MOTIVATING STUDENTS' ORAL PRODUCTION THROUGH THE USE OF AUTHENTIC MATERIAL

ELIZABETH DEL ROCIO CHAVEZ JOSSA

ERIKA LORENA DE LA CRUZ BURBANO

UNIVERSITY OF NARIÑO

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ELIZABETH DEL ROCIO CHAVEZ JOSSA

ERIKA LORENA DE LA CRUZ BURBANO

ADVISOR

AARON ROGERS

UNIVERSITY OF NARIÑO

FACULTY OF HUMAN SCIENCES

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Qualification

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San Juan de pasto, 19 de Noviembre 2007

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Dedicated to

God for giving me the life,

His infinite love and

The opportunity of sharing with

Special people.

My aunt for her unconditional

Love and support.

My daughter for her love and

For being the strength and

The inspiration in my life.

My family for all their support.

My friends for sharing great moments.

My teachers for giving me their

Knowledge and their friendship.

Elizabeth Chavez

Dedicated to

God for my life and for giving me

A wonderful family.

With all my love to my grandfather.

Thank you for supporting and guiding me

During all these years of my life.

With all my affection to my mother

For believing in me.

To my dearest family and friends,

Thank you for being with me during all this time

Erika De la Cruz

Abstract

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in a school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Resumen

La enseñanza del speaking es una parte muy importante del
aprendizaje de un Segundo lenguaje. La habilidad para
comunicarse en un segundo lenguaje clara y eficientemente
contribuye al éxito del estudiante en la escuela y más tarde
en cada fase de su vida. Por lo tanto, es esencial que los
profesores del lenguaje pongan atención a la enseñanza del
speaking, más que dirigir a los estudiantes a la pura
memorización, proporcionándoles un ambiente rico donde la
comunicación significativa tenga lugar. Con este fin, varias
actividades de speaking pueden contribuir a los estudiantes
en el desarrollo básico de habilidades interactivas
necesarias para la vida. Estas actividades hacen a los
estudiantes mas activos en el proceso de aprendizaje y a la
misma vez hacen su aprendizaje más significativo y
divertido.

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CHAPTER I.

The research problem

Which is the effect that produces the use of authentic material in oral production of a group of students of first level of English of The Language Center of the University of Nariño (Sede Panamericana)?

Introduction to the problem

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, as quoted by Hayriye Kayi,2006, from http://www.iteslj.org/Techniques/Kayi-TeachingSpeaking.html). Speaking is an essential part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, the researchers of this investigative work propose the use of authentic material

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into the classroom for students have the opportunity of communicating with each other in the target language since this one is a powerful motivating factor and it provides a close contact with the language while introducing life into the classroom.

Description of the problematic situation

The actual situation most of students with regard to expression of their ideas in a foreign language is worrying due to the speaking skill is not exploited (developed) adequately inside the classroom, since students do not receive the enough motivation to do they produce the language themselves. The situation explained before generates Inhibition, because students are often more worried about making mistakes, fearful of criticism or simply shy of the attention that their speech attracts. Moreover, students do not have a topic to talk about because the teacher activities are boring and not interesting.

Problem statement

The use of authentic material as a mean to motivate students' oral production.

Delimitations

Conceptual delimitation. Throughout this research were used some terms which were considerate relevant to be defined for a better understanding of sense and meaning of

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some essential words. The following terms were significant
to be defined:

Authentic. The degree to which language teaching
materials have the qualities of natural speech or writing.
Texts which are taken from newspapers, magazines, novels,
songs, television or radio programmes with natural speech
are called authentic materials. (Longman Dictionary of
language teaching and applied linguistics, 1992, p.27).

Authentic materials. They are items created for the
general native speaking population which have not been
developed or adapted for second language learners. The
primary intent of authentic materials is to communicate
messages to native speakers of the language. (Harmer, 1991,
as quoted by Balic Tina, 2005, from
http://www.praktik.org/dokumenti/praktik/MB_Tina_Balic.pdf

Communicative Competence. The ability to use language
in a variety of settings, taking into account relationships
between speakers and differences in situations. The term has
sometimes been interpreted as the ability to convey messages
in spite of a lack of grammatical accuracy. (Longman
Dictionary of language teaching and applied linguistics,
1992, p.65).

Moreover, Communicative competence is a sociolinguistic
term which refers to a learner's L2 ability. It not only

refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately. (Hymes, 1977, as quoted by Richards & Rodgers, 2003, p.159)

Foreign Language. A language which is not a NATIVE LANGUAGE in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language. (Longman Dictionary of language teaching and applied linguistics, 1992, p.142)

Motivation. The factors that determine a person's desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivations. (Longman Dictionary of language teaching and applied linguistics, 1992, p.238)

Speaking skill. One of the four skills that any language has which consists of talking in the language following its grammatical, syntactic, semantic, phonetic and phonological rules with effective purposes of communication. (Longman Dictionary of language teaching and applied linguistics, 1992, p.305).

Population

The population of this research study consisted of 28 students of first level of English of the Language Center of

the University of Nariño. The 28 students (boys and girls) were children between 8 and 11 years old. They belonged to a middle class of Pasto.

Geographic delimitation

This research study was carried out in the Language Center of the University of Nariño (sede Panamericana), located in Las Acacias Neighborhood of San Juan de Pasto in the department of Nariño, Colombia. This language Center is located in a middle class neighborhood where the houses around it are well constructed. The streets in this area are paved and they are in good conditions. In front of this center there is a main street where many cars and buses move, but it could be said there was not much noise.

The building where the language center is located is well constructed and it has good material resources.

Purpose

General Objective

To motivate oral production of a group of students of first level of English of The Language Center of the University of Nariño (Sede Panamericana) through the use of Authentic material.

Specific Objectives

To apply effective and appropriate authentic material so that students improve their oral production.

To capture the interest of students through the use of authentic material so that they feel more motivated to speak about real life situations.

Significance of the study

This research study has arisen of different aspects. A problem that our city has lived and it is living now is that most of elementary schools, high schools and colleges present a problematic situation with regard to the development of language skills, since in the classroom only the writing and reading skills are carried out and listening and speaking skills are not accomplished. The above aspect was a living experience in the scholar stage, since the English classes were focused on writing and reading abilities, thus learners did not develop speaking skill because they never were motivated to do it.

Moreover, taking into account the classroom observation it could be said most of the students did not feel comfortable to express their ideas in the foreign language because their speaking is not exploited adequately, the materials were not appropriated and the activities were boring.

Furthermore, this research is relevant because it contributed to the improvement of the students' oral production because through the use of authentic material in

the classroom they were stimulated and their interest to

communicate with each other and express their ideas by using

the target language was arisen.

CHAPTER II. LITERATURE REVIEW

Communicative Competence

Communicative competence is a concept introduced by Dell Hymes and discussed and redefined by many authors. Hymes said that speakers of a language need to know not only grammatical competence but also how language is used by members of a speech community to accomplish their purposes of communicating effectively in a language. For Hymes (1972, as quoted by Richards & Rogers, 2003, p.159) a communicatively competent person obtains both knowledge and ability for language use.

Canale and Swain (1980, as quoted by Richards & Rogers, 2003, p.160) pointed out that the communicative competence is formed by four dimensions: grammatical competence, sociolinguistics competence, discourse competence and strategic competence, which according to Savignon (1983,as quoted by Celce – Murcia, 2001, p.17)have to be in a complete interrelation and not isolated to produce an increase in the communicative competence.

Grammatical competence refers to the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

Sociolinguistic competence is the ability to interpret the social context such as role relationship, shared

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information of the speakers and communicative purposes for their interaction. Moreover, to use language with the appropriate social meaning for the communication situation.

Discourse competence has to do with the interpretation of individual elements and understanding of utterances, written words, and/or phrases which are interconnected and convey to an overall meaning of an oral and written text.

Strategic competence is the coping of communicative strategies that people use in unknown contexts due to the lack of knowledge of rules to communicate.

In this research paper communicative competence has played an important role because language is an essential part of the human being. However, it is not enough to know a language but it is important that people can use that language in real communication. A real communication implies being capable of managing and expressing coherent, comprehensible and significant discourse in different contexts and settings.

Materials

Materials are an essential component in teaching. The following are some definitions of material proposed by different authors:

Ramirez (2004, as quoted by Adriana Gonzalez, from http://www.scielo.org.co/scielo.php?script=sciarttext&pid=S1

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657-07902006000100008&lng=en&nrm=iso) defined materials as
"anything used by teachers or learners to facilitate the
learning of a language."
Materials can promote the integration of language skills by
addressing language and content in a holistic way (Hinkel,
2006, as quoted by Adriana Gonzalez, 2006, from
http://www.scielo.org.co/scielo.php?script=sciarttext&pid=S1
657-07902006000100008&lng=en&nrm=iso). In terms of learning
styles (Reid, 1995, as quoted by Adriana Gonzalez, 2006,from
http://www.scielo.org.co/scielo.php?script=sciarttext&pid=S1
657-07902006000100008&lng=en&nrm=iso) and intelligences
(Gardner, 1993; Armstrong, 1994,as quoted by Adriana
Gonzalez, 2006, from http://www.scielo.org.co/scielo.php?
Script=sci_arttext&pid=s1657-07902006000100008-&lng=en&nrm=
iso), materials can also help the teacher addresses the
individual differences of students.

        Materials are considered a key element in language
teaching and may have the same status in language
instruction as students, teachers, teaching methods and
evaluation (Kitao & Kitao, 1997, as quoted by Adriana
Gonzalez, 2006, from http://www.scielo.org.co/scielo.php?
script=sci_arttext&pid=S1657-07902006000100008&lng=en&nrm=
iso)

        One of the most difficult challenges in teaching oral

production in English is finding effective ways to help

students improve their discourse fluency, to get them

involved in class activities, and keep the class lively and

dynamic, due to there are many obstacles such as little

exposure to the English language after class, the tongue-

tied students, the lack of materials and motivation.

The last obstacle was considered the main factor to

carry out this research paper, since materials are a great

tool in Foreign Language Classrooms and powerful motivating

factors that provide a close contact with the spoken

language facilitating the learning of the target language,

so as Brinton (1991, as quoted by Adriana Gonzalez, 2006,

from http://www.scielo.org.co/scielo.php?

script=sci_arttext&pid=S1657-07902006000100008&lng=en&nrm=

iso)pointed out that materials can help the teacher

addresses the individual differences of students.

Additionally, the use of materials helps teachers motivate

students by "bringing a slice of real life into the

classroom and presenting language in its more complete

communicative situation".

For the reason explained above it can be said that

materials are acquiring major impact in the foreign language

teaching because these provide students with ease,

confidence, and also make the taught topic relevant and

useful. Moreover, they facilitate the learner with opportunities to use the target language to achieve communicative purposes.

Types of materials

Into the Foreign Language teaching there are varieties of materials which can be used to motivate, promote and enhance the students learning. Those materials are divided in authentic material, non – authentic material and realia.

Authentic materials

The definitions of Authentic Materials are slightly different in literature. What is common in these definitions is the exposure to real language and its use in its own community.

Some of these definitions are:

Authentic materials are items created for the general native speaking population which have not been developed or adapted for second language learners. The primary intent of authentic materials is to communicate messages to native speakers of the language. Authentic texts are materials which are not designed for language students, but for native speakers (Harmer, 1991, as quoted by Balic Tina, from http://www.praktik.org/dokumenti/praktik/MB_Tina_Balic.pdf)

They are texts that are not written for language teaching purposes. Learners want information that is

practical, interesting and relevant. They want to be able to see the immediate application of what they do in the classroom to what they need to do outside it. Using authentic materials bridges this gap and provides a logical and efficient way to combine the learners' needs for language input and cultural information with experience in accessing and participating in their local communities. (Jordan, 1997, as quoted by Balic Tina, from http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial. html)

Widdowson (1990, as quoted by Martinez A, from http://www.telus.net/linguisticissues/authenticmaterials.html) made a differentiation of "authentic" and "genuine material": authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. For example, a radio news report brought into the class so students discuss the report on pollution in the city where learners live. And genuine material is the material which is not in the way it was intended, but in a somewhat artificial way. For example, a news article where the paragraphs are cut up and jumbled so students have to put them back together in the correct order.

Guariento and Morley (2001, as quoted by Kilickaya Ferit, 2004, from http://iteslj.org/Techniques/Kilickaya-

AutenticMaterial.html)argued that authentic materials are significant since they increase students' motivation for learning, make the learner is exposed to the "real" language.

Some examples of authentic material are: newspapers, magazines, movies, songs, TV programs, broadcasts news, internet, advertisements, brochures, comics, among others.

Taking into account the importance of materials in the Foreign Language Teaching and Learning they have been taken the Authentic Materials like the base to develop this research paper which was supported on important opinions from different authors.

Nunan (1999, as quoted by Oura Gail, 2003, from http://www.jrc.sophia.ac.jp/kiyou/ki21/gaio.pdf) defined authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Nowadays there are recommendations that express that the language presented should be authentic which means using materials that involve natural language performed by a native speaker in contexts of real use.

The authentic material lets learners produce authentic language for communication rather than just to practice it in situations controlled by the teacher. In addition, it

develops a genuine interest in learning English because
there are a great variety of authentic material which can be
chosen to carry out a class. In this case, there were
selected five authentic materials for motivating oral
production of some students of first level of English of the
Language Center from the University of Nariño. These
materials were newspapers, magazines, songs, videos and
comic strips.

Newspapers are much more current than course books,
they make an excellent springboard for lessons, and they
feature different types of language (narratives, stories,
letters, advertising, reports, etc.). They provide an
abundance of timely information of general interest and
since the writing is highly consistent, it is possible to
talk with considerable precision.

Magazines are shiny and colorful books that contain
flashy pictures and information about fashion, famous
people, recipes, horoscope and gossips, which can be used
for communicative purposes in a classroom and motivate
learners to participate actively in oral activities.

Songs are invaluable aids in developing students'
speaking skills because they provide topics for discussion
and most of students enjoy listening to and analyzing them,

since they provide a break from the textbook and workbook routine.

Videos are an effective method in teaching English as a foreign language. Video can be used in a classroom because it is a very useful source and asset for the language teaching –learning process because it combines both fun and pedagogic instructions in authentic material that reflect real interaction.

Comic strips are a great source to get students talking because these wake up their imagination. The multi-dimensional nature of comic strips is a source of excellent teaching material, and allows teachers and students to explore language in a creative way. The more the teacher exploits comics, the greater the chance for getting the interest of students and learning will be a success. They are definitely a good way to get students hooked on foreign language learning.

Non-authentic materials

The non – authentic materials are especially designed for language learning purposes because their language is artificial and unvaried, concentrating on something that has to be taught and often containing a series of *"false-text indicators"* that include: perfectly formed sentences (all the time); a question using a grammatical structure, gets a

full answer; repetition of structures; very often does not "read" well.

Some examples of non-authentic materials are: flashcards, wall charts, textbooks, blackboard, and so on.

Realia

According to Chiarantano (2005,) realia consists of actual objects or items which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects.

Furthermore, he says that Realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding because there is a connection between language and culture. Helping language learners see the connection helps them understand more clearly the meaning of language.

In addition, Budden (1997) points out that Realia in EFL terms refers to any real objects we use in the classroom to bring the class to life.

Motivation

In many educational settings motivation has been associated with being successful in tasks or homework. It is

easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. (Dörnyei, 1998, quoted by Brown, 2000, p.160)

There are various definitions of motivation which have been proposed over the course of decades of research:

1. From a behaviouristic perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behaviour, we act accordingly to achieve further reinforcement. In this view, our acts are likely to be at the mercy of external forces. (Brown, 2000, p.160)

2. In cognitive terms, motivation places much more emphasis on the individual's decisions, "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect" (Keller, 1983, quoted by Brown, 2000, p.160). Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions. Ausubel (1968, as quoted by Brown, 2000), for example, identified six needs under girding the construct of motivation:

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a. The need for *exploration,* for seeing "the other side of the mountain", for probing the unknown;

b. The need for "*manipulation*", for operating – to use Skinner's term – on the environment and causing change;

c. The need for *activity*, for movement and exercise, both physical and mental;

d. The need for *stimulation,* the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings;

e. The need for *knowledge*, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge;

f. Finally, the need for *ego enhancement*, for the self to be known and to be accepted and approved by others.

3. A *constructivist* view of motivation places even further emphasis on social context as well as individual personal choices (Williams & Burden, 1997, quoted by Brown, 2000, p.161). Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context. Several decades ago, Abraham

Maslow (1970, as quoted in Brown, 2000) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. Maslow (1970, as quoted in Brown) saw motivation as dependent on the satisfaction first of fundamental physical necessities (air, water, food), then of community, security, identity, and self-esteem, the fulfillment of which finally leads to *self-actualization.*

Motivation is something that can, like self-esteem, be global, situational, or task-oriented. Learning a foreign language requires some of all three levels of motivation. (Brown, 2000, p.162)

"Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (Keller in Crookes and Schmidt, 1991, as quoted by Brown, 2000, p.163)

Several areas of research into motivation in general education suggest that motivation to learn and learning effectiveness can be increased in learners who take responsibility for their own learning, who understand and accept that their learning success is a result of effort, and that failure can be overtaken with greater effort and

better use of strategies (Wang and Palincsar, 1989,as quoted

by De la Harpe Barbara & Radloff Alex, 1997 from

http://ajte.education.ecu.edu.au/ISSUES/PDF/242/Harpe.pdf)

Similarly, motivation tends to be higher in learners who

are interested in the learning tasks and the learning

outcomes for their own sake rather than for rewards that

result from success (Ryan and Deci, 1985, from

http://findarticles.com/p/articles/mi_m2248/is_141_36/ai_764

98122); and who focus on learning outcomes rather than

performance outcomes.

Motivation in the classroom setting

Motivation in second language learning is a complex

phenomenon which can be defined in terms of two factors:

learner's communicative needs and their attitudes towards

the second language community. If learners need to speak the

second language in a wide range of social situations or to

fulfil professional ambitions, they will perceive the

communicative value of the second language and will

therefore be motivated to acquire proficiency in it.

Likewise, if learners have favourable attitudes towards the

speakers of the language, they will desire more contact with

them. Robert Gardner and Wallace Lambert (1972) coined the

terms *integrative motivation* to refer to language learning

for personal growth and cultural enrichment, and

instrumental motivation for language learning for more immediate or practical goals. Research has shown that these types of motivation are related to success in second language learning.

In a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject-matter, and study a great deal.

Teacher can easily recognize characteristics such as these. They also have more opportunity to influence these characteristics than students' reasons for studying the second language or their attitudes toward the language and its speakers.

Graham Crookes and Richard Schmidt (1991) point to several areas where some educational researches about motivation in second language classroom have reported increased levels of motivation for students in relation to pedagogical practices. Included among these are:

Motivating students into the classroom into the lesson at the opening stages of lessons (and within transitions), it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students.

Varying the activities, tasks, and materials students are reassured by the existence of classroom routines which

they can depend on. However, lessons which always consist of
the same routines, patterns, and formats have been shown to
lead to a decrease in attention and an increase in boredom.

Varying the activities, tasks, and materials can help
to avoid this and increase students' interest levels.

Learner Motivation and interest

According to Ur (1996) to define motivation is
difficult because this is an abstract term and he proposes
that it is easier to talk about "motivated learner": one who
is willing or even eager to invest effort in learning
activities and to progress. A learner who is motivated makes
teaching and learning easier, more pleasant, and more
productive.

The main purpose of this research paper was to motivate
students' oral production through the use of authentic
material because it is very important that teachers look for
new strategies and materials to influence students'
motivation and guide them to the learning of a new language,
in this case English.

Students need to be stimulated to perform an activity
so this investigate process proposed the use of authentic
material with adequate activities as an effective tool to
promote oral production inside and outside the classroom in

order to trigger learners' real interest towards the use of the target language into real communication situations.

Oral skill and interaction

Bygate (1987) pointed out that speaking involves two different types of skills, motor-perceptive skills, such as how to produce phonemes or use irregular verb forms, and interaction skills which refer to decisions and strategies used in communication such as what to say, how to say it and what to do if problems arise to negotiate meaning. Motor – perceptive skills have to do with correctly using of sounds and structures of the language. These are developed in the language classroom through activities such as model dialogues, pattern practice, oral drills and so on. (Bygate, 1987, p.5-6)

Spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help to student with. (Brown and Yule, 1983, p.25)

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal response, recognizing scripts, and using languages to talk about language that they can use to help

themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Interaction skills refer to the management of interaction and negotiation of meaning. The management of interaction involves such things as knowing when and how to take the floor, when to speak, how to keep a conversation going, when and how to terminate the conversation and so on. (Bygate, 1987, p.6)

Oral production is a relevant activity in human beings life since they need to communicate feelings, likes, desires, emotions, and beliefs that are an essential part of the existence. Nowadays, world and society require the apprehension of a second language since the interaction, laboural and social needs have increased due to global development. For this reason, it is pretended the teaching

of English in a communicative way that allows people satisfy their communicative requirements. Thus, this investigative process have arisen as a proposal for doing that teachers realize that authentic material is a great source to be used into a classroom and promote the oral production in learners and therefore enhance their motivation towards the use of the target language.

CHAPTER III. METHOD

Design

This research paper is a quasi experimental study because it was worked with two intact groups. One was the experimental group, and the other one was the control group. In this research paper were applied a questionnaire before and after the treatment to have knowledge about how much motivation students had at the beginning and at the end of the research towards the English learning, a pre-test and a post-test in both groups in order to measure the students' oral production level. After the pre – test it was applied a treatment to the experimental group for a period of one month to know what effect produces the use of authentic material and also to know if this material helps to increase the motivation in the oral production of the selected students for this research paper.

Finally a post – test was applied in both groups in order to compare the results obtained in the pre – test and in the post – test in the selected groups.

Participants

This research paper was carried out with 28 students of first level of English of the Language Center of the University of Nariño (sede panamericana)

Sample

In this research paper there was not taken a sample because it was carried out with intact groups.

Measurement Instruments

In this investigative process the following instruments were used:

Class observation which was carried out for two weeks in the experimental group to detect some problems presented in the chosen population and for one month in the control group to analyze the class sessions that students attended and compare them with the experimental group classes.

An oral pre – test which was applied to know the students' oral production level at the beginning of this research paper. The pre – test was applied in both groups, the experimental and control group. The pre – test was recorded to have more access to the analysis of the data.

An oral post – test which was applied to identify the increase of students' oral production after applying authentic material. This post – test helped to find differences in the oral production between the groups of this research paper.

Both, pre – test and post – test had the same procedure and content when they were performed. They consisted of 19 questions, where there was not a specific answer and

students had the freedom to answer them. The students'
answers were analyzed to establish the four categories:
grammar, pronunciation, fluency, and vocabulary according to
their level.

Procedure

For this research paper two groups of 28 students were
chosen, where all the students took the pre – test and the
post – test. The first group was considered as the
experimental group where authentic material was applied. The
second group functioned as control group where classes were
traditional without any material only the book they followed
daily.

The teaching sessions were carried out during a month
divided in twenty classes of one hour each class session. In
each class students were provided with authentic material
such as magazines clippings about famous singers, actors and
actresses. Furthermore, the National Geographic magazine was
a good tool to teach the different species of animals; comic
strips about well- known characters such as Garfield, Mickey
Mouse, The Pink Panther, and Calvin and Hobbes; authentic
video about cartoons such as The Simpsons, The Fairly odd
parents and Power Rangers; children songs such as Hakuna
Matata, Five little Monkeys, Old Mac Donald had a farm,
Going to the zoo. These authentic materials were supported

in oral activities in which the students were motivated to talk using the L2 as much as possible.

In the control group students attended to traditional classes performed by their teacher in a traditional way. These classes were observed by the researchers during a month divided in twenty classes of one hour each one to be analyzed and compared with the classes that the experimental group attended and to demonstrate that the authentic material is a great tool to enhance the students' oral production level.

Variables

Independent variable: authentic material

Dependent variable: oral production

Hypothesis

The use of authentic material has a positive effect on oral production.

Materials

The main material used during this investigative process was authentic material (authentic video, magazines clippings, newspapers clippings, comic strips, and children songs)

Data analysis

The data obtained after the application of the pre-test, the treatment and the post-test were analyzed and

interpreted as qualitative as quantitatively taking into account categories and evaluation criteria which permitted and facilitated an appropriated classification of the information collected as a result of the application of the tests and the treatment.

Based on Bastidas (2002) the qualitative data analysis and interpretation consist of some phases that must be followed, they are: organization of the data, identification of the preliminary ideas, generalization of categories, themes and patterns, verification of arising hypotheses interpretation of the data, and presentation of the obtained results in a final report.

Although some quantitative aspects were treated in the research, sophisticated statistic data were not an essential part in this work. This research study had an analytic character, since sometimes quantities can be interpreted in different ways by different people, and it is not always easy to understand numbers that try to put people's actions or behaviours into a scale.

CHAPTER IV. RESULTS AND DISCUSSION

After it has been analyzed the research problem, developed the theoretical support and carried out the procedure in which this research paper was focused on. It was carried out the presentation of the results obtained in the pre – test and post – test applied as the experimental group as the control group. Therefore, this chapter presents the results and the discussion of the study

Results

At the beginning of this research paper the chosen population was submitted to a pre – test to determine the oral production level as in grammar and vocabulary, fluency, and pronunciation of the students before the application of the treatment. After the treatment the students took a post – test to realize about their improvement in the oral production in English.

Below, there are some tables and graphs which represent the results obtained in this investigative work. First, the results from the pre – test and the post – test of every group (experimental and control group) are analyzed independently, and then a comparison of them is made. Below, table 1 shows the results obtained in the pre – test in each of the three aspects evaluated.

TABLE 1. *Results of pre – test. Experimental Group*

CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION				
	EVALUATION CRITERIA														
STUDENTS	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	X					X					X				
2	X						X				X				
3		X						X				X			
4	X					X					X				
5	X					X						X			
6	X					X					X				
7		X					X					X			
8	X					X						X			
9	X					X					X				
10	X					X					X				
11	X					X					X				
12	X					X						X			
13		X					X					X			
14	X					X					X				
TOTAL SCORE	11	3				10	3	1			8	6			
TOTAL AVERAGE SCORE	79 %	21 %				72 %	21 %	7 %			57 %	43 %			

EVALUATION CRITERIA

1=Non – acceptable   2=Poor   3=Acceptable   4=Good   5=Excellent

Table 1 represents the results of the pre-test applied in the experimental group. It shows the number of students of first level of English of the Language Center of the University of Nariño (sede panamericana) who took part of the Experimental group. Therefore, it presents the three aspects grammar and vocabulary, fluency, and pronunciation, and their respective percentages which were taken into account to measure the level of oral production in each student.

In this table it can be seen that most of students did not get good results in the pre – test since they obtained non – acceptable results, as well as some "poor" results because they did not have the enough knowledge to express their ideas in a foreign language.

Moreover, speaking skill was not developed in an appropriated way into their classroom due to there were not enough oral activities in which students could took part.

Next, they are presented some graphs which give to know the percentages of results compiled in table 1 about each of the aspects evaluated in the pre – test.
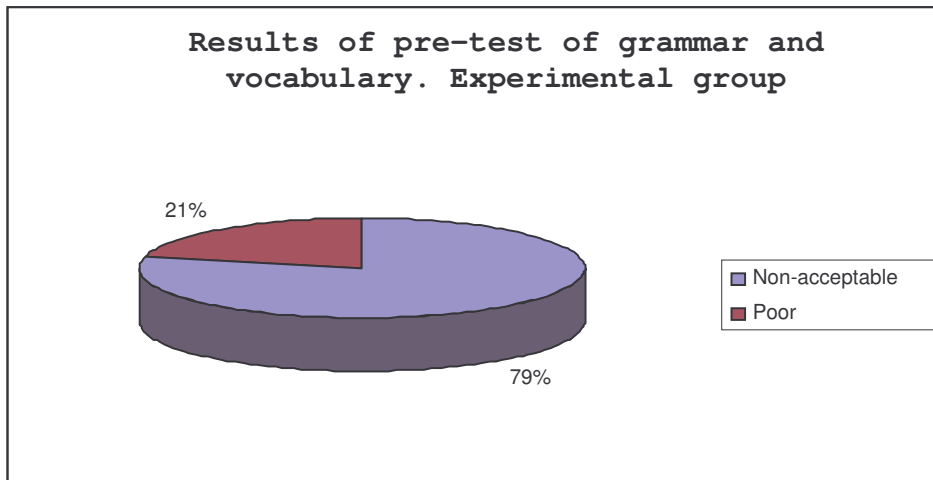
Figure 1.

Results of pre-test of grammar and vocabulary. Experimental group

21%

79%

- Non-acceptable
- Poor

Figure 2.

Results of pre-test of Fluency. Experimental group

7%

21%

72%

- Non-acceptable
- Poor
- Acceptable

Figure 3.

**Results of pre-test of Pronunciation.
Experimental group**

43%

57%
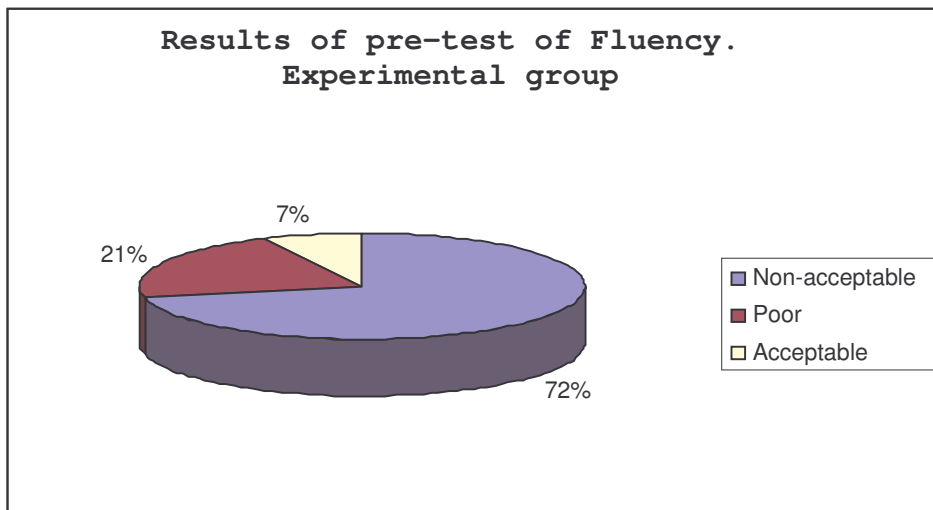
■ Non-acceptable
■ Poor
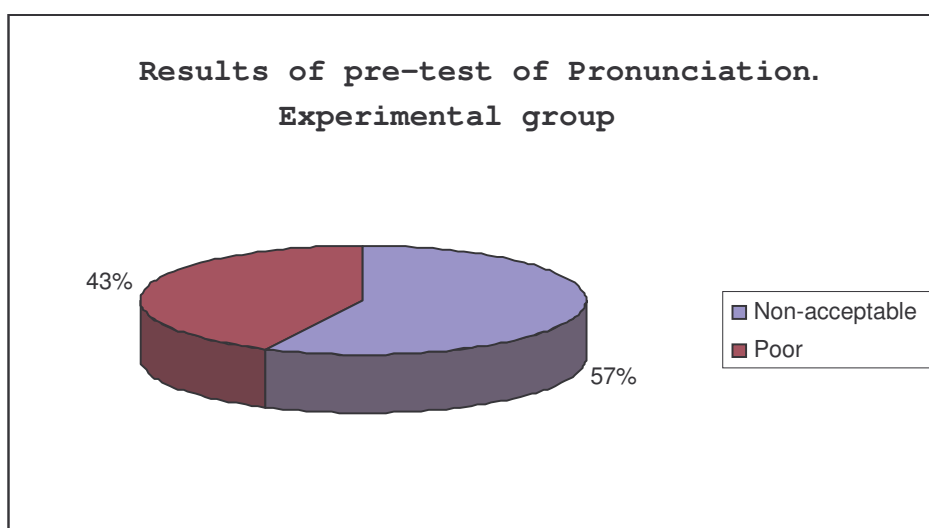
Figures 1, 2, 3 show in a separate way the percentages
of students according to their valuations concerning the
three aspects evaluated. The grammar and vocabulary ratings
reveal that 79% of students have non-acceptable grammar and
vocabulary and that 21% have poor grammar and vocabulary.
With respect to fluency most of the students obtained 72%
which corresponds to non-acceptable criterion, 21% of
students' fluency corresponds to poor, and 7% is equivalent
to acceptable criterion evaluation. Finally, about
pronunciation, 57% of the students had a non-acceptable
level and the 43% had poor results. Through these results
the researchers realized that the three aspects evaluated
are not good because students are not motivated adequately
to talk in English.

Below, table 2 contains the results of the post – test in each of the aspects evaluated.

Table 2. *Results of the Post – test. Experimental Group*

CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION				
	EVALUATION CRITERIA														
STUDENTS	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1		X						X			X				
2		X							X			X			
3			X					X				X			
4		X						X				X			
5		X						X					X		
6		X						X					X		
7			X					X					X		
8		X					X						X		
9		X					X						X		
10		X					X					X			
11		X						X				X			
12		X						X					X		
13		X						X					X		
14		X					X						X		
TOTAL SCORE		12	2				4	9	1		1	5	8		
TOTAL AVERAGE SCORE		86 %	14 %				29 %	64 %	7 %		7 %	36 %	57 %		

EVALUATION CRITERIA

1=Non – acceptable   2=Poor   3=Acceptable   4=Good   5=Excellent

Table 2 represents the results of the post-test applied in the experimental group. It shows the number of students, the three aspects evaluated and their respective percentages which were taken into account to measure the level of oral production in each student.

This table indicates that most of students got significant results in the post-test since it can be seen that students improved their level in the evaluated aspects obtaining poor, acceptable and good results, due to a treatment was applied to increase the motivation in the oral production of the students facilitating the expression of their ideas in a foreign language.

Below, they are presented some graphs which give to know the percentages of results compiled in table 2 about each of the aspects evaluated in the post – test.

Figure 4.

Results of the pos-test of grammar and vocabulary. Experimental Group

14%

86%

Poor
Acceptable

Figure 5.

**Results of post-test of Fluency.
Experimental group**

7%

29%

64%

- Poor
- Acceptable
- Good

Figure 6.

**Results of the post-test of Pronunciation.
Experimental group**

7%

36%

57%

- Non-acceptable
- Poor
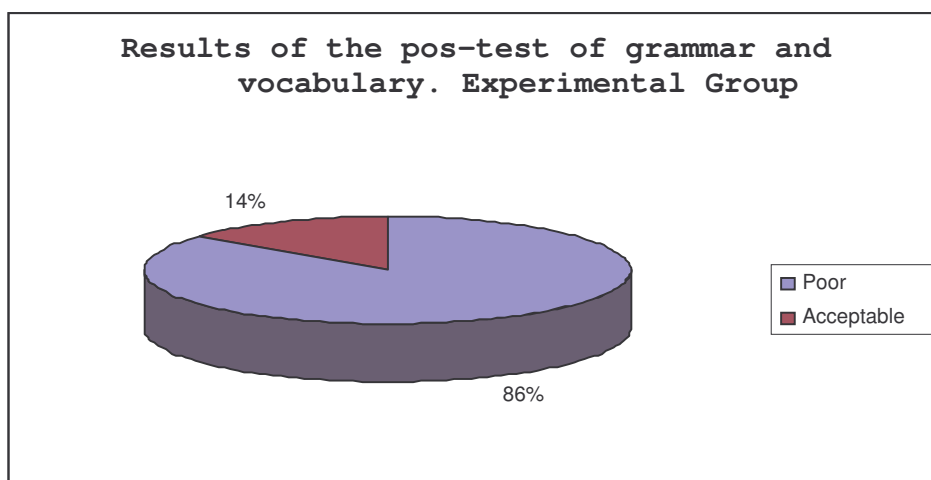- Good
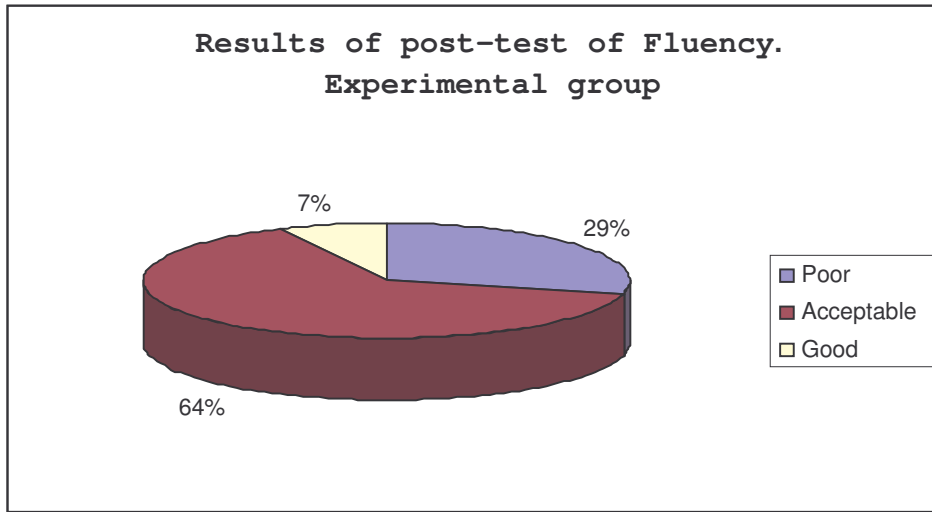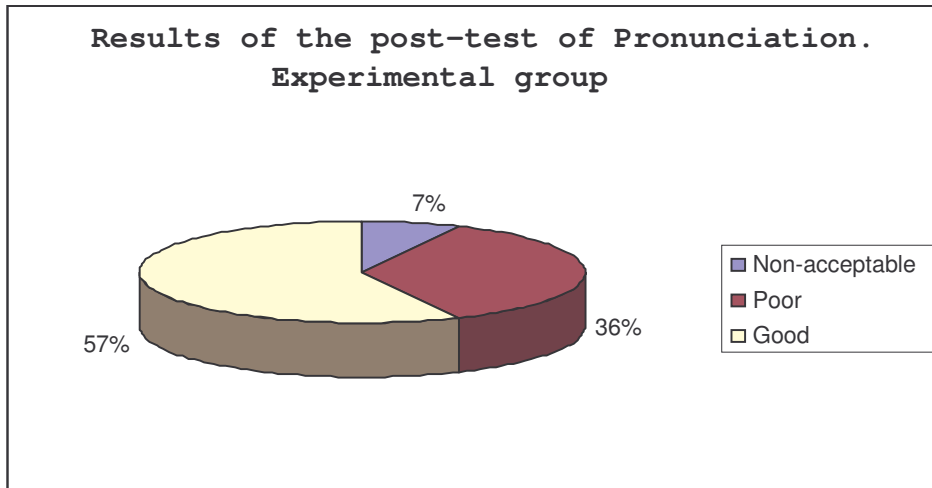
Figures 4,5,6 show the percentages of students corresponding to grammar and vocabulary, fluency and pronunciation. Grammar level presents that 86% of students obtained a poor criterion and 14% of them obtained an

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acceptable criterion. In the fluency they got 29% that corresponds to poor level in the tested aspect, 64% acceptable and 7% belongs to good criterion. And pronunciation corresponds to 7% in the non-acceptable rank, 36% to the poor rank, and 57% to the acceptable rank. These results reveal that there was an increase in the three tested aspects demonstrating that the applied treatment influenced in the enhancement of the students' speaking.

Below, Table 3 represents the results of the pre-test applied in the control group.

Table 3. *Results of the pre – test. Control Group*

CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION				
	EVALUATION CRITERIA														
STUDENTS	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	X					X					X				
2	X						X					X			
3	X					X					X				
4	X						X				X				
5	X					X						X			
6		X				X					X				
7	X					X					X				
8	X					X						X			
9	X					X						X			
10		X					X					X			
11	X							X				X			
12	X						X					X			
13	X					X					X				
14	X					X					X				
TOTAL SCORE	12	2				9	4	1			7	7			
TOTAL AVERAGE SCORE	85.7 %	14.2 %	| | |	| | |	| | |	64.2 %	28.5 %	7.1 %	| | |	| | |	50 %	50 %	| | |	| | |	| | |

EVALUATION CRITERIA
1=Non – acceptable   2=Poor   3=Acceptable   4=Good   5=Excellent

The table 3 showed above gives to know the valuations in the grammar and vocabulary, fluency, and pronunciation fields, also the number of students and percentages obtained in every evaluation criterion. As it is notable in table 3 students obtained no-acceptable, poor, and acceptable results since students argued that they did not have enough basis to answer the applied test.

Below, there are some graphs which correspond to the compiled percentages in the table 3 about each of the tested levels in the pre-test.
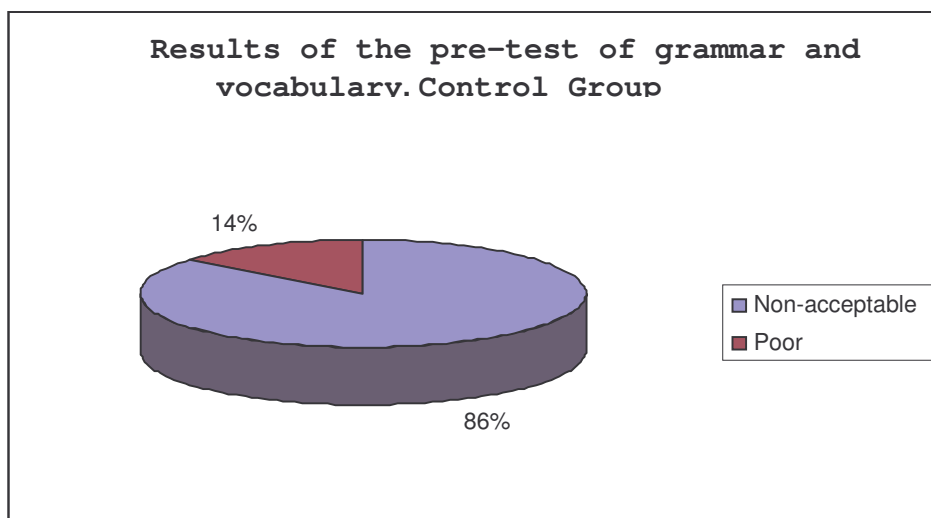
Figure 7.

Results of the pre-test of grammar and vocabulary. Control Group

14%

86%

■ Non-acceptable
■ Poor

Figure 8.

Results of the pre-test of Fluency. Control group

7%

29%

64%

- ■ Non-acceptable
- ■ Poor
- □ Acceptable

Figure 9.

Results of the pre-test of Pronunciation. Control group
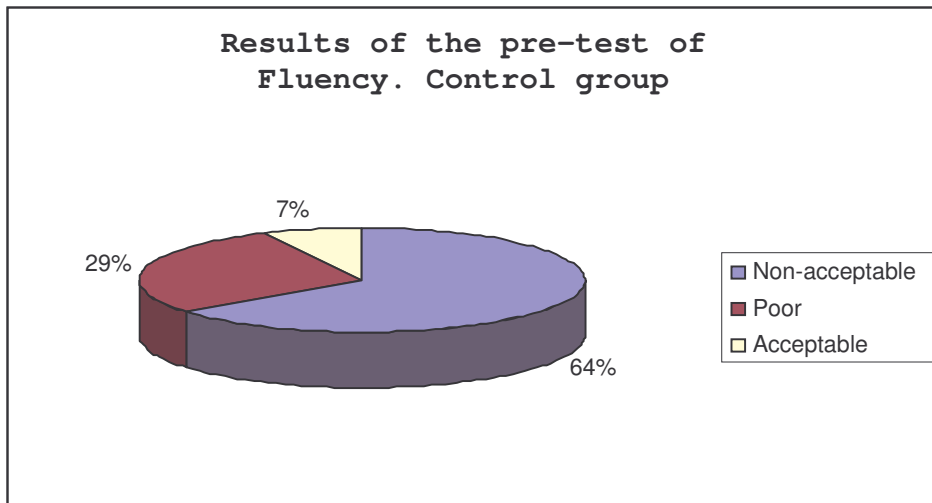
50%   50%

- ■ Non-acceptable
- ■ Poor
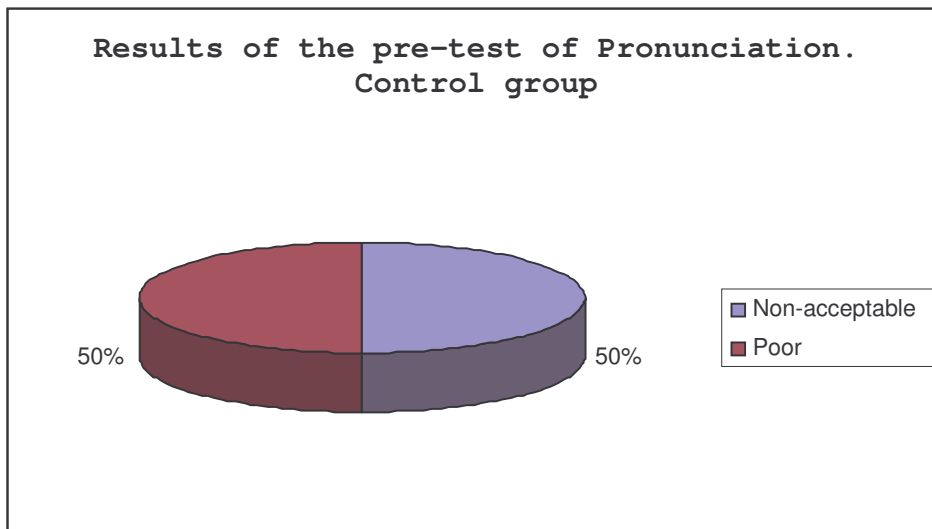
Figures 7, 8 and 9 present the percentages of students according with the aspects evaluated. The grammar and vocabulary ratings are represented for 86% in a non-acceptable level and 14% in a poor level. The fluency category gives to know a non-acceptable criterion of 64%, a

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poor criterion of 29%, and an acceptable criterion of 7%. The pronunciation shows 50% that corresponds to acceptable level and 50% to poor level. These results reveal that students have not acquired enough knowledge in the three tested aspects yet.

Below, table 4 represents the results of the post-test applied in the control group.

Table 4. *Results of the post – test. Control Group*

CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION				
	EVALUATION CRITERIA														
STUDENTS	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1		X					X					X			
2		X					X					X			
3		X					X				X				
4		X						X			X				
5		X					X						X		
6			X				X				X				
7		X					X					X			
8		X					X					X			
9		X				X						X			
10		X					X					X			
11	X						X					X			
12	X							X				X			
13	X						X					X			
14		X					X				X				
TOTAL SCORE	3	10	1			1	10	3			4	9	1		
TOTAL AVERAGE SCORE	21 %	72 %	7 %	--	--	7 %	72 %	21 %			29 %	64 %	7 %		

EVALUATION CRITERIA
1=Non – acceptable   2=Poor   3=Acceptable   4=Good   5=Excellent

Table 4 represents the number of students, the evaluations and the percentages obtained in the three aspects evaluated. As it can be observed in the table 4 students obtained in grammar and vocabulary 21% in non-acceptable criterion, 72% in poor criterion, and 7% in acceptable. With respect to fluency students obtained the criteria, non-acceptable 7%, poor 72%, and acceptable 21%. In pronunciation students got 29% in non-acceptable, 64% in poor, and 7% in acceptable criterion. The results with respect to grammar and vocabulary, fluency, and pronunciation have increased.

Next, there are some graphs which present the corresponding percentages to the results compiled in table 4 related to each of the aspects evaluated in the post-test. Figure 10.
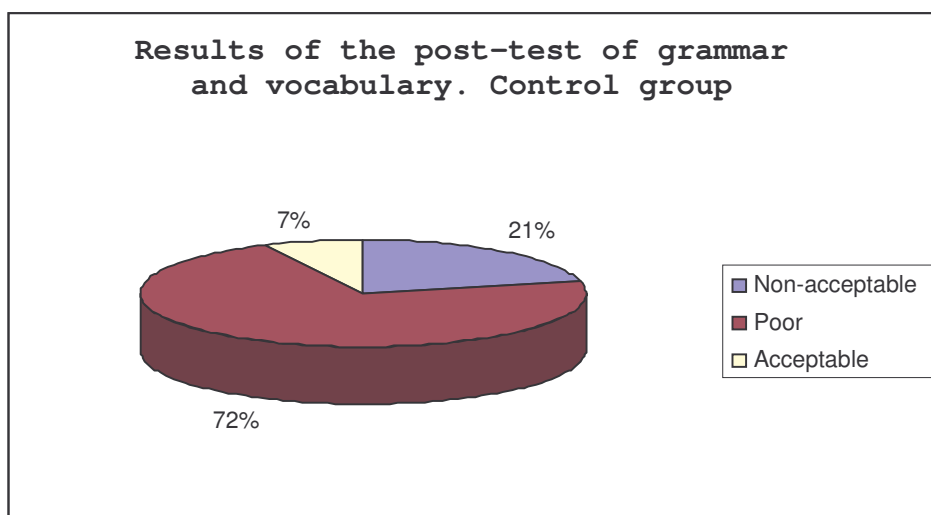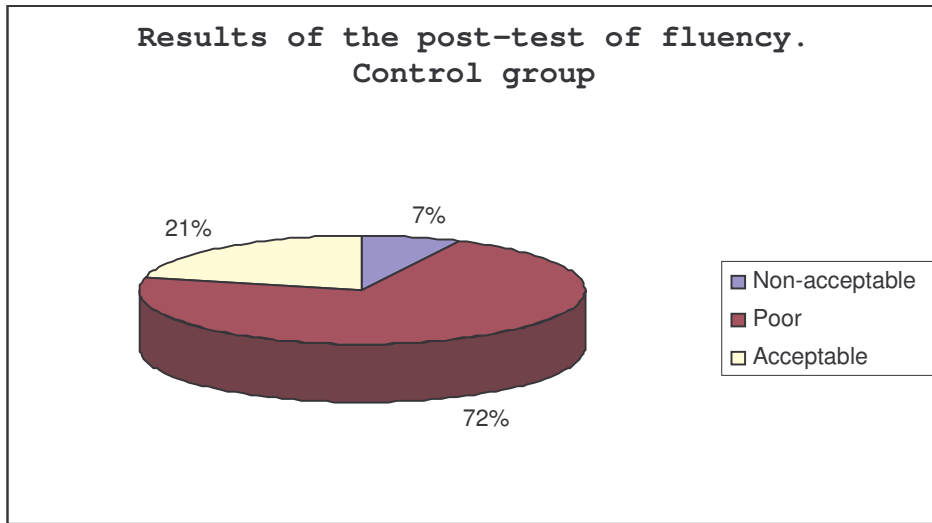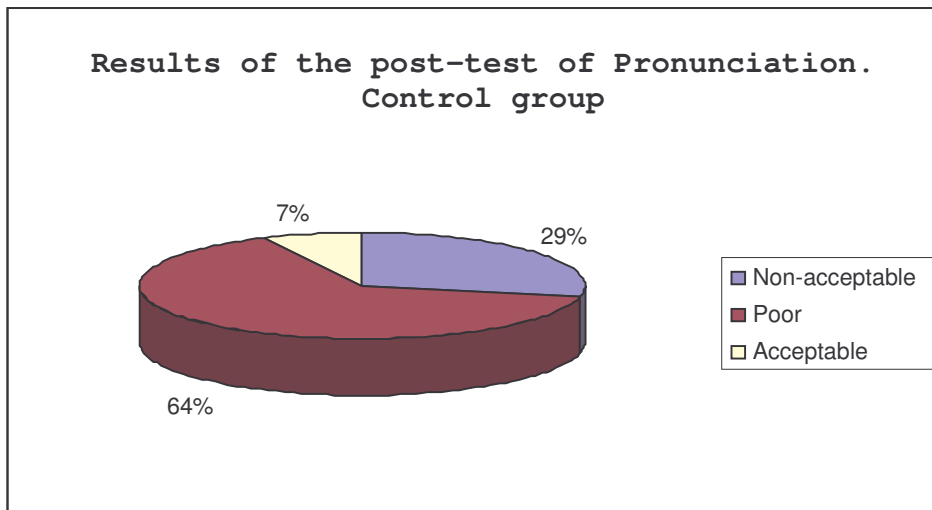

Results of the post-test of grammar and vocabulary. Control group

7%   21%

72%

- Non-acceptable
- Poor
- Acceptable

Figure 11.

**Results of the post-test of fluency.
Control group**

21%   7%

Non-acceptable
Poor
Acceptable

72%

Figure 12.

**Results of the post-test of Pronunciation.
Control group**

7%

29%

Non-acceptable
Poor
Acceptable

64%

Figures 10, 11 and 12 show the percentages of students according to their valuations concerning the three aspects evaluated. Grammar and vocabulary are represented for the percentages 21%, 72%, and 7% that correspond to non-acceptable, poor, and acceptable criteria respectively.

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Fluency is represented for 7% in non-acceptable criterion, 72% in poor, and 21% in acceptable. Pronunciation is represented with 29% that corresponds to non-acceptable, 64% corresponding to poor and 7% to acceptable criterion.

Next, figure 13 reveals the percentages which attempt to give a general idea about the results of the pre-test and the post-test of the experimental group, and also a comparison between them.

Figure 13.

Comparison between the general outcome of the pre-test and the post-test. Experimental group
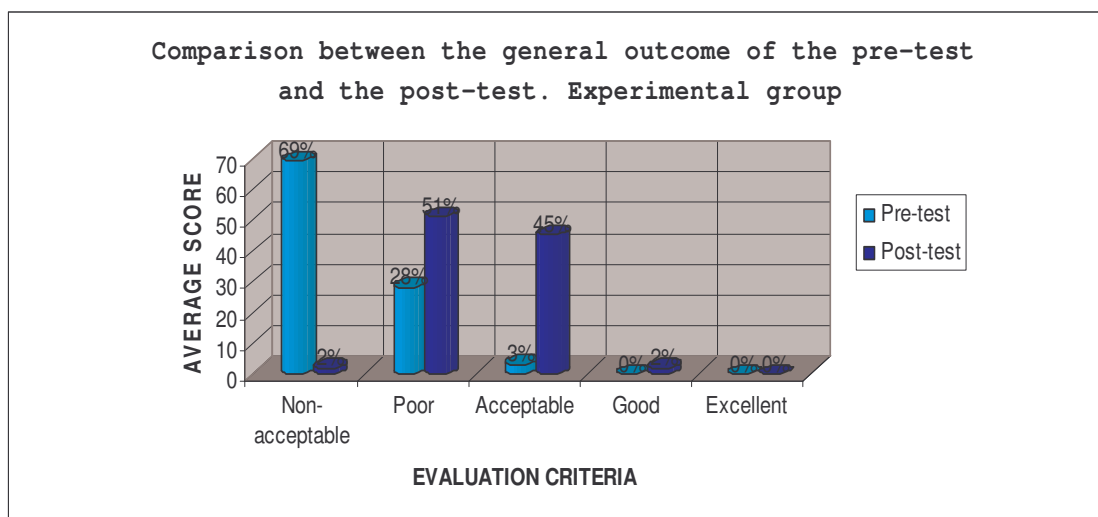
Graph 13 presented above shows the general results obtained from the pre-test and the post-test applied to the students of the experimental group. The figure describes the three aspects evaluated in the tests (grammar and vocabulary, Fluency, and Pronunciation) which are described in a general way with the corresponding qualitative valuations.

In this figure, it can be seen that there is a difference between the results obtained in the pre-test and the results obtained of the post-test. In the pre-test, most of the students obtained 69% in non-acceptable results, while that in the post-test 2%. Also, in the pre-test in the poor criterion, students got 28% and in the post-test 51%. Another aspect to be compared is that students obtained 3% in the acceptable criterion corresponding to the pre-test and there was an increase to 45% in the same aspect when they took the post-test. In the good criterion for the pre-test the students got the 0% but in the post-test they increased to the 2%. There was not any increase to the excellent criterion as in the pre-test as in the post-test.

Next figure, shows the percentages which give a general idea about the outcomes of the pre-test and post-test of the control group.

Figure 14.
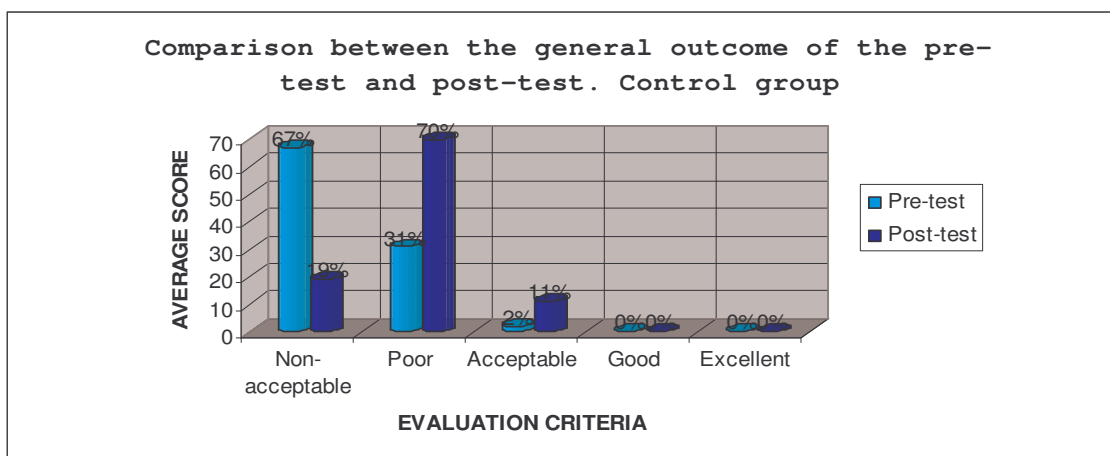
Graph presented above (figure 14) reveals the percentages obtained in the pre-test and post-test that was applied in the control group. In the pre-test students got 67% in the non-acceptable criterion and in the post-test 19% in the same category. In the poor criterion they obtained 31% in the pre-test and 70% in the post-test. In the acceptable criterion they got 2% in the pre-test and 11% in the post-test. In the good and excellent criteria students did not obtain any percentage as in the pre-test as in the post-test.

Next figure shows the percentages which give a general idea about the outcomes of the pre-test of the experimental and control groups.
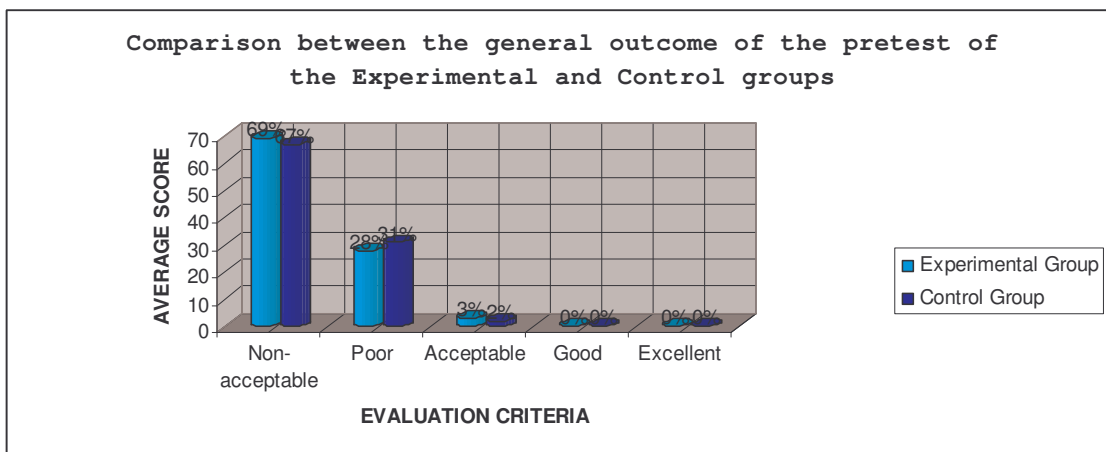
Figure 15.

Figure 15 presents a comparison between the percentages obtained by students in the pre-test as in the experimental as in the control group. So the experimental group in the

non-acceptable criterion obtained 69% and the control one obtained 67%. In the poor criterion the experimental group got 28% and the control one 31%. Regarding acceptable criterion the experimental group obtained 3% and the control one 2%. With respect to the good and excellent criteria there were not percentages because students' answers did not get these ranks.

Next figure shows the percentages which give a general idea about the outcomes of the post-test of the experimental and control groups.

Figure 16.

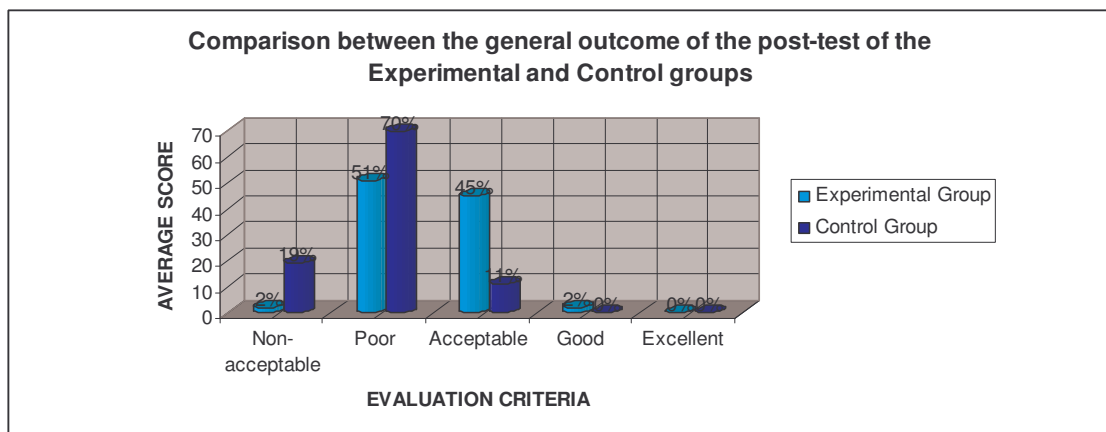**Comparison between the general outcome of the post-test of the Experimental and Control groups**

Figure 16 shows the outcomes of the post-test of the experimental and control groups. Here it can be observed that in the non-acceptable rank the students of the experimental group obtained 2% and the students of the control group 19%. In the poor criterion the experimental group got 51% and the control group 70%. In the acceptable

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criterion the learners of the experimental group got 45% and the control one got 11%. For the good rank the experimental group obtained 2% while the control group 0%. There is an equality of percentages in both groups in the excellent criterion which corresponds to 0%.

After the corresponding explanations of every figure that presents the results obtained in the pre-test and the post-test applied to the experimental and control groups, it was deduced that in the application of the pre-test to both groups there was not a significant difference because most of students were almost in the same oral production level which was positive for the research study to prove the effectiveness of the treatment applied which was based on the use of authentic material combined with meaningful oral activities. Furthermore, the researchers could realize that in the post-test which students of experimental and control groups were submitted there was a difference in every evaluation criteria since there was an increase in the results obtained. This improvement is more visible in the experimental group which let us to say that some students reacted satisfactory after some instruction based on the development of the oral production of English by means of activities that made the students put into practice what they have learned in class, that is, using the language for

real communicative purposes and also they can realize that the main goal of attending to English classes is to feel motivated to express ideas in a different language to Spanish, in this case English language.

The authentic material played an important role in the improvement that the experimental group acquired because it acted as a motivating factor to help students to enhance their oral production level and to acquire enough knowledge of the L2 to carry out real communicative interaction according to their age and level.

Discussion

To start the discussion of the obtained results it is important to take into account the objectives proposed in this research study which aimed to motivate the students' oral production. Thus, to accomplish with those objectives it was used determined authentic material such as authentic video, magazines and newspaper clippings, comic strips, songs which were supported with additional activities that enhanced the speaking skill.

Authentic video. The use of authentic video was a useful, fun way to give students something exciting and a little less academic than their regular classes. The authentic video was a good resource to stimulate students to speak since they created their own utterances taking

into account some of the expressions listened in the videos they watched, that is, the video provided vocabulary and grammar, fluency and adequate pronunciation to talk. Although, at the beginning of this investigative work students did not obtain good results, the improvement was possible in the lapse of the classes and it was noted in the results of the post-test of the experimental group.

In this investigative work were used infantile videos such as The Simpsons, Tom and Jerry, The fairly odd parents among others which motivate students to participate in an oral way.

These videos were attractive to the learners because they expressed that these cartoons were their preferred.

Magazines and newspapers clippings. They bring the real world into classrooms and provide materials which help entice students to talk. They were a good tool to replace the textbook that students followed daily in their classes because this kind of material let them to participate consciously in an oral way and not only repeating dialogues.

However, In spite of the fact magazines and newspapers provide students with good resources to motivate to talk, in this investigative work the researchers could realize that the magazine clippings had more reception than the

newspaper clippings because students argued that the first ones were more colorful and they had more images than the second ones to which they found boring due to newspapers contain too long written text and nothing interesting to talk about.

These comments towards the newspaper clippings did that the researchers left of using them in the treatment and focused only in the magazines.

From the magazines were taken some pictures according to the syllabus that students should follow but focusing the class on oral activities for that they woken their interest to speak in English.

Comic strips. They have a widespread appeal to all age groups and levels of society because they reflect authentic language and culture, for example, social commentary, human idiosyncrasies, stereotypes, and life conflicts (Conrad, 1993; Elkins & Bruggemann, 1971, as quoted by Davis Randall, 1990,from http://www.esl-lab.com/research/comics.htm). This statement could be proven because students demonstrated their interest when comic strips were showed to them and they felt excited with the use of this type of material since the comics handle simple vocabulary which is supported of pictures that describe funny situations that help to infer what is written letting to students create

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their own conversations. Why could researchers realize that students were motivated with the comic strips? Because during the session classes in which this resource was used they started to participate more actively in the activities planned and it helped them to learn many things in English, for example, oral practices in which students should describe characters using adjectives (e.g., Garfield is a lazy cat); to introduce culture-specific onomatopoeia words that imitate what they represent (e.g., Drip, drip for the sound of falling rain, Bang representing the sound of something crashing, etc.) and create short dialogues putting into practice the vocabulary and expressions learned.

Songs. Larry M. Lynch (1999) argues that "songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for students. They can provide valuable speaking, listening and language practice in and out of the classroom".

Songs can be selected to suit the needs and interests of students, but it is important to clarify that this selection should be made by taking into account the learners' age and level.

Songs represented an excellent material since the students through them obtained a better level in speaking

skill which can be observed in the post-test of the experimental group. Through songs students improved their pronunciation, practiced some simple expressions (e.g., my favorite singer is/my favorite song is/I like/I don't like) and they had the opportunity of talking about their favorite singers giving their opinions about the kind of music they used to listen to.

Songs were a great tool in this research paper because they provided suitable themes, the vocabulary was not at all difficult, and students enjoyed while they learned.

The authentic material explained before was used for the development of some session classes that were focused on the enhancement of the low oral production level that students presented in the pre-test and thus try to demonstrate through a post-test if the effects of using authentic material into a class were positive.

The post-test revealed that there was an increase in the oral production level of the experimental group in comparison with the results of the pre-test as it can be seen in the figure 13. These results let us to state that Authentic Material applied was successful and therefore the objectives of this research paper were accomplished.

Furthermore, in the results obtained in the comparison of the post-test applied as to the experimental as the

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control groups it can be inferred that the use of authentic

material in the experimental group was the main factor to

students increase their level in the three categories

evaluated (grammar and vocabulary, fluency, and

pronunciation) and they obtained better results than the

control group.

In this investigative work the researchers tried to

demonstrate that the use of authentic material has positive

effects on the language learning process of L2, and that

supporting oral activities with this type of tools help to

motivate learners to use what they have learned during the

session classes they have attended. Thus, the attempt of

motivating students' oral production level through the use

of authentic material was accomplished with successful.

This success in the final results let us to affirm that

the authentic material is a good tool to motivate students

to learn as language as culture. In spite of the fact that

this type of resources are a little difficult in the

language they manage because they were made by English

native speakers, and the language of these texts is special,

it has idioms and expressions which identify to a determined

region, it can be stated that in the development of this

research paper there was none obstacle because the main goal

was to motivate students to express their ideas without

taking into account the form (grammar) but the content of their expressions, that is, meaning, and the communicative purposes. However, the grammar cannot be forgotten because it is important that students take into account it.

Moreover, Authentic Material inculcated, in a certain way, into the students some bases of speaking skill in real contexts so that they familiarize and improve it by working on it frequently in the future. So the exposition to real language will be more common and easier to be understood by the students.

Authentic texts are a good source of natural linguistic input and are useful in promoting cultural awareness and developing fluency. Although authentic materials are often considered too difficult in the highest level yet, they can be used with lower level students if the difficulty of the tasks is adjusted to the learners' level.

Limitations

The main purpose of this research study was improving the students' oral production but as in any kind of research there were some aspects which affected it, in a certain way, the development of the present study. For instance, it was not expected that some students did not have any knowledge about the target language.

The different ages of students affected the final results because some of them had more experience in the English language than the other ones.

Another limitation was that students came from different elementary schools and from different scholar years. This is considered as a limitation because in every school the teaching of English differs from one to another because of the number of hours, methodology, number of students, teachers, etc.

CHAPTER V. PEDAGOGICAL RECOMMENDATIONS

Recommendations

According to the results obtained in the present research study, there are some useful recommendations that must be taken into account:

For pedagogical purposes

It is recommended to value at every moment the students´ progress to keep their motivation high so that they learn because they want it, and not just because they have to past the examination. Besides, they will feel that the efforts they are doing are worthwhile.

Teachers should not see Authentic Material as a difficult resource to get because they can be easily found on internet and then carried into a class.

It would be important that teachers continue by using the authentic material in the class sessions because this is a great resource which lets students to be in contact with the real language.

Teachers should consider the authentic material as a good tool to maintain students motivated towards the learning of a Second Language.

A way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. So, students overcome their fears to speak in

English. Do not worry if you are not completely fluent or do not have that native accent perfect, as Swain (1985) claimed "We learn to speak by speaking". The more you practice the more you will improve your own oral skills as well as help your students improve theirs.

For further research

It would be useful for further related research that the researchers always bear in mind the students' previous knowledge to start a research study from concrete facts.

It would be interesting that the procedure, the techniques, and the materials continue being applied to the students so that they can be constantly speaking and avoiding to lose the habit to speak in the target language.

Another problem that can be taken into account is the reason why the most of teachers focus on reading and writing skills rather than on listening and speaking skills.

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