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WESTERN MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK:
THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS TO ENHANCE
INTENSIVE INTERMEDIATE ENGLISH I STUDENTS' COMMUNICATIVE
COMPETENCE**

**TO OBTAIN THE DEGREE OF:
LICENCIADA EN IDIOMA INGLÉS OPCION ENSEÑANZA**

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ABSTRACT

The purpose of this experimental study was to find out the effectiveness of implementing authentic materials to enhance IIE-I students' communicative competence of Licenciatura en Idioma Inglés Opción Enseñanza at the Western Multidisciplinary Campus. The study started with the administration of an oral pretest made up of three parts: an impromptu speech, a role play, and an oral interview for both the control and the experimental group. Then the treated students were exposed to authentic materials aimed at improving their communicative competence in twenty four sessions developed in two months. After the intervention, the researchers administered an oral posttest to both groups to identify whether the treatment worked and to compare the groups' results. Such results were also analyzed using the T-Test to verify if the difference obtained in the final average of the tests was significant. The T-test outcomes showed that even though there was a difference in the groups' scores, it was not enough to assert that the implementation of authentic materials enhances students' communicative competence.

INTRODUCTION

This document contains valuable information about the undergraduate research work “The Effectiveness of Using Authentic Materials to Enhance Intensive Intermediate English I students’ Communicative Competence.” This investigation was carried on from March 2007 to December 2007. It provides detailed information on how the implementation of authentic materials as a complementary tool helps students improve their communicative competence in the intermediate level of Licenciatura en Idioma Inglés opción Enseñanza at the Western Multidisciplinary Campus.

This research work comprises three chapters. Chapter one consists of the statement of the problem, the justification to carry on the investigation, the objectives to be achieved, the theoretical framework, the hypothesis to verify the effectiveness of implementing authentic materials to help IIE-I students improve their communicative competence, and the methodological procedures to develop the investigation.

Chapter two is made up of the analysis and interpretation of data gathered through the application of the instruments in regards to the students’ communicative competence, the limitations and the discussion of results. Finally, chapter three includes the conclusions the researchers reached after the analysis and interpretation of the data in addition to the recommendations to promote further elaboration on this topic.

CHAPTER I

RESEARCH DESIGN

I. STATEMENT OF THE PROBLEM

The main goal of all courses in the Conversational Area of the Licenciatura en Idioma Inglés opción Enseñanza of the Western Multidisciplinary Campus at the University of El Salvador is to help students produce natural and spontaneous language. In order to achieve this, students are presented with many different tasks to practice and acquire the target language. Some of the activities used to teach Intensive Intermediate English I (IIE-I) classes are conversations, drills, games, dictation practices and the activities that are included in the textbooks (Attitude 1 and 2) among others. Moreover, the IIE-I syllabus (See appendix 1) states that all students' macro skills will be developed for them to use the structures of the language studied in class in day-to-day situations. Nevertheless, all the activities previously mentioned do not expose students to the language used in natural and day-to-day settings, so there is a lack of use of authentic materials (AM) in IIE-I classes. But what are authentic materials? Authentic materials refer to any item that has been designed to be used by any individual of a society; that is, material that has not been designed for teaching purposes (Nunan, cited in Oura, n.d.).

After reviewing the first six IIE-I lesson plans (See appendix 2) and observing sixty class-hours, researchers found that authentic materials were neither reflected in the lesson plans nor used during instruction. Thus, students

did not have the opportunity to have a direct relationship with the language classroom and the outside world; in other words, they were only exposed to the language presented by the teacher and the instructional materials. Instructional materials are materials designed to accomplish educational purposes based on specific grammar structures (Foppoli, n.d.). In fact, these materials are the core of the methodological procedures in the Conversational Area of the Western Multidisciplinary Campus.

For example, researchers observed classes in four IIE-I groups through five weeks. They witnessed that in one of the IIE-I classes (See appendix 3) in which the teacher used the Attitude 1 DVD and its Activity Book, students watched a video related to hospitality in a work day. Researchers noticed that just some students got involved in the post activity. Besides, students were not compelled to communicate their own ideas analytically. Once they watched the video, they only had to answer questions like “Where are they? Where does the woman work? Does Mr. Hunt have a mustache? Is Mr. Nail wearing a tie?” Such questions do not demand students’ understanding of the language presented in the video.

This is, to some extent, a result of the lack of exposure to how the language is spoken in real contexts. After interviewing some IIE-I teachers (See appendix 4), researchers identified some of the factors contributing to this problem. One of them is that authentic materials are difficult to get. As El Salvador is not an English speaking country, it turns very difficult to have access to any kind of authentic materials, since, for example, bringing a menu or getting

some comic strips from a local newspaper can be a little difficult for some teachers. Additionally, authentic materials are time consuming. Looking for the “right” material may be a little difficult and may compel teachers to spend a lot of time looking for it. For instance, one IIE-I teacher argued that preparing authentic materials requires more time than instructional materials, and due to the teachers’ academic load and limited accessibility (See appendix 4), they are restraint from implementing them in the Conversational classes.

Furthermore, teachers’ little experience looking for, preparing and administering authentic materials in classes are also barriers for teachers when it comes to use different and updated ways to expose their students to the language in natural settings. For example, in the interview administered to some of the teachers of the Intensive Basic English groups (See appendix 4), one of the teachers did not know what authentic materials referred to, since every time he was asked about the use of authentic materials in class, he referred to the use of pictures. Moreover, when the teacher was asked if authentic materials were difficult to get, he said that they were not difficult to get because any teacher could create them using their abilities (See appendix 4).

Sometimes the use of authentic materials at lower levels may cause students to feel de-motivated and frustrated since they lack lexical items and structures used in the target language (Guariento & Morley, 2001). This contributes to the students’ lack of commitment in the activities. As a result, some teachers feel discouraged to use authentic materials even though they recognized that any new structures AM present may broaden students’ lexicon

(See appendix 4). According to Oura (n.d), through the implementation of authentic materials teachers can motivate their students, offer them the opportunity to deal with a small amount of material with meaningful messages and make use of non-linguistic clues. Hence, even though students will not be able to understand every single word they read or listen to, they will gradually get accustomed to the language and text native English speakers use to interact in their real world.

In addition, another factor that influences the disuse of authentic materials is culture which deals with the common values and beliefs of a people and the behavior that reflect them (Gebhard, 1996). The problem with culture is that sometimes not even teachers are familiar with target culture. Accordingly, using authentic materials means to some extent dealing with cultural issues, and that might be a little difficult since teachers would have to be careful with the kind of materials they take to the classroom and the kind of students they have (Erkaya, 2005). For example, certain reactions towards some situations in a culture may be correct, but the same reactions in an EFL student's culture may be incorrect, awkward or even offensive.

Thus, the previous information reflects that the lack of exposure to authentic materials affects IIE-I students' enhancement of their communicative competence. This was reflected when students were asked to communicate their ideas by themselves, that is, without being told what to say, they rarely conveyed complete ideas, hesitated when using the second language (L2), and felt the need to write what they were asked beforehand (See appendix 3). All in

all, this research project intended to answer the following question: To what extent does the use of authentic materials in the classroom enhance Intensive Intermediate English I students' communicative competence?

II. JUSTIFICATION

The research study sought to establish the degree of effectiveness of working with authentic material in the first IIE-I level of the major of Licenciatura en Idioma Inglés Opción Enseñanza, That is, the implementation of authentic materials as a tool to help develop their communicative competence. Additionally, it would allow students to have contact with language used in natural settings. It will also reflect the possible improvement reached after the application of the material proposed. Furthermore, the study intended to propose authentic materials as a reinforcement for the instructional activities carried in classes of the IIE-I of the major of Licenciatura en Idioma Inglés Opción Enseñanza. Besides, the present research study may provide teachers with an array of activities using authentic material focused on enhancing students' communicative competence in the form of a manual which would include all the activities and procedures carried out in the experimental part.

The ideas presented in this study may be the starting point for future analyses and studies in order to upgrade the conversational area lesson planning of the major of Licenciatura en Idioma Inglés Opción Enseñanza. So the findings of this research study will offer teachers of the conversational area

useful information about the possible outcomes of enhancing communicative competence by using authentic materials.

III. OBJECTIVES

A) General Objective

- To determine to what extent the use of authentic material helps Intensive Intermediate English – I group II students enhance their communicative competence

B) Specific Objectives

- To assess IIE-I group 2 students' communicative competence before and after being exposed to authentic material
- To assess IIE-I group 4 students by applying the IIE-I group II assessment procedure without exposing them to authentic material
- To expose IIE- I group 2 students to authentic materials
- To compare IIE-I group 2 and 4 students' assessment results

IV. THEORETICAL FRAMEWORK

Telling students “and now we’re going to practice listening,” usually elicits looks of dread and fear. Announcing reading practice can often bring out yawns, heads descending to desks, or eyes rolling up. And these reactions are from adult students. Young learners’ reactions may be even more extreme. “I can

read at home, I come to lessons to speak!” more than one student enrolled in a conversational class may claim that. Many students do seem to regard reading and listening as a waste of class time, maybe because there are not enough post speaking activities. But how many of these students would listen to a radio show in L2, watch a movie without L1 (first language) captions, or read a magazine of their interest in the target language without encouragement inside? And even further, how many of these students would gather together to talk about what they listened to, watched or read? The aim of this section is to consider the main components of communicative competence and a few activities to making classroom speaking flow more communicatively, by integrating them with some authentic material which students may enjoy working with.

“Authentic materials refer to any items that have been designed for general community and not especially for [foreign] language learners. They provide real language that is contextually rich and culturally pertinent” (Taylor, 1994 cited in Spelleri, n.d.). Erkaya (n.d.) curiously defines this kind of materials as items that normally go into a trash can. In this sense, objects that seem useless for some people may represent a treasure for English teachers. This type of material gives the learner the opportunity to be exposed to how the language is used in the real world, since students would have to cope not only with grammar and syntax but also with nonverbal language.

The main purpose of using AM is to foster student’s abilities and gain confidence in any real situation, so the implementation of authentic materials in

the classroom may be extremely beneficial for students since they would encounter the language in its natural setting, and they would be exposed to cultural features that may not be included in conventional teaching materials. Because of the interference or influence of their cultural norms, it is hard for non-native speakers to choose the forms appropriate to certain situations. The key factor is to bring reality into the classroom and let students know how things really work in the outside world. Among these materials are articles from newspapers and magazines, TV, radio programs, videos, video games, etc (Oura n.d.).

Inside the classroom, there is a need to teach specific language points in a way that some teachers feel would be more understandable for learners. Thus, the implementation of AM in the classroom benefits learners a lot especially to enhance their communicative competence. Immediately, the question that arises is: what does English communicative competence involve? Shumin (1997) and many other EFL researchers define communicative competence as the combination of grammatical, strategic, sociolinguistic, and discourse competences.

Students are grammatically competent when they are capable to recognize and produce the distinctive grammatical structures of language and to use them effectively in communication (Anisimova, n.d.); however, for many students, it is not possible to develop grammatical competence effectively. After observing classes, researchers noticed that this is partly what is happening with IIE-I students. As a result, their communicative competence gets affected,

because every time they are about to speak, they know neither how to find the right words to express themselves nor to put them into phrases and sentences to convey accurate and fluent discourse (See appendix 3). In this sense, IIE-I students need opportunities to communicate in a wide range of contexts, and through the application of authentic materials they can extend their grammatical competence. For example, if IIE-I students are presented with catalogs, they can read the information promoting a product or service and then transmit more details about it to others. In this way, they can realize if they are using grammar patterns, vocabulary, and syntax rules accurately.

It is extremely important for students to know how to manage any unexpected problem that may arise when they are required to interact and practice the knowledge they have acquired. That is what strategic competence deals with. Shumin, (1997) defines “it...[as knowing] how and when to take the floor, how to keep a conversation going, how to terminate a conversation and how to clear up a communication breakdown as well as comprehension problems.” For example, IIE-I students feel frustrated and embarrassed when they face those moments. Of course, this enhances the students’ fear of speaking with others because they feel they will not be able to overcome such situation successfully. Authentic materials would represent an amazing tool to help IIE-I students handle these disheartening circumstances. For instance, job applications, hotel registrations, and menus, among others, foster the ability to know how to act and what to ask because they can be used to provide students

with language used in specific situations such as applying for a job or ordering food at a restaurant.

Sociolinguistic competence involves knowing what is socially and culturally expected by users of the target language. So learners should understand all the rules and norms governing the appropriate timing and realization of speech acts (Shumin, 1997). The closest encounter students may have with the culture and the norms of a language is through the implementation of different authentic materials in the classroom. IIE-I students have then little contact with the language in its real context (See appendix 3). Any type of AM can be helpful for a teacher to familiarize students with the norms of the culture of the language they are studying. All she/he has to do is to be creative and adapt it to any activity. Series, movies, videos, for example, can be very useful to teach students nonverbal language, and get a different meaning from the same phrase depending on the context and the people's usage. Presenting IIE-I students with popular sitcoms like Friends and Two and a Half Men, for example, would show them what people in the target culture find funny, the ways to behave in a party, or at a restaurant or when meeting someone's parents. Students would be able to observe what is common or not in those situations.

In real life, diverse structures may be used to talk about past, present or future. For instance, a native speaker may use varied structures to talk about past actions: *"last night, something very funny happened to me. I was walking down the street and suddenly a man comes and looks at me in the face and*

says: boy, you are ugly". In the aforementioned example, the speaker is using simple past, past progressive and simple present to talk about the same situation. Thus, exposing students to more authentic materials, they would encounter the different forms the language is used in the real world.

In order to become competent speakers, students also have to develop discourse competence. This deals with "knowing how to interpret a larger context and how to construct longer stretches of language so that the parts make up a coherent whole" (NCLRC, 2004). Students have to be able to communicate their ideas with coherence and cohesion either in formal or informal speech.

"[Since]...speaking is closely related or interwoven with listening, which is the basic mechanism through which the rules of language are internalized" (Shumin, 1997), students need to adapt their ear to the different accents in English. One of the most practical ways of gaining discourse competence is through the exposure to as much natural language as possible. For example, if podcasts were implemented in class, IIE-I students would be exposed to language they would experience in the real world, and they would be able to get meaning as a whole from long utterances and to connect previous knowledge with the new one (Brandt, 2005). Hence, IIE-I students would acquire an array of structures and diverse lexicon to express ideas, show relationships of time and indicate cause, contrast, and emphasis.

After studying all the benefits of AM that experts propose, researchers believe that students expand their knowledge, and understand the language

without translating and using it without the interference of L1. Plus, students would be more likely to develop a positive attitude toward facing every day language. All the activities IIE-I students have in class are good to build up the bases of the language and to practice it so that they produce chunks of language. These activities also promote to some extent student-student interaction which aid them to produce language. However, to help students develop communicative competence, IIE-I teachers need more than providing students with good examples of language chunks for them to repeat, transform, memorize or expand. Accordingly, IIE-I teachers need to provide their students with meaningful, contextualized, interactive, and communicative classroom activities. Using authentic material may contribute to the growth of IIE-I students' communicative competence by letting them negotiate meaning, express themselves in meaningful ways and have more contact with the target culture.

V. HYPOTHESIS

**THE IMPLEMENTATION OF AUTHENTIC MATERIALS IN CLASSES WILL
ENHANCE INTENSIVE INTERMEDIATE ENGLISH I STUDENTS'
COMMUNICATIVE COMPETENCE**

Independent variable

THE IMPLEMENTATION OF AUTHENTIC MATERIALS

Authentic materials: anything a native speaker of English would hear, read or use in the real world

Indicators

1- Types of Authentic Materials

Sub-indicators

A. Listening material used in class

Sub-sub-indicators

- a. Songs
- b. Radio news
- c. Podcasts

B. Visual/printed material used in class

Sub-sub-indicators

- a. Popular magazines
- b. Slides
- c. Comic strips
- d. Newspaper

C. Audiovisual Material used in class

Sub-sub-indicator

- a. Films
- b. Sitcoms
- c. Series
- d. Documentaries
- e. Videos

- f. Talk shows
- g. Cartoons
- D. Realia used in class

Sub-sub-indicator

- a. Menus
- b. Catalogs
- c. Boardgames
- d. Flyers
- e. Karaoke

2- Exposure to real world language

Sub-indicators

- A. Students' opportunity to use language for real communication
- B. Students' opportunity to engage in real activities
- C. Students' gradual comprehension of challenging texts
- D. Students' production of language needed in authentic communication outside of the classroom

3- Exposure to the target culture

Sub-indicators

- A. Familiarization with the culture of the target language
- B. References to cultural events and holidays
- C. The development of the students' tolerance toward different cultures

D. Expansion of the target culture knowledge

E. Handling of products of a culture (postcards, symbols, images)

4- Students' attitude toward learning

Sub-indicators

A. Students' confidence in real situations

Sub-sub indicator

a. Students' fearlessness of making mistakes

B. Students' development of a greater sense of achievement

Dependent Variable

INTENSIVE INTERMEDIATE ENGLISH I STUDENTS'
COMMUNICATIVE COMPETENCE

Communicative competence: A learners' ability to apply and use grammatical rules, to form correct utterances, and know how to use these utterances appropriately in L2

Indicators

1. Grammatical Competence

Sub-indicators

A. Students' use of grammar rules

B. Students' knowledge of lexical items

C. Students' use of word order in phrases and sentences

D. Strategic Competence

3. Strategic Competence

Sub-indicators

- E. Students' ability to compensate for a lack in some language area
- F. Students' ability to monitor their oral production
- G. Students' ability to use strategic devices-pauses, fillers, and self-corrections
- H. Students' ability to express a particular meaning in different grammatical forms

3. Sociolinguistic Competence

Sub-indicators

- a. Students' use of adequate number of words to accomplish pragmatic purposes.
- b. Students' appropriate use of sociolinguistic features in face-to-face conversations

Sub-sub indicator

- a. Students' use of body language and nonverbal cues to convey meaning
- b. Students' understanding of body language and nonverbal cues to get meaning
- c. Students' acquisition of norms and rules of speech acts.

- d. Students' knowledge of social and cultural expectations of target language users

4. Discourse Competence

Sub-indicators

- A. Students' flow of speaking
- B. Students' ability to generalize and incorporate new information
- C. Students' speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentence constituents
- D. Students' use of cohesive and coherent devices
- E. Students' ability to connect events and communicate logically the relations between ideas

VI. RESEARCH METHODOLOGY

In this section, the researchers provide detailed information about the study. It was conducted using the quantitative experimental method. The researchers describe the design of the research study chosen. They also explain the characteristics of the participants as well as the instruments used and their correspondent procedures. Then, they present the materials required to carry out the investigation. The researchers also detail the expenses they incurred to carry out the investigation. Finally, the timetable corresponding to the present investigation is shown.

A) Design

The execution of this project required the use of the quantitative experimental method. The research was experimental since the researchers selected a sample of the population to work with directly applying the suggested authentic materials throughout a treatment carried on in eight weeks. Furthermore, this study assessed the effectiveness of authentic materials in the enhancement of the Intensive Intermediate English I students' communicative competence. Moreover, this project made use of the quantitative method because it measured to what extent the use of authentic materials help IIE-I students become more competent English speakers.

B) Participants

The Intensive Intermediate English I course semester II – 2007 of Licenciatura en Idioma Inglés opción Enseñanza at the Western Multidisciplinary Campus comprises four groups. The participants were 50 students enrolled in groups 2 and 4. The sample to carry on the treatment were 25 students from IIE-I group 2, and the control group made of 25 students from IIE-I group 4 were administered only the pre and posttest.

C) Instruments

1. Communicative Competence Pretest and Posttest (appendix 6)

To carry through the investigation, the researchers designed one test to assess students' communicative competence. Such test was administered to all the participants—experimental and control groups twice: before and after the treatment period. Researchers decided to use the same examination as pre and posttest in order to obtain more reliable results. This test comprised three parts. In the first part (impromptu speech), students chose one topic from a list they were shown. After they selected the topic, they had 3 minutes to talk about it. This was done individually for the whole group. In the second part (role play), students were given a situation to act out in pairs or groups of three. They had 5 minutes to prepare a mini-sketch, and then they had from 5-10 minutes to present it to the whole group. In the third part (oral interview), the students were asked a series of questions as form of interview where the researchers expected them to talk from 5 to 7 minutes. All the students' speaking performance was analyzed and graded later.

2. Checklists to grade the Communicative Competence Test (impromptu speech/ role play/oral interview) (appendixes 7, 8, 9)

These instruments helped the researchers grade students' communicative competence. There was one checklist to grade the role

play, the impromptu speech, and the oral interview. The first two checklists contain 10 items and the last one only 8 items, which were aimed at evaluating students' oral performance. All these items were graded from 1 to 10. Once the researchers got the results from those checklists, they took out the overall grade per student through the use of a mean. This helped measure the dependent variable.

3. Checklist to validate the Communicative Competence Test (appendix 10)

This instrument helped consultants to review the test before being administered to assess and validate the Communicative Competence Test.

4. Communicative Competence Checklist (appendix 11)

This instrument served the researchers to hand in students their outcomes in the English Speaking Performance Test. With this, the students will get to know their weaknesses and strengths in their communicative competence.

5. Rubric for the speaking area (appendix 12)

With this rubric, the researchers assessed the students' communicative competence.

6. Speaking Club (appendix 13)

Researchers called the treatment “Speaking Club”. This instrument allowed the researchers to work directly with the experimental group (IIE-I group 2). In here, the researchers met with students for eight weeks. Hence, group 2 received the treatment from Monday to Wednesday from 8:30 to 10:30 a.m. The researchers varied the materials in every session, so students were exposed to audiovisual/visual, printed materials and realia.

7. Attendance list (appendix 14)

This instrument helped the researchers keep track of the students who attended the sessions daily. It also served to measure the percentage of students who, at the end, benefited from the sessions.

D) Materials

The data was collected through the use of tape recorders. In each of the sessions, researchers used different media such as TV, laptop, LCD projector, tape recorders and printed material to work with the students. All the data collected were analyzed through the data-oriented software Microsoft ExcelTM.

E) Procedures

1. Communicative Competence Test

The pretest was administered from September 10th to September 13th, 2007. The posttest was administered from November 12th to November 15th, 2007. In here, both experimental and control group was divided into three groups to administer the exam from Monday to Wednesday of the same weeks.

2. Speaking Club

The speaking club lasted eight weeks—from September 17th to November 8th, 2007.

F) Budget

In the execution of the study, researchers incurred some expenses that facilitated the investigation. The materials used helped researchers collect concrete information from the participants and data sources.

MATERIALS	COSTS
1) 484 photocopies (\$ 0.03) per photocopy	\$ 14.52
2) Notebook for journal	\$ 1.25
3) Computer ink	\$ 25.00
4) 50 hours of internet	\$ 35.00
5) 3 CD's	\$ 5.00
6) 5 DVD's	\$ 1.05
7) Burning of DVD's	\$ 10.00
	TOTAL \$ 91.82

CHAPTER II

ANALYSIS AND INTERPRETATION OF DATA

I. RESULTS

The students' oral performance was assessed through the administration of a speaking proficiency pre and post test. The same test was applied as the pre and post one. The test was made of an impromptu speech, a role play and an interview. All of them composed the 100% of the overall grade. The procedure followed to get the overall grade was $(X_1+X_2+X_3)/3$ where:

X_1 = Impromptu speech grade

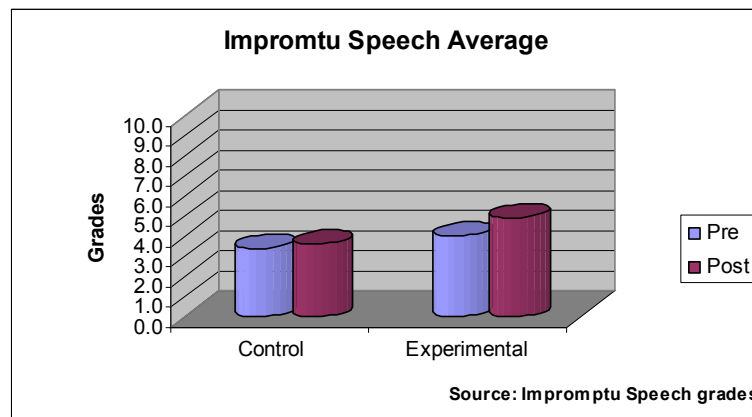
X_2 = Role play grade

X_3 = Interview grade

Impromptu Speech Section

To assess this part, the researchers shared each other's observations of each student, wrote down the students' mistakes, and assigned a grade based on the mistakes and the criteria of the evaluation sheet. The results obtained in this section are the following:

Graph N° 1

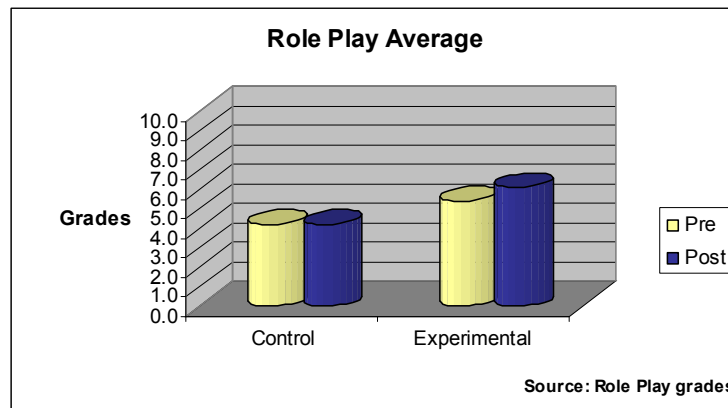


The impromptu speech seemed to be the most difficult part of the exam in both groups. The majority of students showed hesitation while presenting their speeches. They also lacked lexical items and were not able to connect events and communicate logically the relations between ideas. Moreover, the students mispronounced basic words and omitted subjects and verbs in their statements.

Role Play Section

The procedure followed to get the students' grades in this section was the same as in the previous section. The results gathered in this section are as follows:

Graph N° 2

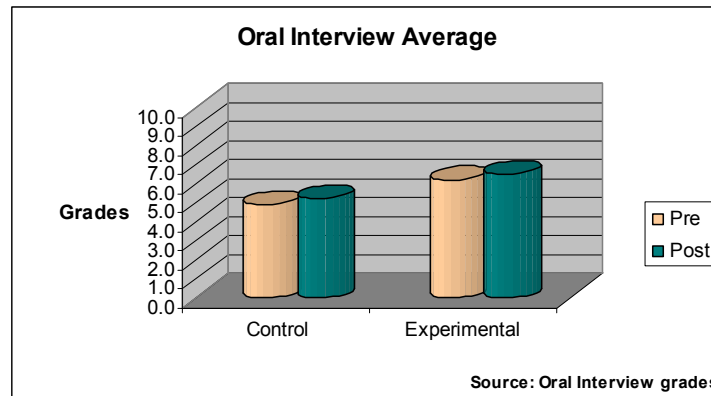


In this part, the students seemed to be a little more confident than in the impromptu speech. In fact, the interaction with their peers helped them provide more descriptors and details because of their mutual support. However, the results did not vary too much since students still mispronounced some words, lacked vocabulary, and omitted subjects and verbs in their conversations.

Oral Interview Section

To obtain the students' scores, the researchers interviewed a student each. The outcomes of this section are represented in the following graph:

Graph N° 3



Provided the results, some common factors in students production were the shifting in tense and person as well as inconsistent fluency in their discourse. Another weakness some students showed was that they did not provide answers with descriptors and details so communication was hard to attain. On the other hand, there were some other students that felt open to share their answers confidentially.

The means gotten at the end of the pre and posttest administration were the following:

$$\bar{X}_1 = 5.2 \text{ (pretest)}$$

$$\bar{X}_2 = 5.8 \text{ (posttest)}$$

These results were treated with the T-test for dependent variables for the experimental group and the T-test for independent variables for the results between the experimental group and the control one through which researchers intended to represent the probability of error involved in accepting the research hypothesis about the existence of a difference.

Experimental group pre and post tests

T- test formula for dependent variables:

$$t = \frac{\sum \bar{X}_1 - \sum \bar{X}_2}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{n}}}{n(n-1)}}$$

$$t = \frac{128.4 - 114}{\frac{\sqrt{22.06^2 - \frac{(14.4)^2}{22}}}{22(22-1)}}$$

$$t = 14.26$$

where:

\bar{X}_1 = 5.2 (experimental pretest mean)

\bar{X}_2 = 5.8 (experimental posttest mean)

n = S = Subjects

D= Differential Result= $X_1 - X_2$

S	Post Test ($\sum X_1$)	Pre Test ($\sum X_2$)	D	D ²
22	128.4	114	14.4	22.06

Hypothesis

	In Words
H ₀	There is no enhancement in students' communicative competence after the treatment
H _A	There is enhancement in students' communicative competence after the treatment.

1. Decision Rules

Using alpha of .05 with a one-tailed test and $df=N-1=21$, the researchers determined from the t table (See appendix 15) that the critical value is 1.72.

2. Decision

Since $14.26 (t_{obs}) > 1.72 (t_{crit})$, the researchers rejected H_0 and asserted the alternative in other words, the researchers concluded that the treatment enhanced the treated students' communicative competence.

Thus: $t_{obs} 14.26 > t_{table} 1.72$ H_0 is rejected.

Experimental vs. control group post tests

T- test formula for independent variables:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{n_1 S_1^2 + n_2 S_2^2}{n_1 + n_2 - 2}} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$
$$t = \frac{5.8 - 4.4}{0.88}$$

$$t = 1.59$$

Where:

\bar{X}_1 = control group's posttest average

\bar{X}_2 = experimental group's posttest average

n_1 = experimental group subjects

n_2 = control group subjects

S_1 = experimental group standard deviation

S_2 = control group standard deviation

Hypothesis

	In Words
H_0	There is no significant difference in students' scores, so there is no enhancement in the treated students' communicative competence
H_A	There is significant difference in students' scores, so there is enhancement in the treated students' communicative competence

1. Decision Rules

Using alpha of .05 with a one-tailed test and $df=N_1+N_2-2 =39$, the researchers determined from the t table (See appendix 15) that the critical value is 1.70.

2. Decision

Since $1.59 (t_{obs}) < 1.70 (t_{crit})$, the researchers rejected H_A and asserted the null in other words, the researchers concluded that compared to the control students, the treatment did not show significant enhancement in the treated students' communicative competence.

Thus: $t_{obs} 1.59 < t_{table} 1.70 H_A$ is rejected.

II. LIMITATIONS

Through the development of this study, there were some obstacles the researchers run into. First, it was planned to have four weekly sessions with the experimental group, but it was necessary to reschedule because there were not

enough rooms available at the established time. Moreover, the persons in charge of the equipment needed for some sessions did not accomplish their task satisfyingly. This affected the treatment since the researchers had to make use of the activity planned for the following session and it shortened the session time. Another problem encountered was the students' schedule constraints to do the exams. This compelled the researchers to chase the students in order to have all of them do the exams. Consequently, this caused the researchers a delay in their activities. In addition, the students' academic load reduced the treatment's effectiveness because they had to miss some sessions and this affected the activities development. Finally, at the beginning the researchers expected to have 25 students in each group; unfortunately, the researchers could not count with all the students neither for the treatment nor for the exams. At the end, the study was finished the study with 22 persons in the experimental group and 19 in the control one.

III. DISCUSSION

The main purpose of this research study was to examine the effectiveness of using authentic materials to enhance IIE-I students' communicative competence. The underlying theoretical assumption was that communicative competence may be increased by the inclusion of varied types of AM in class. A discussion of findings pertaining to the research question "To what extent does the use of authentic material enhance IIE-I students' communicative competence?" is described as follows:

In the experimental group, the results demonstrated that students scored higher in the post test. The mean gotten in the pretest was 5.2 while in the posttest it was 5.8. Even though the difference is not so high, the students did better after being exposed to authentic materials. Besides, the result of the T-test (for dependent variables) was 14.26 which compared to the 95% confidence interval reflects that there is significant difference in the means.

Although the difference shown in the experimental group results was significant, it was necessary to compare the treated group to the control one using the T-test for independent variables. Unfortunately, the T-test result 1.59 demonstrated that the students receiving treatment apparently did not perform significantly better than those who were not treated. Given the information, the research hypothesis was rejected so it could not be assumed that authentic materials enhance the students' communicative competence.

Another purpose of this research study was to identify the students' communicative competence level. The students were capable to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombination of their elements. They could also ask questions and make statements involving learned material and showed sign of spontaneity although this falls short of real autonomy of expression. Moreover, pronunciation was still strongly influenced by first language. At the end of this study, the final score of the treatment group was 5.8 and the control group's score was 4.4. So both groups fall into the "novice high" category (See appendix 12)

CHAPTER III

CONCLUSIONS, RECOMMENDATIONS, REFERENCES AND APPENDICES

I. CONCLUSIONS

After studying the information obtained through the treatment and the analysis and interpretation of the results, the researchers have concluded the following:

1. Some IIE-I students from groups 2 and 4 do not fulfill the requirement of a student who already finished the IIE-I course.
2. The implementation of authentic materials as a complementary tool in IIE-I classes helps students broaden their lexicon a little bit more, since they can use native speakers' expressions or idioms in their conversations or in any other speaking activity they are demanded to do in class.
3. The students felt gradually at ease while they were being exposed to authentic materials.
4. Because of time constraints, researchers are not able to conclude that AM are any helpful or effective in the enhancement of students' communicative competence.
5. The treated students did not perform significantly better than those not receiving the treatment.
6. According to the results, sessions containing authentic materials were no more effective than the IIE-I classes.

II. RECOMMENDATIONS

Having conducted the study on the use of authentic materials and its effectiveness to enhance IIE-I students' communicative competence in the major of Licenciatura en Idioma Inglés, opción Enseñanza, semester II-2007, at the Western Multidisciplinary Campus, the researchers recommend the following:

1. Teachers of the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador should use updated authentic materials to enrich their teaching methodology so that their classes turn to be more interactive and communicative.
2. The treatment period of this study or a similar one should last around six months to get more reliable results.
3. Teachers of the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador should be trained on how to take advantage on using authentic material in conversational classes.
4. The Social Service coordinator of the Foreign Language Department should design a project in which students interested in working in their social service could develop sessions implementing authentic materials to benefit the Conversational Area students.
5. Teachers of the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador eager to work with authentic materials should make students participate in the selection of the

materials to make instruction even more appealing to students. Teachers could also take advantage of the Speaking Activities Manual attached to this study (See appendix 16).

6. Lesson plans should include activities using authentic materials as a complement to instructional material.

7. Further experimental studies to be conducted could be the following :

- The effectiveness of using authentic materials to strengthen EFL students' productive and receptive skills
- A comparison between graded materials and authentic materials in L2 acquisition at an early beginning stage.

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APPENDICES

APPENDIX 1

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS
SEMESTER II-2007

GENERALITIES	
SUBJECT	: INTENSIVE INTERMEDIATE ENGLISH I
PRE-REQUISITE	: INTENSIVE BASIC ENGLISH
SCHEDULE	: Group 1 Monday 6:30-8: 30 AM, ROOM 5; Tuesday 6:30-8: 30 AM, ROOM 5; Wednesday 6:30-8: 30 AM, ROOM 9; Thursday 6:30-8: 30 AM, ROOM 9 Group 2 Monday 6:30-8: 30 AM, ROOM 12; Tuesday 6:30-8: 30 AM, ROOM 12; Wednesday 6:30-8: 30 AM, ROOM 2; Thursday 6:30-8: 30 AM, ROOM 12 Group 3 Tuesday 1:00-3:00 PM , ROOM 12; Wednesday 1:00-3:00 PM, ROOM 4; Thursday 1:00-3:00 PM, ROOM 4; Friday 1:00-3:00 PM, L1 Group 4 Monday 1:00-3:00 PM , ROOM E2; Tuesday 1:00-3:00 PM, ROOM 2; Thursday 1:00-3:00 PM, L1; Friday 1:00-3:00 PM, ROOM 4
CREDITS	: 8 U.V.
INSTRUCTORS:	MERCEDES OFELIA DUEÑAS SANDRA YANIRA GUERRA EVELIN ROXANA GUEVARA DARLENE MATA BLANCA ESTELA MARROQUÍN FRANCISCO QUINTANILLA

COURSE DESCRIPTION	
<p>This is the second course designed to provide freshmen of Licenciatura en Idioma Inglés: Opción Enseñanza with the fundamentals of the English language to function in an ESL/EFL environment. In this regard, the students will be exposed to the language EIGHT hours per week to further develop the four English macro-skills: listening, speaking, reading, and writing progressively. Accordingly, the students will engage in an array of activities aimed at developing such skills systematically. The core of this course is to strengthen students' communicative competence and foster their language skills more systematically.</p>	

REFERENCE MATERIALS

Attitude 1 and 2

New Interchange 1 3rd Edition

Side by Side 2

Super Goal 2

Other sources that the instructors consider appropriate to the students' level of proficiency

COURSE OBJECTIVES

GENERAL OBJECTIVE:

-To provide Intensive Intermediate English I students with different tools to communicate in English naturally, effectively, and spontaneously

SPECIFIC OBJECTIVES:

- To prepare Intensive Intermediate English I students to orally communicate in English in a very effective way
- To expose Intensive Intermediate English I students to day-to-day situations in which they will spontaneously and effectively use their listening and reading skills to understand the studied structures in class
- To help Intensive Intermediate English I students write effectively using different fundamental grammar structures of the language

NUTS AND BOLTS OF THE COURSE:

This course has been specially designed to help students reach a low-intermediate level so that they master the four English learning macro-skills: listening, speaking, reading, and writing. Therefore, the instructors will make sound use of the different language methods through the utilization of an array of activities conducive to learning the language more interactively and communicatively. There will be a textbook (Attitude 1 and 2) for the course; however, the instructors will have to plan lessons accordingly. During the process, the instructors will facilitate appropriate feedback. The instructors will also have to monitor and evaluate the students' learning progress by assigning them homework assignments, pair and group work, dictation practices, communication activities, both oral and written exams, listening and reading comprehension tests, and other tasks that may contribute to the students' progress in the learning of the English language. On the other hand, the students will be expected to be punctual to classes, do class work, hand in homework on time, and engage in classes actively.

APPENDIX 2

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS FOREIGN LANGUAGE DEPARTMENT

CHECKLIST TO REVIEW THE IMPLEMENTATION OF AUTHENTIC MATERIALS IN INTENSIVE BASIC ENGLISH LESSON PLANS SEMESTER I- 2007

Objective: to review Intensive Intermediate English II lesson plans to measure the presence of AM in them.

Note: the following chart shows the compilation of all the information gathered from the six Intensive Basic English lesson plans that were reviewed

Criteria	# Activities	Authentic Mat.		Teaching mat.		Course book (any textbook)	
		Y	#	Y	#	Y	#
Conversations	5			x	4	x	1
Drills	25			x	22	x	3
Listening	5			x	1	x	4
Reading	6			x	3	x	3
Discussions	3			x	2	x	1
Dictations	3			x	2	x	1
Games	5			x	2	x	3
Interviews	4			x	4		
Role plays	0						
Writing (mechanically)	8			x	3	x	5
Speaking	14	x	1	x	4	x	9
DVD	2					x	2
Vocabulary	8					x	8
Pronunciation	5					x	5
Others	4			x	4		
Total	97		1		51		29

Observations: Others: students had to repeat and practice the alphabet; they were shown the numbers from 1-100 and then taught how to add, subtract, divide and multiply; They practiced countries and nationalities; they had to pretend be someone else and give introduce themselves and give info about them; about authentic material, they used realia (teachers took objects to the classroom); one of the discussions is part of the PDP activities on the reading; students have to order some sentences which will be given on pieces of paper for them to tape them on the board; one of the listening from the book is fill in the blanks; one writing is fill in the blanks; one vocabulary is fill in the blanks.

APPENDIX 3

OBSERVATION CHECKLIST TO OBSERVE STUDENTS PERFORMANCE AND THE USE OF AUTHENTIC MATERIALS IN THE INTENSIVE BASIC ENGLISH CLASSES

Objective: To verify the use of Authentic Material and gather information about students' performance in the Intensive Basic English classes

POINTER	COMMENT
<p>Students' performance in class (students' grammatical and pronunciation mistakes)</p>	<p>I can use it? In this question is Mark? The Mark's family is small – teacher write told is bad – the Mark's town is a near – she has 22 – she's name – it's the Mark's dog –does your baby has...? – does she freckles? – if she use glasses- what's color is...? – does Silvia use glasses? – go away your cap – he doesn't have a clap – what you say? – I don't remember (<i>the student was talking in past</i>) – he have – it's a kind of boring – she's a pink – he has a curly hair – we can leave us? - Are questions?- I love us – Nestor is heavy and skinny – I can't TV – I don't can – my mother is a incredible cooker – pass, pass – must to tell – it's a interesting job - a espejo – toilet, bed....(<i>in here the student had to provide complete sentences</i>) this career I don't like me – it's like the new outside and old inside – all my fan goes to the grandmother – is correct? – she have – she a white skin – she name is – she's person – a person very special – table games –I like all the woman- he have curly hair- asked- missed- por example- I don't can't swim- she work in a bank- she is straight hair- broke the groups- Tatiana have a group- he's a little weight- all the people says me everything about you- what do you want in a women?- she is blond- my grandpa play the guitar- he can play swim- talented- instruments- how to describe a people- now she wear a blue T-shirt- he live in Sonsonate city- she has a glass- crazy- wait me- you have a copies- /computer/think/ /often/ /run/ /computer/ /vacation/ /having/ /Australian/ /straight/ /club/ /kind/ /hair/ /eyes/ /rarely/ /afraid/ /pretty/ /repair/ /blouse/ /sew/</p>
	<p>One Reading and comprehension practice. Students write information questions and wh-questions about their classmates Review of the verb to be Students describe their classmates Introduction of the verb have One conversation Students answered questions</p>

<p>Activities developed in class</p>	<p>Fill in the blanks exercise Read outloud exercise Yes/No questions orally Fill in the blanks orally Exercises from the book page. 64 Discussion about some pictures Students write true and false statements about some pictures Free talking activity and report on what had been spoken Reading and questions Conversation Questions to review previous topics Conversation Role play practice Description of famous people Group work with challenge questions using CAN Writing activity about students' family talents Yes/No questions about abilities Reading comprehension practice Dictation practice Course book practice about appearance and can DVD and wh-questions Picture activity about family members</p>
<p>Use of authentic materials</p>	<p>In 60 class hours, the use of authentic materials was not observed</p>
<p>Comments</p>	<p>Students are having troubles with "the" and "a". Some students try to speak English. When they talk to each other they speak Spanish though they try to speak English when addressing the teacher. Students spoke Spanish. The researcher couldn't see much of their performance in English since the teacher was conducting most of the talking and telling them what to say. Most students have problems with the question "What is it like? Students never ask for clarification when they do not understand. Most of the students refuse to volunteer when the teacher asks them. Problems when playing the DVD. Some students do not know how to spell certain words. They constantly speak Spanish.</p>

APPENDIX 4

SEMI-STRUCTURED INTERVIEW TO BE ADMINISTERED TO THE INTENSIVE BASIC ENGLISH TEACHERS SEMESTER I-2007

Objective: To collect information about the use of authentic materials in IBE classes

1. *What are authentic materials for you?*

T1: They're the ones we use in the classroom which are subjective, the ones that are so suitable to get the goals, the objectives

T2: They are the materials that are meaningful for the students, the ones that are real like realia for example or if you're talking about fruits you can take some fruits at the classroom

T3: It depends on the things that you want to teach. For example, authentic materials can be, for example things that students bring. For example, resources from internet, the authentic materials are the students, for me in the classroom and the teacher also, and the materials can be in some instance authentic according to their needs. You think, uh this book is not useful, but if the book is necessary for the things you're going to teach, it can be authentic, according to me.

T4: Well for me authentic materials are logically the ones you use in your classes, uh, for example you may use readings, you may use materials like articles you find in magazines that's authentic materials for me and you can bring the magazines to the classroom and you can provide the students with this material so that they can have quite knowledge or a variety of vocabulary etc.

T5: Well, for me authentic materials are the extra material you take to the class, for example the one you elaborate to support your classes, for example flashcards, pictures, puppets, charts that can reinforce, the contents

2. *Do you use authentic materials in your classes? If so, how often?*

T1: Yes, I do, not every day but at least three times a week.

T2: Yes, I use them, but maybe twice a month. This is because it's very difficult for me to bring AM from my house because here in the department they don't have too much material, just flashcards, but it's not the same if you bring realia.

T3: Well, I try to do it because as I told you the students and the things that are around me are authentic in some instance. So I try to make them, investigate and be themselves in the classroom in order to be authentic in every moment of the class, so I try to do my best. I don't know how am I doing but I'm getting good things right now. So I try to do it all the time in every class.

T4: Well when I'm teaching in the communicative area, yes of course because it's really necessary for them to have this material it's really necessary to improve their abilities the four macro skills. Not all the time, of course as much as I can

T5: Yeah, I try when I have time to prepare them, I try to bring authentic material to the class of course not all the time is possible and also because I have to finish the contents and remember that I have to teach more than one group. Well, as I told you before, whenever I can

3. *Why do you use authentic materials?*

T1: Because once we want to get the objectives, eh.. you have to use any material that is adapted to the needs in order to get the goals / so you adapt your AM to the class.

T2: Students are more interested, and AM are very meaningful, they don't forget it so easily, so they remember when they are in the exam and remember the materials they used or did in the exam

T3: Well I think they are necessary to be a successful teacher or to fulfill the objective in the classroom.

T4: As I said before it is really necessary for students, through the authentic material you can ... students can enhance for example their reading skills, well the four macro skills but they can be in a natural context

T5: For students not to get bored and to motivate them to learn the language and to enjoy the classes of course, is it ok? It's easier for me to explain the context if they I mean if I use I mean if I have more materials to support my class, so in order to improve my classes and to make them easier for me to explain that's why I use them.

4. *What kind of authentic material do you use the most? Why?*

T1: The AM I use the most is pictures which are for example how they are going to get the ideas or to understand the class.

T2: Once I used my laptop and all its instruments and students were really amazed about that; teaching for example indirect questions because it's not the same if I write the questions on the board.

T3: I use for example resources from internet. I use that. I think they are authentic materials to some instance. Sometimes I use games in the class because I think games are very important in the class because we can get bored as teacher and as student but for me you have to be an authentic teacher in order to get authentic results and make students authentic and the materials authentic.

T4: Hmm, readings and I like to provide them topics to discuss to have debates in class

T5: Well, I use flashcards, pictures of famous people, readings, uh, realia and also some games, right? Of course related to the topics I'm teaching, right? Because they're very important for students to get excited, and then they learn the language at the same time that they're having fun

5. *Are authentic materials difficult to get/prepare? Why?*

T1: I don't think so because any teacher is not going to say that something is difficult to get because that's the objective to get them or to prepare them. He's the teacher.

T2: They are not so difficult to get, but maybe the time you spend because for example in my case I taught 4 subjects so it was almost impossible to prepare these materials, but I think they are useful. They are time consuming to prepare only, not in the class.

T3: I don't think so. No, because nowadays we have many things to take advantage. As I told you before, we can use games as I told you. And if you prepare a game maybe the game is not in the book. But if you consider that it is good and you create a new game from other ideas and that works in the classroom that's an authentic resource and you can use it because I do it, I do that in my class. So it's not difficult I think.

T4: Sometimes it depends on the topic. There are some topics that you can better you can get deeper but in some other topics you can find obstacles in finding the authentic material for that topic. And what are topics? For example, rejoinders for example the causative have the causative get you know there are some other topics like verbs of existence there is the simple present tense there are too much information about those topics about rejoinders about the causative about the for example the complex sentences is more difficult. *So you try to adapt the authentic materials to the topic you are teaching?* Yeah, in most of the times. Yes.

T5: Yes, of course. Because sometimes you don't have time to prepare them or you don't have the material, right? To design them and of course because of all the responsibilities that I have or the academic load, and also let me see... uh, once for example I used a movie but you know to use songs or movies in the case of songs it's kind of easy, right? You just take the tape recorder to the classroom but in the case of movies or series or the dvd of the book it's kind of hard because here is the university, right? So you don't

count, in the department we only have two labs, with two TV's and only one DVD

6. *What are the main sources where you get authentic materials from?*

T1: The sources can be my abilities or if I have to use the DVD I try to get it.

T2: Talking about the fruits again, I ask students to bring them, and when I use the laptop, I download info from the web

T3: Well, my main resource is my brain, I think my ideas from here. Sometimes when I am preparing the class, something comes to my mind and I say, ok I will do this. And I prepare the things, maybe boxes, even toys, sometimes I use toys in my class to prepare a game and that works.

T4: Well nowadays from internet is the easier way to get the information for your classes.

T5: The main sources? Sometimes I get them from the internet like flashcards, I just print them and bring, songs I have the cd's right? The lyrics from the internet, movies from my friends or the ones I have at home, and the rest that I do it by myself, and also sometimes I use the DVD from the book, you know that we're using a new book

7. *Do you have experience on using them? Could you describe it?*

T1: Once I said the DVD they will be, see, and get to their minds and during the process they were enjoying that material because they were real things at the market or store, something like that and they were kind of comics, too. And in that way I get students to get to the point and they understand what you want them to understand. / And the DVD you use is the one it comes with the book? Sometimes because sometimes we get some extra materials and it's recorded in those disks related to the content.

T2: When they were studying quantifiers for example, I brought some fruits and vegetables so that they could use that

T3: Yes, I just, in every level because I teach here and in a school where I have little kids from 1st grade to 9th grade and work with them I think when you use toys, games and kind of that is better with kids and is good also with this level, basic level and intermediate levels because they accept the way you do it, but sometimes 7th grade and 9th grade they are not so familiar with these kinds of things, they say “oh, teacher that’s boring we are not kids, we don’t want to do that” and I say “ok but let’s do it because we are learning”.

T4: Well, uh, lately not really

T5: I remember one movie, I guess the students liked it though it was kind of long because I had to do it in two classes, but...the students liked it

8. *In what way can authentic materials help better students’ performance?*

T1: The more you use them the more you get a better performance, to use them every day is the ideal. Using pictures, I don’t know, action pictures so they just imitate and they repeat what people in that action or picture are saying, so it’s something they grasp, they get easily.

T2: For example the pictures or other materials are pasted on students’ minds and that help them refresh their brains for the exams or in the oral test and maybe they can use the language better because the material we bring is not only used in the written form but also in the oral form and we try to improve the 4 macro skills so that they can use the material in many ways. And for example AM for reading just pictures because I paste them on the board and they can write and then another writes affirmative sentences and then negative. Or if I take 2 pictures of the same, but they can use it in many ways.

T3: I think, well, I don’t know if I’m wrong with the concept but I consider that the way you prepare an authentic class, or authentic materials as you say it can be successful, it can be a failure the way you do it so if you say “ok this is good, I can do it, but you don’t enjoy the moment, so you say this is wrong and I won’t do it again.” And it depends on your feeling and your attitude

toward those things, so I think anything can work in the classroom if you put a special touch in it, and if you convince your students that it is good for them.

T4: Mmm... probably the students can have a better reference about the topic you are teaching if you use authentic materials.

T5: if they get motivated they try to learn more and they pay more attention and they I mean, they try to read and to understand everything

9. *What are some of the problems you may face when using authentic material?*

T1: I don't see any problem at all at using AM, once they are AM they have to be adapted and try to get the objectives.

T2: Maybe if I can take a material and they don't know the meaning or something like that, it takes time to explain to them, but at the same time it's more vocabulary for them but when preparing is more difficult because maybe you can have the idea but it's difficult for you to get pictures or to get as much info as possible or mostly drawings or things you can bring, flashcards, or any other material, so I think the problem is in getting them And for example to adequate the material according to the level? How do you know it's gonna be useful for them? According to the topic we're studying, imagine we're talking about indirect questions, I cannot bring in all of the topics AM because it depends on the topic you are teaching so for me has to be related to the topic you're teaching and all the subtopics that you have so maybe you can take advantage of another topic to introduce another thing so maybe you can take a look at it first.

T3: Well, as I told you before some of the students don't like them because they are not familiar with them. They say "not that's boring, that's not good for us, we need something different", and well it's difficult to change some else mind but I think the work is yours, the challenge is yours.

T4: Well, problems I don't think students can have any problem because if they are authentic I mean they have better reference. *In a few words how would you define authentic?* Umm... let's see ... for example if you well I understand authentic if you... if you are teaching if you want the students to improve their reading skills you bring for example a plate to the classroom in order to... to for students read a lot and ...that's authentic material for me I don't know if you think or if you agree...

T5: For example, when, with the movie because I had to use the TV and I had to change room, and bother some people because I needed the lab, and to be sincere I'm not an expert using those things

10. What are the assets of using authentic materials?

T1: Students get the knowledge better through television for example, DVD, listening it's something they get the best.

T2: They are more interested in the class.

T3: Well, I think one of the advantages is that students motivate in the class, they are motivated in the classroom especially when you work with children and when you work with basic levels here at the university because they are get in contact with the language and if you do a good job so they can love they can hate English, so when you use the kind of authentic materials as I consider these kind of things they can do it or they can say no that's not good, so I think the advantage is they get motivation that they consider the learning is easy they like the classes and I think teachers use many things. Teacher can be creative, teacher can use all things around.

T4: I don't know, the students feel comfortable I don't know they... they are motivated they... they can get many vocabulary from them they can learn many new meanings of words

T5: Well, as I said before, it increases students' interest and help you teach better, they motivate students

11. What are the liabilities?

T1: That you are not teaching a better language, or they do not understand it, that depends only on the teacher. What are other AM you know? Visual aids, CD, your own pictures, the AM too, handouts, games

T2: If you're using the laptop and other device, you can have some problems with the programs for example, in other words, with the resources.

T3: Well, as I told I consider that the disabilities are the way you present your ideas maybe can be boring and they say no I don't like this, and you can face a difficult situation in the class because they don't participate because they don't like the class or the teacher sometimes because they say I don't like her she's too funny, no I don't like her, she always makes games and I hate games. So you have to vary the activities necessary in the classroom because you have different kinds of students.

T4: I don't find any.

T5: You have to be careful with the kind of movie you're going to play because of the classification or something like that, for everybody, so you have to be careful not to offend your students, you need a lot of time and you need money to prepare them and you know, we as teachers are very busy persons and sometimes you have to be preparing everything at night for the next day

APPENDIX 5

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

by: Ilce de Pablo

Intensive Basic English

CONTENT 5: SHOPPING (FREQUENCY ADVERBS, COLORS, CLOTHES, AND REVIEW OF SIMPLE PRESENT TENSE)

***OBJECTIVE:** At the end of this class, the students will be able to ask and talk about shopping habits including frequency adverbs, colors and clothes.

MATERIALS: pictures, photocopies, CD's, DVD, textbook, markers, CD player, board.

TIME: 10 hours.

I. WARM UP:

Review: The teacher reads the following job's descriptions and the students guess the job.

- He flies a plane. (pilot)
- He repairs cars. (mechanic)
- He fixes lights. (electrician)
- He fights crime. (policer officer)
- She types letters. (secretary)
- She bakes bread. (baker)
- She writes books. (author)
- She takes pictures. (photographer)
- He plays an instrument. (musician)
- She helps people learn. (teacher)
- She works in a hospital. (nurse)
- He writes for a newspaper. (reporter)
- He's the head of a school. (principal)
- He makes clothes. (tailor)
- He makes wooden furniture. (carpenter)
- He serves food in a restaurant. (waiter)
- He paints houses and pictures. (painter)
- She serves food in a restaurant. (waitress)
- She represents a client in a court. (lawyer)
- He takes your money in a store. (cashier)
- He performs medical operations. (surgeon)
- She makes clothes. (dressmaker)

II . PRESENTATION:

1- Practice the following conversation.

Is it difficult for you to throw away old things? Eleonor is trying to clean a closet.

Eleonore: Pete, please look at the clothes in that box. I want to throw away a few things. Our closet is very full.

Pete: Okay, Eleonore! This is my favourite sweater. I love this sweater!

Eleonore: That old thing? You never wear it, and it has a big stain.

Pete: I like it a lot.

Eleonore: Okay. Anything else?

Pete: Yes. I want to keep these shoes and these pants.

Eleonore: Why? Those shoes are tight, and those pants have holes.

Pete: Goug wants them.

Eleonore: No, he doesn't.

Pete: Well, I want them.

Eleonore: Okay. Anything else?

Pete: Yes, this old hat. I know I don't wear it and it has a hole and some stains, but it has some wonderful memories.

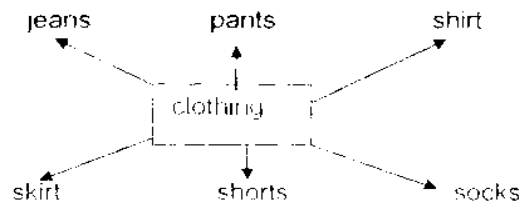
Eleonore: you win. Let's get a new closet.

Pete: That's a great idea. Now please put everything back.

2- Apply the PDP for the following reading

PRE STAGE Write the following words, one by one, on the board and have the students write as many word associations as possible. It can also be done orally.
CLOTHING, FURNITURE, BEAUTY PRODUCTS, HEALTH, THINGS FOR THE KITCHEN, MUSIC, COLORS, JEWELRY

Example:



DURING STAGE: Have the students read the paragraph on APPENDIX A while answering true or false to the following sentences

- People in the UES often shop in a store. (false)
- They also order their music from music clubs catalogues. (true)
- Television shopping began in 2000. (false)
- Computer shopping is boring. (false)

Reading

People in the United States often shop from catalogs. There are special catalogs for almost every need – including clothing, furniture, health and beauty products, and things for the kitchen. People also order about 40 % of their music from music clubs catalogues. Television shopping began in 1986. About 5 % to 8 % of the American public now shops by television. Customers say that television shopping is easier than shopping in a store. Computer shopping or shopping – on - line is interesting to more people everyday around the world.

POST STAGE: After reading have the students discuss the following questions.

- What kind of shopping can you do in your country?
- Do you like shopping?
- How often do you usually shop?
- What kinds of shopping do you like? : television shopping, shopping at department stores, shopping at small stores, catalogue shopping, shopping at second hand store, computer shopping, shopping at a mall, etc.

III. LANGUAGE NOTES:

1-COLORS

The meaning of the colors in the United States (prepare in pieces of paper the following information. In groups the students match the colors with their meaning)

blue = truthful	white = pure
gray = boring	black = sad
brown = friendly	purple = mysterious
pink = loving	red = exciting
orange = fun	yellow = happy
green = jealous	

Discussion

- Which colors have a positive meaning?
- What meanings do these colors have for you?
- What's your favourite color? Why?

See appendix 12

See appendix 1

2- Pair work: Have the students talk about :

- What colors do you like?
- Is there a color you don't like? What is it? Why?
- What colors are your classmates wearing today?
- What colors do you see in the classroom?

3- CLOTHES

See appendix II, III, IV, V VI, VII.

Pair work: Have the students talk.

- 1- What do you have in the closet?
- 2- What do you wear when it rains?
- 3- What do you wear in the summer?
- 4- What do you wear in the winter?
- 5- What do people wear in winter in the United States?
- 6- What do people wear at the beach?
- 7- What do people wear at the gym?
- 8- Which clothes are in fashion now?
- 9- What do you wear when you go to the movies?
- 10-What kind of clothing do you usually wear for sleeping?
- 11-Which accessories do men wear? Women?

4- Exercise: The next page will be used to be cut. Give a set of words in groups.

Then the students match each piece and stick them on the board

Clothes from around the world.

Wristwatches are originally from France. (1907)

Blue jeans are originally from the United States. (1850s)

Bathing suits are originally from England. (19th century)

Neckties are from Croatia. (17th century)

High heels are from France. (17th century)

Pajamas are from India. (date unknown)

Wristwatches are
originally from
France. (1907)

Blue jeans are
originally from the
United States.
(1850s)

Bathing suits are
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century)

Neckties are from
Croatia. (17th century)

High heels are from
France. (17th century)

Pajamas are from
India. (date
unknown)

USE THE VOCABULARY IN THE PICTURES (APPENDIXES)

- A student passes to the front.
- Write a word on the board
- The whole class explains that word and the student guesses.

WORK ON EXERCISES ON ATTITUDE TEACHER'S EDITION PAGE 48.

6- FREQUENCY ADVERBS: They show how often something happens.

Example: Raquel often wears a skirt. Sandra never wears a dress.

most often (100%)

always

usually

often

sometimes

seldom

rarely

hardly ever

never

least often (0%)

Where to put adverbs of frequency:

- Before the main verb.

- I rarely wear sandals.
- He always wears shorts.

- After the verb be

- Ed is always happy
- They are rarely late.

expressions of frequency (explain that they are placed at the end of the sentences)

every day

every week

every weekend

every month

every year

every morning

every afternoon
every night
every two days
every other day
every week
every month
every year
all the time
once a day
once a month
once a year
twice a day
twice a week
three times a day
three times a week

examples:

She jogs every morning.

They work every day.

She studies twice a week.

WORK ON EXERCISES ON ATTITUDE TEACHER'S EDITION PAGES 49 - 57

IV -PRACTICE:

1- **Integration drill** (oral and written)

- I wear jeans. (usually)
- He wears a suit. (never)
- My work clothes are casual. (never)
- They shop in a supermarket. (always)
- She spends a lot of money. (sometimes)
- He sells roses. (seldom)
- I work on weekends. (rarely)
- They play tennis.(almost always)
- We practice English. (always)
- He drinks a cup of coffee. (almost never)
- My father reads the newspaper. (every morning)
- She prepares lunch. (every day)
- My mother mops the floor. (three times a day)

- Juliet sends a letter. (every week)
- Brandon brushes his teeth (twice a day)

WORK ON EXERCISES ON THE WORKBOOK PAGES 28 - 33

2- Write yes/no questions in the present tense. Then answer them.

Ex. you/ study every day.

Do you study every day?

Yes, I do.

- 1- Where/ you /shop / usually.
- 2- Jenny /do the laundry.
- 3- Your classmates /talk in the classroom.
- 4- Your mother / watch TV.
- 5- Your father / play tennis.
- 6- They / read a book.
- 7- You/ wear jeans.
- 8- Your friends/ talk by phone.
- 9- Your mother/ clean the house.
- 10-Your brother/ study math.

3- Interview 3 classmates. Report the information.

- How often do you write to your friends?
- How often do you clean your house?
- How often do you visit your friends?
- How often do you use your cell phone?
- How often do you go shopping?
- How often do you use a computer?
- How often do you go to San Salvador?
- How often do you cook?
- How often do you go to church?
- How often do you exercise?
- How often do you go to the dentist?
- How often do you eat pizza?
- How often do you eat out?
- How often do you read a book?

4- Ball toss

Materials: any soft ball.

Procedure: 1- Arrange students in a circle, either standing or at their desks.

2- Ask a question using a frequency adverb, and toss the ball to a student.

Example:

- Do you always eat lunch before coming to class?
- How often do you wear jeans?

5- PAIR WORK: - Work on appendix 8. Practice simple present tense. Each student ask the missing information.

6- Work on appendix 9. Complete the conversations, repeat them and perform them.

WORK ON DVD ACTIVITY BOOK 1 PAGES 22- 25

V- WRAP –UP: make the dictation following the same directions as in the evaluation.

Dictation Practice.

Keiko is a secretary. She enjoys her work, and she always works hard. She is always on time for work. In fact, she is often early. She is never late, and she is never sick. Keiko usually types letters and answers the telephone. She sometimes files and makes copies. She seldom makes mistakes when she types or files. She always answers the phone politely. Keiko is intelligent, and she has a good sense of humor. She is never angry. Everybody in the office likes Keiko.

★ **VI. HOMEWORK:**

Work on appendix 10, 11.

APPENDIX 6

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

ENGLISH COMMUNICATIVE COMPETENCE PRE & POST TESTS

Researchers: Karla Elizabeth Herrera Huezo
Yesenia Beatriz López Aquino
Cristina Dolores Salazar

Objective: to gather information about IIE-I students' communicative competence

Direction: the test is made of three parts. Each part is explained in detail individually.

PART I. Impromptu speech

Direction: In here, the students have to choose a topic from the list below, and talk about that for three minutes; this part will be individual in front of the rest of the students.

- ∞ Your first date
- ∞ The influence of technology in modern life
- ∞ Bad habits you have or hate
- ∞ Sex
- ∞ Your favorite movie/TV program/book
- ∞ Is the use of cell phones essential?
- ∞ Men/Women relationship
- ∞ Advantages/Disadvantages of being a man/woman
- ∞ Homosexuality
- ∞ Marriage

PART II. Role play

Direction: In here, the students will be given a situation to act out from the list below. They will have 5 minutes to prepare the situation, and 5-10 to act it out. This part will be in pairs or in groups of three in front of the students.

<p>You are in a restaurant with a friend you like. You have just had a good dinner. The waiter is waiting for you to pay the bill. You look for your wallet and find that you have left it home.</p>	<p>Your house has been robbed. You are with your mother and call the police. When the policeman comes, he asks you a number of questions.</p>
<p>The sister is watching the only TV in the house. Sister's objective: A movie that she has waited two weeks to see has just started. She announced that she had exclusive rights on the TV for this movie. Brother's objective: A huge boxing match is to be televised and he not only gets free 'pay for view', but also has the biggest TV screen of all his friends. They will be over in 30 minutes and he must have that TV.</p>	<p>Two parents must tell their child(ren) that they will be separating. (Try varying the ages of the child(ren). Issues to consider might include: does this mean Mom and Dad are getting divorced? With whom will the child(ren) live? When will they see the other parent? Why are they separating?)</p>
<p>You're window shopping in the mall when suddenly you see your boy/girlfriend with someone else behaving suspiciously. You get jealous and decide to confront them (boy/girlfriend acts nervously).</p>	<p>You call to a radio program to talk about this: your husband is very romantic and very loving but the problem is you don't really love him, you love his brother! You need some advice.</p>
<p>You went to a party and your friend started drinking. Sooner or later he/she was drunk; now you have to take him/her to your house without your parents finding out. The only problem is that your friend is super loud, and you have to convince him/her to stay quiet by all means.</p>	<p>You want to ask the girl you have liked for a long time out to eat, but she refuses at first. You keep insisting till you convince her. You don't know what to do or say...</p>
<p>You are trying on shoes in a shoe store. You have tried on many different pairs, and the salesman is losing his patience.</p>	<p>You lose your child at the supermarket, and you are very worried. You go to the man in charge and ask him to help you find your child.</p>
<p>You are awakened in the middle of the night by a loud noise outside the window. You look out of the window and see a strange man standing there singing. You ask him to stop singing but he refuses.</p>	<p>You are describing your boyfriend to an acquaintance of yours. She describes her boyfriend, too. Suddenly you realize that she is describing the same boy.</p>
<p>You bought a lottery ticket and left it in your coat pocket. Your wife does not know the ticket is there and she gives the coat away because it is so old. Later on you learn that you have the winning number. You ask your wife for the coat.</p>	<p>You go to a travel agency. You want to plan a trip to France, but the travel agent seems bored and not at all interested in helping you.</p>

PART III. Oral Interview

Direction: In here, the students will answer five of the following questions. They will have from 5 to 7 minutes to do it.

1. What are the main goals in your life?
2. Do many people from your country go to the United States? Why?
3. What are the qualities of a good husband/wife/father/mother?
4. What do you like to do in your free time?
5. Describe the way you celebrate one of the Salvadorian holidays.

6. Are your parents strict or lenient?
7. Talk about your favorite TV program or talk show.
8. What are the advantages and disadvantages of getting married?
9. Do you agree that gay and lesbian partners get married?
10. Talk about your high school years.

11. Talk about a coincidence / a lucky break / a misfortune / a predicament / a mystery / a triumph / an emergency in your life
12. Do you think television influences children's violence?
13. Talk about a celebrity. Describe him or her.
14. What's your favorite kind of music? Why?
15. What was the last time you were told off and why?

Taken from:

Dobson, J. (2005) Effective Techniques For English Conversation Groups. Office of Language Programs United States Department of State. Washington D.C. Chapter 5 Improvisations pp. 42-45 Chapter 7 Compositions pp. 56-58

APPENDIX 7

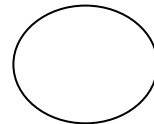
**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

IMPROMPTU SPEECH GRADING CRITERIA

Objective: To evaluate the IIE-I students' oral performance at this level

Student's name: _____

Grade:



CRITERIA	1	2	3	4	5	6	7	8	9	10
1- Use of a wide range of vocabulary										
2- Use of acceptable grammatical structures for his/her level										
3- <u>Appropriate pronunciation</u>										
4- Use of complete statements without omission of verbs or subjects.										
5- <u>Fluent and effortless speech</u>										
6- Presentation of a compelling argument										
7- <u>Familiarization with the topic</u>										
8- <u>Smooth flow of ideas</u>										
9- Speech with descriptors and details										
10- Identification and use of appropriate language styles and gestures										
Total										

Comments: _____

APPENDIX 8

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

ROLE PLAY EXAMINATION GRADING CRITERIA

Objective: To evaluate the IIE-I students' oral performance at this level

Student's name: _____

Grade:

CRITERIA	1	2	3	4	5	6	7	8	9	10
1- Ability to seek and/or give support										
2- Meaningful response to other participant's comments										
3- Permanence in character and presentation of a compelling character's argument										
4- Conversation with descriptors and details										
5- Use of a wide range of vocabulary										
6- Use of acceptable grammatical structures for his/her level										
7- <u>Appropriate pronunciation</u>										
8- <u>Fluent and effortless speech</u>										
9- Use of complete statements without omission of verbs or subjects.										
10- Identification and use of appropriate language styles, gestures, and body language for different kinds of interactions										
Total										

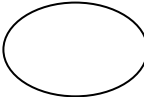
Comments: _____

APPENDIX 9

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

ORAL INTERVIEW GRADING CRITERIA

Objective: To evaluate the IIE-I students' oral performance at this level

Student's name: _____ Grade: 

CRITERIA	1	2	3	4	5	6	7	8	9	10
1- Comprehension of questions without any difficulty										
2- Conversation with descriptors and details										
3- Focus on relevant and adequate vocabulary for his/her level.										
4- Use of acceptable grammatical structures for his/her level										
5- <u>Appropriate pronunciation</u>										
6- <u>Fluent and effortless discourse</u>										
7- Use of complete statements without omission of verbs or subjects.										
8- Articulation of words and pause to add emphasis to his/her message										
Total										

Comments: _____

APPENDIX 10

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

CHECKLIST FOR ENGLISH COMMUNICATIVE COMPETENCE TEST SELECTION

Objective: To verify the reliability and validity of the English Communicative Competence Test

Directions: Check one rating item according to each criterion given

5- meets the need exceptionally well: The instrument fulfills the basic criteria and makes the researchers do their task thoroughly

4- meets the need: the instrument fulfills all the basic criteria but has flaws that may restrain the researchers' task

3- some problems but acceptable: the instrument does not fulfill the basic criteria; however, it serves the main objective of the instrument to assess students' English Communicative Competence Test

2- problems detract from overall utility: the instrument does not fulfill all the basic criteria and does not serve the instrument's main objective

1- major problems with the instruments: the instrument does not fulfill the basic criteria, and its content and structure are not coherent

NA does not apply to this instrument: the instrument is completely irrelevant to the main objective. Both structure and content are not applicable for the target population.

CRITERIA	RATING						COMMENTS
	5	4	3	2	1	NA	
The test administration directions are specific and understandable							
The test components acknowledge the measurement of communicative competence							
The test scores are useful to determine communicative competence							
The amount of time it takes to administer the test is appropriate							
The type of the test administration format (individual or group) is adequate to assess communicative competence							
The aspects contained in the rubrics fit the communicative competence level of the students							
The rubrics that describe each proficiency category do not lead to confusion							
It measures key elements which are essential to the tasks.							
The test measures what it is intended to measure (communicative competence)							
The test is designed so that different teachers can grade it and get similar results							

APPENDIX 11

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

ENGLISH COMMUNICATIVE COMPETENCE CHECKLIST

Objective: To portray the Intensive Intermediate English I students' communicative competence level

This is to certify that _____'s English communicative competence level is as shown below:

PLEASE CHECK ONE RANK	SCORE
<input type="checkbox"/> INTERMEDIATE-MID	_____
<input type="checkbox"/> INTERMEDIATE-LOW	_____
<input type="checkbox"/> INTERMEDIATE	_____
<input type="checkbox"/> NOVICE-HIGH	_____
<input type="checkbox"/> NOVICE-MID	_____
<input type="checkbox"/> NOVICE-LOW	_____

Evaluators

Karla Herrera

Yesenia López

Cristina Salazar

Date: _____

APPENDIX 12

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**

RUBRIC FOR COMMUNICATIVE COMPETENCE TEST LEVEL

Objective: to gather information about students' communicative competence level

Category	
INTERMEDIATE-MID 9.0-10.0 Score: _____	<p>Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still needs hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly or simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with the speakers at this level, but repetition may still be required.</p>
INTERMEDIATE-LOW 8.0-8.9 Score: _____	<p>Able to handle successfully unlimited numbers of interactive, task oriented and social situations, can ask and answer questions, initiate and respond to simple statements and maintain face to face conversations, although in a highly restrictive manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.</p>
INTERMEDIATE 6.0-7.9 Score: _____	<p>The intermediate level is characterized by the speaker's ability to: create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks, ask and answer questions.</p>
NOVICE-HIGH 4.0-5.9 Score: _____	<p>Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows sign of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.</p>
NOVICE-MID 2.0-3.9 Score: _____	<p>Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice- Mid speakers will be understood only with great difficulty.</p>
NOVICE- LOW 0.0-1.9 Score: _____	<p>Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.</p>

Adapted from

Brown, H (1994) & Ohio University, Department of Education (2007) Retrieved July 2007 from <http://www.ode.state.oh.us/GD/Template/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID= 500 &ContentID=16099&Content=32855>

APPENDIX 13

SPEAKING CLUB SCHEDULE

8:30- 10:30 a.m.	Monday	Tuesday	Wednesday
Sep 10-12	Pre-test	Pre-test	Pre-test
Sep 17-19	Songs	Popular magazines	Sitcom
Sep 24-26	Podcast	Video	Menus
Oct 1-3	Cartoons	Documentary	Podcast
Oct 8-10	Talk show	Catalogues	Podcast
Oct 15-17	Karaoke Space	Film trailers	Tv series
Oct 22-24	Boardgame Time	Newspaper	Movie
Oct 29-31	Music videos	Talent contest	Podcast
Nov 5-7	Sitcom	Slides (Comic strips)	Circle talk
Nov 12-14	Posttest	Posttest	Posttest

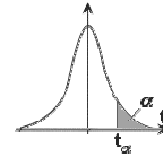
APPENDIX 14

Weekly attendance

No.	Complete name (week _____)				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

APPENDIX 15

T-DISTRIBUTION TABLE



DF	A = 0.1	0.05	0.025	0.01	0.005	0.001	0.0005
∞	$t_{\alpha}=1.282$	1.645	1.960	2.326	2.576	3.091	3.291
1	3.078	6.314	12.706	31.821	63.656	318.289	636.578
2	1.886	2.920	4.303	6.965	9.925	22.328	31.600
3	1.638	2.353	3.182	4.541	5.841	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	5.894	6.869
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.689
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.660
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646
60	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	1.289	1.658	1.980	2.358	2.617	3.160	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.091	3.291

APPENDIX 16

Speaking Activities



By Karla Herrera
Yesenia López
✦ Cristina Salazar

INTRODUCTION

The Speaking Activities Manual contains an array of procedures to carry out different speaking tasks implementing materials that English native speakers are exposed to in their daily lives (Authentic Material). All authentic materials have been selected to meet students' needs and interests. These materials were chosen so that students could encounter the language in different settings: listening, visual, audiovisual and printed materials as well as realia.

All the stuff that can be found in this manual are procedures on how to use sitcoms, movie trailers, movies, documentaries, cartoons, TV series, talk shows, music videos, radio news, podcasts, songs, karaoke, slides, comic strips, newspapers, magazines, menus, catalogs, ads, and boardgames in the English classroom.

With the implementation of these activities, it is intended to expose students to more real language so that they can improve their communicative competence by using different tasks such as role plays, presentations, discussions, case scenarios, debates, pair and group work, and the like.

A key when using authentic materials is to use updated ones, so the materials used in this manual have been included just to give an idea of how the activities can be used with them.

- Objectives:** - to expose IIE-I students to more real language
- to enhance IIE-I students' listening comprehension
 - to have them work on tasks similar to the ones a native would do in the real life

WEEK 1 — September 17th

SONGS

A) Fill in the blanks (Crying)

1. Give every student a copy of the lyrics with some blanks.
2. Play the song three times. The first time students get familiar with the lyrics as they listen. The second time they write the missing words or phrases as they listen, too. And the third time they listen to the song to check their answers.
3. Go over the lyrics with the students and clarify new words.
4. Have everybody sing it!
5. As an optional activity, choose some lines from the lyrics that may lead to discussion and have students come up with possible interpretations about them.

B) Drawing (Don't matter)

1. Have students listen to the song for a couple of times.

2. Give students a sheet of paper and tell them to draw anything related to the song, including place, persons, feelings, etc.
3. After three or five minutes, ask them to show and explain their drawings to the class.
4. Give students the lyrics of the song and sing it!

C) Strips of paper (Welcome to my life)

1. Cut the lyrics into strips and divide students in groups of three or four.
2. Give every group a set of scrambled lines and have them listen to the song the first time.
3. Play the song the second time so that they begin arranging the lyrics in the correct order.
4. Play it the third time to check the order in which they arranged the lines and if they have any mistakes.
5. Play the song again and give them a copy of the complete lyrics to sing it.

Aerosmith – Crying (5:08)

There was **a time**
 When I was so broken hearted
 Love wasn't much of **a friend** of
 mine
 The tables have turned, yeah
 'Cause me and their ways have
 parted
 That **kind of love** was the killin'
 kind
 Listen, all I want is someone I can't
 resist
 I know all I need to know by the
 way that I got kissed

I was cryin' when I met you

Now I'm tryin' to **forget you**
 Love is sweet misery
 I was cryin' just to get you
 Now I'm dyin' 'cause I let you
 Do **what you do** down on me

Now **there's not** even breathin' room
 Between pleasure and pain
 Yeah you cry when we're **makin' love**
 Must be one and the same

It's down on me
 Yeah I got to tell you **one thing**
 It's been on **my mind**
 Girl, I gotta say
 We're partners in crime
 You got that certain something

What you **give to me**
Takes my breath away

Now the word out on **the street**
Is the devil's in your kiss
If **our love** goes up in flames
It's a fire I can't resist
I was cryin' when I met you
Now I'm tryin' to forget you
Your love is **sweet misery**
I was cryin' just to get you
Now I'm dyin' 'cause **I let you**
Do what you do to me
'Cause what you got inside
Ain't where your love should stay
Yeah, our love, **sweet love**, ain't
love
'Til you give your heart away

I was cryin' when I met you
Now I'm tryin' to **forget you**
Love is sweet misery
I was cryin' just to get you
Now I'm dyin' 'cause I let you
Do **what you do** what you do
down to me, baby, baby, baby

I was cryin' when I met you
Now I'm tryin' to **forget you**
Your love is sweet misery
I was cryin' when I met you
Now I'm dyin' 'cause I let you
Do **what you do** down to, down
to, down to, down to
I was cryin' when I met you
Now I'm tryin' to **forget you**
Your love is sweet
I was cryin' when I met you
(fade)

FILL IN THE BLANKS

Crying – Aerosmith

There was _____
When I was so broken hearted
Love wasn't much of
_____ of mine
The tables have turned, yeah
'Cause me and their ways have

parted
That _____ was the killin' kind
Listen, all I want is someone I can't resist
I know all I need to know by the way that I
got kissed

_____ when I met you
Now I'm tryin' to _____
Love is sweet misery
I was cryin' just to get you
Now I'm dyin' 'cause I let you
Do _____ down on me

Now _____ even breathin' room
Between pleasure and pain
Yeah you cry when we're _____
Must be one and the same

It's down on me
Yeah I got to tell you _____
It's been on _____
Girl, I gotta say
We're partners in crime
You got that certain something
What you _____
Takes my breath away

Now the word out on _____
Is the devil's in your kiss
If _____ goes up in flames
It's a fire I can't resist
I was cryin' when I met you
Now I'm tryin' to forget you
Your love is _____
I was cryin' just to get you
Now I'm dyin' 'cause _____
Do what you do to me

'Cause what you got inside
Ain't where your love should stay
Yeah, our love, _____, ain't love
'Til you give your heart away

_____ ' when I met you
Now I'm tryin' to _____
Love is sweet misery
I was cryin' just to get you
Now I'm dyin' 'cause I let you
Do _____ what you do down to
me, baby, baby, baby

I was cryin' when I met you
Now I'm tryin' to _____
Your love is sweet misery
I was cryin' when I met you
Now I'm dyin' 'cause I let you
Do _____ down to,
down to, down to, down to
I was cryin' when I met you
Now I'm tryin' to _____
Your love is sweet
I was cryin' when I met you
(fade)

Don't Matter (Akon)

konvict konvict
oh
ohohwooe
oooh
ooohwooe

(Chorus)
nobody wanna see us together
but it don't matter no
cause i got you babe
nobody wanna see us together
but it don't matter no
cause i got you babe
cause we gon' fight
oh yes we gon' fight
believe we gon' fight
we gon' fight
fight for our right to love yeah
nobody wanna see us together
but it don't matter no
cause i got you

nobody wanna see us together
nobody thought we'd last forever
i feel i'm hopin' and prayin'
things between us gon' get better
men steady comin' after you
women steady comin' after me
seem like everybody wanna go
for self
and don't wanna respect
boundaries
tellin' you all those lies
just to get on your side

but i must admit there was a couple
secrets
i held inside
but just know that i tried
to always apologize
and i'ma have you first always in my heart
to keep you satisfied

nobody wanna see us together
but it don't matter no
cause i got you babe
nobody wanna see us together
but it don't matter no
cause i got you babe
cause we gon' fight
oh yes we gon' fight
believe we gon' fight
we gon' fight
fight for our right to love yeah
nobody wanna see us together
but it don't matter no
cause i got you

got every right to wanna leave
got every right to wanna go
got every right to hit the road
and never talk to me no more
you don't even have to call
even check for me at all
because the way i been actin' lately
has been off the wall
especially toward you
puttin' girls before you
and they watchin' everything i been doin'
just to hurt you
most of it just ain't you
ain't true
and they won't show you
how much of a queen you are to me
and why i love you baby

(Chorus)

oh oh oh oh oh
cause i got you
cause i got you
oooh
cause i got you babe
cause i got you

(Chorus)

nobody wanna see us together
but it don't matter no
cause i got you babe
nobody wanna see us together
but it don't matter no
cause i got you babe
cause we gon' fight
oh yes we gon' fight
believe we gon' fight
we gon' fight
fight for our right to love yeah
nobody wanna see us together
but it don't matter no
cause i got you

Welcome To My Life – Simple Plan

Do you ever feel like breaking
down?
Do you ever feel out of place?
Like somehow you just don't
belong
And no one understands you
Do you ever wanna runaway?
Do you lock yourself in your room?
With the radio on turned up so
loud
That no one hears you screaming

No you don't know what it's like
When nothing feels all right
You don't know what it's like
To be like me

To be hurt
To feel lost
To be left out in the dark
To be kicked when you're down
To feel like you've been pushed
around
To be on the edge of breaking
down
And no one's there to save you
No you don't know what it's like
Welcome to my life

Do you wanna be somebody

else?

Are you sick of feeling so left out?
Are you desperate to find something
more?
Before your life is over
Are you stuck inside a world you hate?
Are you sick of everyone around?
With their big fake smiles and stupid lies
While deep inside you're bleeding

No you don't know what it's like
When nothing feels all right
You don't know what it's like
To be like me

To be hurt
To feel lost
To be left out in the dark
To be kicked when you're down
To feel like you've been pushed around
To be on the edge of breaking down
And no one's there to save you
No you don't know what it's like
Welcome to my life

No one ever lied straight to your face
No one ever stabbed you in the back
You might think I'm happy but I'm not
gonna be okay
Everybody always gave you what you
wanted
Never had to work it was always there
You don't know what it's like, what it's like

To be hurt
To feel lost
To be left out in the dark
To be kicked when you're down
To feel like you've been pushed around
To be on the edge of breaking down
And no one's there to save you
No you don't know what it's like (what it's
like)

To be hurt
To feel lost
To be left out in the dark
To be kicked when you're down
To feel like you've been pushed around
To be on the edge of breaking down

And no one's there to save you
No you don't know what it's like
Welcome to my life

Welcome to my life
Welcome to my life

September 18th

POPULAR MAGAZINES

1. Bring any English magazine that you can get to the class.
2. If you do not have enough magazines for each student, you may as well photocopy the articles you will use.
3. Have students select the article they will read (tell them beforehand to bring a dictionary)
4. While students read, monitor them. If there is new vocabulary they do not know, tell them to look it up in the dictionaries. If still they do not get the meaning; then you can jump in and help.
5. Once they finish reading, they have to select any of their classmates to whom they will report the story. The other student will also tell him/her about what they read.
6. They should do this with at least three classmates. At the end you may have some of them report what they read and what their classmates told them.

September 19th

SITCOM

TWO AND A HALF MEN (Jake Ballet)

1. Watch the video and take out usable phrases that students will hear in the video.

2. Give students such phrases before watching the video and have them pronounce them in order to familiarize students with the pronunciation.
3. Play the video the first time for students to get familiar with the content of the video.
4. If necessary, play the video again for students to get the meaning of the phrases you gave at the beginning.
5. Ask students to report the scenes where they heard the vocabulary given.
6. Depending on the number of students you have, divide them into groups to answer the following comprehension questions:
 - × What is Mia's first reaction when Charlie talks to her?
 - × What does Charlie do to convince his nephew to go to ballet classes?
 - × Why does Charlie want Jake to go to ballet classes?
 - × What do Mia and Charlie talk about during their first date?
 - × What was Jake's reaction when he saw Mia and Charlie together?
 - × What does Jake say at the end?

Vocabulary

- | | |
|-------------------------------|----------------------|
| ✓ Chop me down | ✓ He's got a crush |
| ✓ Stay out of my room | ✓ Good sport |
| ✓ You're a stalker | ✓ Ass face |
| ✓ That's gotta mean something | ✓ Bait |
| ✓ Give it a try | ✓ Get out of my face |

Optional activity:

- Describe the characters of the series.
- Write 5 new words contained in the scenes and write sentences using those words.
- Provide a brief summary.

WEEK 2 — September 24th

PODCAST (News)

News 1

Transcript...

Actor Neil Patrick Harris is gay, and he says he's never denied that. Neil told people exclusively that since there's been recent speculation about his private life He wanted to make a public statement about his sexuality. Neil currently stars in a CBS sitcom "How I met your mother", but we first new him as teen doctor "Doogie Howser M.D.". and sir Paul McCartney made his first public statements on Saturday about his nasty divorce from Heather Mills he told the BBC that he doesn't hold the grudge against his second wife even though their situation has been all over the UK tabloids and has become a world wide story. Paul says he wants to keep things private and get through the divorce with dignity, but he admits that he's sad about what's happening and that's the way he should be feeling Vinnie Merino, People Magazine for CBS News

1. Have students listen to the news for at least three times so that students have the chance to get accustomed to the speaker's English, and avoid feeling frightened or overwhelmed when listening to it the first time.

2. Have them work on tasks that any native would do after listening to the news.

For example, tell them to stand up and look for someone to talk about the news.

3. Students should retell their classmates the news, and then discuss what they found most interesting and about what called their attention.

News 2

Transcript...

Britney Spears skates into a new chapter and Ryan Phillippe comments on his split from Reese Witherspoon. On the same day as papers were filed on Britney Spears behalf from divorce from Kevin Federline, Ms Spears stook to the ice in Rockefeller center. According to People.com, Spears took a spin around the famous rink before dining with friends. Federline was traveling to Chicago to promote his new CD. "I'm not a perfect person" that's what actor Ryan Phillippe tells People Magazine in a statement regarding his split from Reese Witherspoon. Phillippe says, quote "I'm not perfect, but I'm not guilty of a lot of the things I've been accused of. My priority is and always has been the health and safety of my family. The couple has a seven year old daughter and three year old son. Phillippe won't comment on reports linking him to an actress with whom he recently shot a film but reps for Phillippe deny other charges of drug use and hard partying. Lisa Karlin, People Magazine, for CBS News

1. Have students listen to the news for at least three times so that students have the chance to get accustomed to the speaker's English, and avoid feeling frightened or overwhelmed when listening to it the first time.

2. Have them work on tasks that any native would do after listening to the news.

For example, tell them to stand up and look for someone to talk about the news.

3. Students should retell their classmates the news, and then discuss what they found most interesting and about what called their attention.

September 25th

VIDEO
CRISS ANGEL

1. Watch the video previously and take out new vocabulary used in the video.
2. Ask students the following questions before playing the video:
3. Do you believe in magic? Why? Why not?
4. What do you know about magic?
5. Hand out the list of phrases for students to identify them while watching the video.
6. After playing the video, organize students in two groups and lead a debate based on the following controversial statements:
 - a. Criss Angel is able to do all he does because he has a covenant with the devil.
 - b. Criss Angel's tricks are real.
 - c. The most shocking trick was his defying gravity.

Criss angel.supernatural—vocab

This worksheet is for the teacher. You may write the meaning of the words or phrases that you have problems with; otherwise you may use it just the way it is.

Oh gross!:

Sci Fi:

Warned:

Supernatural: Unexplainable by natural law; attributed to God or other deity; or pertaining to ghosts or other unearthly beings (occult)

To tame people: to domesticate (animals) or to make dull or deprive of interest

Disappear:

Tap the glass:

Defy: to challenge the power of

Pick a card: select

Deck: a pack of playing cards

Folks at home: people at home

Upholstery: the materials used to cover furniture; the business of an upholster

Audience:

Combust: to catch fire; burst into flame

Tricks (magic)

Illusion:

Fingertip:

Thoughts (n):

Shock you:

Kernel: a whole seed grain, as of wheat or corn

Metamorphosis:

Signature piece: this is related to the magic trick by which Criss Angel is recognized

Rope:

Performance:

Scarecrow:

Wish for:

Deadly:

Demanding:

Challenge:

Body suspension:

Blindfolded: to prevent or occlude sight by covering (the eyes) with a cloth, bandage or the like; cover the eyes of

A huge crowd:

Go wrong:

To face a fear:

Unharmred: safe, unhurt

No turning back:

This worksheet is for the students

Criss angel.supernatural—vocab

Oh gross!:

Sci Fi:

Warned:

Supernatural:

Tame people:

Disappear:

Tap the glass:

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Demanding:

Challenge:

Body suspension:

Blindfolded:

A huge crowd:

Go wrong:

To face a fear:

Unharmred:

No turning back:

September 26th

MENUS

1. Check each of the menus beforehand to get familiar with the vocabulary in their.
2. Group students in fours.
3. Hand out the menus
4. Give students time to prepare a role play using the menus (10 minutes)
5. The role play should last at least ten minutes.

WEEK 3 — October 1st

CARTOON

THE SIMPSONS – A Halloween Special

1. Before playing the video explain to the students that they have to pay special attention to the whole video.
2. While watching the video, they have to write at least 3 wh-questions with their correspondent answers each related to the video content.
3. After watching the video, divide students into two groups and tell them to collect all their questions, get rid of the ones that are repeated and correct all the questions that are grammatically incorrect.
4. Once they are together in their groups, group A will ask group B any of their questions in order to score a point (so they should choose their most difficult questions). If group B answers their question, they get the point. If group B can't answer the question, group A gets the point. If group A's question is

grammatically incorrect, group B has the chance to correct it and score another point.

5. The group who scores more points is the winner, and the group that loses gets a penalty (see suggested penalties below)

NOTE: To assign penalties you may decide to 1) assign the same penalty to the whole group; 2) subdivide the group in couples or groups of three and assign a different penalty to the subgroups; 3) assign a different penalty to each individual.

SUGGESTED PENALTIES

- ☺ Whistle a piece of a song
- ☺ Declare love to someone
- ☺ Jump 10 times
- ☺ Model
- ☺ Dance “La Macarena”
- ☺ Do an aerobics routine
- ☺ Cry like a baby
- ☺ Say the alphabet backwards
- ☺ Run around the classroom screaming “the world is crazy”

October 2nd

DOCUMENTARY

1. Select the documentary you are going to present

2. Depending on the topic the documentary is about, ask students in advance to look for information related to the topic.
3. The day you use the documentary, have students watch it.
4. At the end, have impromptu speeches.
5. Tell students they have to relate what they investigated to the documentary and give a two-minute speech on that.

October 3rd

PODCAST (Naked Cats)

1. Play the podcast for the first time so that they become familiar with the topic, the language, and essential vocabulary.
2. Play the audio again in order for students to interact directly with it a couple of times to gradually gain a more detailed understanding of the audio.
3. Provide students with the transcript and allow them time to check comprehension, ask questions, clarify vocabulary and move toward deeper understanding of the podcast.
4. Allow students time to read the transcript and listen to the podcast at the same time to practice pronunciation, speed, intonation, etc.
5. After everybody has listened, have them make couples
6. Tell them they have to improvise a telephone conversation to give their opinions and suggestions related to the topic in the podcast. Student A will be the Radio host and Student B will be the caller. They will have just five minutes to at least organize their ideas

7. At the end, have each of the couples sitting back to back to carry on the conversation.

WEEK 4 — October 8th

TALK SHOW

FRIENDS

1. Have students watch the talk show and hand out a list of new vocabulary for them to have a better understanding of the program.
2. After watching the video, have them make groups of 5 and ask them to prepare their own talk show.
3. Allow students time to rehearse.
4. When ready, have students act their talk shows out.

October 9th

CATALOGUES

1. You may use a variety of catalogs (clothes, universities, appliances, furniture, stores, hotels, etc)
2. Have students make couples
3. Hand out each couple a catalog. If you don't have enough catalogs for each couple you may get copies for the couples.
4. Tell them to select a product or service depending on the catalog they have.

5. They will advertise the product or service in the form of commercial. The commercial should last from 3 to 5 minutes. Encourage them to give as many details and be creative as they can. Remember that commercials are intended to persuade people to buy the product or use the service, so students should try to accomplish this goal.
6. While preparing the commercial, students may need to clarify meaning, so tell them in advance to bring dictionaries.
7. Have each couple perform the commercial up front.
8. If you wish, you may reward the most creative commercial.

October 10th

PODCASTS

Itchy Palms

1. Play the podcast for the first time so that they become familiar with the topic, the language, and essential vocabulary.
2. Play the audio again in order for students to interact directly with it a couple of times to gradually gain a more detailed understanding of the audio.
3. Provide students with the transcript and allow them time to check comprehension, ask questions, clarify vocabulary and move toward deeper understanding of the podcast.
4. Allow students time to read the transcript and listen to the podcast at the same time to practice pronunciation, speed, intonation, etc.

5. Reinforce students' understanding of the audio by personalizing the target vocabulary in the form of conversation.
6. Have students practice and memorize the conversation for a couple of minutes and act it out in front of the class.

WEEK 5 — October 15th

KARAOKE SPACE

1. Install the karaoke software “Karafun” in your PC beforehand.
2. Set the atmosphere so that students sit in groups of three.
3. Like in a restaurant, give students a copy of the list of suggested songs included in the program from which they can pick up the song they are going to sing in the groups.
4. Provide students with the lyrics of the song they choose.
5. Give students around ten minutes to get familiar with the song and have some rehearsal before performing.
6. Have students up front sing the song making use of the Karaoke system.

October 16th

FILM TRAILERS

1. Select a set of movie trailers (this will vary depending on the number of students you have). Try to select trailers of different genre.
2. Before you start, ask students what kinds of movies they like and what they take into account when picking up a movie they are going to see in the theater.

3. Divide students in groups of three.
4. Once you have all the groups, assign one movie trailer to each group, and hand out a guide that will help them gather the main aspects they will discuss later.
5. Clarify vocabulary in the guide.
6. They should pay careful attention to all the details in the trailer.
7. After they watch the trailer and fill in the guide, they will go to the front and present their findings.

Movie trailer review

Title: _____

Genre: _____

Characters: _____

Setting: _____

Plot: _____

Note: if you see students motivated by any of the trailers, encourage them to see it. Next day, you can ask them if the movie was what they expected based on the trailer.

October 17th

PRINTED MATERIAL

Ads in Magazines

1. Ask students beforehand to bring a dictionary to the class.
2. Take some magazine advertisements to the class.

3. Set students into groups of 3-4 and give one advertisement to each student.
4. Have them imagine they are working for an advertising agency and compare the ads taking into account the text and the photographs.
5. Students will decide which ad is the best and which is the worst. They will explain why they made such decision.
6. For the worst ad, they will redesign and present it to the class.

WEEK 6 — October 22nd

BOARD GAME TIME

- ☆ Bring to the class as many board games in English as you need (this will vary depending on the number of students you have and the number of persons that can play in each board game)

EXAMPLE: Monopoly / One

- a. These board games can be played from two to ten people.
- b. Explain the rules of the game to the students.
- c. Clarify any new word that is in the games that students will need and use.
- d. And enjoy!

October 23rd

NEWSPAPERS

1. Select a stack of newspapers so that students can have each at least an article to read. If you don't have access to real newspapers you can download updated articles from online English newspapers.

2. Give students some time to read and understand the article. If you want you may tell them in advance to bring their dictionary. Have them clarify new vocabulary by themselves; jump in only if students really don't get the meaning.
3. Once they read the article, have each of the students draw the news on a piece of paper providing as many details as they can.
4. When everybody is done, have each of them report what they read using their drawings
5. If the rest of the classmates have questions, allow them to ask the spokesperson their questions.

October 24th

MOVIE

White Chicks

1. Select a movie (Comedies catch students' attention better)
2. Get familiar with it.
3. Play the movie; you may decide whether to use captions or not (this could be really helpful for low levels)
4. Once the students have watched the movie, they will take the role of a critic and write a short report on what they liked or disliked about it (this is just to give students the opportunity to organize their ideas – allow just 10 – 15 minutes)
5. Then without the use of their writing, they will tell the whole class their critique.

WEEK 7 — October 29th

MUSIC VIDEOS

1. Select around five music videos in English.
2. Divide students into groups of four.
3. Assign each group one video. They should pay attention to the story described in the song and the one portrayed in the video (since sometimes these two have nothing to do with each other). They may write down any idea they consider useful
4. When they've seen all the videos, provide them with the transcript just to make sure that they have the lyrics clear.
5. in their groups they will review the lyrics and discuss the images. Then, they will make up a story based on what they think happened before or after the events presented in the song.
6. Allow them some minutes to make up the story. When they are ready, they have to narrate the story to the rest of the class. Tell them to be as creative as they can to catch their classmates' attention.

October 30th

TALENT CONTEST

1. Tell students in advance to think of any of their talents
2. Tell them that they should get ready to present their talent the following class.

3. When the presentation day comes, tell them that they have to explain what their talent is about, how they discover they had their talent, how they developed it or learned it.
4. They will perform it.
5. At the end, reward the student: a) who was the most creative, b) who made the least mistakes, and c) who the whole class liked the most.

Note: here are some ideas to give as rewards:

October 31st

PODCAST

Radio News

1. Select any news podcast from the internet (see sites).
2. Bring it to the classroom and play it for students to listen and get familiar with.
3. Ask students what they understood or remember from the news.
4. Once you've checked comprehension, provide students with the transcript of the news for them to fully understand, practice pronunciation and clarify vocabulary..
5. Have students make groups of four to six.
6. Tell them that based on the news they heard, they have to build up the news scenario. In this step, students have to create the characters and dialogs if necessary.
7. The news can be reported as in TV news broadcast or radio news broadcast.
8. Time is up to your class and your objective.

WEEK 8 — November 5th

SITCOM

Friends

1. Watch the sitcom and select 15-20 key lines that the characters say during that episode.
2. Review the vocabulary you have selected to clarify later if students have any new word (remember that sometimes the phrases have different meaning depending on the context).
3. Before playing the video, tell the students the name of the series and ask them if they all know the characters' names.
4. Provide students with the key lines sheet.
5. The first students' task will be to identify which of the characters said each line and you may also ask when or why they said it.
6. Check out answers orally so that everybody has the same.
7. For their second task, pair students and tell them to create a conversation using as many of the lines they have in their worksheets as possible.
8. Have them act out the conversation.

November 6th

SLIDES

Comic Strips

1. Ask students if they have any favorite comic, so that you may have an idea of what to take to the classroom.

2. Prepare the comic strips in slides to show students without the dialogs.
3. Show students the slides first. Then have them form couples or groups (depending on the comic strip) and ask them to create the conversations.
4. Provide each of the couples or groups with the printed version of the comic strips so that they have time to think of or get ready with their dialogs
5. Have each of the couples present the comic strips with their dialogs in the slides. This will be done orally, so students will have to give the proper emphasis to the phrases and make the character's voice.

November 7th

CIRCLE TALK

1. This will take place during the last session.
2. Arrange students in a circle.
3. Get feedback by reminding them the activities carried on during the sessions.
4. Ask them what they liked, didn't like and whether they found the material useful.
5. Suggestions are welcome.

SUGGESTED SITES

A-Z Lyrics Universe - Links

www.azlyrics.com/links.html

Music-Sites.net - Top 100 Lyrics-Sites

www.music-sites.net/topsites/lyrics.html

Top Lyrics Sites and Music

www.onetry.com/

Better at English - EFL ESL podcasts!

www.betteratenglish.com

Podcasts In English - Learn Or Teach English With The Top Efl/EsL ...

www.podcastsinenglish.com

ESL and Archie Comics

www.archiecomics.com/podcasts

KaraFun Karaoke

www.karafun.com

Free Movie Downloads - The Best Web Sites for Free Movie Downloads

websearch.about.com/od/searchtipoftheday/qt/freemovie.htm

Trailerdownload.net, Your Ticket to the Movies

www.trailerdownload.net

Movie Trailers - Reviews and free downloads at Download.com

www.download.com/Movie-Trailers/3150-2171_4-0.html

Top 10 comic strip sites. Read the latest comic strips online.

www.toptenlinks.com/cat.php/Recreation:Humor:Comic+Strips

The Comic Strip Doctor - Garfield

wondermark.com/tcsd/stripdoc_5.html

Funny comic strips

www.funs.co.uk/comic/index.html

Funny Cartoons | Comic Strips |

www.thefunnycartoon.com