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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

ACTIVITIES WITH AUTHENTIC MATERIAL TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR.

Thesis as a previous requirement to obtain the Bachelor’s Degree in Science of Education, English Language Major.

AUTHOR

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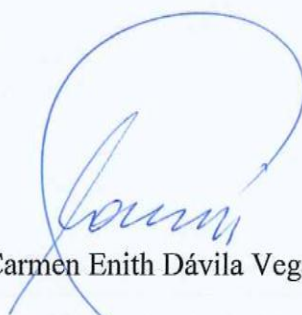
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CERTIFIES:

The present research work entitled **ACTIVITIES WITH AUTHENTIC MATERIAL TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR** under the responsibility of the undergraduate student: MARCELA TATIANA GÓMEZ GONZÁLEZ has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims. –

Loja, September 2nd, 2019



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THE AUTHOR

DEDICATION

This thesis is first dedicated to God for giving me the patience and strength to overcome all the obstacles found in the path throughout all phases of this career. I also dedicate it to my grandparents, who have always encouraged me to achieve my goals; my parents who have been my inspiration to not giving up; and my siblings whose support and love have motivated me to work harder every day.

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THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

ACTIVITIES WITH AUTHENTIC MATERIAL TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR.

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo mejorar el vocabulario en inglés a través de actividades con material auténtico en los estudiantes de noveno año “B” de Educación Básica, sesión vespertina en el Colegio de Bachillerato Beatriz Cueva de Ayora de la ciudad de Loja durante el año escolar 2018-2019. Los métodos requeridos durante esta investigación fueron: el científico, descriptivo, analítico-sintético y el estadístico, que permitieron describir, analizar, representar e interpretar datos cualitativos y cuantitativos y establecer conclusiones. Se aplicaron pruebas y cuestionarios a treinta y tres estudiantes al inicio y al final del plan de intervención. Las pruebas permitieron diagnosticar y recopilar información sobre el conocimiento del vocabulario, mientras que los cuestionarios identificaron su percepción acerca de las actividades realizadas. Los resultados reflejaron una mejora notable en el aprendizaje del vocabulario. En conclusión, estas actividades permitieron a los estudiantes ser más activos, colaborativos y aumentar su entusiasmo por aprender vocabulario.

ABSTRACT

The present research work aimed to improve English vocabulary through activities with authentic material among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year. The methods required during this investigation were the scientific, the descriptive, the analytic-synthetic, and the statistical, which allowed to describe, analyze, represent and interpret qualitative and quantitative data and draw up conclusions. Tests and questionnaires were applied to thirty-three students at the beginning and at the end of the intervention plan. Tests permitted to diagnose and collect information about students’ knowledge of vocabulary, while questionnaires to identify the students’ perception about the activities performed. The results reflected that students achieved a noticeable improvement in learning vocabulary. In conclusion, the use of activities with authentic material let students became more active and collaborative. They increased their enthusiasm in learning vocabulary.

c. INTRODUCTION

Vocabulary is one of the major issues to be investigated in the field of learning a foreign language to comprehend how the language works. It is of great importance to possess suitable vocabulary. Vocabulary improvement is the key that lets learners communicate with other people because the greater amount of words students know, the more opportunities students have to express their ideas. If learners do not understand a significant quantity of the vocabulary in the language that they are reading or hearing, then this language is not comprehensible and therefore cannot be useful for acquisition.

The foremost problems that students face are to comprehend the meaning of the words and make overgeneralizations of them, as a result, they face real problems when communicating in English. At Colegio de Bachillerato Beatriz Cueva de Ayora only a few students have shown comprehension of vocabulary, but most of them face difficulties in many aspects like word formation, meaning, use of cognates and antonyms.

The problems mentioned before have made students feel unmotivated and have inspired the researcher to pursue how Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year.

One way to overcome the students’ issues is to adapt activities using authentic material within the teaching-learning process. These kind of activities promote

students' development of conceptual understanding, vocabulary knowledge and proficiency in all four language domains. Furthermore, authentic materials are used in order to close the language gap between classroom knowledge and real life.

In order to develop this research work, the following objectives were established: to research the theoretical and methodological references about activities with authentic material to improve English Vocabulary among students of ninth year "B" of Basic Education; to diagnose the issues that limit the improvement of English vocabulary; to design an intervention plan based on the application of activities with authentic material in order to improve the English Vocabulary Learning; to apply the most suitable activities with authentic material and finally, to validate the results obtained after the application of activities with authentic material to improve the English vocabulary.

To execute this research, the following methods were indispensable: the *scientific method* which gave order and precision during the study of the resources, and activities to improve vocabulary and the elaboration of the instruments applied in the intervention plan; the *descriptive method* was useful for describing the different stages of the study, the resources used by the researcher and how the implementation of Activities with Authentic Material improved students' vocabulary; the *statistical method* for doing the quantitative statistical analysis of the results obtained from the pre-post tests and the qualitative results from pre-post questionnaires; and finally, the *analytic/synthetic method* for analyzing and interpreting the information obtained.

This work is structured as follows: First, the *Abstract*, which embraces the main objective of the research, the methods, the instruments and the main results and conclusions obtained from data collection. Secondly, the *Introduction*, which includes the contextualization of the central problem, the reasons why the topic was selected, the specific objectives set up, and the methodology followed up. Third, the *Literature Review* which details the information referent to the two variables: activities with authentic material and vocabulary. After that, the *Materials and Methods* section which includes the human, material and technical resources which were indispensable for the research work, the design of the research, methods, techniques and instruments used by the researcher and the population involved. Subsequently, the *Results* section which describes the application of tests and questionnaires are shown through tables and figures with their appropriate interpretation and logical analysis. Later, the *Discussion* section, which includes the major results of the investigation and the reasons why these discoveries are significant. Afterward, the *Conclusions* section, which states the findings and the progress that students had after research was concluded. These conclusions were considered based on the results collected from the tests and questionnaires applied to students. Finally, the *Recommendations*, which are suggestions that were submitted in benefit of future research works.

d. LITERATURE REVIEW

ACTIVITIES WITH AUTHENTIC MATERIAL

Activities with the use of authentic material have become a tool to connect students' background knowledge with the new content. They should be employed as a multifaceted effort to promote students' development of conceptual understanding, vocabulary knowledge and proficiency in all four language domains. Authentic materials let learners be in touch with real resources made by native speakers. These kind of materials also increase students' motivation and better meet the learner's needs.

Charles et al. (2002) suggest the activities: word search, crosswords, personalizing and pair practice using authentic material to help bring the real world into the classroom and expose the students to cultural features to generate a deeper understanding and interest in the topic. Thomas (2014), also remarks that some activities that can be performed with the use of authentic material. For instance, the use of reviews or another printed text to develop games like bingo or jeopardy; the use of menus to perform role plays; recipes to ask and answer some open questions based on facts found into the text; blogs, newspapers and tourism articles to make fill-in-the-blank exercises and finally video clips to think about possible conversations and writing activities related to the movie's characters and plot.

Authentic activities

Authentic activities are the ones that involve learners in situations that deal with natural authentic language use. It is necessary to consider the six guidelines

proposed by Mishan (as cited in Castillo, Insuasty & Jaime, 2017) with respect to the authenticity of the activities: first, tasks must reflect the original communicative purpose, they must be appropriate elicit response to/engagement to the text on which they are based, they should approximate real-life tasks, activate learners' existing knowledge of the target language and culture and finally involve purposeful communication between learners. According to the guidelines listed above, this research focuses not just on using authentic texts, but also on adapting authentic activities that address the needs and interests of students, engaging them in authentic, real-life tasks. These activities are shorten as follows: (a) Contextualized Reading Activities, (b) Mnemonic Activities, (c) Game-Like Activities, (d) Consumer Goods Activities and (e) Photo Vocabulary Activities.

Contextualized Reading Activities

Nagy, Herman & Anderson (as cited in Coady & Huckling, 1997) state that the major way in which the vocabulary learning improves is through activities related to seeking information in context; this is why in the current research reading activities are considered a useful way to teach vocabulary words.

The research made by Coady & Huckling (1997) was carried out through the use of authentic reading and listening texts, and the activities developed ranged from text comprehension to the practice of specific reading and listening skills. The activities varied from (a) *recognition exercises*, which consist of matching, recognizing the meaning of target words, choosing correct pictures/ words and seeing or hearing the target word in L2 and driving its equivalent in L1; (b) *manipulation exercises*, which involves rearranging and organizing given elements;

(c) *interpretation activities* which involve the analysis of meaning of words (collocations, synonyms and antonyms) with classifying, understanding functions and multiple-choice exercises and finally (d) *production exercises* that require that learners produce the words throughout open cloze exercises, finding mistakes, labeling pictures etc. Some of the activities that can be highlighted into the contextualized reading activities are the following: Skim like editors, Context Clues and Headline cloze.

Skim like editors

Skim like editors activity, is a contextualized reading activity that helps learners work with authentic printed text like magazines and newspapers, chosen depending on the level of knowledge of the learners. It focuses on skimming which is an activity that requires an overall view of the text and implies a definite reading competence (Lacouchova, 2006). Skim like editors activity lets students skim the texts looking for specific words learned, underline and write them down after being introduced. It focuses them to work with authentic material, which assures that they lead with authentic language, without letting them get overwhelmed by the complexity of the content.

Context clues

Context Clues is an activity proposed in the research work performed by Vera (2015). This activity makes learners struggle with comprehension. They invariably are encountering different forms of words and phrases used in newspapers, magazines or another printed authentic materials. Learners are able to use context clues that can facilitate reading articles with words in order to accomplish the task

of finding their meaning.

Headline cloze

Vera (2015) also brings up the Headline cloze activity that makes use of newspaper, magazines or another printed text headlines for students to learn how to infer and to read for meaning. It is required to select a number of headlines/titles that contain a recognizable buzzword or trend word, or an interesting or unique keyword.

The contextualized reading activities for the current research work are summarized in Table 1.

Table 1. *Contextualized reading activities*

Authentic materials	Activities
Newspapers ,	Provide newspapers for reading
Magazines,	Underline learned words
Comics,	Scan the text to look for cognates and false
Printed conversations	cognates.
and recipes	Skim information to answer some questions related
Printed Biographies	Look for antonyms on a text

Mnemonic Activities

Mastropieri & Scruggs (as cited in Intan, 2017) state that mnemonic instruction refers to instructional or learning strategies designed specifically to enhance memory. This means that through the use of mnemonics, learners will be able to remember words more effectively and easily. Mnemonics involve linking

unfamiliar information with already known information through the use of visual/ picture or letter /word combinations (Intan, 2017).

The use of mnemonics to teach vocabulary has been applied by different researches. For instance, Brown (1986) throughout the analysis of his data shows that when used in authentic courses of study, mnemonics may have more long-term advantages than assumed in previous literature and proves that using mnemonics with authentic material leads to a successful vocabulary comprehension.

Congos (2011) classifies different types of mnemonic activities that can be done to help students remember words. The classification is the following: (a) music mnemonics, (b) name mnemonic, (c) name of expression mnemonics, (d) model mnemonics, (e) ode or rhyme mnemonics, (f) note organization mnemonics, (g) image mnemonics, (h) connection mnemonics, and (i) spelling mnemonics.

Due to the fact that mnemonics help students remember words in the long term and let them link background knowledge with the new content, the present research has been considered adequate to apply the activities specified in Table 2.

Table 2. *Mnemonic Activities*

Materials	Activities
Real photographs of famous people.	Make note organization mnemonics Make name mnemonics
Printed authentic material	Make ode or rhyme mnemonics Make connection mnemonics

Game – like activities

According to Freeman (as cited in Taheri, 2014) language games encourage real life communication features because learners who are exposed to games are required to exchange thoughts with each other and also they will have the opportunity to obtain instant feedback from their classmates and also their teachers.

Arcentales & Narváez (2013), in their research make students work on crosswords made from the content found in articles which are considered authentic material, taking into account that their goal is to get students' attention and encourage them to not stop using these materials. Peters (2015), also presents the most efficient games and game-like activities applied in his research for teaching English in different age groups. They are the following:

- Find the word, where students listen for a certain word or words and they count their number.
- Gap fill songs
- Physical activities
- Body writing,
- Disco routine
- Noughts and crosses
- Making sentences
- Puzzles (board games), etc.

Despite the fact that games involve students in real life communication, games have been considered an authentic activity to be made along the performance of the intervention plans of this research, taking into account the adaptations required

depending on the age and the abilities of the learners. Table 3. shows the activities selected in this research.

Table 3. *Game-like activities*

Materials	Activities
Dominoes/ bingo cards	Play domino, bingo
Crosswords	Solve crosswords, wordles
Letter soup	Solve letter soups
Photographs	Physical games that includes miming and oral production of words
Board Games	Identify vocabulary and answer questions related to the different topics.

Consumer goods activities

Huang, Tindall & Nisbet (2011) illustrate that these kind of activities show that the need for reading and writing is everywhere. These activities include themes pertaining to shopping, ordering food, labeling and comparing products and another activities made in real life. The authentic materials that can be found to do this activities are diverse and available, that is what makes them an excellent source of reliable instructional activities. Furthermore, Jacobson, Degener & Purcell-Gates (2003) remark that cooking is an important household activity, and one that already involves literacy. Their value and strength is to encourage students to take part in new literacy practices within their day-to-day lives, so the activity becomes very significant for them. Huang, Tindall & Nisbet (2011), also states that the area of

Consumer Goods shows that the need for reading and writing skills is everywhere and that they are an excellent source of authentic instructional materials.

Some of the activities that Huang, Tindall & Nisbet (2011) consider part of consumer goods activities are:

- Read and match words with pictures on menus
- Role play ordering meals, using table manners and paying the bill
- Role play shopping in a flyer
- Identify food and beverages and compare prices from a number of ads
- Read ads and make lists.
- Write a check to purchase designated items.
- Fill out an application for a store bonus card and apply for a card
- Label and read labels on various consumer goods.

Given the classification of the consumer goods activities mentioned before, it implies that all the activities are authentic because they engage students in real aspects of life. Nevertheless, Table 4 illustrates some of the activities to be carried during this teaching-learning process.

Table 4. *Consumer Goods Activities*

Materials	Activities
Menus	Match words with pictures
Printed recipes	Make a recipe.
Real pictures of food	Perform dialogues about real situations
Biographies	Role plays
Realia	Famous characters oral descriptions

Photo vocabulary activities

These activities are focused on increasing students' understanding of new vocabulary words before they had an authentic text to interact with. Through the use of these kind of activities that are basically based on the use of visuals, students can make a list of vocabulary words from the authentic text planned to use during the lesson. After students look for some words, they could keep the list and based on the topic presented by the authentic material, students find images that can be used as an authentic resource to discuss the topic and vocabulary.

Schmidt (as cited in Widiyani, 2017) provides a number of ideas for the use of these kind of activities. They include explaining a photo by proposing alternate scenarios, drawing a scene based on a partner's description while trying to figure out the story, finding photos based on captions written by classmates, proposing the wildest scenario still consistent with a scene, creating dialogs to match a scene, and speculating on why a photo was in the news. . Wright (as cited in Sholihah, 2009), also states that pictures can play a key role in motivating students contextualizing the language they are using, giving them a reference and helping to discipline the activity. Based on what the author mentions, it can be seen that Pictures are useful to focus the students' attention to imagine on what the text says.

Authentic Materials

Authentic Materials have been defined in different ways by many authors. First of all, authentic means that something can be used in ways that they would be used in the lives of learners outside of their education classes (Jacobson, Degener & Purcell-Gates, 2003). Authentic materials refer to oral and written language

materials used in daily situations by native speakers of the language. According to Saraph (2011), authentic materials are used in order to close the language gap between classroom knowledge and real life. Bacon & Finnemann (n.d) comment that these kinds of materials provide the necessary context for appropriately relating to the meaning in the language acquisition process and are regarded as motivators and as a means to overcome the cultural barrier to language learning. Herrera & Murry (2016) remark that authentic activities provide language learners with many opportunities for hands-on involvement through discovery learning.

When students are given the opportunity to read materials that really connect to their lives outside the school, they respond by putting in a real effort (Jacobson, Degener & Purcell-Gates, 2003). Akbari & Razavi (2016), also point out that the authentic texts should be culturally relevant to the students' experience.

Types of authentic materials

Different types of authentic materials can be found to use for academic or nonacademic purposes. Laniro & Mason (2007), in their article categorize authentic materials as print and auditory. Some examples related to print materials are: magazines, newspapers, packings slips, web sites, street signs, coupons, calendars, application sheets, TV guides, food labels, flyers, brochures, report cards, etc. They also illustrate the auditory materials with the following examples: phone messages, radio broadcasts, movies videos, television programs, etc.

There are some kinds of materials that can be found using technology. For example: authentic current event stories are some of the easiest materials to get for the foreign language classroom, thanks to modern technology. Many foreign

language newspapers are available online, so it is easy to access the different articles. The New York Times is an excellent choice for American English, while British English is better sourced via The Independent or The Guardian. On the other hand, authentic videos, can be found in sources like FluentU, which is an online platform that takes real-world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language learning lessons.

Working with Authentic Material

Authentic materials are designed by and for native speakers of the language and they are used in foreign language classrooms as they provide tools to make lessons more realistic. Even though it seems to be adaptable for EFL classrooms, it is necessary to take into account the different level of students' knowledge. Harmer (2007) categorizes the language knowledge of the students as beginner, intermediate and advanced.

Beginners Level

Beginners are those who do not know any English or that are able to communicate in a basic way. In this case, there are many authentic materials that do not require a lot of knowledge. For instance: audio and video advertising, menus, classify ads, short headline type reports, etc. The activities made with those materials must be undemanding and comprehensible for them. Suarez (2013), in his study propose to teach key vocabulary previously so as to avoid anxiety.

Intermediate Level

Students have a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading (Harmer, 2007). These

kinds of students can comprehend more challenging activities. For instance: newspapers, magazines, meals recipes, etc. Learners are exposed to deal with new vocabulary, so, the pre-teaching of it is important.

Advanced Level

Harmer (2007) defines advanced learners as those whose level of English is competent, allowing them to read simplified factual and fictional texts and communicate fluently. In this case, it could be useful to have a few quick definitions of some terms into an article, news, magazines, TV programs audios, etc.

Because of the diversity of students with different knowledge levels and multiple intelligences, it is necessary to adapt some activities with the use of authentic materials to avoid frustration controlling students' affective filter. Herrera (2010), mentions that if an affective filter is high, individuals may experience stress, anxiety, and lack of self-confidence that may inhibit success in acquiring a second language. That is why teachers must struggle with those feelings to motivate students to learn.

Reasons to adapt authentic material

Tynsley & Board (n.d) list some relevant reasons that must be considered to decide to adapt some material before using it in the classroom, these reasons are:

- The grammar structures included in the material are not clear enough or are not appropriated to the level of the students.
- The material contains a number of examples of structures which have been studied in class, but it might be useful to supply the original text with further examples.

- It might be decided to avoid certain grammatical structures if we are more interested in the material that let us introduce new vocabulary.
- More emphasis on the communicative aspect of the material, not on the understanding of the text of them.
- The vocabulary included is too complex or there are too many unknown words that could cause frustration in students.
- The text might be enjoyable, but it could be too easy for the purpose of the lesson. So, it could be required to use supplementary material to introduce new language points.
- The text could tend to be difficult. So, it might be useful to delete certain parts, although it is needful to make sure that the main ideas remain and the students can follow it easily.
- Some texts are too formal, and the students are not likely to read them or use them.
- If the material is to be used as part of an exam, it is essential to adapt it to suit the level the students have reached.
- The text might offend our students.

Ways to adapt authentic material

Halim & Halim (2016) state the following different ways to adapt the material: adding, deleting, modifying, simplifying and reordering.

The notion of addition implies that materials are supplemented by putting more into them while taking into account that it is related with what students should know. Deleting is obviously the opposite process to that of addition, and the two

processes often work together. Modification is the process of changing something in order to improve it or make it more acceptable. Simplifying is one type of modification based on the concept of complexity. Finally, reordering refers to adjusting the sequence of presentation of any content. The last process intervenes most of the time when we use a textbook or guide as material.

Authentic Materials useful for a class.

The key factors to keep in mind to select activities that really make students achieve and get meaningful learning is to select the most appropriate type of material and identify the real purposes of the class. Some of the available materials that can be considered as good resources in the classroom are:

Newspapers and magazines

Newspapers are valuable resources that are very easy to access and are a great source of information. These kinds of materials let students read about new and interesting information, so it undoubtedly helps to motivate their learning. Their didactic use challenges students to deal not only with vocabulary, but also grammar. There are many kinds of language in newspapers (stories, narrative, advertising, letters and reports, among others) and they help develop the aesthetic competence, required by the Common European Framework of Reference for Languages, and which influences our perception of the world (Jacobson, Degener & Purcell-Gates, 2003).

Magazines are periodical publications that contain articles, illustrations, typically covering a particular subject or area of interest. Teenage magazines generally have a few short articles based on thought-provoking subjects which can

really stimulate and motivate learners. The topics that can be found are articles related to National Geographic reports, horoscopes, etc. The word and information search is a type of activity that can be done using this resource, students scan for specific information to answer some questions.

Lancouchova (2006) suggests that the effective use of newspapers and magazines should include a warm up to introduce the topic, a vocabulary development in pairs or small groups and a follow up activity such a discussion , role play or project work.

Classified Ads

Classified ads are forms of advertising which are particularly common in newspapers, online and other sources which may be sold or distributes free of charge. Classified ads are useful resources to teach vocabulary to students because there is a huge amount and diversity of topics that can be found. For instance: advertising related to employment and sales.

Flyers and Brochures

Brochures are informative paper documents that can be folded into a template. They are used to introduce a company, organization, products or services and inform prospective customers or members of the public if the benefits. Flyers and brochures are short texts that usually focus on one issue, and contain helpful advice and important contact information (Jacobson, Degener & Purcell-Gates, 2003). There are many brochures related to holidays, travel and adventures that can be adapted to a lesson plan where students could use their knowledge acquisition to put into practice throughout activities like descriptions.

Job Application

Job applications are paperwork that nowadays people are constantly asked to complete in order to ask for a job. It is an ideal resource to use in the classroom. This authentic material lets students be in touch with real templates that help them move one step closer to real life. A variety of different applications are easily available to the general public. Students can work in groups to identify the information required and fill it down.

Printed Recipes

Printed recipes are accessible online, magazines and printed cookbooks. They are texts that contain different meals. They contain information about the ingredients needed and the procedure to prepare it. If recipes are consulted, they can be photocopied and distributed to each person in the class. This is a perfect opportunity to make students work collaboratively and develop their reading and speaking skills. Special cooking words found in a recipe need to be introduced and followed previously, a good option could be by using a brochure.

VOCABULARY

Neuman & Dwyer (as cited in Alqahtani, 2015) define vocabulary as the total number of words that are needed to communicate ideas and express the speakers' meaning. Vocabulary is the knowledge of meaning of words. What complicates this definition is that words come in at least two forms: oral and print. Knowledge of words also comes in two forms, receptive and productive (Hierbert & Kamil, 2005). There is a constantly change in vocabulary. For instance, McCarthy, O'Keeffe & Walsh (2010) illustrate that it is caused by the use of Internet and SMS

(Short Message Service) - or text messaging - via mobile phones. Through social networking sites, blogs and SMS, because people write to people in pseudo-real time, and what people write is often closer to spoken rather than written language.

Mastery of words

Celce, Brinton, & Snow (2014) state that there are many words to know and details to understand about each of them, and suggest that the knowledge of those words includes the mastery of the word's meaning, written and spoken form, grammatical behavior, collocations, register, associations and frequency.

- Meaning: it is related to what a word means and if there are multiple meanings or connotations.
- Written form: it is referred to how the word is spelled
- Spoken form: it talks about how a word sounds and is pronounced.
- Grammatical behavior it means in what patterns the word occurs
- Collocations: it is related to what words are often used before or after the word
- Register: it categorizes the words in formal or informal.
- Associations: It is referred to how a word relate to others and what words could we use in place of another ones
- Frequency: it implies that if a word is common, rare or old fashioned

Folse (2008) also suggests to consider polysemy as one of the biggest challenges that includes the mastery of words. This refers to single words, set phrases, variable phrases, phrasal verbs, or idioms often have multiple meanings. Additionally, Thornbury (2002) includes synonyms and antonyms as a useful defining function

and a convenient teaching resource. Antonyms are defined as words with opposite meanings. Also, Molnar (as cited in Gholami, Alaviia & Izadpanah, 2015) considers it useful to teach students to draw on their cognate knowledge, which can serve as a means of figuring out the meanings of new English words.

The findings from the authors mentioned above, let this research work choose the following mastery of words: word formation, meaning, antonyms, cognates and false cognates to contribute effectively to the improvement of vocabulary.

Types of vocabulary

Hierbert & Kamil (2005) categorize vocabulary as receptive vocabulary - which can be understood or recognized - and productive - the vocabulary that can be used at the time to write or speak.

Harmer (2007) states the difference between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Receptive Vocabulary

Receptive vocabulary involves words that learners recognize and understand when they are used in context, but which they cannot be produced. It is vocabulary that learners recognize when they see or meet in reading texts.

Productive Vocabulary

Productive vocabulary includes the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It is needed the

ability to speak or write at the appropriate time.

Chapelle & Hunston (n.d) state that the receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves the wish to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.

Teaching Vocabulary

Teaching vocabulary is an important phase of teaching English as a foreign language. The curriculum in Ecuador is based on the communicative language teaching approach, so it is highly demanded that learners acquire as extensive a vocabulary as possible. Nunan (2015) quotes eight fundamental questions that are required to be taken into account when making decisions about the teaching of vocabulary. The questions are the following:

- How many words provide a working vocabulary in a foreign language?
- What are the best words to learn first?
- In the early stages of learning a second or foreign language, are some words more useful to the learners than others?
- Are some words more difficult to learn than others? Can words be graded for ease of learning?
- What are the best means of retaining new language?
- Is it most practical to learn words as single items in a list, in pairs (for example, as translation equivalents) or in context?

- What about words which have different meanings? Should they be avoided?
If not, should some words be isolated for learning first?
- Are some words more likely to be encountered in spoken rather than written discourse?

On the other hand, four issues are particularly persistent in discussions among vocabulary instruction. For instance:

- The number of words that should be taught,
- The particular words that should be taught,
- The vocabulary learning of two groups of students—English-Language Learners and potentially at-risk students, and the role of independent reading in vocabulary learning.

Nunan (2015) mentions some key principles to keep in mind at the time to teach vocabulary:

- Introduce new vocabulary in context. - Depending on the learning stages of learners, it could be useful to write target words on flashcards for beginners or the use of casual conversation for higher levels.
- Focus on the Most Useful Vocabulary First. - It is important to keep a word list of useful words for students to learn.
- Teach Learners Strategies for Vocabulary Acquisition so that They Can Continually Add to their Repertoire

William (2015) also cites other important general principals to think about:

- Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new word
- Ensure that students hear the correct pronunciation of the word and practice saying it aloud.
- Teach word parts – root words, base words, prefixes, and suffixes that students will encounter frequently
- Identify examples/applications and nonexamples/nonapplications related to the meaning of the new word
- Help students connect new vocabulary to something with which they are already familiar
- Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and recognize specific bits of information that clarify its broader, more general core idea
- Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

Herrera (2010) suggests when selecting target vocabulary, consider the type of vocabulary words being identified that directly affects CLD students. That is why

it is essential that teachers know about students' biographies and that teachers delve into students' funds of knowledge, prior knowledge, and academic knowledge.

Techniques in Teaching Vocabulary

Some of the techniques stated by Harmer (2007), Alqahtani (2015) and Chapelle & Hunston (n.d) are:

- Using actions, objects, pictures or diagrams
- Contrasting the words with their opposites
- Defining in the second language to make students interpret the definitions
- Miming and using gestures
- Guessing from contexts
- Eliciting
- Making associations
- Researching for the meaning of the words

Teaching Vocabulary with Authentic Material

Authentic materials are focused on social purposes in a community, so it is made by native speakers in English. This kind of material can be used in a classroom as a resource to make students improve their various language skills. There are many authors that support the use of this type of material in order to motivate students by exposing them to real information which offers real language that is well contextualized and culturally pertinent. The activities than can be applied with students using the materials mentioned before let them develop some reading skills like scanning and skimming texts. Furthermore, they help students to extend their

vocabulary because they contain a variety of text that it is not found in unauthentic teaching material like books. The use of this material also encourages students to develop their speaking skills and to use their background knowledge as a base of learning.

e. MATERIALS AND METHODS

Materials

For the development of this research work several human, material and technical resources were indispensable to take into account. The human resources included the researcher who was the responsible to apply and execute the intervention plan, 33 students of ninth year “B” who worked successfully on the different activities related to vocabulary and the English teacher who was the person that supported the classes executed by the researcher when required. On the other hand, the material resources included authentic material like: magazines, newspapers, comics, printed conversations and recipes, board games, photographs and realia; office supplies were also required as paper to print the worksheets designed by the researcher. Finally, the technical resources used to develop the research were a computer and internet to investigate all the essential information for designing and implementing the intervention plan and an USB thumb drive to keep information useful for the investigation.

Design of the research

The present research work was established on the guidelines proposed by Ferrance (2000) who defines Action Research as the process in which educators examine their own educational practice systematically and carefully, using the techniques of research. Furthermore, the author also states that Action Research consists not only of learning more about a topic or a problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve.

Based on what the author states, the process of this action research included a phase of observations with the purpose of identifying the main problems students of ninth year at Colegio de Bachillerato Beatriz Cueva de Ayora faced in relation to vocabulary learning. The design and execution of an action plan, which consisted on the use of activities with authentic material to improve students vocabulary knowledge. Finally, analyze the findings gotten with the aim of measuring the improvement of students' vocabulary knowledge.

Methods

In order to achieve the goals set up in this research work, the following general methods were required:

The *Scientific Method* facilitated the study of appropriate resources and activities to improve vocabulary learning. Besides, it favored the elaboration of the instruments applied in the intervention and supported the analysis and interpretation of the results. The *Descriptive Method* was the method that helped the researcher with the description of how students worked with activities with authentic material, at the beginning, during and after the intervention plan. Furthermore, this method aided to explain how the implementation of Activities with Authentic Material improve vocabulary learning in students. Moreover, it served to describe the results obtained from the pre and post intervention. The *Analytic-synthetic Method* was used to analyze and interpret the results gathered from the observation sheets, field notes, tests and questionnaires. It also helped to draw up the conclusions. Finally, the *Statistical Method* was useful as a guideline to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires. It also helped to tabulate the information and show the results in tables and figures.

Techniques and Instruments

To develop this research, tests, questionnaires, observation sheets and field notes were designed and applied at the beginning, during and after the application of the intervention plan in order to collect data.

Tests

Two tests were used: a pre-test and a post-test. The pre-test contained four kind of questions that refer to matching, selecting completing and labeling. The pre-test was applied to diagnose the students' knowledge related to vocabulary and it took place at the beginning of the intervention plan. The post-test was applied at the end of the intervention plan in order to get information about the students' progress on vocabulary learning.

Questionnaires

Two questionnaires were used: a pre and a post questionnaire. Both contained a set of frequency questions that provided the researcher qualitative data. The pre-questionnaire was used to get information related to the students' perception about the use of activities applied into their classes, meanwhile, the post-questionnaire was applied to gather information related to the students' apprehension about the use of activities with authentic material applied into the class to improve their vocabulary learning at the beginning, and at the end of the intervention plan.

Observation Sheets

The observation sheets were used by the researcher to collect information about students' progress and performance in vocabulary learning focused on word

formation, meaning, antonyms, cognates and false cognates through the application of Activities with Authentic Material.

Field Notes

Field notes permitted the researcher record important details that occurred during the development of each lesson and helped to write up the findings during the intervention, relevant events during the observation or particular situations that happened with the students. These notes were used as evidence to give support to the presentation of results.

Population

The students of ninth year “B” of Basic Education at Beatriz Cueva de Ayora participated in this investigation. They were fourteen boys and nineteen girls who were all about eleven to thirteen years old.

f. RESULTS

This section details how the objectives were achieved.

- The first objective was fulfilled through the research of theoretical references that contain information about vocabulary learning, the use of activities with authentic material and how these activities are applied. These references were the support to design the intervention plan, analyze and interpret the results and make the final recommendations.
- The second objective was accomplished with the results gotten from the application of the pre-test, which allowed the researcher to diagnose students' difficulties in learning vocabulary. The results are illustrated in Table 1.
- The third objective was mastered through the design of the intervention plan, which was carried out during two months. It consisted of eight lessons, five different activities with authentic material which were developed following the three following phases: activation, connection and affirmation.
- The fourth objective was accomplished with the pre and post questionnaire results, which are presented in Tables from 2 to 7.
- The fifth objective was attained with the post-test results, which allowed to verify the students' progress on vocabulary learning and the effectiveness of the application of activities with authentic material. The results are presented in Table 7.

Pre Test Results

Objective two: To diagnose the issues that limit the improvement of English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-Test Scores of Ninth Year "B" Students in Vocabulary Aspects

Students' Code	WF	M	A	CF	SCORE
	/2	/2	/4	/2	/10
CBBCA 9C01	1.00	2.00	2.50	1.00	6.50
CBBCA 9C02	1.25	2.00	2.50	1.00	6.75
CBBCA 9C03	1.50	2.00	3.00	1.00	7.50
CBBCA 9C04	1.50	2.00	2.00	2.00	7.50
CBBCA 9C05	1.25	2.00	2.50	1.00	6.75
CBBCA 9C06	0.25	1.00	0.50	0.00	1.75
CBBCA 9C07	1.25	2.00	1.50	0.50	5.25
CBBCA 9C08	1.50	2.00	3.50	2.00	9.00
CBBCA 9C09	1.75	2.00	3.50	1.00	8.25
CBBCA 9C10	0.75	2.00	3.50	1.00	7.25
CBBCA 9C11	1.00	2.00	1.00	0.00	4.00
CBBCA 9C12	1.50	2.00	2.00	1.00	6.50
CBBCA 9C13	0.00	0.50	0.50	1.00	2.00
CBBCA 9C14	0.50	2.00	2.00	1.00	5.50
CBBCA 9C15	1.00	2.00	2.00	1.00	6.00
CBBCA 9C16	0.50	1.00	2.50	1.00	5.00
CBBCA 9C17	0.75	2.00	1.50	1.50	5.75
CBBCA 9C18	1.75	2.00	2.00	0.00	5.75
CBBCA 9C19	0.50	2.00	1.00	2.00	5.50
CBBCA 9C20	0.75	2.00	3.00	0.00	5.75
CBBCA 9C21	1.50	2.00	2.50	1.00	7.00
CBBCA 9C22	0.75	2.00	3.00	1.00	6.75
CBBCA 9C23	1.25	2.00	3.00	2.00	8.25
CBBCA 9C24	0.75	2.00	1.50	0.00	4.25
CBBCA 9C25	1.25	2.00	2.50	1.00	6.75
CBBCA 9C26	1.00	2.00	3.50	1.00	7.50
CBBCA 9C27	1.50	2.00	3.00	0.00	6.50
CBBCA 9C28	0.25	2.00	0.50	1.00	3.75
CBBCA 9C29	0.25	2.00	0.50	1.00	3.75
CBBCA 9C30	0.75	2.00	0.50	1.00	4.25
CBBCA 9C31	1.50	2.00	1.50	1.00	6.00
CBBCA 9C32	0.75	2.00	2.50	1.00	6.25
CBBCA 9C33	1.25	2.00	1.00	1.50	5.75
MEAN	1.00	1.89	2.08	0.94	5.90

Note. CBBCA = Colegio de Bachillerato Beatriz Cueva de Ayora, 01= Students' code, WF= Word Formation M= Meaning, A=Antonyms, CF= Cognates and False Cognates.

b. Interpretation and Analysis

Based on the information obtained in table 1, students attained the total mean score of 5.9/10, which was a below average qualitative score range students gathered in vocabulary learning (see scale, pg. 131). However, the highest mean score was 1.89/2 in the aspect of meaning, which shows that students identify the meaning of words by looking at pictures and inferring meaning in a text, but it is hard for them to recognize the meaning of a word by reading it without any visual support. On the other hand, the lowest mean score of 0.94/2 was reached in the cognates and false cognates aspect. This reflected that students did not know what cognates and false cognates are, and they associated the meaning of words in English that seem to be equivalent to Spanish meaning. Even though students' strength is identifying the meaning of the words by looking at some visuals. It is evident that the major problems students had in learning vocabulary is the comprehension of the meaning of false cognates, the spelling and formation of words and finding the opposite of adjectives

Celce, Brinton, & Snow (2014) state that there are many words to know and details to understand about each of them, and suggest that the knowledge of those words includes the mastery of the word's meaning, written and spoken form. Additionally, Thornbury (2002) suggests that synonyms and antonyms are a useful defining function and a convenient teaching resource and finally, Molnar (as cited in Gholami, Alaviia & Izadpanah, 2015) considers it useful to teach students to draw on their cognate knowledge, which can serve as a means of figuring out the meanings of new English words.

Comparison of the Pre and Post Questionnaire Results

Objective four. To apply the most suitable activities with authentic material in order to improve English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.

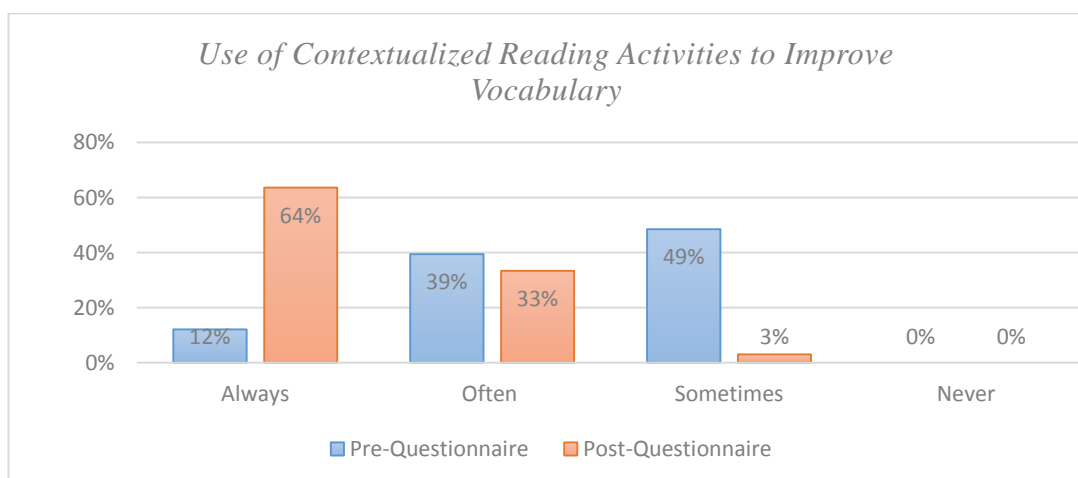
Question 1: How often does the teacher use Contextualized Reading Activities to improve your vocabulary?

a. Table 2

Use of Contextualized Reading Activities to Improve Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	4	12	21	64
Often	13	39	11	33
Sometimes	16	49	1	3
Never	0	0	0	0
TOTAL	33	100	33	100

b. Figure 1



c. Interpretation and Analysis

Results in table 2, show that several students (49%) indicated that contextualized reading activities were sometimes applied in their English classes. This means that students have not been provided with enough opportunities to work on reading activities. The few activities they developed did not contribute to increase and improve their vocabulary knowledge. However, after applying the intervention plan, 64% of students manifested that they were always exposed to many contextualized reading activities using authentic material during the development of their classes, and that these activities facilitated them to gain confidence in participating as well as comprehending the use of complex vocabulary. According to Nagy, Herman & Anderson (as cited in Coady & Huckling, 1997), the major way in which the vocabulary learning improves is through activities related with seeking information in context; this is why in the current research reading activities are considered a useful way to teach vocabulary words.

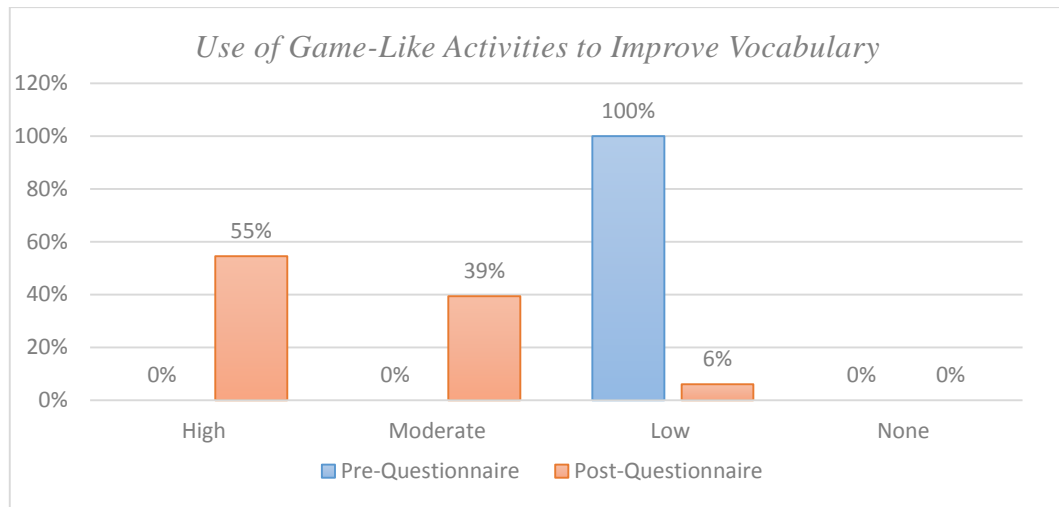
Question 2: To what extent do you consider that your teacher uses Game Like Activities created authentically to improve your vocabulary?

a. Table 3

Use of Game Like Activities to Improve Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
High	0	0	18	55
Moderate	0	0	13	39
Low	33	100	2	6
None	0	0	0	0
TOTAL	33	100	33	100

b. Figure 2



c. Interpretation and Analysis

The findings in Table 3 show that all the students (100%) pointed out that Game-Like Activities were used to a low extent in order to improve their vocabulary learning, which means that students were not given enough opportunities to practice and use words in different situations through games that motivate them to learn vocabulary, comprehend meaning of vocabulary and interact one another. But, after the intervention, 55% of the students pointed out that Game-Like Activities were highly used in at high extent. Students said that these activities encouraged them to feel interested and motivated to learn new words and to work collaboratively with their classmates. According to Freeman (as cited in Taheri, 2014), language games encourage real life communication features because learners who are exposed to the games are required to exchange thoughts with each other and also have the opportunity to obtain instant feedback from their mates and also their teacher.

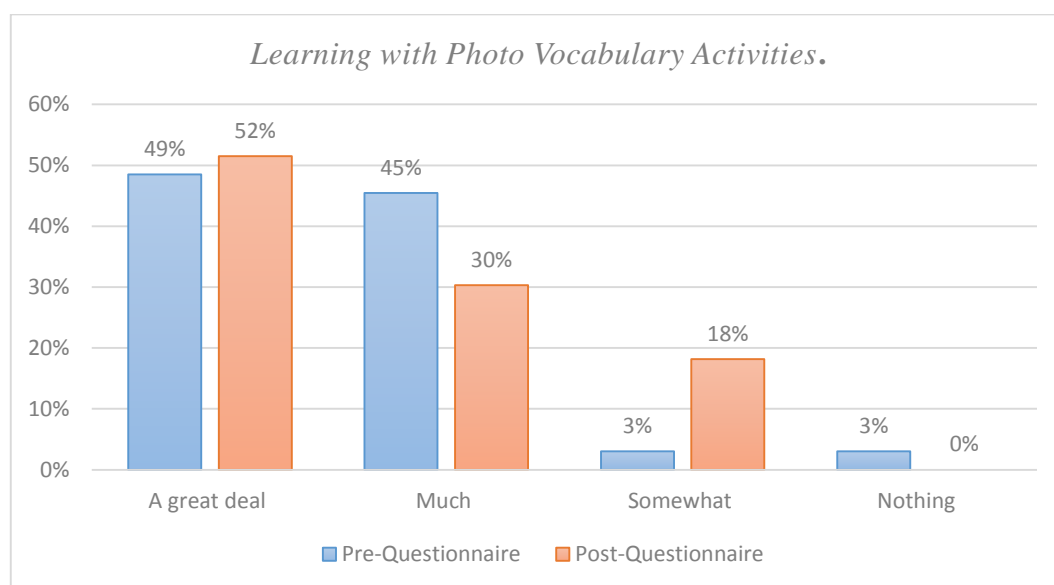
Question 3: How much do you learn when your teacher applies Photo Vocabulary Activities with real photographs in the English classes?

a. Table 4

Learning with Photo Vocabulary Activities.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A great deal	16	49	17	52
Much	15	45	10	30
Somewhat	1	3	6	18
Nothing	1	3	0	0
TOTAL	33	100	33	100

b. Figure 3



c. Interpretation and Analysis

The results illustrated in Table 4, demonstrate that 49% students affirmed that through the use of photo vocabulary activities, they learned a great deal. This reflects that students worked with activities like making lists of words, identifying vocabulary and developing other activities associated with the use of visuals. But, after the

intervention, no significant differences were found; 52% of students still indicated that the use of photo vocabulary activities with authentic material was useful to improve their learning, getting them engaged, gaining confidence and improving comprehension of the meaning of the vocabulary words. These findings support previous researches indicated in Wright (as cited in Sholihah, 2009), who states that pictures can play a key role in motivating students contextualizing the language they are using, giving them a reference and helping to develop the activity.

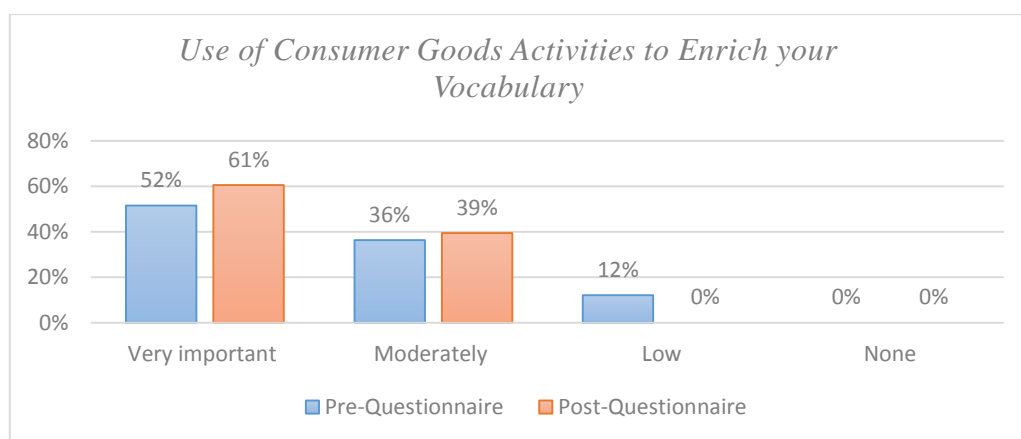
Question 4: How important do you think it is to use Consumer Goods Activities to enrich your vocabulary?

a. Table 5

Use of Consumer Goods Activities to Enrich Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	17	52	20	61
Moderately	12	36	13	39
Low	4	12	0	0
None	0	0	0	0
TOTAL	33	100	33	100

b. Figure 4



c. Interpretation and Analysis

The results in Table 5, indicate that before the intervention, 52 % of students thought that the use of consumer good activities is very important to enrich their vocabulary. It means that students make activities that included themes related to their personal life. However, after the intervention, 61% of students considered that consumer goods activities were very important to enrich their vocabulary. They also thought that these activities supported them to personalize and share information one another using the adequate vocabulary words. According to Huang, Tindall & Nisbet (2011), the area of Consumer Goods shows that the need for reading and writing skills is everywhere and that they are an excellent source of authentic instructional materials.

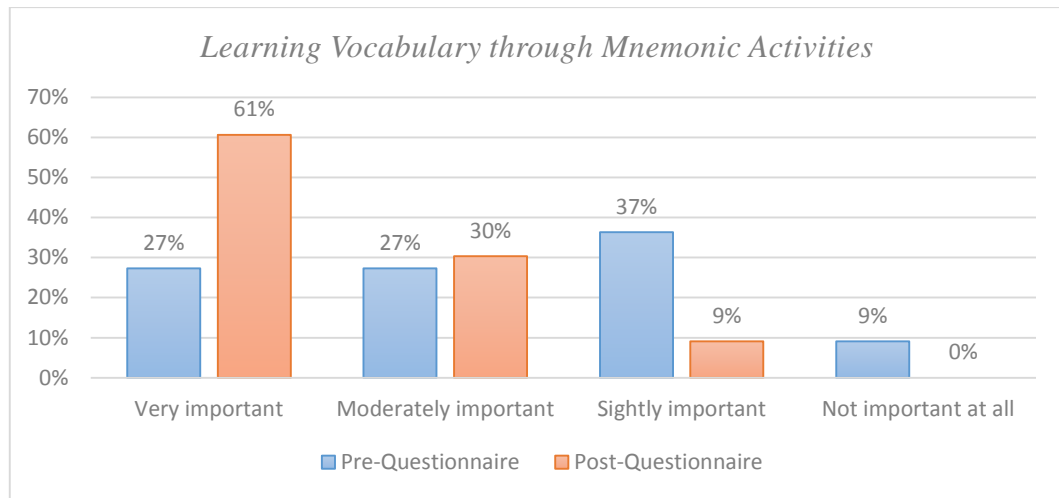
Question 5: How important is it for you to learn vocabulary through mnemonic activities?

a. Table 6

Learning Vocabulary through Mnemonic Activities

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	9	27	20	61
Moderately important	9	27	10	30
Slightly important	12	37	3	9
Not important at all	3	9	0	0
TOTAL	33	100	33	100

b. Figure 5



c. Interpretation and Analysis

The data collected from this question revealed that several students (37 %) considered slightly important to learn vocabulary through mnemonic. Based on the results, it is obvious that learners did not know how really important these activities are for improving their vocabulary. But after the intervention plan, the results changed positively making students perceive the importance of developing mnemonic activities in order to improve their learning. The results reflected that 61% of students considered that mnemonic activities based on authentic material are very important to learn vocabulary, which shows that students changed their attitude to learn. Mnemonic Activities aided them to link unfamiliar information with prior knowledge through the use of visuals, letters or word combinations making them feel comfortable and engaged to the topics during the development of the activities. Brown (1986) states mnemonics may have more long-term advantages than assumed in previous literature and proves that using mnemonics with authentic material leads to a successful vocabulary comprehension.

Post Test Results

Objective five: To validate the results obtained after the application of activities with authentic material to improve the English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.

a. Table 7

Post-Test Scores of Ninth Year "B" Students in Vocabulary Aspects

Students' Code	WF	M	A	CF	SCORE
	/2	/2	/4	/2	/10
CBBCA 9C01	2.00	1.00	4.00	2.00	9.00
CBBCA 9C02	1.50	2.00	4.00	2.00	9.50
CBBCA 9C03	1.50	2.00	4.00	2.00	9.50
CBBCA 9C04	1.75	2.00	4.00	2.00	9.75
CBBCA 9C05	1.75	2.00	4.00	2.00	9.75
CBBCA 9C06	0.25	2.00	4.00	2.00	8.25
CBBCA 9C07	1.50	1.00	4.00	2.00	8.50
CBBCA 9C08	1.75	2.00	4.00	2.00	9.75
CBBCA 9C09	1.50	2.00	4.00	2.00	9.50
CBBCA 9C10	2.00	2.00	4.00	2.00	10.0
CBBCA 9C11	1.25	2.00	4.00	2.00	9.25
CBBCA 9C12	1.75	2.00	4.00	2.00	9.75
CBBCA 9C13	1.00	2.00	4.00	2.00	9.00
CBBCA 9C14	1.00	1.00	2.50	1.00	5.50
CBBCA 9C15	1.50	1.00	4.00	2.00	8.50
CBBCA 9C16	1.50	2.00	4.00	1.50	9.00
CBBCA 9C17	1.00	2.00	4.00	2.00	9.00
CBBCA 9C18	1.25	2.00	4.00	2.00	9.25
CBBCA 9C19	1.50	2.00	4.00	2.00	9.50
CBBCA 9C20	0.50	1.00	4.00	1.50	7.00
CBBCA 9C21	1.75	1.00	4.00	2.00	8.75
CBBCA 9C22	1.25	2.00	4.00	2.00	9.25
CBBCA 9C23	2.00	2.00	4.00	2.00	10.0
CBBCA 9C24	0.75	2.00	4.00	2.00	8.75
CBBCA 9C25	1.50	2.00	4.00	2.00	9.50
CBBCA 9C26	2.00	2.00	4.00	2.00	10.0
CBBCA 9C27	0.75	2.00	3.00	0.00	5.75
CBBCA 9C28	1.25	2.00	2.50	2.00	6.50
CBBCA 9C29	1.75	2.00	3.50	2.00	9.25
CBBCA 9C30	1.00	2.00	2.00	1.50	6.50
CBBCA 9C31	1.75	2.00	4.00	2.00	9.75
CBBCA 9C32	1.25	2.00	4.00	2.00	9.25
CBBCA 9C33	1.75	2.00	3.50	2.00	9.25
MEAN	1.41	1.91	3.79	1.86	8.97

Note. CBBCA = Colegio de Bachillerato Beatriz Cueva de Ayora, 01= Students' code, WF= Word Formation M= Meaning, A=Antonyms, CF= Cognates and False Cognates.

b. Interpretation and Analysis

As it can be seen in Table 7, students attained the total mean score of 8.97/10, which indicates that students achieved an average qualitative score range (see grading scale, pg.131). Nevertheless, the highest score mean gathered was 3.79/4 in the aspect of antonyms, which shows that students identified the meaning of adjectives and their antonyms by labeling pictures and identifying words in a printed text. In contrast, the lowest score mean of 1.41/2 was reached in the word formation aspect. Even though students increased their score in this aspect, spelling is still a difficult task for them to improve successfully. Students overcame their lack of vocabulary knowledge in all aspects. Students' improvement in vocabulary was noticeable and the activities with authentic material had the expected level of effectiveness.

As Stahl (2005) states, vocabulary knowledge is the understanding of a word and it not only implies a definition, but also how that word fits into the world. Vocabulary is the key for communicating successfully with other people and it is important for them to quickly build up a large collection of words.

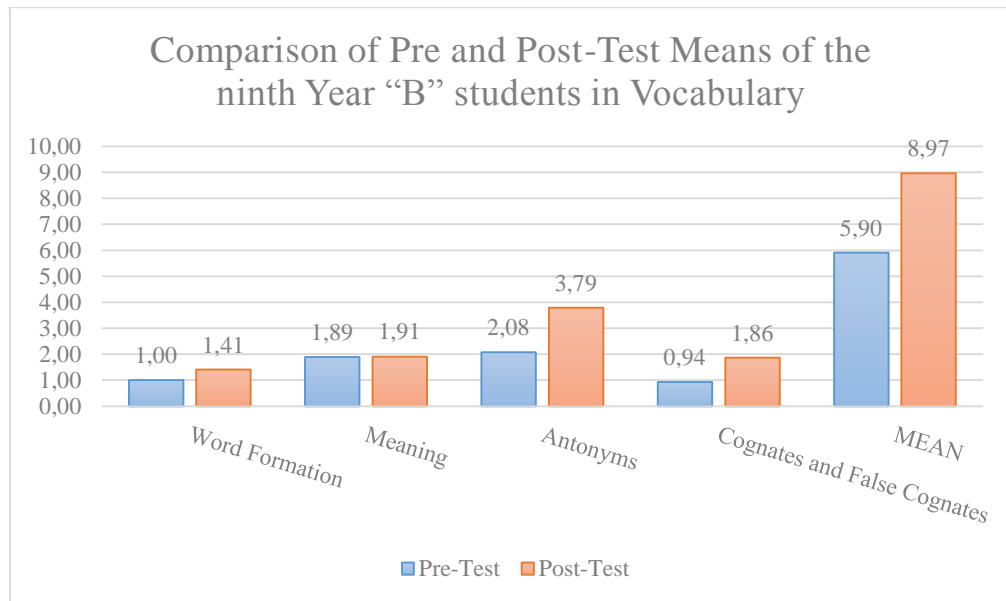
Comparison of Pre-Post Test Means

Table 8.

Comparison of Pre and Post-Test Means of the ninth Year "B" students in Vocabulary

Aspects	Pre-Test	Post-Test
Word Formation	1.00	1.41
Meaning	1.89	1.91
Antonyms	2.08	3.79
Cognates and False Cognates	0.94	1.86
MEAN	5.90	8.97

Figure 6.



Observing the results in table 8 and figure 6, it can be interpreted that the activities with authentic material applied during the development of this research work, aided students to improve their vocabulary learning, which is visible in the increase between the pre-test mean score of 5.9/10 and the post-test mean score of 8.97 out of 10. The mean scores for each vocabulary aspect were: 1.00 for word formation, 1.89 for meaning, 2.08 for antonyms, and 0.94 for cognates and false cognates. It is evident that students' weaknesses changed positively after the intervention. As it can be seen, they achieved a noticeable improvement in antonyms, but students' enhancement in the word formation aspect was not successful at all. The evidence showed makes clear that the performance of activities with authentic material was suitable to help students to overcome their difficulties in learning vocabulary.

g. DISCUSSION

The application of Activities with Authentic Material as a cognitive strategy to improve vocabulary among ninth-year B students at Colegio de Bachillerato Beatriz Cueva de Ayora of the city of Loja during the 2018 – 2019 school year, allowed students to attain a significant improvement in vocabulary. This improvement is visible in the increase of the students' total mean scores from the pre-test that was 5.90/10 to the mean score of the post-test, which total score mean was 8.97/10. These results highlight the positive impact that this cognitive strategy caused on students learning. According to Herrera (2010), it is advisable to associate the correct activities or material to help students get effective vocabulary instruction. Based on that, authentic materials let learners be in touch with real sources which contain English authentic words made by native speakers to experience real life. Extensive results carried out show that these kinds of activities with authentic material also increase students' motivation and better meet the learner's needs.

The pre-test results showed that students had problems in all vocabulary aspects evaluated: word formation, meaning, antonyms, cognates and false cognates. In the case of word formation, students had difficulty at the time to identify the spelling of words and they were not able to write words correctly by themselves. Similarly, in the meaning aspect. It was so difficult for them to understand the meaning of some words in context. In antonyms, students strongly ignored the meaning of adjectives and their opposites. Finally, in cognates and false cognates, the results reflected that students struggled to interpret the meaning of them. They related the

meaning of words with the ones that have similar spelling in Spanish. The results pointed out that the learners improved their vocabulary knowledge in all its aspects. They can guess the meaning of adjectives and their antonyms successfully.

At the beginning of the intervention plan, students did not know what authentic material is, they only used to memorize the vocabulary and make translations into their L2. Students' attitude and perception toward the implementation of activities with authentic material was not negative at all, they realized which was the main objective of the application of these activities. While the intervention, the students' attitude was definitely positive, they showed interest in working on this kind of activities, and they worked actively and cooperatively. Then, they progressively showed advance in writing vocabulary. At the end, students felt more confident, secure, and free to perform the vocabulary activities. Likewise, students showed expertise using activities with authentic material to work on to develop vocabulary as it is verified with the final results.

Further, during this research work some strengths and difficulties came up which facilitated and stopped the students' progress. The strength was that students were pleasant finding simple information from texts, and the most relevant difficulty students faced was that some activities took too much time to be developed; because of the variety of the students' knowledge levels. Also, it was a little difficult to monitor all speaking activities due to the number of students in the classroom.

Using Activities with Authentic Material as a cognitive strategy granted considerably to attain the general objective set by the researcher, which was to improve the learning of English Vocabulary. Activities with Authentic Material

facilitated students learn and use the vocabulary in real contexts due to the fact that authentic activities are the ones that involve learners in situations that deal with natural authentic language use. The material contained English authentic words written by native speakers. These activities improved students' knowledge as it was verified in the findings obtained from the post tests and questionnaires.

h. CONCLUSIONS

- Students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora faced many difficulties in identifying the correct meaning of words, specially cognates and false cognates. They also struggled to give the opposites of adjectives. Another problem was in the correct spelling of words due to the fact that teachers used to apply a very limited number of strategies to develop students’ vocabulary. The study of vocabulary is focused on three basic activities as: memorization, translation and repetition. This situation evidently limits the improvement of the students English Vocabulary learning.
- The use of Activities with Authentic Material as a cognitive strategy generates interest in improving students’ vocabulary. These activities noticeably overcame the students’ limitations in using the vocabulary. Students not only improved their learning outcomes, but also, they felt motivated when the teacher makes them use authentic material for the classes. Students also reinforced their learning, increased their group work abilities and developed their communicational skills
- The use of Activities with authentic material were effective to improve students’ vocabulary. Students achieved a noticeable progress in learning how to use the new words. They became more active, collaborative and they increased their enthusiasm in learning vocabulary.

i. RECOMMENDATIONS

- Teachers should diagnose students' knowledge of English vocabulary through formal or informal evaluations. They should consider the different students' learning styles and identify their students' weaknesses and strengths during the teaching-learning process for planning activities and strategies to overcome the difficulties that limit the students' progress on learning vocabulary.
- Teachers should implement activities with authentic material in the classroom to make students practice and improve their vocabulary, not only to increase the students' academic scores, but also their motivation and enthusiasm in the improvement of English vocabulary.
- Teachers should explain to their students about the application and importance of developing activities with authentic material to familiarize them with the activities and the material used during their classes. Additionally, teacher also should provide the necessary feedback about the development of the activities when it is required by the students during the teaching – learning process.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

THEME

ACTIVITIES WITH AUTHENTIC MATERIAL TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR.

Thesis Project as a previous requirement
to obtain the Bachelor’s Degree in
Science of Education, English Language

AUTHOR

MARCELA TATIANA GÓMEZ GONZÁLEZ

**LOJA -ECUADOR
2019**

a. THEME

ACTIVITIES WITH AUTHENTIC MATERIAL TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

Colegio de Bachillerato Beatriz Cueva de Ayora high school with AMIE code 11H00007 (Master File of Educational Institutions), is located in Loja City, province of Loja. This institution was founded in 1954 and it had a number of transformations since its foundation.

First, on November 23rd, 1954 according to decree 427 was created as a female school with the first course of studies of baccalaureate in modern humanities. Then, on August 24th, 1989 according to decree 4371 signed by Arq. Alfredo Vera, it was categorized as experimental and it was named as Colegio Beatriz Cueva de Ayora to work during the period 1989-1990. On January 10th, 1997 according to decree 117, the school rose to the category Instituto Superior Tecnico y Experimental and it was registered in CONESUP N.11-004 on October 5th, 2000. On March 1st, 2004 according to decree 184, CONESUP granted the category Instituto Superior Tecnológico with the secretarial accounting and agro-industry management technologies. Finally, on November 9th, 2012 with resolution No. JDRC-L-2012 signed by Mr. Víctor Antonio Samaniego, the name Instituto Tecnico Superior Beatriz Cueva de Ayora was changed as Colegio de Bachillerato Beatriz Cueva de Ayora (CBBCA).

The vision of the establishment states that CBBCA, is a qualified public institution, located in the south of the country, focused on human, scientific and technical training of baccalaureate committed to the practice of moral, civic and

ethical values with an international mentality to be able to continue their successful higher education in the world of work.

Its mission is to offer qualified educational services, in basic education and baccalaureate in science and technical education; based on a modern teaching practice, with trained teachers, efficient administrative personnel, and integrating parents and governmental and non-governmental organisms to the institutional activities in order to form networks of collaboration and mutual benefit.

Colegio de Bahilelrato Beatriz Cueva de Ayora is divided into Basic Education and baccalaureate with 2533 students (morning and afternoon sections) and 110 teachers. This prestigious institution is represented by Dr. Mgs. SC. Myriam Lopez, who is the principal of the institution.

Current situation of the problem

English is the “lingua franca” that lets people bridge the gap of communication around the world. There is also a huge influence of technological advances that force people to learn English as a necessity more than a challenge. For that reason, it is the most common language used in many areas of knowledge and human improvement.

In Ecuador, English has become a basic requirement in many life environments like job applications and education; which is why people study English since their childhood. Even though English teaching starts at an early age, students still seem to face various problems to show their knowledge of the English language because of the lack of vocabulary and abilities in the four skills: listening, reading, writing and speaking.

This issue occurs in many of the educational institutions in Loja city because there are many English teachers who are still applying traditional teaching techniques and the use of inadequate resources. They also use many activities that are not up to date. They need to motivate students using different resources that activate their backgrounds and another kind of activities that connect them to real life.

Based on the non- participant observation made to students of ninth grade “B” of Beatriz Cueva de Ayora high school it has been detected that a high percentage of students are not able to use appropriate vocabulary in real contexts and that teachers use inappropriate activities to make them use the vocabulary, which is why students seem unmotivated. The most visible technique used by the teacher is translation, but students do not feel comfortable during English classes due to the fact that they are not taking the principal role in the teaching.-learning process.

Research problem

HOW DO ACTIVITIES WITH AUTHENTIC MATERIAL IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT COLEGIO DE BACHILLERATO BEATRIZ CUEVA DE AYORA IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR ?

Delimitation of the research

Timing

The research will be developed during the academic period 2018-2019.

Location

The institution in which this investigation will be carried out is at “Colegio de

Bachillerato Beatriz Cueva de Ayora”, located at Orillas del Zamora 07-90 and 10 de Agosto Street.

Participants

The participants of the research work are thirty-three students of the ninth year “B” of Basic Education and the teacher candidate of this study who is going to take part of the intervention plan.

Subproblems

- Which activities with authentic material are appropriate to improve English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year?
- What are the issues that limit the improvement of English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year?
- What is the process to follow to design the intervention plan that addresses the current issues of English vocabulary through the application of activities with authentic material among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year?
- Which activities with authentic material are necessary to be implemented in order to improve English vocabulary among students of ninth year “B”

of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2018-2019 school year?

- How effective is the performance of activities with authentic material to improve English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

As cited in (Akbari & Razavi, 2016) similar studies have confirmed that using authentic materials has a pronounced impact on developing language comprehension by presenting new words and expressions to students, even though those materials are made for some social purposes in the language context where they are produced. That is important because today students face problems when acquiring new vocabulary because of the use of traditional strategies of teachers. It is important to look for the way to maximize students' abilities, skills and aptitudes to learn vocabulary during the process of learning the English Language. That is why this topic has been put into consideration to apply in order to get meaningful results when teaching.

The role of authentic material is so important in our education society, because through this kind of support, teachers can work successfully on students' motivation and can prepare them for real situations in future. Throughout the use of authentic materials, teachers can promote the learning of the English Language and contribute to a significant development in learning and quality of education.

The purpose of this research is focused on how the activities with the use of authentic material within the teaching-learning process, overcome the students' limitations in the English vocabulary learning. Activities with authentic material allow students to improve their vocabulary more effectively. The beneficiaries of this research will be students and the teacher of ninth grade of Colegio de Bachillerato Beatriz Cueva de Ayora High School.

As a result, through the application of the present project, the students' vocabulary knowledge will increase and improve. Also, it will make them feel motivated to learn and feel engaged to the activities planned. On the other hand, teachers will have the opportunity to understand and value the use of authentic materials to achieve a meaningful learning for his/ her students.

Finally, as a student of the Universidad Nacional de Loja, this investigation is undertaken mainly because it is a requirement to achieve the Bachelor's degree in Sciences of Education, English Language major. It is expected that the results obtained in this study will serve as a positive contribution to the teachers in an efficient way because it offers an active methodology for teaching English through the application of activities with the use of authentic material.

d. OBJECTIVES

General

To improve English vocabulary through activities with authentic material among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.

Specific

- To research the theoretical and methodological references about activities with authentic material to improve English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.
- To diagnose the issues that limit the improvement of English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.
- To design an intervention plan based on the application of activities with authentic material in order to improve the English Vocabulary Learning among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.

- To apply the most suitable activities with authentic material in order to improve English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.
- To validate the results obtained after the application of activities with authentic material to improve the English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

ACTIVITIES WITH AUTHENTIC MATERIAL

Selecting particular activities as a tool for moving students from the unknown to the known must provide students a bridge that connect background knowledge with the new content. These kind of activities must be employed as a multifaceted effort to promote students' development of conceptual understanding, vocabulary knowledge and proficiency in all four language domains. Based on the Biography–Driven Vocabulary Instruction proposed by Herrera (2010), it is advisable to associate the correct activities or material to help students get effective vocabulary instruction. Based on that, authentic materials let learners be in touch with real sources which contain English authentic words made by native speakers to experience real life.

The fact is that these kind of materials also increase students' motivation and better meet the learner's needs. The use of English in real life and authentic resources will motivate students to learn what he or she needs to know.

Charles et al. (2002) in their research work suggest the activities: word search, crosswords, personalizing and pair practice using authentic material to help bring the real world into the classroom and expose the students to cultural features to generate a deeper understanding and interest in the topic. Thomas (2014) remarks some activities that can be performed with the use of authentic material. For instance, the use of reviews or another printed text to develop games like bingo or jeopardy; the use of menus to perform role plays; recipes to ask and answer some

open questions based on facts found into the text; blogs, newspapers and tourism articles to make fill-in-the-blank exercises and finally video clips to think about possible conversations and writing activities related to the movie's characters and plot.

Authentic Materials

Authentic Materials have been defined in different ways by many authors. First of all, authentic means that something can be used in ways that they would be used in the lives of learners outside of their education classes (Jacobson, Degener & Purcell-Gates, 2003). Authentic materials refer to oral and written language materials used in daily situations by native speakers of the language. According to Saraph (2011), authentic materials are used in order to close the language gap between classroom knowledge and real life. Bacon & Finnemann (n.d) comment that these kind of materials provide the necessary context for appropriately relating form to meaning in the language acquisition process and are regarded as motivator and as a means to overcome the cultural barrier to language learning. Herrera & Murry, (2016) remark that authentic activities provide language learners with many opportunities for hands-on involvement through discovery learning.

When students are given the opportunity to read materials that really connect to their lives outside the school, they respond by putting in a real effort (Jacobson, Degener & Purcell-Gates, 2003). Akbari & Razavi (2016) also point out that the authentic texts should be culturally relevant to the students' experience.

Types of authentic materials

Different types of authentic materials can be found to use for academic or nonacademic purposes. Laniro & Mason (2007) in their article categorize authentic materials as print and auditory. Some examples related to print materials are: magazines, newspapers, packings slips, web sites, street signs, coupons, calendars, application sheets, TV guides, food labels, flyers, brochures, report cards, etc. They also illustrate the auditory materials with the following examples: phone messages, radio broadcasts, movies videos, television programs, etc.

There are some kind of materials that can be found using technology. For example: Authentic current event stories are some of the easiest materials to get on for the foreign language classroom, thanks to modern technology. Many foreign language newspapers are available online, so it is easy the access to the different articles. The New York Times is an excellent choice for American English, while British English is better sourced via The Independent or The Guardian. On the other hand authentic videos, can be found in sources like FluentU, which is an online platform that takes real-world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language learning lessons.

Application Paperwork is an unavoidable aspect of life today. We are constantly being asked to complete applications: for health insurance, for renting an apartment, for getting a job. Are available on-line.

Flyers, Brochures, Schedules. - These texts usually focus on one issue, and contain helpful advice and important contact information. Of all the types of informational brochures available, students in the study seemed to be most

interested in reading the health-related brochures they find at their doctor's offices or health clinics.

The difficulty of authentic material

Using authentic material could become a challenge for students who are learning English as a second language because although it is true that this kind of material makes students keep in touch with real texts and resources, the level of the language included into them could be difficult to understand. Suarez (2013) points that the goal, regardless of the text used, is not to edit and grade the text, but to grade the task according to the students' abilities. Based on that, it is surely possible to adapt activities with the use of authentic materials into the classroom in order to make students not only understand vocabulary even advanced one, but also motivate and prepare them to use the language in real English situations.

Working with authentic material

Authentic materials are designed by and for native speakers of the language and they are used in foreign language classrooms as they provide tools to make lessons more realistic. Even though it seems to be adaptable for EFL classrooms, it is necessary to take into account the different level of students' knowledge. Harmer (2007) categorizes the language knowledge of the students as beginner, intermediate and advanced.

Beginners Level

Beginners are those who do not know any English or that are able to communicate in a basic way. In this case, there is many authentic material that does not require a lot of knowledge. For instance: audio and video advertising, menus,

classify ads, short headline type reports, etc. The activities made with those materials must be undemanding and comprehensible for them. Suarez (2013) in his study propose to teach key vocabulary previously so as to avoid anxiety.

Intermediate Level

Students have a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading (Harmer, 2007). Those kind of students can comprehend more challenging activities. For instance: newspapers, magazines, meals recipes, etc. Learners are exposed to deal with new vocabulary, so pre-teaching is important as the same case of beginners learner.

Advanced Level

Harmer (2007) defines advanced learners as those whose level of English is competent, allowing them to read simplified factual and fictional texts and communicate fluently. In this case, it could be useful to have a few quick definitions of some terms into an article, news, magazines, TV programs audios, etc.

Because of the diversity of students with different knowledge levels and multiple intelligences, it is necessary to adapt some activities with the use of materials to avoid frustration controlling students' affective filter. Herrera (2010) mentions that if affective filter is high, individuals may experience stress, anxiety, and lack of self-confidence that may inhibit success in acquiring a second language. That is why teachers must struggle with those feelings to motivate students to learn.

Tynsley & Board (n.d) list some relevant reasons that must be considered to decide to adapt some material before using it in the classroom:

- The grammar structures included into the material are not clear enough or are not appropriated to the level of the students.
- The material contains a number of examples of structures which have been studied in class, but we might find it useful to supply the original text with further examples.
- We might decide to avoid certain grammatical structures if we are more interested in the material that let us introduce new vocabulary.
- More emphasis on the communicative aspect of the material, not on the understanding of the text of them.
- The vocabulary included is too complex or there are too many unknown words that could cause frustration on students.
- The text might be likeable, but it could be too easy for the purpose of the lesson. So, we need to use supplementary material to introduce new language points.
- Some texts are too formal, and the students are not likely to read them or use them.
- If the material is to be used as part of an exam, we should adapt it to suit the level the students have reached.
- The text might offend our students.

Halim & Halim (2016) states the following different ways to adapt the material:

adding, deleting, modifying, simplifying and reordering.

The notion of addition implies that materials are supplemented by putting more into them while taking into account it is related with what students should know. Deleting is obviously the opposite process to that of addition and the two processes often work together. Modification is the process of changing something in order to improve it or make it more acceptable. Simplifying is one type of modification based on the concept of complexity. Finally, reordering refers to adjusting the sequence of presentation of any content. The last process intervene most of the time when we use a textbook or guide as material.

Authentic materials useful for a class.

The key factors to keep in mind to select activities that really make students achieve and get a meaningful learning is to select the most appropriate type of material and identify the real purposes of the class. Some of the available materials that can be considered as good resources into the classroom are:

Newspapers and magazines

Newspapers are valuable resources that are very easy to access and are a great source of information. These kind of material let students read about new interesting information, so it undoubtedly helps to motivate their learning. Their didactic use challenges students to deal not only with vocabulary, but also grammar. There are many kinds of language in newspapers (stories, narrative, advertising, letters and reports, among others) and they help develop the aesthetic competence, required by the Common European Framework of Reference for Languages, and which influences our perception of the world (Jacobson, Degener & Purcell-Gates, 2003).

Magazines are periodical publications that contain articles, illustrations, typically covering a particular subject or area of interest. Teenage magazines generally have a few short articles based on thought-provoking subjects which can really stimulate and motivate learners. The topics that can be found are articles related to National geographic reports, horoscopes, etc.

The word and information search is a type of activity that can be done using this resource, students scan for specific information to answer some questions.

Lancouchova (2006) suggests that the effective use of newspapers and magazines should include a warm up to introduce the topic, a vocabulary development in pairs or small groups and a follow up activity such a discussion , role play or project work.

Classified ads

Classified ads is a form of advertising which is particularly common in newspapers, online and other sources which may be sold or distributes free of charge. Classified ads are useful resources to teach vocabulary to students because there is a huge amount and diversity of topics that can be found. For instance: advertising related to employment and sales.

Flyers and Brochures

Brochures are informative paper documents that can be folded into a template. They are used to introduce a company, organization, products or services and inform prospective customers or members of the public of the benefits. Flyers and brochures are short texts that usually focus on one issue, and contains helpful advice and important contact information (Jacobson, Degener & Purcell-Gates, 2003).

There are many brochures related to holidays, travel and adventures that can be adapted to a lesson plan where students could use their knowledge acquisition to put into practice throughout activities like descriptions.

Job application

Job applications are paperwork that nowadays people is constantly asked to complete in order to ask for a job. It is an ideal resource to use into the classroom. This authentic material let students be in touch with real templates that help them move one step closer to real life. A variety of different applications are easily available to the general public. Students can work into groups to identify the information required and fill it down.

Printed Recipes

Printed recipes are accessible online, magazines and printed cookbooks. They are texts that contain different meals. They contain information about the ingredients needed and the procedure to prepare it. If recipes are consulted, they can be photocopied and distributed to the each person in the class. This is a perfect opportunity to make students work collaboratively and develop their reading and speaking skills. Special cooking words found into a recipe need to be introduced and followed previously, a good option could be by using a brochure.

Authentic Activities

Authentic tasks are the ones that involve learners in situations that deal with natural authentic language use. It is necessary to consider the six guidelines proposed by Mishan (as cited in Castillo, Insuasty & Jaime, 2017) with respect to the authenticity of the activities: First, tasks must reflect the original

communicative purpose, they must be appropriate , elicit response to/engagement to the text on which they are based, they should approximate real-life tasks , activate learners' existing knowledge of the target language and culture and finally involve purposeful communication between learners.

Contextualized reading activities

Nagy, Herman & Anderson (as cited in Coady & Huckling , 1997) states that the major way in which the vocabulary learning improves is through activities related with seeking information in context; that is why in the current research it has been considered reading activities as useful ways to teach vocabulary words.

The research made by Coady & Huckling (1997) was carried out through the use of authentic reading and listening texts, and the activities developed ranged from text comprehension to the practice of specific reading and listening skills. The activities varied from recognition exercises, which consist of matching, recognizing the meaning of target words, choosing correct pictures/ words and seeing or hearing the target word in L2 and driving its equivalent in L1; manipulation exercises, which involves rearranging and organizing given elements; interpretation activities which involve the analysis of meaning of words (collocations, synonyms and antonyms) with classifying, understanding functions and multiple-choice exercises and finally production exercises that require that learners produce the words throughout open cloze exercises , finding mistakes , labeling pictures etc. The different activities that will be applied along this research are:

- **Skim Like Editors**

Skimming is an activity which requires an overall view of the text and implies a definite reading competence (Lancouchova , 2006). Nowadays, this is one of the most useful and practiced strategies into the classrooms with EFL students because the current aim in our country is to develop a communicative competence more that focus on the language structures. Skim like editors is a contextualized reading activity stated in . This activity helps learners interact with authentic printed text like magazines and newspapers chosen depending on the level of knowledge of the learners. This activity will let students scan the texts looking for specific words learned, underline and write them down after being introduced. It focuses them to work with authentic material, which assures that they lead with authentic language, without letting them get overwhelmed by the complexity of the content.

- **Context clues**

Context clues is an activity that is mentioned in Vera (2015). This activity makes learners struggle with comprehension. They will invariably be encountering different forms of words and phrases used in newspapers, magazines or another printed authentic materials. Learners are able to use context clues that can facilitate reading articles with words in order to accomplish the task of finding their meaning.

- **Headline cloze**

Vera (2015) also brings up the Headline cloze activity that makes use of newspaper, magazines or another printed text headlines for students to learn how to infer and to read for meaning. It is required to select a number of headlines/titles

that contain a recognizable buzzword or trend word, or an interesting or unique keyword.

Table 1. *Contextualized Reading Activities*

Materials	Activities
Newspapers , Magazines	Provide newspapers for reading Underline learned words Scan the text to look for cognates and false cognates Skim information to answer some questions related

Mnemonic Activities

Mastropieri & Scruggs (as cited in Intan, 2017) states that mnemonic instruction refers to instructional or learning strategies designed specifically to enhance memory. It means that through the use of mnemonics, learners will be able to remember words more effectively and easily. Mnemonics involve linking unfamiliar information with already known information through the use of visual/ picture or letter /Word combinations (Intan, 2017).

The use of mnemonics to teach vocabulary has been applied in different researches for instance, Brown (1986) throughout the analysis of data shows that when used in authentic courses of study, mnemonics may have more long-term advantages than assumed in previous literature and proves that using mnemonics with authentic material leads to a successful vocabulary comprehension.

Some activities that will be carried out in this research are the ones cited in Kutuk (2007) the keyword method, spatial grouping, pictures and words.

Congos (2011) mentions the following types of mnemonic activities that can be done to help students to remember words.

- Music mnemonics
- Name mnemonic
- Name of expression mnemonics
- Model mnemonics
- Ode or rhyme mnemonics
- Note organization mnemonics
- Image mnemonics
- Connection mnemonics, and
- Spelling mnemonics

Table 2. *Mnemonic Activities*

Materials	Activities
Real photographs of famous people.	Make a note organization mnemonic To make an Expression or Word
Printed authentic material	Make an acrostic Make a name mnemonic

Game – Like Activities

According to Freeman (as cited in Taheri, 2014), language games encourages real life communication features because learners who are exposed to the games are required to exchange thoughts with each other and also they will have the opportunity to obtain instant feedback from their mates and also their teacher. Based

on that, real life communication could be considered as an authentic activity. Arcentales & Narváez (2013) in their research uses crosswords based on articles, but there are more game-like activities that can be applied like dominoes, bingo or board games.

Peters (2015) presents the most efficient games and game-like activities used in teaching English in different age groups. They are the following:

- Gap fill songs
- Find the word
- Body writing
- Disco routine
- Noughts and crosses
- Puzzles (board games) , etc.

Table 3. *Game-Like Activities*

Materials	Activities
Dominoes/ bingo cards	Play domino, bingo
Crosswords	Solve a crossword
Letter soup	Solve a letter soup.

Consumer Good Activities

Huang, Tindall & Nisbet (2011) illustrate that these kind of activities include thematic pertains to shopping, ordering food, at a restaurant, reading labels to compare products and another activities related to personalize real life. The authentic materials that can be found to do this activities are diverse and available,

that is what makes them an excellent source of authentic instructional activities. Furthermore; Jacobson, Degener & Purcell-Gates (2003) remark that cooking is an important household activity, and one that already involves literacy. Their value and strength is to encourage students to take part in new literacy practices within their day-to-day lives, so the activity becomes very significant for them.

The activities can be divided into six steps, each with its own required literacy activity or activities. The sub activities are:

- Choosing a meal,
- Creating a recipe,
- Writing up a shopping list,
- Preparing the food
- Serving/eating the food.

All the activities set before are authentic because they involve real-world texts and real-world reasons, or purposes, for reading and writing those texts.

Table 4. *Consumer Good Activities*

Materials	Activities
Menus	Match words with pictures
Recipes	Make a recipe.
Audio Recipes	Role plays
Real pictures of food	

Photo Vocabulary Activities

These activities are focused on increase students' understanding of new vocabulary words before they had an authentic text to interact with. Throughout the use of these kind of activities that are basically based on the use of visuals, students can make a list of vocabulary words from the authentic text planned to use during the lesson. After they look for some words, they will need to have them do so at least one day ahead of this activity so that you have time to prepare. Keeping the list of words and the topic presented by the authentic material, they will find images that can be used to discuss the topic and vocabulary.

VOCABULARY

Neuman & Dwyer (2009) (as cited in Alqahtani, 2015) defines vocabulary as the total number of words that are needed to communicate ideas and express the speakers' meaning. That is why vocabulary learning is so important.

Vocabulary is the knowledge of meaning of words. What complicates this definition is that words come in at least two forms: oral and print. Knowledge of words also comes in two forms, receptive and productive (Hierbert & Kamil, 2005).

There is a constantly change in vocabulary. For instance, McCarthy, O'Keeffe & Walsh (2010) illustrates that it is caused by the use of Internet and SMS (Short Message Service) - or text messaging - via mobile phones. Through social networking sites, blogs and SMS, because people write to people in pseudo-real time, and what people write is often closer to spoken rather than written language.

Celce, Brinton, & Snow (n.d) suggest that words knowledge include the mastery

of words:

- Meaning: it is related to what a word means and if there are multiple meanings or connotations.
- Written form: it is referred to how the word is spelled
- Spoken form: it talks about how a word sounds and is pronounced.
- Grammatical behavior it means in what patterns the word occurs
- Collocations: it is related to what words are often used before or after the word
- Register: it categorizes the words in formal or informal.
- Associations: It is referred to how a word relate to others and what words could we use in place of another ones
- Frequency: it implies that if a word is common, rare or old fashioned

Folse (2008) also suggest to consider polysemy as one of the biggest challenges that includes the mastery of words. It refers when single words, set phrases, variable phrases, phrasal verbs, or idioms often have multiple meanings. The present project considers the variable homographs that is part of this characteristics of vocabulary learning,

Types of vocabulary

Hierbert & Kamil (2005) categorizes the vocabulary as receptive vocabulary - which we can understand or recognize - and productive - the vocabulary we use when we write or speak.

Harmer (2007) states the difference between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that

they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Receptive Vocabulary

Receptive vocabulary involves words that learners recognize and understand when they are used in context, but which they cannot be produced. It is vocabulary that learners recognize when they see or meet in reading texts.

Productive Vocabulary

Productive vocabulary includes the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It is needed the ability to speak or write at the appropriate time.

Chapelle & Hunston (n.d) states that the receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves the wish to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.

Teaching vocabulary

Teaching vocabulary is an important phase of teaching English as a foreign language. The curriculum in our country is based on the communicative language teaching approach, so it is highly demanded that learners acquire as extensive vocabulary as they could. Nunan (2015) quotes eight fundamental questions that are required to ask ourselves when making decisions about the teaching of vocabulary. The questions are the following:

- How many words provide a working vocabulary in a foreign language
- What are the best words to learn first?
- In the early stages of learning a second or foreign language, are some words more useful to the learners than others?
- Are some words more difficult to learn than others? Can words be graded for ease of learning?
- What are the best means of retaining new language?
- Is it most practical to learn words as single items in a list, in pairs (for example, as translation equivalents) or in context?
- What about words which have different meanings? Should they be avoided? If not, should some words be isolated for learning first?
- Are some words more likely to be encountered in spoken rather than written discourse?

On the other hand, four issues are particularly persistent in discussions among vocabulary instruction. For instance:

- The number of words that should be taught,
- The particular words that should be taught,
- The vocabulary learning of two groups of students—English-Language Learners and potentially at-risk students, and the role of independent reading in vocabulary learning.

Nunan (2015) mentions some key principles to keep in mind at the time to teach vocabulary:

- Introduce new vocabulary in context. - Depending on the learning stages of learners, it could be useful to write target words on flashcards for beginners or the use of casual conversation for higher levels.
- Focus on the Most Useful Vocabulary First. - It is important to keep a word list of useful words for students to learn.
- Teach Learners Strategies for Vocabulary Acquisition so that They Can Continually Add to their Repertoire
- William, 2015 also cite other important general principals to think about:
- Teach new words in the context of a meaningful subject-matter lesson and facilitate student discussion that requires students to use the new word
- Ensure that students hear the correct pronunciation of the word and practice saying it aloud.
- Teach word parts – root words, base words, prefixes, and suffixes that students will encounter frequently
- Teach word parts – root words, base words, prefixes, and suffixes that students will encounter frequently
- Identify examples/applications and nonexamples/nonapplications related to the meaning of the new word
- Help students connect new vocabulary to something with which they are already familiar
- Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and

recognize specific bits of information that clarify its broader, more general core idea

- Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

Herrera (2010) suggests when selecting target vocabulary, considerate the type of vocabulary words being identified that directly affects CLD students. That is why it is essential that teachers know about students' biographies and that teachers delve into students' funds of knowledge, prior knowledge, and academic knowledge.

Techniques in teaching vocabulary

Some of the techniques stated by Harmer (2007), Alqahtani (2015) and Chapelle & Hunston (n.d) are:

- Using actions, objects, pictures or diagrams
- Contrasting the words with their opposites
- Defining in the second language to make students interpret the definitions
- Miming and using gestures
- Guessing from contexts
- Eliciting
- Making associations
- Researching for the meaning of the words

The use of authentic materials to teach vocabulary

Authentic materials are focused on social purposes into a community, so it is

made by native speakers in English. This kind of material can be used into a classroom as a resource to make students improve their different language skills. There are many authors that support the use of this type of materials in order to motivate students exposing them to real information which offers real language that is well contextualized and culturally pertinent. The activities than can be applied with students using the materials mentioned before let them develop some reading skills like scanning and skimming texts. Furthermore, they help students to extend their vocabulary because they contain a variety of text that it is not found in no authentic teaching material like books. The use of this material also encourages students to develop their speaking skills and to us their background knowledge as a base of learning.

f. METHODOLOGY

Design of the research

Ferrance (2000) defines Action Research as the process in which participants examine their own educational practice systematically and carefully, using the techniques of research. On the other hand, it is mentioned that it is not a library project where we learn more about a topic or a problem-solving in the sense of trying to find out what is wrong, but rather a quest for knowledge about how to improve.

This action research has the aim not just of improving the vocabulary learning through the use of authentic material activities. This action research will allow the teacher candidate become a participant in all the process, since the analysis of the problematic situation until the result reflection that will be delivered from the application of authentic material activities to improve English Vocabulary among students of ninth year “B” of Basic Education at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2018 – 2019 school year.

Action research reveals an organized and sequenced number of steps applied to solve a problem in the educational field. Mills (as cited in Creswell, 2012) references the following ones: identifying the problem, collecting data, examining and interpreting data, and developing an action plan.

Methods, Techniques and Instruments

Methods

Along this research work it is important to identify, use and apply the most

suitable methods which will guide the researcher in the different action research phases. The methods that will be applied along the research are the following:

The Scientific method

The scientific method is a valuable tool for several reasons: it gives order and precision during a test or experiment, it provides the observer with a better knowledge about what to look for, and it ensures that there is valid proof when the results are being shared. The scientific method will facilitate the study of appropriate resources to improve speaking skills. In addition, the data gathering will be useful at the moment to design the data collection instruments, plans, and to interpret the results.

The Descriptive Method

The descriptive method is concerned about the comprehension, interpretation and demonstration through deep analysis. It will be helpful to describe the different stages of the study and kind of resources used by the researches. In the same way, it will help to explain and analyze how the implementation of Authentic Material Activities improve vocabulary learning in students. It will allow the researcher describe the results between tables and figures gotten at the end of the implementation of the Action research with the purpose to describe the object of the investigation.

The Statistical Method

Statistical method is related to the mathematical formulas, models, and techniques that are used in statistical analysis of raw research data. The application of this method will be to make the quantitative statistical analysis of the results

obtained from the pre and post tests and the qualitative results from pre and post questionnaires. It will also help to tabulate the information into tables and figures applying the formula to obtain the media.

The Analytic/Synthetic Method

This method will be use to analyze and interpret the information obtained through the observation checklist, questionnaires and pre- post test. It also will help to draw up the conclusions. The information used during this process will be collected mainly through the observation sheet, questionnaire and pre and posttest.

Techniques and Instruments

Data Collection

To collect the data, tests, observations, questionnaire and a daily template or field notes which will be designed and applied at the beginning, during and after the application of the intervention plan.

Tests

Two tests will be used. A pre-test that will be given in order to diagnose the students' knowledge related to vocabulary and it will take place at the beginning of the intervention plan. The post-test will be used and applied at the end of the intervention plan to get information about the students' progress on vocabulary learning.

Questionnaires

The pre-post questionnaire contains a set of frequency questions that will be used to get information related to the students perception of the use of the different activities applied into the class to improve vocabulary learning at the beginning,

and at the end of the intervention plan. This will allow students to provide a wide range of replies.

Observation

Observations sheets will be used from the beginning until the end of the intervention plan. The researcher will monitor and determine the different things that will happen along the application of the lesson plans in order to analyze and reflect about students' performance into the classroom.

Nonparticipant Observation

A nonparticipant observation consist of observing participants without actively participating. It is used in order to identify the principal students' strengths and weaknesses for applying them into the intervention plan.

Observation Sheet

An observation sheet is a method of collecting data that consist on a structured form to record important information based on sample observations.

Participant observation

The researcher will monitor the students' progress along the execution of the intervention plan throughout observations and will get the necessary information to determine how authentic material activities improve students' vocabulary learning.

Field Notes

Field notes will let the researcher record important details that will occur during the development of each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that will happen. This notes will be used as evidence to give support to the presentation of

results.

Population

The students of ninth year “B” of basic education at Beatriz Cueva de Ayora and the teacher candidate will participate in the development of this action research work. The participants of the research are thirty three boys and girls who are all about eleven to thirteen years old.

Intervention Plan

The intervention plan is designed based on lesson plan models which contain three basic stages: Activation, Connection and Affirming. The plan consists on giving 40 hours of class during 8 weeks.



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK N° 1

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Marcela Tatiana Gómez González

Participants: 9th EGB
School Year: 2018-2019
Topic: Healthy Food

RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?

GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify vocabulary related to healthy food items and produce it orally throughout the use of photo vocabulary, contextualized reading, game-like, mnemonics and consume goods activities with authentic materials.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions Bigger fish to fry • Structures To be: It is a /an ... They are ... • Key Words Meat: beef, fish, chicken Vegetables: carrots, onions, tomatoes, potatoes, peppers 	<p>ACTIVATION Vocabulary review: teacher writes on the board the categories: fruits, vegetables, dairies to activate students ‘prior knowledge. Students brainstorm words.</p> <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher makes a photo vocabulary activity to introduce vocabulary using real photographs taken in a known supermarket in the city. Teacher shows the photographs, while students observe and repeat the words to reinforce pronunciation. • Game-like activities are used to practice the food words. Students are giving a template of a bingo game. Teacher reads aloud the 	<ul style="list-style-type: none"> • Real Photographs • Word cards • Bingo Cards • Restaurant Menus • Menu Template • Assessment sheet

<p>Fruits: Apples, bananas, oranges, papaya, etc. Dairy: milk, butter, yogurt</p>	<p>food items, they listen and select the pictures on their cards. Then, students say the food items they have.</p> <ul style="list-style-type: none"> • Students do an identifying task throughout a contextualized reading activity by the use of a real printed menu. Students skim words into the restaurant menu and read them aloud by saying their translation into their native language. They look for the new words and make a list of the new ones to look for their meaning on their dictionaries. • Students are giving a template and throughout a costume goods activity, they write their own menus based on the real one they have to ask and answer questions acting out as if they were into a restaurant ordering for food. Teacher checks students' progress by asking questions and repeats instructions if it is needed. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students identify food items by looking at some pictures and write them correctly on a crossword worksheet. • Students translate food items into their native language. • Students produce the vocabulary learned orally by asking and answering questions. 	
<p>MONITORING PLAN: Data Source 1: Pre test and Pre questioner Data Source 2: Assessment worksheet Date Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: April 22nd to April 26th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Abilit



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Marcela Tatiana Gómez González

Participants: 9th EGB
School Year: 2018-2019
Topic: Healthy Food

RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To recognize vocabulary related to cooking verbs and prepare a meal throughout the use of photo vocabulary, contextualized reading, game-like, mnemonics and consume goods activities with authentic materials. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions It's a piece of cake. Structures Imperatives Key Words Cut, chop, heat, stir, mix, add, cook, put, combine, scatter, serve, enjoy 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> Vocabulary review: Teacher makes groups of students and give them a list of words related to food. They take turns to take a word and make a drawing to show, the rest of students have to remember what item is and tell the names. <p>CONNECTION (Authentic material)</p> <ul style="list-style-type: none"> Teacher makes a photo vocabulary activity to introduce vocabulary related to cooking verbs using real photographs of people. Teacher shows the photographs and some cards with the corresponding words. Students observe and repeat the words to reinforce pronunciation, then they match words and pictures on the board. Game-like activities are used to practice the cooking verbs. Students are groping in pairs, they have to solve a letter soup that contains thirteen cooking verbs whose corresponding photographs will be pasted on the board. 	<ul style="list-style-type: none"> Real Photographs Letter soup Printed recipes Project Rubric

	<p>So, they will guide their word by looking at them.</p> <ul style="list-style-type: none"> • Students do an identifying task throughout a contextualized reading activity by the use of a real printed recipe. Students are given printed recipes, they skim the text looking for the cooking verbs and cognates and make a list of all of them. Then, they analyses with the teacher which ones are false. Teacher checks students 'progress by asking questions and repeats instructions if it is needed. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students recognize cooking verbs by translating them their native language orally • Students make a meal by reading a recipe. 	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Rubric Date Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: April 29nd to March 3rd , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK N° 3

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Marcela Tatiana Gómez González

Participants: 9th EGB
School Year: 2018-2019
Topic: They were successful!

<p>RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> To learn vocabulary and identify cognates related to personality adjectives used to describe people in the past who were successful throughout the use of photo vocabulary, contextualized reading, game-like, mnemonics and consume goods activities with authentic materials. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions A losing battle Structures PaPast of was / were Key Words adjectives: successful , compassionate , hardworking , religious, famous 	<p>ACTIVATION</p> <ul style="list-style-type: none"> The Name Game: the first person to go says their first name and a word learned from the previous class, The next student follows with their name and repeat what his/her classmate said and the rest have to do the same. <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher makes a photo vocabulary activity to introduce vocabulary related to famous people in the past in the context of science, politics, religion and arts using real photographs .Teacher shows the photographs and some cards with the corresponding words. Students observe and brainstorm ideas of those people. Then, teacher makes students repeat the words to reinforce pronunciation and ensure they understand the meaning of the adjectives by 	<ul style="list-style-type: none"> Collage Photographs of famous figures Magazine Worksheet Photographs Assessment sheets

	<p>asking for translation.</p> <ul style="list-style-type: none"> • Students are giving a magazine sheet. Student's circle the adjectives found there and make a list. They form different sentences using the adjectives to describe people they know. Students also make a list cognates to be analyzed with the whole class and make a classification of the false ones. Teacher asks questions to check students' comprehension by asking questions and the teacher repeats instructions if it is needed. • Teacher makes students work with the vocabulary learned by giving them the photographs and adjectives words and make a mnemonic activity to practice the words learned. They form mnemonics using all the adjectives. They use the first syllable of the words (Antonyms). E.g. HaLaz : Hardworking-Lazy. Teacher ensures students understand the instructions and repeat them if it is required. <p>AFFIRMING Students name adjectives orally by describing famous figures in the past Students list cognates and false cognates from a set of written adjectives and match antonyms on a worksheet</p>	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Assessment sheet Date Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 7th to May 10th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 4

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Marcela Tatiana Gómez González

Participants: 9th EGB
School Year: 2018-2019
Topic: World History

RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To identify vocabulary words and identify cognates throughout the use of photo vocabulary, contextualized reading, game-like, mnemonics and consume goods activities with authentic materials. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions A losing battle Structures Simple past Key Words Nun, philosopher, nun, politic, artist, indigenous. name, date of birth, origin, occupation, personality and date of death 	<p>ACTIVATION</p> <ul style="list-style-type: none"> Fabulous Flags” Each person draws a flag that contains some characteristic adjectives that describe a famous person in Ecuador. Students share their flags and their classmates try to guess who the person is. <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher makes a photo vocabulary activity to introduce vocabulary related to the occupations of famous people in the past using real photographs. Teacher shows the photographs and some cards with the corresponding words. Students observe and repeat the words to reinforce pronunciation and ensure they understand the meaning of the adjectives by asking for translation. They practice the words in pairs while the teacher monitors them to reinforce if it is needed. Students are given a printed biography and throughout the skim like editors as a contextualized reading activity. Students underline cognates and 	<ul style="list-style-type: none"> Photographs of people to describe adjectives Printed biography

	<p>make a list of them to analyze which are false. Teacher asks questions to check students 'comprehension by asking questions and the teacher makes a feedback if it is necessary. Then, students look for specific information related to name, date of birth, origin, occupation, personality and date of death of the person in the biography.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students recognize occupations by describing famous people orally • Students list cognates and false cognates and answer questions on a worksheet 	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Worksheet Date Source 3: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK N° 5

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Marcela Tatiana Gómez Gonzalez

Participants: 9th EGB
School Year: 2018-2019
Topic: **Inspirational Lives**

RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To infer the meaning of words in context by reading a text and use the vocabulary throughout the use of photo vocabulary, contextualized reading, game-like, mnemonics and consume goods activities with authentic materials.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions Against all odds • Structures Simple past • Key Words First , years ago , At that time, years later, after that, then , in the many years, finally 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Chalkboard Pictionary. The teacher writes words on slips of paper for students to choose. They have to draw and their classmates say the words. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher performs a photo vocabulary activity to learn new words. Students are giving a set of pictures of people doing different events, they have to order the pictures following a sequence to form a story. Then, they write the story on a worksheet using the time expressions learned before. • Students work on the Headline cloze as a contextualized reading activity. First, students read a comic to identify known vocabulary. Then, they make simple sentences about the comic using sequence words. After that, they think on a headline for the comic that they read. Finally, teacher focuses students' attention to the literal meaning of the dialogues into the comic explaining what connotation means. So students interpret what the comic is about by making 	<ul style="list-style-type: none"> • Real photographs • comics

	<p>simple sentences. Teacher ensures that students comprehend the instructions and give a feedback in a necessary case. Students are allowed to use a dictionary during the activity.</p> <p>AFFIRMING</p> <p>Students use sequence words to describe orally the succession of events that people made in the past.</p> <p>Students infer the meaning of words in context by selecting correct answers into a worksheet</p>	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Assessment sheet Date Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Marcela Tatiana Gomez Gonzalez

Participants: 9th EGB
School Year: 2018-2019
Topic: Memories of the past

<p>RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To memorize regular verbs throughout a mnemonic activity taking into account the sounds of final sounds of the verbs . • To differentiate the meaning of verbs with more than one meaning by reading in context. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions I felt like a million dollars • Structures Simple past • Key Words Like, dress, look, 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Guess the classmate. Teacher describes to any student of the group, mentioning some characteristic and their physical appearance, so students have to guess who the student is. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher introduces the new vocabulary words by showing flashcards. They perform actions to practice the regular verbs and give examples to exemplify them. Teacher makes a photo vocabulary activity. Teacher makes students match pictures with words by using some photographs and words cards 	<ul style="list-style-type: none"> • Flashcards • Brochures • Printed whatsapp conversations • Assessment sheet

<p>dance, dress, want, ask, tired, talk, exchange, collect, train, share.</p>	<ul style="list-style-type: none"> • Throughout a rhythm mnemonic activity, students say the verbs aloud in pairs. They join the verbs with similar sounds. This activity will help students remember words associating them by the sounds. • Teacher makes a contextualized reading activity. Throughout a "Skim like editors" activity using a brochure. They make a list of verbs and using the dictionaries look for their past form. Teacher ensures that students comprehend the words formation throughout a crosswords worksheet. They use the words found into sentences. They also look for cognates to be analyzed if they are false or not. Then, students are given some WhatsApp conversations. They read some highlighted words in contexts and complete a worksheet where they have to select the correct options for some verbs with more than one meaning. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students memorize regular verbs throughout a mnemonic activity taking into account the sounds of final sounds of the verbs • Students differentiate the meaning of verbs with more than one meaning by reading in context. 	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Assessment sheet Date Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31st , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora

Participants: 9th EGB

Teacher: Lic. Jenny Valladolid

School Year: 2018-2019

Teacher Candidate: Marcela Tatiana Gomez Gonzalez

Topic: My favorite anecdote

<p>RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • To memorize regular verbs throughout a mnemonic activity taking into account the sounds of final sounds of the verbs . • To differentiate the meaning of verbs with more than one meaning by reading in context. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms and Colloquial expressions I felt like a million dollars • Structures Simple past • Key Words Write, give, take, keep, get, win, do, fly, 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> • <i>Simon Says:</i> Students have to do act out what the teacher says. Whether the teacher does not say the key word that is Simon says, students do not have to do anything. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher introduces the new vocabulary words by showing flashcards. They perform actions to practice the regular verbs and give examples to exemplify them. Teacher makes a photo vocabulary activity. Teacher makes students match pictures with words by using some photographs and words cards. Then, students play the couple game. They look for the correct couples of the verbs (present – past) in teams. 	<ul style="list-style-type: none"> • English Students’ book • English Teacher’s book • Worksheets • Audios • Real pictures • WhatsApp conversations • Assessment sheet

<p>find, feel, come, make, forget, know, break, drive, drink, and choose.</p>	<ul style="list-style-type: none"> • Teacher asks students to form groups and gives them a set of classify ads that contains diverse information. They skim the ads “Skim like editors” activity. They make a list of verbs and using the dictionaries look for the past form. They use the words found into sentences. • Students create their own classified ads using the verbs learned into a blank template giving by the teacher. • Teacher makes students comprehend the connotations of some words (fly, drink, and break) into sentences and in context throughout reading some conversations into printed Facebook conversations. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students translate verbs into their native language orally • Students differentiate the meaning of verbs with more than one meaning by reading in context. 	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Worksheet Date Source 3: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd – June 7th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK N° 8

Institution: Colegio de Bachillerato Beatriz Cueva de Ayora
Teacher: Lic. Jenny Valladolid
Teacher Candidate: Marcela Tatiana Gomez Gonzalez

Participants: 9th EGB
School Year: 2018-2019
Topic: I felt like a million dollars

RESEARCH PROBLEM: How do Activities with Authentic Material improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018 – 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve English Vocabulary applying activities with authentic material activities focused on the following aspects: word formation, meaning antonyms and cognates.		
LEARNING OBJECTIVES: At the end of this lesson students will be able:		
<ul style="list-style-type: none"> To match words with opposite meanings from a set of adjectives used to describe anecdotes in the past. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions I felt like a million dollars Structures Simple past Key Words Idioms: Fun , scary, awesome , horrible , unforgettable , 	<p>ACTIVATION “Skit-tell Us About Yourself” students take a candy; depend of the color, the teacher will ask a question.</p> <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher makes a photo vocabulary activity to introduce vocabulary related adjectives useful to describe how anecdotes in the past were like .Teacher shows the photographs and some cards with the corresponding words. Students observe and brainstorm ideas of different possible activities people could do in the past. Then, teacher makes students repeat the words to reinforce pronunciation and ensure they understand the meaning of the adjectives by asking for translation. Students are giving a brochure. Student’s circle the adjectives found there and make a list. They fo rm different sentences using the adjectives to describe people they know. 	<ul style="list-style-type: none"> English Students’ book English Teacher’s book Worksheets Stripes of paper with words Classify adds Real pictures Facebook conversations Assessment sheet

<p>boring , lovely , entertaining , noisy , quiet , expensive , safe , dangerous, cheap ,</p>	<ul style="list-style-type: none"> • Teacher asks questions to check students ‘comprehension by asking questions and the teacher repeats instructions if it is needed. • Teacher makes students work with the vocabulary learned by giving them the photographs and adjectives words and make a mnemonic activity to practice the words learned. They form mnemonics using all the adjectives. They use the first syllable of the words (Antonyms). Teacher ensures students understand the instructions and repeat them if it is required <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students name adjectives orally by describing famous figures in the past • Students list cognates and false cognates from a set of written adjectives and match antonyms on a worksheet 	
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Assessment sheet Date Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10rd – June 14th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Budget

EXPENSES	COST
Internet connection	\$ 300
Print of reports	\$ 100
Print of the project	\$ 80
Print of the final report and thesis	\$ 150
Unexpected expenses	\$ 100
Transport	\$ 100
Total	\$ 830

Financing

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

Resources

Human

The teacher candidate

The ninth year "B" of EGB of Colegio de Bachillerato Beatriz Cueva de

Ayora afternoon session

The thesis advisor

Material

Flashcards

Authentic materials

Teacher's guide

Assessment sheets

Technical

Computer

Printer

Internet

i. BIBLIOGRAPHY

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ANNEXES

Annex 1: Observation sheet



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DATA COLLECTION SOURCE: OBSERVATION SHEET

RESEARCHER: Marcela Tatiana Gomez Gonzalez

OBSERVATION SHEET					
Observation #: Topic Objective of the session:	Date/Time: Participants: Ninth year "B" students & researcher			Role of the researcher: Nonparticipant observer Duration of the observation:	
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Word formation					
Meaning					
Antonyms					
Cognates and false cognates					

Annex 2: Field notes



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: FIELD NOTES

RESEARCHER: Marcela Tatiana Gomez Gonzalez

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Ninth year "B" students & researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3: Pre-post test & Scoring guide



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT
DATA COLLECTION SOURCE: PRE TEST/ POST TEST

Student's code: _____

Date: _____

Dear student, answer the following test with sincerity about the English subject. Your answers will be anonymous and confidential.

1. WORD FORMATION

a. Unscramble the letter to form correct verbs in present. (Word formation)

c i s e x e r e	
e b A k	
b n r o	
x i m	

b. Complete the words

A person who navigates the sea is a n _____

Someone who gets recognition for his labor is s _____

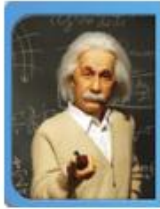
Someone who loves a particular activity is p _____

Someone who helps people in need is c _____

2. MEANING

a. Read the description and circle the correct famous character in the past.

He was a successful physicist. He wasn't religious, but he was respected and recognized for his ideas about life. He created some inventions. He was very popular and revolutionary.



b. Label the pictures. Use the following words: nun, emperor, queen, lawyer



_____	_____	_____	_____
-------	-------	-------	-------

3. ANTONYMS

a. Match the adjectives with their opposites.

- | | |
|------------------|-----------------|
| a. Compassionate | () Rich |
| b. Brave | () Indifferent |
| c. Poor | () Coward |
| d. Failure | () Success |

b. Find the opposites of the following adjectives: small, hardworking, young, boring

E	P	Y	S	M	E	N	F	J	I
Z	H	E	P	T	Q	A	P	P	G
P	Q	H	O	T	M	Z	B	T	Z
L	S	O	O	F	X	A	I	D	B
X	Y	Y	U	L	O	D	G	H	X
T	Z	N	N	A	D	E	P	Y	O
M	A	R	Z	Y	Q	E	R	Q	T
B	L	G	U	X	O	O	F	J	E
U	W	Z	N	T	Q	S	W	T	P
A	V	P	J	Z	B	A	T	V	H

4. COGNATES AND FALSE COGNATES

- a. Check the correct picture based on the sentence. Focus on the underlined word

I love to eat avocado with my soup



- b. Circle if the words are cognates or false cognates

brave

a. cogante

b. false cognate

governor

a. cognate

b. false cognate

THANK YOU FOR YOUR COLLABORATION



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
Pre- Post Test Scoring Guide

QUESTION 1 : WORD FORMATION

a.

Options	Answer	Score
1	Exercise	0.25
2	Bake	0.25
3	Burn	0.25
4	Mix	0.25

B

Options	Answer	Score
1	Navigator	0.25
2	Successful	0.25
3	Passionate	0.25
4	compassionate	0.25

QUESTION 2: MEANING

A

Options	Answer	Score
1	A	1

B

Options	Answer	Score
1	Nun	0.25
2	Lawyer	0.25
3	Emperor	0.25
4	Queen	0.25

QUESTION 3: ANTONYMS

A

Options	Answer	Score
1	Indifferent	0.5

2	Coward	0.5
3	Rich	0.5
4	Hardworking	0.5

B

Options	Answer	Score
1	Big	0.5
2	Lazy	0.5
3	Old	0.5
4	Fun	0.5

QUESTION 5: COGNATES AND FALSE COGNATES

a

Options	Answer	Score
1	B	0,5
2	B	0,5

B

Options	Answer	Score
1	FALSE	0.5
2	COGNATE	0.5

Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

1. How often does the teacher use Contextualized Reading Activities to improve your vocabulary?

Always ()

Often ()

Sometimes ()

Never ()

2. To what extent do you consider that your teacher uses game like activities created authentically to improve your vocabulary?

High ()

Moderate ()

Low ()

None ()

3. How much do you learn when your teacher applies photo vocabulary activities with real photographs in the english classes?

A great deal ()

Much ()

Somewhat ()

Nothing ()

4. How important do you think it is to use consumer good activities to enrich your vocabulary?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

5. How important is it for you to learn vocabulary through mnemonic activities?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANK YOU FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: Authentic aterials activities to improve English Vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2018 – 2019 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General How do activities with authentic material improve English Vocabulary among students of ten year “B” of basic education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of loja during the 2018 – 2019 school year?</p> <p>SPECIFIC</p> <ul style="list-style-type: none"> • Which activities with authentic material are appropriate to improve English vocabulary among students of ninth year “B” 	<p>To improve English Vocabulary through activities with Authentic Material among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.</p> <p>SPECIFIC</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about activities with authentic material to improve English vocabulary among students of ninth year “B” of Basic Education, 	<p>INDEPENDENT VAARIABLE Activities with authentic material Types of authentic materials The difficulty of authentic material Working with authentic material Authentic materials useful for a class.</p> <ul style="list-style-type: none"> • Newspapers and magazines • Classifies ads • Flyers and brochures • Job applications • Printed recipes <p>Authentic activities</p> <ul style="list-style-type: none"> • Contextualized reading activities • Mnemonic activities 	<p>PRELIMINARY INVESTIGATION Observing the English classes Interviewing teacher and students Reviewing literature Stating the background of the research problem Describing the current situation Locating and reviewing the literature Creating a methodological framework for the research Designing an intervention plan</p>	<p>Observation sheet Pre and Post test Pre and Post questionnaire</p> <ul style="list-style-type: none"> • Field Notes

<p>of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year? • What is the process to follow to design the intervention plan that addresses the current issues of English vocabulary through the application of activities with authentic material among students of ninth 	<p>afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the improvement of English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year. • To design an intervention plan based on the application of activities with authentic material in order to improve the English Vocabulary Learning among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year. • To apply the most suitable activities with authentic material in order to improve English vocabulary among students of ninth year “B” of Basic Education, 	<ul style="list-style-type: none"> • Game-like activities • Consumer good activities • Photo vocabulary activities <p style="text-align: center;">DEPENDENT VARIABLE</p> <p>Vocabulary Types of vocabulary</p> <ul style="list-style-type: none"> • Receptive vocabulary • Productive vocabulary <p>Teaching vocabulary Techniques in teaching vocabulary The use of authentic materials to teach vocabulary</p>	<p style="text-align: center;">INTERVENTION AND OBSERVATION</p> <p>Making and administering test and questionnaires Observing, monitoring and analyzing students’ performance according to the intervention plan Interpreting data Presentation of the research findings Reflecting, analyzing and answering the proposed inquires Organizing the final report</p>	
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<p>year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • Which activities with authentic material are necessary to be implemented in order to improve English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2018-2019 school year? • How effective is the performance of activities with authentic material to improve English vocabulary among students of ninth year “B” of Basic 	<p>afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To validate the results obtained after the application of activities with authentic material to improve the English vocabulary among students of ninth year “B” of Basic Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora in the city of Loja during the 2018-2019 school year. 			
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Education, afternoon session at Colegio de Bachillerato Beatriz Cueva de Ayora, in the city of Loja during the 2018-2019 school year?				
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Annex 6. Grading Scales

Vocabulary

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1 – 4	Failing

Authentic Material Activities

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of activities with authentic material to improve the learning vocabulary
61-80	Expected level of effectiveness of activities with authentic material as a motivational strategy to improve the learning vocabulary
41-60	Moderate level of effectiveness of activities with authentic material as a motivational strategy to improve the learning vocabulary
21-40	Unexpected level of effectiveness of activities with authentic material as a motivational strategy to improve the learning vocabulary
01-20	Low level of effectiveness of activities with authentic material as a motivational strategy to improve the learning vocabulary

INDEX

COVER PAGE	i
CERTIFICATION.....	ii
AUTORIA	iii
CARTA DE AUTORIZACION.....	iv
ACKNOWLEDGEMENTS.....	v
DEDICATION.....	vi
MATRIZ DE AMBITO GEOGRAFICO.....	vii
MAPA GEOGRAFICO Y CROQUIS.....	viii
THESIS OUTLINE.....	ix
a. TITLE.....	1
b. RESUMEN.....	2
ABSTRACT.....	3
c. INTRODUCTION.....	4
d. LITERATURE REVIEW.....	7
ACTIVITIES WITH AUTHENTIC MATERIAL.....	7
Authentic Activities	7
Skim Like Editors	9
Context Clues	9
Headline Cloze	10
Mnemonic Activities	10
Game-Like Activities	12

Consumer Goods Activities	13
Photo Vocabulary Activities	15
Authentic Materials	15
Types of Authentic Materials	16
Working with Authentic Material	17
Reasons to adapt Authentic Material.....	18
Ways to adapt Authentic Materials	19
Authentic Material useful for a class.....	20
Newspapers	20
Classified Ads	21
Flyers and Brochures.....	21
Job Application	22
Printed Recipes	22
VOCABULARY	22
Mastery of words.....	23
Types of vocabulary.....	24
Teaching Vocabulary	25
Techniques in Teaching Vocabulary	28
Teaching vocabulary with Authentic Material	28
e. MATERIALS AND METHODS	30
f. RESULTS	34
g. DISCUSSION.....	47
h. CONCLUSIONS.....	50

i. RECOMMENDATIONS.....	51
j. BIBLIOGRAPHY.....	52
k. ANNEXES	57
a. THEME	58
b. PROBLEM STATEMENT.....	59
c. JUSTIFICATION.....	64
d. OBJECTIVES	66
e. THEORETICAL FRAMEWORK.....	68
f. METHODOLOGY	90
g. TIMELINE	111
h. BUDGET AND FINANCING	112
i. BIBLIOGRAPHY	114
ANNEXES.....	118
INDEX.....	132