

UNIVERSIDAD HISPANOAMERICANA
LICENCIATURA EN LA ENSEÑANZA DEL INGLES

The Methodological Impact between authentic Materials and Commercial Boks to Improve Listening and Speaking Based on A2 Requirement on Common European Framework of Reference for Languages in Students from Level 1 from IPEC Barva during Third Trimester 2021.

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Heredia, 2021

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SWORN DECLARATION (DECLARACION JURADA)

Yo Marcela Montero Fernández, mayor de edad, portadora de la cédula de identidad número 109730973 egresada de la carrera de Licenciatura en la enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibida y entendida de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de licenciada en la enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: **“The methodological impact between Authentic materials and commercial books to improve listening and speaking based on A2 requirement on Common European Framework of Reference for Languages in Students from Level 1 from IPEC Barva during third Trimester 2021.”**, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertida que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 10 días del mes de abril del año dos mil veintidós.

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LETTER FROM THE TUTOR

San José, 10 de abril, 2022

Universidad Hispanoamericana

Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Marcela Montero Fernández, cedula de identidad número 109730973, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: **“The methodological impact between Authentic materials and commercial books to improve listening and speaking based on A2 requirement on Common European Framework of Reference for Languages in Students from Level 1 from IPEC Barva during third Trimester 2021.”**, el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, He verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por la postulante se obtiene la siguiente calificación:

	Descripción	%	% Obt
a	Originalidad del tema	10%	10
b	Cumplimiento de entrega de avances	20%	20
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	28
d	Relevancia de las conclusiones y recomendaciones	20%	20
e	Calidad detalle del marco teórico	20%	20
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En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

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CARTA DE LECTOR

San José, 10 de abril de 2022

Universidad Hispanoamericana
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Carrera

Estimado señor

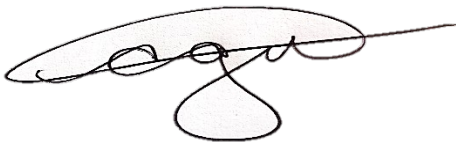
La estudiante Marcela Montero Fernández cédula de identidad 109730973 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "**The methodological impact between Authentic materials and commercial books to improve listening and speaking based on A2 requirement on Common European Framework of Reference for Languages in Students from Level 1 from IPEC Barva during third Trimester 2021.**", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma:



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Cordialmente,

Marcela Montero Fernández
Ced: 109730973

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DEDICATORY

I dedicate this project with all affection and love my daughter Mariangel Araya Montero, and my mother Gilda Fernández Granados who are the people who have always supported me to move forward without fainting, regardless of adversity, thank you both for putting up with my days of bad temper and of frustration, thank you for being at the right time to get me out of those crazy things.

ACKNOWLEDGEMENT

First of all, I want to thank God for meeting the right people in a given time and with the right word, for his infinite goodness and mercy that gives me the strength to continue forward despite the obstacles that appear in the way of life. He is my guide, light and best friend; that with his great love I have been able to achieve my goals and objectives.

I want to thank my daughter Mariangel, for her unconditional support, for having given me a little of the time that we are supposed to be together, so that I could finish this project, thank you my love for being that engine and inspiration in my life.

And I also want to thank my friend Gloriana Vargas, for her friendship for helping me when I need her, for sharing wisdom and experiences that allowed me to continue with this project, for being with me when I thought about abandoning everything, thank you friend for all your unconditional support.

ABBREVIATIONS

(CEFR) Common European Framework of Reference for Languages

(EFL) English as a foreign language

(IPEC) Instituto Profesional de Educación Costarricense

(INA) instituto Nacional de Aprendizaje

(MEP) Ministerio de Educación Pública

SUMMARY

Abstract

The objective of this work is to analyze the methodological impact between authentic materials and commercial books to improve listening comprehension and oral expression according to the A2 requirement of the Common European Framework of Reference for Languages in Level 1 students of IPEC Barva during the third semester. from 2021; During the investigation, it is intended to analyze the methodological elements that are assigned in the English teaching textbooks as didactic resources of the daily work of the students of the basic conversational course against the use of authentic materials and commercial books and to identify that they do not have the two has a greater impact on students, thus determining if students reach the A2 band required by the Common European Framework where they are able to understand a individual language , known and very basic work enough to cover the requirements with slow speech and of course in the English language..

Key words: authentic materials, commercial books, A2 requirement of the Common European Framework of Reference for Languages, methodological elements

Resumen.

El objetivo de este trabajo es analizar el impacto metodológico entre materiales auténticos y libros comerciales para mejorar la comprensión auditiva y la expresión oral según el requisito A2 del Marco Común Europeo de Referencia para las Lenguas en estudiantes de Nivel 1 del IPEC Barva durante el tercer semestre de 2021 ; Durante la investigación se pretende analizar los elementos metodológicos que se asignan en los libros de texto de la enseñanza del inglés como recursos didácticos del trabajo diario de los estudiantes del curso básico conversacional frente al uso de materiales auténticos y libros comerciales e identificar cuáles de los dos impacta más en los estudiantes, determinando así si los alumnos alcanzan la banda A2 exigida por el Marco Común Europeo donde son capaces de comprender un lenguaje personal, familiar y laboral muy básico, suficiente para satisfacer las necesidades con un habla lenta y por supuesto en el idioma inglés.

Palabras clave: materiales auténticos, libros comerciales, requisito A2 del Marco Común Europeo de Referencia para las Lenguas, elementos metodológicos

INTRODUCTION

This research arises with the purpose of implementing the use and analysis of the integration of shocking materials (eg. songs, storybooks, novels, movies) in English as a foreign language classes in order to strengthen listening and listening skills. speaking. As well as the impact that the use of commercial books has for the same skills, analyzing through a common European framework if students who take free level 1 conversation courses at IPEC Barva, can reach an A2 band to be able to communicate with native's idiom.

Teaching resources function as intermediaries between the teacher and the student; These are used as a means of presenting the information necessary to meet the objectives of the curriculum. The terminology referring to this concept may vary: didactic resource, didactic material, authentic materials, teaching medium, among others; however, their purpose is the same. Authentic materials are now likely to be seen as one of the resources for teaching all ESL skills.

Most researchers and teachers agree that these tools can benefit the teaching of the target language more effectively and even faster. According to the European Journal of Research and Reflection in Educational Sciences, authentic materials can provide many benefits for both educators and students. For students, these materials create the experience of a real context of the target language.

It should be noted that there is a wide variety of teaching resources that can be used during teaching practice. In this way, throughout this investigation we will talk about authentic resources and non-authentic resources. First of all, inauthentic resources are those that have been created for the sole purpose of being used in education. To this category belong: commercial textbooks, compact discs that are part of textbooks, educational videos, blackboards, among others.

On the other hand, this research also aims to analyze commercial books and their impact on conversation classes, without a doubt textbook continue to play an important role in language teaching and offer a useful resource for both teachers and students. Good textbooks serve to turn syllabus guidelines into a rich source of content with texts and activities that are beyond the abilities of most teachers to

develop on their own, but the use of these books it does not necessarily reflect a deficiency on the part of the teacher since they are a tool available to students.

Band A2 will also be analyzed according to the Common European Framework of Reference for Languages (CEFR). This is the international standard that defines linguistic competence. It is used around the world to define students' language skills on a scale of English levels from A1, the basic level of English, to C2, for those who are exceptionally proficient in English. According to the official CEFR guidelines, someone with an A2 level in English: Can understand sentences and frequently used expressions related to areas of more immediate relevance (e.g. very basic personal and family information, shopping, local geography, job).

In this way, it is intended to analyze the methodological impact between the combination of authentic materials and commercial books to improve listening comprehension and oral expression according to the A2 requirement of the Common European Framework of Reference for Languages in Level 1 students of IPEC Barva during the third semester of 2021; Through the analysis of the methodological elements that are assigned in the English teaching textbooks as didactic resources of the daily work for the students of the basic conversational course between the use of authentic materials and commercial books, thus determining if the students reach the band A2 as required by the Common European Framework.

CHAPTER I

PROBLEM STATEMENT

1.1 Problem Statement

1.1.1 Problem background

Authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest to the student. They can serve as a reminder to students that there is a whole population that uses the target language in their daily lives. Authentic materials help motivate students to learn the language by making them feel that they are learning the "real" language (Guariento and Morely, 2001). In other words, students learn the language better when teachers, use authentic materials as teaching aids.

Authentic text is real, living language written to engage and engage readers; it can entertain, inform or persuade. Authentic text helps students understand how language works in the real world and invites them to participate in that world by entering, leaving, and traversing the world of ideas and living language.

In many schools and language programs, the textbooks used in the ESL program are the curriculum. If teachers want to determine what the objectives of the conversational course are, the type of syllabus that is used, the content that students will study, and the assumptions about teaching and learning that the course incorporates, teachers need not look any further than the course books, text used in the program itself. Textbooks and other commercial materials in many situations represent the hidden curriculum of the ESL course. Therefore, textbooks play an important role in the professional life of teachers. But what are the benefits and costs of the impact of textbooks on a conversational course? students actually manage to obtain the band A2 of the European Common Framework. It is interesting to focus on speaking and listening skills since it is important in the nature of these courses that students acquire a second language and the importance of both skills is

recognized since speaking and listening are essential to form relationships and act as tools. cognitive skills for learning (Vygotsky, 1978).

This research seeks to answer this question by examining the role commercial textbooks play in instruction, as well as authentic materials and the impact they can have on students.

1.1.2 Problematization.

Learning English has become an important strategic issue in Latin America. Countries have developed national strategies, created programs, and invested heavily to expand access to opportunities to learn English.

The command of English is increasingly necessary for business and international communication; In this sense, it is linked to prospects for economic competitiveness and growth in the global economy. Interest in learning the language continues to grow throughout Latin America. However, test results indicate that English proficiency is very low. The education system is simply not generating students with the necessary levels of English proficiency. Is it the use of trade books? or maybe, the didactic material? What impacts students the most? Can students earn an A2 band in a conversational course?

Level 1 corresponds to basic users of the language, that is, those capable of communicating in ordinary circumstances with expressions of use, often essential vocabulary, in accordance with the Common European Framework of Reference (CEFR), which defines the different levels of a language established by Council of Europe.

It is for these questions that it is intend to investigate the impact that commercial books and authentic materials have in conversational classes, especially on listening and speaking skills, which are considered one of the most basic skills in teaching English.

1.1.3 Justification

Textbooks achieve a particular improvement in the environment in the English as a foreign language classroom, and it is generally configured as the backbone of English courses, books impose, to a greater or lesser extent, the contents and the teaching sequence, the topics, the teaching and learning strategies, the interaction guidelines, etc., which generates a certain security for the teacher and the students, but to a certain extent the class can become boring or the processor as the only center of itself same. In this work, which is broadly framed within Critical Pedagogy (Freire, 1969 and Giroux, 1992), (it is intend to) analyzes some commercial books in comparison with some authentic materials for conversational English courses taught at IPEC Barva specifically in skills of oral and auditory expression, to see the impact on the learning of these students and if they manage through these materials to reach Band A2 according to the Common European Framework (Languages, 2022). According to this the students would be able to communicate in simple, daily tasks that require no more than a simple and direct exchange of information on routine and family matters. Describe in simple terms past events, the environment, and the immediate needs. This would significantly improve the classes taught at this institution, giving the student a band that allows them to develop in their learning of a foreign language (EFL) and motivate them to continue with their studies until they achieve their objectives.

1.2 Problem

What is methodological impact between Authentic physical and merchant texts to perfect improve listening and speaker based on A2 requirement on Common European Framework of Reference for Languages in Students from Level 1 from IPEC Barva during third trimester 2021?

1.3 Objectives

1.3.1. General Objective

- a) To analyze the methodological elements that are assigned in the textbooks of the teaching of English as didactic resources of daily work for students of basic conversational course.

1.3.2. Specific Objectives

- a) To identify the methodological elements of listening and speaking that are assigned both in some commercial books and in authentic materials as didactic resources of daily work for students of the basic conversational course.
- b) To determine if students achieve A2 band using commercial books and authentic materials as required by the Common European Framework.

1.4 Scopes and Limitations

1.4.1 Scopes

In this investigation it is possible to determine those authentic materials and commercial textbooks are of the utmost importance in the conversational classes of the IPEC of Barva, although it is true that the development of linguistic skills has always been a challenge for most of the educational centers of the area. country and that is why new strategies must always be implemented to improve the quality of teaching that is innovative and that has a positive impact on students and that they achieve the standards of oral communication established by the common European framework so that they have the ability to function in this increasingly globalized world and allow them to obtain good job opportunities According to the interpretation of the data, it is important that firstly the

students receive as much content as possible (vocabulary, structures, grammatical aspects, among others) related to reception language skills (listening and reading). This in order that they can then produce communication through linguistic production skills (speech and writing). Within this investigation, it was evidenced that the implementation of authentic materials and also in addition to the textbook allows linguistic skills to be enhanced. The free course students at the time of the field work, presented an appropriate level in their linguistic performance, they felt comfortable and knew that they were facing similar situations in real life, that is why, when facing a real moment, they will have the ability to respond appropriately to problems that require a solution in the target language.

Authentic materials with a clear and defined structuring within the objectives of the lesson allowed learning to be more meaningful, thus allowing the student body to enhance their language skills from the interaction with various sources that resemble real contexts.

1.4.2 Limitation

The objective of this research was to analyze the methodological impact between authentic materials and commercial books to improve listening comprehension and oral expression based on the A2 requirement of the Common European Framework of Reference for Languages in Level 1 Students of IPEC Barva during the third quarter of 2021. Through this, one of the greatest challenges and limitations is that the student population does not have the same level of schooling, which complicates the leveling of the level of English in which everyone was, in addition to the social status that they live each student is different because some have better economic possibilities than others and to obtain the material in this case: the textbook, was complicated for some of them at the beginning of the year, a factor that is considered a limitation since not all students student have the book at the beginning of the course. A great limitation is that, unfortunately, the TOIEC test cannot be applied to all students to determine if all those enrolled in free

courses at IPEC Barva manage to reach the A2 band, since the only official test in Costa Rica is the one applied by the Cultural center and each student interested in taking said exam, must pay for it on their own, for this investigation parameters dictated by the Common European Framework of Reference for Languages (CEFR) were taken into account, however it is considered and recommended that the centers educational can also apply this type of test since this allows the student to have knowledge in which position he/she is according to what is analyzed in this thesis.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Historical Context (School background)

The educational service was born in 1974 as a professional institute for women, to solve a need for training and trade in the region for adults. On March 11, 1986, it became the first IPEC in the country.

The Barva IPEC offers a range of opportunities for people between 15 and 80 years old, with preparation at the primary levels, up to technical training. In the technical area, it offers accounting and finance services, executive secretaries, tourism, hotels and special events. The requirement is that interested persons have a high school diploma.

It also offers free workshops or courses. Right now, it has 146 courses. For example, they teach English, accounting and finance, modern office, customer service, barista, painting, health promotion in the elderly, pastry, cooking, bakery, beauty, barbershop, crafts and sewing, among others.

IPEC is open from 7:00 a.m. at 9:45 p.m. it works in a triple shift. With the changes in face-to-face education, its teachers continue to attend to the training needs of students, through distance and virtual education, and most of the free courses are taught face-to-face.

According to Marlene Zamora Villalobos, director of the educational center, she adds that since she arrived at the institution in 2013, they have focused on being a quality center and that they have never had to go out to look for students because the popularity has grown by word of mouth, due to the quality in the classrooms.

The Professional Community Education Institute (IPEC), represent a conventional offer of the adult education curriculum, from 15 years of age and seek to offer training at all educational levels, as well as technical careers and free courses.

This center shared facilities with the educational community of the Rodrigo Hernández school, the Germán López school and the Marco Tulio Salazar Virtual school.

Today, the Professional Institute of Community Education (IPEC), of Barva in Heredia, has new facilities and its structure is for the benefit of more than 3,500 young people and adults who wish to study at this institution.

The work is within the 2020 Investment Plan of the Directorate of Educational Infrastructure (DIE) of the MEP and had an investment of ¢ 2.4 billion colones.

Due to the deterioration of the physical plant, the DIE authorized the construction of three two-story buildings, a tourism workshop, and three attached computer labs.

Areas such as libraries, sanitary batteries, auditorium, dining room, administrative area, access ramps at all levels, guardhouse, parking and exterior works were also created.

In addition, the Professional Community Education Institute (IPEC), offers its services of free courses to different communities of Heredia using community development rooms as small satellites where it is within the best reach of the users.

2.2 Conceptual Framework

Teaching English in Costa Rica

In Costa Rica, the teaching of languages, especially English and French, began in the mid-nineteenth century. As González (1978,) states,

"The teaching of foreign languages already aroused interest in the early years of the Republic". (p. 345).

The first reference that we can find in relation to the teaching of English in our country dates from the year 1825, when the Executive Power decreed the internal regulations of the Casa de Enseñanza Santo Tomás, thus beginning the study of languages in an institutional way. According to González (1978), the methodology was

based on the memorization of lessons by the student, which were then examined orally by the teacher. The time dedicated to the study of the English language was three hours a day (pp. 203-204). As of 1854, the first offers of foreign teachers were born to give private classes in English and other languages (González, 1978, p. 345). However, the teaching method used in these years is not known for sure, presumably it was based on Grammatical Translation, a method of great boom in the teaching of classical languages that was adopted for the teaching of modern languages.

With the creation of primary - secondary schools, precursors of secondary schools, English lessons become part of the study plans (Quesada, 1993, p. 22). Secondary schools were established in 1887, which also included English in their study plans. According to González (1976), the German Direct Method was adopted, with the study of the works of Dr. Rodolfo Lenz and Schnitzler (1976, p. 76). This method establishes that the learning of a second language must be the same as the first, spontaneous, with a lot of oral activity, without using translation and with little or no analysis of grammatical rules (Brown, 2000, p. 45). These plans remained in force for several decades, however, there is no record of how long they were used, since there is no documentary information on the subject between the years 1887 and 1934. In 1935, after an analysis of the educational situation of our country and, keeping in mind the need for a renewal of education, several changes were made in the Costa Rican educational system, which transformed the teaching of English. After having analyzed the study plans and with a modernizing vision, the Board of Directors of Secondary Education, the only coordinating body for Costa Rican education at that time, approved a five-year plan that came into force in 1936. In this way, four lessons were taught in the first and second years and three in the third, fourth and fifth years (Monge and Rivas, 1978, pp. 92-93). In relation to this plan, the lawyer Elsa Orozco stated at the time that the books used in 1942 had no relation to the program established in 1936 (Cabrera, 1986, p. 2). Until

then, the people who taught English classes in secondary school were foreigners (who taught their mother tongue) or nationals (those who learned the language while studying abroad) who lacked the necessary pedagogical preparation to practice in the educational field. Probably, and due to this situation, the University of Costa Rica offered training courses for English teachers for the first time in 1954. In these courses, the methodology that was taught for the teacher to use in his lessons was the Audiolingual method (Cabrera, 1986, p.4). However, it was not until 1957 when the teaching of English was professionalized in Costa Rica, with the opening of the English career at the Faculty of Education from the University of Costa Rica (University, 2022). The study plan for this career lasted four years and included language, literature, methodology and teaching practice. The approach used was the Electronic Journal "Actualidades Investigativas en Educación" With the Audiolingual Method, texts were used such as: the series English Pattern Practices, Lessons in Vocabulary and English Sentence Patterns, both by Robert Lado and Charles Fries; Reading in English by Dorothy Danielson and Rebeca Hayden; Literature of America and Literature of England by Mildred Foster, and Basic Speech by Jon Erickson and Paul H. Boase. As a consequence of these changes, three language lessons (English or French) were established in the secondary school curricula in the first cycle (which is currently the third cycle) and three or four in the second cycle of secondary school (which currently constitutes diversified education) (Monge and Rivas, 1978, pp.195-196). Foreign language teachers and the Ministry of Education implement the Audiolingual Method in order to develop the four basic skills: oral comprehension, oral production, reading comprehension and written production. For this, the repetition of patterns, memorization of dialogues and mimicry are applied. The textbook that was used from this moment on was the American English Series (books 1, 2 and 3) by Charles Fries, which was in force until around 1972 (Cabrera, 1986, p. 6). In 1966, changes were made in the study

plans for the third cycle, under the coordination of Mrs. Nidia Herrera Rodríguez, National English Advisor.

In 1972, the Educational Development Plan was established to comprehensively reexamine and rethink the educational work of our country (MEP, 1972). Based on the existing plan and, in the aforementioned year, a new curriculum for the teaching of English is drawn up. This includes a kind of guide that contains objectives, activities and forms of evaluation for the teacher to carry out their lessons. Said plan does not stick to a specific text, but rather mentions in its bibliography several textbooks that could be used by the teacher, among them, Lado English Series (books 1, 2 and 3) by Robert Lado in the academic area, Modern American English by Robert J. Dixon in the vocational technical branch, and New Horizons in English by Lars Mellgren, in the night schools. Also, in some schools, Let's Learn English by Audrey Wright (MEP, 1972) was used as a support book. The methodology of these books is mainly based on the typical way in which the mother tongue is learned (oral comprehension, oral production, reading and writing).

Since then and throughout history, educational programs for teaching the language have been in constant change, previously the approach used was the Communicative Approach¹⁷, now the Action oriented Approach is beginning to be implemented. the action]. EL MEP (2016) writes that “learning English as a foreign language in Costa Rica will allow students to develop communicative competence, to gain knowledge of a new culture, beliefs and attitudes and to understand the messages given, and to reflect on them (the learning English as a foreign language in Costa Rica will allow students to develop communicative skills, to gain knowledge of a new culture, beliefs and attitudes to understand the messages given and reflect on them¹⁸]” (p.15). Greater emphasis has been given to the teaching of the target language because it plays an extremely important role in society and the labor market.

Nowadays, the new program proposes that students make use of the language in a real context; however, the models and procedures are very basic, that is, they only give a glimpse of what should be done when developing a class. Therefore, it is that still, in much of the country, teachers continue to use traditional methodologies. The educator remains the central axis of the learning process and does not give the learner the opportunity to perform individually. On the other hand, the learning of a foreign language, according to Miranda Calderón (2018), must occur in a spontaneous way, where didactic resources are implemented that motivate the student and increase the level of interest of it in order to achieve a more meaningful learning. The new program designs that language skills must be developed in a real environment. In other words, the use of authentic teaching resources is a fundamental part of the development and strengthening of language skills.

English language skills

The teaching of English is mainly divided into four skills fundamental linguistics: writing, reading, speaking, and listening. By developing each of these skills it is expected to acquire the English language so that information can be given and received using the target language. In reference to these skills, Chandía (2015) alludes to the following:

“Linguistic abilities or skills refer to the way in which language is activated the use of language. Traditionally, didactics has classified them according to the modes of transmission (oral and written) and the role they play in communication (productive and receptive). Thus, it has established them in four skills: comprehension reading, listening comprehension, oral expression and written expression. (p.46)”

Considering that in this way the use of the target language is activated, the teacher must consider that the implemented methodology helps the student to the pertinent

development of each one of these skills. Likewise, these linguistic skills are divided into productive (active skills) and receptive (passive skills). Where productive skills are speech and writing, this is because when the student makes use of these skills, he/she does not is not only active, but also produces sounds (speech) and symbols (writing). The reading and listening are considered receptive since the student is absorbing information either listening or reading (Hussain, 2015).

Language skills are classified in different groups, but despite this, they continue to be partners with each other. For example, when students are having a conversation, they listen to understand what the other person wants to say; they need to listen to be able to give an answer (two skills are used: listening and speaking). For this reason, to have an efficient acquisition of language, it is necessary to develop the four skills linguistics. Thus, the listening skill must be developed in order to understand the spoken language considering accents, pronunciation, grammatical structure, among others. Speech is developed in such a way that the subject can communicate effectively while he/she speaks and considering the vocabulary, grammatical structure, pronunciation, the tone, and the accent of the words.

However, the progress of reading comprehension will give the person with great diversity of vocabulary and internalization of grammatical structures. Finally, the writing ability allows the student to communicate in writing thus applying the vocabulary, grammatical structures, punctuation rules, and spelling in the English language. At the end, considering the four language skills, it is sought that the student learns and understands the language in its entirety to communicate effectively orally and in writing.

Didactic resources

In the teaching of any subject, didactic resources have a great impact. These are used as mediators of the teaching-learning process. The ideal would be to teach in a real environment, but since this is not possible, the didactic resources try to form an

environment close to reality. According to Vargas (2003), the teaching materials are “instrument of knowledge, which has the function of mediating between the object of knowledge and the cognitive structures of the students” (p.84).

Teaching resources have a great impact on students when learning. These can positively impact the way students learn, since, depending on the teaching material and its execution, it can create significant learning. Valencia, Ramírez and Quintero (2017) in turn make the following definition of didactics: This concept of didactics is based on the philosopher, pedagogue and theologian Juan Amos Comenio. The term, predominantly new for the time (early 17th century), is described as the ability to know what, when, how and with what to teach at different times in the educational process. (p. 74) so, according to the established proposals, didactics allows answering the questions in order to plan the teaching-learning process in an assertive way. Among the most recommended effects that teaching-learning materials should have, the following ones proposed by Imbernón 2007 (cited in Amaya et al. 2016) could be cited:

- Provide theoretical knowledge with a certain sense of provisionally and relativity and with an open attitude to modifications and subsequent developments.
- Introduce new knowledge in a meaningful way.
- Give professional functionality to the resources and teaching materials used.
- Constantly relate theory to practice.
- Promote interdisciplinary experiences and relationships.
- Promote student participation and discussion on the professional issues addressed.
- Foster attitudes of inquiry and investigation.
- Perceive the complexities of educational events.
- Develop alternatives to the prevailing work culture and establish connections between culture, beliefs and educational realities. (p.115)

Furthermore, teaching resources are usually divided into two types: authentic teaching materials and non-authentic teaching materials. Among the non-authentic teaching resources, they have the textbook as the predominant tool; however, now many teachers use various authentic tools such as newspapers, magazines, videos, music, images, among others. In addition, teaching resources must be carefully selected by teachers. For this reason, the group of students, the level, the curricular content, the duration of the class, the vocabulary, etc. must be considered. This in order to achieve a successful benefit of the teaching materials. Finally, the interesting and creative nature of the didactic resources is also important in the selection of the materials, since having these characteristics will make it easier to capture the attention of the students to create meaningful learning.

Authentic Materials:

Authentic teaching resources are materials that have not been created for educational purposes; however, they are used in the teaching of a language because they are more real and concrete examples of what the language is in its most natural form. As García indicates (cited in Colorado and Ángel 2017):

“Authentic materials are understood as the samples of language, whether oral or written, that were originally derived for communication between native speakers in a non-teaching context and are therefore not graded in any way. linguistically, nor organized to show the use of a particular grammatical point. (p. 6)”

These materials are tools that are used in the daily life of a native speaker, for example, videos, movies, images, newspapers, magazines, among others. These do not present alterations or adaptations to be used in the pedagogical area and for this reason they present a high demand from some teachers. Likewise, Andrijevic (2010) establishes the following:

Authentic materials are part of the everyday life of native speakers and are texts, still or moving images, voice recordings, advertising texts, newspaper articles, literary texts, songs, cooking recipes, brochures, instruction manuals, calendars, etc. schedules etc. They are materials produced by native speakers and for native speakers; real-life materials, created to fulfill some social purpose within a linguistic community, without any pedagogical intent or concern. (p.158).

In the late 1980s, the inclusion of authentic materials has taken an important place in EFL classes, and such use has sparked endless debate in the field of language education. However, the effectiveness of authentic materials has been consistently recognized, and many of the world's language teachers prefer to use them instead of traditional textbook materials. There have been several previous empirical studies that have shown tremendous positive outcomes for language learners who have had the opportunity to interact with authentic materials. Furthermore, many studies revealed that all four language skills are improved by the use of authentic materials (Thanjaro, 2000; Kilickaya, 2004; Al-Musallam, 2007; 2009; Miller, 2005; Otte, 2006; and Gilmore, 2007). Harmer (1991), for example, claims that the use of authentic materials would improve and develop students' reading and listening skills in the target language, despite the intensive use of textbook materials. Bacon & Finnemann, (1990), clarify that authentic materials would improve students' reading skills by introducing them to new vocabulary and expressions.

Also, the use of authentic materials entails the improvement of non-linguistic advantages. Researchers, in this sense, advocate the motivating potential of authentic materials (Kilickaya, 2004; Zoltan, 2010; Murray et.al 2011; T-hanjaro, 2000; and Mishan, 2005) which is essential for successful learning of L2. Guariento and Morley (2001), for example, claim that authentic materials are significant since they intensify and increase students' learning motivation. In addition, Kilickaya (2004) states that the use of authentic

materials increases and develops the motivation of the students because these materials give them the feeling that they are learning the real language. McNeil (1994) agrees with Kilickaya's (2004) assertions that authentic materials give students such meaning. Otte (2006) indicated that students' motivation is developed through the use of such materials in language teaching. Thanjaro, (2000) also observed an improvement in students' self-satisfaction and motivation after using authentic materials (texts) within the classrooms. Obviously, the use of authentic materials develops and improves not only L2 proficiency, but also non-linguistic factors that are considered essential for successful language learning. Having discussed the meaning of authentic materials, one must wonder where such materials are sourced from.

Although there are some disadvantages, as can be concluded, the advantages of authentic materials are more than disadvantages. The integration of authentic materials in language classes will provide lively educational atmospheres and lead to better hands-on learning outcomes. The next section addresses significant sources of authentic materials that EFL teachers can use in the L2 materials selection process.

Commercial Books:

It should be understood that there are non-authentic materials or resources, these materials have been specially developed for educational purposes. This means that these materials do not need to be prepared or adapted by teachers that are consistent with the educational curriculum and its contents. As established by Febrina (2017), "non-authentic materials are teaching materials which are made and designed for teaching purposes only. These materials are planned, designed, and produced based on the curriculum and policy in each country (non-authentic materials or resources are teaching materials that have been made solely for educational purposes.

These materials are planned, designed, and designed in accordance with the curriculum and educational policy of each country20)" (p. 3).

Some allusive examples of this type of didactic resources are: books, posters, files, audios that they are included in some books, among others. This type of didactic material presents diverse advantages as well as disadvantages. Therefore, some of the advantages lie in the fact that these resources are already prepared for a grade or topic, which frees the teacher from having to prepare material for each class. In addition, it comes with the vocabulary adapted to the level of the students and the contents of the class.

Richaudeau (1981) defines the textbook as "a printed material, structured, intended to be used in a certain learning and training process" (p. 51).

A textbook is a collection of knowledge, concepts, and principles of a selected subject or course. It is usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher's guides, which provide you with additional learning materials, ideas, and activities to use throughout the academic year.

Many teachers consider that the use of textbooks is above any discussion, moreover, they find in them a kind of self-confidence and a guarantee for professional work. Being precision and specificity the characteristics that are required of the contents, textbooks are as valued as those that respond to this technical conception of teaching, which understands knowledge as something trimmed, finished and not subject to criticism or revision some textbooks are fundamentally called to help teachers to transmit content. However, submitting the performance of teaching functions to a textbook is a step to lose some professionalism. Teachers think that textbooks must make an adequate combination with the instruments of the teaching plans -School Stage Project, Classroom Teaching Schedule, etc.- but then they admit that the textbook becomes the

ruler of the classroom. Whether above or at the same level as other teaching elements or schedules, the truth is that textbooks continue to cause contradictions among teachers about what they should be and what they really are.

In this way, textbooks are only an instrument in the teaching-learning process. Now, is the textbook promoted in class or, on the contrary, does it problematize teaching? In response to this question, one can think that its effects are positive or negative, both for the teaching and for the learning of a certain subject, according to Prendes (1994) "evil is not in the medium itself, but in the use that of him be made. The book can contribute to reflection, creation and innovative learning or, on the contrary, it can become an instrument that degrades and deforms teaching" (P. 428).

Cabrero et al. (1995) establishes that, among the arguments used by critics of the textbook, is the fact that in the text the contents that appear are chosen, eliminating others, the reasons for said choice being political or ideological. In addition, in the books there is no comparison of the contents with reality, thus reducing the search and experimentation by the student and reducing his critical spirit. Sometimes, the textbook tends to replace the teacher, who becomes only a transmitter of what appears in it, thus restricting the development of methodologies that favor learning, since, practically, the only way of learning that is proposes through books is through repetition and memory.

In English teaching itself, textbooks have been widely criticized because they do not provide students with a real environment where they can interact with the language in its natural way. It should be noted that students are not exposed to the language in a real environment; For example, most books are full of artificial paragraphs and conversations that don't create what it would be like to have a conversation spontaneously. Added to this, these materials provide little interaction and activity, limiting students and generating little interest in learning. In some or probably most English classes, a standard set of textbooks are used. The causes of this are many,

according to the design and perspective of the curriculum, the administrative regulations and/or the record regarding the experience of the classroom teacher. Most textbooks come with teacher's guides, which provide you with additional learning materials, ideas, and activities to use throughout the academic year. Textbooks provide teachers and students with several advantages in the classroom:

- Textbooks are especially helpful for beginning teachers. The material to be covered and the layout of each lesson are carefully explained in detail.
- Textbooks provide organized units of work. A textbook provides all the plans and lessons you need to cover a topic in some detail.
- A series of textbooks provides a balanced, chronological presentation of information.
- Textbooks are a detailed sequence of teaching procedures indicating what to do and when to do it. There are no surprises, everything is carefully explained.
- Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies. • Good textbooks are excellent teaching aids. They are a resource for both teachers and students.
- Some textbooks may not pique students' interest. It is not unusual for students to reject textbooks simply because they are compendiums of large amounts of data for large masses of students. Students may find it difficult to understand the relevance of so much data to their personal lives.

Methodological elements into the Textbooks:

All teachers need specialized instruments or tools for optimal performance and development, and one of their main tools, and often the only one available, is the textbook.

But, are the necessary elements that a good book for teaching English must have considered? Faced with this question and according to an analysis carried out by Pamplón and Ramírez (2018) To meet the challenge of improving approaches and methods for teaching, the sociocultural one stands out, which seeks to integrate pedagogical practices that respond to the specific learning needs of students. students, while being sensitive to their cultures and contextual conditions, and relevant to their social environments. Due to the above features, the sociocultural approach has been adopted by several countries.

The sociocultural approach or perspective has its origin in the theories of Vygotsky (1978) and his followers (Leont'ev, 1981; Luria, 1982; Wertsch, 1991). This perspective represents a new epistemological position with respect to behaviorist and cognitivist theories, since, unlike the latter, which focused the development of knowledge on the individual, the sociocultural perspective assumes that knowledge has its origin in social life. According to this approach, human learning is a social and dynamic activity, situated in physical and social contexts, and jointly constructed by people, objects and activities.

Target students.

Required time.

Components.

Number and length of units.

Organization of units.

Pre-assessment: assessment

(Richards 2012) establishes that this stage is more difficult since it involves subjective judgments, and these often differ from one person to another. For this reason, group assessments are often helpful. Various checklists have been developed to assist in this stage of the pre-assessment. However, checklists involve somewhat subjective categories and generally need to be tailored to reflect the particular book being considered. In general, textbook evaluation addresses the following topics:

Objectives: What does the book seek to achieve and how clearly are its learning outcomes identified? **Program:** What program framework is the book based on? Is the syllabus adequate or would it need to be supplemented (eg with additional grammar or pronunciation activities)? **Theoretical framework:** What theory of language learning is the book based on? Does it present an informed understanding of any underlying theory? **Methodology:** What methodology is the book based on? Is it pedagogically correct? **Language content:** What kind of language does it contain and how authentic and relevant is the content? Is it an appropriate level of difficulty for students? **Other content:** What topics and topics are covered and are they appropriate for the target learners? **Organization:** Is the book well organized into units and lessons, and within the lessons are the purposes of the activities clearly identified? Do the units have a coherent and consistent organization and do they gradually progress in difficulty throughout the book?

Attractive to the teacher: Does the book seem easy to teach and self-contained, or would the teacher need to develop supplementary materials to use with it? Would it require special training or could it be used by inexperienced teachers and both native and non-native teachers?

Student appeal: How appealing would it be to students? How would you rate the design of the book (including photos and illustrations), the themes, and the type of activities included? Is the material clearly relevant to your perceived language learning needs? Are self-study components included?

Ancillaries: What other components does the book include, such as the teacher's book, workbook, quizzes, and digital and web-based media? Are all these components published and available?

Price: Is the book affordable for the intended buyers?

When a group evaluation process is used, all of the above and other topics specific to the teaching context can be discussed, and if several books are being considered, a

consensus is reached on the book that best suits the needs of the teachers. . The decision may not be based entirely on the merits of the book. For example, if students are known to use a certain textbook in private high schools, the book may be rejected for use in private language programs that attract college students.

EFL environment

What EFL means?

English as a Foreign Language

According to the publication written by Heidi HYTE (2015) on the esltrail.com blog, the meaning of EFL represents the learning of English in a country whose language is not English. For example, Chinese students learning English are EFL students since English is not the official language of their nation, the acronym ESOL being the English language for those who speak other languages.

What is an EFL setting?

An EFL classroom is in a country where English is not the dominant language students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Outside of the classroom students have very few opportunities to use English.

What is EFL technique?

Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Total Physical Response (TPR) were the dominant approaches used in EFL classrooms in the Lao schools. Learning activities and strategies from these approaches and methods were the ones seen most frequently in the classroom observations.

What is EFL context?

The teaching of the English language as a foreign language is quite a challenge, its learning is limited by the absence of entry into a second language (L2) since, in general, most of the words are learned in the classroom.

What is the role of a teacher in EFL?

EFL teachers prepare course materials and design lessons that cover all aspects of the English language, whether written or verbal. They're also responsible for creating a positive class environment and encouraging students to reach their learning goals. A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students, a teacher has to first place himself/ herself as a learner and think from the learner's perspective. In doing so, students can be captured with interest.

What is Best Method for Learning/Teaching EFL? (Zilberman, 2020)

According to Dr. Arkady Zilberman "The question of what is the best methodology for teaching/learning EFL is asked on the internet millions of times. It is impossible to answer such a question in a way that will satisfy all educators, teachers, and learners. Some teachers follow the Communicative method and claim it is the best method; others say the Total Immersion method is the best; those who teach using Total Physical Response claim it is the best method; the followers of the Acquisition approach state that it is the only method of subconscious training and therefore, it is the most natural and efficient way of learning a foreign language. All the above methods of teaching/learning English have one common feature: they all suffer a very high failure rate"

All teachers continue to use teaching methods that may work well for some but not for all. There are different opinions and discussions about EFL teaching methods but this does not lead to which is the best methodology. Perhaps the best methodology does not exist now, but surely one can be created that works for all adults, not only for those who are able to speak.

Common European Framework of reference of languages Level A2

The Common European Framework of Reference (CEFR) (Languages, 2022) is an internationally recognized framework for describing language proficiency. The CEFR is widely accepted throughout Europe and is becoming more and more common in the rest of the world. Currently, the EF SET exams are the only standardized exams that accurately measure all proficiency levels, from beginner to master, as required by the CEFR. Other standardized English tests are designed to assess some of the proficiency levels in English, but cannot measure the entire CEFR scale.

What is the CEFR?

The CEFR is a way of describing how well you speak and understand a foreign language. There are several frameworks with similar goals, such as the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL), the Canadian Language Benchmarks (CLB), and the ILR (Interagency Language Roundtable) proficiency scale. The CEFR is not tied to any specific language test.

The CEFR is a European scale that was specifically designed to apply to any European language, so it can be used to describe your skills in English, German or Estonian (if you have them).

The CEFR and EF SET

The CEFR establishes six levels of proficiency in a foreign language, and EF SET aligns with that framework as follows:

Table No 1

Retrieve from: EF Standard English Test/EF Education First Ltd 2022.EF Education First

English level A1

- At this level the student can understand:
- Very basic and everyday phrases
- Slow, carefully articulated speech with long pauses
- Very short and simple texts, familiar names and words

Access (EF SET 1 - 30)

The A1 level of English is the first level of the Common European Framework of Reference (CEFR) that defines the different levels of a language established by the Council of Europe. In colloquial language, this level would be called "beginner" and, in fact, "beginner" is the official English word that defines the level in the CEFR, and also the one used by EF SET. In practice, it is possible to be at a level prior to A1 in English. A student who is beginning to learn English or who has no prior knowledge of English is at a level prior to A1.

How to know if you have an A1 level of English

The best way to know if students have an A1 level of English is to take a quality standardized test. Below students can see a list of the main recognized exams and their corresponding scores for level A1:

Table No. 2

What can be done with an A1 level of English?

An A1 level in English should be sufficient for very simple interactions, for example going as a tourist to an English-speaking country. A level A1 would not be sufficient for other academic or professional purposes.

Test	Score equivalent to the A1 level ¹
EF SET	11 - 30
TOEFL iBT	n/a
IELTS	n/a
TOEIC (R&L) Total	n/a
Cambridge English Scale	80 - 99
Global Scale of English (Pearson)	n/a

Source: EF Standard English Test/EF Education First Ltd 2022.EF

Education First

According to the official CEFR general guidelines, someone with an A1 level in English:

Can understand and use familiar everyday expressions and very basic phrases aimed at meeting needs of a particular type.

He/She can introduce himself/herself and others, and can ask and answer questions about personal details, such as saying where she lives and talking about people she knows and things she owns.

He/she can interact with other people easily, as long as the other person speaks slowly and clearly and is willing to help.

English level A1 skills in detail

The official definitions of competencies are broken down into smaller chunks of teaching objectives. This more detailed breakdown of competencies can help students determine their level of English, or help a teacher assess a student's level. For example, a student who has reached A1 level of English will be able to:

- Introduce himself/herself simply and use basic greetings.
- Say where he/she and other people are from, and give a basic description of their city.
- Talk in a simple way about family and colleagues, describing their appearance and personality.
- Make comments about clothing at a basic level and ask simple questions about clothing to a store clerk.
- Talk about their favorite food and make simple takeout orders.
- Talk about daily activities and organize meetings with friends and colleagues.
- Describe the current atmospheric conditions and suggest activities according to the weather forecast.
- Talk in general terms about their health and describe common symptoms of illnesses to their doctor.
- Describe the location of their home and give simple directions to get there.
- Talk about their hobbies and interests and make plans for fun activities with friends or colleagues.
- Complete basic transactions in a hotel, including check-in and check-out.

- Talk about common products, make basic purchases and returns of defective items.

Although progress will depend on the type of course and the individual student, the A1 level of English should be achieved with between 60 and 80 hours of instruction.

Platform (EF SET 31 - 40)

Level A2 of English is the second level of the Common European Framework of Reference (CEFR), which defines the different levels of a language established by the Council of Europe. In colloquial language, this level can be described as "basic" in the sense of "I speak basic English". The official word in English that describes this level in the CEFR is "elementary", which means the same thing: it is the base. At this level, students have already mastered the basic fundamentals of English and can communicate simple and basic needs.

How to know if a student has an A2 level of English

The best way to know if student has an A2 level of English is to take a quality standardized test. Below he/she can see a catalog of the main known exams and their scores made for level A2:

Table No. 3

Test	Score equivalent to the A2 level ¹
EF SET	31 - 40
IELTS	n/a
TOEIC (R&L) Total	225 - 545
Cambridge English Scale	120 - 139
TOEFL iBT	n/a
Global Scale of English (Pearson)	30 - 42

Source: EF Standard English Test/EF Education First Ltd 2022.EF Education First.

What can be done with an A2 level of English

Ankplace:

- Relate events from their past, including weekend activities and interesting stories.
- Describe her past life, offering details about important milestones in it.
- Receive guests at home or go visit a friend.
- Discuss his/her plans for the holidays and later relate them to your friends and Colleagues
- Talk about the natural world and travel to see animals and natural areas in their country.
- Talk about movies you like and choose a movie to watch with friends.
- Talk about clothes and what kind of clothes they like to wear.
- Strike up a conversation with basic communication at work, including attending meetings on family topics.
- Describe an accident or injury, get medical help, and buy prescription drugs.
- Socialize in the business field at a basic level, welcoming guests and attending events dedicated to expand A2 level of English is sufficient for sightseeing in an English-speaking country and for socializing with English-speaking people, although this A2 level is not suitable for developing deeper friendships. An A2 level of English also allows students to network with English-speaking colleagues, but with an A2 level working in English is limited to very familiar subjects. An A2 level of English is not sufficient to pursue academic studies or to consume most of the English media (TV, films, radio, magazines, etc.).

According to the official general guidelines of the CEFR, someone with an A2 level of English:

Can understand frequently used phrases and expressions related to topics of immediate importance (eg, very basic personal and family information, shopping, local geography, employment).

A student can communicate in simple, routine tasks that require a simple and direct exchange of information on familiar and routine topics.

A student can describe in simple terms aspects of his/her personal history, his/her immediate environment and issues of immediate need.

English A2 level skills in detail

The official definitions of competencies are broken down into smaller chunks of teaching objectives. This more detailed breakdown of competencies can help students determine their level of English, or help a teacher assess a student's level. For example, a student with an A2 level of English is able to do all the things that an A1 level student already knows and also will be able to:

- Evaluate the performance of colleagues in the working network of contacts.
- Understand and make basic business proposals in your area of expertise.
- Talk and explain the rules of the games.

While progress will depend on the type of course and the individual student, students should achieve A2 level of English with 200 cumulative hours of instruction.

Conversion from one level of English to another

Although it is very difficult to translate a level system into a different system, the following table provides a fairly accurate approximation. If students have performed any of these tests, this table gives you an idea of how much students might score on a test of another system.

Table No. 4

CEFR ¹	EF SET	TOEFL iBT ²	IELTS ³	TOEIC (R&L) Total Score ⁴	Cambridge English Scale ⁵	Global Scale of English ⁶
< A1	1 - 10	n/a	n/a	n/a	80 - 99	n/a
A1 Beginner	11 - 30	n/a	n/a	120 - 220	100 - 119	22 - 29
A2 Elementary	31 - 40	n/a	n/a	225 - 545	120 - 139	30 - 42
B1 Intermediate	41 - 50	42 - 71	4.0 - 5.0	550 - 780	140 - 159	43 - 58
B2 Upper Intermediate	51 - 60	72 - 94	5.5 - 6.0	785 - 940	160 - 179	59 - 75
C1 Advanced	61 - 70	95 - 120	6.5 - 7.5	945 - 990	180 - 199	76 - 84
C2 Proficient	71 - 100	n/a	8.0 - 9.0	n/a	200 - 230	85 - 90

Source: EF Standard English Test/EF Education First Ltd 2022.EF Education First

Why is the CEFR important?

In Europe, the CEFR is increasingly used to describe the level of proficiency in a foreign language, particularly in academic settings. If more than one language has been studied, as is the case with most Europeans, the CEFR is a convenient and standardized way of presenting two or more languages on your CV. In both schools and universities, the CEFR is the standard framework across Europe and can be used without reservation.

However, in business settings, the CEFR is not as well understood. If students decide to use the CEFR in their curriculum for professional purposes, it is still good practice today to include a level descriptor, a standardized test score, and examples where students used their language skills (study or work abroad, etc.).

How can students find out what level is in the CEFR?

The best way to find out their level on the CEFR is to take a well-designed standardized test. In English, the EF SET is the best choice, as it is available free of charge online and is the first exam that corresponds exactly to the provisions of the CEFR.

It takes students approximately 50 minutes to complete the exam and discover their level on the CEFR.

To discover their level on the CEFR in other European languages, the most popular exams are all designed according to the CEFR. Depending on the language, the student must take a different exam. Consult the official body for teaching that language in Europe, for example the Alliance Française for French, the Instituto Cervantes for Spanish or the Goethe Institute for German. It is not common to use the CEFR levels to describe the level of knowledge of a non-European language.

2.3 Conceptual Framework

2.3.1 Factor A, Independent variables

As an independent variable, in this investigation is important to analyze if both textbooks and authentic materials help students to learn a second language, what is the contribution of each of them and if the conversational English student manages to achieve an A2 band at their basic level.

2.3.2 Factor B, dependent variables

Several dependent variables arise when analyzing various factors, such as when using textbooks, the class can become very boring and the student depends totally as a center bringing all their previous knowledge.

In addition, another factor could influence the fact that there are students with different knowledge and levels of education, since IPEC students are people from distant locations, at social risk and with low education.

2.4 Hypothesis

There is an impact on the use of Commercial books and authentic materials in conversation classes in order for students to obtain an A2 band.

2.4.1 Variable definition

The dependent and independent variables are the two main variables of any experiment or investigation. The independent (VI) is the one that changes or is controlled

to study its effects on the dependent variable (VD). The dependent is the variable that is investigated and measured.

CHAPTER III
METHODOLOGICAL
FRAMEWORK

METHODOLOGICAL FRAMEWORK

This chapter exposes the perspective that supports the research, which must generate knowledge and must be better adapted to the type of research, therefore; The methodological framework allows answering the questions that have to do with what is to be studied, the scope and reason for the investigation, as well as the theoretical foundations.

3.1 Type of Investigation

Both the approach and the type of research are difficult when planning the development of the research, because the guidelines are the ones that direct the phases of planning, collection, analysis and conclusion of the data collected according to the subject of study.

The descriptive research design is based on the scientific methodology from the observation to the description of the person's behavior without influencing it.

The variety of subjects cannot be observed in another way, such as: a social case of a particular subject, it is a descriptive research design that facilitates the observation process without affecting ordinary behavior. Therefore, said research development is descriptive type

3.1.1. Purpose

Applied Research aims to solve a specific problem or approach, focusing on the search and consolidation of knowledge for its application and, finally, for the enrichment of cultural and scientific development.

Considering that Applied Research is based on a practical social need to solve, some examples of it correspond to the following: how to improve air quality in urban areas, techniques to give durability to a product, solution to a production problem, attributes of seeds that allow them to germinate in adverse climates, discovery of vaccines, etc.

Thus, any research that aims to apply knowledge or theories to respond to a specific problem or need will be applied.

For this reason, it is proposed to work with a specific group of students, that is, aspects that help to clearly understand the subject to be investigated will be analyzed.

3.1.2 Temporal dimension

Transversal study is defined as an observational study in which data is collected to study a population at a single point in time and to examine the relationship between the variables of interest.

For the development of this research, it was proposed to work with students of free courses of the initial level of conversational English of IPEC Barva, this population is proposed because it is a group that meets the necessary characteristics to analyze the case. The students selected for this research process were students between 16 and 50 years old.

The total population covered was 25 students. These students came from diverse communities, which made the group more heterogeneous in terms of the diversification of opinions.

Apart from the diversity and the contributions of high contextual, informative and pedagogical value of the students, the selection of this population responded to the fact that the population was in the fourth and fifth academic grade of secondary education,

being so that for this period the students had already acquired various language skills. On the other hand, this servant who is a teacher of said institution, since in most of the lessons she made use of authentic resources for the development of the stages of her class, as well as the implementation of a textbook.

The information that she took from this process was observed and analyzed when making use of this type of sources in learning a foreign language, for which it is considered a transversal study.

3.1.3 Frame

Micro-research promotes the generation of knowledge based on specific situations of teaching practice with which it is not entirely satisfied, which it wishes to change through the implementation of concrete actions, such as the data presented, and that is why in This study is proposed for this research is the case study at the micro level, in which "a social or institutional situation must be observed, the attitudes, values, perceptions and behaviors of individuals and groups in said situations are studied" (Barrantes , 2012, p.134). So, it is about studying the case in its natural environment. This type of research studies a single case and attempts to answer the how and what questions primarily through observations.

3.1.4 Research approach

The nature of this research is qualitative.

According to Hernández, Fernández, Baptista (2010), there are two types of approach:

However, due to the different premises that support them since the last century, such currents have been "polarized" into two main approaches to investigate: the quantitative

approach and the qualitative approach to research. Both approaches employ careful, methodical, and empirical processes in their efforts to generate knowledge, so the previous definition of research applies to both equally, using, broadly speaking, five similar and interrelated phases (p.4).

These approaches are patterns of scientific research, which allow knowledge to be formed through the observation and evaluation of phenomena.

The quantitative approach, according to Hernández, Fernández, Baptista (2010):

Once the study problem has been raised, the researcher considers what has been previously investigated (the literature review) and builds a theoretical framework (the theory that will guide their study), from which one or several hypotheses are derived (questions it is going to examine whether they are true or not) and tests them using appropriate research designs. If the results corroborate the hypotheses or are consistent with them, evidence in their favor is provided. If they are refuted, they are discarded in search of better explanations and new hypotheses. Supporting hypotheses builds confidence in the underlying theory. If not, the hypotheses and, eventually, the theory are discarded (p.5).

It should be noted that the most important characteristic of the quantitative method is the great variety of hypotheses, which must be analyzed through the data collected, which allow the construction and demonstration of theories through deductive reasoning.

Qualitative approach according to Hernández, Fernández, Baptista (2010):

The qualitative approach is also guided by significant research areas or themes.

However, instead of clarity about research questions and hypotheses preceding data collection and analysis (as in most quantitative studies), qualitative studies may develop questions and hypotheses before, during, or after the data collection and analysis. data collection and analysis (p.7).

According to the above, the researcher tries to find different points of view and experience of the participants to know their opinion and create their conclusions with hypotheses that were not established at the beginning. Therefore, the differences between the quantitative and qualitative method; is that the qualitative seeks mainly to spread data and information, while the Quantitative demarcates the information in order to be able to measure it or maintain a clearer focus on what is being investigated.

3.1.5 Character

There are four types of studies namely exploratory, descriptive, correlational or explanatory. This research is of a descriptive type since the students described contribute in detailing each of the relevant aspects that occur within the research and that are necessary for the easy understanding of those who have the opportunity to read this work. It indicates which population is going to be worked with, what method is going to be used to obtain the information, what characteristics are necessary to measure, evaluate or collect.

According to Hernández et al (2010) descriptive studies:

They seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is subject to analysis. That is, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer, that is, their objective is not to indicate how these are related (p.80)

It is a process that collects, analyzes and links data in the same study, or a series of investigations in order to respond to a problem statement. This phenomenon achieves a more accurate representation of the phenomenon, producing more varied and content-rich data.

Consequently, this research uses a quantitative approach through the use of questionnaires, surveys and interviews, for which a sample of the student population is chosen to study and the results are analyzed through graphics and dynamic tables in Excel. It is intended to measure and develop research objectively at a given time.

3.2 Sources and Subjects of information

3.2.1 Subjects

The subjects considered for the research are active students in the 2021 academic year of the IPEC Barva Heredia in the initial level conversational English courses, the groups taught in different communities such as Jardines del Oeste in San Francisco de Heredia with 15 students and in the Community Hall of Development of Fátima Heredia Center with 10 students specifically.

3.2.2 Primary Sources

The main primary sources of this work are the students of two initial level conversational English courses, as well as the teacher in charge who is in turn the author of this research and teachers who participated in an interview.

3.2.3 Secondary Sources

As secondary sources are the bibliographic resources used as consultation instruments. The primary sources are found in this research in the bibliographic list, where all the bibliography consulted and cited is broken down. They provide first-hand data such as books, anthologies, articles, monographs, theses, newspaper articles, documentaries, forums and Internet pages, among others.

The information collected for the preparation of this research work was from information centers on the web, the MEP Program for conversational English and from

libraries such as: The CENIT of the Hispano-American University, consultations on documents, books, among others.

3.3 Population and Sample

3.3.1 Probabilistic or non-probabilistic

Conceptual definition according to Dra. Alperin (2014) Sampling: operation that consists of obtaining a selected proportion (sample) of the population under study, in such a way that it is representative with respect to the properties we wish to analyze within measurable limits of error.

Non-probabilistic testing is a sampling technique in which the researcher selects samples based on subjective judgment rather than random selection.

Unlike in probability sampling, where each member of the population has a known chance of being selected, in non-probability sampling, not all members of the population have the opportunity to participate in the study.

Non-probabilistic sampling is more useful for exploratory studies such as the pilot survey (a survey that is implemented on a smaller sample, compared to the default sample size).

Proof of convenience is a non-probabilistic proof technique where samples from the population are selected only because they are conveniently available to the researcher. These samples are selected only because they are easy to recruit and because the researcher will not consider selecting a sample that represents the entire population.

Ideally, in research, it is good to analyze samples that represent the population. But, in some investigations, the population is too large to assess and consider the entire population.

This is one of the reasons researchers rely on convenience proofing, which is the most common non-probabilistic proofing technique, because of its speed, cost-effectiveness, and sample availability.

In this investigation, the convenience sample is considered to be to use volunteer students as well as teachers who are known to the researcher. The researcher can send the survey to the students and they in this case would act as a sample.

3.4 Instruments (to collect information, surveys, observation, and questionnaires)

It should be explained what the research instrument(s) that were used to collect the data consisting of the questions or hypotheses of the study consist of, and therefore, that they intend to solve the research problem and that they will vary. depending on the type of research in question and the objectives sought to be achieved.

The instruments can be questionnaires, interviews or observation guides. Discuss how they were developed and how the validity and reliability of the instruments were established.

In this investigation, the following techniques were implemented to collect information: observation, check sheet and questionnaire. Observation, according to Barrantes (2012), is one of the most important techniques within a qualitative approach. It allows the researcher to obtain information about the phenomena of the case as they occur in the real context. It is postulated that "observation is a systematic process by which a specialist collects by himself information related to certain problems" (Barrantes, 2012, p. 202). The observer registers the facts through a natural way.

An open observation was made, appendix A. which allowed collecting direct aspects that were considered relevant within this investigation. Its main importance was to detail relevant data related to the authentic materials and, in turn, to the textbooks.

This instrument was developed by stages according to the development of a class where opening, the task, practice, performing the task, and feedback were considered.

With the check sheet, it is possible to collect information in a more specific way, considering whether or not such characteristics occur during the observation period (Barrantes, 2012). In this instrument, it was proposed to observe the presence or not of certain traits that are related to the specific objectives of said research. It was intended to demonstrate the relevance that the educator gives to the use of teaching materials.

The questionnaire was another technique that was carried out, according to Barrantes (2012), it is a way to explore general ideas and beliefs about some aspect under investigation. The questionnaire annexed. elaborated consisted of a series of written questions in order to obtain answers that help to understand this study. In this research, the use of a questionnaire with mainly closed questions was proposed, since they allow to know more in depth the interests or opinions of the students surveyed. It was also proposed to apply a questionnaire to teachers selected for the study; this in order to know mainly what they think and how they feel regarding the use of authentic materials or textbooks in their classes.

3.5 Variables operationalization

Based on Gebhard (2009) The use of commercial books and authentic materials in conversational classes there are some advantages and disadvantages of using both commercial and authentic material.

Independent Variable: The use of trade books and authentic materials in conversational classes.

According to Gebhard (2009) there are many advantages of using these materials in classes, for example, the use of commercial materials has several benefits such as saving time since the teacher and the student will not look for another material

since it is designed and ready. They are also well prepared to teach it because they have been prepared by experts in the field and are generally based on a study plan adopted by a country. Most of these texts are accompanied by audio or links on websites.

An advantage of authentic materials according to Gerhard (2009) is that students can be reinforced since they provide a direct relationship between the language classroom and the outside world. In this way, students will not only learn the theoretical construct in class, but achieve learning in authentic way.. It also offers a valuable source of language input, as they may be exposed to more than just the language presented by the teacher and the text. When students learn using authentic materials, they will tend to focus on context and meaning rather than the language itself. So, students will have a way to contextualize what they have learned.

Operationalization: A questionnaire will be carried out with the students of the Initial conversational course of IPEC Barva. Said questionnaire will consist of 17 closed questions to know the opinion of the students regarding the use of the aforementioned resources in the classes. A questionnaire will also be made to English teachers to find out what type of resource they use in their classes.

Dependent Variable: Obtain band A2

What is level A2 of the Common European Framework?

The A2 level of English is the second level of the Common European Framework of Reference (CEFR), which defines the different levels of a language established by the Council of Europe. In colloquial language, this level can be described as "basic" in the sense of "I speak basic English".

Operationalization: The students of IPEC Barva's Initial conversational course will be evaluated through observation and a checklist. It will be done in stages.

CHAPTER IV

RESULTS AND ANALYSIS OF DATA

Results and Data

4.1 Actual situation diagnostic

The purpose of the diagnosis is to reflect the situation of a body, state or system so that later an action or treatment can be carried out that was already planned or that is decided to be carried out based on the results of the diagnosis.

Therefore, the diagnosis is a process of inquiry which will lead it to a reflexive analysis of the problems or the problem that afflicts the group, knowing its origin, its causes, its consequences and possible solutions. Therefore, the general objective is to guide so that there is an integral improvement.

Definition according to Smyth (2019) Diagnosis itself is the act of investigating, analyzing and defining the cause or nature of a particular situation, condition or problem, often by identifying symptoms and signs.

In schools and colleges sometimes language programs, the textbooks used in the ESL program are the curriculum. If teachers want to determine what the objectives of the conversation course are, the type of curriculum that is used, the content that students will study, and the assumptions about teaching and learning that the course incorporates, teachers need look no further. beyond the course. books, text used in the program itself.

This research arose because the author of the same teaches conversational English courses to students of different kinds and seeing the little progress in the students, the idea of investigating the use of textbooks and also an analysis of authentic

materials was born. are ideal for students to reach a basic level and see what role they play and the impact on teaching and learning of both authentic materials and commercial books

4.1.1 Data description

This research, the data analysis procedure will require the elaboration of collection instruments that would be related to the objectives and purpose of the investigation and that, at the same time, would be sufficiently open and flexible to allow alterity to be established. On the other hand, the data triangulation technique was performed (Creswell, 2005). According to Hernandez et al. (2006), the process of triangulating data information lies in the use of different means, through which information is obtained and recognized for contrast, comparison and confirmation in favor or against the same topic. The triangulation process fulfills the objective of exploring, analyzing and establishing credibility and internal validity of the research results (Hernández et al., 2006). According to the procedure for data analysis, triangulation was performed by instrument. That is, there is a summary of the of the main results obtained from the categories, once the information collection instruments have been applied. With the purpose of carrying out a description and interpretation of the case or object of study. In addition, three essential tasks were fulfilled: data reduction, data supply and transformation, and obtaining and verifying results (Barrantes, 2012). Thus, data triangulation is traced as a technique for information analysis. The information obtained was the one that yielded different implemented instruments that were: open observation, checklist, an interview for students and another for English teachers.

4.1.2 Analysis and interpretation of the results

Among the authentic teaching resources implemented by the teacher are: short videos, audios, PowerPoint presentations, role plays. Games such as playing cards, phone applications (such as WhatsApp), cell phone, and images.

In the observation process, it was possible to collect different information about the types of authentic materials used by the teacher. In this way, it was possible to observe the main authentic resources used during the development of the conversational classes and in their different phases. It was observed in some classes how the students worked on short videos and practices with the students, the videos were related to the topic of the class and were taken mainly from YouTube. These videos contained vocabulary in the target language and at a very basic and appropriate level for the students.

Another resource implemented was audio, this consisted of a dialogue using personal information. The audio was made by sentences and the students could correct the pronunciation and then practice it in pairs.

The audio was another of the authentic resources that the educator used during the English classes. This consisted of a person giving a talk about healthy eating. The original audio lasted approximately 5 minutes, but the teacher divided it into parts that lasted the same, in order to give a different part of the audio to each of the students and thus carry out the corresponding activity.

The use of cell phones was recurrent and opportune during the observed classes. It was used as a means to share documents, through a group chat through the WhatsApp application, the vast majority of students had the device, as well as internet access, for example, the audio was sent to the students through this medium and thus carry out a planned activity.

In the classrooms of the communities where the English classes were taught in which the teacher works, they do not have technological means, so the teacher used a Video Beam of his personal use to be able to observe other activities where varied images of different topics were projected. with related vocabulary and PowerPoint presentations, as a help tool to carry out different activities.

Among other observations they made were the role play with this resource, it was intended that the students speak in the role play. Students pretend that they are in various social contexts and have a variety of social roles. In role-play activities, the teacher provides information to the students, such as who they are and what they think or feel.

Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

The students were also observed through a game, the procedure is detailed below

Playing cards

In this game, students had to form teams of four people. Each suit describes a theme. Such as the following example:

Diamonds: earn money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best Teacher

Each trainee on each team chose a card. Then, each one wrote 4-5 questions on that topic to ask the other people in the group. For example:

If you selected the theme "Diamonds: earning money", here are some possible questions:

Is money relevant in your life? Why?

What is the easiest way to get money?

What do you think about the lottery? Etc

However, the teacher indicated at the beginning of the activity that the students could not structure yes or no questions, because by saying yes or no, they acquired little practice in generating spoken language. However, students ask themselves open questions to answer with complete sentences.

This is how the teacher complemented different authentic materials to develop the class; It was also complemented with the Interchange Intro textbook, in this way they were used together to learn about the impact that one or the other could have on the development of the classes.

Among the instruments used to collect information on authentic resources was the check sheet, through which different authentic materials implemented by the teacher were verified. In addition, it was confirmed that the resources used are diverse, that is, they are not repetitive, but use more than one type of resource in the classroom for the development of the lessons.

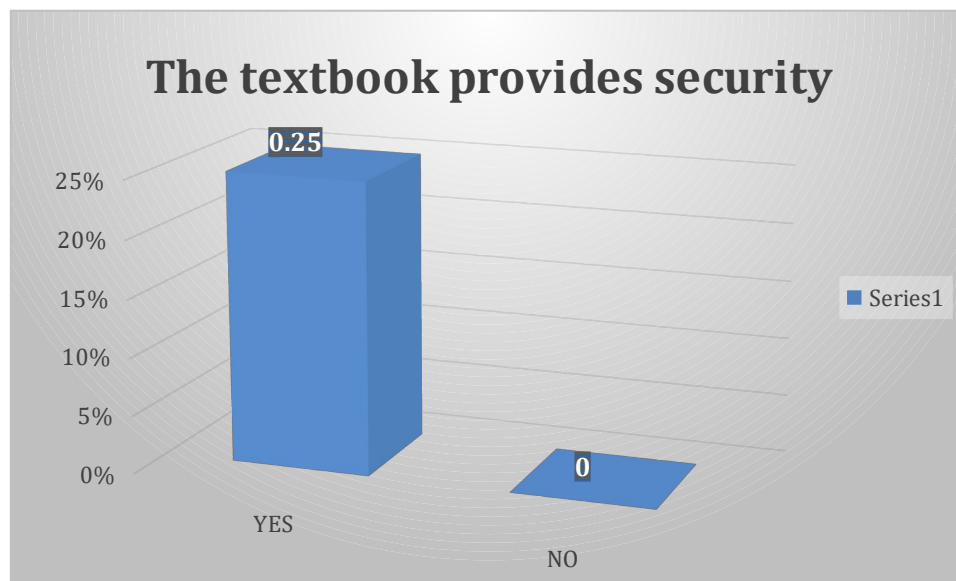
According to what was observed and in the light of theory, it should be noted that the use of technological means was of high value since through them the students had access to authentic materials that allowed them to develop certain linguistic skills.

Reinders 2010 (cited by González, 2015) says that any tool that increases students' access to the language will greatly contribute to their progress. Visual forms are highly appropriate, and often optimal, in presenting information. González also said that visual information seems to be absorbed and processed by the brain more efficiently than written information. Thus, the implementation of these materials allows students to learn in a better way.

Through the questionnaire (appendix 1) applied to the students, it was confirmed that the students like the use of the book in English classes when asked if they like it 100% of the people answered Yes for this question

Like question 10, they are asked if the textbook gives them some security in their English classes, because they have the material at their disposal and they can study whenever they want. 100% of people answered yes to this question.

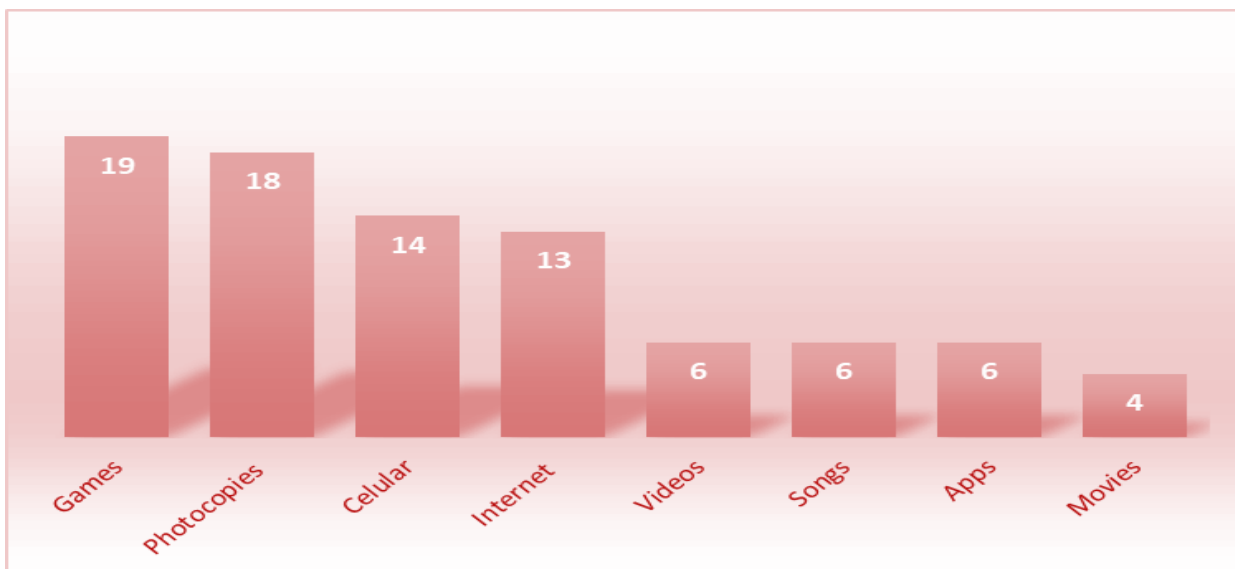
Graphic 1.



Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

Graphic 2. Materials used by the teacher during the development of the classes.

Results obtained from the questionnaire applied to the students

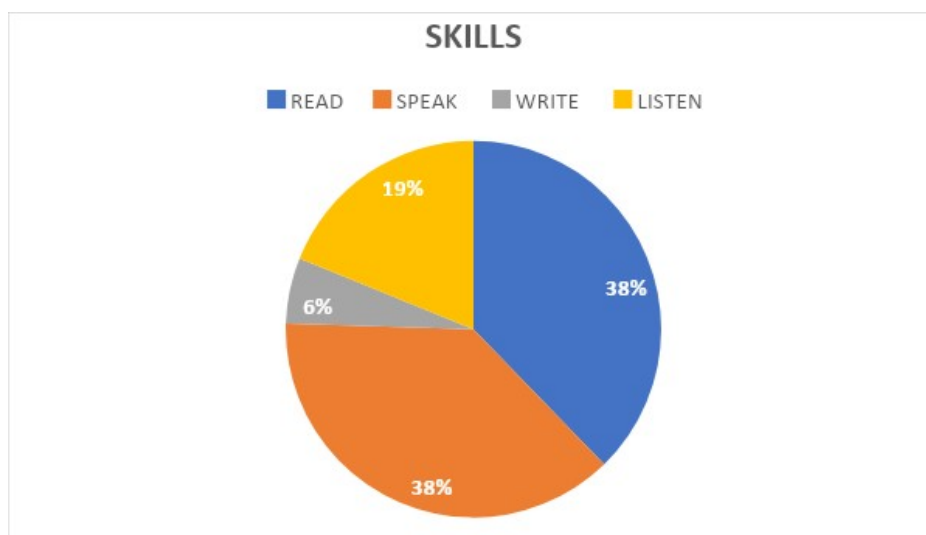


Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

It is possible to appreciate that some of the authentic materials most used by the teacher are games, videos, cell phones and copies. That is, the students affirm that the teacher uses all these means to carry out the development of the class.

However, in the following Graph where they are asked which skills the textbook focuses more on.

Graphic 3 Skills present in the book.

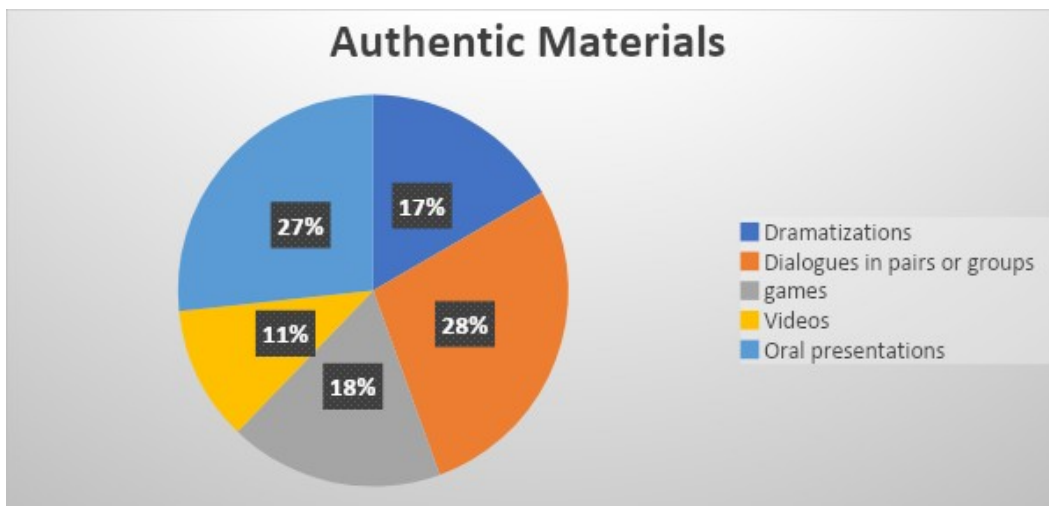


Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

The 38% of the students think that it focuses more on reading and writing, 19% think that the book focuses on listening and only 6% indicate that it focuses on speaking.

Also, within the opinion box, in question 13 of the questionnaire where they were asked which of the activities or materials used by the teacher during the classes help to strengthen linguistic skills, the students think that dialogues in pairs or groups, dramatizations and exposures as can be seen in the following graph:

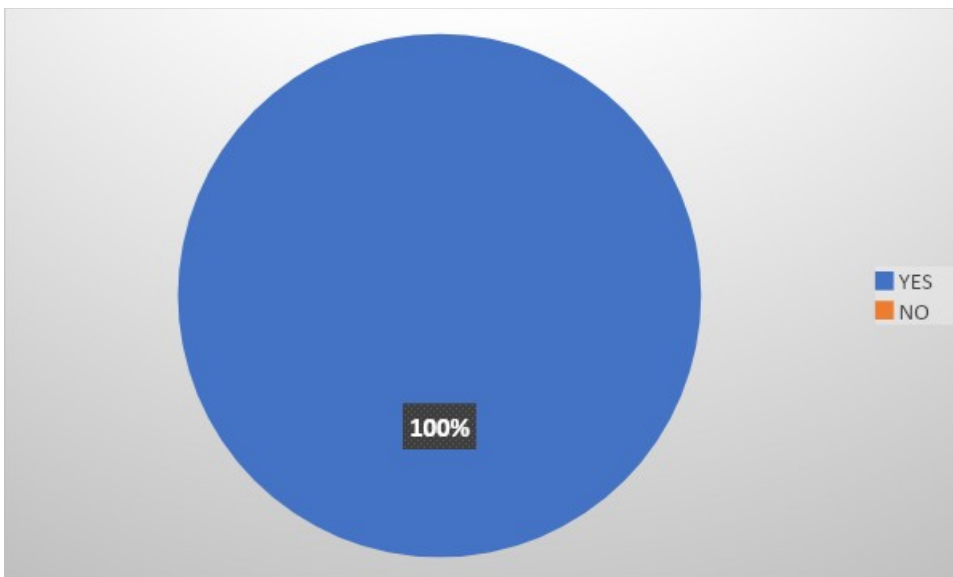
Graphic 4



Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

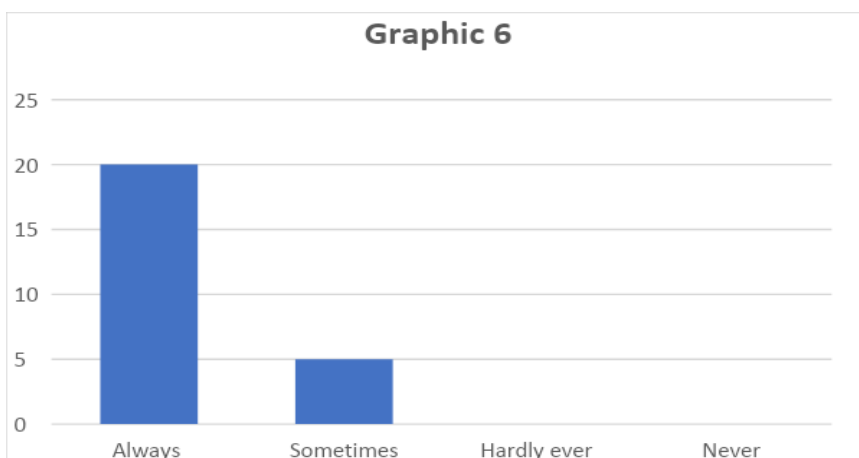
Likewise, within the questions made according to the questionnaire (appendix 1) made to the students, 100% of the students say that the authentic materials help them to better understand the English classes.

Graph 5. Authentic Materials help to learn English



Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.
The 100% of the students considered that yes authentic materials are very useful.

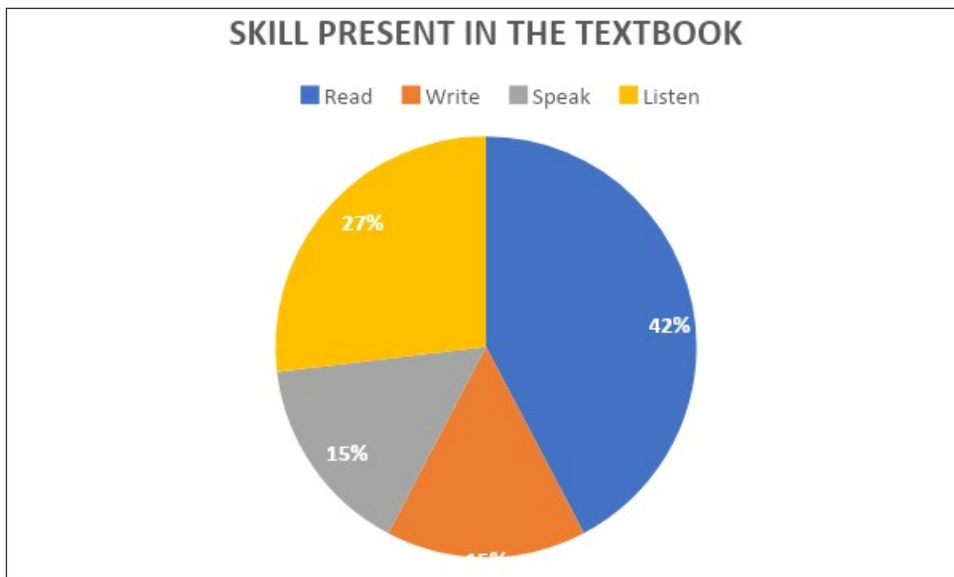
On the other hand, in question 16, only 5 of the students believe that sometimes authentic materials (videos, games, magazines, newspaper, etc.) can help them perform better in real contexts using the English language and the other 20 students consider that authentic materials always provide better performance, detailed in the following graph:



Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

Now, during the interview with the teachers (appendix 2) it was found that most of them use or have used textbooks in the classroom and that in a certain way these impact student learning because they involve the four basic skills of the English listening, speaking, reading and writing, although for conversation classes the textbook is not optimal since it focuses more on reading according to their answers, half of the teachers interviewed consider that the activities included in the textbooks are not motivating or innovative for students. The skill that teachers consider to be more present in the textbook is detailed below.

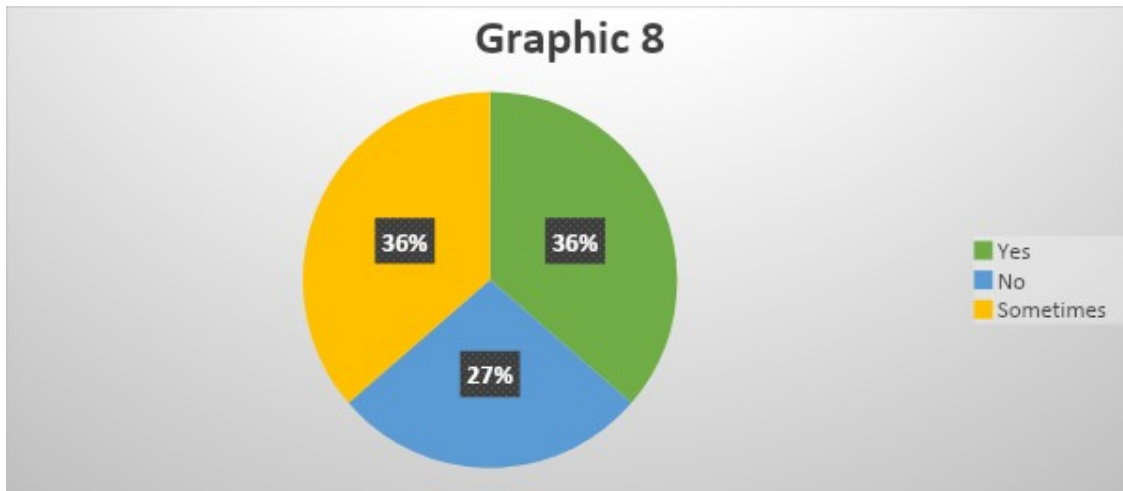
Graphic 7.



Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

In addition, 11 of the teachers interviewed and according to question 5 in the questionnaire (appendix 2), the opinions were somewhat divided in the aspect that 27% of them consider that books do not make classes monotonous and boring, 37% teachers

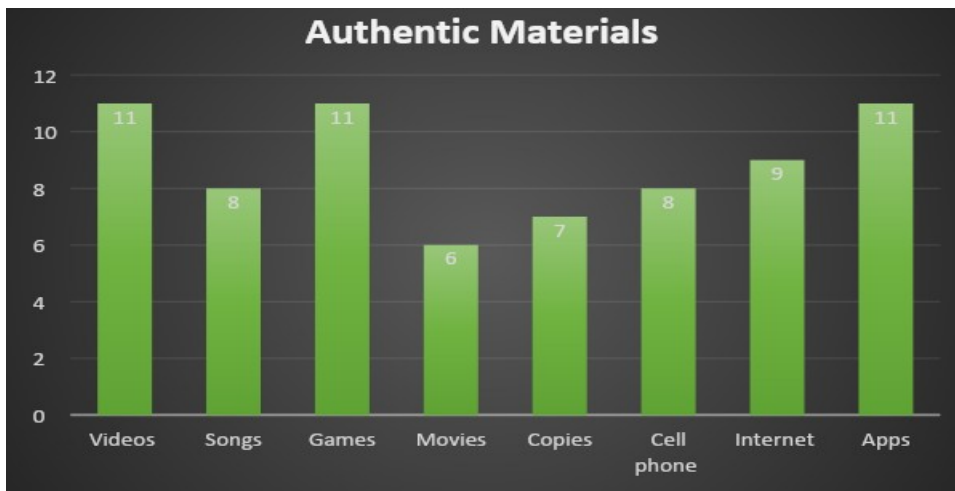
consider that they are, and another remaining 36% have as a criterion that sometimes they are boring.:



Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

Not so textbooks could provide their students with natural and meaningful experiences as authentic materials could do, all teachers use other activities or authentic resources to complement their classes such as role plays, dramatizations, videos, audios among others, with the in order to enhance the language skills of students, they are interested in activities related to real contexts, practice language skills in a more meaningful way. The following graph shows which are the most used materials:

Graphic 9

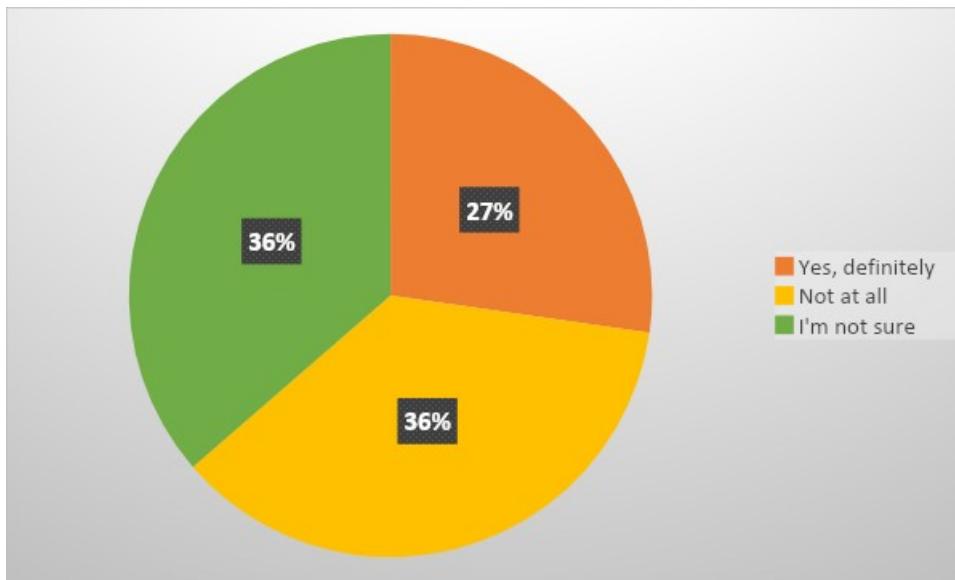


Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

Regarding planning, more than half of the teachers agree that using the textbook in their classes is that it makes it easier for them to carry out said planning.

The teachers interviewed were asked if they considered that the use of a textbook for a conversation class could obtain the grade or band of A2 according to the Common European Framework, the result is detailed in the following graph:

Graphic 10



Source: Questionary applied to students of IPEC Barva during Third Trimester. 2021.

Now, from the results extracted from the checklist (appendix 2), it was found that the educator uses both commercial textbooks and authentic materials in his conversational classes and combines them. The teacher uses games, videos, audio from other sources as well as those included in the book for the development of the classes. Thus, the sources vary depending on the type of resource that is implemented in the classes. Documents such as audio, video, image files; they are mostly obtained from the internet, specifically from sources such as: YouTube, Google Photos, Instagram, Facebook, educaplay and bamboozle.

However, some of the images and materials are also usually their own. Lastly, the internet stands out as one of the most useful tools for finding varied teaching resources. Also, during the evaluations and observations it is possible to determine that the students combining both authentic materials and commercial textbooks in this case the Interchange intro manage to maintain basic conversations and can communicate simple and basic needs of the language as established by the A2 level of English is the second level of the Common European Framework of Reference (CEFR), which defines the different levels of a language established by the Council of Europe. In colloquial language, this level can be described as "basic" in the sense of "I speak basic English".

CHAPTER V
CONCLUSIONS AND
RECOMMENDATION

5.1 Conclusions

- Among the main conclusions is the importance of using a variety of materials in the classroom, not only commercial textbooks, but also authentic materials with the purpose of having a positive and motivating impact on learning of a foreign language, always having real contexts that better help students to develop in conversation.

- It is important to choose both, analyzing which skill is focused on, as the research carried out has been based on conversational classes, which is ideal for this type of class, it is important to use many resources that integrate listening and speaking, in this way that will be exploited more. ability in students.

- As for textbooks, the role of the teacher is facilitated in the negative sense and somewhat limited. Since the book is the one who decides what, how and when it should be taught and learned.

- For teachers, using a textbook as the only medium for teaching a conversational course has many drawbacks and limitations, it could indicate that among the main things it can sometimes be boring and can focus only on the teacher and always offers established knowledge, it does not develop training is critical and does not put students in a real context. However, for the students, specifically those who were the object of study in this research, it seems to be a positive tool since they feel safe having the material at hand to be in continuous consultation and study, also considering the type of population and the difference in schooling the book provides them with stability.

- Among the findings, it was found that if they are not overused, they will also have positive effects, since, according to the interviews carried out, these materials allow students to have theoretical references that are related to practice.
- On the other hand, authentic materials help the teacher who uses them, obtains in his students the scope of the proposed goals in a significant way.
- As could be seen through the data obtained, the teacher who implements various materials, including songs, audios of real conversations, images, games and the use of technology will obtain a group with a positive attitude when learning a foreign language. - Although it is true that within the classrooms the themes and contents established in the study program must be covered, it is also important that the student body comes face to face with contexts similar to real life, since, according to the teacher in charge of the group studied, the student body has to explore various resources that allow them to approach reality.
- It is important to reiterate that through the interview with the teachers, it is verified that authentic materials and textbooks are of great benefit if they are used correctly, creating a balance between the two. In this way, in addition to authentic teaching resources, books can enrich the class and the language skills of students if they are implemented correctly in the classroom.
- Additionally, it was concluded that the development of language skills has always been a difficult task for most educational centers in the country. It is for this reason that ways must always be sought so that these skills are enhanced and achieve

the standards of oral communication and students can thus achieve a basic level according to the parameters of the Common European framework.

5.2 Recommendations

- It is recommended that teachers in conversational English classes integrate textbooks with authentic materials so that students have a variety of resources and feel comfortable learning a second language.
- In addition, the level of language proficiency of the students must be taken into account, in order to be able to resort to authentic resources that are at their level, teachers must seek authentic didactic resources from reliable sources, in terms of textbooks, It is recommended teachers to be cautious when choosing it, analyzing the skills that they want to cover, especially in conversation, the book must have certain requirements so that later it does not become boring and monotonous, in annex 1 a list of textbooks is recommended that they focus on listening and speaking skills specifically.
- It is important that students receive as much content as possible (vocabulary, structures, grammatical aspects, among others) related to reception language skills (listening and reading). This in order that they can then produce communication through linguistic production skills (speech and writing) that can be complemented with textbooks. But there is no doubt that authentic materials have a great impact on learning.
- Another recommendation would be to contextualize the topics and contents to real contexts, so that they have a greater impact in the conversation classes.

- In addition, it is recommended that the MEP and the remote regional advisors carry out constant teacher training and/or workshops that allow English educators to share experiences and reflect on the possible uses that could be given to authentic materials and some textbooks. Text in the teaching-learning process of a foreign language and educational centers can find tools of great value that bring students closer to real contexts. These tools can generate spaces in which students interact with real life situations or scenarios.

- Finally, it is recommended that the institution consider a test with the requirements according to the common European framework, so that students have the certainty that the exact band is the one they obtain at the end of each level. At present, the institution has taken the recommendation to work together with the National Learning Institute (INA) to begin certifying IPEC Barva students, so that they know the band according to the parameters already mentioned in this investigation, initially it will begin to certify the A2 band, the INA uses the same parameters of the Common European Framework for this purpose.

CHAPTER VI

PROPOSAL

PROPOSAL

6.1 A guide to activities and comprehension strategies

A guide to activities and comprehension strategies (appendix 1) is proposed that allows teachers to apply in their conversational classes. However, these activities and materials focus on the four skills linguistic aspects of the language and try to present a realistic environment where students can interact with the language in a more organic way. Finally, the guide is addressed to teachers in charge of the process of training students who are in free courses IPEC Barva.

Name: Activities Guide and Comprehension Strategies

Place to develop, organize or involve the population:

Aimed at IPEC Barva free course training students

General Objective: To apply the activities guide and comprehension strategies to students of Level 1 training in English attending the IPEC Barva free courses.

Specific objectives,

Apply the guide of activities and comprehension strategies to students of English training Level 1 attending the free courses of IPEC Barva.

Evaluate the knowledge of Level 1 English training students attending the IPEC Barva free courses in order to know the level of impact of the activities guide and comprehension strategies

Chronogram

Objective	Week 1	Week 2	Week 3	Week 4	Week 5
Apply the guide of activities and comprehension strategies to students of English training Level 1 attending the free courses of IPEC Barva.					
Evaluate the knowledge of Level 1 English training students attending the IPEC Barva free courses in order to know the level of impact of the activities guide and comprehension					

strategies					
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ANNEXES

Annexe 1



Data collection instrument # 1

Instrument: Questionnaire for students. The following questionnaire aims to collect data necessary for the development and support of an investigation. The data collected will be confidential.

* Obligatorio

Part I. Perceived use of authentic resources and textbooks

- Do you like the textbook that is used during the development of the teaching-learning sessions in the English subject? *

 - yes
 - No

- Do you consider that using the textbook enhances your knowledge and significantly impacts your knowledge of English as a second language? *

 - yes
 - No

- Consider that the textbook covers the 4 basic English skills: Listening, Speaking, Reading and writing. *
- yes
- No
- sometimes

Are the activities included in the book motivating and innovative? *

yes

No

sometimes

hardly ever

Do you consider that the use of the textbook makes the class very monotonous or boring? *

yes

No

sometimes

Using only the book can make the class boring and focused only on the teacher? *

yes

No

sometimes

The textbook provides you with natural and meaningful experiences for your learning *

yes

No

sometimes

The textbook gives you some security in your English classes, because you have the material at your disposal and you can study whenever you want. *

yes

No

sometimes

Which of the following skills does the textbook focus on the most (You can check more than one) *

Read

write

speak

listen

In addition to the Textbook, which of the following examples of resources, which ones does the teacher use during class? (Mark with an X the options to choose; you can select several options) *

Videos

songs

plays

movies

photocopies

Celular

Internet

Apps

- Which of the following activities or materials does the teacher use during classes to strengthen language skills (speaking, reading, listening, writing)? (Mark with an X the options to choose; you can select several options) *

Dramatizatio

dialogues in pairs or groups

table games

Videos

presentations

- Do you consider that authentic resources (videos, games, magazines, newspapers, etc.) help you better understand the contents of the class? *

YES

NO

- By interacting in activities related to real contexts, do you practice language skills?

*

always

sometimes

hardly ever

never

- Do you think that working with authentic resources (videos, games, magazines, newspapers, etc.) can help you perform better in real contexts using the English language? *
- always
- sometimes
- hardly ever
- never
- How do you feel when participating in activities using authentic resources (dialogues, round tables, dramatizations, videos, games, magazines, oral presentations, etc.)? *
- comfortable
- I don't mind.
- uncomfortable

Annexe 2



Data Collection Instrument #2

Instrument: Questionnaire for English Teachers.

The following questionnaire aims to collect data necessary for the development and support of an investigation. The data collected will be confidential.

* Obligatorio

1. Do you like to work with the textbook in your English classes? *

- Yes
- No
- sometimes

2. Do you consider that using the textbook enhances knowledge and significantly impacts the knowledge of English as a second language in your students? *

- Yes
- No
- sometimes

3. When you use textbooks in your classes, consider that the textbook encompasses the 4 basic skills of English: Listening, Speaking, Reading and writing. *

- Yes
- No
- Sometimes

4. Are the activities included in the textbooks that you know or have used motivating and innovative? *

- Yes
- No
- Sometimes
- Hardly ever

5. Do you consider as a teacher the use of the textbook makes the class very monotonous or boring? *

- Yes
- No
- Sometimes

6. Do you consider that the textbook could provide your students with natural and meaningful experiences for their learning? *

- Yes
- No
- Sometimes

7. As a teacher, using a textbook in your classes makes it easier for you to perform when planning your classes. *

- Yes
- No
- sometimes

8. Which of the following skills does the textbooks used in conversational classes focus more on (You can check more than one) *

- Read
- Write
- Speak
- Listen

9. What other resources do you use as a teacher in your classes (Mark with an X the options to choose; you can select several options) *

- Videos
- Songs
- Games
- Movies
- Copies
- Cell phone
- Internet
- Apps

10. Which of the following activities or materials do you use during your classes to strengthen language skills (speaking, reading, listening, writing)? (Mark with an X the options to choose; you can select several options) *

Role plays

Dialogues (In pairs or groups)

Table games

Videos

Oral presentations

11. Do you consider that authentic resources (videos, games, magazines, newspapers, etc.) help your students to better understand the contents of the class? *

Yes

No

Sometimes

12. Do you think that when your students interact in activities related to real contexts, they practice language skills in a more meaningful way?

*

Always

Sometimes

Hardly ever

Do you think that working with authentic resources (videos, games, magazines, newspapers, etc.) can help you perform better in real contexts using the English language?

*

Always

Sometim

es

Hardlyever

Never

13. How do you feel about working in your classes with activities using authentic resources (dialogues, round tables, dramatizations, videos, games, magazines, oral presentations, etc.)? *

comfortable

I do not care

Uncomforta

ble

14. Do you consider as a teacher, that using a textbook for a conversation class could get you the grade or band of A2 according to the Common European Framework *

Yes, definitely

Not at all

I'm not sure

Anexe 3

Instrumento # 3

Universidad Hispanoamericana

Licenciatura en inglés

Teacher: Marcela Montero

Ipec de Barva

Curso Libre Ingles Inicial básico nivel I

Grupo: Salón Comunal Fátima.

Objective: Describe situations during the different stages with authentic materials and the commercial book used for the conversational classes.

General Instruction: During the observed classes, the author of this investigation will register the principal information that can be important for the development of the investigation in the next spaces below.

Stages	Observation	Interpretation	Used material
Opening			
The task			
Practice			
Perform the task			
Consolidation			
Feedback			

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Own elaboration

Annexe 4

Instrumento # 4

Universidad Hispanoamericana

Licenciatura en inglés

Teacher: Marcela Montero

Ipec de Barva

Curso Libre Ingles Inicial básico nivel I

Grupo: Salón Comunal Fátima.

Objectives:

- To observe the materials used in the conversational class and compare the reactions and responses, whether positive or negative, in the students to the use of authentic materials and the textbook used by the teacher in charge.
- To analyze the methodology used by the teacher around the use of authentic materials, textbooks, and the impact they have on students.

Instructions: During the observed lessons, the researcher will record the different conditions described in the objectives using the checklist below. Also assigned a extra space to detail any other aspect that is considered relevant.

Observed criteria	Always	Sometimes yes	Sometimes No	Hardly ever	Never	Comments
The teacher implement the use						

of authentic materials in class						
The resources used are varied (videos, role plays, songs, etc)						
The materials authentic used are they capture the attention of the students						
The methodolog y employee the authentic materials is						

<p>clear for the students. That is, they work without greater difficulty solving the training</p>						
<p>The students show a positive reaction (interest, active participation, motivation, amazement) at the use from the authentic materials</p>						
<p>the authentic materials allow the student use all four</p>						

skills linguistics of language.						
The teacher implement the use of a commercial book in class						
The activities that the book has are varied						
The book used are they capture the attention of the students						
The methodolog y employee with the book is clear for the						

<p>students. That is, they work without greater difficulty solving the training</p>						
<p>The students show a positive reaction (interest, active participation, motivation, amazement) at the use from the textbook</p>						
<p>the book allow the student use all four skills linguistics of language.</p>						

Own elaboration

APPENDIX 1

A guide to activities and comprehension strategies

Listening comprehension activities

In listening comprehension activities, the language user as a listener receives and processes input in the form of an utterance issued by one or more speakers.

Listening comprehension activities include:

- listen to public statements (information, instructions, warnings, etc.);
- listening to the media (radio, television, recordings, cinema);
- listen to lectures and presentations in public (theater, public meetings, conferences, shows, etc.);
- overhearing conversations by chance, etc.

In each case, the user may be listening to:

- to capture the essence of what is said;
- to get specific information;
- to get a detailed understanding;
- to capture possible implications, etc.

Reading comprehension activities In reading comprehension activities, the user as a reader receives and processes written texts produced by one or more authors as input information.

Some examples of reading activities are as follows:

- read for a general orientation;
- read for information; for example, use reference works;
- read to follow instructions;
- reading for pleasure. The language user can read:
 - to get the general idea;
 - to get specific information;
 - to get a detailed understanding;
 - to grasp implications, etc.

Audiovisual comprehension activities

In audiovisual comprehension, the user simultaneously receives auditory and visual input information. Such activities include:

- understand a text read aloud;
- watch television, a video or a film with subtitles;
- use new technologies (multimedia, CD-ROM, etc.).
- Watch TV and movies.

Oral interaction activities

In oral interaction activities, the language user acts alternately as speaker and listener with one or more interlocutors to jointly build a conversation through the negotiation of meanings following the principle of cooperation.

Comprehension and expression strategies are constantly used during the interaction. There are also types of cognitive and collaborative strategies (also called cognitive strategies), discourse and cooperation strategies), which involve controlling collaboration and interaction

in actions such as taking the turn to speak and giving it away, formulating the topic and establishing an approach, proposing and evaluating solutions, recapitulating and summarizing what was said, and mediating in a conflict.

Here are some examples of interaction activities:

- transactions;
- casual conversation;
- informal discussion;
- formal discussion;
- discussion;
- interview;
- negotiation;
- joint planning;
- Role plays.