Language: Past simple and future

Vocabulary: Verbs in past, sentences in future.....29

**Activity N° 9:**

Meet Julia, a Muppet Who has Autism.

Language: Present and past simple.

Vocabulary: Verbs in present and past, words.....33

**Activity N° 10:**

My first ice dance

Language: Present and past simple.

Vocabulary: Verbs in present and past, dates, places, names.....37



## ACTIVITY N°1

**Title of the article:** Heidi Woolever

**Objective:** Students will be able to identify the most important information and ask questions.

**Level:** Starter level.

**Language:** Past simple, Yes/No questions.

**Vocabulary:** Verbs in past.

Verb to be (was), realized, inspired, met, jumped, lived and opened

**Materials:** Photocopies of the article.

**Time:** 10min.

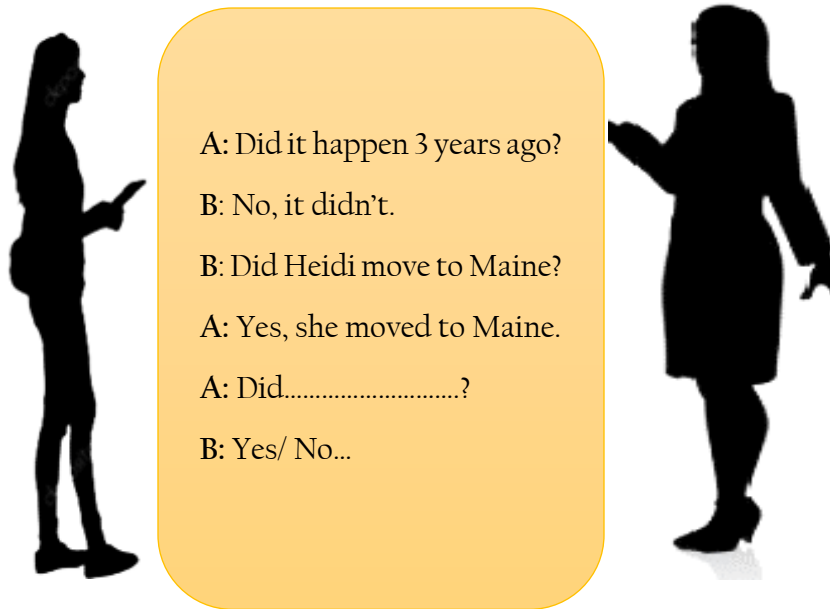
**Description of the activity:**

- Read the text about Heidi Woolever and then follow the teacher's instructions.
- Student will highlight the most important information.

Nine years ago, Woolever, now 44, left her Washington, D.C., teaching job for greener pastures, moving to Maine with her husband to raise sheep.

After her divorce in 2013, she realized her country skills could benefit city folk: "I was inspired by an article about a girl who lived in a New York City

- Students will work in pairs and they will ask Yes/No questions using the information highlighted.



- Students will exchange partners.





**GROW-GETTER**  
Woolever on the farm, hanging with a rooster and prepping veggies.

BY **Melissa Goldberg** AND **Nicole McGovern**  
PORTRAITS BY **Carmelo Donato**  
PHOTO REPORTAGE BY **Sioux Nesi**

## **Heidi Woolever** PARTNER AT EDGEMERE FARM

### **Her Mission**

Nine years ago, Woolever, now 44, left her Washington, D.C., teaching job for greener pastures, moving to Maine with her husband to raise sheep. After her divorce in 2013, she realized her country skills could benefit city folk: "I was inspired by an article about a girl who lived in a New York City shelter with no access to real food," she says. Not long after heading to the Big Apple herself, Woolever met a man who was converting a lot in Far Rockaway, Queens, into farmland. She jumped in and, in 2014, opened a farm stand that sells vegetables and herbs to residents of the low-income neighborhood and accepts government vouchers as payment. Woolever hopes fresh food can help give other communities a fresh start. "Creating urban farms generates more jobs," she says, "and everyone deserves affordable healthy food."

AUTHENTIC WRITTEN MATERIALS CHECKLIST			
ACTIVITY 1			
ARTICLE: HEIDI WOOLEVER PARTNER EDGEMERE FARM			
STUDENT'S NAME: .....			
DATE: .....			
STARTER LEVEL			
STATEMENTS	YES	NO	COMMENTS
1. Student uses the appropriate grammatical structure to formulate yes/no questions in simple past.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student uses verbs in base form in yes/no questions in simple past.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student provides correct answers.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student provides long answers.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student uses correct intonation and stress.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 2

**Title of the article:** Theater Directory

**Objective:** Students will be able to develop a conversation in which they invite someone to go out and make suggestions.

**Level:** Starter level.

**Language:** Present simple, invite someone to go out and make suggestions.

**Vocabulary:** Times, days of the week, places.

Date, street, avenue, address, places.

**Materials:** Photocopies of the article.

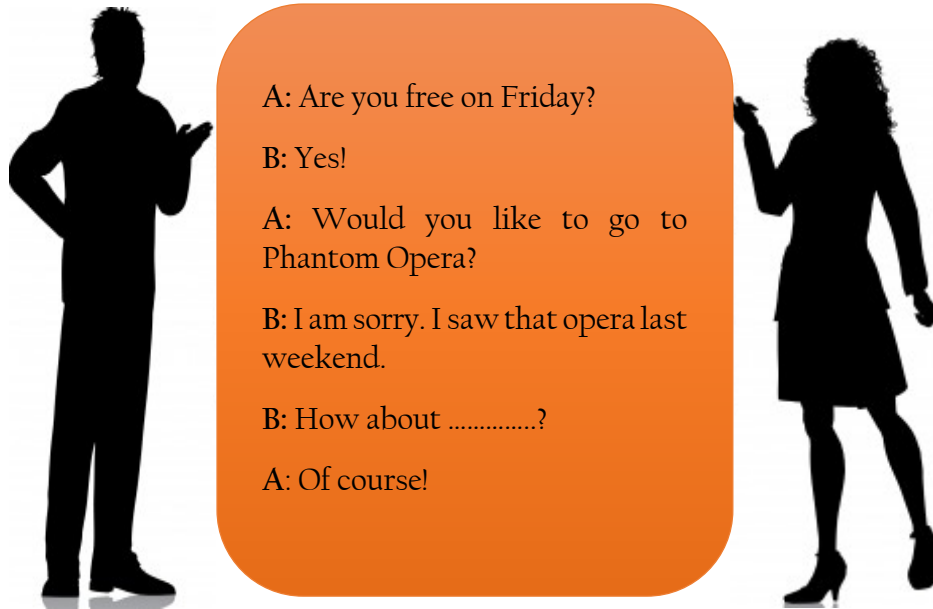
**Time:** 10min

**Description of the activity:**

- Read the text about Theater Directory and then follow the teacher's instructions.
- Students will circle the event that they would like to attend.





- Students will check their options. Students with different options will work in pairs.



- One student will be A and another B.
- Student A will invite student B and make suggestions.
- Students will swap roles.





<p><b>CHARLIE</b> THE FACTORY OPENS IN ONE WEEK!</p> <p>Rosald Dahl's <b>CHARLIE AND THE CHOCOLATE FACTORY</b> THE NEW MUSICAL</p> <p>Book by DAVID GREIG Music by MARC SHAIMAN Lyrics by SCOTT WITTMAN &amp; MARC SHAIMAN Starring CHRISTIAN BORLE Scenic &amp; Costume Design by MARK THOMPSON Choreography by JOSHUA BERGASSE Directed by JACK O'BRIEN</p> <p>Lurt-Fontaine Theatre (+), 205 W. 46th St Ticketmaster.com or 877-250-2929 Groups of 12+ Call 1-800-BROADWAY x2 CharlieOnBroadway.com</p>	<p>production of bouss &amp; schonberg's <b>MISS SAIGON</b> THE EPIC LOVE STORY OF OUR TIME Mo, Tu, Fr at 8; Th at 8:30; We, Sa at 2 &amp; 8 Telecharge.com or 212-239-6200 SaigonBroadway.com Broadway Theatre (+), 1681 Broadway</p>	<p> DISNEY presents <b>THE LION KING</b> The Award-Winning Best Musical</p> <p>Tonight at 7 T, T, W 2 &amp; 7; Th 7, F 8; Sa 2 &amp; 8; Su 3 lionking.com 866-875-2717 Minskoff Theatre (+), B'way &amp; 45th Street</p>	<p><b>C.S. LEWIS</b> NOW EXTENDED THRU MAY 21 Max McLean as <b>C.S. LEWIS ONSTAGE:</b> THE MOST RELUCTANT CONVERT "Bristling, Highly-Entertaining" - Chicago Sun-Times CSLewisOnStage.com Telecharge.com or 212-239-6200 Acorn Theatre, 410 W. 42nd St. NYC</p>
<p><b>CHICAGO</b></p> <p>Tonight and Thursday at 8 <b>CHICAGO</b> The Musical</p> <p>The #1 Longest-Running American Musical in Broadway History! Telecharge.com/chicago 212-239-6200 ChicagoTheMusical.com Mo, Tu, Th, Fr 8; Sa 2:30 &amp; 8; Su 2:30 &amp; 7 Ambassador Theatre (+) 219 W. 49th St.</p>	<p><b>ON YOUR FEET!</b></p> <p>Tonight at 7 THE MUSIC IS IRRESISTIBLE. THE STORY IS UNFORGETTABLE.</p> <p><b>ON YOUR FEET!</b> The Emilio &amp; Gloria Estefan Musical</p> <p>Book by ALEXANDER DINELARIS Choreographed by SERGIO TRUJILLO Directed by JERRY MITCHELL</p> <p>Ticketmaster.com or 877-250-2929 OnYourFeetMusical.com Tue 7; W 2; Thu 7; F 8; Sa 2&amp;8; Su 3 Marquis Theatre(+), 210 W. 46th St.</p>	<p><b>PHANTOM</b></p> <p>Tonight at 7 Broadway's Longest-Running Musical Visit Telecharge.com; Call 212-239-6200</p> <p><b>THE PHANTOM OF THE OPERA</b> Mon 8; Tue 7; Wed - Sat 8; Thu &amp; Sat 2 Grps: 800-BROADWAY or 866-302-0995 Majestic Theatre (+) 247 W. 44th St.</p>	<p><b>Not That Jewish</b></p> <p>"GO SEE THIS SHOW." - Rosie O'Donnell <b>NOT THAT JEWISH</b> A New Comedy Written by &amp; Starring Emmy Award-winning Monica Piper Mon 7, Thu 2 &amp; 7, Fri 8, Sat 2 &amp; 8, Sun 3 Telecharge.com or 212-239-6200 Groups (10+): 212-265-8500 New World Stages (+), 340 W. 50th St. NotThatJewish.com</p>
<p><b>GROUNDHOG DAY</b></p> <p>PREVIEW TONIGHT AT 8</p> <p>"SO MUCH FUN IT SHOULD BE ILLEGAL." -The Times of London</p> <p><b>GROUNDHOG DAY</b> THE MUSICAL</p> <p>Starring Andy Karl</p> <p>Book by Danny Rublin Music &amp; Lyrics by Tim Minchin Directed by Matthew Warchus</p> <p>Mo, Tu, We, Th, Fr 8; Sa 2 &amp; 8 Ticketmaster.com or (877) 250-2929 GroundhogDayMusical.com August Wilson (+), 245 W. 52nd St.</p>	<p><b>OSLO</b></p> <p>PREVIEWS BEGIN THURSDAY AT 8 "The Stuff of Cracking Theater." -The New York Times Lincoln Center Theater Presents</p> <p><b>OSLO</b> A New Play by J.T. Rogers Directed by Bartlett Sher Telecharge.com or 212-239-6200 Groups: 212-889-4300 / www.lct.org Vivian Beaumont Theater (+), 150 W. 65th</p>	<p><b>WRONG</b> THE PLAY THAT GOES "GLORIOUSLY PREPOSTEROUS!" - The Stage</p> <p><b>THE PLAY THAT GOES WRONG</b></p> <p>OLIVIER WINNER! BEST NEW COMEDY NOW ATTEMPTING PREVIEWS</p> <p>Telecharge.com or 212-239-6200 BroadwayGoesWrong.com LYCEUM THEATRE (+), 149 W. 45TH ST.</p>	<p><b>RING TWICE</b></p> <p>Today at 7:30pm A New Play at NY City Center Stage II</p> <p><b>RING TWICE FOR MIRANDA</b> Written by ALAN HIRSHKA Directed by RICK LOMBARDO NYCityCenter.org or CityTix 212-581-1212 RingTwiceForMiranda.com NY CITY CENTER STAGE II, 131 W 55 ST</p>
	<p><b>SIGNIFICANT OTHER</b></p> <p>TONIGHT AT 7PM</p> <p>"The Broadway play you need to see right now." - The Huffington Post</p> <p><b>SIGNIFICANT OTHER</b> By Joshua Harmon Directed by Trip Cullman</p> <p>Tu, Th 7; We, Sa 2:30 &amp; 8; Fr 8; Su 3 Sundays at 2 &amp; 7 beginning April 2 Telecharge.com or 212-239-6200 SignificantOtherBroadway.com BOOTH THEATRE (+), 222 W. 45TH ST.</p>	<p><b>ARTHUR MILLER'S THE PRICE</b></p> <p>"RIVETING!" - The Hollywood Reporter TONIGHT AT 8 Mark Ruffalo Tony Shalhoub Jessica Hecht and Danny DeVito Arthur Miller's <b>THE PRICE</b> Directed by Terry Kinney ArthurMillersThePrice.com 212.719.1300 Group Sales: 212.719.9300 American Airlines Theatre (+), 227 W 42 St</p>	<p></p> <p>THIS SIGN (+) WHEN FOLLOWING THE NAME OF A THEATER, INDICATES THAT A SHOW IS EQUIPPED WITH AN INFRARED ASSISTIVE LISTENING DEVICE.</p>

Article N° 2

Taken from: The New York Times newspaper. March 21, 2017.

**AUTHENTIC WRITTEN MATERIALS CHECKLIST**  
**ACTIVITY 2**  
**ARTICLE: ADVERTISEMENTS**

**STUDENT'S NAME:** .....

**DATE:** .....

**STARTER LEVEL**

STATEMENTS	YES	NO	COMMENTS
1. Student uses correct functions to invite someone.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student uses correct functions to make suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student provides correct answers, using appropriate expressions.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student used the information provides on the advertisements.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student uses correct intonation and stress.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 3

**Title of the article:** The future in your hands

**Objective:** Students will be able to answer some questions using the information read.

**Level:** Starter level.

**Language:** Present simple, past simple and questions (wh-questions and Yes/No questions).

**Vocabulary:** Verbs in present and past

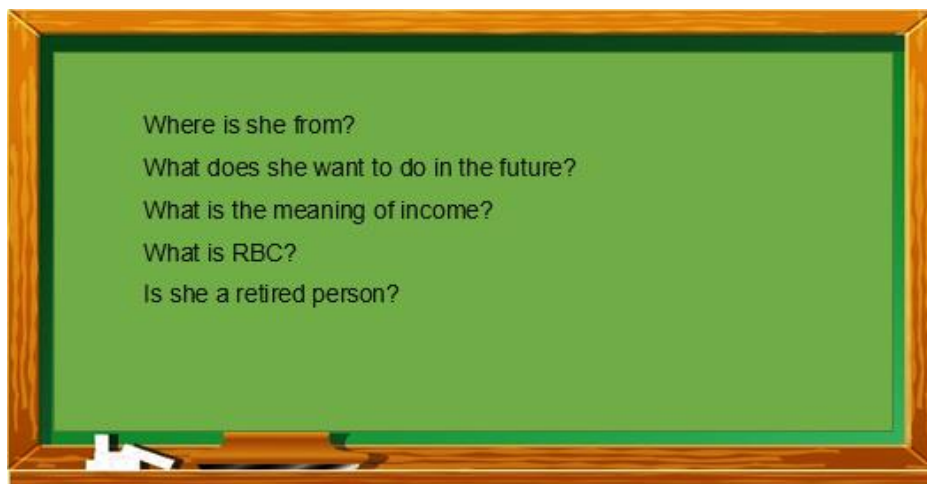
Came, were, want, have, used

**Materials:** Photocopies of the article, board, markers.

**Time:** 10min.

**Description of the activity:**

- Read the text about The future in your hands and then follow teacher's instructions.
- Teacher will write some questions on the board:



- Students will work in groups and they will talk about the written questions.



Michael: Where is she from?

John: She is from Canada.

Saul: What does she want to do in the future?

Mary: She wants to travel.

Susan: What is .....

Paul: It .....

- Students will write two extra questions.
- Students will share their answers with the rest of the class.

# The future in your hands

Retirement can take on so many shapes and styles - and any way you see it, you can make it happen. Here's how you can enjoy the retirement you've always dreamed about!

"I came to Canada as a young child. My parents were full of dreams then, but it was a tough road for my dad as the sole provider for our family. Things are so different for me and my family. With two incomes, we were able to easily provide for our kids and help out my parents.

But now it's time to focus on me and my life. I want more out of retirement, so I can experience things now while I'm healthy and active.

I have a vision for my husband and me, one that includes two of the things I've always wanted to explore and am now just starting to enjoy - travel and photography. I'd love to visit some of the far corners of the world, experience different cultures and lifestyles, and capture them all in pictures. And with a little creativity, I'm hoping to sell my work and boost my retirement income.

It's not a traditional retirement plan, but my family is behind me, and my financial advisor at RBC is helping me turn my dream into reality.

Even the word "retirement" has a different meaning now than it did for our parents and grandparents. It used to signal an end,

Article N° 3

Taken from: More magazine. Page 55. January 2011

**AUTHENTIC WRITTEN MATERIALS CHECKLIST**  
**ACTIVITY 3**  
**ARTICLE: THE FUTURE IN YOUR HANDS**

**STUDENT'S NAME:** .....  
**DATE:** .....  
**STARTER LEVEL**

STATEMENTS	YES	NO	COMMENTS
1. Student answers the questions appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student identifies present simple and past simple questions.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student provides correct answers, taking into consideration the grammatical tense.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student writes extra questions in past simple and present simple.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student identifies the answers that they have to use for Wh-questions and Yes/No questions.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 4

**Title of the article:** Finalizing the adoption

**Objective:** Students will be able to talk about some specific information.

**Level:** Starter level.

**Language:** Present simple and past simple.

**Vocabulary:** Verbs in present and past.

Lived, took, gave, passed, fought

**Materials:** Photocopies of the article.

**Time:** 10min.

**Description of the activity:**

- Read the text about Finalizing the adoption and then follow teacher's instructions.
- Teacher will write some statements on the board. First, teacher will write one statement. Teacher will give time for students talk about the statement, then teacher will continue with the rest of the statements in the same way.





- Students will work in pairs with different partners.
- A student will say one statement and another will provide information.



Peter: 15 years old

Marcus: Leatrice took in her 15 years-old niece.

Brenda: February 2001

Carlos: Leatrice's sister passed away.

Jessica: 7 months

Rita: .....

- Students will revise the information in front of the class.



**LEATRICE SMALL** *mother*

## Finalizing the Adoption

I've lived in and around Flint, Michigan, all my life. About seven years ago, I took in my 15-year-old niece, Ashlee, because her mom was having some troubles. The following year, Ashlee gave birth to a baby girl, Joi. Then, in February 2011, Ashlee passed away. Joi was 7 months old, and I became her guardian.

I'd always planned to have kids, but not this way. Some days I'd wake up saying, "God, is this really what you want for me?" It was all new: babyproofing my house, having to say no to Chicago shopping trips with friends. But Joi was mine.

I fought to adopt her for more than four years, through endless red tape:

hiring a lawyer, tracking down her father, enduring waiting periods, getting written consent. During that time, I had a son, Carrington, with my then boyfriend. This photo was taken on Michigan Adoption Day; after the judge gave the final order, she let Joi come up and bang the gavel. I could feel Ashlee's presence in the room, like she was smiling down on us.

Joi's 6 now, and she lives up to her name. She's so happy and curious, always playing with her little brother. I work full-time and used to worry I couldn't handle the challenge of being a single mom, but I learned I have more strength than I knew. My heart is so much bigger than I thought.

PHOTOGRAPH BY *Jake May*

AUTHENTIC WRITTEN MATERIALS CHECKLIST			
ACTIVITY 4			
ARTICLE: FINALIZING THE ADOPTION			
STUDENT'S NAME: .....			
DATE: .....			
STARTER LEVEL			
STATEMENTS	YES	NO	COMMENTS
1. Student identifies the correct information related to the statements.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student uses present simple and past simple appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student provides correct answers.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student identifies if the information provided by his/her classmate is correct.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student corrects the wrong information.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 5

**Title of the article:** Emily M. Grande.

**Objective:** Students will draw a timeline and talk about it.

**Level:** Starter level.

**Language:** Past simple.

**Vocabulary:** Verbs in past.

Died, departed, was born, devoted, worked

**Materials:** Photocopies of the article, notebook.

**Time:** 10min.

**Description of the activity:**

- Read the text about Emily M. Grande and then follow teacher's instructions.
- Students will draw a timeline.
- Students will write dates on the timeline.



- Students will work in pairs. Each student will show his/her timeline and talk about the dates that they wrote on it.



Diego: In 1957 Emily got married. In 1965 Emily and her husband moved to Westfield. In 2015, Emily's husband passed away.

Lola: In.....



- Students will talk about their timetable in front of the class



## Emily M. Grande

**Devoted mother and grandmother, a wonderful human being**

Emily Marie Grande (nee Rivera), died peacefully in her home on Aug. 20, 2017. Emily



departed one week before her 90th birthday but spent her last day celebrating this milestone

with her family and devoted aide.

Visitation will be on Friday, Sept. 1, from 2 to 4 and 7 to 9 p.m. at Higgins and Bonner Funeral Home, 582 Springfield Ave., Westfield, N.J. ([higginsandbonner.com](http://higginsandbonner.com)). A Funeral Mass will be held on Saturday, Sept. 2, at 10 a.m. at St. Helen's Church in Westfield, N.J., followed by burial at St. Gertrude's Cemetery in Colonia, N.J.

Emily was born in Elizabeth and devoted herself from an early age to the support and care of her family.

She worked at N.J. Bell Telephone and married the love of her life, Anthony (Tony) Grande, in 1957. They

relocated to Westfield in 1975 and shared 58 loving years together until Tony's death in 2015.

Emily will be remembered for her homemade manicotti, her cheesecake and lemon meringue pie, and the care and love she showered on her family.

Emily leaves behind her three children and their spouses, Joseph (Maria), Nancy (Rolf), and Bill (Trish); five grandchildren, Anthony, Chris, Grace, Eileen, and Corinne; her sisters, Violet, Rose, and Jean; brother Larry, and their spouses, Rosario, Betty, and Ed; Tony's twin brother, Bill and his wife, Janet, as well as Emily's many nieces and nephews. During the past year, Emily was cared for with great skill, love, and tenderness by her aide, Valarie Richards, of Queens, N.Y.

In lieu of flowers, donations may be made in Emily's name to Susan G. Komen ([ww5.komen.org](http://ww5.komen.org)) or St. Hubert's Animal Welfare Center ([sthuberts.org](http://sthuberts.org)).

**AUTHENTIC WRITTEN MATERIALS CHECKLIST**  
**ACTIVITY 5**  
**ARTICLE: EMILY M. GRANDE**

**STUDENT'S NAME:** .....  
**DATE:** .....  
**STARTER LEVEL**

STATEMENTS	YES	NO	COMMENTS
1. Student identifies information in past simple.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student uses verbs in past appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student pronounces verbs in past correctly.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student uses different verbs in past.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student transmits correct information.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).



## ACTIVITY N° 6

**Title of the article:** Mom feels guilt for resisting ex's pleas to reconcile.

**Objective:** Students will be able to identify the problem and give an advice for it.

**Level:** Starter level.

**Language:** Past simple, present simple and should

**Vocabulary:** Verbs in present and past.

Stayed, learned, cheated, involved, separated, love, have, verb to be

**Materials:** Photocopies of the article.

**Time:** 10min.

**Description of the activity:**

- Read the text about Mon feels guilt for resisting ex's pleas to reconcile and then follow teacher's instructions.
- Students will identify the problem to Abby.

Dear Abby: My ex is a recovering drug addict. We have a 2-year-old son together. I realized he was using drugs when I was seven months pregnant.

hab and seems to be doing well. He still goes to work, pays child support and is involved with our son, who adores him. He wants us to get back together.

been. I love my life with my son, and the thought of us living as a family in one house again makes me sick. I feel ashamed for not wanting to try, and

- Students will think in an advice.
- Students will work in groups.



Jackie: The problem is that the woman's husband consumed drugs.

George: Woman's husband wants to get back.

Mary: Woman is happy alone.

Cynthia: She should.....

- Students in the group talk about the problem.
- Students will give an advice about the problem.



## Mom feels guilt for resisting ex's pleas to reconcile

**Dear Abby:** My ex is a recovering drug addict. We have a 2-year-old son together. I realized he was using drugs when I was seven months pregnant. I stayed with him for a year after I learned about his addiction. That year was the hardest year of my life.

My ex was never the type of addict who nodded off, cheated or had other issues; if it hadn't been for the money disappearing, we would have had a perfect relationship. He finally went to rehab and seems to be doing well. He still goes to work, pays child support and is involved with our son, who adores him. He wants us to get back together.

It has been more than a year since we separated — and I hate to admit this, but I'm the happiest I have ever been. I love my life with my son, and the thought of us living as a family in one house again makes me sick. I feel ashamed for not wanting to try, and these feelings are crippling. Do I owe it to him — and our child — to try and work it out? — Happier Without Him

**Dear Happier:** No, you do not. You are in charge of your life now, and if that gives you peace of mind and makes you happy, then you are under no moral or ethical obligation to change it.

Please remember that you are not responsible for your ex's happiness. You may always love each other, but that doesn't obligate you.

AUTHENTIC WRITTEN MATERIALS CHECKLIST			
ACTIVITY 6			
ARTICLE: MON FEELS GUILT FOR RESISTING EX'S PLEAS TO RECONCILE			
STUDENT'S NAME: .....			
DATE: .....			
STARTER LEVEL			
STATEMENTS	YES	NO	COMMENTS
1. Student identifies the problem.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student summarizes the problem.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student uses the correct grammatical tenses to summarize the problem.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student uses correct expressions to give an advice.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student uses the correct form of the verbs when he/she gives an advice.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 7

**Title of the article:** School board president resigns after DWI arrest.

**Objective:** Students will be able to give their opinions about a situation.

**Level:** Beginner level.

**Language:** Past simple and present simple.

**Vocabulary:** Verbs in past and present.

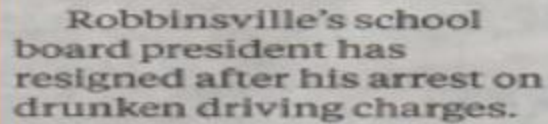
Resigned, arrest, charged, stopped, said, stop.

**Materials:** Photocopies of the article.

**Time:** 10min.

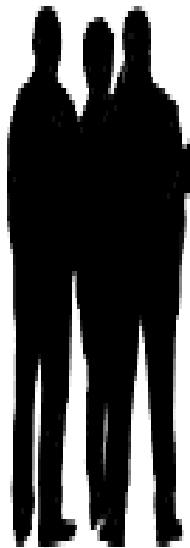
**Description of the activity:**

- Read the text about School board president resigns after DWI arrest and then follow teacher's instructions.
- Students will summarize the information.



Robbinsville's school board president has resigned after his arrest on drunken driving charges.

- Students will work in two groups.
- One group will give their opinions and the other will say if they agree or disagree with the opinions and why.



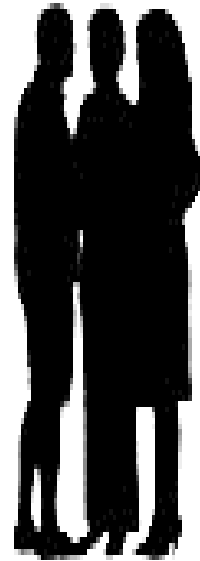
Students: The board president was arrested and he wrote a letter of resignation.

Group A:

Mary: In my opinion.....

Group B:

Susan: I agree.....



## **School board president resigns after DWI arrest**

Robbinsville's school board president has resigned after his arrest on drunken driving charges.

Matthew O'Grady submitted his letter of resignation on Thursday, a day after his arrest was made public.

O'Grady, 45, was arrested Sunday night in Hightstown and charged with driving while intoxicated through a school zone.

Police said O'Grady was stopped on South Main Street around 8:30 p.m. for motor vehicle infractions and found him to be driving under the influence.

He was charged with failure to stop, reckless driving, DWI, DWI in a school zone and refusal to submit breath samples.

Superintendent Kathie Foster said the board would officially accept O'Grady's resignation Tuesday night at its monthly meeting.

— *Cristina Rojas*

Article N° 7

Taken from: The star-ledger newspaper affiliated with NJ.com. August 26, 2017.

AUTHENTIC WRITTEN MATERIALS CHECKLIST			
ACTIVITY 7			
ARTICLE: ROBBINSVILLE'S SCHOOL BOARD PRESIDENT WAS ARRESTED			
STUDENT'S NAME: .....			
DATE: .....			
STARTER LEVEL			
STATEMENTS	YES	NO	COMMENTS
1. Student identifies the most important information.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student uses verbs in past to summarize information.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student gives his/her opinion about the information.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student uses correct expressions to give opinions.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student uses correct expressions to agree or disagree.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 8

**Title of the article:** Wander woman.

**Objective:** Students will be able to talk about future.

**Level:** Starter level.

**Language:** Past simple and future

**Vocabulary:** Verbs in past, sentences in future.

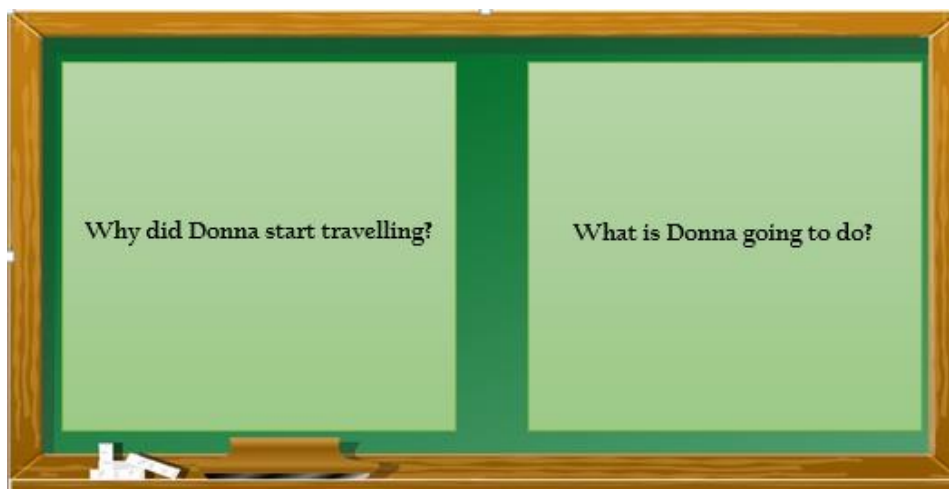
Learned, devastated, woke, touched, returned, going to.

**Materials:** Photocopies of the article, board.

**Time:** 10min.

**Description of the activity:**

- Read the text about Wander woman and then follow teacher's instructions.
- Teacher will divide the board in two sections: Why did she start traveling? What is she going to do?



- Students will work in groups of four students.
- Students will think in some ideas for the two sections using the information read.
- One member of each group will share their ideas with other groups.



Why did Donna start travelling?

- Donna's mother had cancer
- Donna's mother passed away

What is Donna going to do?

- Donna is going to travel around the world



# Wander woman

**WHO**  
DONNA LYNCH |53|

**WHERE**  
VICTORIA

**WHAT SHE WAS**  
DENTAL OFFICE MANAGER

**WHAT SHE IS**  
WORLD TRAVELLER

**HOW SHE MADE THE LEAP**



**ON THE** morning of her 50th birthday celebration, Donna Lynch learned a heartbreaking truth. Her mother was dying of lung cancer. Just three months later, her mom was gone.

Emotionally devastated, Lynch needed a way to cope. Having lost a child to a muscle-wasting disease 16 years earlier, she had an intimate knowledge of mourning. She also knew how to get through

and daring and perfect — and it offered a way through the pain she knew was coming. She would travel to 50 countries in 50 weeks and talk to women her age about their lives.

Armed with a lifetime of travel experience, Lynch was eager to hit the road — this time, with a purpose. Although she wanted to escape her pain, she also was keen to reach out to other women around the globe and engage them in conversation. She compiled a list of questions: What's your education? Your children's education? Are you married? Is religion part of your life? Have you travelled? How's menopause going for you? Are you happy?

AUTHENTIC WRITTEN MATERIALS CHECKLIST			
ACTIVITY 8			
ARTICLE: WANDER WOMAN			
STUDENT'S NAME: .....			
DATE: .....			
STARTER LEVEL			
STATEMENTS	YES	NO	COMMENTS
1. Student identifies past tense.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student identifies future tense.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student gives his/her ideas in past and future.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student uses the correct form of verbs in past and future.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student provides complete information to the other groups.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 9

**Title of the article:** Meet Julia, a Muppet Who has Autism.

**Objective:** Students will be able to explain the meaning of some words in English.

**Level:** Beginner level.

**Language:** Present and past simple.

**Vocabulary:** Verbs in present and past, words.

Add, show, arrival, heard, wished, storybook

**Materials:** Photocopies of the article

**Time:** 10min.

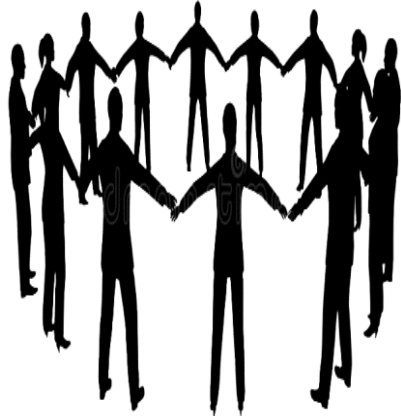
**Description of the activity:**

- Read the text about Meet Julia, a Muppet Who has Autism and then follow teacher's instructions.
- Students will underline some words on the article.



The character was first introduced in a digital storybook released in the fall of 2015. "We wanted to demonstrate some of the characteristics of autism in a positive way," Jeanette Betancourt, Sesame Workshop's vice president for

- Students will work in a big group.
- Students will say: What is a *storybook*? And a name of a classmate.



Mary: What is a storybook? Luis

Luis: A storybook has some stories.

Jose: What.....? Pedro

Pedro: .....

- The student named will explain the meaning of the word and he/she will say another word.



## Meet Julia, a Muppet Who Has Autism

"Sesame Street" will add Julia, a 4-year-old muppet who has autism, to its cast on April 10 as part of an expanding autism initiative. The TV show rolled out the news of Julia's arrival on its website and released a series of YouTube videos featuring her on Sunday. Julia (above, with Alan Muraoka), who loves to sing and can memorize lyrics better than her peers, struggles with loud noises like sirens.

The character was first introduced in a digital storybook released in the fall of 2015.

"We wanted to demonstrate some of the characteristics of autism in a positive way," Jeanette Betancourt, Sesame Workshop's vice president for

outreach and educational practices, said after the character's unveiling, noting that Julia was made a girl partly to break down "myths and misconceptions around autism," including that it only affects boys.

The character's arrival on TV is part of a larger educational effort. On Monday, Sesame Workshop, the nonprofit organization that puts out "Sesame Street," announced it was expanding its autism offerings to include new videos, e-books and books, in English and Spanish.

CBS's "60 Minutes" aired a segment about the first Julia episode on Sunday. Stacey Gordon, a Phoenix-based puppet artist who plays Julia, is the mother of an autistic child. She said on "60 Minutes" that she was immediately intrigued by the character when she heard of it. "As the parent of a child with autism, I wished that it had come out years before, when my own child was at the 'Sesame Street' age," she said.

CHRISTOPHER D. SHEA

Article N° 9

Taken from: The New York Times newspaper. March 21, 2017.

AUTHENTIC WRITTEN MATERIALS CHECKLIST			
ACTIVITY 9			
ARTICLE: APPLE REMOVES IRANIAN APPS DUE TO AMERICAN SANCTIONS			
STUDENT'S NAME: .....			
DATE: .....			
STARTER LEVEL			
STATEMENTS	YES	NO	COMMENTS
1. Student uses structures in present and past simple.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student explains the word.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student uses correct grammatical order for Wh-questions.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student asks correct Wh-questions.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student provides correct information about the word.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).

## ACTIVITY N° 10

**Title of the article:** My first ice dance

**Objective:** Students will be able to give information about a story.

**Level:** Starter level.

**Language:** Present and past simple.

**Vocabulary:** Verbs in present and past, dates, places, names.

Begin, crowded, noticed, suggested, adopted

**Materials:** Photocopies of the article, slides with pictures.

**Time:** 10min

**Description of the activity:**

- Read the text about My first ice dance and then follow teacher's instructions.
- Teacher will show some slides with pictures related to the article.



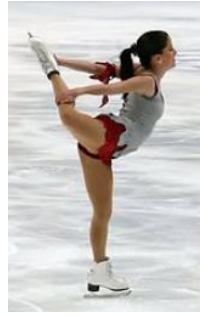
Taken from: Google



Taken from: Google



Taken from: Google



Taken from: Google

- Students will work in groups, each group will receive the pictures.
- Students will look at the pictures and they will describe what happened in the story. Students will correct wrong information. Students will add information.



**Carmen:** (Look at the picture) When Linda was a little girl. She .....

**Tomas:** (Look at the picture) Linda motivated her daughter.

**Roberto:** .....



## My first ICE DANCE

**BRIGITTE DESAUTELS | 44**  
**Outremont, Que.**

"Three years ago, my daughter announced that she wanted to take figure skating lessons. Like mother, like daughter, I thought to myself. When I was a little girl, I had wished for lessons after seeing an Ice Capades show. I'd signed up, but like most kids, before long I just wanted to hang out with my friends.

"Now, years later, I found myself spending a lot of time in arenas, trying to encourage my daughter to stick with her training. You can imagine my apprehension, though, about actually lacing up a pair of old skates myself! I would just sit there at the rink and imagine the worst-case scenarios: I'd fall, I'd hurt myself, my blades would come off.

"I went for it anyways, and the moment I glided out onto the ice, I felt the agility of my youth come rushing back. I was hooked and decided right then and there to sign up for an adult figure skating class. Since then, I have been training for two to three hours a week with enthusiasm — particularly for the ice dances. My performances are judged and I even get a report card!

"I think the funniest part is that my daughter has lost interest in skating and instead has taken up downhill skiing, which she prefers wholeheartedly. She told me that she's proud of my perseverance, though. In fact, I'm now aiming to pull off all 21 choreographed ice dances (I've gotten seven down pat so far). It's amazingly stimulating to have a goal. Another advantage? Being so active has helped my posture and made my neck and back aches disappear.

"Discovering the pleasure of skating — and performing — has made me feel like a teenager again! But with a little more discipline this time around...."

— AS TOLD TO LINDA PRIESTLEY

AUTHENTIC WRITTEN MATERIALS CHECKLIST			
ACTIVITY 10			
ARTICLE: MY FIRST ICE DANCE			
STUDENT'S NAME: .....			
DATE: .....			
STARTER LEVEL			
STATEMENTS	YES	NO	COMMENTS
1. Student uses present and past simple.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Student uses correct grammatical structures in present and past simple.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student tells part of the story looking the picture.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Student provides correct information about the picture.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student correct wrong information and add information.	<input type="checkbox"/>	<input type="checkbox"/>	

Author: Orbea, M. (2018).



## PROPOSAL REFERENCES

Heidi Woolever. (2016, November 7). *The Oprah magazine*, p. 80.

Theater Directory.( 2017, March 21). *The New York Times newspaper*, p. 25.

The future in your hands. (2011, January 5). *More magazine*, p 55.

Finalizing the adoption. (2016, November 7). *The Oprah magazine*, p. 129.

Emily M. Grande. ( 2017, August 31). *The star-ledger newspaper affiliated with NJ.com*, p. 14.

Mom feels guilt for resisting ex' pleas to reconcile. (2017, August 31). *The star-ledger newspaper affiliated with NJ.com*, p. 38.

School board president resigns after DWI arrest. (2017, August 31). *The star-ledger newspaper affiliated with NJ.com*, p. 30.

Wander woman.(2011, January 5). *More magazine*, p. 50.

Meet Julia, a Muppet Who has Autism. (2017, March 21). *The New York Times newspaper*, p. 54.

My first ice dance. (2011, January 5). *More magazine*, p. 30.

## REFERENCES

- Alexander, L. (1977). Handout for seminar at the British Council. Paris.
- Anderson, J. (1996). A simple theory of complex cognition. *American psychologist*. Washington, DC.
- Balladares., M. (2015). *El uso de realia o material auténtico y su influencia en la adquisición del vocabulario del idioma inglés de los estudiantes de los novenos grados de educación general básica paralelos A y B de la Unidad Educativa Francisco Flor – Gustavo Egüez del Cantón Ambato, Provincia de Tungurahua*. (tesis de pregrado). Universidad Técnica de Ambato, Ambato, Ecuador. Retrieved from <http://repositorio.uta.edu.ec/jspui/handle/123456789/12467>.
- Baker, J. & Westrup, H. (2003). *Essential Speaking Skills*. Continuum. London.
- Belchamber, R. (2015). *The advantages of Communicative Language Teaching*. Melbourne, Australia.
- Bhowmik, A. (2016). *Definition and Techniques of writing skill*. Mass Communication Talk. Assam University, India.
- Brookfield, S. & Preskill, S. (1999). *Discussion as a way of teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Wiley Publications.
- Briggs, A., Coleman, M. & Morrison, M. (2012). *Research methods in educational leadership & management*. 3<sup>rd</sup> ed. SAGE Publications.
- Brumfit, J. (1981). *Accuracy and fluency*. Practical English Teaching. London: Cambridge University Press.
- Burgess, R. (1990). *In the field: An introduction to Field Research*. 4<sup>rd</sup> ed. London: Routledge Publications.
- Bygate, M. (2001). *Effects of task repetition on the structure and control of oral language*. In M. Bygate, P. Skehan, & M. Swain, (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp.23-48). Harlow, UK: Longman.
- Cano, A. (2013). *Advantages and disadvantages adaptation of authentic materials*. Retrieved from <https://prezi.com/oog1j87mfhm8/authentic-written-materials/>

- Consejo de Evaluación, Acreditación y Aseguramiento de la Calidad de la Educación Superior. (2013). Reglamento de Régimen Académico. Retrieved from <http://www.ceaaces/gob.ec/sitio/>
- Constitución del Ecuador (2008). Publicación oficial de la Asamblea Constituyente. Retrieved from <http://www.asambleanacional.gob.ec>
- Chavez, M. (1988). *Learner's perspectives on authenticity*. International Review of Applied Linguistics in Language Teaching, 36(4), 277ff.
- Duquette, G. (1995). Second Language Practice. *Classroom Strategies for developing communicative competence*. Clevedon: Multilingual matters Ltd.
- Education First. (2016). El ranking mundial más grande según su dominio del inglés. Retrieved from <http://www.ef.com/wwes/epi/>
- Ecuador tiene nivel bajo de inglés. (2015, february 11). *El Universo*, p.A1, según informe de Educación first. Retrieved from <http://www.eluniverso.com/noticias/2015/02/11/nota/4547176/ecuador-tiene-nivel-bajo-ingles-segun-informe-education-first>
- Fiska, J. (2011). *Introduction to Communication Studies*. 3<sup>rd</sup> ed. New York: Routledge Ltda.
- Frederick, P. (1981). *The Dreaded Discussion: Ten ways to start*. Lincoln: University of Nebraska.
- García, J. & Bejarano, L. (2001). *Teaching human values in the ELT classroom through magazines and newspapers*. Universidad de la Rioja.
- Gilmore, A. (2007). *Authentic materials and authenticity in foreign language learning*. Language Teaching, 40, pp 97-118. Cambridge University Press.
- Gilmore, A. (2011). I prefer not text: Developing Japanese Learners' Communicative Competence with Authentic Materials. *Language Studies*, 61, pp 786-819. Wiley Library.
- Glasser, E. (1941). *An experimental in the Development of Critical Thinking*. Teacher's College. Columbia University.

- Golkova, D., & Hubacknova, S. (1991). *Productive skills in second language learning*. University of Hradec Králové. Procedia-social and behavioral sciences. Czech Republic.
- Gudykunst, W. (2003). *Cross-cultural and intercultural communication*. California states University, Fullerton. SAGE Publications.
- Guthrie, G. (2010). *Basic Research Methods: An entry to Social Science research*. London: SAGE publications.
- Grundy, P. (1993). *Newspapers*. Oxford: Oxford University Press.
- Halpern, D. (1988). *Teaching for critical thinking: Helping College students develop the skills and dispositions of a critical thinker*. American Psychologist. Jossey-Bass Publishers.
- Harmer, J. (1998). *How to teach English*. 1<sup>st</sup> ed. Oxford: Pearson Education, Longman.
- Harmer, J. & Thornbury, S. (2005). *How to teach speaking*. Oxford: Pearson Education, Longman.
- Harmer, J. (2007). *How to teach English*. 6<sup>th</sup> ed. Oxford: Pearson Education, Longman.
- Harmer, J. (2007). *How to teach writing*. 6<sup>th</sup> ed. Oxford: Pearson Education, Longman.
- Hatch, E. & Brown, C. (1995). *Vocabulary semantics and language education*. Cambridge: Cambridge University Press.
- Hedge, T. (2000). Teaching and Learning in the Language Classroom. *Oxford Handbooks for Language Teachers, 5*, pp. 447. Oxford University Press.
- Hedstrom, P. (2004). Generative Models and Explanatory Research. *Inequality: Structures, Dynamics and Mechanisms*. California: Elsevier Ltda.
- Hinkley, E. (2011). *Hangbook of Research in Second Language teaching and Learning*. Vol. II. New York: Routledge.
- Howard, W. & Braun, H. (2009). *Test Validity*. Lawrence Publishers. New York. NY. 10016.

- Howatt, A. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Isaacs, T. & Harding, L. (2017). *Pronunciation assessment*. Language teaching. Cambridge University Press.
- Jacobs, G. (2003). Understanding and implementing the CLT paradigm. *RELC Journal* 34 (1), pp. 5-30.
- Johnson, K. (1998). Communicative methodology. In K. Johnson (eds), *Encyclopedic Dictionary of Applied Linguistics*. Oxford: Blackwell, pp. 68-73.
- Jordan, R. R (1997). *English for Academic Purposes: A Guide and Resource for Teachers*. Cambridge: Cambridge University Press.
- Kaufmann, S. (2005). *The way of the Linguist: A Language Learning Odyssey*. Bloomington, Indiana.
- Laurillard, D. (1994). *Teaching and technology: which leads*. July, pp.5-7. Springer Ltda.
- Levelt, W. J. M. (1989) *Speaking: from intention to articulation*. Cambridge, Massachusetts: The MIT Press.
- Leibniz, G. (1989). *Philosophical papers and Letters*. Kluwer Academic Publishers. London.
- Loaiza., M. (2011). *How can reading authentic material such as short stories, articles and magazines successfully help to teach English in young adult EFL classrooms*. (Tesis de pregrado). Pontificia Universidad Católica del Ecuador, Quito, Ecuador. Retrieved from <http://repositorio.puce.edu.ec/handle/22000/8237>.
- Merrit, A. (2013). *Learn a foreign language for free*. The Telegraph Newspaper. Retrieved from <http://www.telegraph.co.uk>
- Mishan, F. (2015). *Designing authenticity into language learning materials*. Bristol. Intellect.
- Moral, J. (2010). *Why using authentic materials in the EFL 2 classroom? Reasons and Examples*. Retrieved from [www.quadernsdigitals.net/index.php?accionMenu](http://www.quadernsdigitals.net/index.php?accionMenu)
- Musiol, M. (1995). *Comics in the classroom*. Universidad de la Rioja.

- Olshtain & Cohen. (1991). Teaching Speech Act Behavior to Nonnative Speakers. In M. Celce-Murcia (Ed), *Teaching English as a Second or Foreign Language* (pp.154-165). Los Angeles: University of California.
- Oportunidad de becas en el extranjero para ecuatorianos. (31 de Enero 2016). *El Universo*, p.A3. Retrieved from <http://www.eluniverso.com/noticias/2016/01/31/nota/5381536/oportunidades-becas-extranjero-ecuatorianos>.
- Oxford University. (2017). Retrieved from <http://www.oxfordlearnersdictionaries.com>
- Oxford, R. (2001). Integrated skills in the ESL/EFL Classroom. *ERIC Digest*.ESL Magazine.
- Perfetti, C. (1985). *Reading Ability*. Oxford University Press. Cambridge.
- Peacock, M. (1997). *The effect of authentic materials on the motivation of EFL learners*. *ELT journal* 144-156.
- Pyne, J. (2014). *The meaning of communication*. Retrieved from <http://www.evancarmichael.com/library/jonathan-payne/THE-MEANING-OF-COMMUNICATION.html>
- Richard, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Richards, J., & Rodgers, T. (2014). *Approach and Methods in Language Teaching*. Third edition, pp. 81-116. Cambridge University Press.
- Riggenbach & Lazaraton. (1991). Promoting Oral Communication Skills. In M.Celce-Murcia (Ed), *Teaching English as a Second or Foreign Language* (pp.125-136). Los Angeles: University of California.
- Rogers, C. (1988). *Language with a purpose: Using authentic material in the Foreign Language classroom*. Retrieved from <http://www.onlinelibrary.wiley.com>
- Rogers, C., & Medley, F. (1988). Language with a purpose: using Authentic Materials in the Foreign Language Classroom. *Foreign Language Annals*, 21, pp. 467-478.
- Rousseau, D. (1985). *Issues of level in organizational research*. JAI Press. Inc.



- Rosenthal, R., Rosnow, R. & Rubin, D. (2000). *Contrast and Effect sizes in Behavioral Research. A Correlational Approach*. Cambridge University Press.
- Rozaida, A. (2014). Written Language in intermission of Malaysian Learners of English. Pennerbit Universiti Sains Malaysia.
- Santos, B. (2009). *Authentic Materials in English Language classes*. Retrieved from <http://www.linguistics.uoregon.edu>.
- Schafersman, S. (1991). An introduction to critical thinking. Retrieved from: <http://www.freeinquiry.com/critical-thinking.html>
- Scheinkman, J. (2008). *Social interactions*. Princeton University and NBER. Palgrave, Macmillan.
- Schmitt, N. (2000). *Vocabulary language teaching*. Cambridge, Cambridge University Press.
- Segura, R. (2013). The importance of teaching listening and speaking skills. Retrieved from <https://www.ucm.es/data/cont/docs/119-2015-03-17-12.RocioSeguraAlonso2013.pdf>
- Seidhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.
- Silberstein, S. (1994). *“Techniques and resources in teaching Reading”*. Oxford: Oxford University Press.
- Solís., J. (2016). *El uso de material auténtico (periódicos en inglés) en el desarrollo de la destreza de lectura en los alumnos del Centro de Idiomas de la Universidad Técnica de Ambato nivel B1*. (Tesis de pregrado). Universidad Técnica de Ambato, Ambato, Ecuador. Retrieved from <http://repo.uta.edu.ec/bitstream/123456789/23562/1/JAVIER%20SOLIS%20-%20INGLES%20TESIS.pdf>
- Spiegel, M., & Stephens, L. (2009). *Estadística*. (R. Gómez-Castillo, Ed., M. del C. Hano, Trad.). 4<sup>rd</sup> ed. México D.F., México: McGraw-Hill.
- Stuart, K., Newell, A. and Moran, T. (2008). *The psychology of human – computer interaction*. CRC Press. Mahwah, New Jersey.
- Swan, M. (1995). *A critical look at the Communicative Approach*. ELT journal.

- Urteaga, E. (2009). *La teoría de Sistema de Niklas Luhmann*. Retrieved from <http://www.uma.es/contrastes/pdfs/015/ContrastesXV-16.pdf>
- Vasiliev, I., & MCAvoy, J. (2013). *What is a map? The Cartographic Journal*, 119-123. Taylor & Francis Ltda.
- Vygotsky, L. (1978). *Mind in Society*. London: Harvard University Press.
- Walker, N. (2014). Listening: the most difficult skill to teach. *Revista de investigación e innovación en la clase de idiomas*. Manchester Metropolitan University.
- Willins, D. (1972). The linguistics and situational content of the common core in a unit/credit system. Ms. Strasbourg: Council of Europe.
- Wilkins, D. (1976). *National Syllabus*. Oxford: Oxford University Press.
- Wilkins, D. (1983). *Some issues in communicative language teaching and their relevance to the teaching of languages in secondary schools*. Perspectives in Communicative Language. London: Academic Press.
- Williamson, J. (2002). *Decoding advertisements- Ideology and Meaning in advertising*. London.
- Widdowsor, H. (1978). *Teaching Languages as Communication*. Oxford: Oxford University Press.
- Wood, Julia T. (2004). *Communication Theories in Action: An Introduction*. 3<sup>rd</sup> ed. Belmont, CA: Wadsworth.

# **ANNEXES**

## ANNEX 1



### UNIVERSIDAD TECNICA DE AMBATO LANGUAGES CENTER TEFL MASTER PROGRAM

**OBJECTIVE:** Collecting information about implementing of authentic written materials in the teaching – learning process in English language.

#### A SURVEY ADDRESSED TO TEACHERS

**INSTRUCTION:**

- Read carefully each question and mark the answer that you consider is correct according to your criteria.

1.-Do you believe that the textbook used in your classes is enough in the teaching-learning process?

Totally agree   
Agree   
Disagree   
Totally disagree

2.- Do you consider that you need extra material in your classes in order to facilitate your students' English learning?

Totally agree   
Agree   
Disagree   
Totally disagree

3.-Do you consider that by using authentic written materials students could increase their vocabulary?

Totally agree   
Agree   
Disagree   
Totally disagree

4.-Do you think that authentic material will help your students to have more interaction during classes?

Totally agree   
Agree   
Disagree   
Totally disagree

5.- Do you believe that your students can develop a conversation by using the information given in an authentic written material?

Totally agree   
Agree   
Disagree   
Totally disagree

6.- Do you consider that by using extra written material you could improve your students' speaking skill?

Totally agree   
Agree   
Disagree   
Totally disagree

## ANNEX 2



### UNIVERSIDAD TECNICA DE AMBATO LANGUAGES CENTER TEFL MASTER PROGRAM

**OBJECTIVE:** Collecting information about implementing of authentic written materials in the teaching – learning process in English language.

#### A SURVEY ADDRESSED TO STUDENTS

**INSTRUCTION:**

- Read carefully each question and mark the answer that you consider is correct according to your criteria.

1.-Do you believe that the textbook used in classes is enough in the teaching-learning process?

Totally agree   
Agree   
Disagree   
Totally disagree

2.- Do you consider that you need extra material in the classes in order to facilitate your English learning?

Totally agree   
Agree   
Disagree   
Totally disagree

3.-Do you consider that by using authentic written materials you could increase your vocabulary?

Totally agree   
Agree   
Disagree   
Totally disagree

4.-Do you think that authentic material will help you to have more interaction with your classmates during classes?

- Totally agree
- Agree
- Disagree
- Totally disagree

5.- Do you believe that you can develop a conversation by using the information given in an authentic written material?

- Totally agree
- Agree
- Disagree
- Totally disagree

6.- Do you consider that by using extra written material you could improve your speaking skill?

- Totally agree
- Agree
- Disagree
- Totally disagree

## ANNEX 3

### PRE-TEST AND POST-TEST

# S Speaking Parts 1 & 2

#### FAQs

**Q Why do candidates take the exam in pairs?**

A They need to show that they can speak by themselves, and also ask and respond appropriately to questions on simple personal information.

**Q When are candidates assessed?**

A All through the test.

**Q What are candidates assessed on?**

A Grammar and vocabulary, pronunciation and interactive communication. There is also a global mark given by the interlocutor.

**Q What happens if one candidate is stronger than the other?**

A It is not important – candidates are assessed individually and they are not compared.

**Q Does candidates' pronunciation have to be perfect?**

A No, first-language interference is expected and it is not penalised as long as it does not affect communication.

#### Task preparation

The Speaking paper tests real-life skills and so students are preparing for the Speaking test in all of their classes. Here are some specific ideas for preparing for the two parts of the test.

**Part 1**

Part 1 is about giving personal information.

- Put students into small groups and give them a topic from everyday life, such as daily life, interests, family, study and so on. Each student must write one question on that topic, and then ask another member of the group their question. The others listen to the question and answer, and can ask other follow-up questions to the same person if they like. Then the next person asks their question.
- Brainstorm vocabulary around the topic areas and do pronunciation work on key words.
- Give students lots of opportunities to talk about themselves in class.

**Tip:** Tell students to relax and answer the interlocutor's questions as fully as possible. The topic areas will be familiar to them, so they don't need to worry!





## Paper 3: Speaking Overview

<b>How long is the Speaking test?</b>	8–10 minutes
<b>How many parts are there?</b>	2
<b>Who will be in the room?</b>	Normally 2 candidates and 2 examiners. One examiner is an interlocutor and manages the test by asking questions and setting up the tasks. The second examiner is an assessor and does not speak. The assessor gives detailed marks and the interlocutor gives a global mark.
<b>How is the paper marked?</b>	Candidates are assessed throughout the test. The focus of assessment is on their ability to communicate clearly. They do not have to produce completely accurate or fluent language, but are expected to interact appropriately and intelligently.

### **Part 1**

The interlocutor asks each candidate questions in turn.

These are the sorts of question you would expect to ask and answer when meeting someone for the first time, and involve giving personal factual information.

### **Part 2**

The candidates talk to each other.

The interlocutor gives one candidate a card with some information on it, and at the same time gives the other candidate a card with 5 prompt words. The candidate uses these prompt words to ask the first candidate 5 questions about the information on their card.

The information is always factual and non-personal but is related to daily life.

## Sample Test

### PAPER 3: SPEAKING

#### Part 1

**Part 1 5–6 minutes (Personal questions)**

The interlocutor will ask questions to each of the two candidates alternately.

*Some ideas for the kind of social and personal questions that candidates could prepare for are:*

*What's your name, please?*

*Could you spell your surname for me please?*

*Where do you come from?*

*Where do you live?*

*How many brothers and sisters have you got?*

*What time do you go to school in the morning?*

*What's the name of your school?*

*Do you like going to school?*

*What's your favourite subject at school?*

*Where do you do your homework?*

*What sort of music do you like?*

*What do you usually do at weekends?*



## Speaking Part 2

### Task preparation

#### Part 2

In Part 2 candidates interact with each other, not the interlocutor, so they need to develop confidence in asking and answering questions using prompts. The information given is always factual and not personal, which is different from Part 1.

Students are used to answering questions from the teacher, so get them to practise asking questions themselves regularly. You could write a topic on the board (e.g. cinema) and a question word (e.g. when) and ask them to suggest questions that could be made using the word (e.g. when does the film start?).

Students may need help in identifying what question they need to ask from the prompt word. Give out information cards from old sample papers and ask students to think what the questions might have been. Ask them to write down the question word they think was used on the card. Then give out the second card so that they can compare their ideas.

Finding information quickly in a short text or advertisement needs practice. In class, ask students one or two simple factual questions about any texts you use to get them used to finding information quickly.

**Tip:** Students don't need to worry if their partner's question is difficult for them to answer. They should do their best to find the correct information on their card.

**Sample Test**  
**PAPER 3: SPEAKING**  
 Part 2

**Part 2 3 – 4 minutes (Prompt card activity)**

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

**Example**

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

**Candidate A, there is some information about a skateboarding competition. Candidate B, you don't know anything about the skateboarding competition, so ask A some questions about it. Now B, ask A your questions about the skateboarding competition and A, you answer them.**

Candidate A – your answers

Candidate B – your questions

**Skateboarding Competition**  
 for anyone 11 – 15 years old


at  
**Green Park**  
 20 June



**1<sup>st</sup> prize**  
 New Skateboard  
 visit [www.citynews.com](http://www.citynews.com) for more  
 information

**Skateboarding Competition**

- ♦ where ?
- ♦ for children ?
- ♦ date ?
- ♦ website ?
- ♦ what / win ?



There is a variety of acceptable questions which may be produced using this material. For example:

- Where is the competition?
- Is the competition for children?
- What date is it?
- Is there a website address?
- What can you win?

**Sample Test**  
**PAPER 3: SPEAKING**  
Part 2

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a theatre school.

Candidate B, here is some information about a theatre school.  
Candidate A, you don't know anything about the theatre school, so ask B some questions about it. Now A, ask B your questions about the theatre school and B, you answer them.

Candidate B – your answers

Candidate A – your questions

**"Lenny Grade"**




Theatre School  
22 High Street

We'll teach you to act, sing and dance!

Classes 3 to 5 p.m. Every Saturday

Fee: £35 a month

Visit: [www.theatre.com](http://www.theatre.com)

**Theatre school** 

- ◆ name / school ?
- ◆ what / learn ?
- ◆ when / classes ?
- ◆ cost ?
- ◆ address ?

## Annex 4

### Student's-t

### Distribution

#### Apéndice III

Valores percentiles ( $t_p$ )  
correspondientes a  
la distribución t de Student  
con  $\nu$  grados de libertad  
(área sombreada =  $p$ )



$\nu$	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
$\infty$	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.

Table 24: Students'-t distribution

Source: (Spiegel, & Stephens, 2009, p.563)

Annex 5



UNIVERSIDAD TÉCNICA DE AMBATO  
DIRECCIÓN DE POSGRADO  
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

VALIDATION INSTRUMENT (Teacher's survey)

ITEM	Correlation between the objectives, variables and questions from the survey.		COMMENTS	Language usage.			COMMENTS
	Relevant	Not relevant		Very good	Good	Not very good	
1	/		Corrections done	/			Corrections done
2	/			/			
3	/			/			
4	/			/			
5	/			/			
6	/			/			
7	/			/			
8	/			/			
9	/			/			
10	/			/			
Validator information	Name: Viviana Sarona		ID number:	Phone number:			
			1804022304	0994223595			
		Position: Coordinadora Unidad de Posgrado		Date:		15/4/18	

Signature



Annex 6



UNIVERSIDAD TÉCNICA DE AMBATO  
DIRECCIÓN DE POSGRADO  
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

VALIDATION INSTRUMENT (Students' survey)

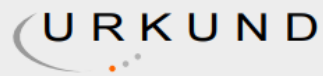
ITEM	Correlation between the objectives, variables and questions from the survey.		COMMENTS	Language usage.			COMMENTS
	Relevant	Not relevant		Very good	Good	Not very good	
1	/		Correlation data	/			Correlation data
2	/			/			
3	/			/			
4	/			/			
5	/			/			
6	/			/			
7	/			/			
8	/			/			
9	/			/			
10	/			/			
Validator information	Name:		ID number:	Phone number:			
	Viviana Basong		1804028304	099 22 3595			
	Position:		Date:				
Coordinadora Unidad Académica		15/4/18					

Signature 





## Annex 7



### Urkund Analysis Result

**Analysed Document:** tesis Mónica Orbea.docx (D40281664)  
**Submitted:** 6/20/2018 6:50:00 PM  
**Submitted By:** xcalero@uta.edu.ec  
**Significance:** 2 %

#### Sources included in the report:

AndreinaGomezReyescambiosEaluadores (1) (1).docx (D40270680)  
<http://doras.dcu.ie/19171/>  
<https://jyx.jyu.fi/dspace/handle/123456789/41235>  
<http://www.readingmatrix.com/articles/berardo/article.pdf>  
<http://repo.uta.edu.ec/bitstream/123456789/23562/1/JAVIER%20SOLIS%20-%20INGLES%20TESIS.pdf>

#### Instances where selected sources appear:

6