

UNIVERSIDAD  
BOLIVARIANA  
DEL ECUADOR



**UNIVERSIDAD BOLIVARIANA DE ECUADOR**

**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

**TRABAJO DE TITULACIÓN**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

**TEMA**

The Influence of Authentic Materials to Improve Speaking Skills in A2 Students

**Autor/es:**

Calderón Cueva Jessica Alexandra

Cuenca Cuenca Juan Vinicio

**Tutor/a:**

MSc. Diana Egas

**ECUADOR**

2025



La Universidad para todos



## **Dedication**

I want to start by saying thank you to God, who helped me through this whole process. My kids, Valentina and Leonardo, are my biggest inspiration - I love them so much! I also want to thank my mom, María Cueva, for always being there for me and making sacrifices so I could be the person I am today. My sister Alisson was always cheering me on and believing in me, which meant a lot. And finally, I'm really grateful to my thesis partner, Juan Cuenca, for being an amazing teammate, and to our tutor, MSc. Diana Egas, for her guidance and wisdom - they both helped me finish this project.

Jessica Alexandra Calderón Cueva

This research project is dedicated first of all to God, for allowing me, through His guidance and blessing, to contribute to this master's research project in the pedagogical field of my profession, offering highly relevant information on the use of effective methodologies to improve the English learning processes of my students.

However, I also dedicate it in a very special manner to my family, my research partner Jessica Calderon, and my master's degree tutor Diana Egas, whom have been invaluable in enabling me to accomplish this educational research proposal.

Juan Vinicio Cuenca Cuenca



La Universidad para todos

## **Acknowledgment**

I want to say thank you to my mom, Maria Cueva, from the bottom of my heart. She's an amazing person who has always been there for me. Her love and support mean everything to me, and I don't know what I would do without her. When I was studying, she took care of my youngest son, which allowed me to focus on my work. There were times when I felt really tired and wanted to give up, but she was always there to remind me to stay strong. Whenever I doubted myself, she would tell me that I could do it, and that gave me the courage to keep going. I don't think I could have done it without her. This achievement isn't just mine, it's also hers, because she made sacrifices and was patient with me every step of the way. She showed me what it means to love without limits, and I'm so grateful to have her in my life.

Jessica Alexandra Calderón Cueva

First, I would like to express my gratitude to God, because without his help and guidance, this research work wouldn't have been possible, and I extend my sincere thanks to my family for their constant support in helping me achieve my goals in life. My sincere thanks go to my research partner; through shared sacrifices and efforts, we have developed and enriched our knowledge within our profession. A very special mention and deep gratitude to my tutor's thesis supervisor for her guidance and advice on how to best approach the research topic. Her help has been invaluable in carrying out this research.

Juan Vinicio Cuenca Cuenca



La Universidad para todos

## Resumen

Esta tesis investiga el impacto del uso de materiales auténticos en las habilidades orales de los estudiantes de nivel A2 en la Unidad Educativa "República de Rumania". El estudio aborda las limitadas mejoras en la competencia oral observadas en un contexto educativo tradicional, donde los métodos convencionales a menudo no logran captar la atención de los estudiantes de manera efectiva. El objetivo principal es evaluar si la integración de materiales auténticos, tanto impresos como digitales, puede mejorar la fluidez y la precisión en el habla del idioma inglés.

Se empleó un enfoque metodológico mixto. Los datos cuantitativos se recopilaban mediante pruebas diagnósticas previas y posteriores para medir el progreso en la competencia oral, mientras que los datos cualitativos se obtuvieron a través de entrevistas y observaciones de clase, con el fin de conocer las percepciones y experiencias de los estudiantes respecto al uso de materiales auténticos.

Los resultados indican que los materiales auténticos mejoran significativamente las habilidades orales de los estudiantes al proporcionar contextos reales, relevantes y motivadores para el uso del idioma. Estos recursos fomentan una mayor participación, motivación y confianza al comunicarse en inglés.

El estudio propone la incorporación estructurada de materiales auténticos en el currículo de inglés como estrategia para fortalecer la competencia comunicativa. Los hallazgos subrayan la necesidad de metodologías de enseñanza innovadoras y contextualizadas que respondan a las realidades sociales de los estudiantes y favorezcan un aprendizaje significativo en un mundo globalizado.

**Palabras clave:** Materiales auténticos, destrezas orales, nivel A2, enseñanza de idiomas, fluidez, métodos mixtos, motivación del estudiante, competencia comunicativa.



## Abstract

This thesis researches the impact of Authentic Materials on the Speaking Skills of A2 level students at Unidad Educativa ‘Republica de Rumania’. The study addressed the limited progress in students’ oral proficiency within a traditional instructional context, where conventional methods often fail to engage learners effectively. The primary objective is to evaluate whether the integration of authentic materials, both print and digital, can improve students' fluency and accuracy in spoken English.

This study was supported by a mixed methods approach. The quantitative data were collected through pre- and post-tests to assess improvements in oral proficiency, while qualitative data were obtained through interviews and classroom observations to explore students' perceptions and experiences with materials.

Findings indicate that authentic materials significantly improve students' speaking abilities by providing real, relevant and engaging contexts for language use. These materials foster greater learner engagement, motivation, and confidence in speaking English.

This study advocates for the structured incorporation of authentic materials into the English language curriculum as a mean to support communicative competence. The results highlight the importance of innovative, context sensitive teaching practices that reflect students' social realities and support meaningful language development in a globalized world.

**Keywords:** Authentic materials, speaking skills, A2 level, language instruction, fluency, mixed-methods, student motivation, communicative competence.



## Table of Contents

Calificación del Tribunal Examinador .....	ii
Dedication .....	vii
Acknowledgements .....	viii
Resumen .....	ix
Abstract .....	x
Table of Contents .....	xi
Index of Tables .....	xiv
Index of Figures .....	xv
Introduction .....	15
<b>Chapter One Theoretical Framework.....</b>	<b>25</b>
<b>1.1 Analysis of Main Bibliographic Source.....</b>	<b>26</b>
<b>1.2 Authentic Materials and Language Learning.....</b>	<b>28</b>
<b>1.3 Problem Statement and Variables.....</b>	<b>29</b>
<b>1.4. Variables.....</b>	<b>30</b>
<b>1.5 Solutions and Contributions from Other Authors.....</b>	<b>31</b>
<b>1.6 Researcher's Position and Critical Analysis.....</b>	<b>40</b>
<b>1.7 Critical Analysis of Existing Conceptions.....</b>	<b>40</b>
<b>1.8 New Definitions and Interpretations.....</b>	<b>40</b>
<b>1.9 Final Reflection.....</b>	<b>41</b>
<b>Chapter Two Methodology and initial diagnosis .....</b>	<b>43</b>
<b>2.1 Research Paradigm .....</b>	<b>44</b>
<b>2.2 Delimitation of population, sample, and sampling.....</b>	<b>46</b>



<b>2.3 Research context.....</b>	<b>47</b>
<b>2.4 Research stages.....</b>	<b>47</b>
<b>2.5 Methodological Strategy.....</b>	<b>48</b>
<b>2.6 Description of the diagnostic process.....</b>	<b>49</b>
<b>2.7 Description of the instrument for the diagnostic.....</b>	<b>50</b>
<b>2.8 Results of the diagnostic process.....</b>	<b>51</b>
<b>2.9 Target needs.....</b>	<b>51</b>
<b>2.10 Learning needs.....</b>	<b>52</b>
<b>2.11 Justification of the proposal based on the diagnosis.....</b>	<b>52</b>
<b>2.12 Ethical Considerations in Research Methodology.....</b>	<b>53</b>
<b>Chapter Three Presentation and Validation of the Proposal.....</b>	<b>57</b>
<b>3.1 Theoretical Foundation .....</b>	<b>57</b>
<b>3.2 Characteristics of the Proposal.....</b>	<b>58</b>
<b>3.3 Objectives of the Proposal.....</b>	<b>59</b>
<b>3.4 Structure and dynamics of the proposal components.....</b>	<b>59</b>
<b>3.5. Description of methodological and technological requirements.....</b>	<b>60</b>
<b>3.6. Analysis and discussion of the results obtained from the implementation of the proposal .....</b>	<b>62</b>
<b>3.7. Students Questionnaire results.....</b>	<b>64</b>
<b>3.8 Teachers Questionnaire results.....</b>	<b>67</b>
<b>3.9. Results Obtained: Analysis of the Research Questions .....</b>	<b>69</b>
<b>Conclusions .....</b>	<b>72</b>
<b>Recommendations .....</b>	<b>74</b>



References ..... 1

APPENDICES..... 4



La Universidad para todos



## Index of Tables

Table 1 .....	51
Table 2 .....	62
Table 3 .....	65
Table 4 .....	68
Table 5 ,6.....	Index



La Universidad para todos



## Introduction

A key focus in the field of language teaching is the application of various methods. One methodology that has gained considerable attention in recent years is the use of authentic materials. Authentic materials are created for purposes other than language instruction and are used in their original form (Nunan, 1999). This thesis seeks to investigate the role of authentic materials and their effectiveness in improving inadequate language learning outcomes. Specifically, this study investigates the impact of authentic materials on the speaking skills of A2 level students at Unidad Educativa “República de Rumania,” with a particular focus on whether these materials can improve the learners’ fluency, accuracy, and other aspects of their communicative competence.

The research questions guiding this study are:

How do authentic materials affect the speaking fluency of A2 level students?

What impact do authentic materials have on the accuracy of A2 level students' spoken language?

How do students perceive the use of authentic materials in their language learning?

Using real-life things like newspapers, videos, and conversations can really help students who are just starting to learn a language. These kinds of materials let students see how people really talk and communicate, which makes it easier for them to practice speaking in a more natural way. This is especially good for students who are trying to improve their speaking skills, because it helps them get better at talking and feeling more confident when they speak. Lots of researchers, like Morrow and Hedge, have found that using real-life materials can make a big difference in how well students can speak and understand a language.



Using real-life materials in the classroom can really motivate students and get them engaged. This is important for improving their speaking skills. When students work with materials that are meant for native speakers, they start to sound more natural when they speak. They also get better at listening and speaking. For example, they learn how to understand different accents and how to express themselves clearly. This helps them to communicate more effectively. By using authentic materials, students can develop the skills they need to succeed in real-life conversations.

When teaching beginners, like A2 students, it's worth noting that using really complex real-life materials can be too much for them if they're not simplified first. This is what some studies, such as those from Guinness Press and Revistas UN, have found. So, it's a good idea to use these materials in a balanced way in language classes. This can really help A2 learners improve their language skills and be able to communicate more effectively in everyday situations. By doing this, teachers can make sure their students get the most out of these resources and don't feel overwhelmed.

This research will look at how using real-life materials affects the speaking skills of students at a certain level at Unidad Educativa “República de Rumania”. To do this, we'll use a mix of methods to collect data. We'll give students tests before and after to see if they've gotten better at speaking clearly and correctly. We'll also talk to students and watch them in class to get a better sense of what they think about using these real-life materials. When choosing these materials, we'll think about what's relevant to the students' lives and if it's suitable for their level. We'll pick students for this study in a way that makes sure we have a good mix of students at this level. We'll give them tests before and after to see if they've improved, and we'll also talk to them and observe them in class to see how well they can communicate and what they think about using these materials. By doing this, we hope to get a better understanding of how using real-life materials can help students



improve their speaking skills. We want to know if it makes a difference when students use materials that are interesting and relevant to their lives. We also want to see if this approach can help students become more confident and fluent in their speaking. Our goal is to find out if using authentic materials is an effective way to teach speaking skills to students at this level. We'll make sure to choose materials that are engaging and suitable for our students. We'll also make sure to observe and talk to them in a way that helps us understand their thoughts and feelings about this approach. By combining these different methods, we hope to get a complete picture of how using real-life materials affects our students' speaking skills. This will help us to improve our teaching methods and provide our students with the best possible education.

### **Justification of the problem**

Teaching English is a lot easier when you have the right resources and materials. They really help students learn the basics and get a good grasp of the language. Luckily, technology has made a big difference in this area. Now, students can learn English in a more interactive way, using videos, audio, and other visual tools. This helps them understand and communicate better. It's amazing how much of a difference these resources can make in the learning process. Students can see and hear the language in action, which makes it more engaging and fun to learn. As a result, they can develop their language skills more quickly and effectively. Whether it's watching a video, listening to a podcast, or playing a language game, technology has opened up a whole new world of possibilities for English language learners.

Today, English teachers have a wide range of resources at their disposal, including textbooks and online tools, all of which can enhance their lessons. Many teachers of English as a second language also use real-life English materials in their classes to give students a taste of how the language is actually used in everyday life. This kind of material can be anything that was written



in English but not specifically for teaching English. By using these real-life materials, teachers can make their classes more interesting, creative, and motivating for their students. It's also a great way to get genuine reactions from students learning English. For instance, using news articles, videos, or social media posts can help students see how English is used in context, making it more relatable and engaging. This approach can also encourage students to think critically and respond naturally, rather than just repeating textbook phrases. By incorporating authentic materials into their lessons, teachers can create a more immersive and effective learning experience for their students.

High school students often struggle with speaking English fluently, using basic vocabulary, and feeling confident in their learning environment. This happens because they don't get to use real-life materials that relate to their everyday lives. To fix this, students need materials that are useful and relevant to their world, both in and out of the classroom. These materials should reflect the things they see and experience in their daily lives, making learning more meaningful and interesting. By using authentic materials, students can improve their English skills and feel more comfortable using the language. This, in turn, can help them become more confident learners and better equipped to succeed in their studies.

Talking is a key part of learning a new language. It helps you have basic conversations, interact with people in everyday situations, and share your thoughts and opinions. The Common European Framework Reference, or CEFR for short, says that being able to speak well is essential for learners at all levels. This means that whether you're just starting out or are more advanced, speaking is a crucial skill to focus on. By practicing your speaking skills, you can improve your ability to communicate effectively in real-life situations, which is a major goal of language learning.



Textbooks can be really out of touch with reality. Sometimes they leave out important cultural details, and the activities they include can be a total snooze-fest for students. Plus, they're not great at measuring how well students can actually use language, because they stick to a rigid routine and just repeat the same things over and over. This can lead to some pretty dull and unengaging activities that don't really challenge students to think critically or understand what they're learning (Santos, 2020).

When students work with real-life materials, they get to learn new words and phrases in a way that makes sense to them. This helps them understand how to use language in a more natural way. By working with different types of authentic material, students are provided with the opportunity to learn vocabulary and idiomatic expressions in a relevant and meaningful context.

### **Problem statement**

The use of authentic materials such as conversations, magazines, videos, podcasts, digital articles serve as the independent variable in this study.

The improvement in students' speaking abilities, often measured through tests or speaking tasks, is the dependent variable.

The problem under investigation is the learning of English by secondary school students at A2 level, who require materials more suited to their language needs. The materials should be contextually relevant to their social reality and capable of helping them achieve fluency in speaking in English.

### **Guidelines of Process**

**General Research line:** This research falls within the areas of Pedagogy, Didactics and Management of Education.



La Universidad para todos

**Specific Research line:** Inclusive teaching and learning Methodologies.

### **Object of Research**

The focus of this research is to develop elementary verbal fluency skills in A2 level learners, specifically examining how it changes or improves as a result of the use of authentic materials. These materials, which are real-world resources not specifically designed for language learners, contrast with traditional textbooks or language exercises.

Guariento, W., & Morley, J. (2001) emphasize the use of authentic materials in classrooms for their benefits, particularly in motivating students by providing real-world context and exposure to language as it is naturally used.

Gilmore, A. (2007) supports this idea, noting that students exposed to genuine language input tend to perform better in speaking tasks. His research highlights the positive correlation between regular exposure to real-world materials and enhanced speaking fluency in intermediate levels.

### **General Aim:**

- To analyze the influence of authentic materials on the improvement of speaking skills in A2-level students and understand how the use of real-life language resources impacts the fluency, accuracy, and confidence of students in spoken communication.

### **Formulation problem**

How could the use of authentic materials improve speaking skills in A2 level students?

### **Guiding Questions**

- Does the use of authentic materials lead to a significant improvement in speaking skills?
- How do students perceive the impact of authentic materials on their fluency, accuracy, and confidence in speaking English?



## **Description of the variables of the study**

### **Independent Variable**

This variable refers to the kind of instructional materials employed during the teaching process. It includes two categories:

**Authentic Materials:** These are materials created by native speakers for real-life communication and not specifically designed for language teaching. Examples include newspapers, magazines, radio broadcasts, videos, and real-life dialogues.

**Traditional Materials:** These are conventional educational resources specifically designed for language teaching. Examples include textbooks, language learning apps, and classroom worksheets.

### **Dependent Variable**

These variable measures the enhancement of students' speaking abilities as a result of the instructional materials used. It includes various aspects of speaking proficiency, such as:

**Fluency:** The ability to speak smoothly and with minimal hesitation.

**Accuracy:** The correctness of grammar, vocabulary, and pronunciation.

**Pronunciation:** The clarity and correctness of the spoken words.

**Conversational Skills:** The ability to engage in dialogues, use appropriate expressions, and respond effectively in conversations.

### **Control Variables**

### **Teaching Methods**

This variable controls the consistency in the teaching approach used across both groups to ensure that any observed differences in speaking skills are attributable to the type of materials used



rather than variations in teaching methodology.

### **Classroom Environment**

This variable ensures that the physical and social environment of the classroom remains constant for both groups, minimizing external influences on the students' learning experiences.

### **Learner Motivation**

This variable controls for the initial motivation levels of the students. It is crucial to account for differences in student motivation, as highly motivated students might show greater improvement regardless of the materials used.

### **Intervening Variables**

#### **Teacher's Proficiency and Experience**

The teacher's ability to effectively utilize authentic or traditional materials can influence the outcomes. This variable acknowledges the role of the teacher's proficiency and experience in the study.

### **Confounding Variables**

#### **Student's Prior Knowledge**

The existing level of students' speaking skills before the intervention. This variable must be controlled to ensure that the improvements measured are due to the materials used and not the students' prior knowledge.

### **Socio-Cultural Context**

The cultural background and exposure of students to the English language outside the classroom. This variable could influence their speaking skills and needs to be considered.

Our goal is to figure out what kinds of real-life materials work best for helping students improve their speaking skills when they're at the A2 level. We want to know which materials are



the most effective for this.

To explain the role of authentic materials in the improvement of the student's speaking fluency.

To investigate how authentic materials influence on student's confidence and speaking skills.

### **Description of research approaches and Methodologies**

The research design of the following thesis combines a mixed methods approach to ensure both improvements in speaking and qualitative insights into students as perceptions and experiences. The following methods are proposed for this research:

Task-based language teaching is a great way to get students engaged in real-life conversations. It uses everyday tasks or simulations to help students practice their language skills in a meaningful way. This approach also incorporates authentic materials, like videos, news articles, and brochures, into speaking tasks such as role-plays, interviews, or presentations. By doing so, students can learn to communicate effectively in different contexts. For example, they might work on a project that involves creating a brochure or giving a presentation, which helps them develop their language skills in a more realistic way. This method is all about designing tasks that help students use authentic materials to communicate effectively, making language learning more fun and relevant to their lives.

Communicative Language Teaching is a method that helps students improve their ability to communicate effectively in real-life situations. It does this by getting students to work together in pairs or groups on tasks like conversations, role-playing, and solving problems. To make these activities more realistic, teachers use authentic materials such as newspaper articles, real conversations, and interviews. This approach focuses on helping students develop their communicative competence, which is essential for communicating successfully in everyday life.

By using real-life materials and situations, students can practice using language in a more



La Universidad para todos

natural way, which can help them become more confident and effective communicators.

The flipped classroom is a way of teaching that gets students involved with learning materials, like videos and podcasts, at home. Then, when they're in class, they can use that time to talk to each other and do interactive activities. This way, students can use what they've learned to do tasks and get feedback from real-life things like YouTube videos, podcasts, and news segments. It's a more hands-on way of learning, and it helps students learn by doing, rather than just listening. By using class time for discussions and activities, students can get a better understanding of the material and learn how to apply it in different situations.

**Flipped Classroom:** this approach engages students with learning materials (videos, podcasts, etc.) outside of class, using class time for interactive speaking activities. Students will apply their learning by completing tasks and receiving feedback through authentic materials such as YouTube videos, podcasts, and news segments.

### **Description of the beneficiaries and their main characteristics**

**Sample size:** Students to be considered are 30 to 40 at A2-level.

**Criteria for selection:** Through payroll or enrolment review of the level of education, a standardized aptitude test will be taken.

**Assignment of working groups:** Participants are divided into two groups

**Control group 1:** Using traditional materials (e.g. textbooks).

**Experimental group 2:** Receive authentic materials (e.g. podcasts, news articles, interviews).

### **Instruments**

Pre-Test and Post-Test: Receive pre- and post-intervention speaking tests for both groups.

Tests should assess fluency, accuracy, pronunciation and vocabulary use.

**Speaking rubrics:** Use of a standardized rubric for assessment, according to the CEFR.



La Universidad para todos

**Questionnaire/interviews:** Administer a survey or interview to collect qualitative data on learners' attitudes and motivation following exposure to authentic materials.

### **Data collection**

**Quantitative data collection:** Record and score both pre- and post-tests to analyze improvement in speaking skills.

**Qualitative data collection:** Collect data from interviews or open-ended questionnaires exploring learners' reactions to the use of authentic materials.

### **Type of Research**

This research is experimental in nature. It involves a comparative study between two groups of A2-level English students: one using authentic materials and the other using traditional teaching materials. The primary goal is to observe and measure the impact of authentic materials on the students' speaking skills.

### **Main Contributions**

**Empirical Evidence:** The study provides concrete data on the effectiveness of authentic materials in enhancing the speaking skills of A2 students.

**Student Motivation:** It highlights the positive influence of authentic materials on student motivation and engagement in learning English.

**Educational Innovation:** The research suggests a practical and effective alternative to traditional language teaching methods, emphasizing contextualized and relevant learning experiences.

### **Importance, Social Need, Novelty, and Scientific Relevance**

**Importance:** This research is crucial for advancing English teaching methodologies, particularly in light of the global importance of English proficiency.

**Social Need:** It addresses the need for more effective teaching strategies that can sustain student



interest and improve language proficiency, which are essential in today's interconnected world.

**Novelty and Scientific Relevance:** The study explores contemporary trends in language education, focusing on the benefits of using authentic materials for more meaningful language acquisition, aligning with recent educational theories and practices.

### **Brief Description of Chapter Contents**

**Introduction:** This chapter outlines the research problem, objectives, research questions, and justification for the study.

**Chapter 1:** Theoretical Framework: It reviews existing literature on the use of authentic materials in language teaching and establishes the theoretical basis for the research.

**Chapter 2:** Methodology: This chapter describes the experimental design, the population and sample, data collection instruments, and the research procedure.

**Chapter 3:** Presentation and validation of the proposal: It includes about analysis results.

**Conclusions:** This chapter interprets the results in relation to the research objectives, discusses the implications, and provides recommendations for future research.



## Chapter one

### Theoretical Framework

Reflecting more general changes in educational ideas, technical developments, and social demands, English as a foreign language (EFL) instruction has changed dramatically over the last century. English language teaching in the early decades of the 20th century was mostly informed by the grammar-translation approach. Emphasizing the methodical translation of texts from the target language into the learner's mother tongue and vice versa, this conventional technique While mostly ignoring the growth of spoken fluency and communicative competence (Richards and Rodgers, 2001), it emphasized the memorization of grammatical rules and vocabulary lists, hence valuing reading and writing abilities. Many times, therefore, students found themselves with theoretical knowledge of the language but found it challenging to actually use it in real-life spoken communications.

Alternative methodologies developed in the mid-20th century to overcome the constraints of the grammar-translation method started from rising criticism of it. One such method was the audio-lingual approach, which became well-known especially in post-World War II language training programs. Emphasizing the significance of listening and speaking abilities as fundamental elements of language acquisition, the audio-lingual technique has its roots in behavioral psychology and structural linguistics. It promoted automaticity in speech creation (Larsen-Freeman and Anderson, 2011) by means of pattern drills, repetition, and mimicry to instill appropriate language habits. This change was a major deviation from prior methods and set the stage for more conversational and interactive techniques to develop in next decades.

The development of language teaching techniques marked a major turning point in the 1970s with the advent of Communicative Language Teaching (CLT). This approach emerged as a



reaction to the shortcomings of earlier methods, including the grammar-translation and audio-lingual ones, which were frequently criticized for their lack of stress on meaningful interaction and practical language use. Emphasizing the need of equipping students to interact appropriately and efficiently in many situations, Communicative Language Teaching centered mostly on the functional and pragmatic components of language (Savignon, 2002).

CLT encouraged learning language as a tool for true communication rather than seeing it only as a collection of grammatical patterns to be memorized. According to this perspective, fluency, comprehension, and capacity to clearly express one's thoughts came before mechanical repetition or rote precision. Advocacy for authentic materials, that is, resources that reflect how language is naturally used outside the classroom, one of CLT's major new developments. Learners are exposed to natural linguistic input and cultural background through these materials, newspapers, audio recordings, movies, menus, advertisements, real-world dialogues. Including real texts and activities into the learning process helps pupils to be better ready to acquire communicative ability, which comprises not just grammatical understanding but also sociolinguistic, discourse, and strategic skills. The CLT strategy eventually steered the objectives of language education toward developing students able to confidently and effectively navigate actual communicative situations.

### **1.1 Analysis of Main Bibliographic Sources**

Originally created for native speakers and meant for practical communication purposes—rather than explicitly for pedagogical use in English as a Foreign Language (EFL) education—authentic materials, often known as resources initially made for native speakers, have recently come to be appreciated and valued in the field of English as a Foreign Language (EFL) instruction (Gilmore, 2007). Reflecting how language is actually used in social, professional, and cultural



situations, these resources include a wide range of sources like newspaper pieces, television shows, podcasts, menus, brochures, interviews, movies, social media postings, and daily talks. Unlike staged textbook conversations or scripted listening tasks, actual materials expose students to organic language characteristics including idiomatic expressions, local accents, informal grammatical structures, and discourse markers, hence immersing them in the complexity and richness of real-world interaction.

Especially in improving students' speaking skills, a growing body of evidence validates the educational value of original sources. Studies have shown that exposure to such materials helps students to interact more purposefully with the target language as they are pushed to digest and react to authentic linguistic input in communicative environments very near those encountered outside the classroom (Berardo, 2006). This process encourages a better grasp of how language functions in spontaneous exchanges by helping to bridge the gap between theoretical knowledge and real use. Moreover, since students typically find real-world material more pertinent, interesting, and culturally enriching than deliberately reduced or scripted instructional materials, authentic materials frequently motivate learning and curiosity.

Prominent academics in the field, including Nunan (1989) and Peacock (1997), have stressed that the employment of real materials exposes students to actual language input that aids in the development of both receptive and productive language abilities. Particularly, Nunan contends that spoken conversations and actual-world texts push pupils to go beyond basic knowledge in interpreting meaning, therefore motivating them to guess, predict, and negotiate meaning within context. Peacock likewise notes that such resources help to boost learner participation and confidence, both of which are crucial for developing fluency and accuracy in spoken communication. Incorporating genuine listening and speaking exercises into classroom



practice enables instructors to generate more dynamic and meaningful learning experiences that nurture communicative ability and better ready pupils for real-life interactions in English-speaking surroundings.

## **1.2 Authentic Materials and Language Learning**

Real materials like newspapers, magazines, radio broadcasts, television shows, video clips, podcasts, and real-life conversations are absolutely necessary in improving the quality of English as a Foreign Language (EFL) education. Authentic materials introduce students to the whole spectrum of linguistic characteristics seen in actual communicative situations (Nunan, 1989), unlike conventional EFL resources, which often deliver language in a basic, cleaned-up, and predictable style intended mostly for teaching clarity. Idiomatic expressions, colloquial grammar structures, fillers, contractions, cultural references, and situational signals—all of which are usually minimized or excluded in conventional textbooks—are among those traits. Authentic resources therefore give pupils chances to interact with the complexity and subtleties of actual language usage, therefore inspiring them to decode meaning in context and negotiate the unpredictability of natural conversation.

For growing listening comprehension and speaking ability, which are frequently noted as some of the most difficult abilities for EFL students to master, this exposure is especially helpful. Including genuine listening materials—such radio shows, podcasts, interviews, and video recordings—students get used to the natural cadence, speed, and intonation patterns of spoken English as well as the variance in pronunciation and accent found throughout diverse areas and speakers (Peacock, 1997). This familiarity increases students' confidence while communicating with both native and non-native speakers and sharpens their capacity to comprehend language as it is actually utilized in daily interactions instead of in ideal or rehearsed situations.



Furthermore, learning about several kinds of genuine materials helps students adjust to several speech registers, tones, and communication goals including formal interviews, casual talks, persuasive presentations, or informational reports. Learners become more skillful at creating replies that are contextually appropriate and linguistically correct as they learn how to decipher meaning from a range of spoken inputs. With actual materials, this two-way development of listening and speaking abilities helps the general aim of communicative competency by enabling pupils not only to understand others but also to express themselves more successfully in real-life contexts. Hence, the strategic incorporation of genuine resources into the EFL program offers a strong instructional approach readying kids to confidently and effectively operate in varied communication settings.

### **1.3 Problem Statement and Variables**

This study's main research question is to investigate and evaluate the impact that genuine materials have on the growth and improvement of speaking ability among English as a Foreign Language (EFL) pupils at the A2 level as specified by the Common European Framework of Reference for Languages (CEFR). A2 students are usually still in the early phases of acquiring functional oral communication, and they often have problems with expressing themselves accurately and confidently in real-world circumstances; therefore, this study is especially relevant. Students at this level should be able to comprehend and generate basic speech on well-known themes, participate in simple dialogues, and describe elements of their background, surroundings, and requirements. Therefore, helping students move toward more independent language use calls for finding good instructional approaches and resources that foster speaking growth.

The study seeks to investigate how the inclusion of authentic materials—such audio recordings of actual conversations, unscripted interviews, news clips, and spontaneous dialogues



can affect many facets of pupils' speaking ability to solve this research issue. These dimensions include fluency (the ability to speak smoothly and without unnatural pauses), accuracy (the correct use of grammatical structures and vocabulary), pronunciation (the clarity and intelligibility of speech sounds, stress, rhythm, and intonation), and interactive conversational skills (the ability to initiate, maintain, and respond appropriately in dialogues). Every one of these elements is absolutely vital for general communicative competency; therefore, their development at the A2 level is sometimes unequal.

Through comparing students' performance before and following authentic material exposure, this study aims to find out if and how such resources help to enhance oral expression. The study will also examine how kids see using genuine materials and their degree of activity throughout speaking exercises. It will also investigate whether these supplies help to boost confidence and motivation while using English in both classroom and real-world situations. By means of this thorough study, the project hopes to offer insightful advice for curriculum designers and language instructors wanting to adopt more efficient, learner-centered methods for improving speaking abilities at the A2 level.

#### **1.4. Variables:**

**1.4.1 Independent Variable:** Type of materials used (authentic vs. traditional).

**1.4.2 Dependent Variable:** Improvement in speaking skills: fluency, accuracy, pronunciation, coherence.

**1.4.3 Control Variables:** Teaching methods, classroom environment, class time, learner motivation, teacher experience, class size.

In particular in the context of A2 level students, systematically listing, explaining, and analyzing each individual component that makes up speaking abilities is necessary to improve the



depth and accuracy of the study's examination. This process comprises not only recognizing the main elements of speaking—including fluency, accuracy, pronunciation, vocabulary range, grammatical control, and interactive ability, but also giving clear and consistent definitions for each based on reputable and widely recognized language proficiency standards. The descriptors supplied by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) provide a basic reference tool for this.

Specific, level-by-level descriptions in the CEFR define what students usually accomplish in the target language across a variety of linguistic abilities and communicative tasks. Because they offer an impartial and organized framework for evaluating language ability, these characteristics are especially useful since they enable researchers and teachers to reliably and globally comparable analyze student growth. For example, the CEFR characterizes A2-level speaking performance in terms of basic interactions on familiar topics, the capacity to articulate fundamental needs, and the ability to describe in simple terms aspects of one's background, immediate surroundings, and daily activities.

This study guarantees that the assessment of students' oral skills is both theoretically based and educationally pertinent by matching the definitions of speaking skill components with the CEFR descriptors. Furthermore, helps to pinpoint particular strengths and weaknesses in learners' speaking performance, hence enabling more focused educational strategies. Moreover, employing the CEFR as a reference helps the more general aim of supporting evidence-based methods in language education and so enhances transparency, coherence, and validity in the evaluation and development of speaking ability in English as a Foreign Language (EFL) situation.



## 1.5 Solutions and Contributions from Other Authors

The pedagogical value and actual advantages of including genuine resources into the teaching and learning of foreign languages, especially in English as a Foreign Language (EFL) setting, have been investigated in many empirical studies and academic studies. Defined as materials made for real-life communicative purposes rather than instructional use, authentic resources have always been shown in these studies to improve several elements of the language learning process. A substantial number of studies indicate that not only do such resources help learners to become more engaged, motivated, and communicatively competent, but also make their learning more relevant and meaningful.

For example, Peacock (1997) carried out a well-known study showing a clear and measurable increase in students' motivation and classroom engagement when taught using actual materials rather than conventional, scripted textbook content. His study showed that students who interacted with real-world texts and audio-visual resources, which more precisely reflected the language they would experience in actual social and professional situations, felt more intrigued and challenged. This increased relevance and aim inspired students to participate more actively in the learning process—critical for long-term memory and skill acquisition, which thereby enhanced their learning experience.

Based on this base, Gilmore (2007) showed more clearly how using genuine materials resulted in much more improved speaking and listening skills in pupils as opposed to individuals exposed only to conventional pedagogical tools. His longitudinal research showed that genuine materials exposed students to naturally occurring language patterns including shortened forms, idiomatic phrases, and different intonation, that are often missing from simplified textbook conversations. Better prepared as a result, students were able to communicate and write in natural,



everyday exchanges. Also, to supporting the motivational advantages stressed by earlier experts, Gilmore's study offered actual proof of linguistic improvements especially in oral communication abilities.

Considered together, these results validate the rising agreement that genuine materials enhance more regulated classroom teaching. By enabling students to close the gap between theoretical understanding and real-world application, they open doors for more dynamic, engaging, and significant language usage. Many language teachers and curriculum designers have therefore become more and more in favor of the deliberate incorporation of actual materials to facilitate a more communicative and student-centered approach to language instruction.

### **1.5.1 Previous Studies:**

Peacock (1997) carried out a significant investigation on the motivational consequences of employing real materials in English as a Foreign Language (EFL) classroom. Based on the hypothesis that motivation is essential in language acquisition and that conventional, typically dull teaching materials might limit pupils' interest and participation, the study was founded. Based on classroom observations and student comments, Peacock found that students who were exposed to authentic materials, such newspaper articles, radio broadcasts, and video clips, showed much greater degrees of enthusiasm and participation than those using traditional textbook content. Along with raising their desire to engage in communication activities, this heightened motivation also promoted more significant learning experiences that finally produced better language outcomes in many spheres, especially speaking and reading.

Likewise, Gilmore (2007) undertook a thorough study of the impacts of real materials on the growth of oral communication abilities, mostly concentrating on listening and speaking. His longitudinal research showed that students repeatedly exposed to real resources showed significant



gains in their ability to produce spontaneous language and comprehend information. Unlike scripted textbook conversations, real resources exposed students to many accents, speech rates, idiomatic phrases, and debate patterns, hence giving them a fuller and more genuine linguistic environment. Gilmore maintained that such exposure helps students to better handle the uncertainty and complexity of real-life communication, hence closing the divide between academic education and genuine language usage in everyday situations.

Moreover, Martinez (2002) underlined the need of employing genuine materials not only for advanced learners but also for kids with lesser proficiency levels, including those classified under CEFR scale A1 or A2. He contended that authentic materials can be really helpful even for novices when combined with suitable instructional scaffolding and teacher direction. Pre-teaching vocabulary, giving guiding questions, and creating activities that concentrate pupils' attention on important information are examples of such support. Martinez maintained that early presentation of genuine materials promotes learners' confidence and familiarity with natural language usage, therefore helping them progressively acquire both receptive and productive abilities in a more contextualized and interesting way.

Incorporating more current or regionally particular research, especially those carried out in Latin American nations or inside the Ecuadorian educational system, would help to further reinforce this part of the literature review and improve the contextual relevance of the study. These regional viewpoints will not only help to anchor the present research in the socio-educational realities of the area but also give knowledge on how genuine items work in comparable linguistic, cultural, and institutional contexts. Such inclusion would ultimately aid the development of more context-sensitive pedagogical advice for EFL teaching in Ecuador by enhancing a more thorough knowledge of the relevance and influence of real materials across various educational settings.



### 1.5.2 Theoretical-Conceptual Approach

The theoretical framework that underpins this study is firmly rooted in two influential and complementary approaches within the field of second language acquisition: Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). These approaches emerged as pedagogical responses to the limitations of traditional language teaching methods that emphasized rote memorization and isolated grammatical instruction, often at the expense of functional language use. Both CLT and TBLT have reshaped modern language education by placing authentic communication and learner interaction at the center of the instructional process. They offer a strong theoretical basis for the integration of authentic materials and communicative tasks as means to foster learners' oral proficiency, particularly in speaking and listening skills.

Communicative Language Teaching (CLT) is based on the principle that language is primarily a tool for communication and that learners acquire language most effectively when they are engaged in meaningful, purposeful interactions (Littlewood, 1981). Rather than focusing exclusively on grammatical accuracy or discrete vocabulary items, CLT encourages learners to use language to perform real-world functions, such as requesting information, expressing opinions, or negotiating meaning in social contexts. One of the central tenets of CLT is the importance of exposing learners to authentic language input—that is, language that reflects the spontaneity, complexity, and unpredictability of real-life communication. Authentic materials such as newspaper articles, video interviews, radio segments, and natural dialogues are considered vital in creating communicative contexts that mirror how language is used outside the classroom. According to CLT, this type of exposure not only enhances learners' linguistic competence but also helps them develop sociolinguistic and discourse competencies, which are essential for successful communication.



Task-Based Language Teaching (TBLT), while aligned with the communicative goals of CLT, takes this framework a step further by emphasizing the use of tasks as the core unit of instruction (Willis, 1996). In TBLT, learning occurs through the completion of meaningful tasks that closely resemble real-life activities, such as planning a trip, conducting an interview, or solving a problem collaboratively. These tasks are designed to activate learners' existing language knowledge while also pushing them to use new language structures and vocabulary in authentic contexts. TBLT posits that through task completion, learners are able to process input, formulate output, and receive feedback, all of which contribute to language development in a communicative setting. Importantly, tasks are not mere exercises but are purposeful, goal-oriented activities that simulate the type of communication learners are likely to encounter beyond the classroom walls.

Together, CLT and TBLT form a robust theoretical foundation for this research, which aims to investigate the impact of authentic materials on the speaking development of A2-level learners. These approaches justify the use of real-world content and communicative tasks as effective tools to promote interaction, increase learner motivation, and foster the acquisition of functional language skills. By grounding the study in these methodologies, the research aligns with best practices in language teaching that prioritize authenticity, learner engagement, and meaningful use of the target language.

### **1.5.3 Communicative Language Teaching (CLT)**

CLT posits that the goal of language learning is communicative competence, which includes the ability to use language appropriately in various contexts (Savignon, 2002). Authentic materials are crucial in CLT because they provide learners with exposure to the language in its natural form, helping them develop both linguistic and pragmatic competence (Richards, 2006).

### **1.5.4 Task-Based Language Teaching (TBLT)**



La Universidad para todos

TBLT involves the use of tasks that mirror real-world activities to facilitate language learning. These tasks encourage learners to use language for a specific purpose, promoting both fluency and accuracy (Ellis, 2003). Authentic materials are integral to TBLT because they provide the context and content for meaningful language tasks (Nunan, 2004).

### **1.5.5 Legal and Normative Foundations**

A variety of national and international educational frameworks and policy papers strongly support the incorporation of authentic materials into English language instruction, which together stress the need of real-life contact, cultural relevance, and learner-centered pedagogical techniques. These systems not only give legal and institutional backing for the adoption of real input in the language curriculum but also provide conceptual and methodological justification. This harmony with national educational goals and international standards highlights the legitimacy and significance of using authentic materials in the English as a Foreign Language (EFL) classroom, particularly in countries such as Ecuador.

The Common European Framework of Reference for Languages (CEFR), created by the Council of Europe (2001), is very important at the global level in defining contemporary language teaching methods. Explicitly fostering the use of real-life language and genuine communicative situations as vital elements of language learning and evaluation, the CEFR characterizes communicative competency not only as knowledge of grammatical standards but also as the capacity to use language suitably and successfully in social situations. As a result, the CEFR encourages the inclusion of actual texts, audio recordings, videos, and activities based on natural language usage. These resources promote pragmatic skills, enhance understanding, and increase confidence in real-world communication, all of which are essential goals of the CEFR-aligned curriculum, by exposing students to simplified language in relevant situations.



Furthermore, UNESCO has long promoted competency-based educational systems that stress the acquisition of useful, transferable skills above rote memorization. These systems encourage cultural awareness, learner independence, and the usage of locally pertinent and contextually relevant resources. UNESCO promotes inclusive and pertinent educational experiences by encouraging teachers to include genuine and culturally sensitive materials mirroring the sociolinguistic realities of the students. With UNESCO's focus on education that is both globally informed and locally grounded, authentic materials like local media content, interviews with community members, or culturally significant stories fit.

Ecuador's Curricular Guidelines for English as a Foreign Language (Ministerio de Educación, 2016) at the national level mirror many of the ideals urged by the CEFR and UNESCO. These principles stress the communicative role of language and support the growth of cross-cultural awareness, seeing English as a means for worldwide communication and understanding rather than just an academic topic. Using contextualized and culturally relevant resources that match students' surroundings and experiences is essential to the Ecuadorian curriculum. The document urges teachers to choose resources that encourage significant communication, cultural interaction, and student engagement. Genuine materials, from either Ecuadorian or international media, are seen as effective tools to accomplish these objectives, enabling students to link language acquisition with real-life applications and intercultural competence.

Taken together, these policy frameworks provide a thorough basis for the incorporation of genuine materials in the EFL curriculum. From a pedagogical viewpoint, they confirm the value of such resources in improving language acquisition, motivation, and communicative ability. From a legal and institutional perspective, they give teachers a clear directive to use contextually relevant, communicative, and learner-centered teaching strategies. Therefore, the use of genuine materials



is consistent with worldwide and nationally acknowledged educational standards in addition to being methodologically sound, hence making their inclusion both suitable and essential in the contemporary language classroom.

Based on the National Constitution of the Republic of Ecuador (2008), the national curriculum for the implementation of the learning of a second foreign language, such as English, Article 26 has been considered fundamental, which states that 'Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State' and, in Article 343, recognizes that the center of the educational process is the learner; Furthermore, this same article establishes that 'The National Education System will integrate an intercultural vision in accordance with the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities'

Therefore, the Organic Law on Intercultural Education (LOEI), in Article 2 (w) "Guarantees the right of people to an education of quality and warmth, pertinent, adequate, contextualized, updated and articulated throughout the educational process, in its systems, levels, sublevels or modalities; and which includes permanent evaluations. It also guarantees the conception of the learner as the center of the educational process, with flexibility and ownership of content, processes and methodologies that are adapted to their fundamental needs and realities. It promotes adequate conditions of respect, tolerance and affection, which generate a school climate conducive to the learning process".

Against this background, the Ministry of Education of Ecuador has adopted the CLIL approach and method (Content and Language Integrated Learning) for the teaching of English, to develop communicative skills in students at level A2, according to the recommendations of the Common European Framework (CFER) in which the learning of curricular content from different



disciplines is considered with the learning of English, so that students not only learn the language, but also acquire knowledge in other areas through this second language.

The communicative approach of CLIL promotes the learning of English as a tool while studying other interdisciplinary subjects, which allows them to apply the language in meaningful contexts and in its curricular guidelines proposes the use and development of materials and resources that facilitate the acquisition of a second language. These help to make the contents more interesting and motivate students to acquire a better command of English, both in vocabulary and grammar, as well as in fluency and confidence in speaking.

### **1.6 Researcher's Position and Critical Analysis**

From the researcher's perspective, the use of authentic materials is vital for developing speaking skills in A2 students. Traditional language teaching materials often fail to provide the rich linguistic input necessary for developing communicative competence. Authentic materials, on the other hand, offer students exposure to language in real-life contexts, enhancing their ability to understand and produce spoken language effectively (Mishan, 2005).

### **1.7 Critical Analysis of Existing Conceptions**

Different authors have varying views on the use of authentic materials. Some argue that these materials can be too complex for lower-level learners and may lead to frustration (Widdowson, 1998). However, proponents suggest that with appropriate scaffolding and support, authentic materials can be highly beneficial even for beginners (Martinez, 2002).

The researcher adopts a balanced view, recognizing the potential challenges while emphasizing the benefits of authentic materials in promoting speaking skills. This study aims to contribute to the existing literature by providing empirical evidence on the effectiveness of authentic materials in an A2 classroom setting.



## 1.8 New Definitions and Interpretations

Based on the reviewed literature, the researcher proposes a refined definition of authentic materials: "Materials created by native speakers for real-life communication that, when appropriately adapted, can significantly enhance the speaking skills of language learners by providing contextualized and meaningful language exposure."

The theoretical framework highlights the importance of using authentic materials in EFL classrooms to improve speaking skills. It reviews the historical and evolutionary context of language teaching methodologies, analyzes the main bibliographic sources, and examines the problem statement and variables. The framework also discusses the solutions and contributions from other authors, outlines the theoretical-conceptual approach, and presents the researcher's position and critical analysis.

This comprehensive review sets the stage for the subsequent chapters of the thesis, providing a solid foundation for the research and its potential contributions to the field of language education.

## 1.9 Final Reflection

The theoretical framework developed throughout this chapter give us a solid base to build the whole study on It kicks off by taking a deep dive into how language teaching methods have changed and grown over the years, giving us some cool insights into how teaching styles have shifted to meet new educational trends and what people need from learning.

Likewise, it emphasizes the significance and pedagogical value of incorporating authentic materials into the language learning process. These materials not only enrich the learning experience but also foster greater linguistic competence by exposing learners to real-world language use in meaningful contexts.



Furthermore, the framework firmly anchors the research within established theoretical and legal constructs, ensuring that the study is both conceptually sound and aligned with relevant educational policies and standards. It also engages in a critical examination of existing scholarly work, identifying gaps and inconsistencies while offering refined and contextually appropriate definitions that will guide the subsequent stages of the research.

Taken together, these elements provide a robust platform for the development of the research design and the analytical procedures that will be detailed in the following chapters.



## Chapter two

### Methodology and initial diagnosis

In this study, the influence of traditional data to improve the language technology of A2 students, the conceptual work and operation of variables and categories are important for evaluating the exact effects of independent variables. Alternatively, the traditional data is executed by classifying professors into traditional (e.g., textbooks) and authentic (e.g., newspaper, radio broadcasting) materials or variables related to language. According to the scale, in order to ensure consistency and reliability, if necessary, the sub -dimension and sub -sets are used to define and operate these parameters and to provide subtler analysis of the special aspects of voice technology with the goal of research. The goal is to assess the impact of authentic content on A2 students' language skills.

This method uses a mix of quantitative and qualitative approaches to explore the effects of authentic materials on language technologies. Therefore, it has a mixed method design that provides a wide range of understanding of research problems, and pre -testing is used to measure student's speaking skills. Language skills are checked, and statistical analysis is applied to measure changes. Interviews and classroom observations provide numerical data and numerical value to gain insight into the student's experiences, attitudes and perceptions regarding the use of authentic materials. The mixed method approach ensures powerful analysis and provides a well -known view of the details of the personal perspectives and how authentic content affects A2 student's language technology.

This study approves the range of correlation, which aims to investigate the relationship between language recovery between A2 students by analyzing the use of quantitative materials and quantitative information and qualitative information. The study of educational materials and



students' language technology used by this approach provides insights on how it can affect orthodox data.

This study adopts field research methods with a cross-sectional timeframe, which is to collect data directly from A2 level students with classroom intervention. One that enables comparative shooting between experimental groups and comparison groups is that this field research provides real -time insights on the immediate effects of traditional data on student language technology so that researchers can measure direct effects in nature. It is justified. The lecture room that uses this approach provides practical and practical results that can know the language training methods and development of the research data.

## **2.1 Research Paradigm**

Combining qualitative and quantitative approaches is a robust way to address complex and contextual educational research problems. In this study, synergizing qualitative and quantitative approaches will facilitate a detailed investigation of how authentic materials can influence the development and formulation of speaking strategies in learners. While using a mixed-methods research design, the study collected quantitative data for later meaningful comparisons, while adding qualitative data to illuminate the particulars of the moment-by-moment experiences of students working with authentic language data.

Authentic data represents an important feature of real-world environments and tasks that helps create an environment that is more realistic, motivating, and entertaining. By engaging with authentic language data (i.e., language data that represents real language usage), learners are provided opportunities to participate more fully in tasks and adopt more role through authenticity, thus increasing their participation, motivation, and communicative competence. Accordingly, the study examines how authentic materials impact students' embodied engagement in speaking tasks



and should, therefore, contribute to building their confidence and fluency in spoken English.

Additionally, using a mixed-methods framework is a means of collecting what is termed “trilogy data,” which consists of three kinds of evidence: statistical, observational, and experiential. By encompassing such a vast range of data, the researcher is better able to ascertain the overall impact of authentic materials on students' speaking performance. This level of methodological rigor helps to ensure the validity, reliability, and trustworthiness of the research findings, and ultimately enhances the academic soundness and practicality of the study in the field of language learning.

For the research, a series of quantitative and qualitative methods are used to address the research problem in a comprehensive manner, the former measuring the progress of verbal skills, with the use of a series of linguistic parameters to obtain an objective assessment. The quantitative, emphasize the understanding of the experiences and influence of the authentic materials used in interviews and observations, and the qualitative ones, on the other hand, highlight the understanding of the experiences and influence of the authentic materials used in interviews and observations. All this allows us to find out how students' motivation and engagement in speaking improve, allowing us to have reliable and valid results for the research.

Several instruments for data collection, consistent with the proposed methodology, have been employed, such as diagnostic tests, verbal pre- and post-tests; to quantify the development of speaking skills, with the use of linguistic rating scales that allow for accurate results. Qualitative instruments such as classroom observations in the sample or interviews to be selected and all this in conjunction with the authentic materials used, will allow us to guarantee a detailed understanding of the verbal skills developed in the student.

The target population is defined as learners at level A2 according to the Common European Framework of Reference for Languages (CEFR). A stratified random sampling method is used to



ensure a representative sample by dividing the population into strata based on characteristics like age and language proficiency, and then randomly selecting participants from each stratum. Statistical techniques, such as sample size formulas, are used to ensure that the sample is large enough to provide reliable results. The units of analysis are individual pupils, and the working groups include an experimental group using authentic materials and a control group using traditional materials. This sampling approach ensures a balanced and unbiased representation of the population, allowing for an accurate assessment of the impact of authentic materials on speaking skills.

The methodological strategy applies a comprehensive approach, combining multiple methods to collect all possible results based on pre- and post-tests to evaluating speaking skills. The experimental group uses authentic materials, while the control group uses traditional materials. Throughout the application of the instruments, qualitative data are obtained through classroom observations and interviews to capture students' experiences and perceptions. Speaking improvements are measured with posttest data. This mixed method approach guarantees a solid analysis aligned with the research objectives.

“The main concern in language teaching is the effective application of methods. One such method that has garnered significant attention in recent years is the use of authentic materials. These materials are originally designed for purposes other than language teaching and are used in their original form” (Nunan, 1999). This research study aims to evaluate the effectiveness of authentic materials in improving speaking skills among A2 level students. Specifically, it investigates whether these materials can enhance the learners' fluency, accuracy, and other aspects of their communicative competence at Unidad Educativa “República de Rumania.”



## **EXAMPLE 1**

### **2.2 Delimitation of population, sample, and sampling.**

The population at Unidad Educativa "Republica de Rumania", located in Quito, consisted of 160 students. However, the sample selected for this study consisted of 39 students.

According Kelley, K., & Maxwell, S. E. (2003)., A population sample refers to a subset of individuals selected from a larger population, representing that population as accurately as possible. The sampling applied to this research is purposive or intentional.

This non-probabilistic sampling was selected under the following criteria: 1) This group has an A2 English level; 2) All the students attend the same school; 3) The group shares the same work schedule; 4) They study English as a compulsory subject; 5) The students' ages ranges between 16 to 17 years old; 6) Students have the time to participate in this study; 7) Parents consented and permitted their children to participate in this study.

### **2.3 Research context**

The study was conducted at Unidad Educativa "Republica de Rumania, a public institution located in the city of Quito, on Hernan Vasquez, between Hernan Burgueño and Francisco Garcia streets. It is in the urban area in the northern of Quito city at Carcelén Area. Students come from diverse social classes and family backgrounds. Participants belong to the second-year baccalaureate, attending morning classes. Their ages fluctuate from 16 to 17 years old. The different means and resources were not provided by the institution but were the responsibility of the professor. The interaction with the students was a face-to-face class modality because they were receiving compulsory instruction classes.

### **2.4 Research stages**

The research is divided into six stages: delimitation of the problem, theoretical review,



La Universidad para todos

development of instruments, application of instruments, data analysis and writing of conclusions and recommendations. The first consisted of requesting an observation checklist to collect information about the problem raised and identified in the educational institution. That is, this was the diagnosis stage to define the object of study and choose the appropriate methodology for the proposal. In the second stage, the researcher collects information about previous studies, projects or research on the topic addressed in this research. In the third stage, the research instruments were developed to be applied to the group of students selected in the population sample. Instruments included a diagnostic test, pretest, a posttest, a survey and an interview, all reviewed and approved by expert tutors. In the fourth stage, involved applying these instruments to collect data for subsequent analysis. In the fifth stage, consisted of data analysis and collection of results that supported academic reinforcement to improve students. In the sixth and final stage, the results were presented as well as the conclusions and recommendations in a final report of the information obtained during the investigation.

## **2.5 Methodological Strategy**

### **2.5.1 Theoretical Study Stage**

Declared in Chapter 1, this stage involves the conceptual orientation of the variables. It includes a thorough review of relevant literature to define the theoretical framework guiding the study.

### **2.5.2 Initial Diagnostic Stage**

This stage involves assessing the baseline speaking skills of the A2 students through pretests. It identifies the initial proficiency levels, setting a benchmark for measuring improvement.

### **2.5.3 Proposal Modeling Stage**

This stage involves designing and implements the intervention using authentic materials,



selecting materials relevant to students' interests and suitable for their proficiency level.

#### **2.5.4 Final Diagnostic or Proposal Validation Stage**

The final stage entails post-tests to measure changes in speaking skills, alongside qualitative data collection through interviews and classroom observations. This stage aims to validate the effectiveness of the proposal both theoretically and empirically.

The research aims to provide a comprehensive understanding of how authentic materials can influence the speaking skills of A2 students, thereby offering valuable insights for language educators and curriculum developers.

### **2.6 Description of the diagnostic process**

According to the guidelines of the National Curriculum of Ecuador, the expectation is that all students in the general education system will achieve at least at an A2 level of proficiency in the English language once they have completed their corresponding educational cycle. This expectation is consistent with international standards - especially the standards outlined by the Common European Framework of Reference for Languages (CEFR) - and is part of the government's effort to improve foreign language education in institutions of education. In order to assess whether students are achieving this national requirement, a diagnostic test was administered in order to identify the level of mastery students reached with respect to the key English language skills, namely speaking, writing, and reading.

The diagnostic assessment that students completed on September 30th, 2024, collected baseline information on what the students already knew from their previous year of schooling. 160 students participated in the evaluation over a one-hour time limit. The assessment evaluated three major components of language competence: oral communication, reading comprehension, and written production. These components were included to give an overview of students'



communicative competencies, and to specify areas that would need pedagogical assistance. The results—analyzed through quantitative and qualitative data collection—indicated that students had major difficulties primarily with speaking and writing, which were the more developed skills. There is an urgent need to develop productive language skills necessary in important academic contexts and important authentic communicative situations.

The diagnostic test scoring rubric rated out of 10, and indicated there were only 16 students achieving the expected learning outcomes. 47 students were “in process”, which represented partial achievement and therefore warrants an instructional response. Lastly, 99 learners, or the majority of the people in this study, did not even achieve the minimum achievement criteria. The reality of these results suggests there is compelling evidence that the vast majority of learners have yet to achieve the national educational framework outcome areas, especially around speaking and writing, for effective communicative purposes in the classroom and beyond.

The information gathered through this diagnostic course, provides invaluable data that contribute to the design of specific pedagogies, and plays an important role in reinforcing language teaching, as well as in implementing differentiated teaching practices, and the inclusion of authentic learning resources to facilitate students' language development. Gaining an understanding of where the learner is positioned at the start of the learning trajectory enables educators and research to create interventions that are responsive to learners' real needs; assists in their development towards an A2 level; and considers the requirements of national and international teaching/learning policies.

## **2.7 Description of the instrument for the diagnostic**

The diagnostic test for second baccalaureate students consisted of 20 questions, distributed across fundamental English skills, with reading and writing given more weight to reinforce and



develop communicative skills. The test included questions with criteria indicators related to English skills and appropriate response items. The assessment was carried out in the second week of September at the beginning of the school year, following the school's schedule to assess their prior knowledge for the new academic year.

### 2.8 Results of the diagnostic process

SKILL	ITEMS	POINTS	SCORE FOR A2 (30-42)
Oral Communication	2	3	12
Reading	1	2	8
Writing	2	5	20

N.	Oral communication	Reading	Writing	Level
40				A2
	30%	20%	50%	A1

Done by: Jessica Calderon and Juan Cuenca (Table 1)

### 2.9 Target needs

English is a very necessary subject for the technical area in the careers of marketing and accountancy, required mainly for academic purposes at Unidad Educativa "Republica de Rumania". The language will be used through meaningful activities to promote and improve fluency in verbal expression. In terms of content areas to accomplish the study the researcher will apply material related to elementary English skills, which relate to other subjects in an interdisciplinary way,



La Universidad para todos

especially those in the technical area. The second-year students use English with their classmates and their teacher in class during their face-to-face lessons and try to avoid the use of Spanish to make the learning of English meaningful. The success of the research and implementation of this proposal will depend on multidisciplinary activities, speaking and pronunciation tasks, questionnaires, oral interactions, worksheets, pair interaction and problem-solving projects, etc. Instruments for data collection will be lesson plans, surveys, and checklists. Printed and digital materials are the most elementary; this research aims to promote the use of the target language most of the time in order to achieve fluency in writing during the learning process.

### **2.10 Learning needs**

In the institution students have the English program of studies, according to the curricular recommendations of the Ministry of Education. The participants come from families of different social and economic status; its student population is multi-ethnic, and many families are economically deprived with low incomes. Therefore, the parents have elementary expenses and the necessary materials for the classes so it is necessary to use authentic materials to help the teaching process. Therefore, their knowledge of English is very limited. These students are 16–17-year-olds who can improve their learning through games, teamwork, outdoor activities, role-playing, dancing, and singing. The resources for this project are authentic materials for their age level provided by the researcher. The environment of the institution is appropriate to motivate students to work collaboratively. The timetable is from 7:00 to 12:35 and consists of classes of three hours per week, each of 45 minutes, from Monday to Friday in the morning.

### **2.11 Justification of the proposal based on the diagnosis**

According to (Hutchinson & Waters, 1987), the proposed ESP program is grounded in the principle that language instruction should be tailored to the specific communicative needs of



learners within their professional or academic contexts. Taking into consideration the authors' thoughts, it is recalled that language teaching should be adapted or the teacher should adapt the contents, methodologies to meet the specific communicative needs of the learners in order to improve their performance in English.

The diagnosis done with the students of the Second Technical Baccalaureate gives us results that direct us to make an improvement plan in the two skills with the most weaknesses presented and to make the corresponding reinforcement for the formative process of the student.

## **2.12 Ethical Considerations in Research Methodology**

Ethical considerations are vital in research, especially when human subjects are part of the investigation.

**Human subjects:** In this research, learners are the subjects of the study, the aim of which is to investigate the influence of authentic materials on the improvement of learners' verbal skills.

In order to ensure ethical conduct in the work carried out, the research proposal is guided by the following fundamental principles:

Data quality and accuracy, Data privacy and security, Data ethics and values, Data interpretation and bias, and Data feedback and improvement.

**2.12.1 Data quality and accuracy:** refer to the extent to which the data collected through the role-play activities accurately reflect students' speaking skills. The reliability and validity of data sources such as surveys, tests and observations were checked. Any errors or biases in the data were also detected through rigorous review. Data quality and accuracy were crucial in this research, as they directly influence the validity and reliability of the results. Ensuring high quality data provided adequate data collection to draw meaningful conclusions about the effectiveness of the application of authentic materials in English language teaching.



**2.12.2 Privacy and data security:** refer to the protection of personal information and data of research participants. Participants, including students and parents, gave their informed consent. To safeguard the privacy of the students, the data obtained in the recorded and written speech samples were anonymized and their confidentiality must be maintained. Compliance with all essential data protection rules and regulations was also ensured. Protecting privacy and data security is critical, especially when adolescents are involved. Compliance with ethical standards and legal obligations protects the rights and well-being of all participants.

**2.12.3 Ethics and values:** refer to the appropriateness of the research methodology in relation to the ethical values of education and student well-being. Moral aspects were taken into consideration when processing students' data and its possible impact on their development, because they participated voluntarily, with the informed consent of their representatives. The study respected cultural and linguistic backgrounds and promoted the common good by contributing to the improvement of student teaching methods. Ethical alignment is essential to maintain trust and credibility in educational research processes.

**2.12.4 Data interpretation and bias:** refer to the transparency and honesty of the analysis and presentation of data on authentic materials. Data analysis techniques were employed to avoid expectations, misinterpretations or personal opinions. Manipulation of data to support specific results was avoided. Limitations and uncertainties of data analysis and interpretation were also acknowledged. Ethical interpretation of the data avoided distortion of the results obtained. Transparency in the use of the data has been essential to ensure unbiased and honest and impartial reporting.



### **2.12.5 Diagnostic Conclusions**

The first diagnostic assessment, which was carried out with a representative sample drawn from one class of the entire student population, provides very useful and revealing results about the students' current levels of English language learning. This diagnostic assessment allows us to not only determine which language skills were more developed and which were underdeveloped, but it also illuminates important information about strengths and weaknesses that make up the group's learning profile. The information obtained from the diagnostic assessment gives a clear breakdown of skill ability: 30% in oral communication, 20% in reading comprehension and 50% in written production. These diagnostic results indicate uneven rates of skill acquisition, with writing appearing to be the stronger skill while reading and, especially speaking, should have particular attention paid to them.

The important issue of this diagnostic stage lies not only in the ability to indicate gaps in existing competency, but, also, the stage can serve as a basic educational tool to also enhance the process of research itself. It directed us where to invest our pedagogical time and, specific skills, to engage with the learners, especially oral communication. Furthermore, the insights strengthened the finding that the learners as a group were at A1 according to the Common European Framework of Reference for Languages (CEFR). A level A1 is still lower than A2, the recommended way station that Ecuadorian national education system recommends for students at this stage in language education. It is important to prioritize interventions to assist learners in achieving speaking skills that aid the learners' movement from A1 to A2, according to international standards and national curriculum expectations.

For additional consideration, the diagnosis serves a two-fold purpose, in that it diagnoses not only the existing levels of proficiency but also establishes important baseline data for the



implementation of the research project, one aim of which is to investigate the use of authentic materials in developing oral communication skills for A2-level students. With the speaking skill obtaining the lowest proficiency score of any of the four skills, the topic is more significant and timelier for the identified group of participants. The low percentage of speaking proficiency further emphasizes the need for instructional innovations and academic interventions that include the deliberate use of authentic language sources.

In order to measure the outcomes of these interventions, both a pre-test and post-test will be needed to measure progress. Pre-tests and post-tests will be critical to gathering quantitative and qualitative information about the participants at two key stages of the research: beginning and end. In this way, progress can be assessed and the extent of how much the authentic materials support their learners' speaking capabilities can also be assessed. All the information recorded in this first step of the diagnosis will also help support the core hypothesis of this study: authentic materials will favorably affect student engagement and performance in attaining English as a second language. The information gathered in this case study will also eventually highlight the communicative gains of using authentic materials, the practical implications of justifying the use of authentic resources, the benefits of authentic material to empowering learners with knowledge, and the pedagogical implications pretty much logically follows. Authentic material provides learners with skills to be competent communicators in real-life contexts, which is increasingly an important outcome of education in today's multicultural, global, and multilingual world.



## Chapter Three

### Presentation and Validation of the Proposal

This chapter shows and validates the planned result to the identified problem: the limited progress of speaking skills between A2-level students in traditional English language classrooms. The suggestion centers on the structured integration of authentic materials, such as videos, podcasts, articles, and real-life discussions, into English language education to develop students' verbal skill.

When we look at how something is checked to make sure it works, we think about the ideas behind it and the facts that support it. We checked if the plan was possible by looking at things like the technology we had, if the teachers were ready, if the school would support it, and if the students were available. The things we chose to use were picked because they were interesting to the students and related to their lives and culture, which helped make sure they were relevant and would keep the students engaged.

We looked at the chances of success by checking out all the real materials, like books and digital stuff, that were available. We also considered how the classroom was set up and how well the teachers were trained. It seemed like a good idea because we had access to all these great resources and the curriculum was flexible enough to let us use them. This made it possible for us to make the most of the situation and create a valuable learning experience.

Practicality was determined by investigative the long-term sustainability and pedagogical arrangement of the proposal. The use of authentic materials supports communicative language teaching principles and constructivist learning approaches, making the proposal viable for continued implementation. The positive results observed in experimental applications, such as increased student motivation and enhanced speaking fluency, additional validate its effectiveness.



### **3.1 Theoretical Foundations**

The suggestion is grounded in some pedagogical theories that care the use of authentic resources in language learning:

**3.1.1 Constructivism:** This theory emphasizes the active part of learners in making knowledge through experience. Students were stimulated to draw upon previous knowledge and involve with real-world texts and media to progress speaking skills (Jafari, 2015).

**3.1.2 Communicative Language Teaching (CLT):** CLT prioritizes meaningful communication and interaction. Authentic materials provide realistic contexts for language use, enabling students to practice speaking in situations that mirror everyday communication (Savignon, 2002).

**3.1.3 Task-Based Language Teaching (TBLT):** TBLT promotes learning through the completion of meaningful tasks. In this proposal, students engaged in speaking activities such as role-plays and interviews based on authentic content, fostering fluency and confidence (Sanchez, 2004).

**3.1.4 Sociocultural Theory:** Learning is viewed as a social process, where interaction with more knowledgeable peers or instructors facilitates development. Authentic materials often contain cultural references and social scenarios that enrich students' understanding and encourage communicative competence (Lantolf, 2020).

These theoretical basics collectively care the integration of authentic resources as a incomes to improve speaking skill in A2-level learners.

### **3.2 Characteristics of the Proposal**

The offer was established following a full literature review and analysis of recent pedagogical performs. It plans a structured plan to include authentic resources into English classes



for A2 students at Unidad Educativa “República de Rumania.”

**3.2.1 Key characteristics include:** Curricular Integration: Authentic materials were implanted into lesson plans, replacing or adding traditional textbook content.

**3.2.2 Student-Centered Activities:** Tasks were considered to encourage active participation, including discussions, arrangements, and cooperative exercises created on real-life content.

**3.2.3 Assessment Tools:** Pre- and post-tests measured developments in facility, precision, and pronunciation. Rubrics associated with CEFR standards certified consistent evaluation.

**3.2.4 Feedback Mechanisms:** Student interviews and studies provided qualitative visions into their experiences, highlighting increased motivation and engagement.

**3.2.5 Technological Support:** Digital incomes such as videos and podcasts were edited via classroom technology, ensuring varied and dynamic contribution.

The idea demonstrated positive outcomes, including improved speaking skills and better learner confidence, validating its significance and effectiveness.

### **3.3 Objectives of the Proposal**

**3.3.1 General Objective:** Implement a structured system of English classes using authentic resources to progress speaking skills in A2-level students.

**3.3.2 Specific Objectives:** To identify the most actual types of authentic materials for enhancing oral skill.

- To evaluate the impact of authentic resources on students’ fluency, precision, and pronunciation.
- To explore students’ perceptions of authentic materials in their language learning



experience.

- To evaluate the possibility and viability of integrating authentic materials into the current curriculum.

### **3.4 Structure and dynamics of the proposal components**

The plan for this project is set up to make sense, work well, and fit with the main goals. It begins with a clear statement of the problem, which explains why we need to get involved and sets the stage for what comes next. Then, it outlines the purposes of the project in a way that's easy to understand, giving us a clear direction to follow as we move forward. Each purpose is broken down into specific steps, deadlines, and expected outcomes, all organized in a way that makes it easy to track progress and evaluate success. This approach helps ensure that everyone is on the same page and working towards the same objectives. By having a solid plan in place, we can make sure that our efforts are focused, effective, and aligned with what we're trying to achieve.

The objective is divided into consistent sections that reflect a dynamic interaction between theoretical basics, methodological approaches, and practical implementation. The theoretical basis provides the conceptual lens through which the problem is studied, drawing on applicable literature and recognized models. This foundation informs the methodological design, which outlines the procedures for data collection, analysis, and interpretation. The practical component translates these insights into actionable steps, detailing the resources, roles, and responsibilities required for implementation.

The dynamics of the proposal are considered by flexibility and awareness. Feedback mechanisms are surrounded throughout the procedure to allow for iterative improvement and real-time changes. This guarantees that the proposal remains flexible in the face of unexpected



challenges or evolving background factors. Furthermore, the integration of participating elements, such as participant input and collaborative decision-making improves the proposal's importance and sustainability. By development continuous interaction between its components, the proposal keeps a balance among structure and flexibility, permitting it to evolve without flexible its essential objectives.

### **3.5. Description of methodological and technological requirements.**

Our approach to this project is based on a mix of methods, combining both qualitative and quantitative techniques to get a good understanding of the subject. By using both, we can cross-check our findings, making sure our answers are valid and consistent. To get a deeper understanding, we're using qualitative methods like interviews, group discussions, and observations to learn about the context, people's experiences, and what drives them. At the same time, we're using quantitative tools like surveys, statistical analysis, and performance metrics to get a clear picture that supports decision-making based on evidence. This two-pronged strategy helps us get a complete view of the issue, making our findings more reliable and useful.

The choice of methodological tools is shown by the nature of the study questions and the characteristics of the goal population. Selection strategies are carefully selected to ensure representativeness and inclusivity, while data collection instruments are pilot-tested to guarantee clarity and effectiveness. Ethical thoughts are also arranged, with procedures in place to protection confidentiality, informed agreement, and data veracity.

Technically, the suggestion relies on a set of digital tools and stages that support well-organized implementation and collaboration. Data organization systems, such as cloud-based storage and translated databases, are used to organize and secure information. Investigative software, including statistical packages and qualitative coding tools, helps demanding data



processing. Communication stages, such as video conferencing and collaborative workspaces, enable real-time interaction among team members, stakeholders, and participants.

Also, the proposal includes technological explanations that enhance availability and scalability. For instance, mobile applications and web-based interfaces may be used to range spread populations or facilitate distant participation. These tools not only update operations but also contribute to transparency, responsibility, and inclusiveness. By aligning organizational rigor with technological invention, the proposal is prepared to send impactful results in a complex and dynamic atmosphere.

### **3.6. Analysis and discussion of the results obtained from the implementation of the proposal**

#### **3.6.1. Pre-test results**

N.	SPECIFIC ITEMS	E	G	N
1	Part 1: Introduction and Interview	10	10	19
2	Part 2: Describing a picture	9	11	19
3	Part 3: Storytelling	11	13	15
4	Part 4: Discussion	7	15	17

Done by: Jessica Calderon and Juan Cuenca



### 3.6.2. Post-test results

N.	SPECIFIC ITEMS	E	G	N
1	Part 1: Introduction and Interview	19	15	5
2	Part 2: Describing a picture	20	16	3
3	Part 3: Storytelling	23	16	0
4	Part 4: Discussion	18	18	3

Done by: Jessica Calderon and Juan Cuenca (table 2)

The implementation of authentic materials in the English classroom was considered to improve the speaking skills of A2-level students by immersing them in real-world language situations. The results of the pre-test and post-test evaluations, considered into three performance levels: Excellent (E), Good (G), and Needs Improvement (N), establish a clear and determinate improvement across all four speaking components.

- 1. Introduction and Interview:** The number of students evaluated “Excellent” increased from 10 to 19, while those demanding development dropped from 19 to 5. This suggests that authentic resources such as video interviews and real-life dialogues facilitated students advantage confidence in basic conversational interactions.
- 2. Describing a Picture:** Students showed a strong improvement in descriptive skills, with “Excellent” scores more than doubling and “Needs Improvement” falling to just experience to real pictures and visual prompts expected enhanced vocabulary and observational language.



3. **Storytelling:** This component saw the most dramatic transformation. The “Needs Improvement” category was eliminated entirely, and “Excellent” ratings rose from 11 to 23. Authentic narratives and storytelling models empowered students to structure coherent, expressive stories with fluency and creativity.
4. **Discussion:** The ability to engage in spontaneous, opinion-based conversation improved significantly.

The results of this study provide compelling evidence that the use of authentic materials significantly enhances the oral proficiency of A2-level students. The most notable improvements were observed in Storytelling and Discussion, which require higher-order thinking, spontaneous language production, and emotional engagement. These gains reflect not only linguistic development but also increased confidence, motivation, and communicative autonomy.

Authentic materials bridge the gap between classroom language and real-world communication. By exposing students to natural speech patterns, cultural references, and genuine contexts, these resources help learners internalize language more effectively.

The dramatic reduction in the “Needs Improvement” category across all components, from 70 students in the pre-test to just 11 in the post-test—demonstrates the inclusive and transformative power of this approach.

Authentic materials such as debate videos and opinion articles likely fostered critical thinking and interactive speaking.

Moreover, the increase in “Excellent” ratings across all components suggests that students were not only able to meet basic communicative areas but also excel in more complex tasks. This aligns with the values of Communicative Language Teaching (CLT), which underscores meaningful communication and the use of language in authentic frameworks.



In conclusion, the structured combination of authentic resources into the English curriculum is not merely beneficial, it is important. It adopts a dynamic, engaging, and appropriate learning environment that makes students for real-life communication. These results supporter for a change away from decontextualized textbook exercises to a more holistic and human-centered method to language teaching.

### 3.7. Students Questionnaire results

This part investigates student criticism on teaching practices associated to the use of authentic materials, personalization, and digital tools in English language teaching. The survey involved ten questions, each rated on a four-point scale: Always (A), Often (O), Sometimes (S), and Never (N). The results reveal students' preferences, knowledges, and expectations about classroom strategies.

N.	SPECIFIC ITEMS	A	O	S	N
1	Does your teacher only write the questions on the board in the classroom?	2	13	15	6
2	Does your teacher use interactive materials when teaching English classes?	16	15	5	0
3	Does your teacher give you the opportunity to prepare dialogues according your real experiences?	20	13	3	0
4	Do you believe that watching videos before the classroom session can help optimize your learning?	6	10	10	10
5	Are you motivated to learn English using interactive digital tools such as Quizzi, Genially, etc.?	24	10	2	0
6	Does your teacher deliver knowledge in the same way to all students?	26	10	0	0



7	Do you feel that your teacher considers your individual way of learning English?	27	9	0	0
8	Do you think that if your teacher understood your individual way of learning, getting knowledge in English would be easier?	25	11	0	0
9	Does your teacher improve your way of learning English in the classroom by using various strategies or incorporating authentic materials?	28	8	0	0
10	Would you like your teacher to use an innovative and different way of teaching English, considering your individual learning style with a strong focus on practical content?	20	10	6	0

Done by: Jessica Calderon and Juan Cuenca (table 3)

**Strong support for collaborative and authentic approaches:** Questions 2, 3, 5, and 9 show that *over 90% of students* responded “Always” or “Often,” demonstrating that interactive resources and real-life tasks are highly appreciated. This supports the efficiency of authentic resources in engaging learners and enhancing speaking skills.

**Personalization is serious:** Questions 6, 7, and 8 reveal that students prodigiously believe in the importance of adapted instruction. For example, 27 students said their teacher “*Always*” contemplates their learning style, and 25 believe learning would be easier if their teacher understood their individual requirements. This highlights the necessity for distinguished instruction and learner-centered methods.

**Digital tools improvement motivation:** Question 5 shows that 24 students feel interested when using platforms like Quizizz and Genially. This recommends that take part technology not only supports learning but also rises engagement and interest.



**Mixed opinions on pre-class videos:** Question 4 had the most evenly dispersed responses, with 10 students selecting each category. This indicates that while some students benefit from flipped classroom approaches, others may necessity more supervision or structure to make pre-class materials real.

**Traditional approaches are still present:** Question 1 shows that 21 students (S+N) feel their teacher often trusts on writing questions on the board, which may reflect a more traditional method. This contrasts with the strong preference for interactive and personalized approaches seen in other answers.

The survey results clearly demonstrate that students service interactive, personalized, and authentic methods to English language instruction. The awesome preference for “Always” and “Often” across most questions reflects a wish for teaching methods that are attractive, applicable, and tailored to individual learning styles.

Students answer positively to authentic resources, such as real-life dialogues and multimedia content, which help connection the hole between classroom learning and real-world communication. The data too highlight the motivational power of digital tools, which support both autonomy and enjoyment in language learning.

Also, the emphasis on adapted instruction suggests that students value being recognized as unique learners. They believe that understanding their personal learning styles can significantly improve their ability to get English effectively.

In conclusion, these results support the pedagogical value of mixing authentic materials, interactive strategies, and modified instruction into the English curriculum. Doing so not only improves linguistic consequences but also adopts a more inclusive, motivating, and student-centered learning atmosphere.



### 3.8 Teachers Questionnaire results

The objective of this questionnaire for teachers in the English Department of the Unidad Educativa "República de Rumania" is to determine the level of implementation of authentic materials in the development of verbal communication skills in A2-level students. The instrument was administered to a sample of 10 teachers from the entire institution: It consists of 10 questions, with 4 answer options for each question, which are 1. always, 2. often, 3. sometimes and 4. never.

N.	SPECIFIC ITEMS	A	O	S	N
1	Do you consider that, as a teacher, you should be the unique transmitter of knowledge in the classroom process?	0	1	2	7
2	Do you think the use of authentic materials are different and interactive way to improve the speaking skill?	6	2	2	0
3	Do you believe that by giving different roles in the classroom, students learn how to speak more meaningfully?	6	3	1	0
4	Does your institution have laboratories or technological equipment that allow you to use the authentic materials?	0	0	5	5
5	Do you use the Authentic materials to improve speaking skill?	1	4	5	0
6	Do you believe that using authentic materials in the classroom increases students' motivation to learn English?	6	4	0	0
7	Do you believe integrating	5	3	2	0



	technological tools into the learning process improves students' engagement and cognitive skills?				
8	Do you think that understanding students' unique characteristics could enhance their effective learning of English?	3	6	1	0
9	Do you believe that students specific traits positively impact their English learning process?	4	5	1	0
10	Do you believe it is important to develop a solution to the limited application of authentic materials as an innovative methodology to support speaking skills in second BGU students at Unidad Educativa Republica de Rumania.?	6	4	0	0

Done by: Jessica Calderon and Juan Cuenca (table 4)

The first question asks whether the teacher is the sole transmitter of knowledge. The majority say never, which are 7 teachers, more than half the average for the question asked. The second question asks whether authentic materials used in different ways in class can improve English speaking skills. Six teachers say yes, and two say sometimes or occasionally. Question 3 asks whether different roles applied in class can help improve the meaning of students' speech. The fifth question asks whether there is technological equipment that allows authentic materials to be used in school. Some say sometimes or never, and that it is not helpful for its application. The sixth question asks whether authentic materials motivate students, with the responses being always and almost always motivating for student learning. The seventh question has balanced results in terms of whether they engage students in learning, with 5, 3, and 2 responses indicating acceptance,



La Universidad para todos

always, most of the time, and sometimes. The eighth question asks whether authentic materials help comprehension, with some skepticism. The ninth question, whether their use has a positive effect on students, sometimes and always maintains a preference of 4 and 5. Finally, the tenth question, whether their use is a great solution for developing speaking skills, has an acceptance rating of 6 always and sometimes 4, over those not preferred, if they are important to the teachers interviewed.

### **3.9. Results Obtained: Analysis of the Research Questions**

The results of this research have been fundamental in analyzing the influence of authentic materials on improving speaking skills in second-year A2 level Bachelorette students. The data obtained confirms the advantages of implementing physical or digital materials that help students express themselves verbally. The following questions were established at the beginning of the research process and were discussed taking into account the data obtained through the different information collection instruments.

#### **1. How could the use of authentic materials improve speaking skills in A2 level students?**

Analysis of the results of the diagnostic tests, prior to and after the research group (2nd Course of Bachelorette), shows that there is a significant improvement in the development of speaking skills or expressing oneself in English with the help of authentic materials. The scores obtained after academic reinforcement and the post-test show an improvement compared to the pre-test scores, indicating a positive influence of authentic materials because they give students the tools to develop vocabulary and, by visualizing these, understand the content in order to express themselves in a real context of communication in the second language. The results obtained in the analysis of the student population and teaching staff in support of English language learning also confirm its significant contribution.



## **2. Does the use of authentic materials lead to a significant improvement in speaking skills?**

In the comparative analysis of the results obtained in the post-test in the intervention group (2nd Course of Bachillerato), there is a significant difference in communication skills at the start of the research in the diagnosis, in relation to those obtained subsequently. In the group of students, when authentic support materials were used, in their different physical or digital variants, they gave students the confidence to communicate in another language as a second language, proving the effectiveness of these tools in supporting the English teaching and learning process.

## **3. How do students perceive the impact of authentic materials on their fluency, accuracy, and confidence in speaking English?**

Students perceive the impact of authentic materials on their fluency, accuracy and confidence when speaking English as very positive, especially in the context of their progression towards A2 level proficiency. Given that these students are still in the process of fully achieving the recommended level, the use of authentic materials has played a key role in strengthening their oral skills.

The data collected throughout the research demonstrates that natural exposure to related verbal exercises in real communication contexts, with materials that elicit conversations and situational dialogues, helps students develop more natural and spontaneous speech. This directly contributes to improved fluency, as students become familiar with everyday vocabulary, intonation patterns, and conversational structures.

In terms of accuracy, they perceive authentic materials as reliable and context-rich linguistic models, allowing them to internalize fundamental grammatical structures and correct expressions more effectively than through isolated or artificial exercises. As a result, their oral production



becomes more accurate and contextually appropriate. In addition, all of this has increased students' confidence in speaking English. After conducting the preliminary test, providing specific academic reinforcement and systematically applying authentic materials, students' oral production has improved significantly.



## Conclusions

The application of authentic materials significantly enhanced the speaking skills of A2-level students, particularly, accuracy, and spontaneous communication. The study achieved its general and specific objectives, demonstrating through theoretical and empirical evidence that authentic materials positively influence learners' oral proficiency and communicative performance.

The theoretical review confirmed that Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) strongly support the integration of authentic materials, as these approaches prioritize meaningful interaction and real-world language use. The empirical results, especially the comparison between pre- and post-tests scores, revealed substantial progress in learner's storytelling, dialogic exchanges, and confidence in oral production.

Student survey data indicated a clear preference for collaborating, contextualized, and realistic learning tasks. Learners reported higher motivation and engagement when exposed to materials that reflected real-life situations and aligned with their personal interest and learning styles. Additionally, the use of authentic resources contributed to reducing the number of students in the "Needs Improvement" category, allowing a larger proportion of the cohort to achieve higher levels of oral proficiency.

The findings also highlight limitation associated with traditional textbook-centered instruction, which often fails to meet the communicative needs of A2-level learners. In contrast, authentic materials offered a dynamic and relevant alternative that help bridge the gap between classroom English and real-world communication demands.



The study also shows that teachers need to know about the different ways students learn. Using real materials and adapting instruction to fit each student's needs made a big difference in how well students did. Adding digital tools and multimedia resources to these real materials made them even more effective by giving students many fun and interactive ways to practice the language. This approach helped students learn better because it was more engaging and interesting. By using real materials and digital tools, teachers can create a more interactive and dynamic learning environment that meets the needs of all students.

The study shows that using real-life materials in English classes is a great way to improve speaking skills. This approach helps students learn language skills and also makes them more independent, motivated, and prepared to communicate in the real world. By using authentic materials, students can develop their language skills in a more natural and effective way, which is essential for communicating successfully in everyday life. This method is not only good for learning language, but it also helps students become more confident and self-directed in their learning, which can lead to better results and a more positive learning experience.



## Recommendations

Strengthen ongoing professional development programs to train teachers in the selection, adaptation, and integration of authentic materials across different skill areas, ensuring coherent curriculum planning.

Incorporate a variety of interactive classroom activities, such as situational dialogues, role plays, conversations, collaborative tasks, vocabulary challenges, and digital simulations, that align with students' learning styles and promote natural communication.

Establish periodic feedback and monitoring mechanisms within the Foreign Language Department, to evaluate the effectiveness of authentic materials, track students' progress, and identify areas needing refinement.

Provide accessible and attractive materials, physical or digital, in cases where technological infrastructure is limited, ensuring that students remain motivated and confident in developing oral communication skills.

Future research should explore the long-term impact of authentic materials on other language skills (listening, reading, writing), as well as their effectiveness across different proficiency levels. It is also recommended to analyze their integration in fully digital or hybrid learning environments to expand pedagogical applicability.



## References

- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching*.
- Savignon, S. J. (2002). *Communicative Competence: Theory and Classroom Practice*.
- Gilmore, A. (2007). *Authentic materials and authenticity in foreign language learning*. Language Teaching.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*.
- Berardo, S. A. (2006). *The use of authentic materials in the teaching of reading*. The Reading Matrix.
- Peacock, M. (1997). *The effect of authentic materials on the motivation of EFL learners*. ELT Journal.
- Bowen, G. A. (2009). *Document analysis as a qualitative research method*. Qualitative Research Journal, 9(2), 27-40.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*.
- Willis, J. (1996). *A Framework for Task-Based Learning*.
- Savignon, S. J. (2002). *Communicative Competence: Theory and Classroom Practice*.
- Richards, J. C. (2006). *Communicative Language Teaching Today*.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*.
- Nunan, D. (2004). *Task-Based Language Teaching*.
- Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*.
- Widdowson, H. G. (1998). *Context, community, and authentic language*. TESOL Quarterly.
- Martinez, A. G. (2002). *Authentic materials: An overview*. Karen's Linguistic Issues.



Hutchinson, & Waters. (1987). *A Learning Centered Approach*. In English for Specific Purposes. Cambridge University Press.

Berardo, S. A. (2006). *The use of authentic materials in the teaching of reading*. The Reading Matrix, 6(2), 60-69.

Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Pearson Education.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.

Gilmore, A. (2007). *Authentic materials and authenticity in foreign language learning*. Language Teaching, 40(2), 97-118.

Harmer, J. (2001). *The practice of English language teaching (3rd ed.)*. Longman.

Harrop, E. (2012). *Content and language integrated learning (CLIL): Limitations and possibilities*. Encuentro, 21, 57-70

Harrop, E. (2012). *Content and language Integrated Learning (CLIL): Limitations and possibilities*. Encuentro, 21, 57-70.

Hwang, C. C. (2005). *Effective EFL education through popular authentic materials*. Asian EFL Journal, 7 (1), 1-12.

Levitan, J., Carr-Chellman, D., & Carr-Chellman, A. (2017). *Accidental ethnography: A method for practitioner-based education research*. Action Research, 15, 1-17.

<https://doi.org/10.1177/1476750317709078>

Merriam, S. (2014). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.



La Universidad para todos

Mishan, F. (2005) *Describing Authenticity into language learning materials*. Intellect.

Nunan, D. (1999). *Second language teaching and learning*. Heinle & Heinle.

Morris, E. (2023). *Multiple Intelligences in the Classroom*. Taylor & Francis.

Retrieved from

[https://www.google.com.ec/books/edition/Multiple\\_Intelligences\\_in\\_the\\_Classroom/L0e1EAAAQBAJ?hl=es-419&gbpv=1](https://www.google.com.ec/books/edition/Multiple_Intelligences_in_the_Classroom/L0e1EAAAQBAJ?hl=es-419&gbpv=1)

Peacock, M. (1997). *The effect of authentic materials on the motivation of EFL learners*. *ELT Journal*, 51(2), 144-156.

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.

Rost, M. (2013). *Teaching and researching listening* (3rd ed.). Routledge.



## A7 Rubric for Assessment

<b>Criteria</b>	<b>Excellent (3)</b>	<b>Good (2)</b>	<b>Needs Improvement (1)</b>
<b>Fluency</b>	Speaks smoothly with few pauses	Speaks with some pauses	Frequent pauses and hesitations
<b>Pronunciation</b>	Clear and understandable	Some pronunciation errors but understandable	Pronunciation issues hinder understanding
<b>Vocabulary</b>	Uses a wide range of vocabulary accurately	Uses limited vocabulary but mostly accurately	Uses very limited vocabulary and makes errors
<b>Grammar</b>	Uses a variety of grammatical structures accurately	Uses simple structures with some errors	Frequent grammatical errors
<b>Coherence</b>	Ideas are well-organized and easy to follow	Ideas are somewhat organized but may lack clarity	Ideas are disorganized and hard to follow

Done by: Jessica Calderon and Juan Cuenca



La Universidad para todos



## A8 Designation of research tutor

### COVER LETTER

PhD: Dr/ MSc: PhD(a) Diana Carolina Egas Herrera

Subject: Instrument Content Validation through Expert Judgment.

It is with great pleasure that we contact you to express our regards and to inform you that being students of **the Master's program in Pedagogy of English as a Foreign Language** at UBE, cohort III, we are required to validate the instruments with which we will collect the data needed to develop our research to obtain the Master's degree.

This research proposal is under the title: “**The Influence of Authentic Materials to Improve Speaking Skills in A2 Students**” and as it is essential to obtain the approval of specialized professors to implement the tools as mentioned earlier, we considered it convenient to call upon you, given your renowned experience in educational issues and/or educational research.

The validation dossier, which is sent to you, contains:

- Cover letter.
- Operationalization matrix of the variables (dimensions, indicators, items, levels or ranges).
- Instrument(s) to be validated.

Expressing our feelings of respect and consideration, we bid you farewell, but not before thanking you for your attention to this request.

Sincerely yours,

---

Jessica Alexandra Calderón Cueva

I.D.: 1720729431

---

Juan Vinicio Cuenca Cuenca

I.D.: 1711763217



La Universidad para todos

## A9 Instruments validation

# CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

**TITLE OF RESEARCH:** "THE INFLUENCE OF AUTHENTIC MATERIALS TO IMPROVE SPEAKING SKILLS IN A2 STUDENTS"

**AUTHOR(S):** Calderón Cueva Jessica Alexandra / Cuenca Cuenca Juan Vinicio

N	INDEPENDANT VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
	<b>Authentic Materials</b>							
1	Relevance to Real-Life Situations <ul style="list-style-type: none"> <li>The material reflects everyday language use in native-speaking communities.</li> <li>The material covers topics and situations that learners are likely to encounter in real-life.</li> </ul>	x		x		x		
2	Cultural Authenticity <ul style="list-style-type: none"> <li>The material provides insights into the cultural context of the language.</li> <li>The material includes cultural references, norms, and values of native speakers.</li> <li>The material showcases traditions, customs, and social behaviors.</li> <li>The material highlights regional dialects and accents.</li> </ul>	x		x		x		
3	Engagement and Motivation	x		x		x		



La Universidad para todos

	<ul style="list-style-type: none"> <li>To captures students' interest and encourages participation.</li> <li>To promote active learning and interaction among students.</li> <li>To include diverse vocabulary and expressions used by native speakers.</li> </ul>						
4	<b>Complexity and Variety of Language</b> <ul style="list-style-type: none"> <li>To include diverse vocabulary and expressions used by native speakers.</li> <li>Complex sentence structures and idiomatic expressions.</li> <li>A range of genres and text types</li> </ul>	x		x		x	
5	<b>Practical Application</b> <ul style="list-style-type: none"> <li>Opportunities for learners to practice language in meaningful contexts.</li> <li>The development of language skills that can be applied in real-world scenarios</li> </ul>	x		x		x	x

**Comments** (specify if there is sufficiency):

---

**Assessment of applicability:**    **Applicable [ X ]**                      **Applicable after correction [ ]**                      **Not applicable [ ]**

**Validator's full names.** Dr/ MSc: PhD(a) Diana Carolina Egas Herrera


**I.D** 0926382045

**Validator's area of expertise:** Master in Pedagogy of National and Foreign Languages with emphasis in teaching English

<sup>1</sup>**Pertinence:** The item corresponds to the theoretical concept declared.

<sup>2</sup>**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

<sup>3</sup>**Accuracy:** The item is understandable, concise, direct and clear.

 **Date: February 15<sup>th</sup>, 2025**

ert's signature



## CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

**TITLE OF RESEARCH:** "THE INFLUENCE OF AUTHENTIC MATERIALS TO IMPROVE SPEAKING SKILLS IN A2 STUDENTS"

**AUTHOR(S):** Calderón Cueva Jessica Alexandra / Cuenca Cuenca Juan Vinicio

N	DEPENDANT VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
	<b>Speaking Skills</b>							
1	Vocabulary and Word Choice <ul style="list-style-type: none"> <li>• Vocabulary acquisition on familiar topics</li> <li>• struggles to find words</li> </ul>	X		X		x		
2	Grammar-Sentence structure <ul style="list-style-type: none"> <li>• Produce simple sentences and use basic structures</li> <li>• Corrects and reduces grammar mistakes</li> <li>• Makes mistakes but conveys meaning</li> <li>• Conveys meaning regardless of errors</li> </ul>	X		X		x		
3	Fluency <ul style="list-style-type: none"> <li>• Maintains simple conversations with pauses</li> <li>• May struggle with longer utterances and complex structures.</li> </ul>	X		X		x		



La Universidad para todos

## A10: Pre-Test

### Pre-Test

**Objective:** To assess students' speaking to determine their English proficiency level.

#### Part 1: Introduction and Interview (2-3 minutes)

What's your name?

Where are you from?

Can you describe your family?

What do you do in your free time?

#### Part 2: Describing a Picture (3-4 minutes)

- Look at this picture. Can you describe what you see? (The picture could show a simple everyday scene, such as a family having a meal, people at a park, etc.)



#### Part 3: Storytelling (4-5 minutes)

- Look at these pictures. Can you create a short story about them?

#### Part 4: Discussion (3-4 minutes)

- Do you like reading books? Why or why not?
- What is your favorite hobby and why?
- How often do you use the internet? What do you usually do online?

**Thanks for your participation!**

**Elaborated by:** Calderón Jessica and Cuenca Juan (2024)



La Universidad para todos



## A11 Questionnaire for Teachers

QUESTIONNAIRE FOR TEACHERS					
<b>OBJECTIVE:</b> To determine the level of implementation of authentic materials in improving speaking skills among A2 students at Unidad Educativa República de Rumania (2024-2025)					
<b>INSTRUCTIONS:</b>					
Read each question carefully					
Mark with an "X" as requested in the box that corresponds to your response.					
In the response options box, mark with an "X" according to your expectations and interests. <b>1. Always / 2. Often / 3. Sometimes / 4. Never</b>					
<b>GENERALES ITEMS:</b>					
COURSE		SECOND BGU			
CLASS	A	B	C	D	
AGE	FROM 15 TO 16 YEARS				
N°	SPECIFIC ITEMS	RESPONSE OPTIONS			
		1	2	3	4
1	Do you consider that, as a teacher, you should be the unique transmitter of knowledge in the classroom process?				
2	Do you think the use of Authentic materials are a different and interactive way to improve the Speaking skill?				
3	Do you believe that by giving different roles in the classroom, students learn how to speak more meaningfully?				
4	Does your institution have laboratories or technological equipment that allow you to use the Authentic materials?				



5	Do you use the Authentic materials to improve speaking skill?				
6	Do you believe that using Authentic materials in the classroom increases students' motivation to learn English?				
7	Do you believe integrating technological tools into the learning process improves students' engagement and cognitive skills?				
8	Do you think that understanding students' unique characteristics could enhance their effective learning of English?				
9	Do you believe that students' specific traits positively impact their English learning process?				
10	"Do you believe it is important to develop a solution to the limited application of authentic material as an innovative methodology to support speaking skills in Second BGU students at Unidad Educativa República de Rumania?"				

**Elaborated by:** Calderón Jessica and Cuenca Juan (2025) (table 5)



La Universidad para todos



## A12 Questionnaire for Students

QUESTIONNAIRE FOR STUDENTS					
<b>OBJECTIVE:</b> Describe the level of implementation of authentic materials in improving speaking skills among A2 students at Unidad Educativa República de Rumania (2024-2025)					
<b>INSTRUCCTIONS:</b>					
Read carefully the following questionnaire.					
Mark with an "X" as requested in the box corresponding to the general items.					
In the response options box, mark with an "X" according to your expectations and interests. <b>1. Always / 2. Often / 3. Sometimes / 4. Never</b>					
<b>GENERALES ITEMS:</b>					
COURSE	SECOND				
CLASS	A	B	C	D	
AGE	FROM 15 TO 16 YEARS				
N°	SPECIFIC ITEMS	RESPONSE OPTIONS			
		1	2	3	4
1	Does your teacher only write the questions on the board in the classroom?				
2	Does your teacher use interactive materials when teaching English classes?				
3	Does your teacher give you the opportunity to prepare dialogues according your real experiences?				
4	Do you believe that watching videos before the classroom session can help optimize your learning?				
5	Are you motivated to learn English using interactive digital tools such as Quizzi, Genially, etc.?				
6	Does your teacher deliver knowledge in the same way to all students?				



7	Do you feel that your teacher considers your individual way of learning English?				
8	Do you think that if your teacher understood your individual way of learning, getting knowledge in English would be easier?				
9	Does your teacher improve your way of learning English in the classroom by using various strategies or incorporating authentic materials?				
10	Would you like your teacher to use an innovative and different way of teaching English, considering your individual learning style with a strong focus on practical content?				

**Elaborated by:** Calderón Jessica and Cuenca Juan (2025) (table 6)



La Universidad para todos

