



## **UNIVERSIDAD NACIONAL DE LOJA**

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

### **TITLE**

AUTHENTIC MATERIAL ACTIVITIES TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF TENTH YEAR "B" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, 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.

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2019**

## **CERTIFICATION**

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NACIONAL DE LOJA,

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The present research work entitled AUTHENTIC MATERIAL ACTIVITIES TO  
IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF TENTH  
YEAR "B" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD  
EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY  
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Loja, September 2<sup>nd</sup>, 2019



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## **THE AUTHOR**

## **DEDICATION**

I dedicate this research work to all the people who mean so much to me. First, to my parents whose love, patience, and care drive me to obtain my objectives. Furthermore, my sisters and my brother who taught me being perseverant. Then, to my uncle and grandparents who have always been a constant source of support and encouragement during this challenge. Last but not least, I dedicate this thesis to my dear friends for giving me the vigor to face every difficulty presented.

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## MATRIZ DE ÁMBITO GEOGRÁFICO

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## MAPA GEOGRÁFICO Y CROQUIS

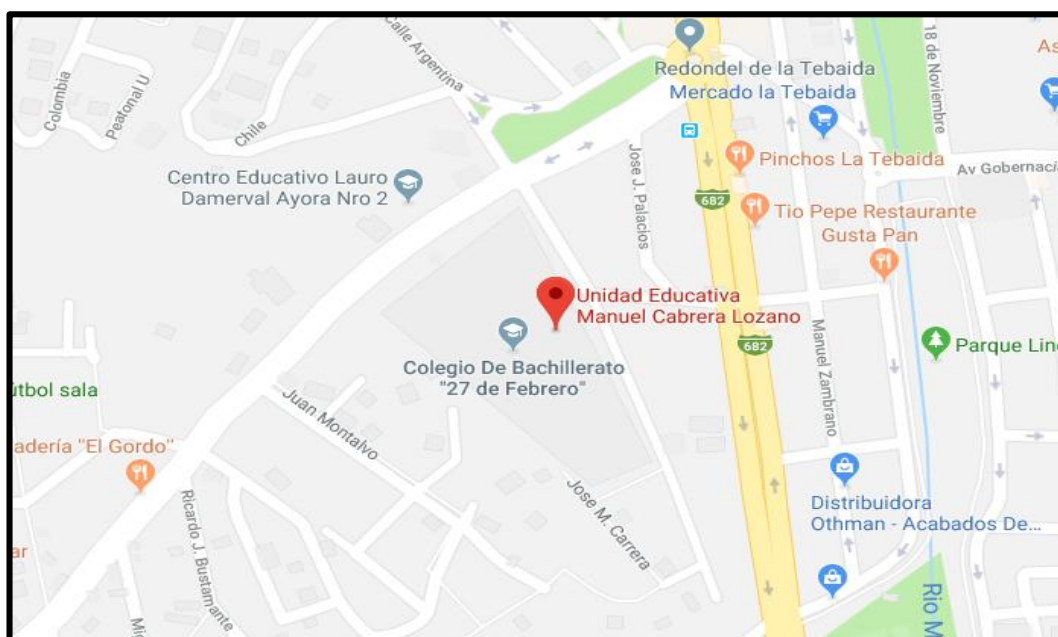
### UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



## CROQUIS DE LA INVESTIGACIÓN

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#### LOZANO





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**a. TITLE**

AUTHENTIC MATERIAL ACTIVITIES TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF TENTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

## **b. RESUMEN**

El objetivo de este trabajo de investigación fue mejorar el vocabulario mediante actividades con material auténtico entre los estudiantes de décimo año “B” de educación básica, sección vespertina en la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, en la ciudad de Loja durante el periodo 2018-2019. Los métodos aplicados para esta investigación fueron el científico que proporcionó información para diseñar el plan de intervención; el descriptivo para describir el comportamiento del estudiante; el estadístico para representar información cuantitativa y cualitativa; el analítico/sintético para interpretar información. Las pruebas y cuestionarios fueron instrumentos para obtener información sobre el conocimiento y actitudes del alumno hacia las actividades con material auténtico; las hojas de observación y notas de campo para describir las actividades, reacción y progreso del aprendiz. Los resultados mostraron que los estudiantes lograron un mejoramiento significativo en el vocabulario. Las actividades realizadas fueron efectivas para que los alumnos cambien la actitud, trabajen cooperativamente, interactúen en clases, incrementen el entusiasmo e interés por aprender.

## **ABSTRACT**

The objective of this research work was to improve English vocabulary through authentic material activities among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. The methods applied for this investigation were the scientific that provided information to design the intervention plan; the descriptive to describe student’s behavior; the statistical to represent quantitative and qualitative data; the analytic-synthetic to interpret the information. Test and questionnaires were the instruments to collect data about students’ knowledge and attitude towards authentic material activities; the observation sheet and field notes to describe activities, reaction, and progress students made. The results showed that students achieved a significant improvement in English vocabulary. Authentic material activities were effective to change students’ attitude towards activities, students worked cooperatively, interacted in class, they were interested and enthusiasm in learning.

### **c. INTRODUCTION**

Vocabulary is part of learning a new language. It has a big impact on different fields. Lack of vocabulary produces problems to communicate in real situations in any language. Vocabulary benefits the comprehension of the second language. It is important to mention that language skills like listening, reading, writing and speaking are difficult to develop without enough vocabulary knowledge. Thus, learning vocabulary in schools is a challenge for many students. They get frustrated when they cannot express their ideas, and interact using the language. Also participants face problems with spelling words, and recognizing the meaning of vocabulary in and out of context. Students are not interested in developing vocabulary because they do not understand English words.

These problems encouraged the researcher to investigate how the use of authentic material activities improves the English vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Authentic material activities were chosen because they help students to make connections between the language classroom and the outside world. These activities also make learners get immersed in real contexts, they participate actively and interact using English vocabulary, and motivate students to get involved in the language usage of other cultures. Moreover, these authentic material activities increase student interest in developing vocabulary through the use of tools designed

for native speakers. Finally, students acquire lexis in a different perspective from the traditional way.

The specific objectives for this research work were: to research the theoretical and methodological references about the application of authentic material activities to improve English vocabulary; to diagnose the issues that limit the learning of English vocabulary; to design an intervention plan based on the application of authentic material activities to improve the learning of vocabulary; to apply the most suitable activities using authentic material to improve English vocabulary; to validate the results obtained after the application of the authentic material activities to improve the learning of English vocabulary.

The researcher used different methods to carry out this research. *The scientific method* helped to obtain main information about the two variables and support the results from the data collected. *The descriptive method* was applied for describing the situation that student faced in learning English vocabulary. *The statistical method* supplied the research with quantitative and qualitative information. Finally, *the analytical-synthetic method* was applied for analyzing the results from the observation sheets, field diaries, pre/post tests and questionnaires.

This thesis work consists of different parts, such as *the abstract* which contains the general objectives, methods, techniques, materials, and results. *The introduction* refers to the contextualization of the central problem, reasons why it is important to develop this research, specific objectives, methodology and contents of the thesis. *The Literature review*, provides detailed information about the contents of the independent variable which is authentic material activities and dependent variable

English vocabulary. *The materials and methods* informs about the materials, design of the research, methods, population and instruments applied during the development of the research. *The results section* presents the information of results in tables, figures with the logical analysis. *The discussion* has general analysis of the results and finally the *conclusions* and *recommendations*.



## **d. LITERATURE REVIEW**

### **AUTHENTIC MATERIAL ACTIVITIES**

#### **Authentic material**

Authentic material is a resource created by native speakers and has the potential to be exploited in different ways to use them in daily life. It can be adaptable according to the student's level. Authentic material also enables students to hear, read and produce the language. It gives language learners opportunities to interact and develop their language inside and outside the classroom. Authentic material should be associated to functions in real world situations, which lead to authentic language use in classroom (Gilmore 2007; Hussein, 2017).

#### **Benefits of using authentic material**

Authentic material is good for teaching and learning a second language in several ways. This material increases student interest by giving the learner the sensation of using the language that native speakers commonly manage. Eventually, authentic material motivates students learning a new language through up-to-date information and material (Gilmore, 2007).

One major benefit of using authentic material, is that it provides the opportunity for students to learn real English in specialized real contexts. Additionally, the most useful point of this material is that learners naturally acquire the sense of 'language in action' in the target language. This material gives students the exposure to the interaction in the target language (Gilmore, 2007). The opportunities given by authentic material are essential for increasing second language communication.

They have the source to learn differently as the traditional way, because they offer the sense of interaction with real world.

### **Challenges of using authentic material**

There are difficulties that should be considered after using material. Authentic material tends to have more complex vocabulary. Some authentic texts require students to have mastered knowledge of grammar or lexis. Furthermore, sometimes authentic material is more sophisticated and arduous to convey to a low level. As well as, information from another country could be difficult to get familiar with; those students are not related with other cultures or their language (McCoy, n.d.).

The material may have many mixed structures, which are not appropriate for lower levels. In addition, it is difficult to find interesting and accessible material for the beginner's level, because they can become easily obsolete. Material can be extremely demotivating for learners since they will find it difficult and boring (Gilmore, 2007).

The design of material is a complex task for the teacher, because authentic material is hard to find for learners' requirements. The teacher should find the source to avoid some problems at the moment of using this material with student's lower levels.

### **Selecting appropriate authentic material**

To select appropriate authentic material, teachers should keep in mind some important factors such as suitability of content, exploitability and readability (Berardo, 2006). To choose relevant authentic material, teacher should learn diverse contents like arts, places and traditions of other local context. It gives students a

different perspective of a culture, values, and attitudes. It motivates students to learn and appreciate the information from other country (Suarez, 2013).

Teacher should consider an appropriately authentic material for student's requirements. Students should feel comfortable with this material. Ultimately, these material need to be relevant for all students.

### **Working with authentic material according to student's levels**

According to Suarez (2013), a teacher should choose material for student's skills and level of management of language. There are three levels that students have.

#### *Low levels*

For low levels there are appropriate tools, such as timetables, pictures, menus, short headline type reports, audio and video advertisements, or broadcasts. The language should be simple for students.

#### *Intermediate level*

Students who have an intermediate level can use longer articles, television programs or radio news reports. They have a better understanding of some words in context.

#### *High level*

Students managed better complex vocabulary. They read and understand newspapers articles, listen to complex audios which help them to improve their language learning. Their knowledge is advanced so it is easier for them to work with new words.

The teacher should be capable to work and use the effective material and activities for the correct development of the learning process.

### **Activities using authentic material**

Activities with authentic material are beneficial for developing vocabulary or any other skill. Some activities that Vera (2015) proposed are: article discussion in which teacher used newspaper and/or magazine articles as the point of discussion. Newspaper word diary activity in which students listed new words, expressions, phrases that they have found from songs or newspapers articles, they write on their notebook and look for their meanings or practice them. Another activity is sentence formation, in this activity learners use words from articles and they form sentences related to any topic, students practice and learn about the structure of a sentences. Context clues activity, students understand the meaning of words reading and analyzing the context of a text, which engages learners to develop their reading and vocabulary skills.

There are other activities for the development of English vocabulary using authentic material (Klippel 1984; Kasmi & Fadhilah, 2017).

#### *Communicative Fluency Activities*

These activities offer many different ways to complement language usage and make it more interesting and lively. These activities are based on communication skills, to engage students in a real situation. Activities use real experiences and authentic material to foster student's participation in different situations and practice the language (Klippel, 1984).

**Table 1**  
*Communicative Fluency Activities*

Material	Activities
Pictures	Matching: Teacher spreads pictures on the table and students
Newspaper	match the text with the pictures.
Photographs	Miming: students represent through movements a word, and their classmates guess.
Lyrics of songs	Sentence formation: Teacher provides to each group lyrics of songs and newspapers. Students cut words and syllables to form phrases.
Pictures	Role plays: students organize and present a short presentation about any content.

Teacher selects suitable authentic material and activities according to the contents and students' level. While learners are developing the activity, they are producing the language using vocabulary.

#### *Drawing dictation Activities*

These activities improve student's vocabulary while they are drawing. The activities encourage students to memorize and identify different expressions which support their vocabulary participation. The researcher applied these activities with individuals, in pairs or with the whole group.

Drawing is an interesting activity in teaching and learning process, which makes students feel more comfortable, not bored, and be

enthusiastic. Moreover, picture is one of visual support in teaching process (Rahman & Kasmi, 2017).

**Table 2**  
*Drawing Dictation Activities*

Material	Activity
Pictures	Teacher provides a picture or a photograph to students. A
Photographs	person describes what he watches in the picture using the vocabulary. The listener pay attention to all the details and draw according to the description. At the end students compare the picture and the drawing and share opinions.

Using different activities with authentic material make student to achieve classroom goals easily. They make use of different skills while they are using the vocabulary.

#### **Authentic material activities adaptation**

Richards (as cited in Ahmed, 2017) mentioned that to adapt authentic material activities is important to focus on the age, interests, language level and goals of particular students. The teacher makes decisions about what “to select, adapt, reject and supplement” in the teaching process, taking into account the institution requirements and frame in education.

If materials and activities are correctly adapted for students, these activities with the authentic material would help learners to produce and acquire the language

better. As well as, make learners more confident to deal with real life situations (Azri, Al-Rashdi, Hamed, Azri, & Al-Rashdi, 2014).

This adaptation should make emphasis on the special needs of pupils. Because they have to be according to many aspects like abilities, interest, and also taking account that all students do not learn in same way.

## **VOCABULARY**

### **What does “vocabulary” mean?**

Vocabulary means how many words in any language a person knows. Also, it is the lexis that a person manages in a language, using them in context, understanding meanings, and applying words for different purposes.

According to Hubbard (as cited in Ferreira, 2007) vocabulary is defined as a powerful carrier of meaning. It is the knowledge of words and meanings that an individual has. A person should be able to recognise words and comprehend the use of those words in a language.

Words in any language are not easily acquired, at least not for adult second language learners. They have to be expose to different situations and for long periods of time. There are different degrees of knowing a word, because people are able to recognize and understand a word when they see it in a text or hear it in a conversation, but are not able to use it themselves (Richard, 2000).

Nation (as cited in Richard, 2000) proposes a list of the different types of word knowledge that a person must master in order to know a word

- The meaning(s) of the Word



- The written form of the word
- The spoken form of the word
- The grammatical behavior of the word
- The collocations of the word
- The frequency of the word

### **Importance of learning vocabulary**

Vocabulary plays a vital role in students' comprehension and acquisition of a foreign language. Without an adequate number of words, language learners will not be able to comprehend or use the second language (Conderman, Hedin, & Bresnahan, 2014). Researchers argue that vocabulary is the core component of other skills. For example, vocabulary is necessary to develop writing and speaking skills (Alqahtani, 2016). In summary, vocabulary is one of the main components of the language acquisition. It allows people to increase their ability in a language. Without vocabulary people are not able to convey any message.

All aspects emphasize that students have to go beyond a simple word list, they should understand the global concept of what a lexical item is. This helps students to improve their English because they learn how to use language effectively.

### **Types of Vocabulary**

Vocabulary is divided in two types the vocabulary; the receptive and productive vocabulary. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing (Alqahtani, 2016).

The two types of vocabulary are essential for the learning of vocabulary. In the first category students identify words that can be use different forms, but it is difficult to apply. The second type of vocabulary allows students to be able to practice the lexis that they have for different purposes; developing their language skills in the process.

### **Vocabulary Activities**

It is important to think of using activities to learn vocabulary to expand English vocabulary. A wide vocabulary provides big opportunities for better communication. When using authentic material activities people can improve their vocabulary (Folse, 2008).

Activity 1: Keeping a running list of words

Activity 2: Vocabulary cards

Activity 3: Ranking vocabulary items

Activity 4: Vocabulary ladder puzzle

Activity 5: Vocabulary sentence auction

Activity 6: Scrambled vocabulary envelopes

The activities engage students in an interactive and productive process. Where they understand easily and are able to develop effectively the activity.

### **Goals in selecting vocabulary activities**

The most successful vocabulary activities are those that allow students to accomplish three goals: (1) focus on the vocabulary, (2) experience multiple retrievals of the vocabulary, and (3) develop successful vocabulary learning strategies (Folse, 2008).

*Goal 1:*

- Focus on the vocabulary

Students learn second language vocabulary better when they “notice”. To make sure that students notice new words, teachers can write them on the board for all to see. They can also keep a separate section of the board for vocabulary (Folse, 2008).

*Goal 2:*

- Experience multiple retrievals of vocabulary

Learners must interact with a word multiple times in different ways. These ways of retrieving a word could include matching words with definitions, asking themselves the meaning of a word, pronouncing a word, naming a word that is connected in some way (e.g., match cook or food with bake), or even simply spelling the word (Folse, 2008).

*Goal 3:*

- Develop successful vocabulary learning strategies

Teachers need to acquaint students with a variety of strategies and encourage them to discover the strategies that they prefer. Teachers should continue to monitor students to help them become aware of their strategy use (Folse, 2008).

The activities for teaching vocabulary, are applied to avoid repetition because they motivate students. They achieve different goals in the teaching and learning process.

### **Vocabulary Learning Strategies**

There are some strategies to learn vocabulary. The first strategy is guessing meaning from context. Another strategy is using mnemonic devices: one of the most

reliable is the keyword technique. With seeing or hearing the word, it is easier to remember it. Moreover, comprehension activities give students to understand and memorize easier the new words. The third strategy is vocabulary notebooks; vocabulary notebooks are useful to write notes about a new word (Alqahtani, 2016).

Vocabulary learning strategies commonly include simple memorization, repetition and taking notes on vocabulary. These more mechanical strategies are often favoured over more complex ones requiring significant active manipulation of information (imagery, inferencing, Keyword Method) (Richards, 2000, p. 132).

To apply vocabulary learning strategies to our students, the teacher should consider the overall learning context. The effectiveness with which learning strategies can be both taught and used will depend on the proficiency level (Richards, 2000).

Richards (2000) gave some examples of vocabulary learning strategies for the discovery of a new word's meaning:

- Analyse parts of speech
- Affixes and roots
- Check for L1 cognate
- Analyse any available picture or gestures
- Guess meaning from textual context
- Use dictionary (bilingual or monolingual)
- Connect word to previous personal experience
- Associate the word with its coordinates
- Use semantic maps

- Image word form
- Make word's meaning
- Use keyword method
- Verbal repetition
- Written repetition
- Word list
- Keep a vocabulary notebook
- Use English-language media (songs, movies, newscasts)
- Skip or pass new word
- Continue to study word over time.

Applying the strategies to learn vocabulary will be easier for students to understand the meaning of words in different context. Repeating, memorizing, drawing, and seeing, are different ways in which students can learn vocabulary. Depending on the activities that the teacher use for the students, the teacher will have positive results. The activities should call students attention (Alqahtani, 2016).

All those strategies motivates students and teacher to work effectively. Through the strategies teacher can evaluate in a variety of ways students' knowledge. They were applied for improving their lexis problems.

### **Teaching Vocabulary**

Teaching vocabulary is one of the most significant parts of teaching English as a foreign language. When the teaching and learning process take place, teacher should think about the variety of materials to use, also, on the objectives of the class.

The themes or topics should be selected according to the learners' interests, needs and background knowledge (Alqahtani, 2016).

The teachers should be concerned that teaching vocabulary is something new and different from the student's native language. The teachers have to know the characteristics of learners, because everybody learns in different ways.

There are some techniques to teach vocabulary

#### *Visual techniques*

The purpose of these techniques is to connect the word with its meaning. Depending on the word that teachers want to teach, there are different techniques:

- Realia, objects in class, including the students themselves.
- Pictures, flashcards, photos, drawings on the blackboard, transparencies, wallcharts.
- Gestures, mime, actions, facial expressions.

#### *Verbal techniques*

- Giving examples to show the meaning of the word.
- Using illustrative situations.
- Through definitions.
- With synonyms or opposites
- Using scales for gradable items.

#### *Translation*

Sokmen (as cited in Richards 2000) explain vocabulary teaching and highlights a number of key principles.

- Build a large sight vocabulary

- Integrate new words with old
- Provide a number of encounters with a word
- Promote a deep level of processing
- Facilitate meaning
- Make new words use a variety of techniques
- Encourage independent learning strategies.

It is very useful to transmit something or to check if the comprehension is good or not. The teacher has to use the translation with some limits. It is better if students understand and comprehend a word on their own. If they look for the information they develop their ability to recognize words.

Tosuncuoğlu (2015) mentioned that it is important to some aspects for teaching lexis. Mentioned in the following list

- Boundaries between meanings: knowing not only what “lexis” refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, and bowl).
- Polysemy: distinguishing between the various meanings of a single word form with several different but closely related meanings (e.g. head: of a person, of a pin, of an organization).
- Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are NOT closely related (e.g. file: used to put in or a tool).
- Homophony: understand words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).



- Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, and expand).
- Affective meaning: distinguishing between the attitudinal and emotional factors (denotations and connotation), which depend on the speaker's attitude or situation. Socio-cultural associations of lexical items is another important factor.
- Style, register, dialect: Being able to distinguish between levels of formality, the effect of different context and topics, as well as differences in geographical variation.
- Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- Chunks of language: multi-word verbs, idioms, strong and weak collocations, lexical phrases.
- Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).
- Pronunciation: ability to recognize and reproduce items in speech.

### **Learning Vocabulary**

There are some steps to follow to learn vocabulary.

#### 1) Encountering new words

The teacher has to make students understand that there are a variety of sources to find new words, as books, music, magazines. It is necessary to encourage interest

and motivation in students in order to learn words quickly and meaningful (Alcalá, 2014).

#### 2) Getting the word form

This step refers to creating an image of a word in the mind. The mind keeps words easily using an image as a reference. It is better to have a clear idea about the word, and the meaning.

#### 3) Getting the word meaning

The most common forms to get the meaning are to use a dictionary, guessing the meaning from context, pictures, illustrating or getting definitions by having a bilingual friend or teacher explain (Alcalá, 2014).

#### 4) Consolidating word form and meaning in memory

A good way to acquire new vocabulary is through activities to work the memory. The activities such as flashcards, matching exercises, crossword puzzles, mnemonic (keyword method), matching words and definitions, discussing the meaning of phrases, drawing and labelling pictures, peer teaching and riddles (Alcalá, 2014).

#### 5) Using the word

The last step is using the word in any context, the more time students use a word, the more that will be able to keep in their minds (Alcalá, 2014).

The teacher uses different ways to help students to improve their vocabulary. Students used flashcard, pictures, crosswords, activities, and keyword. They were useful to memorize and use word in and out of context.

## **How to Assess Vocabulary?**

Teachers are likewise interested in their student's improvement. Because one of the key elements in learning a foreign language is mastering the L2's vocabulary, it is probably safe to assume that there has been interest in testing vocabulary from the earliest times in which foreign languages were formed studied (Richards, 2000).

To evaluate vocabulary is important to use the multiple-choice format, isolate words, in context, completion, and paraphrase. They are tending to behave consistently and predictably (Harris, 1979).

Henrickson (as cited in Richards, 2000) showed three dimensions of vocabulary development to consider the possible lexical aspects:

1. The degree of mastery that the test attempts to measure (partial-precise).
2. The degree to which the various word-knowledge aspects are captured
3. A focus on receptive or productive knowledge.

## **Dimensions of Vocabulary Assessment**

Richards (2000), identified dimensions for designing and evaluating vocabulary assessments; all three are useful. These dimensions can help to judge the type of vocabulary test most suited to learning purposes.

Selective—comprehensive

“This distinction refers to the relationship between the sample of items in a test and the hypothetical population of vocabulary items that the sample represents” (Richards, 2000).

## Contextualized—decontextualized

This continuum refers to the degree that textual context is required to determine the meaning of a word. Any word can readily and easily be assessed in a decontextualized format. But simply assessing a word in a contextualized format does not necessarily mean that context is required to determine its meaning (Richards, 2000).

To assess student knowledge about some topics it was essential that the teacher select enough issues to evaluate according to the learners. Also a teacher should evaluate vocabulary in or out of context in order to know about the meaning of some words.

## **Mastery of words**

### **Meaning**

A person will probably know at least one meaning for a word before knowing all of the derivate form. Most of people equate the meaning of words with the definition in dictionaries.

Meaning consists of the relationship between a word and its referent (the person, thing, action, condition, or case it refers to in the real or an imagined world). Words clearly have connection with their referents, and one of them is the class of *onomatopoeic* words. That attempt to mimic the sounds they represent: boom, chirp, and whoosh. However the sounds are different between languages; for example the sound of a rooster is rendered *cock-a-doodle-do* (English), *cucuricú* (Spanish) (Richards, J. 2000).

People use more the relationship between word and its concepts rather than words and its references. Because the word and referent are not in some cases tidy and direct. The referent is a single, unique entity that the word can precisely represent. But more often it is really a class or category such cat, love, uniform (Richards, 2000). To describe the meaning of the word, it is necessary to describe the concept it represents. The traditional view is that words can be defined by isolating and using their own concepts (Richards, 2000).

Children construct meaning through drawing, they apply the visual analysis as an important step in evaluating an image and understanding its meaning. Using images during an evaluation can also help to tap into hidden meaning. Drawing is often the first method of making meaning. Many words in English have several meanings, for that reason, to study the meaning is better learning in context, is more important focusing on a single meaning rather than all possible meanings (Silvia, 2012).

### **Word Formation**

Types of word formation: Compounding: Two or more words joined together to form a new word, compound is usually defined (somewhat paradoxically) as a word that is made up of two other words. Derivation: it is the process of forming new words from existing words, for example adding affixes (Nolda, 2014)

Stopar (2014) affirms that “With regard to derivation and word families, it has been established that learners’ productive knowledge of the derivative forms of a word family is an essential part of vocabulary knowledge”.

## **Cognates**

Cognates are words that are related through the same origin. They have the same meaning and similar spelling in two different languages. To understand and differentiate the meaning of words in Spanish and English, it is relevant to use a dictionary, to see a picture or to read them in context (Silvia, 2012).

It is a word which has to relate form and meaning in two or more languages. For example, in Spanish the word *idea* (meaning “idea”) in English “idea” (meaning “plan for something”). It is called “true cognates”, because they have similar spelling and same meaning.

It also refers to words with similar spelling but not a common origin. For example in Spanish the word *embarazada* (meaning “pregnant”) and in English “embarrassed” (meaning “feel comfortable”). It is known as “false cognate”, it has similar spelling but different meaning.

## **Noun**

A noun is the name of a person, place or thing. There are different kinds of nouns like the proper, common and abstract nouns. (“Oxford University”, 2014).

There are word that act like nouns. For example, the object, subject and possessive pronouns.

Also In learning new words, nouns are the easiest part of speech to learn, followed by verbs, adjectives, and adverbs. Learners tended to have a better understanding of the noun or verb forms rather than the adjective or adverb forms (Folse, 2008).

## **e. MATERIALS AND METHODS**

### **Materials**

The materials that were useful for the development of the research were three: human, material and technical resources. The human resources were the nineteen students of tenth year “B” of Basic Education who worked on the activities and gave the information for the research work, the researcher who designed materials for the different lesson plans and was in charge of controlling and monitoring student’s work, the thesis advisor who provided suggestions, and the teacher of the subject who monitored each class. The material resources used during the investigation were pictures, photographs, magazines, newspapers to support student’s improvement on their vocabulary; assessment sheets to give feedback on students understanding, children’s drawings to motivate them to illustrate their creativity. Finally, the technical resources were computer, printer, speakers, and technical programs as YouTube, power point presentation, internet which encouraged student’s participation.

### **Design of the research**

This research was based on the theory proposed by Creswell (2012) in which action research is related to the development of stages of planning, acting, developing and reflecting. Creswell demonstrated the stages of planning for the observations and determination of a problem, acting consists on the design of the action plan; developing is about the implement of the action plan and finally, reflecting the results obtained during research work.



This action research was developed following four stages. First, English classes of tenth year “B” at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano were observed to determine student’s problems in English vocabulary learning. Second, an action plan was designed using authentic material activities. Third, the intervention plan was implemented to help participants and solve their lexical problems. Finally, learner’s results were analyzed and interpreted to confirm if the intervention plan was successful.

### **Methods**

There were four methods that helped to carry out the research. *The scientific method* was useful to study the theoretical frame in order to design the intervention plan considering the most appropriate authentic material activities to improve English vocabulary and the instruments used; *the descriptive method* was applied for describing how students participated and behaved in the classroom; *the statistical method* was used to process and represent the qualitative data in figure and the quantitative results in tables. Finally *the analytic/synthetic method* was employed to analyze and interpret the information gathered from the pre/post questionnaire and tests, field notes, observation sheets and establish conclusions.

### **Techniques and instruments**

To collect information the researcher designed several instruments that were applied at the beginning, during and at the end of the intervention plan. The instruments were pre/post-test and questionnaires, field notes and observation sheets.

## **Tests**

A pre/test was used at the beginning of the intervention to diagnose student's level of knowledge about English vocabulary and the same test was applied as post/test at the end of the intervention plan to analyze the achievements that students' had in English vocabulary using authentic material activities. The kinds of questions that contained the test were four of matching, one filling the gaps, one of multiple choice, one of true or false question. The pre/post-tests gathered information about the results from student's effective participation.

## **Questionnaires**

The pre/post questionnaire were used at the beginning and at the end of the intervention. These questionnaires contains four multiple choice questions related to the use and importance of authentic material activities. Pre/post questionnaires were applied to obtain data from students about the attitudes and feelings towards the usage of authentic material activities to improve English vocabulary.

## **Observation sheet**

The researcher used observation sheets to record the relevant aspects that students had in learning vocabulary and to describe the progress and improvement that students had in the different skills of vocabulary.

## **Field notes**

The researcher described in detail each activity applied and how was the students's reaction, attitude and behavior toward those activities in each class. The researcher use this field notes as a diary to write down all the information from students.

## **Population**

The participants of this research work were the tenth-year students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. They were nineteen students, six girls and thirteen boys who were about thirteen to fifteen years old.

## **f. RESULTS**

This section details how objectives were achieved

The first objective was accomplished through the use of theoretical and methodological references about authentic material activities to improve English vocabulary. The theoretical reference was beneficial to design the intervention plan and instruments like test and questionnaires, to support the interpretation of results obtained and to give recommendations. The methodological reference was functional for the application of authentic material activities.

The second objective was reached through the pre-test results which are presented in table number one. This objective permitted to diagnose the students' issues that limited the learning of English vocabulary.

The third objective was achieved through the design of an intervention plan based on three stages which were activation of the knowledge, connection to develop the activities, affirming the vocabulary acquired by students. The plan was addressed to the improvement of English vocabulary.

The fourth objective was fulfilled with the application of authentic material activities and the results gathered from the pre/post questionnaire results, which are shown in tables two to five.

The fifth objective was accomplished using the post test results shown in table six; which validated and confirmed that the activities applied were effective to improve the learning of English vocabulary.

## Pre Test Results

**Objective two:** To diagnose the issues that limit the learning of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

## Pre Test Results

### a. Table 1

*Pre-Test Score of the Tenth Year “B” Students in Vocabulary Learning*

Student's code	WF	C	N	M	SCORE
	/2	/3	/2	/3	/10
UEDMACL10B01	0.25	1.5	0.5	2	4.25
UEDMACL10B02	0	0	2	1.5	3.50
UEDMACL10B03	0.2	1.5	0.5	1.5	3.70
UEDMACL10B04	0	0.5	0	1	2.25
UEDMACL10B05	0.2	0.5	0	0.5	1.20
UEDMACL10B06	1	1.5	0.5	1.5	4.50
UEDMACL10B07	0.75	1	1	1	3.75
UEDMACL10B08	0	1.5	0	1	2.50
UEDMACL10B09	0.25	2	1	0.5	3.75
UEDMACL10B10	0.5	1	0.5	1.5	3.50
UEDMACL10B11	0	1	0	1.5	2.50
UEDMACL10B12	0.75	1	2	0.5	4.25
UEDMACL10B13	0.75	2	1	2	5.75
UEDMACL10B14	0	1.5	1	1	3.50
UEDMACL10B15	0.75	2	0.5	0.25	3.50
UEDMACL10B16	0	1.5	0	0	1.50
UEDMACL10B17	0.75	0	0	2	2.75
UEDMACL10B18	0	0.5	0.5	0.5	1.50
UEDMACL10B19	0.75	1	1	1	3.75
<b>MEAN</b>	<b>0.36</b>	<b>1.13</b>	<b>0.63</b>	<b>1.09</b>	<b>3.26</b>

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 10B= Tenth year, 01= Students' code, WF= Word Formation, C= Cognates, N= Noun, M= Meaning.

### b. Interpretation and Analysis

The results of the pre-test presented in Table 1 shows that students got a mean score of 3.26/10 in vocabulary. It indicates that students are in failing level of English vocabulary (see the grading scale on the page 122). The highest score that students obtained was 1.13/3, in cognates, which indicates that it was easy for

students to infer the meaning of some words through pictures. Even though, it was difficult for them to identify when a word with similar spelling in Spanish and English has different or same meaning. In contrast, the lowest score was 0.36/2 in word formation. This demonstrates that students understood the different parts of speech such as nouns and adverbs, but they faced problems to identify what suffix use to form the word. They also had difficulty to recognize the nouns that go together to form compound words and they made spelling mistakes.

These evidences reveal that students had serious limitations in English vocabulary knowledge. They guessed the meaning of words through pictures and understood parts of speech. However, they confused words with similar spelling and also the use of suffixes was unclear. According to Alqahtami (2016), vocabulary is the main component of the language acquisition, it is essential to increase English knowledge. A person needs to manage aspects of lexis to convey and use the language successfully.

### **Comparison of the Pre and Post Questionnaires Results**

**Objective four:** To apply the most suitable activities using authentic material in order to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

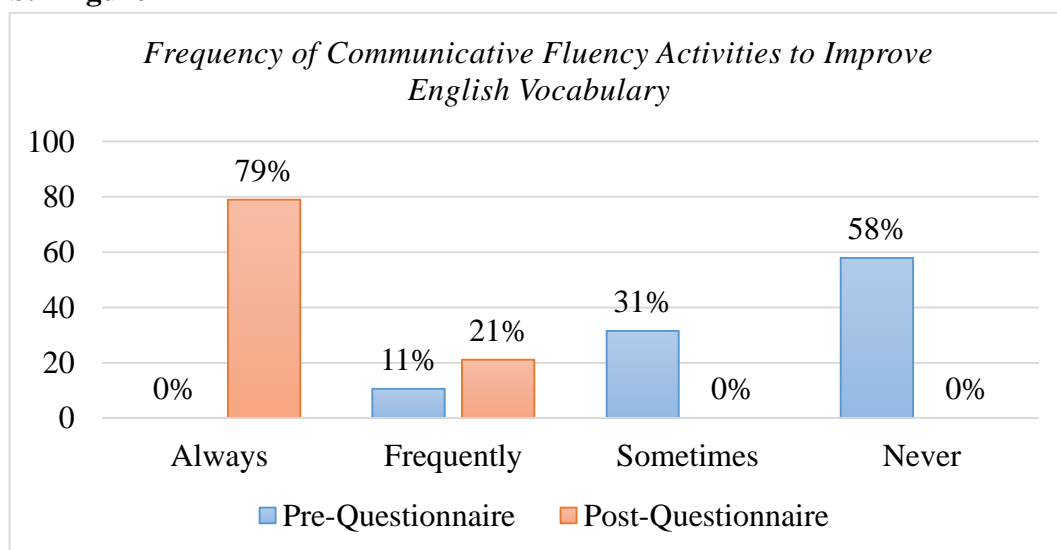
**Question 1:** How often does the teacher use communicative fluency activities to improve your vocabulary?

**a. Table 2**

*Frequency of using Communicative Fluency Activities to Improve English Vocabulary*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>Always</b>	0	0	15	79
<b>Frequently</b>	2	11	4	21
<b>Sometimes</b>	6	31	0	0
<b>Never</b>	11	58	0	0
<b>TOTAL</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>

**b. Figure 1**



**c. Interpretation and analysis**

The findings presented in Table 2, indicated that more than half of participants (58%) answered that they have never used communicative fluency activities to learn English vocabulary. This indicates that students most of the time work on activities that the textbook provides which limited students to increase and improve their

vocabulary knowledge, as a consequence they lost interest in learning. Students had a lack of opportunities to interact in class. Nevertheless, after the application of the intervention plan, the results were different. Many students (79%) revealed that they always used communicative fluency activities in class to practice lexis. Students said that the constant use of these activities called their attention, increased their participation and it was easy to comprehend and use the new vocabulary when they exchanged their ideas. Also, the frequently use of activities motivated them to get interested in the subject. Klippel (1984) said that these activities provided opportunities to students to interact and use the language while they practice different skills as speaking, listening, writing and vocabulary.

**Question 2:** To what extend do you think that your teacher employs communicative fluency activities to improve your vocabulary?

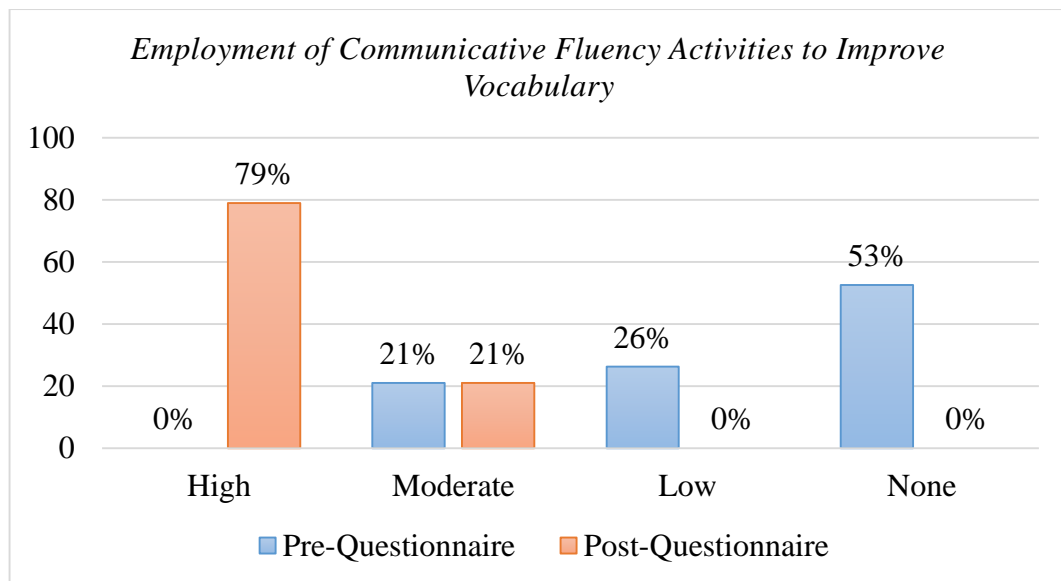
**a. Table 3**

*Employment of Communicative Fluency Activities to Improve Vocabulary*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>High</b>	0	0	15	79
<b>Moderate</b>	4	21	4	21
<b>Low</b>	5	26	0	0
<b>None</b>	10	53	0	0
<b>TOTAL</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>



**b. Figure 2**



**c. Interpretation and analysis**

According to the results in Table 3, more than half of students (53%) responded that before the intervention plan, they did not use communicative fluency activities to improve vocabulary. This means students were limited to develop their English vocabulary, they were not encouraged to use interactive activities to practice their vocabulary. After the intervention plan the results changed significantly, many students (79%) showed that the employment of communicative fluency activities was high to improve their English vocabulary. Furthermore, they increased their lexical knowledge, and were interested in learning differently from the traditional way. Moreover, these activities helped them to work effectively and be enthusiastic of learning vocabulary for real situations. Klippel (1984) affirmed that these activities offer many different ways to complement language usage and make it

more interesting and lively, they also improved and reinforced their vocabulary and communicative skill.

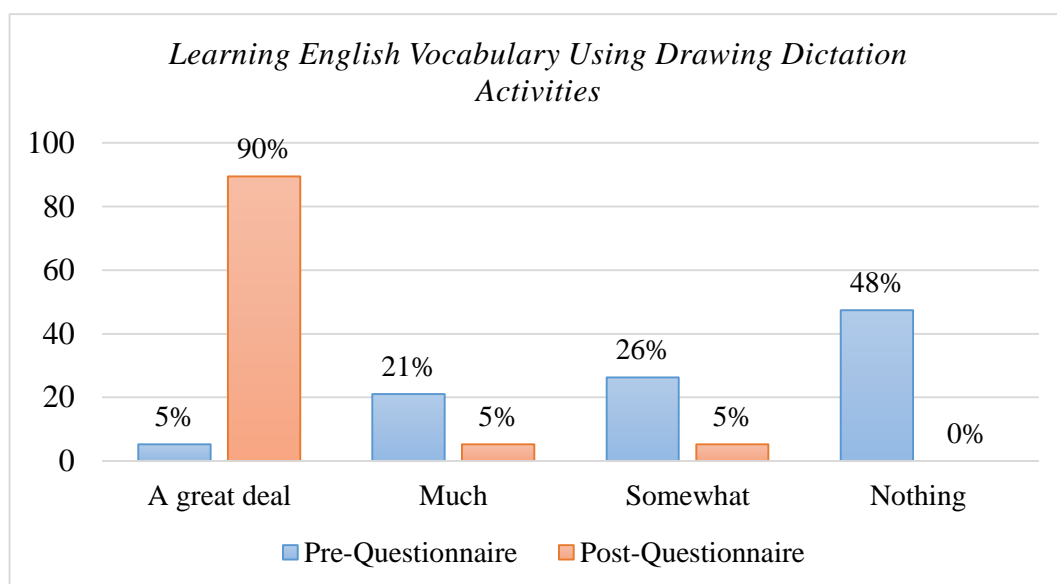
**Question 3:** How much do you learn when drawing dictation activities are used in the English classes?

**a. Table 4**

*Learning English Vocabulary Using Drawing Dictation Activities*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>A great deal</b>	1	5	17	90
<b>Much</b>	4	21	1	5
<b>Somewhat</b>	5	26	1	5
<b>Nothing</b>	9	48	0	0
<b>TOTAL</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>

**b. Figure 3**



**c. Interpretation and analysis**

Based on the results shown in Table 4, several students (48%) mentioned that in vocabulary they learned nothing with drawing dictation activities. This determines

that students did not improve lexis and it was hard for them to understand how to use it. Otherwise, after the intervention most of students (90%) indicated that they learned vocabulary a great deal. The implementation of drawing dictation activities supported learners to have a significant growth of knowledge related to vocabulary. Likewise, they were comfortable working collaboratively, and participants were stimulated to work with a lot of effort and learn many words during the intervention. Kasmi & Fadhilah (2017) indicated these activities improve student's vocabulary while they are drawing. It encourages students to memorize and identify different expressions which support their vocabulary learning.

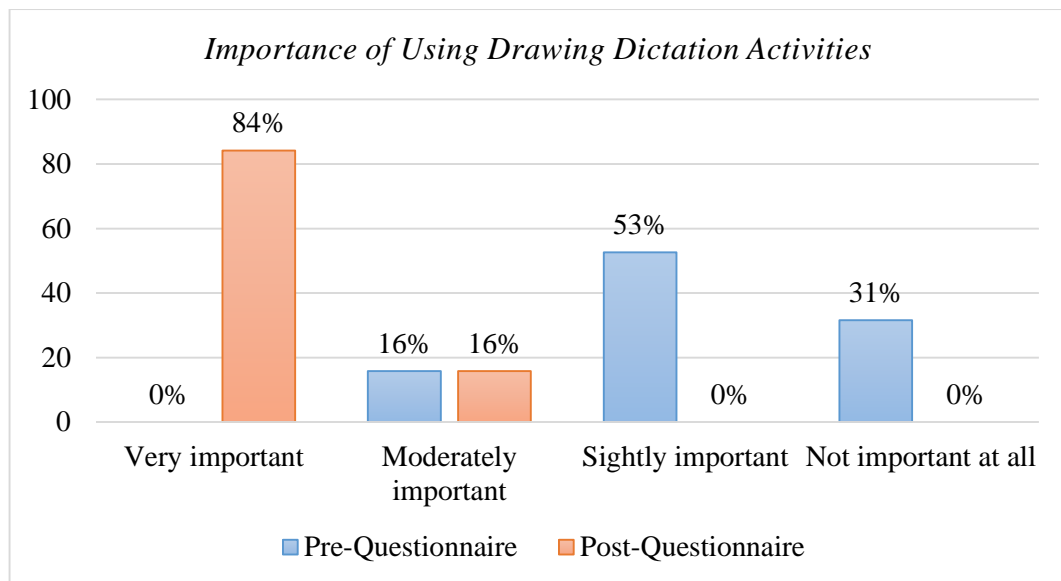
**Question 4:** How important do you think is the use of drawing dictation activities to enrich your lexicon?

**a. Table 5**

*Importance of Using Drawing Dictation Activities*

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
<b>Very important</b>	0	0	16	84
<b>Moderately important</b>	3	16	3	16
<b>Slightly important</b>	10	53	0	0
<b>Not important at all</b>	6	31	0	0
<b>TOTAL</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>

**b. Figure 4**



**c. Interpretation and analysis**

As it is appreciated in Table 5, more than half of learners (53%) answered that drawing dictation activities were slightly important to learn English vocabulary. It demonstrates that these activities were not significant for them. Activities made them get bored and frustrated when they learned lexis. After the application of the intervention plan, the results showed that many students (84%) manifested that these activities were very important to improve vocabulary. They practiced pronunciation, understood the meaning and spelled words correctly, felt confident, had fun and were enthusiastic in learning. Kasmi & Fadhilah (2017) stated that drawing is an interesting activity in teaching and learning process, which makes students feel more comfortable, not bored, and be enthusiastic.

## Post Test Results

### a. Table 6

*Post-Test Score of the Tenth Year “B” Students in Vocabulary Learning*

Students' Code	WF	C	N	M	SCORE
	/2	/3	/2	/3	/10
UEDMACL10B01	2	2	2.0	2.5	8.5
UEDMACL10B02	1.15	3	2	3	9.15
UEDMACL10B03	2	2	1	2	7
UEDMACL10B04	2	3	2	3	10
UEDMACL10B05	2	2	2	2	8
UEDMACL10B06	1.6	3	2	2.5	9.1
UEDMACL10B07	1.8	3	1	2	7.8
UEDMACL10B08	0.5	2.5	1.5	2	6.5
UEDMACL10B09	1.6	3	2	1	7.6
UEDMACL10B10	2	3	1	3	9
UEDMACL10B11	2	3	2	3	10
UEDMACL10B12	2	2	2	3	9
UEDMACL10B13	2	2.5	2	2	8.5
UEDMACL10B14	2	2	2	3	9
UEDMACL10B15	2	3	2	3	10
UEDMACL10B16	1.8	3	2	3	9.8
UEDMACL10B17	2	3	1	3	9
UEDMACL10B18	1.8	2.5	2	2	8.3
UEDMACL10B19	2	2.5	2	3	9.5
<b>MEAN</b>	<b>1.80</b>	<b>2.63</b>	<b>1.76</b>	<b>2.53</b>	<b>8.72</b>

Note. UEDMACL= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 10B= Tenth year, 01= Students' code, WF= Word Formation, C= Cognates, N= Noun, M= Meaning.

### b. Interpretation and analysis

The implications of post/test results are discussed in Table 6, which is clear that students had a significant improvement in English vocabulary. They obtained a general mean score of 8.72/10. The highest score that students achieved was 2.63/3 in cognate. It demonstrates that students interpret the meaning of cognates through pictures, they also know when a word, in two languages, has different or same meaning despite of its similar written form. On the other hand, the lowest score was

1.76/2 in noun. Students improved their knowledge in nouns, they associated the correct word with picture. However, they struggled to spell nouns correctly.

It is notable that students achieved a significant improvement in English vocabulary knowledge after applying authentic material activities. However, students continue having problems with writing nouns properly. Conderman, Hedin, & Bresnahan (2014) stated that vocabulary plays a vital role in students' comprehension and acquisition of a foreign language.

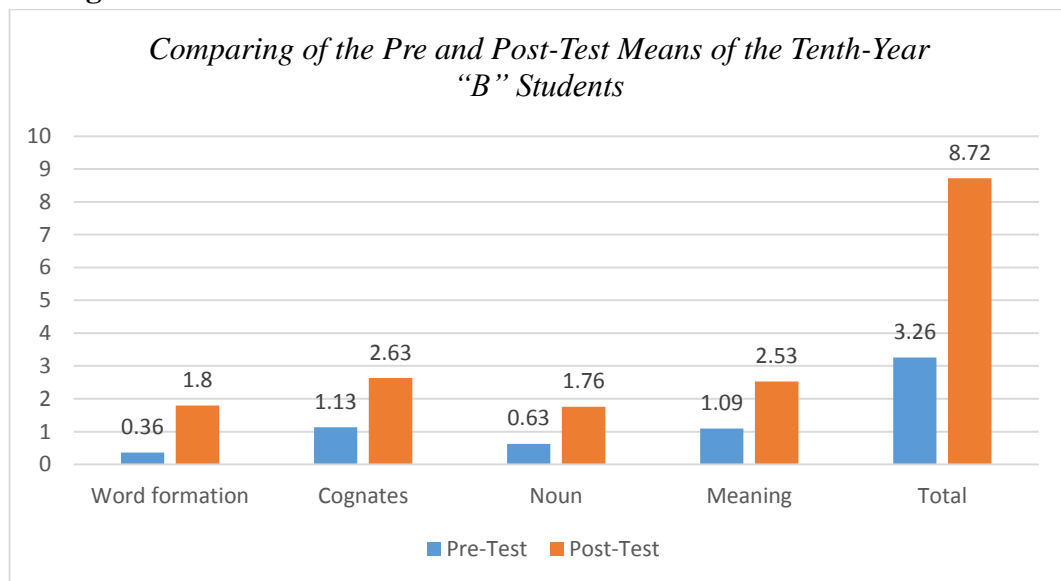
### Comparing Pre and Post-Test Means

#### a. Table 7

*Comparison of the Pre and Post Test Means of the Tenth-Year "B" Students*

Aspects	Pre-Test	Post-Test
<b>Word Formation</b>	0.36	1.8
<b>Cognates</b>	1.13	2.63
<b>Noun</b>	0.63	1.76
<b>Meaning</b>	1.09	2.53
<b>Total</b>	<b>3.26</b>	<b>8.72</b>

#### b. Figure 5



### **c. Interpretation and Analysis.**

The information of table 7 presents the great progress that students had after the implementation of activities using authentic material, it also shows the limitations that students faced at the beginning of the intervention plan. Participants, before the intervention, obtained 3.26/10 and after they achieved 8.72/10. In word formation the mean score changed from 0.36/2 to 1.8/2, in cognates from 1.13/3 to 2.63/3, in noun from 0.63/2 to 1.76/2, and in meaning from 1.09/3 to 2.53/3. With the information gathered it is clear that students had a significant improvement in English vocabulary learning. It means that students increased their level of vocabulary related to word formation, cognates, noun, and meaning. Furthermore, students were motivated to practice their lexis in real situations and had an active participation. However, there were some problems that affected the post test results, such as spelling of words, and they also confuse words in Spanish and English. Gilmore (2007) affirmed that authentic material gives language learners opportunities to interact and develop their language inside and outside the classroom. Authentic material should be associated to functions in real world situations, which lead to authentic language use in classroom.

## **g. DISCUSSION**

The application of the intervention based on Authentic material activities among students of tenth year “B” of basic education, afternoon session At Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year, had a great impact on the improvement of English vocabulary. This development is presented on the pre/post test and pre-post questionnaires findings, the researcher indicates that students had a positive progress when they used activities with authentic material. This improvement after the intervention is reflected in the meaningful increase of students’ total mean score of pre-test that was 3.28/10 and the post-test with a total mean score of 8.5/10. According to Gilmore (2007), authentic material enables students to hear, read and produce the language inside and outside the classroom. It helps to increase student’s interest by giving the learner the sensation of using the language that native speakers commonly manage.

To obtain the results the researcher evaluated students using vocabulary aspects as word formation, cognates, noun and meaning. In word formation students presented issues related to nouns to form compound words. Similarly, in cognates students had problems to identified pictures with the real meaning of the word. In the same way, in nouns students confused the proper names and placed them incorrectly. Finally, on meaning students could not identified pictures with its corresponding word. On the other hand, after the intervention the post test results were completely different. Students had a considerable progress in vocabulary



aspects. In word formation, students were able to relate nouns plus nouns to form compound words. Although they made some mistakes in cognates, they made a significant progress compared to the first result. Moreover, nouns were placed correctly it means that students identified properly proper nouns. In addition, most of students showed that they understood and recognized the meaning of words using pictures as a reference of their meaning. Basically, the findings were better than 7/10.

After the intervention plan students presented some difficulties to work with authentic material, it was something new for them. They used the textbook to practice and learn vocabulary, it means that the implementation of authentic material change their traditional way of learning lexis. They were not exposed to this kind of activities, it was complicated to adapt their learning process to this new one. Their attitude and perception towards these activities were changing during the classes. Their progress was slow the first weeks, but then they started to interact and participate voluntarily. Participants showed a good advance, they felt motivated to work with authentic material activities. At the end, the constant use of activities helped students to feel confident. Learners completed tasks with less difficulty, they presented a great progress to perform vocabulary activities.

It is relevant to mention some strengths that students had while the intervention plan was applied. Students worked and participated actively in class. Activities called their attention because they were fun and creative while they were learning vocabulary. The number of students and the size of the classroom were appropriate, as a result the researcher could have a better management of the class. Even though,

some limitations were about the technological equipment. Moreover, some students preferred to work alone, or just with their close friends. At the beginning they were afraid of expressing themselves and making mistakes.

Authentic material activities contributed to develop vocabulary among students of 10<sup>th</sup> year “B”. They felt confident working with activities all the classes, they learned how to use them in different situations while they applied their vocabulary. They increased their knowledge and had a positive impact on their learning process.

## **h. CONCLUSIONS**

- Students of tenth year “B” of Unidad Educativa Dr. Manuel Agustín Cabrera Lozano faced many difficulties that limited their improvement of vocabulary learning. Students had problems with identifying the meaning of words with similar spelling. Similarly, their challenge was recognizing nouns that are together to form compound words and adding suffixes to form adverbs and nouns. Finally, students presented some challenges in pronouncing words correctly.
- The application of activities using authentic material, such as communicative fluency, and drawing dictation activities, reduced students’ limitations on lexis. Activities engaged students to increase their knowledge significantly related to word formation, in adding suffixes, and nouns to form words. Learners interpreted the meaning of words through pictures, also they improved their communication using vocabulary. Students achieved their learning outcomes positively.
- The use of activities with authentic material had a significant improvement on students’ vocabulary. Learners not only overcame their problems in learning lexis, but also they changed their attitude towards activities, they worked cooperatively, interacted in class, got interested and enthusiastic in learning new words, they felt comfortable learning vocabulary through these activities.

## **i. RECOMMENDATIONS**

- Teachers should evaluate students' level in English vocabulary, through tests and questionnaires. These instruments help teachers to determine student's weaknesses and strengths in lexis. Furthermore, teachers should design and plan different kind of activities in order to develop vocabulary and overcome the limitations presented.
- Educators ought to continue using drawing dictation activities and communicative fluency activities with authentic material to accomplish a significant improvement in communication using new vocabulary. These kinds of activities encourage students to improve their vocabulary in forming words, understanding meaning, spelling and pronunciation of words. Students use vocabulary inside and outside the classroom and feel confident.
- Teachers should be aware of the effective improvement that activities with authentic material achieve. These activities are highly recommended to motivate students to get immerse and interact with the real world situations, students increase their interest, they have fun while they practice their lexis. Students are less competitive and work in groups to improve their vocabulary learning.

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## **k. ANNEXES**



### **UNIVERSIDAD NACIONAL DE LOJA**

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

#### **THEME**

AUTHENTIC MATERIAL ACTIVITIES TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF TENTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, 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 Major.

#### **AUTHOR**

NOHELY DANIELA PULLAGUARI CANO

**LOJA -ECUADOR  
2018**

**a. THEME**

AUTHENTIC MATERIAL ACTIVITIES TO IMPROVE ENGLISH VOCABULARY AMONG STUDENTS OF TENTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.



## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, afternoon session during the 2018-2019 school year.

This institution was created on September 28<sup>th</sup>, 1971 by Dr. Manuel Agustín Cabrera Lozano in the city of Loja.

The institution Dr. Manuel Agustín Cabrera Lozano is located at 27 de Febrero and Abraham Lincoln streets with Manuel Benjamín Carrión Avenue. The school uses the facilities of Colegio de Bachillerato 27 de Febrero. The principal of this institution is Mgs. Ángel Fernando Hurtado.

It has a morning and afternoon session. There are twenty six female teachers and sixteen male teachers, and eight hundred seventy three students in the establishment.

Unidad Educativa Dr. Manuel Agustín Cabrera Lozano is a center for basic and high school education. It offers a quality of services in the scientific-technical field. The institution has a profile of highly qualified teachers, who are capable of educating students in aspects such as; the defense of human rights, social justice, conservation and development of the environment, dignity, freedom, responsibility, and respectful among others. It has a relevant infrastructure which contributes to human development.

The mission of the Unidad Educativa Dr. Manuel Agustín Cabrera Lozano is to provide comprehensive education to students at the basic and baccalaureate levels,

under a scientific conception of the world, society, science, knowledge and learning, with a humanistic and supportive character. It contributes as a center of practice for teaching, consulting and pedagogical cooperation in the area of influence.

### **Current situation of the Research Problem**

Language is our primary source of communication. There are variety of languages, but one of the most spoken language is English. This is considered a global language or lingua franca. There are millions of people who speak English worldwide as a first and second language. Many people would reasonably claim that, in the fields of business, academics, science, computing, education, transportation, politics and entertainment, English is already established as the de facto lingua franca (Rao & Science, 2018). English teachers in Latin America are highly required. There is a great demand of teacher training , although the quality of training poor (Cronquist & Fiszbein, 2017).

Ecuador is, after Costa Rica and Colombia, the third country in Latin America where studying English is mandatory. It begins at the earliest age, according to the Institute of Development and Education Research (British Council, 2015). Ecuador falls into the low category where the populations' ability to effectively use English is limited (Cronquist & Fiszbein, 2017). Ecuador is in the beginner category. Beginners are unable to communicate and understand information in a business setting, although they can read and communicate with simple phrases (Cronquist & Fiszbein, 2017). The government has made a number of reforms and plans to improve the sources of learning and teaching English. Assessment of the teaching profession, including work-life balance and professional development (British

Council, 2015). Ecuador implements English classes in order to learn English. It will help Ecuadorians to get involved in the globalization of the English language.

In Loja there are both public and private institutions where people teach and study English as a second language. The public schools use the Ministry of Education textbook. In contrast, private schools work with other textbooks. For both private and public school; the objective is that learners reach a good level of English. Furthermore, there are some institutions created to learn English. For example: The EF Education, Fine-Tuned English Language Institute, Canadian House Center, Wall Street English-Loja, WEI Washington English Institute, and Easy English School of languages. These academies offer different services for people who are interested in learning more about this amazing language. Most of their programs divide students into age groups and levels.

According to the observation at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, students present a low level of English. First, the instructions given by the teacher are mostly in Spanish. The teacher uses both language to communicate with students. There aren't enough attractive activities applied by the teacher which call the learners' attention. They have problems with expressing their ideas because of the deficit of vocabulary that they have. Moreover, they use their textbook too much to learn vocabulary as a result learners lose their concentration. Therefore, it influences their misunderstanding of the contents. Learners have to be engage with their education and put emphasis on this subject. Finally, it is important to mention that the application of new activities, according to their level, will help them to have a better understanding of the English inside and outside the classroom.

### **Research problem**

Considering the aforementioned elements, it is essential to research the following problem:

HOW DO THE USE OF AUTHENTIC MATERIAL ACTIVITIES IMPROVE THE ENGLISH VOCABULARY AMONG STUDENTS OF TENTH YEAR “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

### **Delimitation of the research problem**

#### **Timing**

The research will be developed during the 2018-2019 school year.

#### **Location**

Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, which is located at 27 de Febrero, and Abraham Lincoln Street with Manuel Benjamín Carrión Avenue. It is in “La Tebaida” neighborhood.

#### **Participants**

The participants of the research work are the students of tenth year “B” of basic education at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, afternoon session and the teacher candidate.

#### **Subproblems**

- What theoretical and methodological references about authentic material activities are adequate to improve English vocabulary among students of tenth

year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- What are the phases of the intervention plan that address the current issues to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- What authentic material activities are suitable to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- How effective is the application of authentic material activities to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

### **c. JUSTIFICATION**

The use of activities with authentic material play an important role in learning a second language. It is crucial to use activities with authentic material to help students to deal with the real world (Kusumawardani, Santosa, & Roschsantiningsih, 2018). Participants will be able to get interested in the real English context. Using activities with authentic material in the classroom has been effective over the past decades. Many teachers prefer to use them to teach in a new way (Huda, 2017). The use of authentic materials to improve English vocabulary can have a positive effect on learners. This helps them to develop the use of language in real contexts, for real communication. The usage of these activities with authentic material demonstrate that learners are able to face daily and cultural interactions with English speakers (Gilmore, 2007).

Vocabulary is important to learn any language. With grammar a little information can be conveyed. In the other hand without vocabulary, people cannot express their ideas (Peters, 2015). It is believed that vocabulary acquisition is one of the fundamental and significant components for communication. If students do not have enough vocabulary, many of them will have difficulties for understanding and communicating using the language (Ghanbari, Esmaili, & Shamsaddini, 2015).

Activities using authentic material help to make connections between the language classroom and the outside world (Nădrag, 1990). The activity helps students to be active in the classroom. It encourages students to have a direct experience with English rather than the textbook (Albiladi, 2018). There are some

activities that use authentic material to learn vocabulary. For example, picture dictation, matching, contextualized reading-related, drawing. All those activities mentioned use authentic material like newspaper from the BBC webpages, magazines, songs, silhouettes quiz shows and photographs. When students use activities, they are encouraged to interact with a different context. Those activities using authentic material bring the contact to real life, they are experimenting a legitimate exercise using English (Huda, 2017).

This research is essential because it informs how learning vocabulary is necessary to communicate in real situations. The activities with authentic material are effective ways to learn English vocabulary without leaving the classroom. Vocabulary gives students the opportunity to express their ideas. It allows learners to have a meaningful and fruitful learning process. Students will have another sense of language, not only with information presented by the text and the teacher. Moreover, it assists them to learn about current situations of learning English. Finally, it motivates them to have confidence on their learning.

This project is a requirement to graduate from the university. It will be a support as a student and future professional. It allows to acquire new knowledge to apply in their professional life. In addition, this project will benefit the English Language Department, because of the information that it will bring. This important project will provide the university with evidence that people can improve their vocabulary using authentic material activities. Finally, this investigation aids the community. This means that teachers can use others activities to teach based on authentic material activities.

## **d. OBJECTIVES**

### **General**

To improve English vocabulary through authentic material activities among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

### **Specifics**

- To research the theoretical and methodological references about the application of authentic material activities to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

- To diagnose the issues that limit the learning of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

- To design an intervention plan based on the application of authentic material activities in order to improve the learning of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

- To apply the most suitable activities for the application of authentic material in order to improve English vocabulary among students of tenth year “B” of Basic



Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

- To validate the results obtained after the application of the authentic material activities to improve the learning of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

## **e. THEORETICAL FRAMEWORK**

### **AUTHENTIC MATERIAL ACTIVITIES**

There are some authors who use activities with authentic material to develop different skills like reading, speaking, listening or vocabulary. Those activities use articles from newspapers and magazines, movies, songs, TV shows, recipes. There are a variety of activities as article discussion which consist on using newspaper to organize a discussion sessions. About newspaper word diary; students use a notebook for the whole semester. Learners make a list of all the new words, phrases that they found from articles. Moreover, it is essential to highlight other activities as the section inspection: spot the difference, mix & match, guess the section, what's the missing word? Context clues, find the meaning (Vera, 2015). Those activities are good exercises to become familiar with different contents. It is important to mention that each student learn in different way. Therefore, teacher can adapt activities according to the level and edge of the student. Ramirez (2013) affirms that, the use of comics to teach transitive and intransitive verbs helps students to understand the vocabulary. Moreover students learn applying different sources like information of restaurants, food, recipes.

### **Defining authentic material**

There are many ways in which researchers define authentic material. Authentic material, offers a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners' communicative competence (Gilmore, 2007). Another concept about authentic

material is that they are any resource created for native English speakers to use them in daily life, but they are not for pedagogical purposes (Ahmed, 2017). This indicates that authentic materials are created by the people who speak the language (Zahrina, 2017). Authentic materials are produced for real communication (Thomas, 2014).

Many researches also have already found out the effectiveness of authentic material in teaching English (Kusumawardani et al., 2018). Moreover, it is important to mention that authentic material has to be chosen according to the proficiency level of students. Authentic materials are used in the target culture for actual communicative needs, so if learners apply activities in their learning process they will enable to hear, read, and produce language as it is used in the target culture. Using authentic materials in teaching the communicative aspects of language and in teaching English language is one of the best opportunities for language learners to interact and develop their learning and the communicative aspects of language outside/inside classrooms (Hussein, 2017).

### **Types of authentic material**

Presenting newspapers, magazines, menus, song, advertisements, podcast are defined by authentic material (Kusumawardani et al., 2018).

Authentic materials are classified into three categories:

- 1) Authentic audio-visual materials: a material which students can see and hear a voice, such as TV commercials, quiz show, cartoons, news clips, comedy shows, movies, operas, short video, video clip of songs, documentaries and sales pitches.

2) Authentic visual materials: a material which the students can see and enjoy it because it has much picture and wordless such as power point slides, photographs, paintings, children artwork, stick-figure drawings, wordless street signs, silhouettes, pictures, ink bolts, postcards pictures, wordless picture books, stamps, and X-rays.

3) Authentic printed materials: a material that is presented on paper such as newspaper, movie advertisements, lyrics of songs, restaurant menu, food packages, tourist information brochures, university catalogues, telephone books, maps, electronic guidance book, comic, story book, greeting cards, grocery coupons, pins with massages and bus schedules.

It is importance to use of authentic material activities in the classroom because they are very good ways for the acquisition of vocabulary and it plays an important role in teaching a second language (Arifa, 2018).

Authentic materials have three main aspects within them: language (the structure and vocabulary), cultural insights (cultural norms and values of the community) and practical application Spelleri (as cited in Bahar, 2008).

### **Benefits of using activities in authentic material**

One major advantage of using activities in authentic material, is that they provide the opportunity for students to learn real English as opposed to textbook (Gilmore, 2007). With authentic material students are informed about what is happening in the world. If participants start to interact with the newspapers, they update their information about the recent events (Huda, 2017).

Authentic material can be used for different task according to the contents, and level of the participants. Teacher adapts the contents and activities according to learner's level to enhance the creativity in the tasks. Activities offer different interests and needs, so participants can have better understanding of a topic. Moreover, it encourages the use of realistic and ready-to-use language (Berardo, 2006).

The activities selected by the teacher provides an assimilation of a different culture into the classroom, because they connect their studies with what happen outside the classroom. Additionally, authentic texts are motivational because they are proof that the language is used for authentic life purposes. Activities using authentic material may be inspirational for some students, because they are exposed to real language (Abad & Chica, 2013).

There are arguments in favor of the use of authentic materials. Activities with authentic material allow students to get cultural information about the target language. Currently, learners should get immerse into the English real world, so the activities have to include a real context for their future needs. For most of teachers these activities influences the creativity of teaching and learning (Huda, 2017).

Furthermore with those kind of native tools, students learn differently from the traditional ways, because they have a refreshing change from the textbook. Another point is that learners can get interested in other new topics. Here both teacher and students feel inspired about this uncommon way to learn about the outside world.

### **Challenges of using activities with authentic materials**

Teachers and students have to face challenges because of this real material activities. First at all, information from another country could be difficult get familiar with; those students are not related with other cultures or their language.

In addition, if the teacher does not present an appropriately topic, the class may confused quickly. Teachers need to capture and maintain interest (Bahar, 2008). It also depends on the level of the student. For example, if the language is too difficult, learners will get frustrated. Likewise, the vocabulary and grammar structures may be more complex.

Finally, the preparation of this type of authentic materials activities may require too much time and sometimes they can be too difficult even for advance level. If the teacher does not select a proper activity using materials, student would become confused because those authentic materials have mixed structures.

However, there are ways in which teachers can avoid problems:

First they should choose relevant activities according to student's proficiency, the content selected needs to be familiar. As it was mentioned before the material used can be adaptable based on the level that students have. Teacher should take account the learners' abilities; it reflects the kind of situation learners may face in the real environment. Also it helps to save teacher's energy and time, because if the activity is difficult it takes more time for planning it (Ramirez, 2013).

All this important information helps teacher to establish a good relationship between authentic material and students. If the materials are appropriate for the

language classroom it gives a valuable source to contextualize the language learning.

### **Selecting appropriate authentic material to enhance English vocabulary**

To select appropriate authentic materials, teachers should keep in mind some important factors such as suitability of content, exploitability and readability (Berardo, 2006).

To choose relevant authentic material, it should be based on arts, customs, food, holidays, places and traditions into the local context. It gives students a different perspective of a culture, values, and attitudes (Ramirez, 2013).

As the researcher explains previously the teacher should consider an appropriately authentic material. The instruments need to be relevant, it means that the topic has to be interest. When the teacher selects the correct material, the teacher can use an activity for learners.

There are five categories to select relevant authentic material and practice them into the classroom (Thomas, 2014):

#### Category 1: Restaurants

Searching on the web about all the information about a restaurant: first look for restaurant's menu, profile of the restaurant such as location, hours, policies, etc), review about costumes.

#### Category 2: Recipes

Selecting a recipe of a popular dish on native language. Recipes contain information about ingredients, quantities or measures, instructions, actions (e.g.,

cook, cut, peel), amounts of time (e.g., 10 minutes, 1 hour), and descriptions. Therefore a recipe can be used to learn several activities using a lot of the language.

#### Category 3: Blog, magazine, newspaper, and tourism articles

Selecting articles which contain current events, food, people, education, tourism. Sometimes there are blogs that contains relevant information about any topic, there are also newspapers made by local students or famous newspapers like New York Times.

#### Category 4: Movies

Most of the movies show the local context, providing an extensive sources about the culture of English speakers. There are video clips, plot summaries, critical reviews. Those will give an audiovisual dimension to the activities.

#### Category 5: Literature, performing arts, and visual arts.

There are many activities that using art such as paintings, photographs, and literature.

These tools provides students to have knowledge beyond their local context, because they explore new environments of other cultures. It raises their level of motivation to learn more about what is out of their country.

### **Working with authentic material according to student's levels**

People study English to achieve different levels of the language. It depends on their study and their own skills. Student has been divides into three main levels (Ramirez, 2013).



### **Low levels**

For low levels there are appropriately tools, such as timetable, menus, short headline types report, audio and videos advertising, or broadcast.

### **Intermediate level**

Students who have an intermediate level can use longer articles, television programs or radio news reports.

### **High level**

They managed better the new vocabulary without panicking. Their knowledge is advanced so it is easier for them to work with reading comprehension.

### **Activities that can be done in the classroom using authentic material**

There are effective activities with brief explanations (Ramirez, 2013):

#### **Word Search**

Students uses authentic text to search for parts of speech. They can use articles with different contents. The topic should call students attention.

#### **Crossword**

The teacher uses a crossword puzzle. The questions can be presented as crossword clues.

#### **Personalizing**

Learners perform a role play about any topic that they like. For example: a trip, a meal, a party. Students use a travel brochure or any authentic material. They imagine a situation while they are using the language.

### **Pair Practice**

The students can make a conversation asking and answer questions. It encourages learners to ask their own questions.

## **VOCABULARY**

### **Importance of English Vocabulary**

Vocabulary is a tool of thought, self-expression, translation and communication. It is an important aspect of their language development. Vocabulary is extremely important, because without vocabulary people could not communicate with others. People could describe few things with a poor grammar structures, but they could express nothing without vocabulary (Rodngam, 2011). With some clues of vocabulary, people of any language can understand a message. Furthermore, vocabulary does not have rules that learners may follow to acquire and develop their knowledge about lexis (Susanto, 2017). Vocabulary acquisition plays a significant role in learning a second language (Hosseini & Salehi, 2016). Vocabulary knowledge is central to communicative competence and to acquire a second language (Susanto, 2017).

Language skills like listening, reading, writing and speaking are impossible to develop without vocabulary (Alqahtani, 2016). All the strategies, methods, and techniques show the importance if vocabulary in the teaching-learning process; so that the language is connected with learning the words. Vocabulary is indispensable just on simple messages, even in the most basic level.

Many students are not able to express themselves because of the lack of vocabulary. That's why it is important that learners have different resources to learn vocabulary. Vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings (Susanto, 2017). It is not necessary to learn all the English words. However, they have to be conscious if their vocabulary is more extensive they would have more opportunities to communicate their feelings and thoughts.

It is important to mention some aspects for teaching lexis. Mentioned in the following list (Tosuncuoğlu, 2015):

- Boundaries between meanings: knowing not only what "lexis" refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, and bowl).
- Polysemy: distinguishing between the various meanings of a single word form with several different but closely related meanings (e.g. head: of a person, of a pin, of an organization).
- Homonymy: distinguishing between the various meanings of a single word form which has several meanings which are NOT closely related (e.g. file: used to put in or a tool).
- Homophony: understand words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, and expand).

- Affective meaning: distinguishing between the attitudinal and emotional factors (denotations and connotation), which depend on the speaker's attitude or situation. Socio-cultural associations of lexical items is another important factor.
- Style, register, dialect: Being able to distinguish between levels of formality, the effect of different context and topics, as well as differences in geographical variation.
- Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- Chunks of language: multi-word verbs, idioms, strong and weak collocations, lexical phrases.
- Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).
- Pronunciation: ability to recognize and reproduce items in speech.

All aspects emphasize that students have to go beyond a simple word list, they should understand the global concept of what it a lexical item. This helps students to improve their English because they learn how to use them in order to have an effective learning. The effects of learning vocabulary appears when a person applies it in a real situation.

### **Types of vocabulary**

Vocabulary has been divided into two types:

Active and passive vocabulary

The active vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the passive vocabulary referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce (Susanto, 2017).

### **Teaching Vocabulary**

Vocabulary is considered as the central in language teaching. It is almost impossible to learn a language without words. Teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching (Susanto, 2017).

With beginner students, teachers should use three ways to show the meanings of vocabulary words (Corrales, 2011):

1. Pictures, students experience with an object.
2. Explanations in the students' own language.
3. Definitions in simple English, using vocabulary that the students already know.

### **Learning Vocabulary**

The learning of Vocabulary is a basic part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication. Vocabulary skill is often considered as a critical aspect of foreign language. When learners do not have enough vocabulary, it limits the successful communication (Harmer, 2007).

### **Strategies in learning vocabulary**

There different strategies for learning vocabulary for example:

The mnemonic strategies which are designed to help students improve their memory of important information. There are exercises like choral repetition, keyword transformation, and grouping word. Another, is the visual strategy such as flashcards, picture vocabulary cards. In addition, other spatial, physical response, verbal elaboration (Corrales, 2011). There are others vocabulary learning strategies differently like: 1) memorizing strategies, 2) repeating strategies, 3) association strategies, 4) key word method, 5) inferencing strategy, 6) dictionary use, 7) semantic grid strategies, 8) word lists Farhady & Delshad (as cited in Hosseini & Salehi, 2016)

### **Vocabulary Activities**

It is important to think on useful activities to learn vocabulary to expand English vocabulary. A widely vocabulary provides big opportunities of a better communication. Using authentic material activities people can improve their vocabulary (Folse, 2008).

#### **Activity 1: Keeping a running list of words**

Students remember a certain percentage of what they see and a certain amount of what they hear, but they will remember even more of what they see and hear; if they make a list of the words that they hear every day, like a dairy.

Keeping daily words is memorable, drawing the word, making a story about it, or even spelling it backwards. More common actions could include pronouncing the word, noting its antonym, or asking if anyone knows the word already.

### **Activity 2: Vocabulary cards**

The teacher puts students in pairs or small groups, and their task is to discuss and solve the vocabulary question presented on the card. These cards can feature a variety of exercises (Folse, 2008).

### **Activity 3: Ranking vocabulary items**

In a ranking activity, teacher presents a list of six to eight items that they must rank according to some factor. For example, you could present cities and students must rank according to population, or historical events (Folse, 2008).

### **Activity 4: Vocabulary ladder puzzle**

In this task, the teacher will construct a ladder of five words that all have the same number of letters. Students complete the puzzle with some given clues about any topic (Folse, 2008).

### **Activity 5: Vocabulary sentence auction**

Teacher auction sentences use previously studied vocabulary, and the students' goal is to buy as many correct sentences as possible in the auction. For this activity, teacher will need paper money and a list with sentences to auction.

### **Activity 6: Scrambled vocabulary envelopes**

This activity provides practice with collocations. Students work in groups of three or four to rearrange sentence parts into correct sentences. Prepare a set of sentences that illustrate previously studied vocabulary in capital letters. Cut each sentence into pieces and put these pieces into an envelope (Folse, 2008).

Teacher should teach vocabulary which can be reinforced by classroom activities. Students activate their knowledge when they focus their attention on key vocabulary through activities.

### **Goals in selecting vocabulary activities**

The most successful vocabulary activities are those that allow students to accomplish three goals: (1) focus on the vocabulary, (2) experience multiple retrievals of the vocabulary, and (3) develop successful vocabulary learning strategies (Folse, 2008).

#### *Goal 1:*

- Focus on the vocabulary

Students learn second language vocabulary better when they “notice”. To make sure that students notice new words, teachers can write them on the board for all to see. They can also keep a separate section of the board for vocabulary (Folse, 2008).

#### *Goal 2:*

- Experience multiple retrievals of vocabulary

Learners must interact with a word multiple times in different ways. These ways of retrieving a word could include matching words with definitions, asking themselves the meaning of a word, pronouncing a word, naming a word that is connected in some way (e.g., match cook or food with bake), or even simply spelling the word (Folse, 2008).

#### *Goal 3:*

- Develop successful vocabulary learning strategies



Teachers need to acquaint students with a variety of strategies and encourage them to discover the strategies that they prefer. Teachers should continue to monitor students to help them become aware of their strategy use (Folse, 2008).

### **Activities with authentic material to improve English vocabulary**

Learners also need a space to have fun while they are studying. This is possible if they use authentic material activities. Participants will be more stimulated. The activities that teachers can use in classrooms are:

#### *Communicative Fluency Activities*

It offers many different kinds of exercises to complement traditional foreign language lessons and make them more interesting and lively (Klippel, 1984). These activities are based on communication skills, to engage students into a real situation. The activities were developed based on opinion gaps like guessing games or ranking exercises. The meaningful activities will help learners to express their views and attitudes for a real experience; especially for those who are studying English in a non-English-speaking setting (Klippel, 1984).

Activities:

- Identify cards
- Three adjectives
- Choosing pictures
- Clusters
- Groupings
- Back to back
- Similar and different

- What's in the box

Activities:

- There are some activities like ranking vocabulary items where learners have to rank according to a factor. For example beauty, importance, attraction. Students work individually and groups
- A second exercise miming, students guess a word through the use of some clues. Students work in group to practice vocabulary.
- Third is the matching. Learners work in pairs and join cards with information. At the end of each activities teacher verifies that students understand the instruction giving them clear and easy examples.

#### *Drawing dictation Activities*

In this activity participants practice vocabulary while they draw. Drawing dictation activities engage students in a listening and vocabulary acquisition exercise. Activities include different objectives like giving instructions, descriptions and learning adjectives, quantities, prepositions, and nouns. Using Picture Dictation especially in conducting materials in English can make students learn, achieve, and get the goals easily (Ma & Guppi, n.d.).

- Picture dictation
- Color dictation
- Dictation in pairs
- Comparisons between drawings

### Activities:

- Teacher provides to each student a silhouette and a short description of an occupation. Learners analyze the silhouette and read the text. When they identify what occupation correspond to the silhouette, they have to draw and paint the silhouette. Then write down the name of the job.

- Teacher organizes group of three people to develop the drawing dictation activity. The teacher provides to each group photograph of a famous person and a short description of it using adjectives. Each student has a role, ‘Describer’ – This student is the only one who will see the photograph, he explains the famous person; another student is the ‘Artist’ he will draw what the “Describer” says; and finally the third learner is the ‘Scribe’ will write the synonyms of the adjective that he hear. Finally, when the job is finished, students compare their photograph, drawing and written description and together discuss the similarities and differences. After that, groups decide which representation is the best and why!

- Teacher doesn’t show a picture. First learners have to listen and memorize what they hear. After that students have to recall the information and draw what they remember about the description. Next, students should write their own description using verbs. Finally, they compare their draw with the picture from the newspaper.

## **f. METHODOLOGY**

### **Design of the research**

Action Research is an inquiry process which benefit the person who is taking part of this action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions (Hong & Lawrence, 2011). Action research is relevant to participants because it has a positive impact on them. Action research must include the active participation by those who have to carry out the work in the exploration of problems that they identify and anticipate (Adelman & Adelman, 2006).

Action research assists teachers and researchers in having an education change. Because it is a systematic process to identify teaching or learning problem in order to get a better understanding about a problem. This kind of process enhance personal awareness. In this way the person take account how he is working or how his educational progress is. Furthermore, the benefit for someone who takes advantage of action research; is that this person realizes that there are more ways to achieve a goal, through the use of other activities, strategies, techniques (Hong & Lawrence, 2011). There are many others reasons why action research helps to the researcher. For example action research focuses on solving problems on the teaching and learning process. Also it guarantees the teacher’s professional growth. Because, it provides an opportunity to examine the strengths and weaknesses within a classroom or school setting. Finally, the action research has the potential to greatly

enhance teacher professional development and school improvement initiatives (Rauch et al., 2015).

This research has an aim to enhance English vocabulary through the use of activities using authentic material. Currently, students show few interest on learning English. They do not realize that English is important on their daily lives. So for using English they require vocabulary. Why is difficult for them to have an improvement in vocabulary? According to the observations and the notes taken previously. Students only use the textbook to learn vocabulary. They are not immerse on the English world which influence on their learning process. The research will help to the candidate to solve some aspects that are results of the learning problems that learners present. The results will be derived from the application of authentic material activities to improve English vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Finally, this research study will help to achieve a personal a professional growth. It allows to break boundaries within learning process and explore new approaches. Additionally, this inquiry supplies crucial information that influences the participation on an educational process. There are many tools which affords meaningful experiences for a future career. Because of the application of activities, strategies, techniques and methods.

Authentic material activities to improve English vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. On the intervention plan, there are some echoes for students. For instance learners will have an improvement on their vocabulary through the use of activities with authentic material. Because this makes students use the English in a real context. Likewise, it provides the opportunity to manage things for a palpable communication. However, there are some consequences they should face. Students can get frustrated because some materials were not created for pedagogic purposes, but for that reason teacher adapts the activities using authentic material according to the level of the pupils. At the end of the application of the intervention plan students will have an increment on their English vocabulary thanks to the use of activities with authentic material adapted for their level.

### **Methods, Techniques and Instruments**

#### *Methods*

The researcher will use the different methods to carry out this project. This descriptive research applies useful theories for understanding the information obtained. The methods used are The Scientific, The Descriptive, The Statistical and The Analytic/Synthetic Method.

#### *The Scientific Method*

The researcher uses this method because this method contributes to the aim of the experimentation. The process consist on making a careful observation, after that

asking questions, gathering information, and seeking for answers (Ryan, n.d.). Moreover, it has practical applications on projects. It means that it easy to apply and obtain good results for the questions. Furthermore, the scientific method provides many others benefits for the research work. The investigator uses this method because it is important for solving a problem. The information obtained is clear and necessary. The researcher applies it on this investigation because it follows basic steps that involves some aspects to obtain the results required. It is also useful for testable data for the explanation. In addition, it gives us the tool to find answers supported by the evidence. If scientific method is used properly; it gives predictive power and measurement answers (Nichols & Stephens, 2013).

#### *The Descriptive Method*

The Descriptive method can be used in multiple ways and many reasons. As his name says it describes the characteristics, aspects or behavior of the population which is being studied. The researcher can use this method for three main descriptive purposes, like describing, explaining and validating research findings. In a descriptive method the information collected avoid changing the environment or the population where is carrying out the investigation. It is used to obtain current information in order to learn what exists without manipulating the situation or the conditions which it is presented. This method attempts to collect quantifiable data in other to analyze the population. It describes the nature of the sample chosen (Ingleby, 2015). The nature of the variables is not influenced by the researcher. The investigator observe the students behavior closely, on a natural environment of the

participants. It is an advantage for the validity of the data observed. It means that the research can be used in real-life situations.

#### *The Statistical Method*

The usage of statistical methods is appropriately because of the precise results that this method produces. It deals with a study of planning, designing, collecting data, analyzing, drawing meaningful interpretation and reporting of the research findings. This requires a proper design of the study, an appropriate selection of the study sample and choice of a suitable statistical test. Statistical method is used in various academic fields, depending on the experimental data and the tasks that the researcher has to solve (Zulfiqar Ali, 2016). The researcher applies this method because of its proper design for collecting and analyzing all the answers of results gotten from the questionnaires, observation sheet and tests. Finally, those results are represented in graphics to indicate the percentages.

#### *The Analytic/Synthetic Method*

The Analysis and synthesis work together because they complement one another in order to verify and correct its results. Every synthesis is built upon the results of a preceding analysis, and every analysis requires a subsequent synthesis (Ritchey, 1996). The researcher uses this method to resolve any problem, having a highly contribution to the project. It is a great support for investigations with different purpose. It analyses the results obtained by the observation sheet, questionnaires and the pre-and post-test. After the analysis it is a requirement to interpret the data



through a logical analysis. With this regard, the conclusions are built from a base of a truly method.

Aristotle's analytic-synthetic method is developed in order to find a deduction of a given conclusion (Cellucci, 2019).

## **Techniques and Instruments**

### **Data Collection**

The information for this research is gathering through a careful observation to the participants. The researcher obtains necessary data from appropriate sources for the investigation. In addition, the investigator takes notes about the main issues of the learning process of students. The researcher collects about the activities, methods, strategies use in class to have a clear idea about the convenient activities for learners.

**Tests:** The test will be used by students to perform cognitive tasks in relation to English vocabulary. This test will have a numerical score which the researcher is going to use to calculate the results of the pre/posttest. The researcher should choose an appropriate level for the test to achieve the class objectives about English vocabulary. It needs to be measurable. Also the application of the test can increase the efficiency of the investigation.

**Pre-test / Post-test:** The pre-test will be given at the beginning of the research process and the post-test at the end of the intervention plan. It will be given to measure the knowledge of English vocabulary that students have before the intervention plan; and, at the end. It is applicable for measuring the learning

performance of the English vocabulary that students achieved after the intervention plan designed in this project. The activities using authentic materials will provide data to the researcher in order to make a pretest-posttest comparison of the cognitive dimension of the performance of English vocabulary of the participants of tenth-year at Unidad Educativa Dr. Manuel Cabrera Lozano.

**Questionnaires:** Questionnaires will be given to the participants. At the beginning, students have to answer questions related to their perception toward authentic material activities. At the end of the intervention plan, a posttest questionnaire to make a comparison between their perception before and after the intervention plan. Furthermore, the data collected by the questionnaires is relevant for the researcher to know if activities using authentic material improve English vocabulary worked well or not.

**Observation sheet:** This observation allows the researcher to notice the current situation of students' progress or attitudes during the application of the project. The observation sheet is an instrument that describes all the relevant aspects of students, like behavior in front of different activities applied. The observation will be carried out in the classroom of tenth-year at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano during their English classes. There will be two types of observation the participative and non-participative way observation.

**Non participant Observation:** In the non-participant observation the researcher is involved without active participation. The researcher records the behavior of the

participants during the period of class. This will help to determine some of the problems that they present on English vocabulary.

Non-participant observation can be overt or covert. Overt means that researchers are present, but they do not interact with each other. During non-participant observations, it is important to observe not only what people are doing (for example, by interpreting their body language and gestures), but also what people are not doing (perhaps ignoring instructions or refraining from asking for help or assistance) (Williams, 2014).

**Participant observation:** In the participant observation, the researcher will become a part of the current situation. The researcher will participate deliberately in the problematic situation by means of the use of authentic material activities in order to improve English vocabulary among the tenth year of students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano. The instrument of this participant observation is the field note sheet.

**Field Notes:** The researcher uses the field notes to record a description of the events, activities, and people. It is a daily activity which researcher uses to keep notes of what occur in each lesson. The researcher will record detailed information of participants' behaviors, attitudes and feelings toward the treatment to improve the English vocabulary using authentic material activities.

**Population**

The students of tenth year will participate in the development of this action research. The participants of the research are twenty students between boys and girls who are all about between 13-15 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.



**UNIVERSIDAD NACIONAL DE LOJA  
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ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 1**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano

**Teacher:** Lic. Jeny Viteri

**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”

**School Year:** 2018-2019

**Topic:** Unusual Occupations

**RESEARCH PROBLEM:** How does the use of Authentic Material Activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.

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

- To recognize compound nouns related to employments.
- To identify the definition of nouns related to jobs.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• Idioms and Colloquial expressions</li> <li>Have a sweet tooth</li> <li>• Structures</li> <li>Compound words.</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> Teacher writes “occupations” on the board and students have to give all their examples about the topic.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher applies Communicative fluency activities. To start teacher gives the instructions about the activity. Then teacher divides the class in two groups and gives to each group a text and a set of words. Students match the words to form the compound words related to jobs. Then students use the brief text which</li> </ul>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Markers</li> <li>• Pictures</li> <li>• Silhouettes</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul> <p>Snake milker, veterinarian, zookeeper, book reader, braille translator, counselor, game designer, toy tester, toy designer, dog trainer, dog expert, dog walker, computer programmer, movie director, ice-cream taster, party planner, robotics engineer, medical researcher, computer scientist, landscape architect, systems analyst</p>	<p>describe occupations to underline cognates in order to identify the occupation it is describing. Finally, learners have to match the description with the picture which it belongs to. (Cognates, word formation).</p> <ul style="list-style-type: none"> <li>• Teacher uses the Drawing Dictation Activity. Teacher provides to each student a silhouette and a brief description of the occupation. Learners see the silhouette and analyze it in order to identify what occupation correspond to the silhouette. Next, students draw and paint the silhouette. After that learners exchange their drawing with a classmate and write the compound word of the occupation that the silhouette represents. Finally, each participant pastes their drawing on the board in order to share their job with their classmates. At the end teacher reinforces nouns giving examples in a clearly way. (Noun, meaning).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students work individually. Students match the nouns of occupation to make a compound word according to the picture.</li> <li>• Individually students match the compound words with their meanings.</li> </ul>	
<p><b>MONITORING PLAN:</b>  <b>Data Source 1: Pre- test/ Pre-questionnaire</b>  <b>Data Source 2: Assessment sheet</b>  <b>Data Source 3: Assessment sheet</b>  <b>Data Source 4: Field notes</b></p>		
<p><b>SUPPORT: Coaching and guidance from our thesis advisor.</b></p>		
<p><b>TIME: May 6<sup>th</sup> to May 10<sup>th</sup>, 2019</b></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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**INTERVENTION AND OBSERVATION PLAN WEEK N° 2**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano

**Teacher:** Lic. Jeny Viteri

**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”

**School Year:** 2018-2019

**Topic:** Career Choices

**RESEARCH PROBLEM:** How does the use of Authentic Material activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.

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

- To analyze correct form of vocabulary improve vocabulary about careers.
- To illustrate a future job to improve vocabulary about employments.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• <b>Idioms and Colloquial expressions</b></li> </ul> <p>To follow someone’s lead To be a class act</p> <ul style="list-style-type: none"> <li>• <b>Structures</b></li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Pictionary:</b> Teacher divides the class in two groups. One student from each group is chosen. Teacher chooses shows them a word and the two people who were chosen must draw about subject-related, within a given time. When they finished they have to show to their classmate and they have to guess what he/she drew.</li> </ul> <p><b>CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Lyrics of songs</li> <li>• University catalogues</li> <li>• photographs</li> <li>• power point slides</li> </ul>

<p>Future Predictions and Decisions</p> <ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul> <p>Definitely, absolutely, probably, computer programmer, medical researcher, director, systems analyst, robotics engineer, computer scientist, landscape architect, career, interesting, technology.</p>	<ul style="list-style-type: none"> <li>• Teacher develops the activity “Guessing” about Communicative fluency activity. First, teacher divides the class into four groups. After that, teacher brings lyrics of songs and university catalogues to each team. Students should cut words or syllables forming complete sentences using the vocabulary learned. Also choose words with similar meaning in Spanish. To start, one member of a group sits in front of another contestant of other group. Student from the first group reads the first item. If it is a sentence, the player who is in front of him has to answer if the sentence is right or wrong. If it is a cognate the students has to say it is a false or true cognate. When the answer is right he wins a point. Students take turns to participate. Teacher reinforces what students have to do and explains the examples clearly (cognate, word formation).</li> <li>• Teacher applies the Drawing Dictation Activity. Teacher presents photographs on power point slides about some careers. Teacher divides the class in groups of 3. Two students sit back-to-back. They have a pencil and a sheet of paper. The third student will write a short description about the career that he is interested on. This students explain about the career and students have to draw. Finally, they compare their job and choose which represents better the career (meaning, noun).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Learners form new words from another word adding suffixes.</li> <li>• Students draw the career that they are interested on.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment sheet  Data Source 2: Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> May 13<sup>th</sup> to May 17<sup>th</sup>, 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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**INTERVENTION AND OBSERVATION PLAN WEEK N° 3**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano

**Teacher:** Lic. Jeny Viteri

**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”

**School Year:** 2018-2019

**Topic:** The Job Market

**RESEARCH PROBLEM:** How does the use of Authentic Material activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.

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

- To match nouns to form new words related to professions
- To identify words related careers.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• <b>Idioms and Colloquial expressions</b></li> </ul> <p>One/two/three out of: a number indicating choice or selection from a group</p> <ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul> <p>Logical reasoning, Language skills, Social skills, creative skill, arts, media and</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Chinese Whispers:</b></li> </ul> <p>The players should sit down on the floor in a circle or a line. This can be played as a whole group. Teacher writes a few messages down on paper for example <i>A movie director is related with art, media and entertainment.</i> Teacher write 5 examples, the more people involved, the better, because the message being passed around is likely to become distorted. Teacher shows to the first player the message note, he cannot show the message note to his classmates. That person has whisper the message into the ear of the next person. The message must be repeated quickly from person to person. The last person reveals aloud what he / she heard to the group.</p>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Pictures</li> <li>• Photograph</li> <li>• Crossword</li> </ul>

entertainment, house maintenance, robots, electronics, health care and investigation Robotics engineer, computer scientist, systems analyst, medical researcher, landscape architect, probably, computer analyst, robotics engineering, police officer.	<p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher uses the Drawing Dictation Activities. First, teacher is going to describe pictures giving clues about what they mean. While, pupils are going to guess what the teacher is talking about, they have to complete the crossword with compound words. Finally, teacher repeat the instruction giving examples to have a clear idea about the activity (noun, meaning).</li> <li>• Teacher applies the Communicative fluency activities with getting together. First, teacher gives one envelope with three cardboard pieces per student, each square has a written word. Students start to search their partners without talking. Students may pass a piece of card to another person. Learners form the correct square, and forming words and also using cognates. Teacher checks students' progress and makes a feedback (cognate, word formation).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students match words compound words using the nouns.</li> <li>• Students identify the jobs, making a word search on the letter soup.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment sheet  Data Source 2: Assessment sheet  Data Source 3: Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> May 20<sup>th</sup> to May 24<sup>th</sup>, 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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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK N° 4**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano

**Teacher:** Lic. Jeny Viteri

**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”

**School Year:** 2018-2019

**Topic:** Creative Thinking

**RESEARCH PROBLEM:** How does the use of Authentic Material activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.

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

- To recognize the cognates words into context.
- To identify idiomatic expressions with similar meaning related to achievements.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>• <b>Idioms and Colloquial expressions</b></p> <p>to call it quits            the cream of the crop            to learn the ropes            to think out of the box            to be a number cruncher</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Board Race:</b>              Teacher divides the class into two teams and gives each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The students must then write as many words as they require related to the topic. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.</li> </ul> <p><b>CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Markers</li> <li>• Newspaper</li> <li>• Photographs</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Structures</b></li> </ul> <p>Idioms</p> <ul style="list-style-type: none"> <li>• <b>Key words</b></li> </ul> <p>Important, recent, inventors, cream, transport, ideas, college, eventually, ropes, inventing, famous, genius, calculations.</p>	<ul style="list-style-type: none"> <li>• Teacher uses the Communicative fluency activities. First at all teacher explains briefly what is an idiom and cognate. After that, teacher gives an article from the newspaper. Next students scan the text and identify similar words in Spanish and English (cognates). Then they have to make a list of all the words that they found. After that, participants are going to classify the list of words into true cognates, false cognates and their meanings. Finally, with the same newspaper students look for words in order to form an idiom. At the end teacher makes sure that learners develop their task and give a feedback about the activity (cognate, word formation).</li> <li>• Teacher uses the Drawing dictation Activity. First, teacher writes on the board the idiomatic expressions. Learners read and analyze carefully the phrase. On their notebook, for each idiom they are going to draw what they think idioms means. When students finish to draw, teacher gives a brief explanation of the meaning of each idiom. With this information in mind, learners are going to draw again, next to the previous draw, the correct meaning of idiomatic expressions. Finally, teacher shows photographs of people who represents idioms in real world (meaning, noun).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students indicate cognates according to the context.</li> <li>• Students match idioms with corresponding meaning.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment sheet  Data Source 2: Assessment sheet  Data Source 3: Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> May 27<sup>th</sup> to May 31<sup>th</sup>, 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° 5**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano

**Teacher:** Lic. Jeny Viteri

**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”

**School Year:** 2018-2019

**Topic:** Inspiring young people

**RESEARCH PROBLEM:** How does the use of Authentic Material activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.

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

- To write meaning of adjectives related to personality and achievements.
- To write new adjectives formed from verbs related to people.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• <b>Structures</b></li> </ul> <p>S+V (to be) + complement I am.../I was....</p> <ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul> <p>Intelligent, smart, brilliant, clever, sensitive, social, friendly, artistic, musical,</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Three adjectives:</b> Teacher explains the different adjectives with their meanings. Each students writes their name and someone’s name who they admire Below their names, they have to write three adjectives which describe themselves. After that, they have to write three adjectives below the name of the person who they admire. Then, they should exchanges their papers with other classmates, this person should write other adjectives describing his classmate.</li> </ul> <p><b>CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Photographs</li> <li>• Comics</li> </ul>

<p>melodic, sporty, creative, ingenious, win a medal/tournament/trophy, curious, competitive, imaginative, analytical.</p>	<ul style="list-style-type: none"> <li>• Teacher organizes group of three people to develop the drawing dictation activity. The teacher provides to each group photograph of a famous person and a short description of it using adjectives. Teacher gives clear instructions. First, teacher says that each student has a role, one in each group has the role of ‘Describer’ – This student is the only one who will see the photograph, this person uses clear words, adjectives to describe the person; another student is the ‘Artist’ he will draw what the “Describer” says; and finally the third learner is the ‘Scribe’ will write and adjective and a classmate name. Finally, when the job is finished, students compare their photograph, drawing and written description and together discuss the similarities and differences. After that, groups decide which representation is the best and why! Teacher reads again the instruction and give an example how the activity works (meaning, noun).</li> <li>• Teacher applies the Communicative Fluency Activity. Teacher gives students a comic. Learners underline cognates in order to understand the context of the comic. Then, they identify some verbs, and make a list. After that, transform verbs into adjectives adding suffixes, prefixes or affixes (cognate, word formation).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students work individually. Students write the meaning of four adjectives.</li> <li>• Students complete the table forming adjectives.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment sheet  Data Source 2: Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> June 3<sup>rd</sup> to June 7<sup>th</sup>, 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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**INTERVENTION AND OBSERVATION PLAN WEEK N° 6**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano  
**Teacher:** Lic. Jeny Viteri  
**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”  
**School Year:** 2018-2019  
**Topic:** A life of Achievements

<b>RESEARCH PROBLEM:</b> How does the use of Authentic Material activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018- 2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve English Vocabulary using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To identify verbs with similar meaning related to personal goals.</li> <li>• To write sentences with similar words in Spanish and English related to life achievements.</li> </ul>		
<b>CONTENTS</b>	<b>INSTRUCTIONAL FOCUS</b>	<b>RESOURCES AVAILABLE / NEEDED</b>
<ul style="list-style-type: none"> <li>• <b>Structures</b></li> </ul> <p>Present Perfect tense with the auxiliary have/has +V (past participle)</p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Word Bingo:</b> Teacher gives students bingo sheet of verbs, to practice verbs in past participle. Students choose a card. Teacher says a verb randomly and students have to put corn on the bingo game.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher makes picture dictation to students. Teacher doesn't show the picture. The teacher describes the picture using verbs</li> </ul>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Bingo cards</li> <li>• Picture from the newspaper</li> <li>• Picture</li> <li>• Magazines</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul> <p>Take, took, taken, participate participated, compete, record, start, begin, show, demonstrate, receive, received, accept, speak, talk, bring, carry, practice practiced, win, victory, won, be, been, was/were, pictures, athlete, arts, guitar.</p>	<p>and their meanings. First learners have to listen and memorize what they hear. After that students have to recall the information and draw what they remember about the description. Next, students should write their own description using verbs. Finally, they compare their draw with the picture from the newspaper and guess about whom the teacher is describing (meaning, noun).</p> <ul style="list-style-type: none"> <li>• Teacher uses the Communicative fluency activities with Context clues to find the cognates. First at all teacher gives newspapers and magazines. Next students scan the text and identify similar words in Spanish and English. Then they have to make a list of all the words that they found. After that, participants look for meaning of cognates, and form sentences using the cognate. At the end teacher makes sure that learners develop their task. Teacher gives a feedback about the activity (word formation, cognate).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students work individually. Students match the adjectives with their meanings.</li> <li>• Learners write 2 sentences using true cognates correctly.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment sheet  Data Source 2: Assessment sheet  Data Source 3: Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> June 10<sup>th</sup> to June 14<sup>th</sup>, 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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**INTERVENTION AND OBSERVATION PLAN WEEK N° 7**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano

**Teacher:** Lic. Jeny Viteri

**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”

**School Year:** 2018-2019

**Topic:** Inspirational lifelong learners

**RESEARCH PROBLEM:** How does the use of Authentic Material activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.

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

- To identify the character related to personal achievements.
- To write nouns related to life achievements.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• <b>Structures</b></li> </ul> Subject pronouns: I, you, he, she, it, we, they Object pronouns: Me, you, him, her, it, us, them Possessive adjectives: My, your, his, her, its, our, their <ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Chalkboard Acronym:</b>                Teacher writes a word vertically on the board and then students have to come up, one at a time, to write a word starting with each letter of the vertical word. For example:                Copy                Under                Try</li> </ul> <p><b>CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Photographs</li> <li>• Magazines or newspapers</li> </ul>

<p>inventor, writer, movie director, president, nurse, Quentin Tarantino, George Washington, Nikola Tesla, William Gates, Florence Nightingale, property, value, formal, hygienic, examines, injuries, vision, and influential.</p>	<ul style="list-style-type: none"> <li>• Teacher divides the class in two groups to develop a communicative fluency activity. First, the teacher should cut out words from the magazines or newspapers and make sure of the balance of parts of speech. Then she sticks them on a sheet of paper in random order. After that, the teacher divides class in groups and gives them the copies of the set of words. Students build sentences consisting of: three words, four words and five words. Finally, students circle cognates from the paper (cognate, word formation).</li> <li>• Teacher uses the drawing dictation activities. In pairs, one student is the describer and the other one the artist. The teacher gives a short description of a famous person, without the name. The describer starts to explain to the artist about the character. The artist draws according to his partner’s description. At the end of the activity they should guess what famous person they were drawing. Then the teacher presents a video of the famous people to compare their work. Finally, each pair of students have to prepare a brief explanation about their character, in front of the class (noun, meaning).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students complete the crossword.</li> <li>• Students work individually. Students complete the name of the person according to the description.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Assessment sheet  Data Source 2: Assessment sheet  Data Source 3: Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> June 17<sup>th</sup> to June 21<sup>th</sup>, 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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**INTERVENTION AND OBSERVATION PLAN WEEK N° 8**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa Dr. Manuel Cabrera Lozano  
**Teacher:** Lic. Jeny Viteri  
**Teacher Candidate:** Nohely Daniela Pullaguari Cano

**Participants:** 10<sup>th</sup> “B”  
**School Year:** 2018-2019  
**Topic:** A moment of true

<b>RESEARCH PROBLEM:</b> How does the use of Authentic Material activities improve English Vocabulary among students of tenth year “B” of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018- 2019 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to improve English Vocabulary using authentic material activities focused on the following aspects: word formation, cognates, noun and meaning.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To identify idiomatic expressions with similar meaning related to achievements.</li> <li>• To recognize the real meaning of cognate words into context.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> <li>• <b>Structures</b></li> </ul> <p>Idioms</p> <ul style="list-style-type: none"> <li>• <b>Key Words</b></li> </ul> <p>To go back to square one 1. a decisive moment, to come a long way, be unsuccessful,</p>	<p><b>ACTIVATION</b></p> <p><b>Jumping the Line:</b> draw an imaginary line dividing the room. Designate ones side as 'true' and the other side as 'false'. Line up the students on the line, hold up a flashcard and say a word. If the students think you said the word that matches the flashcard, they should jump to the 'true' side, otherwise they should jump to the 'false' side. Students who make a mistake should sit out until the next round.</p>	<ul style="list-style-type: none"> <li>• English Teacher book</li> <li>• Flashcards</li> <li>• Pictures</li> <li>• Advertisement</li> <li>• Brochures</li> </ul>

<p>will never fly, to start again from the beginning, with flying colors, achieve something with a lot of success, a moment of truth, progress a lot</p>	<p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher uses the drawing dictation activity. First, teacher writes on the board the idioms expressions. Learners read and analyze carefully the phrase. On their notebook, for each idiom they are going to draw what they think idioms means. When students finish to draw, teacher gives a brief explanation of the meaning of each idiom. With this information in mind, learners are going to draw again, next to the previous draw, the correct meaning of idiomatic expressions. Finally, teacher shows pictures to represent idioms in real context (meaning, noun).</li> <li>• Teacher uses the communicative fluency activity. First, teacher gives advertisement, brochures to the participants. Second, students have to take notes about the cognates. Then the teacher divides in groups. Into the groups they are going to compare their answers and share their words. Pupils are going to look for meaning of cognates. Teacher give a set of words, students should match words forming idioms (word formation, cognate).</li> </ul> <p><b>AFFIRMING</b></p> <ul style="list-style-type: none"> <li>• Students work individually. Students match idioms with the pictures which they belong to.</li> <li>• Learners write two true cognates and 2 false cognates correctly.</li> </ul>	
<p><b>MONITORING PLAN:</b>  Data Source 1: Post- test/ Post-questionnaire  Data Source 2: Assessment sheet  Data Source 3: Assessment sheet  Data Source 4: Field notes</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> June 24<sup>th</sup> to June 28<sup>th</sup>, 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*

**g. TIMELINE**

ACTIVITIES	2019												2020																																							
	FEBRUARY			MARCH			APRIL			MAY			JUNE			JULY			AUGUST			SEPTEMBER			OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4									
<b>PHASE I: PROJECT</b>																																																				
Presentation of the Project				X																																																
Designation of the Project Advisor					X																																															
Project revision and approval						X	X	X																																												
Designation of the Thesis Advisor									X																																											
<b>PHASE II: ACTION PLAN</b>																																																				
Application of Instruments									X	X																																										
Act and Observe										X	X	X	X	X	X	X	X	X	X																																	
<b>PHASE III: THESIS PROCESS</b>																																																				
Tabulation and elaboration of tables and Graphs													X	X																																						
a. Theme			X																X																																	
b. Introduction														X	X																																					
c. Summary														X	X																																					
d. Review of the Literature			X		X										X	X																																				
e. Materials and Methods																X																																				
f. Results (Interpretation and analysis)										X	X	X	X																																							
g. Discussion													X	X																																						
h. Conclusions																X																																				
i. Recommendations																	X																																			
j. Bibliography and Annexes													X	X	X																																					
<b>PHASE III: REVISION AND APPROVAL</b>																																																				
Thesis revision																																																				
Thesis presentation																			X	X	X																															
Thesis Approval																																																				
<b>PHASE: IV PHASE OF INCORPORATION</b>																																																				
Presentation of documents																																																				
Private Review																																																				
Corrections																																																				
Public sustentation and incorporation																																																				

## **h. BUDGET AND FINANCING**

### **Budget**

<b>Expenses</b>	<b>Cost</b>
Internet Connection	\$200.00
Print of reports	\$75.00
Print of the project	\$45.00
Print of the final report and thesis	\$200
Unexpected expenses	\$150
Total	\$670

### **Financing**

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

### **Resources**

#### Human

- The researcher
- Students of tenth year B

- The teacher
- The thesis advisor

#### Material

- Lesson plans
- Flashcards
- Book/ Notebook
- Sheets of paper
- Photograph/pictures
- Newspaper
- Markers
- Technical
- Computer
- Printer

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**Annex 1: Observation sheet**



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

**DATA COLLECTION SOURCE: OBSERVATION SHEET**

**Researcher:**

<b>OBSERVATION SHEET</b>					
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Participants:</b> Students of tenth year “B” & The researcher			<b>Role of the researcher:</b> Nonparticipant observer  <b>Duration of the observation:</b>	
<b>Things to be observed</b>	<b>Levels of Acceptability</b>				<b>Remarks</b>
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Word formation					
Cognate					
Nouns					
Meaning					

**Annex 2: Field notes**



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COMUNICACIÓN  
ENGLISH LANGUAGE DEPARMENT**

**DATA COLLECTION SOURCE: FIELD NOTES**

**Researcher:**

<b>FIELD NOTES</b>		
<b>Observation #:</b>  <b>Topic:</b>  <b>Objective of the session:</b>	<b>Date/Time:</b>  <b>Class size:</b> nineteen students  <b>Participants:</b> Students of tenth year "B" & The researcher	<b>Role of the researcher:</b> Participant observer  <b>Duration of the observation:</b>
<b>Description of the event</b>		<b>Reflective Notes</b>

**Annex 3: Pre and Post test & Scoring Guide**



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION  
ENGLISH LANGUAGE DEPARTMENT**

**DATA COLLECTION SOURCE: PRE / POST TEST**





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

**Student's code:** .....

**Date:** .....

**1. Complete the following questions. (Word formation)**

- a. Write the number in parenthesis in order to match the nouns to form compound words. There are two extra options.**

<b>a)</b> 	<b>b)</b> 	<b>c)</b> 	<b>d)</b> 
<b>a. Zoo ( )</b>	<b>b. Snake ( )</b>	<b>c. Braille ( )</b>	<b>d. Medical ( )</b>

<b>1. researcher</b>	<b>2. translator</b>	<b>3. architect</b>
<b>4. tester</b>	<b>5. milker</b>	<b>6. keeper</b>

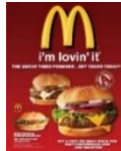
- b. Add suffixes to the following words to transform them into new words.**

a. Definite	a)
b. Absolute	b)
c. Probable	c)
d. Robot	d)
e. Science	e)

2. Identify the cognates in the following items (Cognates).

a. Circle the picture which belongs to the description of the sentences.

- The new **advertisement** calls people attention.



- He uses **ropes** to catch a cow.



b. Write **TRUE** if it is true cognate and **FALSE** if it is a false cognate.

ENGLISH	SPANISH	TYPE OF COGNATE
Athlete	Atleta	
Receive	Reservar	
Participate	Participar	
Accomplished	Acomplejado	

3. Choose from the box the correct noun for each picture. Rewrite the noun which belongs to. (Noun)



a)



b)



c)



d)

a)	b)	c)	d)
----	----	----	----





1. Quentin Tarantino	2. William Gates	3. Florence Nightingale	4. Nikola Tesla
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4. Identify the meaning for the following items. (Meaning)

a. Read the text and identify the meaning of the idioms in red, then write down the idiom corresponding to the picture.

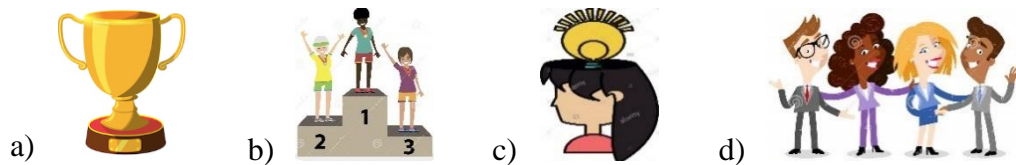
- He is a **number cruncher** because really good with multiplications and addition.

2. He was **the cream of the crop** with the newest app that he created.
3. I decided **to call it quits** to start with my new ideas.
4. He thinks that he **will never fly**.

			
a)	b)	c)	d)

**b. Match the following adjectives with their meaning.**

1. Intelligent ( )
2. Social ( )
3. Tournament ( )
4. Trophy ( )



.....  
 Student Signature  
 THANKS FOR YOUR COLLABORATION



## Test Scoring Guide

#	Questions	Indicators	Score
1	<p>Complete the following questions.</p> <p>a. Write the number in parenthesis in order to match the nouns to form compound words. There are two extra options.</p> <p>b. Add suffixes to the following words to transform them into new words.</p>	Word formation	<p>2 points</p> <p>(0,25 each item)</p> <p>(0,20 each one item)</p>
2	<p>Identify the cognates in the following items.</p> <p>a. Circle the picture which belongs to the description of the sentences.</p> <p>b. Write TRUE if it is true cognate and FALSE if it is a false cognate.</p>	Cognates	<p>3 point</p> <p>(0,5 each one)</p> <p>(0,5 each one)</p>
3	<p>Choose from the box the correct noun for each picture. Rewrite the noun which belongs to.</p>	Noun	<p>2 points</p> <p>(0,5 each one)</p>
4	<p>Identify the meaning for the following items.</p> <p>a. Read the text and identify the meaning of the idioms in red, then write down the idiom corresponding to the picture.</p> <p>b. Match the following adjectives with their meaning.</p>	Meaning	<p>3 points</p> <p>(0,5 each one)</p> <p>(0,25 each one)</p>
	Total		10 points

#### Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION  
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 communicative fluency activities to improve your vocabulary?**

Always ( )

Frequently ( )

Sometimes ( )

Never ( )

**2. To what extend do you think that your teacher employs communicative fluency activities to improve your vocabulary?**

High ( )

Moderate ( )

Low ( )

None ( )

**3. How much do you learn when drawing dictation activities are used in the english classes?**

A great deal ( )

Much ( )

Somewhat ( )

Nothing ( )

**4. How important you think is it the use of drawing dictation activities to enrich your lexicon?**

Very important ( )

Moderately important ( )

Slightly important ( )

Not important at all ( )

**THANKS FOR YOU COLLABORATION**

## Annex 5: Research Matrix

Theme: Authentic material activities to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p><b>General</b></p> <ul style="list-style-type: none"> <li>How does the use of Authentic material activities improves the English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</li> </ul> <p><b>Subproblems</b></p> <ul style="list-style-type: none"> <li>What theoretical and methodological references about authentic material activities are adequate to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera</li> </ul>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>To improve English vocabulary through authentic material among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>To research the theoretical and methodological references about the creation and application of authentic material to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja</li> </ul>	<p><b>Dependent variable</b></p> <ul style="list-style-type: none"> <li>Authentic material activities</li> <li>Defining authentic materials</li> <li>Types of authentic material</li> <li>Importance of the use of authentic material activities in the classroom</li> <li>Benefits of using authentic material activities</li> <li>Challenges of using authentic materials</li> <li>Selecting appropriate authentic material to enhance English vocabulary</li> <li>Working with authentic material according to student’s levels</li> </ul>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>Observing English classes</li> <li>Stating the background of the problem</li> <li>Describing current situation</li> <li>Locating and reviewing the literature</li> <li>Creating a methodological framework for the research</li> <li>Designing an intervention</li> </ul> <p><b>Intervention and observation</b></p> <ul style="list-style-type: none"> <li>Administering questionnaires and tests</li> <li>Observing and monitoring students’ performance</li> </ul>	<ul style="list-style-type: none"> <li>Observation sheet</li> <li>Pre and Post Test</li> <li>Pre and post Questionnaires</li> <li>Field Notes</li> </ul>

<p>Lozano, in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> <li>• What are the issues that limit to improve of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</li> <li>• What are the phases of the intervention plan that address the current issues to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</li> <li>• Which authentic materials activities are suitable to improve</li> </ul>	<p>during the 2018-2019 school year.</p> <ul style="list-style-type: none"> <li>• To diagnose the issues that limit the learning of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</li> <li>• To design an intervention plan based on the creation and application of authentic material in order to improve the learning of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</li> <li>• To apply the most suitable activities for the creation and application of authentic material in order to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• Activities that can be done in the classroom using authentic material</li> </ul> <p><b>Independent variable</b></p> <ul style="list-style-type: none"> <li>• Types of vocabulary</li> <li>• Teaching Vocabulary</li> <li>• Learning Vocabulary</li> <li>• Strategies in learning vocabulary</li> <li>• Vocabulary Activities</li> <li>• Goals in selecting vocabulary activities</li> <li>• Authentic material activities to improve English vocabulary</li> </ul>	<p>according to the intervention plan</p> <ul style="list-style-type: none"> <li>• Presentation of research findings</li> <li>• Organizing the final report</li> </ul>	
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<p>English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> <li>• How effective was the application of authentic material activities to improve English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</li> </ul>	<p>session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> <li>• To validate the results obtained after the creation and application of the authentic material to improve the learning of English vocabulary among students of tenth year “B” of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</li> </ul>			
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## Annex 6. Grading Scales

### Vocabulary

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

### Authentic material activities

<b>Quantitative score range</b>	<b>Qualitative score range</b>
81-100	High level of effectiveness of Authentic material activities to improve the learning vocabulary
61-80	Expected level of effectiveness of Authentic material activities to improve the learning vocabulary
41-60	Moderate level of effectiveness of Authentic material activities to improve the learning vocabulary
21-40	Unexpected level of effectiveness of Authentic material activities to improve the learning vocabulary
01-20	Low level of effectiveness of Authentic material activities to improve the learning vocabulary

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