

**ARMY POLYTECHNIC SCHOOL**  
**DEPARTMENT OF LANGUAGES**  
**APPLIED LINGUISTICS CAREER**



**TITLE:**

“THE INCIDENCE OF USING AUTHENTIC MATERIAL IN TEACHING VOCABULARY TO STUDENTS WHO ARE ATTENDING 10<sup>TH</sup> GRADE AT SAINT PATRICK SCHOOL IN QUITO-ECUADOR FROM SEPTEMBER TO DECEMBER 2012”

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## **ACKNOWLEDGEMENT**

*I would like to thank my parents for giving me all the support needed during my studies and encouraging me to culminate this career.*

*I am grateful to my professor Marcos Morales who was a valuable part of the development of this project through his guidance and useful advice.*

*Finally, I am grateful to God for giving me strength, being my support, and enabling me to conclude my career.*

## **DEDICATION**

*I dedicate this project to myself because it has helped me to improve my English skills, teaching techniques, and has showed me that I am capable of achieving my goals.*

*This project has been done through intense dedication which has resulted in immense self-improvement.*

*This project will help teachers and learners to increase the use of the English language in the classroom, which will help students to achieve higher English levels.*

## APPROVAL SHEET

We; Mg. Marcos Morales Lic. Myriam Ramirez, director and co-director are placed to certify that the Research Project under the title **“The incidence of using authentic material in teaching vocabulary to students who are attending 10<sup>th</sup> grade at Saint Patrick School in Quito-Ecuador from September to December 2012,”** developed by Lucia Suarez Sierra, who has finished all the subjects in Applied Linguistics Career at the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining, are authorized on the correspondent University instance.

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Mg. Marcos Morales

**Thesis Director**

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Lic. Myriam Ramírez

**Thesis Co-director**

## Authorization

I, Lucia Suarez Sierra

Authorize to the Army Polytechnic School the publishing of my research work under the title of **“The incidence of using authentic material in teaching vocabulary to students who are attending 10<sup>th</sup> grade at Saint Patrick School in Quito-Ecuador from September to December 2012,”** in the library of the institution, the content, ideas, and criteria are my sole responsibility and ownership.

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## **Index**

Summary	1
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### **PART ONE RESEARCH PROBLEM**

Problem identification	3
Problem setting	4
Variables matrix	4
Objectives	4
General objectives	4
Specific objectives	4
Justification	5

### **PART TWO THEORETICAL FRAME**

#### **CHAPTER I: AUTHENTIC MATERIAL**

1.1	Authentic material	7
1.1.1	How to choose the correct authentic material	8
1.1.2	The difficulty of authentic material	9
1.1.3	Working with authentic material according to students' levels	9
1.1.4	Dealing with unknown language	10
1.1.5	Using authentic material	11
1.1.6	Important questions to focus on with learners at the moments of using authentic material	12
1.1.7	Activities that can be done in the classroom using authentic material	12
1.1.8	Advantages of using authentic material	13
1.1.9	Authentic material vs graded material	14

1.1.10	To sum up	15
1.2	The Miami Herald international edition	15
1.2.1	The Miami Herald international edition section A	17
1.2.2	The Miami Herald international edition section B	20
1.3	Sitcoms	26
1.3.1	Sitcoms which have been filmed in English speaking countries	27
1.3.2	Why sitcoms matter	28
1.3.3	Top ten best sitcoms of all time	29
<b>CHAPTER TWO TEACHING VOCABULARY</b>		
2.1	The teaching of vocabulary	36
2.1.1	Teaching vocabulary techniques	37
2.1.2	Presentation techniques and introductory activities	38
2.1.3	Ways of presenting a lesson to learners	39
2.1.4	Practice activities for language and skill development	41
2.1.5	Reasons why educators assess learners	45
2.1.6	Planning and preparing a lesson or sequence of lessons	48
2.1.7	Identifying the different components of a lesson plan	49
2.1.8	Selection and use of resources and materials	50
2.2	Function words	50
2.2.1	Nouns	50

2.2.2	Verbs	52
2.2.3	Adverbs	54
2.2.4	Adjectives	55
2.3	Phrasal verbs	57
2.4	Idioms	59

### **CHAPTER III**

#### **AUTHENTIC MATERIAL FOR TEACHING VOCABULARY**

3.1	Authentic material for teaching vocabulary	63
3.1.1	Identifying function words in written English	64
3.2	Importance of authentic material in English language	65
3.3	Acquiring idiomatic expressions through the use of authentic material	66
3.4	Advantages of using authentic listening material	67
3.5	Authentic material in the process of acquiring foreign vocabulary	69

#### **PART THREE METHODOLOGICAL DESIGN**

Type and research design	72
Population and sample size	72
Field work	72
Instruments for data collection	73

#### **PART FOUR TESTING THE HYPOTHESES**

Hypothesis system	76
Data collection	76
Diagnostic and achievement test results	77
Questionnaire results	79



Testing the hypothesis	80
Conclusion	81
Recommendations	82
<b>PART FIVE THE PROPOSAL</b>	
Title	84
Data information	84
Background	84
Justification	85
Objectives	85
Feasibility analysis	86
Scientific basis	86
Activities	88
<b>BIBLIOGRAPHY</b>	102
<b>ANNEXES</b>	104

## Summary

In part one, it has been found that learning a foreign language is one of the main purposes while you are attending high school, and there are many different circumstances that difficult learners to acquire a second language.

In part two, it has been studied that using authentic material has advantages and disadvantages, so it is important to choose the correct material according to students' level.

In part three the technique for collecting data was a diagnostic test, an achievement test and a questionnaire.

In part four, the main objective was to prove the hypothesis. In short, authentic material helped students to increase their vocabulary skill and confidence using the language.

In part five, being able to work with 10<sup>th</sup> grade students and discovering that their English level is intermediate motivated me to use authentic material in the class, so their vocabulary skill would be improved. It was not difficult to work with authentic material because the school is subscribed to The Miami Herald international edition in Ecuador and the newspaper is delivered to the school every day. In addition, working with "Friends" which is a well-known and famous sitcom was not difficult because you can find all the episodes of this show in the Internet or at any DVD store.

For instance, learners realized many diverse activities such as recognized function words from articles from the newspaper, wrote their own comics, prepared recipes, created role plays, and different listening activities. Moreover, using authentic material is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate.

**PART ONE**  
**RESEARCH PROBLEM**

## **Problem Identification**

Learning a second language refers to the whole range of educational activities taking place in various settings that can be formal or informal in order to meet basic learning needs. However, the learning process has led to inefficiencies. In fact, low performance of some students is caused by the lack of authentic material, teachers are not motivated, and the teaching techniques are not useful in the class. Moreover, some of the students from 10<sup>th</sup> grade do not have a high level and they are disinterested because they are not exposed to real material. Therefore number of goals is not reached. It is important to mention that reading authentic articles helps students to improve their English, skills especially their vocabulary and spelling. Many of the students are not exposed to different reading material which can positively contribute to their learning process. Students from 10<sup>th</sup> grade are much attuned to actual events.

There are many different teaching techniques that can be used in order to increase students' vocabulary. It is fundamental to select effective teaching techniques according to the students' age and knowledge level. For 10<sup>th</sup> graders there are many activities that can be done outside and inside the classroom which facilitate the learning and teaching processes. Most of the students enjoy reading and using authentic material in the classroom. To emphasize, students from 9<sup>th</sup> grade are active members in the class and they collaborate in the learning process because they have a high level of English and they like to do different activities in the class such as group work activities, pair work, individual work, etc.

Students are used to reading different kinds of guided reading books, but they have not been exposed to real material such as newspapers. In conclusion, using authentic material in teaching vocabulary contributes to the teaching learning process because students are able to be exposed to authentic material and the classes are interesting and fun, therefore leading to the completion of many goals.

## **Problem Setting**

The problem setting in this research project is that students from tenth grade at Saint Patrick School need to improve their vocabulary in order to increase their English level. Most of the students have a high level of English, but they need to increase their vocabulary by using authentic material such as The Miami Herald international edition or sitcoms which allow them to experience currently situations. Most people know that English is one of the most important languages that are spoken around the world, so parents and students want to achieve a high level of English which will open many doors for their lives in the future.

## **Variables Matrix**

(See annex 1)

## **Objectives**

### **General Objective**

- To apply authentic material in teaching vocabulary to students.

### **Specific Objectives**

- To develop vocabulary through the use of the Miami Herald newspaper.
- To acquired common idiomatical expressions by using sitcoms.

## **Justification**

Acquiring a second language implies developing several skills in that language which sometimes can be a challenge for students when learning a new language, and they are not exposed to real situations where they can use the second language. Therefore; authentic material being used in the classroom is a useful tool in order to motivate students and make them feel comfortable using the second language.

Using authentic material increases the students' level of motivation and how they get familiar with the foreign language. It is well-known that English is one of the most spoken languages around the world. In fact, learning English is easier than learning Spanish because English has easier verb tenses and English adjectives do not vary in gender. In addition, English is spoken from people from all over the world. In fact, it does not matter if they are not from an English speaking country. It is important to mention that learning our L1 was easy because we have been exposed to it since we were born, so using authentic material in the classroom increases the possibility for students to learning and achieving a high level in the foreign language.

Learners who are exposed to foreign environment such as sitcoms, newspapers, magazines, native speakers, etc. are more likely to understand and use the language faster than students who are not exposed to realia. Moreover, there are some learners who do not have the opportunity to use real foreign material outside the school; therefore, it is very useful to use real material in the class.

Using authentic material is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation.

This is only a brief introduction to the ideas involved, but some of these ideas could easily be expanded to form part of a motivating and effective course

**PART TWO**  
**THEORETICAL FRAME**

# CHAPTER I

## AUTHENTIC MATERIAL

### 1.1 Authentic material

Authentic material has been used for more than 10 years, and educators have found that they complement English classes by stimulating the class and creating a more positive attitude toward learning. There is an extensive collection of materials that include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various pamphlets of sightseeing and tourist information. Teachers have found that using sets of materials are particularly appealing. All of this material which is interwoven immerses the student in a multidimensional English experience. Moreover, using authentic materials is one of the mainstays of an imaginative and motivating higher level course, but is rarely features at levels lower than intermediate. In addition, there are several reasons for this; primarily a kind of fear that students will panic when faced with a language that is largely unfamiliar, and the lack of sufficient vocabulary which would enable them to communicate effectively.

This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teacher and students. To sum up, authentic material is a useful tool in the classroom during the teaching and learning process because students are exposed to reality. This involves them in the culture of an English speaking country which most of the time tends to be very different from a Latin culture. However, some educators are recently using this material in the classroom because they were not accustomed to using authentic material during their classes.<sup>1</sup>

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<sup>1</sup> Submitted by TE Editor on 19 April, 2004 - 13:00



### **1.1.1 How to choose the correct authentic material**

There are several important points to consider when choosing authentic material. In fact, teacher should make sure that they have enough copies of the materials that will be used, so that each student or pair of students can have their own. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If you plan to use the same materials in more than one class, it is important that they be durable enough to withstand a lot of handling and they should be able to be easily refolded and put back together. In addition, materials with multiple pieces or pages that fall out or come apart should be avoided. It is important to keep in mind that some materials are more easily outdated than others. For example, last season's catalog does not have the same impact as a current one which is filled with items which attract the students' attention. For instance, students are generally uninterested in specific events, for example an article of an event which has already happened. Therefore, it is essential to choose material that is appropriate for the students' level. However, a certain amount of adjustment can be made depending on the type and level of questions used in the accompanying question handout. In conclusion, using the correct authentic material in the classroom contributes to the teaching process.<sup>2</sup>

It is important to mention that some students may feel nervous or anxious at the moment of facing authentic material, but educators are able to avoid this uncomfortable feeling by using the appropriate material according to their level, age, likes, dislikes. Therefore, learners and teachers create an appropriate atmosphere in the class.

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<sup>2</sup> Charles Kelly, Lawrence Kelly, Mark Offner and Bruce Vorland

### **1.1.2 The difficulty of authentic material**

In some cases, authentic material can even be too hard, for advanced students. The trick, regardless of the text used, is not to edit and grade the text, but to grade the task according to the students' abilities. This is for three main reasons. First, it reflects the kind of situation students may face in an English-speaking environment. Second, it saves teacher's time and energy. Finally, it encourages and motivates learners when they can conquer a real text. Therefore, the exposure to authentic material can even be more difficult, but that is the challenge for Ecuadorian students. The text, written or recorded, is likely to be too hard, even, in some cases, for advanced students or even native speakers. As a result, with the acquired vocabulary knowledge the learners will move to the next level which consists not only of understanding but also using what they have learned. They will be able to use different words, even advanced words, which may be focused on everyday activities. In fact, students will use English vocabulary to do their best in the classroom by having different activities which involve using the vocabulary, for example, debates.

### **1.1.3 Working with authentic material according to the students' levels.**

Using authentic material in the class can be positive for many of the students. In fact, most of the students who are learning a second language tend to achieve different levels of comprehension in that language depending on how long they have studied or their individual skills. Students' knowledge of the English language has been divided into three main levels.

#### **Low level.**

There are many ways of teaching students whose English level is low. For instance, using tools such as timetables, menus, short headline type reports, audio and video advertising, or short news broadcasts can be useful

tools. In fact, the task should be simple and relatively undemanding, and it is important to pre-teach key vocabulary so as to prevent panic.

### **Intermediate level.**

Learners whose English is at an intermediate level can be taught to use longer articles, four or five minute television or radio news reports, a higher quantity of shorter items, or even whole television programs. Indeed, pre-teaching is important, although students should be able to deal with unknown vocabulary to some extent.

### **High level.**

At an advanced level learners should have some tactics for dealing with new vocabulary without panicking, but it's still useful to have a few quick definitions on hand for some of the trickier stuff.

## **1.1.4 Dealing with unknown language**

There are some occasions where learners do not like to work with authentic material because it seems to be difficult for them. Moreover, learners tend to avoid working with authentic material because they find a great deal of unknown words. However, a key skill to dealing with an unknown language is learning particular vocabulary. It is hard to cover this topic, but it sometimes seems immediately appropriate to teach the students how to ignore the unknown word, and instead, have them read the rest of the text in order to understand the context. This way, students can simply guess the meaning of that word because there are some cases that students can complete the task without knowing the meaning of a specific word.

It is especially important with lower levels to emphasize that students do not have to understand everything. Some students tend not to believe teachers until teachers go through a few tasks with them. Teaching low level students this skill and developing their confidence at coping with the unknown word, is an important element in their development as independent

learners. To conclude, using authentic material is a relatively easy and convenient way of improving not only students' general skills, but also their confidence in a real situation.

### **1.1.5 Using authentic material**

It is essential that educators are well prepared at the moment of using authentic material because it can cause different reactions for different learners. First, when individuals first begin using authentic material, they hand out materials to each student and have them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. Educators give each pair the authentic material and a question handout. Students tend to contribute individual strengths to the completion of tasks. In addition, most of the teachers usually tell students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material. Second, after the authentic material has been given to learners teachers should give a brief explanation and point out, for example, the importance of the table of contents in a pamphlet or the legend of a map. This is a good time for the teacher to explain measures, abbreviations, difficult words, expressions, etc. While the students are working on the assignment, educators help students by answering questions and commenting on their work. This is also a good chance to give ideas to those who are stuck on a particular question. Once the time assigned for the activity is up, educators collect the material along with the question handout and go over the difficult questions with the class. If the handouts are checked by teachers, it is a good idea to make sure they have a chance to work with various partners over the class, so students compare their answers.

### **1.1.6 Important questions to focus on with learners at the moment of using authentic material**

It is important that educators ask themselves questions to themselves in order to make authentic material effective. There are many doubts that students can have at the moment of using authentic material. However, it is important to answer those questions, so educators avoid misunderstandings. In fact, it is essential to have questions which are well constructed in order to clarify students' doubts and achieve some goals. Here are some examples of well-developed questions which can be given to all the members in the classroom:

- Is the authentic material giving the students the opportunity to practice English?
- Is the educator helping the students to gain confidence in their English ability?
- Are the students exposed to cultural differences and customs?
- Is the teacher helping the students to develop their ability to find pertinent information quickly?

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

There are various methods of using authentic material. Some of these can be used as a supplement to the question handout, or on their own, for variety. Here are four examples of effective activities with brief explanations.

#### **Word Search.**

The students search for parts of speech such as adjectives on a given page or search for certain categories of things. An advantage of this activity is that students do not need identical copies of the authentic material.

### **Crosswords.**

Teachers prepare a crossword puzzle using words from the handout. The questions for the handout can also be presented as crossword clues. Crossword generating programs found on the Internet make this easy.

### **Personalizing.**

Learners write a list of purchases for an imaginary party using a supermarket handout, plan a trip using a travel brochure, or plan a meal with a menu. Students could also be asked to fill out a mail order form with an imaginary order of purchases for family members, boyfriends, girlfriends, and themselves.

### **Pair Practice.**

Students ask and answer printed questions on the handout, and they are encouraged to ask their own questions. The students can role play the parts of customer and clerk either following a sample conversation provided by the teacher or making up their own.

## **1.1.8 Advantages of using authentic material**

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:

- Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.
- Textbooks often do not include incidental or improper English.
- They can produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit.
- The same piece of material can be used under different circumstances if the task is different.

- Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
- Books, articles, and newspapers, contain a wide variety of text types, and language styles not easily found in conventional teaching materials.
- They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a debate about the topics or kinds of authentic materials to be used in class.

### **1.1.9 Authentic material vs. Graded material in second languages**

The main difference between authentic and graded materials is that in the past, the materials almost always revolved around a particular structure that is presented to the student. For example, if the tense being presented is, say, "The Past Tense", every single speaker in the dialogs or even in the texts given to the students are in that tense. Therefore, it seemed as if there were no other tenses in the whole world. In reality, when talking about the past, for example, native speakers may use a wider variety of tenses, sometimes even the present tense; for example, "Last night something very funny happened to me. I was walking down the street and suddenly a man came and looked at me in the face and says: boy, you ARE ugly". In fact, this is not uncommon in real life, but when it comes to graded materials, you will never find these types of situations that resemble real-life conversations. In spite of this, graded materials are very useful if you want to raise the students' awareness of certain structures or patterns that may be important for them to learn. Every single context they see will contain many instances of the same structure which will enable them to make inferences on how they are used.

### **1.1.10 To sum up**

Once authentic material is used correctly in the classroom it brings the real world into the classroom and also is directed to second language learners. Moreover, it exposes the students to cultural features generates a deeper understanding on an interest in the topic. On one hand, the students develop their ability to zero in on relevant information, and on the other, they learn how to disregard what is irrelevant. It is important to mention that learners develop and improve their individual strengths. Therefore, they gain confidence in an English speaking atmosphere, and they become familiar with an English-speaking society.

### **1.2 The Miami Herald international edition**

The Miami Herald International Edition is a separate edition from the Miami Herald in Miami. This international edition began in 1946, and it does not circulate in the United States, it only circulates in Latin America. Furthermore, the articles which are found in the Miami Herald international edition are not written by Miami Herald International Edition staff, because the Miami Herald International Edition does not have its own staff. The Miami Herald international edition is printed from Monday to Saturday. However, for years ago it was printed from Monday to Sunday four years ago. Moreover, it also used to be 24 pages, but now it is only 16 pages long.<sup>3</sup>

This reduction of length now happens because of the lack of a sufficient budget. In fact, all the stories which appear in the paper, including the American news section, these organizations include: the Associated Press, New York Times, and Washington Post. The Miami Herald newspaper is a compilation of stories from those other agencies. The editor picks what he thinks are the most important stories and puts the paper together each day with a development team in India. It is an international newspaper, but it has a strong focus on the Latin American region. For instance, page 4A is

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<sup>3</sup> Authentic Material: An Overview by Alejandro G. Martinez, M.A., Mexico City



always based on Latin American news because most of the readers in Latin America. In addition, there is a lot of U.S. news coverage on page 5A because, again, many readers are travelers or expats from the U.S. The editor also includes some special free-lance articles from other journalists he knows, especially if they are on news topics from the region. The Herald pays a fee to have access to this content, just like other papers do, and they print them daily as part of their product. There is a partner in each country where the newspaper is sold. These partners print and distribute the print edition in their country. For instance, the Miami Herald's partner in Ecuador is Diario Hoy. Furthermore, the Miami Herald international edition has been circulating in Ecuador since 1996. The paper is directed towards different groups of people such as travelers in the region who speak English, particularly U.S. citizens. For that reason the paper is found in many hotels and points of sale where travelers are found. Second, expatriates who live abroad, and want daily news use the paper. In Cuenca, for example, there is a large North American presence of people who are retired from working, and they live in Ecuador now, so most of them enjoy having an English language paper to read. Moreover, organizations, companies, embassies, universities, schools, that want to stay up to date and make information and news available to their employees are subscribed to the Miami Herald international edition. In addition, there are particular people who desire to have a subscription to an English language daily paper; therefore, the paper is delivered to the subscriber's door in Quito, Cuenca, and Guayaquil.

The Ecuadorian features that you read on page 8 (the last page) are put together by Lance Brashear. They are mostly promotional stories in the area of tourism, gastronomy, art and culture. Lance's job is to develop local content and sell publicity in order to finance the paper locally. He works freelance with Diario Hoy and the blessing of Miami Herald international edition.

## **1.2.1 The Miami Herald international edition section A**

The first section of the newspaper is called section A which is divided in special segments such as the front page, from the front page, news extra, the Americans, U.S. news, world news, opinion, and the last page which is related to real estate in North America.

### **The front page**

The front page has eye-catching photos and small articles which call the readers' attention. Those short articles give brief information about what the articles on the next page will be about. There are usually three to five articles that have large and colorful photos related to each one the editorials, and at the bottom of these photos it reads "turn to 2A", so people become interested in reading the next sections where the articles are developed longer with more details and supporting ideas.

### **From the front page**

This section is the development of most of the articles which were published in the front page, but they do not have any pictures. The majority of these articles are related to actual events which are happening around the world. This section is written on page 2A in the newspaper. In addition, readers can also find out how to reach the staff of the Miami Herald international edition whose partners, and the reprint permission. It also states comments and suggestions. Furthermore, there is an article about the weather for central international travelers. This part describes the weather of selected major cities. Moreover, there is also another part which explains the global forecasts provided by Weather Central, LP 2012.

### **News extra**

Readers can find this section on page 3A in the newspaper. Most of the articles are taken from the New York Times newspaper. This part usually has four to five articles which are related to news from all over the world.

Most of the articles are about events that are happening in the society of different countries. Some of the articles have small pictures that are printed with no colors. The only pictures which are big and printed in color are the ones on the front page.

### **The Americans**

English speakers are interested in reading this section because it covers different attractive topics. This section is written on page 4A in the Miami Herald international edition. There are four to five articles which are related to the main events that occur on the American continent and some other countries, but the most common articles are about America, so readers are able to find important incidents from North, Central, and South America. There is a brief part dedicated to short important events which is called "briefs ". There are also short paragraphs that are taken from the Miami Wire Services.

### **U.S news**

Most of the readers are people from The United States, so they are very interested in knowing and keeping updated on what is happening in their country. Therefore, the Miami Herald international edition has provided one section which is dedicated to American news. All the articles which are related to American events are written on page 5A. These articles are about actual news which call the reader attention and enable them to know what is going on in their native country even though they do not live there. It is important to mention that all the articles are written daily, so readers have the opportunity to know important facts that change every day. In fact, the articles are related to politics, society, the USA economy, and important events which are happening in a specific state. In addition, some articles are about the relationship of the USA with other countries, this inspires people who are not from the USA, but want to read a newspaper which is written in English.

## **World news**

This section contains four to five articles which are about different countries around the world. Readers can find this section on page 6A of The Miami Herald international edition. These articles are about actual events which are happening around do not pertain to a specific country or continent, so readers from all over the world whose second language is English pay attention to these articles. In fact, they are able to know what is going on in their native countries even though they do not live there. Moreover, the articles are related to politics, society, economy, and important events which are happening in a country. This international news is important because it reaches out to people who are not from America.

## **Opinion**

Booklovers are able to obtain this section on page 7A in the Miami Herald international edition. This is one of the sections which causes more controversy because the articles published are about the opinion of different journalist about specific situations around the world. Journalists give their personal point of view which sometimes causes tension. Furthermore, the person in charge of this section is Charles D. Sherman who is part of the staff of the Miami Herald international edition, and is the editor-in-chief.

## **Prospects in the USA**

This is the last page on section A of the Miami Harold international edition. This section is written on page 8A, and it is about real estate markers. Most of the articles are about real estate markers in the State of Florida. In fact, this last page is for publicity and advertising. On occasion, there are not any ads, so the editor fills this section with editorial content. This page also has some colorful pictures.

## **1.2.2 The Miami Herald international edition section B**

This second section of the Miami Herald international edition is called section B, and readers can recognize it because of the number which is located on the corner of the first page and has a big title that says "Business and Sports." This segment is divided in special sections: front page, from the front page, business briefs, money and markers, diversion, sports, and today in Ecuador.

### **The front page**

The front page from section B is similar to the front page of section A. The main purpose of the front page is to cater to the readers' individual interests by giving them short information about news which is related to business and sports. In addition, most of the brief articles are about business. This page has colorful pictures which attracts the readers to read the next pages. There are some instances where individuals can find the markers which, most of the time is information taken from the New York Stock Exchange.

### **World's production**

This section of the newspaper is about the economy of the USA and the rest of the world. These articles are written on pages 2B and 3B. The business section describes the economy of the USA, or the agreements that USA government has made with other countries, and these articles are sometimes analyzed by economic experts. Most of the articles are related to the problems that have resulted in economic experimentation of the US undergone years ago. In conclusion, a lot of critiques say that the United States of America is having the worse economy since the Great Depression, and citizens are not able to find a candidate that gives them any clear solution to this issue. In addition, other articles are written about the economy of other counties and some events which affect the economy of those countries.

## **Money and markets**

This section of the tabloid is about the world's economy. Most of all, it focuses on the USA economy. On the other hand, Today in Ecuador is not published on Mondays and Tuesdays, so page 5B has articles related to society or tourism in other countries. However, these pieces hardly ever written about Ecuador because there is a specific section for Ecuadorian news. Some of the articles are about American society and the problems that society has to deal with. For example, most of the time the articles are related to migration and immigration which is one of the biggest societal issues that the USA faces. In addition, there is the section for Today in Ecuador from Wednesday to Saturday, so there are fewer articles related to money and markets. Therefore, page 4B is full of numbers which describe the widely held stocks, global markets, interstates, commodities, foreign exchange, Toronto stock exchange, and the largest mutual funds.

## **Diversions**

This section has been created to entertain readers and provides them with some fun activities to do. These activities are used by teachers most of the time in the classroom, so the students can apply their knowledge by using authentic material. Diversions is not only for students there are many people who really enjoy solving crosswords or reading about other people's life because you never know if someone is going through the same situations as yours.

This section can be found on page 5B or 6B in the Miami Herald international edition depending on the day. This section has been divided in several parts such as comics, crosswords, horoscope, chess quiz, jumble, and some interesting letters to Carolyn Hax.

Furthermore, it is interesting to look at this section because it has games in which you have to think hard and use logic in order to find the solutions, and you can find the answers of the crosswords or the chess quiz in the newspaper of the next day. In fact, there are some sections which are

more important than other ones because readers read them most of the times and complete the tasks.

Letters to Carolyn Hax have caused contrasting viewpoints for the readers since the columnist “Dear Abby” left. People say that there are some times when Carolyn is very sarcastic and that the way in which she answers is not polite enough, or that her responses devoid of intelligence or empathy, especially for physician who deals with hundreds of patients.

Many people have found Dear Abby insightful and they say that the new column is pithy and smug. Moreover, whether they like the advice or not, these days readers do not merely respond via letter. They find Hax through email, in the comments section of the Post’s website, on Facebook and via her live web chat, at noon every Friday at [www.washingtonpost.com](http://www.washingtonpost.com).

In fact, Carolyn Hax’s special brand of snark landed her the job 15 years ago at The Washington Post. She is a strong woman who has been through different difficult situations in her life. She split from her husband, cartoonist Nick Galifianakis, who illustrated her column. Around the same time her mother was diagnosed with Lou Gehrig’s disease. Carolyn Hax is a 40-something repatriated New Englander with a liberal arts degree. Her columns appear in hundreds of newspapers throughout the United States, not just the Miami Herald international edition.

The Herald pays a fee to have access to this content, just like other papers do, and they print them daily as part of their product. Comics are found on the page 5B or 6B depending on the day. There are seven different comics which are very useful for the reader in order to have some fun by reading in the English language. Some of the comics are: Garfield by James Davis, Dilbert by Scott Adams, Zits by Jim Borgman and Jerry Scott, Peanuts classics by Charles Schulz, Baldo by Hector Cantu and Carlos Castellanos, Doonesbury by Garry Trudeau, and Baby Blues by Rick Kirman and Jerry Scott. Most of the readers enjoy reading Garfield because it is famous and there are even movies with this smart cat. Garfield is designed by Jim Davis who was born July 28 1945. His parents were farmers, so he

grew up in a farm where he had a lot of animals. His first drawing was a cow. After, he realized that drawings are fun if they have words, so he developed this skill. In fact, he liked to draw everywhere on the farm. He went to Ball State University where he studied arts and business. By 1987, the strip was in 2,000 newspapers, and today, the strip is in almost every newspaper in the world.

Readers can find the daily horoscope in the diversions section. This section is written by Jacqueline Bigar who has predicted every presidential election correctly since she began as a professional astrologer, including the infamous Election Day 2000. Jacqueline has taught astrology at Temple University and is a member of the National Council for Geocosmic Research, the leading astrology organization in the United States. She received a Bachelor of Arts in comparative literature from Scripps College in 1969, and has done postgraduate work at Pacific Oaks College, Temple University, and the Institute of Modern Psychoanalysis. Jacqueline's television career began in 1985 with KYW's morning news, Philadelphia's local NBC affiliate at that time. Her daily morning spots ran on KYW for 11 years. As a result of her TV spots, Jacqueline was recognized by Columbia Journalism Review as the first astrologer to work continuously on a television network. Crosswords can also be found in this section, which help people to develop their vocabulary skills.

The Miami Herald international edition has a daily crossword, and you can find the answer of that crossword on the next day. There are many people, who publish their crosswords in the newspaper, but the most common crosswords are written by Norma Steinberg who is formerly from New Jersey, but she lives in San Francisco. She has been writing crossword puzzles since the time she first realized that someone must write them.

Retired now from “work” work, she spends her time constructing puzzles, cooking, walking and exploring her adopted city, sharing adventures with the Love of her Life, and gushing over e-mailed pictures of her grandson. These appear in hundreds of newspapers throughout the United States, not just The Miami Herald international edition. The Herald pays a



fee to have access to this content, just like other papers do, and they print them daily as part of their product.

## **Sports**

This section is one of the most important ones because people are attracted to sports, and they want to know all about it. These articles related to sports can be found on pages 7B or 8B depending on the day. This section is one of the most read for people. This especially happens when some kind of big game is going on. Big event include the super bowl, American football, the world cup, and baseball. The articles which are published in the international edition appear in hundreds of newspapers throughout the United States, not just the Miami Herald international edition. The Herald pays a fee to have access to this content, just like other papers do, and they print them daily as part of their product. There are many fans around the world who are interested in sports, but the most common sports are soccer, American football, and tennis.

There are many articles related to soccer which is one of the favorite sports of Latinos. There are many occasions when the articles discuss about American soccer teams, Copa Libertadores, World Cup qualifying, etc. Most of the articles related to soccer are taken from the MLS features. Additionally, American football is one of the most famous sports in the United States, so American readers enjoy keeping updated with this sport. It is well known that the NFL, the National Football League, covers all the information related to the American football. The Miami Herald newspaper has a lot of articles related to American football when the super bowl is going on because this is the time when people keep their attention on this sport. There are many teams which belong to each state from the United States, so individuals from all over North America are interested in American football. Finally, tennis is a sport that many people from all over the world like to play or watch. Therefore, articles which are related to tennis call readers' attention. The Miami Herald newspaper publishes editorials which are related to the latest news on tennis around the world.

## **Today in Ecuador**

This section is exclusive for Ecuadorian information which is written by Lance Brashear. All the articles related to Ecuador are written on page 8B. Most of these articles are focused on promotional stories in the area of tourism, gastronomy, art and culture. This section is informational and interesting for Ecuadorians. It includes news written in English. Most of the time these articles are related to what is happening in Ecuador for tourists, so foreigners also like to read this section in order to know what they can do during the time that they spend in Ecuador. Each week Today in Ecuador runs local content in the Ecuador edition of the newspaper, which does not appear in other countries - only Ecuador. Normally, the regular international edition has Sports on that page, but in order to make room for our local news, journalists removed the content from 5B, which is always 2-3 independent stories, and moved the other pages forward, freeing up the last page.

Journalists who work for the Miami Herald international edition Ecuador publish content four days a week on 8B: For instance, a page dedicated to Cuenca on Wednesdays, a page dedicated to Travel & Tourism on Thursday, a page called Dining Out, about restaurants and food on Friday, and a page dedicated Quito on Saturday. In fact, each page has some kind of editorial content and publicity. They have chosen those topics because they are based on how the project developed. Today in Ecuador started to be printed three years ago. Lance who is in charge of this section one had to look for a way to bring in revenue for the paper, which is traditionally done by selling advertising. The traditional ad spaces did not work. It is commonly said that the spaces failed because of the lack of a restaurant guide circulation.

Therefore, Today in Ecuador had to get creative. Journalists saw in the edition for the Dominican Republic where restaurants paid a small weekly fee to be listed in the paper. Lance decided to do the same thing but in the context of a dining out page that covered local gastronomy. A page with content has more value and is more attractive than one simply with publicity. It is more attractive to the advertiser and the reader and it also adds value to

the paper. The idea worked, so well that they applied it to the area of tourism with a tourism guide, which has tourism content appearing each Thursday.

Moreover, the publicity works like this: Clients pay a small weekly fee, but must commit to a long time period, usually one year. After the first year, they decided to offer a promotional package where clients would also receive a story published in the newspaper about their destination. This was attractive to clients and the readers. Currently, they implement a website where all content and publicity is also posted, an added plus for the client. The site has a local brand which is being developed: [www.TodayInEcuador.com](http://www.TodayInEcuador.com).

The Cuenca page has a similar idea; small ad spaces for low weekly cost and publicity package included. Journalist Lance could do the same for the Quito page but once he got a sponsorship from Quito tourism, he decided that was sufficient. Quito tourism sponsors our Saturday page and always has a 1/4 page ad appearing that day. Today in Ecuador wants to develop more pages, particularly in the area of business and real estate. The team Today in Ecuador recently created an ad which takes time and effort to develop a new page and offers it regularly to obtain publicity.

In conclusion, the content on these four pages is often paid publicity, but this does not always happen. There are times where there is not any paid publicity, so Lance writes extra stories and he also sometimes publishes a special edition that has nothing to do with publicity containing themes, such as a story about a local art exhibit, Ecuadorian chocolate, etc.<sup>4</sup>

### **1.3 Sitcoms**

Individuals call sitcoms to a humorous television program based on situations that could arise in everyday life. Sitcom is an informal term for situation comedy. In fact, sitcoms have become very popular in the American culture. There are sometimes that sitcoms have influences the

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<sup>4</sup> [miamiherald@hoy.com.ec](mailto:miamiherald@hoy.com.ec)

American society and people tend to copy some idioms used in the dialogues at a specific sitcom. Moreover, most of the sitcoms are filmed and their episodes are for thirty TV minutes. In addition, sitcom is a genre of comedy that features characters sharing the same common environment, such as a home or workplace, accompanied with jokes as part of the dialogue. Those programs originated in radio, but today, sitcoms are found almost exclusively on television as one of its dominant narrative forms. A situation comedy television program may be recorded in front of a studio audience. <sup>1</sup>The effect of a live studio audience can be imitated by the use of a laugh track. Moreover, sitcoms have been filmed in different countries such as North America, Australia, Canada, New Zealand, United Kingdom, etc. On the other hand, there are some sitcoms that have been filmed in other countries but the ones which have caused more controversy are the ones which were filmed in the countries mentioned first.

### **1.3.1 Sitcoms which have been filmed in English speaking countries**

Sitcoms which are also known as comedies from past civilizations, such as those of Aristophanes and Menander in ancient Greece, Rome, India, and numerous examples including Shakespeare. Some of the characters, routines and situations as preserved in eyewitness accounts and in the texts of the plays themselves, are remarkably similar to those in earlier modern sitcoms such as I Love Lucy and The Honeymooners.

**United States** Most North American sitcoms are generally half-hour programs in which the story is written to run a total of 22 minutes in length, leaving eight minutes for commercials, but sitcoms made outside the US may run somewhat longer or shorter than 22 minutes. Moreover, American sitcoms are often written by large teams of US resident script writers during round-table sessions, but some US sitcoms often do have episodes written by a guest writer. **Australia** There have been many Australian sitcoms throughout the history of Australian television, but many ran for just a single season - usually 13 half-hour episodes. In fact, many successful Australian

sitcoms were somewhat similar in style to UK comedies, and several closely followed the premise of earlier UK programs. **Canada** Canadian television comedy is equally divided between the sitcom, sketch comedy. In addition, Canadian English-language sitcoms compete directly for audiences with American-made sitcoms, which are widely available in Canada on basic cable television. Like American-made sitcoms, most Canadian sitcoms are half-hour programs in which the story is written to run a total of 22 minutes in length, leaving eight minutes for commercials. A few sitcoms are hour-long programs, with 16 minutes allowed for commercials. **New Zealand** New Zealand began producing television programs later than many other developed countries. Due to New Zealand's small population, the two main New Zealand networks will rarely fund more than one or two sitcoms each year depending on their needs. This low output means there is less chance of a successful sitcom being produced to offset the failures. **United Kingdom** The United Kingdom has produced a wealth of sitcoms, many of which have been exported to other nations or adapted for other countries. There is often a tendency towards black humor.

### 1.3.2 Why sitcoms matter

Sitcoms play an important role in the American culture. In fact, long before Charlie Sheen earned \$2 million an episode for "Two and a Half Men," declared him "winning" and held the American public hostage with his late-night escapades, sitcoms were the shining light of network television. Nevertheless, people keep watching it. It is not always about the quality, though it once was; rather, it is about familiarity and trust. Like few other art forms, the sitcom's relational model insists on an intimacy between artist, medium and audience. Furthermore, the sitcom may be unique among artistic media in its ability to focus on relationship in a dualistic sense. The sitcom slowly, almost imperceptibly, invites the audience to become part of its constructed community. What makes this model of relationship possible is the accessibility of the comedic character and, more significantly, the permission comedy gives us to acknowledge and accept our own failures and

even sinfulness. The sitcom, therefore, can be an unlikely vehicle for the development of self-awareness and self-acceptance. Viewers observe and identify particular aspects of their own flawed nature in the onscreen characters, a nature made palatable by the humor and sheen with which it is delivered. However, such identification and awareness are not unique to the sitcom. Television, music and literature also provide ample opportunity for society to identify its core sinfulness. Comedy, however, provides one of the few artistic lenses through which an audience can view its own weaknesses. The sitcom is the most populist of genres in the most populist of mediums and has traditionally brought with it a strident, moralistic tone. While other television genres, like the procedural drama and the historical narrative, are infused with moralistic undertones, their quality depends almost entirely upon maintaining a level of ethical nuance and ambiguity that the sitcom does not require.

There are many sitcoms which are able to move in the space between the sentimental and the disengaged, thereby creating something not only entertaining but also spiritually enriching. The writers and performers on those shows exploit their understanding of the mathematics of comedy while infusing it with a keen sensitivity not only to the failings of the human person but also to the fundamental benevolence that drives and sustains us all.

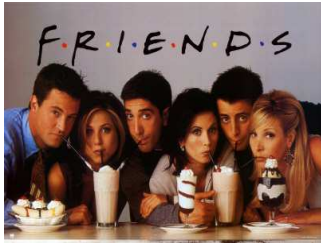
### 1.3.3 Top ten best sitcoms of all time



It is difficult to choose the top ten best sitcoms because there are many different points of view from people from all over the world because sitcoms are not only watched in American. Moreover, most of them are watched all over the world; therefore, this is the top ten sitcoms people

make a point of watching each week or still watch each time they pop up in syndication. However, there are some people who do not agree with the list.

## 1 Friends



Friends has become one of the best sitcoms and proceeded to become one of the highest-rated shows on television. Lisa Kudrow and Jennifer Aniston were both Emmy winners for their work on **Friends**, and the show won the Emmy for outstanding comedy series in 2002. First, the show started on 1994, and it has been divided into ten seasons. Each one of its episodes lasts twenty minutes. The director of this sitcom is Marta Kauffman and David Crane. This show takes part at Central Perk, where six Friends gather to talk about life and love. **Friends** tells the story of siblings Ross and Monica Geller, Chandler Bing, Phoebe Buffay, Joey Tribiani and Rachel Green. The relationship between the characters is a little bit complicated which is one of the reasons why people keep watching this show. In fact, there are some people who have seen the episodes for many times and they can keep watching it over and over.

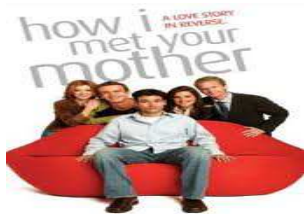
## 2 Seinfeld



Seinfeld premiered in 1990 on NBC, set the meandering course for four single friends living in New York. The group's core is Jerry (Jerry

Seinfeld), a standup comedian whose professional path includes a shot of creating a network sitcom during its run; Seinfeld was honored with more than 20 major awards and nearly 60 nominations.

### 3 How I Met Your Mother



*How I Met Your Mother* is a sitcom created by Carter Bays and Craig Thomas. It has eight seasons which have been divided into 165 episodes. This American sitcom has been premiered on CBS on September 19<sup>th</sup>, 2005. *How I Met Your Mother* was inspired by Carter Bays' and Craig Thomas' idea to "write about our friends and the stupid stuff we did in New York". The "Pilot" episode was filmed at CBS Radford. The laugh track is later created by recording an audience being shown the final edited episode. Thomas claims that shooting before a live audience would be impossible because of the structure of the show and the numerous flash forwards in each episode and because doing so "would blur the line between 'audience' and 'hostage situation.'" Later seasons started filming in front of an audience on occasion when smaller sets are used.

### 4 The Big Bang Theory



The Big Bang Theory is a comedy show based on four young scientists who know all about the world of physics. There is also a girl, who gives the physics world a real spin. The comedians who act in the Big Bang



Theory make the show's half-hour episodes pure enjoyment and whether you like physics, women or neither, this show is surely going to get you laughing.

## 5 The Simpsons



The Simpsons is an American animated sitcom created by Matt Groening for the Fox Broadcasting Company. The series is a satirical parody of a middle class American lifestyle epitomized by its family of the same name, which consists of Homer, Marge, Bart, Lisa and Maggie. The show is set in the fictional town of Springfield and parodies American culture, society, television and many aspects of the human condition.

The Simpsons has won dozens of awards since it debuted as a series, including 27 Primetime Emmy Awards, 30 Annie Awards and a Peabody Award. Time magazine's December 31, 1999 issue named it the 20th century's best television series, and on January 14, 2000 the Simpson family was awarded a star on the Hollywood Walk of Fame. Homer's exclamatory catchphrase "D'oh!" has been adopted into the English language, while The Simpsons has influenced many adult-oriented animated sitcoms.

## 6 That 70's Show



The 70' show has been known for being a nostalgic series which comes from celebrated producers Marcy Carsey and Tom Werner ("Roseanne," "The Cosby Show") and wildly inventive creators Bonnie Turner and Terry Turner ("3rd Rock from the Sun," "Wayne's World," "Tommy Boy," "The Brady Bunch Movie"), with fellow "3rd Rock" producer Mark Brazill. This

is a half-hour show which is about a hip situation comedy series that focuses on an eclectic group of friends who are typical teens on the verge of young adulthood. People are able to watch this show in the Fox network. This show has called people's attention all over the world, and the show has been on TV for long times. Some of the countries where the show has been famous are Australia, Austria, Canada, Germany, India, Ireland, Netherlands, New Zealand, South Africa, and United Kingdom. In addition, Eric Forman is a typical high school student growing up in Wisconsin in 1976 with his family and his friends. Together, they have the same kind of joys and sorrows that just about every teenager has while growing up. This show parodied many of the attitudes, events and fads of the 70s, along with those who grew up at the time.

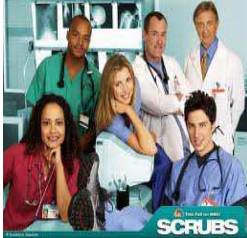
## 7 Everybody Loves Raymond



Everybody Loves Raymond revolves around Ray Barone, a successful sportswriter living on Long Island with his wife, Debra, daughter, Ally, and twin sons, Geoffrey and Michael. That's the good news. However, Ray's meddling parents, Frank and Marie, live directly across the street and embrace the motto "Su casa es mi casa," infiltrating their son's home to an extent unparalleled in television history. Frank's favorite expression, "Holy Crap," is shouted at regular intervals, and Marie's "cooking advice" is less than appreciated by Debra. Brother Robert, a divorced policeman, is constantly moving in and out of his parents' house, and loves to drop over and resent Ray's successful career and happy family life. Ray and Debra just wish someone would knock once in a while. In 2009, the series creator and producer Philip Rosenthal traveled to Russia and adapt the show for local audiences. His experience was documented by a film crew and released as

the documentary feature "Exporting Raymond". The Russian version is titled (Russian) Voroniny, by family name of main character.

## 8 Scrubs



Scrubs is an American medical comedy-drama television series created by Bill Lawrence that aired from October 2, 2001 to March 17, 2010 on NBC and later ABC. The series follows the lives of employees at the fictional Sacred Heart teaching hospital. The title is a play on surgical scrubs and a term for a low-ranking person because at the beginning of the series, most of the main characters were medical interns. On May 14, 2010, ABC announced it had officially canceled Scrubs.

## 9 Two and a Half Men



Charlie is a well-to-do jingle-writing bachelor with a house at the beach in Malibu, a luxury car in the garage, and an easy way with women. His casual lifestyle is interrupted when his tightly wound chiropractor brother Alan, who's facing a divorce, and his son Jake, come to live with him. Together, these two and a half men confront the challenges of growing up. Complicating matters are the brothers' self-obsessed, controlling mother. After season 8, Charlie was killed off and replaced by a wealthy bachelor named Walden who befriends Alan, buys Charlie's home, and lets Alan continue to live there. However, this show has been through some problems

and an actor has stopped working in the show. Some viewers have said that the show is not the same without Charlie.

## 10 Frasier



Frasier is an American sitcom that was broadcast on NBC for eleven seasons from September 16, 1993, to May 13, 2004. The program was created and produced by David Angell, Peter Casey, and David Lee (as Grub Street Productions) in association with Grammmnet (2004) and Paramount Network Television. Frasier has 11 seasons which have been divided into 264 episodes each episode lasts for 24 minutes. It was one of the most successful spin-off series in television history, as well as one of the most critically acclaimed comedy serie.<sup>5</sup>

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<sup>5</sup> <http://www.the-top-tens.com/lists/the-top-ten-sitcoms-of-all-time.asp> 26-Dic-2005

## CHAPTER II

### TEACHING VOCABULARY

#### 2.1 The teaching of vocabulary

Teaching vocabulary to students who are learning a second language is one of the most important parts in the teaching process because vocabulary is one of the most important skills which have to be achieved by the learners. Moreover, teaching vocabulary plays an important role in the learning process of a second language. In fact, it is essential to know that a word means knowing all its different kinds of meanings, it also involves understanding its form, in other words, what part of speech it is, how it works grammatically, and how it is pronounced and spelled. In fact, teachers need to introduce vocabulary items again and again to learners, expanding gradually on their meaning and their forms; therefore, students get involved in the vocabulary of the foreign language. This also increases the chances of learners remembering the item. Individuals can introduce vocabulary items in reading and listening before asking learners to use the items.

There are many important parts of the speech which are part of a language; however, there are two important parts of vocabulary that are function words and some phrasal verbs which are significant for the learners. In fact, teaching a second language refers to the whole range of educational activities taking place in various settings that can be formal or informal in order to meet basic learning needs. However, teaching vocabulary has led to inefficiencies. Therefore, it is important to use the correct teaching technique according to the students age, level, interested, needs, etc. in order to achieve students and teachers' goals during the learning teaching process.<sup>6</sup>

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<sup>6</sup> The TKT course, Mary Spratt, Alan Pulverness, Melanie Williams

## 2.1.1 Teaching vocabulary techniques

It is very important to apply useful techniques at the moment of teaching a lesson because learners need to be motivated in order to achieve their and the educators' goals. In fact, students who are learning a second language must be exposed to a relaxed environment in order to avoid feeling shy because if they feel comfortable, their learning will be better and more efficient. It is important to find teaching techniques which are helpful for the students. In fact, it is important to ask teachers themselves if what they are going to teach fits in the course or lesson.<sup>7</sup>

The four strands	Activities and techniques
Meaning focused input	Reading graded readers, Listening to stories, Communication activities
Language focused learning	<b>Direct teaching of vocabulary</b> , Direct learning, <b>Intensive reading</b> , Training in vocabulary strategies
Meaning focused output	Communication activities with written input, Prepared writing, Linked skills
Fluency development	Reading easy graded readers, Repeated reading, Speed reading, Listening to easy input, 4/3/2, Rehearsed tasks, 10 minute writing, Linked skills

<sup>7</sup> Compass Day, Vocabulary Teaching Techniques, Paul Nation, LALS, Victoria University of Wellington, New Zealand, 2008

## **2.1.2 Presentation techniques and introductory activities**

Presentation techniques are ways used by the teacher to introduce to learners a new language such as vocabulary. Introductory activities are those used by a teacher to introduce a lesson or teaching a topic. The introductory stage of a lesson helps students to settle into the lesson and focus on its content. There are two kinds of introductory activities such as:

- Warmers.
- Lead-ins.

### **Warmers**

Warmers are often used to raise students' energy levels or to make them feel comfortable. They are not always connected to the topic of the lesson, for example, they could be a quiz, game, or pair work activity. To sum up, warmers do not have to be connected to the lesson.

### **Lead-ins**

Lead-ins focus on the topic or new language of the lesson. They can also focus and motivate students and make a link between the topic of the lesson and the students' own lives which is called personalization. For instance, if in one lesson the student is going to read a text about the Internet, rather than giving them the text immediately, we could do one or more lead-in activities such as discussing with students how often they use the Internet, what they use it for, why they think that the Internet is useful, or what they favorite websites are. In addition, if in another lesson they are going to listen to a conversation about television programs, the lead-in activities can be brainstorming about their favorite television programs and discussing them with the class. These doings will probably lead on to teaching relevant vocabulary for the texts and comprehension tasks to follow. In conclusion, lead-ins are connected to the lesson.

### 2.1.3 Ways of presenting a lesson to learners

The technique that the educator uses at the moment of introducing a lesson to learners is very important in the teaching-learning process because students can be motivated to pay attention during the lesson and make a big effort in order to achieve one's goal. However, some learners can be disappointed and they are not probably going to make an effort to learn during the lesson because they did not fully exploit the resources at their disposal. Moreover, there are many activities that teachers can use at the moment of teaching a lesson; however, it is very important to get to know the students, so educators cover the topic by using techniques that are useful for the learners. Therefore, teachers have to be aware of introducing the lesson in the best way to students taking account their age, needs, desires, etc. In fact, there are two approaches to language learning.

#### **Presentation, practice, and production.**

Lessons based on **presentation, practice, and production** offer a very simplified approach to language learning. It is based upon the idea that you can present language in neat little blocks, adding from one lesson to the next. However, some research has shown that we cannot predict or guarantee what students will learn and that ultimately a wide exposure to language is the best way of ensuring that students will acquire it effectively. Restricting their experience to single pieces of target language is unnatural. Thus, the lesson has a language intend, so the teacher follows some steps in order to approach language learning.

**1.** The teacher **contextualizes** the new language; he puts the words into a situation which shows what it means. This will be step one.

**2 or 3.** The teacher then makes sure that the learners remember preciously study language needed to practice the new language by **eliciting**, in other words, asking students to say the language rather than giving it to them, and by doing **a choral drill**.



4. The teacher next presents the new language and the students just listen.
5. The students then say sentences including the new vocabulary in a very **controlled** or **restricted practice** activity, in other words, one in which they can use only the new language and without making mistakes.
6. The teacher tells students about the grammatical use of the new language.
7. The teacher asks students **concept questions** which are questions that check their understanding of the use or meaning of the new language
8. The students then carry out another controlled practice activity.
9. The students do **less controlled** or **freer practice**. This means that they can use their own ideas using the new vocabulary.

Finally, educators who decide to use this very simplified approach to language learning which is known as the PPP follow these three activities in the development of a lesson. First, teachers present new language in a **context**. Second, they get students to practice it in controlled practice activities. Finally, educators ask students to use the new language in less controlled activities, in a communicative way.

In conclusion, presentation, practice, and production approach to presenting new language gives students an opportunity to practice language in a safe learning environment where it is difficult to make mistakes. It can therefore be quite a confidence-building approach for students. However, it makes students learn new language items; they may not be interested in or ready to learn and gives them few opportunities to really use the language for communication.

### **Task-based Learning.**

Lessons based on **Task-based Learning** are well known because the aim of the lesson is for the students to complete a task that is an activity in which students try to achieve something real, and have to communicate to do so. First, the teacher starts by holding a discussion on the topic of the lesson.

Second, the teacher then gives to the students' tasks to do. Third, the teacher and the students discuss any new problematic language they needed for the task. Lastly, the students do an exercise on the new language. To conclude, the teacher who uses task-based learning uses two activities in the class. For instance, the teacher gives students tasks to do, and the educator presents new language after students have needed to use it, and only presents language that the educator or the learners have identified as needed. To sum up, the Task-based Learning approach allows students to find new language when they want to, and to use language experimentally and creatively for real communication. In this way it puts second language learners in a situation which is quite similar to the one in which children learn their first language. Some learners may find this approach to language learning exciting and challenging. Others may wish for more guidance and structure to help them. Presentation, practice, and production and task-based learning are not the only ways of presenting new language. It is also possible, for example, to present new language to learners after they have met it in a reading or listening text which is first used for comprehension.<sup>8</sup>

#### **2.1.4 Practice activities for language and skills development**

There are activities which are designed to give learners opportunities to practice and extend their use of language, such as new vocabulary functional exponents or grammatical structures, or of the sub skills of reading, listening, speaking or writing. There are many different kinds of activities and task with different names and different uses. In addition, the same kind of differences can also be seen in other activities for speaking, writing and learning a new language.

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<sup>8</sup> The TKT course, Mary Spratt, Alan Pulverness, Melanie Williams

## **Activities which can be done to develop different skills.**

How a lesson is developed in the teaching-learning processes plays an important role for teacher and students. Moreover, most of the educators use formative assessments to monitor and update classroom instruction, and these types of assessments are not used in the grade point average of the student because the main of these activities is to give a feedback to students about their learning and to obtain a feedback as teachers in order to know if the students have understood the lesson or if the lesson has been taught correctly.

Furthermore, types of formative assessment include informal observation, worksheets, pop quizzes, journals and diagnostic tests that enable the teacher to assess how students are performing and how well the particular lesson plan is working. In addition, some teachers like to use formative evaluation as a prompt to design courses of instruction. Therefore, teachers know the level of their students and the students' weakness and strengths. Some of the most common activities done in classrooms by teachers are observation, worksheets, pop quizzes, journals, and diagnostic tests.<sup>9</sup>

### **Observation**

One form of formative assessment is observing the students as they work on a specific project, so the teacher roams around the classroom, occasionally offering guidance and encouragement as the students work. Moreover, the observation works well when the teacher wishes to monitor how students work together in groups or individually, so educators take notes on how students are performing and also whether or not modifications need to be made to the assignment.

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<sup>9</sup> Types of Formative Assessment | eHow.com [http://www.ehow.com/about\\_5419008\\_types-formative-assessment.html#ixzz](http://www.ehow.com/about_5419008_types-formative-assessment.html#ixzz)

## **Worksheets**

Teachers may use worksheets as formative assessments. These can worksheets can be solved in the classroom or given out as homework. However, this work will not be included in the student's official grade average because this is rather used as a means to gauge how well the student understands the material being covered. As a result, the teacher may find that the work is too easy for the students or those they have not comprehended the information well enough. In conclusion, using worksheets gives information, so educators can then make modifications as needed.

## **Pop Quizzes**

Teachers often use pop quizzes to gauge student comprehension; however, these quizzes are not graded. In addition, one method of a formative assessment in quiz form is to use an overhead projector to run through questions regarding the lesson and have the class answer as a whole. This form of assessment works well when reviewing for a summative test. Teachers can also give individual quizzes to students or have groups of students to complete a quiz.

## **Journals**

One effective means of formative assessment is the journal. Students are required to periodically write their thoughts and feelings about how they are progressing in the class. They can also tell what they liked or did not like about a particular assignment. In fact, this information gives the teacher a quick look at how effective a certain lesson plan was. To conclude, journals give a feedback to teachers in order to know how the students found the lesson. This feedback allows the teacher to know if changes are necessary for that lesson.

## **Diagnostic Tests**

Diagnostic test are generally used toward the beginning of the class term. These tests are a type of formative assessment that allows the teacher and administration to determine the proper level of instruction for students. In addition, diagnostics can be used in almost any subject to assess the level of

proficiency, comprehension and mastery of information. It is helpful to inform the students that this is a diagnostic tool that will not be graded, but it will be used to help learners to see their strong and weak areas in a subject. It is important that students know about the role of diagnostic test in order to reduce test anxiety and produce more accurate diagnostic results.

### **Different types of evaluation.**

Once educators identify the reason for conducting the evaluation and the target population, it is important to determine the most appropriate type of evaluation. There are many ways of evaluating learners; however, there are five major types of evaluations and the appropriate circumstances for their uses which are formative, summative, process, outcomes, and impact.<sup>10</sup>

<b>Evaluation Type</b>	<b>Definition</b>	<b>Uses</b>	<b>Examples</b>
Formative	<ul style="list-style-type: none"> <li>• Evaluates a program during development in order to make early improvement.</li> <li>• Helps to refine or improve a program.</li> </ul>	<ul style="list-style-type: none"> <li>• When starting a new program.</li> <li>• To assist in the early phases of program development.</li> </ul>	<ul style="list-style-type: none"> <li>• How well is the program being delivered?</li> <li>• What strategies can we use to improve this program?</li> </ul>
Summative	<ul style="list-style-type: none"> <li>• Provides information on program effectiveness.</li> <li>• Conducted after a completion of the program design</li> </ul>	<ul style="list-style-type: none"> <li>• To decide whether to continue or end a program.</li> <li>• To determine whether a program should be expanded to other locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Should this program continue to be funded?</li> <li>• Should we expand these services to all other after-school programs in the community?</li> </ul>
Process	<ul style="list-style-type: none"> <li>• Determines if specific program strategies were implemented as planned.</li> <li>• Focuses on program implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• To determine why an established program has changed over time.</li> <li>• To address inefficiencies in program delivery of services.</li> </ul>	<ul style="list-style-type: none"> <li>• Did your program meet its goals for recruitment of program participants?</li> <li>• Did participants receive the specified number of service hours?</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Focuses on the changes in comprehension, attitudes, behaviors, and practices that</li> </ul>	<ul style="list-style-type: none"> <li>• To decide whether the program or activity affect to participants outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Did participants report the desired changes after completing a program cycle?</li> </ul>

<sup>10</sup> [http://cyfernetsearch.org/ilm\\_2\\_3](http://cyfernetsearch.org/ilm_2_3), Sunday 28<sup>th</sup> October 2012.

	<p>result from programs activities.</p> <ul style="list-style-type: none"> <li>• Includes both short and long term results.</li> </ul>	<ul style="list-style-type: none"> <li>• To establish and measure clear benefits of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the short or long term results observed among?</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• Focuses on long term sustained changes as a result of the program activities, positive-negative and intended-unintended</li> </ul>	<ul style="list-style-type: none"> <li>• To influence policy.</li> <li>• To see impact in longitudinal studies with comparison groups</li> </ul>	<ul style="list-style-type: none"> <li>• What changes in students' behaviors are attributable to your program?</li> <li>• What effects would program participants miss out on without this program?</li> </ul>

### 2.1.5 Reasons why educators assess learners

Educators evaluate students in order to obtain a feedback from the teaching-learning process. The ways of evaluating learners have been divided in formal and informal assessments.

#### Formal assessments.

Formal assessments are the ones which are graded. The main objective of formal assessments is to promote the learner to another level. There are four different formal assessments which are:

**Placement test:** Placement tests are used to decide what level of class the learners should go into.

**Proficiency test:** Learners take test to see how good they are at a language. This kind of test is called a proficiency test. The contents of the test are not based on a course or syllabus that the learner has followed.

**Progress or formative test:** After teachers have finished teaching a part of the lesson, and they want to find out how well learners have learnt it. Teachers give a test to a learner which is called formative assessment.

If educators use a test in order to find out the students' knowledge achievement is called progress test. To conclude, teachers use this information from formative assessment to decide if the teacher needs to

continue teaching this area or not, and to give students a feedback on their strengths and difficulties in learning in this area.

**Achievement or summative test:** At the end of a term or course, teachers may assess learners to see how well they have learnt the contents of the whole course. This kind of assessment is called achievement or summative testing. Students usually receive a score or mark from this kind of testing and sometimes feedback on their performance.

### **Informal assessments**

Informal assessments do not have a grade. These assessments are based teachers' observation, and the educators make comments about what they have observed. In addition, learners can also asses themselves (self-assessment) or one another (peer assessment.) Students usually do this informally with checklists to guide them. The reason for using these kinds of assessment is to help learners to understand their language use and performance better, and so become more autonomous. Though, there are many different assessment tasks.

**1. Observing class work.** Teachers are able to observe how the learners behave in the class and help them to correct mistakes. There are many activities that the students can do in the classroom. For example, gap-fill, multiple choice questions, true/false questions, ordering, correcting the mistakes, taking part in interviews, conversations, or role plays, writing letter or compositions, and dictation. In addition, these tasks only test accuracy of language use, but they do not test communication skills. In fact, they just test one thing; for example, learners' knowledge of the past tense or their ability to distinguish between sounds

**2. Peer.** These activities are usually group or pair work activities inside or outside the classroom to communicate, for example, a conversation, an interview, a letter, reading a leaflet for prices. These tasks test communication skills. Moreover, some tasks, such as composition or conversation, test many things together. A composition, for example, tests

spelling, handwriting, punctuation, grammar, vocabulary, organization of ideas, and fluency of writing. In addition, a conversation can test pronunciation, accuracy, fluency, and interaction.

**3. Objective and subjective tests:** Objective tests such as in multiple-choice, true/false, gap fill, and dictation are easy to mark because they are either right or wrong. In addition, subjective tests like compositions, role-plays, stories, interviews involves judging many things together such as writing: spelling, handwriting, punctuation, grammar, vocabulary, organization of ideas, fluency of writing, the learner may do some of these things well but others poorly. The mark teachers give to the learners' answers in these kinds of tasks depends on teachers' judgment.

**4. Portfolio:** Portfolio which is a collection of learners' work, which the students create by themselves, or with the teacher, during the course. It also contains comments in the work written by the learner or classmates. However, portfolios can be used for formal or informal assessment.

### **Rubrics.**

A rubric is an authentic assessment tool used to measure students' work. It is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score. In addition, a rubric is a working guide for students and teachers, usually handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged. Moreover, rubrics can be analytic or holistic, and they can be created for any content area including math, science, history, writing, foreign languages, drama, art, music, etc. Furthermore, the rubric is one authentic assessment tool which is designed to simulate real life activity where students are engaged in solving real-life problems. Additionally, it is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process. Students themselves are involved in the assessment process through both peer and self-assessment.



## 2.1.6 Planning and preparing a lesson or sequence of lessons

It is very important to have aims at the moment of preparing a lesson. **Aims** are what teachers want learners to learn or be able to do at the end of a lesson, a **sequence** of lessons or whole course. Aims may focus, for example, on a function or a **grammatical structure**, on the vocabulary of a particular role or on developing a language **skill**.

### **A main aim**

**A main aim** describes the most important thing teachers want to achieve in a lesson or sequence of lessons. For instance, teachers may want students to understand and practice using new language in order to reinforce or consolidate the use of language that they already know by giving them further practice; or to revise language they have recently learned.

### **Subsidiary aims.**

Subsidiary aims show the language or skill learners must be able to use well in order to achieve the aim of the lesson. It enables teachers to see how the lesson should develop, from one stage to the next, building up learners' knowledge or skills in the best possible order.

### **Personal aims.**

Personal aims show what we would like to improve or focus on during the learning teaching process. This is more about what learners expect to learn.

### **Teaching aids.**

Teaching aids are things that we can use to support the teaching process in the class. After identifying and selecting aims, teachers can design or select the most appropriate activities, and put them in the best order in order to achieve students and teacher's goals.

It is important to plan, so educators can see whether they have achieved their aims, in other words, whether they have succeeded in teaching what they planned to teach. This also helps teachers to select the most appropriate aims for other lessons.

### **2.1.7 Identifying the different components of a lesson plan**

The main components of a lesson plan shows teachers what the lesson is for (aims) and what the teacher and the learners will do during the lesson and how they will do it identifying the different components of a lesson plan. Therefore, a lesson plan is most like a road map or a series of road signs. In fact, something that shows us where we are going and how we are going to get there. However, we may sometimes find that during the journey we have to take a different route.

#### **Before the lesson.**

Writing down the aims and the procedures for each stage of the lesson helps educators to make sure that they have planned the best possible sequence to enable them to achieve those aims.

#### **During the lesson.**

The plan can also help the teacher to check timing which is the amount of time they plan for each stage and to check that the lesson is following the sequence they decided on.

#### **After the lesson.**

Educators can keep the plan as record of what happened, making any changes necessary to show how the lesson was different from the plan. Teachers can then use the plan and notes to help plan the next lesson. In this stage, the plan may be more like a photograph, a story or a summary, or a project which gives a record of the lesson.

## 2.1.8 Selection and use of resources and materials

Reference resources are all the sources of information about language and about teaching that educators can refer to for help in lesson preparation. Teachers include **reference material**, such as dictionaries, books, grammar books, and the Internet. Reference resources may also include people, for example, the Head of department or colleagues who teach foreign languages or other subjects. Educators consult reference resources by knowing where they can find the information they need and how to find it. It is important to know the level of the students who are attending the course in order to avoid repeating prior knowledge which has been already understood by students. However, it may be useful to use authentic material which is not designed for a particular level, in order to give learners the experience of working with more challenging texts and tasks. In fact, realia which refers to real objects those teachers can easily bring into the classroom can be used to teach vocabulary, as prompts for practicing grammatical structures or for building dialogues and narratives, for games and quizzes. Realia also includes real texts, such as menus, timetables, leaflets, etc.

## 2.2 Function words

Function words are well known for the little natural meaning, but they have important roles in the grammar of a language. In fact, the most common function words are typically nouns, verbs, adverbs, and adjectives.

### 2.2.1 Nouns

Nouns belong to parts of speech which is used to name or identify a person, place thing, quality, or action is called a noun. For example, song, box, man, echo, hero, deer, calf, child, zero, woman, sheep, hypothesis, industry, series, belief, mouse, leaf, phenomenon, offspring, stimulus, school, monkey, fox, bacterium, analysis, photo, echo, goose, student, etc. In addition, most nouns have both a singular and plural form.

## Regular plural nouns

Individuals use the plural form to talk about two or more nouns. The plural of most of the nouns is formed by four different forms. First, the plural of most of the nouns is formed by adding an s to the end of the noun.

<b>Singular Noun</b>	<b>Plural Noun</b>
Song	Songs
Auto	Autos
Kangaroo	Kangaroos
Kilo	Kilos

Second, the plural form of nouns which end in sh, ch, s, z, and x is formed by adding es at the end of the noun.

<b>Singular Noun</b>	<b>Plural Noun</b>
Box	Boxes
Watch	Watches
Beach	Beaches

Furthermore, the plural of words that end in a consonant +y is spelled ies.

<b>Singular Noun</b>	<b>Plural Noun</b>
Baby	Babies
Party	Parties
Butterfly	Butterflies

## Irregular plural nouns

In addition, there are some nouns which have irregular plural forms. Therefore, it is very common that students make mistakes at the moment of using the plural form of some nouns. That is one of the reasons why educator has to focus on the irregular plural nouns.

<b>Singular Noun</b>	<b>Plural Noun</b>
Man	Men
Woman	Women
Child	Children

Moreover, some nouns that end in f or fe are changed to -ves to form the plural.

<b>Singular Noun</b>	<b>Plural Noun</b>
Calf	Calves
Half	Halves
Knife	Knives

Additionally, some nouns have the same singular and plural form.

<b>Singular Noun</b>	<b>Plural Noun</b>
One deer	Two deer
One means	Two means
One offspring	Two offspring

Finally, some nouns that English has borrowed from other languages have foreign plurals.

<b>Singular Noun</b>	<b>Plural Noun</b>
Criterion	Criteria
Phenomenon	Phenomena
Cactus	Cacti- cactuses

### **2.2.2 Verbs**

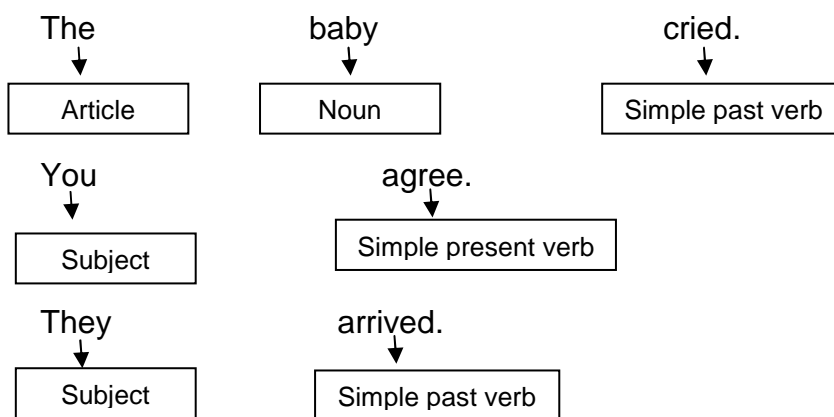
Verbs are part of speech that describes an action, occurrence or indicates a state of being. Moreover, verbs can be used in different tenses. However, it is very important that learners get familiar with the difference of

intransitive and transitive verbs. Almost all English sentences contain a subject and a verb. The verb may or may not be followed by an object.

### Intransitive verbs

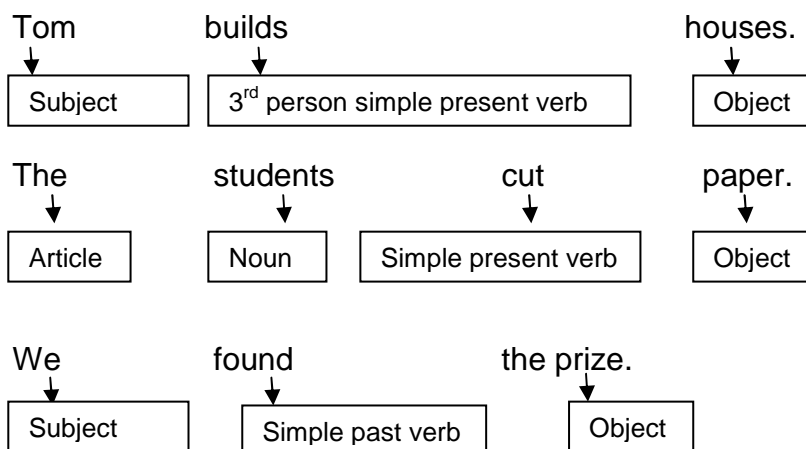
There are some verbs that are not followed by an object. For example, birds fly. These types of sentences which verbs are not followed by an object are called intransitive verbs.

For example:



### Transitive verbs

Furthermore, there are some verbs which are followed by an object. For instance, the student needs a pen, are called transitive verbs. Here are some more examples:



### 2.2.3 Adverbs

Adverbs are often formed by adding –ly to an adjective. For example, he walks quickly. Moreover, adverbs are also to modify adjectives, or to give information about adjectives. For example, I am extremely happy. Adverbs are categorized on the basis of it information it gives, into the following categories.<sup>11</sup>

#### Adverbs of manner

These adverbs tell us that in which manner the action occurs or how the action occurs or occurred or will occur.

#### For example:

- She speaks loudly.
- He was driving slowly.
- You replied correctly.
- He runs fast.
- They solved the problem easily.

#### Adverbs of place

Adverb of place tells us about the place of action or where action occurs/occurred/ will occur. E.g. here, there, near, somewhere, outside, ahead, on the top, at some place.

#### For examples:

- He will come here.
- The children are playing outside.
- He was standing near the wall.
- They were flying kites on the top of hill.
- He lives somewhere in New York.
- She went upstairs.

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<sup>11</sup> <http://www.studyandexam.com/adverb2.html>. Sunday 28th October 2012.

## **Adverbs of time**

These adverbs tell us about the time of action. E.g. now, then, soon, tomorrow, yesterday, today, tonight, again, early, yesterday.

For example:

- I will buy a computer tomorrow.
- The guest came yesterday.
- Do it now.
- She is still waiting for her brother.

## **Adverbs of frequency**

Adverbs of frequency tell us how many times the action occurs or occurred or will occur. E.g. daily, sometimes, often, seldom, usually, frequently, always, ever, generally, rarely, monthly, yearly.

For example:

- He goes to school daily.
- She never smokes.
- He is always late for class.
- They always come in time.
- Barking dogs seldom bite.
- The employees are paid monthly.

## **2.2.4 Adjectives**

Adjectives describe nouns. In grammar it is said that adjectives modify nouns. The meaning of the word modify is “change a little.” Moreover, adjectives give a little different meaning to a noun.

For example:

- Intelligent learner.
- Lazy student.



- Good student.
- Tall boy.

An adjective is neither singular nor plural, but a final –s is never added to an adjective.

Here are some examples:

- Intelligents dogs. INCORRECT
- Clevers people. INCORRECT

### **Adjectives which describe personality**

There are some adjectives that describe the personality of someone who is being described.

For example;

- Isabella was calm when she heard the news.
- He is a determined person, so he is going to propose her.
- People who are generous share their money with homeless.
- Students who are responsible do their homework on time.
- You are very talented. I cannot pain as beautiful as you pain.
- Children are very silly.

### **Adjectives which describe appearance**

There are some adjectives which describe the appearance of a person, animal, or thing.

Here are some examples:

- My dog is fat, for it walks for an hour every day.
- The new Miss Ecuador is beautiful.
- Dogs whose owners don't take care of them are ugly.
- Some soccer players are handsome.
- The pink backpack is big.<sup>12</sup>

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<sup>12</sup> Azar/ Hagen Understanding and using English Grammar, Fourth Edition

## 2.3 Phrasal verbs

Phrasal verbs are usually two-word phrases consisting of **verb + adverb** or **verb + preposition**. Phrasal verbs have different meanings, so it is important to learn their meanings; students need to learn how to use phrasal verbs properly. Some phrasal verbs require a direct object (someone/something), while others do not. Some phrasal verbs can be separated by the object, while others cannot.

For example:

- I am **devoted to** God.
- He **apologized for** making that mistake.
- Juan is **engaged to** Silvia.

### Positive emotions

There are some phrasal verbs which are also called preposition combination that show positive emotions that a human being can feel. These preposition combination are commonly not followed by gerunds. Here are some examples of phrasal verbs which show positive emotions.

**Be Content with:** To be satisfied, pleased with something or someone.

- Esteban is content with riding his bicycle all day.

**Be excited about:** Full of strong, pleasant feelings about something; not calm.

- I am excited about my vacation next summer.

**Be fond of:** To like something or someone.

- Andrea is fond of my daughter. She invites her to the movies every Sunday.

**Be grateful to, for:** Feeling or showing thanks to another person. We use for when we show thanks for some reason.

- I am grateful for my new job.

**Be interested in:** To be concerned, having or showing interest in something or someone.

- I am interested in taking a tour around Europe.

**Be prepared for:** Get ready in advance (for something)

- After a week of studying hard, I think we are prepared for the exam.

**Be proud of:** Showing or feeling respect (for someone)

- I am proud of being Ecuadorian.

**Be satisfied with:** Feeling content or pleased with someone or something

- He always complains about everything. He is never satisfied with anything.

### **Negative emotions**

There are some preposition combinations that describe negative emotions that an individual is able to feel or experience.

For example:

**Be afraid of:** To have a fear.

- Many children are afraid of the dark.

**Be angry with:** To be furious with a person or situation.

- I was angry with Maria because she called at 3am.

**Be concerned about:** To feel anxious or worried.

- The police was very concerned about the dead body that they found.

**Be disappointed in:** Unhappy at seeing hopes no come true.

- Teacher will be very disappointed in him if he doesn't pass the exam.

**Be disappointed with:** Unhappy at seeing hopes no come true.

- I am disappointed with no getting the job.

**Be envious of:** Feeling or showing jealousy (of something)

- Veronica is envious of me because I got the scholarship she wanted.

**Be jealous of:** Wanting something some else has for some reason; envious.

- Henry is envious of my new puppy. He has always wanted one.

**Be scared of:** To have a fear.

- I am scared of getting married.

**Be terrified of:** Be filled with fear or something or someone.

- Paul is terrified of flying, so he always travels by bus or train.

**Be upset with:** Feeling unhappy or disappointed with someone or something.

- I am upset with my boss because I teach for more hours than last year and I still have the same salary.

**Be worried about:** To feel anxious or uncertain.

- I am worried about finish the project on time.<sup>13</sup>

## 2.4 Idioms

Idioms are words, phrases, or expressions that cannot be taken literally. In other words, idioms are used in everyday language. Moreover, they have a meaning other than the basic one you would find in the dictionary. In fact, every language has its own idioms which are used in conversations. It is well-known that idioms are informal and they cannot be used at the moment of writing something formal such as academic writing. In

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<sup>13</sup> Fulbright Reader, Level II.

addition, learning idioms makes understanding and using a language a lot easier and more fun. For example, “**break a leg**” is a common idiom.

**Literal meaning:** I command you to break a bone in your leg and you should probably go to the doctor afterwards to get it fixed.

**Idiomatic meaning:** Do your best and do well. Often, actors tell each other to “break a leg” before they go out on stage to perform. There are several idioms which are used in the English language; however, some of them have been chosen in order to be used in during this period. It is important to mention that if an idiom includes a verb; remember to put it in the proper tense in the sentence. If you use a pronoun, it must be go between the two words. It cannot go at the end. In addition, there are some idioms which cannot be separated.

**To pick up:** To get someone or something from a certain location.

- Would you **pick** the children **up** from school at 4:00pm?

**To drop off:** To take someone or something to and leave at a certain location.

- I would be happy to **drop** you **off** at the library.
- Did you get the check? I **dropped** it **off** for you yesterday.

**To get along (with):** To exist or work harmoniously with someone.

- Dogs and cats do not **get along with** each other.

**To be on time:** Exactly at an appointed time, not late.

- I do not like other people to be late, so I am always **on time** myself.

**To take care of:** To watch or protect something or someone.

- I love to **take care of** Alejandra.

**To turn in:** a) To go to bed. b) To submit a paper.

- I am tired. I think I will **turn in** now.

**To take off:** To remove a piece of clothing or accessories.

- She **took off** her shoes because they were wet.

**To look up:** To look for listed information.

- If you don't know the meaning of a word, you need to **look it up** in a dictionary.

**To get over (something):** To recover from or to accept a loss, sorrow or illness.

- It took me a month to **get over** my cold, but I am better now.

**To be absent from:** To not be present.

- She **was absent from** class for a whole week due to her illness.

**To ask out:** To invite someone to go on a date.

- Steven must really like her. He has **asked** her **out** five times this week.

**To go out with (someone):** To go on a date with someone, to be dating someone. To go somewhere socially.

- Brat finally asked me out. I am **going out with** him next Friday.

**To clean up:** To organize a mess.

- When you are finished cooking, please **clean up** the kitchen.

**In time for-to:** Within or sometime before an appointed time or a deadline.

- We got to the parade just **in time for** the band.
- She did not arrive **in time** to hear the speech.

**To call off:** To cancel

- The soccer game was **called off** because of the rain.

**To be out of:** To have no supply of something.

- Our car is almost **out of** gas. We have to get to a gas station.

**To fall in love with:** To begin having romantic feelings.

- Romeo **fell in love with** Juliet when they were young.

**To take over:** To take control, assume responsibilities, or conquer.

- While Karen is not here, Angela will **take over** her duties.
- Fidel Castro **took over** the Batista government in 1959.<sup>14</sup>

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<sup>14</sup> Fulbright Reader, Level II.

## CHAPTER III

### AUTHENTIC MATERIAL FOR TEACHING VOCABULARY

#### 3.1 Authentic material for teaching vocabulary

One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible. However, there are some problems such as determining what authentic material is, why it is important to use authentic material in the classroom, and what the sources to use. Authentic material is the materials that have been produced to fulfill some social purpose in the language community. In addition, authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. There are many authors who support the use of authentic materials in the class because they share a common idea which is “exposure”, for it provides the learners with many significant advantages like students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Moreover, authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Furthermore, as language change is reflected in the materials so that students and teachers can keep abreast of such changes. Additionally, reading texts are ideal to teach and practice mini-skills such as scanning; for example, students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening; for example, basically, students listen to news reports and they are asked to identify the names of countries, famous people, etc. In addition, different authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling. Lastly, authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics of



kinds of authentic materials to be used in class. As a result, learners will keep high motivation and interesting in language teaching through these meaningful interactions with the materials. Furthermore, authentic material offers real language that is contextually rich and culturally pertinent. These materials have a high interest value because of their relevance and because there are at least three layers of learning embedded within them: language learning, cultural insights, and practical application. Authentic materials can customize what textbooks have to make generic because of mass marketing consideration. They can help learners “bridge the gap from the classroom lesson to real life by making immediate use of classroom lessons in their lives. By exposing learners to authentic language can help them develop their predication skills and improve their strategies for dealing with uncertainty in understanding or using target language. It is important that students use authentic material while they are learning a second language in order to get used to the foreign country. In fact, every country has its particular characteristics which can be seen by using authentic material. In addition, authentic material prepares learners for being in contact with native speaker or real situations. For instance, second language students who are exposed to authentic material feel less nervous when they have to be in contact with realia, for they have been working with it, and it is familiar for them.

### **3.1.1 Identifying function words in written English**

Function words are well known for the natural implication; however, they have important roles in the grammar of a language. In fact, the most common function words are nouns, verbs, adverbs, and adjectives which are part of the English vocabulary. It is important that students identify and use function words in order to achieve a high level in the language. Moreover, it is essential that learners identify each one of them in the foreign language in order to use them and avoid making mistakes. In fact, using a great deal of vocabulary makes you feel more comfortable using the language and interacting with native speakers. There are sometimes where students have

to study hard the correct form to use English vocabulary because it has many different rules and exceptions which are sometimes different from their native language which may be difficult for students. However, using authentic material facilitates the way of learning vocabulary because most of the written English material has function words; therefore, the learner feels motivated to use function words because they realize it that function words are necessary in the English language, and they are not wasting their time by learning rules and the way to use each one of the function words. It is important to inform the students that every detail that they learn helps them to have a high level of English. Furthermore, there have been some cases where foreign speakers have better vocabulary than native speakers because native speaker do not learn the language they have just acquired during their life.

### **3.2 Importance of authentic material in English language**

Authentic material plays an important role in the teaching process. In fact, accent and pronunciation play an important role in teaching function words to foreign students. English second language speakers are often concerned about speaking correctly, which could mean speaking without grammatical errors. Of course, one should try to speak correctly, and it is important to try to avoid very noticeable or serious grammatical errors when speaking. However, not making grammatical errors, or making very few of them, is not what people appreciate and notice the most about one's ability to speak English. People notice one's pronunciation. People do not ask for repetition because of grammatical errors as much as they ask for repetition because of pronunciation errors. Function words are structure words or grammar words. Although function words contribute to meaning in some way, they do not carry information in the same way content words do. There are different types of function words, or grammar words, and they are part of limited lists. However, the purpose here is focused more attention on the importance of pronunciation. For professional purposes, pronunciation is the appearance of one's speaking while grammar, it could be said, is the

appearance of one's writing. However, authentic material contributes as a tool in the classroom because it helps to be in contact with writing and listening material which is done by native speakers which gives the opportunity to listen and read how native people do it. For example, using sitcoms as a classroom tool gives the students the chance to listen to different accents, slangs which are used by English speaking people; therefore, they improve their listening and speaking skills.

### **3.3 Acquiring idiomatic expressions through the use of authentic material**

There are many definitions which describe authentic material. However, the real meaning of authentic materials can be understood as they are real language, produced for the native speakers, and designed without the teaching purposes. In this sense, there are a large amount of authentic materials in our life such as newspaper, magazine articles, TV broadcast, radio broadcast, daily conversations, meetings, documents, speech, and films. If we want to introduce authentic materials in language teaching, we need to classify them first, because some of them are suitable for the teaching of reading and some are effective when prepared for the teaching of listening and speaking. Therefore, authentic materials can be classified into three categories.

1. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to

songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, etc.

### **3.4 Advantages of using authentic listening material**

#### **A. Exposing students to the real language**

Compared with inauthentic listening materials, authentic listening materials have the advantage of exposing students to the real language which is used in real life. This can be seen clearly by looking at the different features of the two kinds of materials. According to a lot of research, these different features can be summarized mainly into four aspects.

1. Different redundant features Ordinary conversation or authentic listening material speakers tend to say a great deal more than would appear to be necessary in order to convey his message, which appears less in inauthentic listening materials. This is called redundancy. Features of redundancy as redundant utterances which may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies and apparently meaningless additions or fills such as I mean or you know, well, err. Because of the occurrence of these redundancies, the authentic listening materials are often not well organized. Speakers tend to hesitate, to go back to the beginning of an idea and start again, to repeat themselves, to produced ungrammatical utterances, to change their minds in mid-sentence and go off at tangents.

2. Different grammatical features The differences in grammar between authentic and inauthentic listening materials can be reflected in the differences between the spoken language and written language. First, English speakers produce spoken language which is syntactically very much similar than the written language. Second, speakers often use incomplete sentences. Thus, the vocabulary of spoken language is usually much less specific than that of written language.

3. Different stylistic features Authentic listening material contains elements of natural and spontaneous spoken language, which seems variable, and is very different from one dialect area to another and very different from people of different identities. We may see the varieties of real and spontaneous spoken language.

4. Different environmental features Authentic listening materials have background noise while inauthentic listening materials have no background noise. Moreover, “noise” is the opposite of redundancy. It occurs when the listener cannot receive or understand information because of interference. “Noise maybe caused not only by some outside disturbance, but also by a temporary lack of attention on the part of the listener or by the fact that a word or a phrase was not understood because it was mispronounced or misused or because the listener simply do not know it. In any case, a gap is left which is filled, as far as the listener is concerned, by a meaningless buzz”. In an informal conversation the listener may request a clarification and redundancy may often help him to construct the meaning. However, the inauthentic listening materials are all graded to suit the level of the foreign language learners without any “noise”. We can see that authentic listening materials reflect the naturalness of spoken language, which can narrow the distance between the learners and the actual social reality. If students constantly receive the authentic listening input, they will find it easier to communicate with native speakers in real life, and their true listening ability can be developed.

## **B. Stimulating students’ motivation**

Authentic listening materials, especially the current popular ones such as clips from media always dealing with topics that are familiar to students and relevant to their personal experience, hence, have been found appealing. Introducing and utilizing natural materials can be a very meaningful experience for students and can capture the interest and stimulate the imagination of students. So students will be more motivated to learn.

### **C. Accumulating students' knowledge**

Authentic materials contain quite an amount of information covering almost every field of human life. Therefore, applying such materials in language teaching can provide students opportunities to accumulate their world knowledge.

### **3.5 Authentic material in the process of acquiring foreign vocabulary**

It is the advantages that attract us to accept and use authentic materials in foreign language classroom, but when using them, it is inevitable that we will face some problems. For most students, the challenges are that authentic material may be “too culturally based” and often contain “difficult language, unneeded vocabulary items and complex language structures, so students are required to have sufficient cultural background knowledge and a large amount of vocabulary and a good command of grammar knowledge. Therefore, lower-level students are easily de-motivated when confronted with this kind of materials. Authentic material often creates problems to teachers too. Since the language of authentic listening materials is difficult, teachers need to do special preparation before class that is often time consuming. These disadvantages can be avoided in selecting and lesson planning. Actually if used appropriately, the disadvantages can be turned into advantages. There is a conservative view that the proper place for authentic recording in foreign language listening class is with the advanced learners. The early-stage-learners had better start with simplified materials, since self-confidence and motivation are very important for them. This view sounds rational and reasonable, but it denies the early stage learners the opportunity of hearing what the target language really sounds like. If we limit the listeners' experience to what has been graded to fit their language level, then they will not be equipped to cope if and when they come face to face with the target language in the outside world. There are some ways in which a teacher can ensure that an authentic recording falls within the listening competence of the learners.

1. Simplifying the task: Teachers may counter-balance the increased linguistic difficulty of the text by simplifying the requirements of the task. It is not necessarily the language that makes a piece of listening difficult. Difficulty may also arise from the task that is set. It is possible to use a listening passage which is well beyond the learners' level, provided that what is demanded of the learner is correspondingly simple.

2. Grading the text: Teachers are prepared to use authentic recording with their students, they should have a large enough collection of recording samples, then they can grade authentic recording in accordance with the proficiency level of the learners.

3. Staging the listening: Using a piece of authentic recording, teachers may design many tasks. In the classroom, they should begin with very simple tasks, and progress to the tasks that are more demanding. In conclusion, there is some evidence that shows that learners feel more comfortable and motivated with authentic reading and listening materials.<sup>15</sup>

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<sup>15</sup> <http://www.math.mun.ca/~yliang/authentic.htm>

**PART THREE**  
**METHODOLOGICAL DESIGN**



## **Type and research design**

This research was applied, descriptive and of field. The technique for collecting data was the diagnostic and achievement test. The study is quantitative and transversal. In addition, the use of authentic material such as the Miami Herald newspaper and sitcoms in teaching vocabulary to students from 10<sup>th</sup> grades has increased learners' vocabulary skill. This research was based on the difference between the results from the diagnostic and the achievement tests and it was also based on observing different activities which were done in the classroom.

## **Population and sample size**

Eighteen are the students from 10<sup>th</sup> grade who study at Saint Patrick School and this study has been done during September to December 2012.

We found out that there are weak and strong students. Additionally, there are some students who are not interested in the English language or they have learning difficulties that is why authentic material played an important role in this class.

Mixing the students during group work, play roles, or pair work made weak students feel more comfortable in the class and they started to use the English language in the class.

## **Field work**

Saint Patrick School is a private school located in Ponciano Bajo Manzana "L" calle "I" No. OE4130 in Quito-Ecuador. This school has students from different ages, and it has been divided in three sections which consists on playgroup, middle school, and high school. Playgroup consists of students who are 2 years old, middle school and high school has students who are no more than 18 years old.

Saint Patrick School was funded in 1987, it started with kinder garden, but students and parents wanted their children to keep studying in the same school because of the high English level that students achieve after studying.

Therefore, the owner found necessary to create the high school, the first promotion of bachelor students graduated in the school year 2010-2011. Most of them are currently studying in the best universities of Ecuador, and others are studying outside the country.

Students who have a good English level are more likely to enjoy working on English speaking atmospheres. Knowing that 10<sup>th</sup> graders have a good English level motivated me to develop this project.

Furthermore, most of the students enjoy speaking English inside and outside the classroom. However, they did not work with real material which stopped them from acquiring and using different vocabulary. Learners will keep high motivation and interesting in the English language by using and being exposed to authentic material. In addition, authentic material offers real language that is contextually rich and culturally pertinent.

It is important that students use authentic material while they are learning a second language in order to get used to the foreign culture. Learners are more prepared for being in contact with native speakers or real situations, and they feel comfortable using the second language when they are exposed to realia.

Students were exposed to authentic material in order to improve their vocabulary skills. Learners used The Miami Herald international edition and sitcoms as teaching tools in the classroom.

## **Instruments for data collection**

Students took a diagnostic exam before start using authentic material in their lesson to obtain a feedback from their vocabulary level; Diagnostic test are generally used toward the beginning of the class term. They are a type of formative assessment that allows the teacher to determine the proper

level of instruction for students. In addition, diagnostics can be used in almost any subject to assess the level of proficiency, comprehension and mastery of information. It is important to tell students that this is a diagnostic tool that is not graded, so learners to know that the main goal is to find out their strong and weak areas in a subject. When students know the role of diagnostic test in they reduce their anxiety and produce more accurate diagnostic results. After having several lessons which included authentic material, students took an achievement test to find out whether their vocabulary level has been improved or not. At the end of developing this project, learners were assessed to see how well they have learnt the contents of the whole course. Students received a feedback on their performance.

Students answer a questionnaire after working with authentic material in the class in order to find out if they have enjoyed working with this material.

**PART FOUR**

**TESTING THE HYPOTHESES**

## HYPOTHESIS SYSTEM

**Working Hypothesis** The design and application of authentic material, does improve the learning of vocabulary skills of learners attending the 10<sup>th</sup> Year of Basic Education at “Saint Patrick School” from September to December 2012.

**Null Hypothesis** The design and application of authentic material, does not improve the learning of vocabulary skills of learners attending the 10<sup>th</sup> of Basic Education at “Saint Patrick School” from September to December 2012.

### Data collection

Students from 10<sup>th</sup> grade at Saint Patrick School take a diagnostic and an achievement test where they obtain different averages. Students from 10<sup>th</sup> grade at Saint Patrick School answer a questionnaire based on the experience of working with authentic material in the classroom.

**Average of the diagnostic and the achievement tests took by 10<sup>th</sup> grade students.**

Nº	Diagnostic Test	Achievement test
1	7	9
2	6	9
3	8	10
4	8	9
5	9	10
6	9	10
7	8	9
8	8	10
9	8	9
10	8	10
11	7	8
12	6	8
13	9	10
14	8	10
15	9	10
16	8	10
17	8	10
18	10	10

*Chart done by Lucia Suarez.*

## **Diagnostic Test.**

After calculating results from the diagnostic test, it has been found that:

The 22% of the students got a between 6 and 6.9 in the diagnostic test.

The 50% of the students got a 7.8 in the diagnostic test.

The 22% of the students got an 8.7 in the diagnostic test.

The 5.6% of the students got 9.6 in the diagnostic test.

## **Achievement Test**

After calculating results from the achievement test, it has been found that:

The 11% of students got 8.25 in the achievement test.

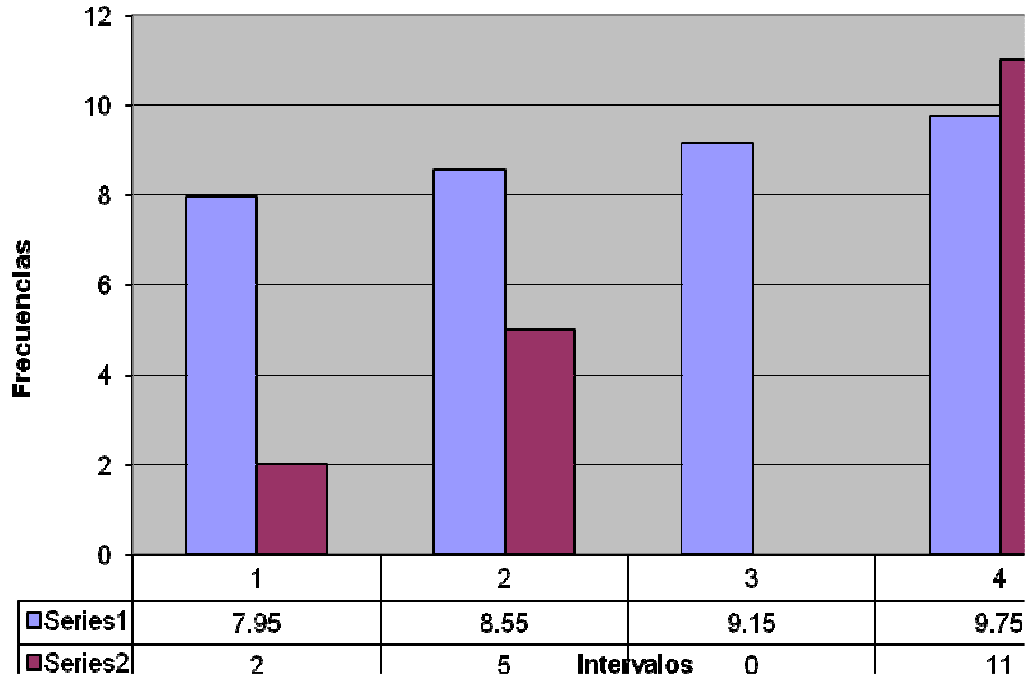
The 27.78% of students got 8.85 in the achievement test.

Any student got 9.45 in the achievement test.

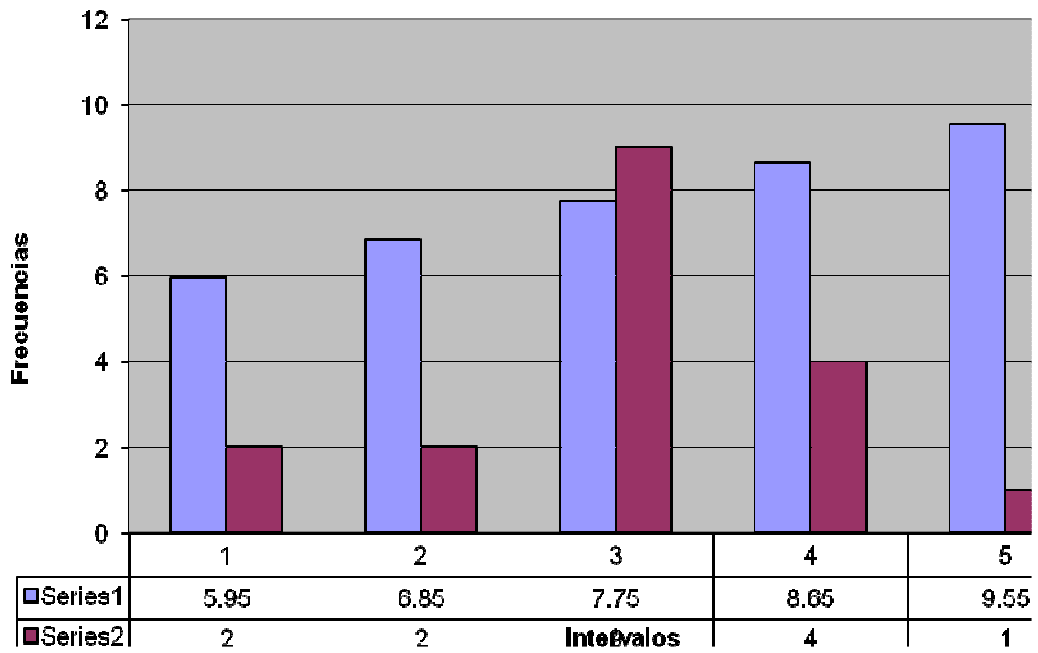
The 61.11% of students got 10 in the achievement test.

## Graphics and analysis of results

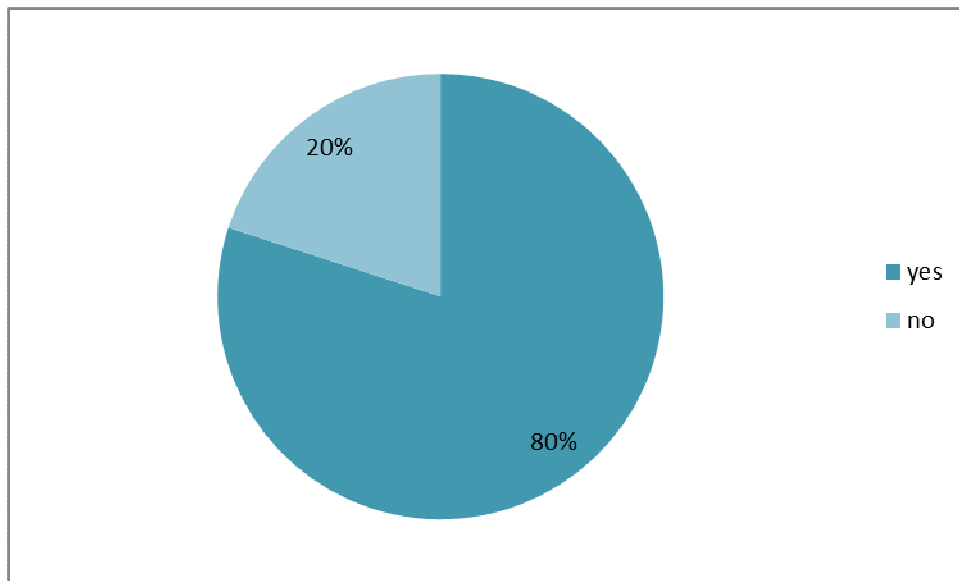
### Achievement Test



### Diagnostic Test

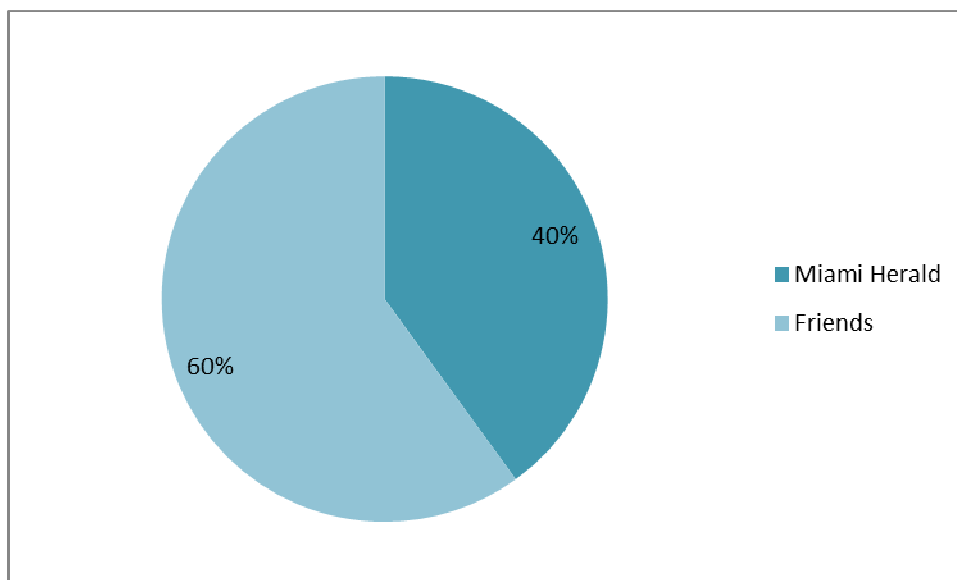


1. Did you like working with authentic material?



**Average of the questionnaire answered by 10<sup>th</sup> grade students.**

2. Do you prefer to use the Miami Herald international edition or "Friends"?



From question number one we have found that students like to work with authentic material in the classroom. In fact, the 80% of students enjoyed using authentic material and the 20% did not enjoy using authentic



material. Students came up with different ideas at the moment of supporting their answers. Most of the students said that they had a wonderful time working with the newspaper because they were capable of being updated with what was happening around the world, and they went to some restaurants that Today in Ecuador recommended. However, a great amount of students said it was the most interesting class that they have had when they watched some episodes of friends because they understood the episode and they were able to answer the task at the end or the middle of the lesson. Few learners did not like working with authentic material because they found it too high for their English level even though they said that it was interesting to be exposed to real material because they learn about the American culture.

On the second question students said that they prefer working with "Friends" because it is more interesting than reading the newspaper and they also argument that watching "Friends" made them have a good time in the classroom and they learned from the American culture for example special holidays such as thanksgiving, and the parade that takes place in New York City.

## **Testing the hypothesis**

Students from 10<sup>th</sup> grade at Saint Patrick School have increased their vocabulary skill and they feel more comfortable using the language. Weak students do not feel shy to use the language anymore because they have realized that making mistakes is one of the ways of learning. In addition, students have increased their writing skills and they are using academic writing for their written assessments. Their listening is better and they are able to understand different accents without hesitating.

Most of the students get higher scores in their homework, classwork, or test. 10<sup>th</sup> grade students learn other subjects besides English such as History and Science, and the most difficult one was Science because the vocabulary was a lot more complicated. However the Science teacher has said that learners' English level has improved and she can see students more motivate to study in English.

## **Conclusion**

- Authentic material is a useful tool for teachers and students during the teaching learning process,
- Authentic material improves students' vocabulary skill and grammar language.
- Authentic material increases students' listening skill and they feel comfortable using the language.

## **Recommendations**

- It is important to use authentic material in the classroom as a teaching tool in order to increase students' level of motivation.
- Students who use articles, newspapers, magazines, tour guides which are written in English improve their grammar and vocabulary, so it is important to do different activities which involve these materials.
- Movies, sitcoms, interviews are one of the most important tools that can be used in the classroom. This authentic material involves students in the foreign culture and they learn in a fun way which does not apply any traditional teaching technique.

**PART FIVE**  
**THE PROPOSAL**

## **Title**

Authentic material guide to improve vocabulary and speaking fluency.

## **Data Information**

**Institution:** Saint Patrick School.

**Address:** Saint Patrick School is a private school located in Ponciano Bajo Manzana "L" calle "I" No. OE4130 in Quito-Ecuador.

**Location:** Quito-Ecuador

## **Background**

After analyzing why students of 10<sup>th</sup> grade from Saint Patrick School do not improve their vocabulary and cannot speak fluently English even though their level is high, that is because they do not have the opportunity to be exposed to authentic material because most of the time they have used traditional material such as grammar books which do not allow students to have the experience of dealing with reality. Learning a second language is a challenge for many individuals, for a foreign language also implies dealing with a different culture which has a lot of influence on the way natives use the language. Teachers have used traditional teaching techniques which contained old fashion material, and this has not helped students to achieve a level in which they can communicate with a native speaker without feeling uncomfortable and insecure of their knowledge. However, teachers have realized the necessity of using authentic material in the classroom to expose students to reality. In fact, dealing with real material from a foreign country contributes to the learning of the foreign language. Using authentic material in the classroom is an important tool for teachers and students who are attending 10<sup>th</sup> grade at Saint Patrick School in order to improve their vocabulary and feel comfortable using the foreign language.

## **Justification**

It has been proved that using authentic material in the teaching learning process of a second language increases students' level of vocabulary and it also has other advantages. Increasing students' vocabulary by motivating them to use authentic material and making them feel comfortable and familiar with English articles in order to achieve this goal. It is important to include confidence in them toward what they have learnt during the experimental learning process. This process maintains that experience is the source of learning and achieving specific purposes. Most of the people know that experience is a common process in every day. Therefore, applying experience in the learning process contributes to students learning by discovering and experiencing. Students know what they do, learn, and they will not forget. Using authentic material increases learners' English skills especially vocabulary because they are in constantly use of the foreign language and they become to use the foreign language as they use they first language. The main objective of using authentic material in the class is to increase students' vocabulary which helps them to feel familiar with the L2. Authentic material shows realia and contributes to the learning teaching process. It is important that students know about the foreign society because the language has a big relation which the expression, phrases, words, etc. which are used by foreigners. Students who are exposed to authentic material feel more confident using the English language.

## **Objectives**

### **General Objective**

- To implement authentic material in teaching vocabulary to students from 10<sup>th</sup> grade at Saint Patrick School.

### **Specific Objectives**

- To establish the Miami Herald international edition and sitcoms as classroom tools in the learning teaching process.
- To compromise students to use properly authentic material.

## **Feasibility analysis**

Acquiring a second language implies developing several skills in that language which sometimes can be a challenge for students when learning a new language, and they are not exposed to real situations where they can use the second language. Therefore; authentic material being used in the classroom is a useful tool in order to motivate students and make them feel comfortable using the second language. Using authentic material increases the students' level of motivation and how they get familiar with the foreign language. English is one of the most spoken languages around the world. In fact, learning English is easier than learning Spanish because English has easier verb tenses and English adjectives do not vary in gender. In addition, English is spoken from people from all over the world. In fact, it does not matter if they are not from an English speaking country. It is important to mention that learning our L1 was easy because we have been exposed to it since we were born, so using authentic material in the classroom increases the possibility for students to learning and achieving a high level in the foreign language. Learners who are exposed to foreign environment such as sitcoms, newspapers, magazines, native speakers, etc are more likely to understand and use the language faster than students who are not exposed to realia. Moreover, there are some learners who do not have the opportunity to use real foreign material outside the school; therefore, it is very useful to use real material in the class. Using authentic material is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation. This is only a brief introduction to the ideas involved, but some of these ideas could easily be expanded to form part of a motivating and effective course.

## **Scientific basis**

Graded material has been used during lessons for many years, especially in learning foreign languages; however, it has become boring and not useful for students because they do not have the opportunity to interact with the class and to be in contact with reality. On the other hand, authentic



material has been used long time, and many educators have found that they complement their classes by stimulating the learners and creating a more positive attitude toward learning. There is an extensive collection of materials that include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various pamphlets of sightseeing and tourist information. Teachers have found that using sets of materials are particularly appealing. All of this material which is interwoven, immersing the student in multidimensional English experience. Moreover, using authentic material is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate. In addition, there are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic material can be rewarding and stimulating for both teacher and students. To sum up, authentic material is a useful tool in the classroom during the teaching and learning process because students are exposed to reality which involves them in the culture of an English speaking country which most of the times tends to be very different from a Latin culture. However, some educators are recently using this material in the classroom because they were not accustomed to use authentic material during their classes. <sup>16</sup>

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<sup>16</sup> Submitted by TE Editor on 19 April, 2004 - 13:00

## Activities

**Activity Number 1:** Use and recognize transitive and intransitive verbs.

**Methodology:** Use of prior knowledge in written English.

**Objective:** To make students understand the difference between transitive and intransitive verbs by creating their own sentences.

**Teaching technique:** Students are given a comic which they have to fill in with their own sentences.

### Development of activity number 1:

1. The class is divided into two groups which are formed by weak and strong students.



2. Teacher obtains a feedback from students' knowledge by brainstorming transitive and intransitive verbs which are written on the board.

Transitive and intransitive verbs		
Run	Stay	Knock
Play	Send	Open
Jump	Hold	Feel
Listen	Hide	Rain
Pay	Like	Do

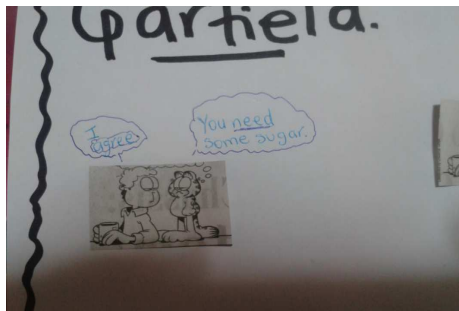
- Students write down in two different columns transitive and intransitive verbs in their grammar notebook.



- Each group receives a comic which does not have any writing.



- Students look and analyze the comic
- Students write their own sentences which are related to the picture. They must use transitive and intransitive verbs.



- Students underline transitive verbs in the comic



8. Students circle intransitive verbs in the comic.



9. Students share their work with the class.

**Evaluation:** Comic.

**Activity Number 2:** Describe an article which has been read previously. Underline all the adjectives that have been used in the paragraph you wrote.

**Methodology:** Students get a newspaper article based on Ecuadorian facts and they underline important ideas.

**Objective:** To apply learned knowledge by using students' own ideas in a paragraph, and obtaining a feedback from students' knowledge from the correct use of adjectives.

**Teaching technique:** Students read an article where they find descriptions of a place after they have to describe that place by writing a paragraph using the format learned.

### Development of activity number 2:

1. Students seat in proper places for silent reading where they can concentrate while reading.
2. Students receive a newspaper article.



3. Students read and underline main ideas from the article.



4. They write a paragraph where they describe their article's main idea in their writing notebook. They must follow the format learned

### Outline for the paragraph

**Topic:** Chavez staying in Cuba.

**Topic sentence:** Chavez staying in Cuba has some advantages for the country.

**Supporting sentence 1:** Cuba becomes more popular.

**Supporting sentence 1.1:** Foreigners are aware of what happens in Cuba.

**Supporting sentence 2:** Cuban medicine becomes more known.

**Supporting sentence 2.1:** Chavez goes to Cuba because it has good doctors.

**Supporting sentence 3:** Cuban economy increases.

**Supporting sentence 3.1:** The government invests in sugar industry.

**Concluding sentence:** Cuba has some benefits for having Chavez such as becoming more popular, going to Cuba for excellent medicine, and increasing economy.

5. Learners underline all the adjectives that they have used in the paragraph.

***Cuba has much to lose as Chavez fights cancer.***

*Chavez staying in Cuba has some advantages for the country.*

*First, Cuba becomes more popular. For instance, foreigners are aware of what happens in Cuba. Cuban medicine becomes more known. For example, Chavez goes to Cuba because it has good doctors. Cuban economy increases. The government invests in sugar industry. Cuba has some benefits for having Chavez such as becoming more popular, going to Cuba for excellent medicine, and increasing economy*

6. Students share their work with the class and turn in their paragraph.

**Evaluation:** Students' paragraph

**Activity Number 3:** Create a recipe.

**Methodology:** Students write a recipe where they use regular and irregular nouns.

**Objective:** To use learned knowledge writing a recipe.

**Teaching technique:** Students get an article based on Mr. Bagel's restaurant which is located in Quito. It describes the restaurant which motivates the students to write their own recipe.

**Development of activity number 3:**

1. Students bring information about American food which is sold in Ecuador such as sodas, bagels, etc.

<b>American food</b>		
Soda	Strawberry	Fast food
Pizza	Bagels	Ice-cream

2. Students choose a partner and start reading an article.



3. Students work in pairs. They pretend to have their own restaurant and they write a recipe of their best dish

### **Ingredients**

Original recipe makes 8 servings 1 1/2 cups rolled oats

1/2 cup all-purpose flour

3/4 cup brown sugar

1/2 cup butter, softened

2 cups peeled and diced apples

2 cups peeled and diced pears

3/4 cup brown sugar

1 teaspoon ground cinnamon

1/2 cup sliced almonds, or to taste

4. They share their work with the class.



**Evaluation:** Students' recipe



**Activity Number 4:** Essay based on a currently even in the world.

**Methodology:** Each student chooses an article which calls their attention.

**Objective:** To develop writing skills by using a currently article which calls students attention.

**Teaching technique:** Students must write an outline based on the format learned in order to start developing a three paragraph essay.

**Development of activity number 4:**

1. Teacher obtains a feedback from prior knowledge about outlines by taking a test.
2. Each student gets a section of the newspaper which calls their attention and select one article.



3. Students underline main and supporting ideas from the newspaper.



4. Students start developing their essay.

**Evaluation:** Students' essay.

**Activity Number 5:** After watching episodes of “Friends” answer the following questions.

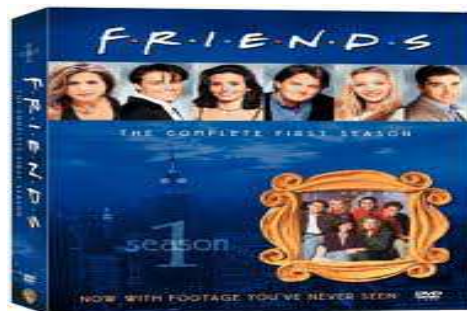
**Methodology:** Students answer some questions about the episode.

**Objective:** To demonstrate students understanding.

**Teaching technique:** Students watch an episode of “Friends” and answer questions about it.

**Development of activity number 5:**

1. The teacher introduces the activity to the class by telling them important facts about the sitcom “Friends”.



2. Students receive a sheet with questions about what they are going to watch.

**Episode name:** The pilot.

**1. Answer the following questions.**

**Why is Ross acting weird when he just came to the cafeteria?**

**Why did not Rachel want to get married?**

**How old is Ross when he got divorced?**

**Why did Ross get divorced?**

**Why did Rachel cut her credit cards?**

**Did Rachel find a job?**

3. Students watch the episode.
4. Students answer the questions.

**Episode name:** The pilot.

**1. Answer the following questions.**

**Why is Ross acting weird when he just came to the cafeteria?**

Ross was acting weird because his wife wants to get divorced.

**Why did not Rachel want to get married?**

Rachel didn't get married because she didn't love her fiancé.

**How old is Ross when he got divorced?**

Ross is 26 years old.

**Why did Ross get divorced?**

Ross got divorced because his wife is lesbian.

**Why did Rachel cut her credit cards?**

Rachel cut her credit cards because her dad pays for them and she wants to become an independent woman.

**Did Rachel find a job?**

No, she didn't find a job. She bought boots which were on sale.

5. Students turn in their work.

**Evaluation:** Students' answer worksheet.

**Activity Number 6:** From the chosen sitcom “Friends” fill in the blanks with the correct word from the following dialogue.

**Methodology:** Students fill in the blanks with the correct word the following dialogue.

**Objective:** To demonstrate students understanding and spelling.

**Teaching technique:** Students watch an episode of “Friends” while they complete the dialogue.

**Development of activity number 6:**

1. Students receive the following dialogue.

**Episode:** The one with the sonogram at the End.  
**Ross:** Hi  
**Carol:** Hi  
**Carol:** Is this a bad \_\_\_\_\_?  
**Ross:** No it isn't..... the \_\_\_\_\_.  
**Ross:** You look \_\_\_\_\_. I \_\_\_\_\_ that.  
**Carol:** Sorry. Thanks you look good too.  
**Ross:** Well you know in here, anyone who \_\_\_\_\_  
erect.  
**Ross:** What's \_\_\_\_\_ still?  
**Carol:** A \_\_\_\_\_?  
**Ross:** You never know. How's the \_\_\_\_\_?  
**Carol:** Marty's still totally \_\_\_\_\_.  
**Ross:** Carol why are you \_\_\_\_\_?  
**Carol:** I'm \_\_\_\_\_.  
**Ross:** \_\_\_\_\_.

2. Students watch the episode while they complete the dialogue.
3. Students watch the dialogue again and check their answers.

**Episode:** The one with the sonogram at the End.

**Ross:** Hi

**Carol:** Hi

**Carol:** Is this a bad time?

**Ross:** No it isn't..... the Stone Age.

**Ross:** You look great. I hate that.

**Carol:** Sorry. Thanks you look good too.

**Ross:** Well you know in here, anyone who stands erect.

**Ross:** What's new still?

**Carol:** A lesbian?

**Ross:** You never know. How's the family?

**Carol:** Marty's still totally paranoid.

**Ross:** Carol why are you here?

**Carol:** I'm pregnant.

**Ross:** Pregnant.

4. Students turn in the dialogue.

**Evaluation:** Dialogue.

**Activity Number 7:** While watching an episode of “Friends” choose the correct word from the dialogue.

**Methodology:** Students choose the correct word from the following dialogue.

**Objective:** To demonstrate students understanding.

**Teaching technique:** Students watch an episode of “Friends” while they choose the correct word that matches with the dialogue.

**Development of activity number 7:**

1. Students receive the following dialogue.

**Episode:** The one with the thumb.

**Phoebe:** Hey Lizzie. I bought alphabet soup.

**Lizzie:** Pick out the *vowels/ bowels*.

**Phoebe:** Yes, but I left the *Y's/why's*

**Phoebe:** Because you know sometimes *y/why*

**Phoebe:** And something else.

**Lizzie:** Saltines?

**Phoebe:** Now, no, but would you like \$1000 and a football *phone/bone*?

**Lizzie:** What?

**Lizzie:** Oh my God.

**Lizzie:** There's *really/real* money in here.

**Phoebe:** I know.

**Phoebe:** What are you doing?

**Phoebe:** I want you to have it.

**Lizzie:** I have to give you something.

**Phoebe:** No, you don't.

2. Students watch the episode while they choose the correct words from the dialogue.

3. Students watch the episode again and check their answers.

**Episode:** The one with the thumb.

**Phoebe:** Hey Lizzie. I bought alphabet soup.

**Lizzie:** Pick out the **vowels/ bowels**.

**Phoebe:** Yes, but I left the **Y's/why's**

**Phoebe:** Because you know sometimes **y/why**

**Phoebe:** And something else.

**Lizzie:** Saltines?

**Phoebe:** Now, no, but would you like \$1000 and a football **phone/bone**?

**Lizzie:** What?

**Lizzie:** Oh my God.

**Lizzie:** There's **really/real** money in here.

**Phoebe:** I know.

**Phoebe:** What are you doing?

**Phoebe:** I want you to have it.

**Lizzie:** I have to give you something.

**Phoebe:** No, you don't.



4. Students turn in the dialogue.

**Evaluation:** Dialogue.

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### **➤ The Internet**

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- <http://www.garfield.com/about/jim.html>)
- (<http://www.stanxwords.com/who-creates-newsday-crossword.html>)
- ([miamiherald@hoy.com.ec](mailto:miamiherald@hoy.com.ec))



- These websites have useful information about sitcoms.
  - (<http://www.tbs.com>)
  - (<http://www.tvrage.com>)
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