

ONLINE AUTHENTIC MATERIALS TO PROMOTE FALSE BEGINNER LEARNERS'
ORAL PRODUCTION

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Abstract

We observed that the development of oral production in our English classes was one of the most difficult features in the communicative process, and on a personal level, we had experienced this problem ourselves. This action research study aimed at inquiring how exposure to conversations done by native and non-native English speakers to a class of false beginners may stimulate speaking. We identified they do not feel comfortable enough to speak according to the obtained results from a semi-structured interview that we applied to false beginner learners in 2017 and 2018. Our 30 participants sample population belongs to two different public schools in Bogota. Some students were interviewed and video recorded as they worked with readings and videos while some others presented a final portfolio with evidence of the process. Preliminary findings indicated that when learners understand the material and become interested in a topic, their oral proficiency increases.

Keywords: false beginner learners, online authentic materials, oral production, spoken English.

Introduction

In our practicum we noticed that listening and speaking were not worked much, common classroom listening and speaking activities did not provide students with genuine language because they tended to be adapted to children' level, using simple structures and words, clear pronunciation, slow speed, and different ways which facilitated the artificial comprehension, thus, when students had to face daily spoken English, they did not have many chances to understand it or reproduce something similar and it did not allow them to have close contact with the real use of the language.

In agreement with Chomsky, (1970) children absorb the important things about the speech they hear, to use the necessary to talk, and quickly learn the essential of language, having that in mind this study harnessed online authentic materials (OAM), as podcasts, YouTubers' videos and movie trailers, to promote students' comprehension of the spoken English. These materials allowed them to listen more and to truly focus on content. (Renandya, 2011). OAM made easier to choose subjects according to their needs and interests. We conducted the research in two schools in Bogotá, with a tenth and an eighth grade. In the first school, tenth graders belonged to the program 'Media Fortalecida', therefore they had our additional classes in the morning and the regular ones in the afternoon shift. OAM worked positively to promote their participation and curiosity in real conversations and speeches with topics they selected, making listening comprehension meaningful for a later oral response.

Using podcasts, YouTubers' videos and movie trailers as OAM not only helped the development of the English class but also, it brought them closer to the target language and different cultures, in order to find it, not only as a subject but also, we related it with their

personal experiences where they could expand their perspectives; analyzing and comparing those materials and seeing the language as a social practice.

When internet access was not available, students worked with the same material at home, they looked for the established material and reproduced it at any time with English subtitles, later in class we worked opinions, doubts, and creations in a printable way, it was a first problem' solution we faced.

In each section of this monograph, the reader will find information about the methodology of application when using this kind of material and how it could be used to promote oral production when listening to some matters and resources that considered student's concern and voices. We justified our work in terms of relating it with the literature review and in chapter one there is a higher view of the problem and the issues previously mentioned with some pieces of evidence we found. Later, in chapter two is the theory worked to give supplies while analyzing our specific experiences and findings deeply and at the end, there is our research question which guided our study, and facilitated us to understand how false beginners started creating a model on how to proceed in the moment they wanted to express their opinions and try to communicate in English in a relaxed way, with the respective references for each part. Bearing in mind that now is time to hearken more our students, in every aspect and stop keeping an uncomfortable silence that only checked memorization in short periods; using the language in context with topics they could suggest and with models they could follow, the English orality inside the classroom is possible even without being aware of that, we discovered that when they wanted to express themselves, give their opinions or be heard, even using some words in their mother tongue, they felt the desire of talking without taking care of the mistakes they were reproducing but at the end, they could transmit an understandable message. Students have

different personalities, some are more talkative than others and enjoy discussing, however, we could listen to all of them, because they had enough background of the selected topics and the materials they worked online, to connect all these ideas with their judgments.

Justification

When analyzing previous studies, which are better specified in chapter II, we realized that almost none of the texts have a focus on students' voices watching the language as a social exercise but it was mostly based on pedagogical aspects as learning strategies, teacher's roles and assessment, for that reason, our investment in this study refers to finding the best criteria for selecting materials that measured the participants' literacy practices. They were related to their frequent searches on the internet and false beginners demonstrated they felt more comfortable and confident to talk about what they wanted to. It was a process of speaking while listening at the same time, each student took what she/he thought as significant and it gave them more motivation and engagement, in our false beginner learner's population.

Logics behind this decision were related to discovering how authentic resources we could find on the internet, helped our students to express some ideas. It did not matter if they made mistakes at the beginning when expressing themselves or in some cases this type of material could not be accessible immediately but whether they used it as a hobby they could find it also in other spaces not necessarily in the EFL classroom. It is worthy that we found the way to work with this gear taking advantage of other resources or tools too. Those were the reasons why our decision of working with what false beginner learners frequently visit and like.

As Tomlinson, (2008) says, this literature reveals that many researchers rely on their intuitions about what 'works' and make frequent use of activities, from their repertoire, which

seem to fit their objectives. Very few ones are guided by learning principles or considerations of coherence and numerous appear to make the assumption that clear presentation, active and relevant practices are sufficient to lead to acquisition working with listening and speaking.

Moreover, language learning materials constitute a key factor in creating effective teaching and learning environments. Following Tomlinson, (2008) “these materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience, and understanding of it and, simultaneously, helping them learn what they want and need to learn.

In addition, the effectiveness of materials applied for teaching language depends largely on how meaningful, relevant and motivating they are to the learners. These three criteria and conditions are met, and there is a match between the materials and tasks proposed, with the learners' desires, comforts, attitudes, and expectations.

On the other hand, our contributions with this study for ESL in Colombia refers to the change of view or focus, of the materials we used to interact with the English language, of course, that it depends on each institution, curriculum and methodology they want to work with, such as blended, traditional, or virtual; in our specific context without the desire of stereotyping traditional methods or materials as obsolete, we proposed an updated English class with trending topics, materials, and events that new generations are involved with yet, updated ideas that current and future could consider useful, especially in our Colombian context where children are increasingly immersed in technology.

The spots in which we developed our proposal gave us the opportunity to define our classes and apply our research even knowing we were pre-service teachers, for us it was comfortable and useful, we perceived it as an opportunity to "transform and renovate" English

classes in those public schools where we conducted our research and were open to new and innovative ideas. At that time, we became more independent, and our implementation class by class offered us modern beliefs and perceptions, while we were evaluating student's progress and suggestions, we needed to make some variations in the lesson planning we have already prepared just because they were also participants in their class design without knowing it.

Chapter I. Problem Statement

As background, we carried out this research project in two schools, in the Northwestern and South of Bogotá, Colombia. The proposal arose from the experience working with tenth grade students where the English class, according to 2017 school's curriculum, had as main and general objective to develop communicative skills in both, the mother tongue and the foreign language, so in that way they were able to successfully interact in this globalized and changing society. However, in this context, learners did not have close contact with the English language or chances of speaking due to the groups exceed the ideal number to practice it. (León & Cely, 2010). Thirty scholars were involved in the study, twenty girls and ten boys, whose ages ranged from 14 to 17 years old; they had a basic level, and another significant aspect about our population is that they had lost almost two months of classes because of the teachers' strike in 2017, then they had to start to learn English without many bases again, that is why we considered them false beginner learners.

In our practicum, we taught listening and speaking, and we noticed that one of the foremost limitations that EFL learners encountered in the language learning process was that they did not have many occasions to practice outside the classroom as the theory states. In addition, on several occasions, learners had negative feelings about speaking English since they were not often stimulated to adopt active speech roles and had few contexts in which to speak it for communicative purposes.

A 2017 diagnostic survey we made to our students reported that for them, speaking is the most difficult skill to develop, and following the ideas of Bacon, (1989), Farrel & Mallard, (2006) we decided to work listening and speaking together as they expose below:

The learner may approach the listening task with more effective baggage: the speech signal may cause the hearer added apprehension since it cannot be touched or held the way a written text can; indeed, listening involves not only correctly interpreting incoming speech but also responding appropriately to the speaker, especially in face-to-face conversations where listeners must be able to contribute verbally to the discourse. (p.338).

Aside from, material used in traditional classes is not attractive, common classroom listening activities like pronunciation drills or textbooks' audios, did not provide students with genuine language, these activities had a habit of being adapted to their level, using simple structures and words, clear vocalization, slow speed, and different ways which facilitate the artificial comprehension as we stated before, thus, when students had to face real spoken English they did not really understand it. We proceeded to apply the design to work with the materials that we chose related to learners' interests, to make them create artifacts or final products which evidenced their progress throughout the study.

The possible solution we proposed, was to use those OAM not only for the improvement of a normal class, but also, to employ them in order to get students acquainted with the target language in a background where they could produce and participate in class, promoting more communicative activities to enhance speaking, so they might find the English important not only as a subject but also, important for their personal lives which expanded their perspectives; analyzing and comparing those materials and seeing the language as a communal system. The activities we proposed were authentic, they were real life examples of what an English learner might be exposed to, so that they could become familiar with the characteristics of natural speech (Field, 1998).

Chapter II. Literature Review

As determined by a current state of knowledge which we considered pertinent to understand and abridge the basis of our research, in this chapter we summarized and explained these constructs: online authentic materials, as mediators of knowledge and English interaction; false beginner learners, as our population; oral production, as the final creation we were expecting to listen at the end of each task, and spoken English, related to the name we found to describe what we could grasp in each text produced by an OAM. Those concepts express respectively the progress in the process of this study that we conducted since the very beginning of our career, we were working with some of them early in some research seminars through our degree, and each of those were first worked individually and related to the experiences we lived and found attractive, then they became an entire project.

2.1 Constructs

2.1.1 Online Authentic Materials, (OAM).

It was useful to reflect about many aspects which were related to this kind of materials, we as teachers were not developing our student's abilities with normal daily life tasks that allowed them to have a real interaction with the language. If so, students could explore the language in situations outside the classroom environment only because they felt closer in the way the English class materials were presented to them. When we talked about OAM, we referred in all this sort of material that we found on the internet and it is not created with educative proposes. There was an example presented by a teacher, trainer, and materials writer, Peachey, (2004) related to the possible tasks teacher could use in class:

Table 1: Possible task on online authentic materials. (Peachey, 2004).

Text	Purpose	Possible task
A lecture	Gather information	Take notes and produce an essay/summary
Plane announcement	Check time and place of departure	Find correct place on airport map
The news	To be informed about current affairs	Express opinions on what you have heard
Fictional story	Entertainment	Decide if you believe it
Directions	To find a destination	Draw/follow a map
Gossip	Entertainment	Pass the gossip onto someone else
An anecdote	Social	Give advice
Music	Entertainment	Decide if you like it

From this point of interpretation, we could realize how the consciousness about the problem of using English as a target language inside a context, that imitates its learning as we learned our mother tongue was taken into account, but people have not implemented it at all, in the sense that, maybe, curriculums try to work some of those listening tests but with wrong questionnaires that make artificial the learning process. When we talk about artificial learning, we mean that we as teachers must work harder to find material in order to develop the oral production first, but why? According to Buck, (2001) “Listening is a form of comprehension where the listener is trying to get some meaning from the language”. This statement really made teachers wonder about the procedures they were carrying out in the English language classroom and the real purpose in the progress that listening had for learners. (Morales & Beltran, 2006). So, it is convenient to change a little bit the command from traditional listening material and give

students that authenticity which makes them feel the English language through a physical context in which they take part as participants, where they can develop those “possible tasks” found previously in the chart with the ideas of Peachey, (2004).

Without any doubt, this material helped students to develop communicative skills, but the exclusive use of this type of text caused them to get used to listening to clear language without allowing for misunderstanding. This type of traditional material created big problems when learners had to face communicative situations with native or not native speakers because learners are not used to fronting this sort of speech. The decodification process will take more time or, in some cases, they will not be able to decode at all. Underwood, (1990) considers that “any text is ‘authentic’ if it was produced in response to real-life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use”.

In addition to this, Guariento and Morley (Aguirre, 2004) argue that an authentic text is one “created to fulfill some social purposes in the language community in which it was produced”. On the other hand, Widdowson, (1990) affirms that there exists a difference between the text itself and the learner use of the text. He considers genuineness to be a characteristic of the text itself and authenticity as a characteristic of the relationship between the reader/listener and the text; paradoxically, genuine texts do not always lead to the authenticity of purpose for the learners. Although Underwood, and Widdowson, clearly explained the concept and characteristics of authentic materials, they do not establish clear parameters for making an appropriate selection of the material. (Morales & Beltran, 2006)

Based on these definitions, characteristics, and reflections, another question emerged: How can teachers make an appropriate decision when selecting authentic material? Dumitrescu, (2000) proposed some specific features teachers should consider when selecting authentic material. It is necessary to take into account three basic aspects of the learner's background: linguistic, conceptual and cultural.

Linguistic features depend on the students' previous knowledge in terms of vocabulary, grammar, and communicative skills, the teacher has to select the tasks, its sequence, and way of executing them. This means that, depending on the student's needs, the teacher will select the most appropriate task (a simple or a more complex one) according to their proficiency level. Conceptual features depend on students' previous knowledge about the concept to work on, the teacher must determine if the information that is going to be listened to should be general or specific. Keeping this in mind, the teacher will analyze if the topic they are working on is wide or narrow enough to fulfill students' needs. And cultural features depend on student-teacher interaction, the formality or informality of the classroom environment and teacher-student roles, the level and kind of population the teacher is working with and their social context.

Secondly, the author refers to two additional aspects that help teachers when doing the selection of their material: applicability and adaptability. Applicability refers to the selection of the material that must be done in view of students' requirements, keeping in mind a close relationship between the learners' reality and interests and the oral text. And adaptability says that it is important to choose an oral text that promotes an easy task design procedure and manipulation for the teacher. The text should have an easy adaptation for production activities and for developing skills.

These five aspects are relevant to the selection and use of authentic material and involve many of the aspects mentioned previously by other authors. Teachers must always consider students' background and material characteristics when developing listening comprehension lessons based on this sort of material. (Morales and Beltrán, 2006) In the sense proposed and applying the referred aspects, we realized how a social intervention through authentic material is possible and necessary too; when we selected some sort of material in order to develop specific objectives inside an English class we gave our students the risk and the chance of interacting with their reality in order to satisfy, develop or reinforce their listening with awareness of their context as the main purpose.

2.1.2 Oral Production and Beginning Students

According to Guerrero, (2004), when foreign language learners try to speak, the accuracy of their speech, the variety and precision of their words and the complexity of their utterances are highly influenced by some specific factors, such as the anxiety that learners feel as they speak, the degree of cognitive complexity of the task that they are trying to perform, and their proficiency level. Another research project about oral interaction developed by Hall & Verplaetse, (2000), language classrooms can be seen as sociolinguistic environments and discourse communities in which interaction is believed to contribute to learners' language development. In oral production, people learn the foreign language grammar structure and connect its structures with the oral abilities, pronunciation and sound patterns, which was the propose we achieved; through OAM motivation and encouragement to negotiate meaning orally through communicative language regardless their proficiency level. (Niño, 2010) was fulfilled.

In language learning are two types of beginning students: absolute beginners and false beginners. No matter what language are you learning, these two concepts could be applied. It is very difficult to find the author who proposed or used these concepts for the first time; however, there are many studies and researches that use them. False beginner can be considering the translation of the French words, 'faux débutant' which reference one level of French learning, those levels could be 'débutant, faux débutant, élémentaire, intermédiaire, avancé,' and 'confirmé.'

When we are talking about false beginner learners, according to the McMillian Dictionary, we refer to "someone who starts to study a language from the beginning again, although they already have a slight knowledge of it". In other words, beginners that have already studied English at some point in their life, maybe in the school, or in an institute, they can understand some vocabulary but they cannot use it.

Absolute learners are also known as true beginners, they are those learners who have never had contact with English so they are going to start to study for the first time in their lives, they do not understand anything of the language.

We have some examples about studies carried out with this construct, as Frantzen and Magnan (2005) remarks in Halff and Frisbie (1977) "In a study of first semester language classes at the University of Illinois, in the 1960s, 74% of the students had at least 2 years and 30% had 3 years of high school study. In the classes, the true beginners received lower test scores early in the semester and had higher attrition rates than the false beginners. Lange, Prior, and Sims (1992) also noted that 42% of college students in beginning foreign language classes were starting over despite their 2, 3 or even 4 years of high school study." (Frantzen & Magnan, 2005)

So as we can notice this situation with large numbers of false beginners have been taking place in the educational field for a long time ago, so according to these authors, foreign language classes with false beginner learners have the potential to become more acute because “more foreign languages are offered in high schools and more colleges require them for entrance, the potential for bringing false beginners to college classes grows. That is why this research project worked with this population, due to finding it, is more common than people think.

2.2 Overview or Research on the issues National and Internationally

In relation to previous studies carried out about this topic in Colombia, we found five interesting studies done by national researchers such as Hernandez and Vargas, (2013), Henríquez, Von, Peña, and Llanquileo, (2017), Morales and Beltran, (2006), Vaca and Gómez, (2017), and Castillo, Insuasty and Jaime, (2017).

The first study, was conducted at Javeriana University and it arose because Spanish-speaking students constantly complain about the difficulty they had comprehending spoken English, for them it was complicated to understand English when dialect and pace were different from the American one, the population who participated in this study were future teachers of the majoring in Modern Languages and at that moment they had an intermediate level, which means most of them were in the fifth semester. The results were based on the information collected through a survey that assessed the project and the findings were divided into four categories: performance, critical thinking, playing the teacher’s role and assessment.

The second study was centered on the low level of listening comprehension that some students showed, besides when communicating with native speakers the problem increased because students rarely face authentic situations. It answered the following questions: How can

listening comprehension in English be developed using authentic materials in fourth level students of International Business at a technological institution? And what kind of material is the most suitable for developing listening comprehension? What are the criteria for choosing such authentic material? So, the results of the implementation of these materials have shown that attitudes towards English Language and class are better with films, news, and cartoons, and they extend their understanding of the spoken language.

The third and fourth studies are both focused on oral production. One is a quasi-experimental research aimed to improve learners' oral production achievements through a direct instruction period (DIP) of memory and social learning strategies, and the other examined how a group of ninth graders enhanced their speaking in an EFL classroom through project-based learning.

Finally, the fifth study was carried out in Neiva, it arose having into account that authentic materials are those materials which have not been designed for teaching purposes, it exists opposing perspectives among scholar regarding the potential usefulness of this material in the classroom. What proved to be more appropriate for this research team, was to explore this issue to assure the use of communicative English lessons at a Colombian foreign language school. Its main objective was to analyze the extent, to which the use of authentic materials and tasks contributes to the enhancement of the communicative competence on an A2 level English course. The findings showed that the use of those and tasks, within the framework of a pedagogical project, had an impact on students' communicative competence progress on the teaching practices of the experimental group teacher.

On the other hand, we also considered two international types of research, done by Thanajaro, (2000); Khalili and Mahsefat, (2012). The first project presented EFL undergraduates

who study English in their home countries, where English is not the dominant native language. Students that are from environments where English is not the language of the country have very few opportunities to hear the real language. It was done with all the international students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training center, they were chosen according to three aspects: geographically, linguistically and academically, and the results showed that this material helped student's comfort, level, and self-confidence to listen to the target language, their listening comprehension improved after having exposition to aural authentic materials.

The last research was inspired by the lack of adequate exposure to listening and dearth of attention to the ground for authentic listening materials to fill the listening gaps in the Iranian context. This study intends to investigate the impact of authentic materials on elementary students at the university level. The results were that students who exposed to authentic listening materials performed better than those students who introduced to simplified listening materials. It makes students more proficient in listening comprehension.

2.3 Theory underlying this project

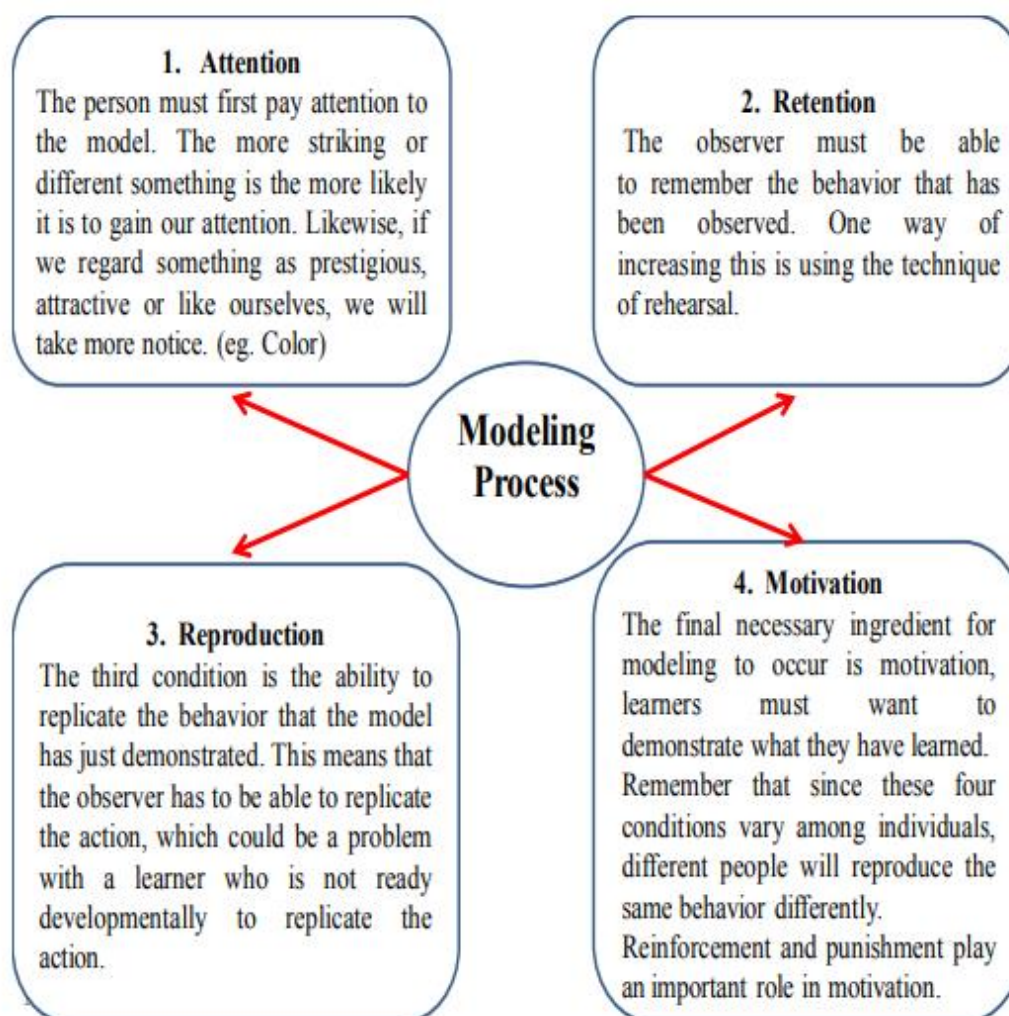
As stated by Bandura, (1977) in his Social Learning Theory, (SLT), people learn from one another via observation, imitation, and modeling. SLT theory has been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation, (Muro & Jeffrey, 2008). However, in these regards, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviors by watching other

people. According to the elements of this theory, there are three general principles for learning from each other: observation, imitation, and modeling.

With this in mind, we made a relationship between this theory and our research project because what we proposed in one of our main activities of the study was to allow students get the correct input through the OAM, in order to listen and speak in English following this order: firstly, learners had to observe the material chosen related with their interests, secondly, they tried to reproduce what they have already observed, and finally teacher researchers asked them to create a product of what they learned and thought (in our case, videos where they imitated an interviewed with our revision) using their communicative competences.

Based on the literature, we considered that we applied the three concepts that Bandura suggests in SLT. Initially, they learned through observation, (videos) which is known as observational learning. Then, mental states had an important factor in learning, which is also named as intrinsic reinforcement, (retention, remembering and memorizing). Finally, it refers to this point that learning does not necessarily lead to a change in behavior and it follows by the modeling process, (the final product).

Table 2: Conditions which are needed in modeling process. (Bandura, 1977)



On the other hand, student's artifacts reflected on the scaffolding process of education directly related to authentic materials in which the final product was a portfolio made by groups. It was a provisional structure provided by teacher researchers, to support learners during construction of new knowledge. One of the main goals was to reduce the negative emotions and self-perceptions that students could experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding

they needed to complete it after watching a video about things they are interested in, they had to focus on understanding connecting context with their experiences and thoughts and finally, students produced (in writing) some artifacts and at the end they expressed orally opinions there too. The instructional scaffolding technique was used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Teacher-researchers provided successive levels of temporary support that helped students reach higher levels of comprehension and expressing them verbally that they would not be able to achieve without that assistance.

In relation to the literature reviewed, the research studies and the theory that underlined our study, the results revealed that the use of authentic materials in the EFL classroom helped students' comfort, level, and self-confidence to listen and speak in the target language, however, in these research studies the population had a good English level, reason why we focused on some specific population, and particular authentic materials to identify if their results were positive and allowed them to develop the weaknesses they presented regarding oral production. With these means, this was our research question:

How could the implementation of OAM promote false beginner learners' oral production?

Chapter III. Research Design

This chapter describes the procedures conducted in this qualitative study as action research, which gave us descriptive results throughout the eclectic method which in concordance with Kumar (2013) allowed us to low the pressure on the learner, making him/her a participant instead of a receptor. It included a typical-case sampling with population from two different public schools in Bogota, both with interesting programs that cares about finding new strategies and methodologies inside their PEI “Proyecto Educativo Institucional” and curriculums that helped the different kind of populations who belonged to it to work in their needs and possible weaknesses; we perceived it as a huge opportunity to implement our research project in a more admissible way. Data collection was done through three different instruments from pre-service teachers and students’ perceptions: semi-structured interviews, two teachers’ journals, and students’ artifacts (videos and portfolios), as well as what we wanted to achieve and the impact our project, had and will have.

3.1 Type of study

This is a qualitative study because it was designed to reveal the target audience’s attitudes and perceptions about a particular topic, and also, in this kind of research hypothesis inquires and is focused on research questions, the inquirer uses more of an open-ended stance and often changes the phenomenon being studied or at least allows it to emerge during the study. (Creswell, 2012). The results are descriptive rather than predictive, on this wise, using pedagogical observation and intervention in the classroom we noticed the way in which students felt with some issues, and how could the teacher implement new strategies and tools to get

students closed to spoken English. Our study is around *how online authentic materials could promote oral production*, the audience was 30 tenth and eighth graders of two public schools in Bogota, and our assumption was that students feel more comfortable and willing to speak when they find exciting topics and familiar websites they prefer.

3.2 Research methods and procedures

This study converged on action research due to it involved frequent participation in change certain situation by taking action and research outcomes at the same time. According to (Mills, 2011) action research has an applied focus, it addresses a specific, practical issue and seeks to obtain solutions to a problem. Thus, action research designs are systematic procedures done by teachers to gather information about, and subsequently improve, the ways their educational setting operates, their teaching, and their student learning.

This process began with teachers identifying one specific problem students had: they did not feel suitable enough to express their opinions and the chances to practice speaking in the classroom were reduced due to the number of students, forgetting that there is a great advantage in here because they needed to interact and talk not only to the teacher but most important talk to their classmates, creating diversity and many changes to speak in English to different people that also made mistakes and also want to improve and be listened.

Then, to solve this issue, we did an intervention that implied a researchable question, data gathering and data analysis. The method that we considered more suitable for our purpose was the Eclectic Method. As stated by Kumar, (2013) in his article The Eclectic Method- Theory and Its Application to the Learning of English, “The eclectic theory of language was advocated during the year 1990s because of its importance for the educational theory of language learning.

It is popular because it has the impact of good results without much pressure on the learner. The advantage of this theory is: learners have a clear vision of what they are learning. Multiple tasks, high interaction, lively learning, objective correlative, and fast results are the salient features of this method.” According to the same author, this method is difficult to define, but it is not a scientific drill method and it is neither a teaching tool for the teacher nor a learning method for the learners, what this method is really meant to do, is teach the language as a whole. It is a way of doing things such as listening or coordinated speaking with subsidiary elements like pronunciation and form of the language.

We chose this approach because we wanted to implement different aspects of the language to promote oral production, contextualizing and getting students closer to daily spoken English. Watching videos, news, listening to storybooks and other exercises we were able to recreate a similar environment where the groups could have a conversation and face possible real spoken situations. However, in our case, we reduced these materials into three categories: YouTuber’s videos, podcasts and movie trailers.

Another important aspect of this method is that it is focused on spoken English “The spoken language allows us to locate the appropriate way to get a particular objective. The importance of introducing a cultural product is as crucial to such learning of the language as capturing and enhancing knowledge or expressing one’s feelings.” (Kumar, 2013).

3.3 Participants

In qualitative research, there are several options to choose which population or phenomena are relevant to the research focus, but in our case, the sampling purpose was a

typical-case sampling due to we selected an average case and we tried to get a consensus on how to solve a problem.

The sample population belonged to two different schools in Bogotá. The total of participants were thirty students, fifteen girls from tenth grade, and five girls and ten boys from eighth grade. In both groups, their ages ranged from 14 to 17 years old, and they were groups where we identified problems at the moment to face daily spoken English situations, additionally, they expressed complaints about the difficulty of listening and speaking exercises and the level they managed in the school were not as advanced. All the students were false beginner's learners, and they had a basic English level even they were supposed to be intermediate. Despite this, they had very different levels of language proficiency and some of them practiced during the teachers' strike, or simply they study by their own on their free time. They were of Colombian origin, and everybody lives in the city, although their socioeconomic status varies from two to four.

The first setting was a school for girls located in "Restrepo" neighborhood which offered the program "Media Fortalecida", where girls could take some classes in their opposite shift, in this case, the fifteen girls of our study took English classes in the morning and the rest of the subjects in the afternoon, reason why they were very commitment.

The second setting involved the five girls and ten boys from eighth grade we worked with, was located in "Engativa" with morning and afternoon shifts, the fifteen selected students belonged to the morning one, they shared classes with population in condition of visual disability and one girl of our population sample here had this condition, nevertheless it was not an obstacle in any way because she had enough support in the school and at home. When we started our practicum in this place, they had not had an English home teacher for almost two months, in this

case, they only received around two hours of English class per week with the pre-service teacher that implemented classes using OAM.

3.4 Data Collection Instruments

As mentioned previously, three instruments were used: semi-structured interviews, two teachers' journals, and students' artifacts.

The semi-structured interview is a kind of compromise between the two extremes, Fontana & Frey, (2000), described them as “one of the most powerful ways in which we try to understand our fellow human beings”. There will almost certainly have open questions and we chose these so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings, as Creswell, (2012) states.

Additionally, we selected journals because they have many attributes of diaries, but the main difference is that they have been written to be read as public documents, they have to be edited in the process of composition like any other document that one knows will be read by others. (Wallace, 2012). This advantage of the journals could allow us to modify or add information through the analysis process, and they were an excellent tool for reflection.

Finally, we worked with students' artifacts because when studying a culture, social setting or phenomenon collecting and analyzing the texts and artifacts produced and used by members can foster understanding, (Silverman, 2001), which was the first purpose of using this data collection method, comprehend and evidenced students results.

3.4.1 Semi-structured interviews

These interviews combine a certain degree of control with a certain amount of freedom. Most of the questions were open because we wanted that the interviewees did not feel pressured and collaborated. They answered the questions below:

1. How do you feel doing listening and speaking exercises?
2. Do you prefer book's listening and speaking exercises, or videos, songs, interviews, etc.?
3. When you listen to real spoken English conversations do you feel motivated to improve your listening and oral production or do you prefer to give up?
4. Would you like work with materials that will bring you closer to English language? Why?
5. Can you describe one strategy you use to improve your output in English?
6. What is the most difficult skill for you to develop?
 - a. Writing b. Speaking c. Listening d. Reading
7. What is the most difficult for you when you do a listening?
 - a. Accent b. Speed c. Lack of vocabulary
8. According to the video you saw before:
 - a. I understood everything b. I understood some words c. I did not understand
9. When you do not understand listening exercises, you:
 - a. Keep trying b. Do not want to finish the exercise c. Use extra help, close caption, teacher explanation, etc.

3.4.2 Teachers' journals

Each pre-service teacher created their own journal, to provide access to the hidden affective variables that greatly influence the way teachers teach and students learn.

The first journal was written from September 6th to November 15th in 2017. This group had 11 classes, each Wednesday from 6am to 10 am.

The second journal was written from March 2nd to May 25th in 2018. This group had 12 classes, each Friday from 6:10 am to 8:00am, or from 10:30am to 12:00m.

3.4.3 Students' Artifacts:

These artifacts were created to show students' progress. The first group created videos simulating an interview about their favorite book, and the second group created a portfolio with posters, summaries, and cartoons.

Teacher-researchers assessed the quality of the artifacts through drafts and sketches for the final presentation during each class. In that way, we identified the progress and difficulties they had had. Five aspects were evaluated with the final videos, attendance/participation, follow-up instructions, coherence, pronunciation/fluency, and the use of the information they talked about.

Students presented the portfolios by groups, each activity had a reflection about what, why and how they did them, with the purpose of evaluating their improvement. Oral presentations were graded not only by the teacher but by their classmates according to criteria: creativity, participation in the presentation, time management, confidence in speaking (voice tone and expression), preparation (not to read) and pronunciation.

3.5 Research Objectives and Research Question

Considering that the population was the focus of our research study, we understood that it was important as the general objective to analyze the reactions of a class of false beginners, towards the implementation of online authentic materials as a means for oral expression.

The specific objectives were to determine how podcasts, movie trailers, and YouTubers videos relate to student's interests. In addition, to show if there is more confidence when they need to express themselves orally after working with those materials. And interpret student's artifacts and opinions when working with online authentic materials as promoters of oral production in a constant interaction with their classmates.

The research question that guided our inquiry was *how could the implementation of online authentic materials promote false beginner learners' oral production?*

Chapter IV. Pedagogical and Instructional Design

4.1 Instructional Objectives

In order to identify what our students should do, how it should be done, and the process they went through, we proposed two instructional objectives to evaluate their performance during the research project.

4.1.1 Given the interviews' input, students were able to create their own video simulating a dialogue, expressing their ideas and using English language without fear.

4.1.2 By means of the OAM, students produced posters, summaries, and cartoons where they shared their experiences and reflections in a final portfolio, which was presented orally by groups.

4.2 Description of the lessons

A lesson plan format allowed us to prepare our classes following the selected criteria. Each lesson plan took into account three classes with tasks or projects. The first ones related to the eight graders' portfolios and the second ones with the tenth graders' videos.

PLANNING FORMAT. No. 1

Pre-service teacher: Paula Alejandra Salazar Gutiérrez.
Course: 801

Topic: My ideal vacation spot

Dates: March 02nd, 09th, 16th - 2018

Communicative Objective: Students will be able to discover perceptions in other countries, working with authentic information.

	DEVELOPMENT	ACTIVITY & METHODOLOGY	RESOURCES or REFERENCES
1	Warm up(s) or Topic introduction:	Contextualize students with realia, for that reason; the first class students will receive an explanation about the methodology and topics we will work. General presentation with some grammar and vocabulary exercises according to the video they are going to watch the next classes. The teacher is going to show some videos about the ideal vacation spot, and students are going to relate it with their personal lives. Videos are going to be discussed. Students must answer a questionnaire later based on what they saw.	-PC – TV -Notebooks -Board, markers -Oral skills -Videos in the USB, downloaded from YouTube. https://www.youtube.com/watch?v=hjIFw2Ic_s ROLE: To discuss traveling.
2	Tasks to develop topic: 1. Watch the video 2. Vocabulary 3. Questionnaire about the videos. 4. Cover page for the portfolio.	1. Students are supposed to watch a video from easy American English, and the next class the teacher is going to make oral questions to them. 2. They are going to work with the new vocabulary they are going to find in the video. 3. A questionnaire with 10 questions where they have to take a personal position and answer in their notebooks having in mind, they would have to past it to their portfolios. They decide if they want to work alone by pairs or by three. 4. By groups, they must create the cover page of the portfolio they are going to use the rest of the semester.	-Questionnaire and board. -Notebook and papers for the portfolio. -Video: https://www.youtube.com/watch?v=hjIFw2Ic_s ROLE: To make students produce structural correct sentences and correct them.
3	Closing / evaluation assessment	After gathering the information, students have to write an email to their parents saying they want to visit a different country and the reasons, the teacher has to solve doubts and correct it. Students must use as much as they could the new vocabulary and grammar structures studied. They share and socialize some of the sentences they wrote and ask questions.	-Notebook -Oral skills ROLE: To prove what the students have learnt.
4	Homework / Autonomous work	Look for information about the country For the next class, students bring a folder and write the email on an iris paper and include it in the portfolio.	-Internet -Iris or white paper ROLE: To support and confirm knowledge.

PLANNING FORMAT. No. 2

Pre-service teacher: Paula Alejandra Salazar Gutiérrez.

Course: 801

Topic: What about my context?

Dates: April 06th, 13th, 20th - 2018

Communicative Objective: Students will be able to talk about historical events in the country giving their opinions and understanding about what happened in the country and what is going on.

	DEVELOPMENT	ACTIVITY & METHODOLOGY	RESOURCES or REFERENCES
1	Warm up (s) or Topic introduction:	The three days respectively, students are going to have specific roles because it allows everybody to participate actively in class and contribute too. The first day, to start I am going to give them a role and explain what the assigned work for everyone is: leader, secretary, and the student in charge of material and time. They will have to write it in a new paper for the portfolio with their sings, roles, and names. The second class will begin with a game of “Chinese whispers” about advances we made. The third one, also a game of “hanged man” with new verbs and vocabulary we learned.	-Portfolio -Notebooks -Board, markers -Oral skills -Students -Notes ROLE: To make students interact with each other discover what we are going to see next.
2	Tasks to develop topic: 1. Reading and workshop of tales. 2. Moral and changing of the tale (play). 3. Watching a Colombian new. 4. Advance in the portfolio.	1. Students are going to read two tales: The magic paintbrush and Dick Whittington and write a summary of it with a cartoon and some questions for their classmates to solve. Students are going to make a workshop including grammar categories and description of places. (They have the possibility to watch to the tale and find it in the British Council page). 2. We read the other tale and find the moral of it and answer the partner’s questions in a didactic way using. 3. Students watch a past Colombian new in order to relate it with the tale’s morals and making a discussion and a student’s proposal using the past simple. 4. By groups, they have to have everything we have made in the portfolio, corrected and analyzed.	-Printed and virtual tales: The magic paintbrush https://learnenglishkids.britishcouncil.org/en/short-stories/the-magic-paintbrush Dick Whittington: https://learnenglishkids.britishcouncil.org/en/short-stories/dick-whittington -Workshop -Colombian news: https://www.youtube.com/watch?v=cd8PqwR-n0E -Portfolio ROLE: To make students reflect.
3	Closing / evaluation & assessment	With the e-mail students have made, they have to interchange those with another partner and answer why they must stay or go to the place they want. This response must include everything we have made and seen doing and evaluating during the three classes step by step in order to evaluate their knowledge.	-E-mails -Portfolio -Notes ROLE: To prove what the students have learn.
4	Homework / Autonomous	Students could have access to tales in the British Council virtual page at home. If it is not possible to watch the pieces of news in class, their homework will be to do it at home the times they think they need in order to understand and reflect it totally. Those who have not their portfolio complete have to do it at home and everyone have to have every assignment made.	-Internet -British council page. -Portfolio ROLE: To support and confirm knowledge.

PLANNING FORMAT. No. 3

Pre-service teacher: Paula Alejandra Salazar Gutiérrez.

Course: 801

Topic: Colombian issues

Dates: May 04th, 11th, 18th - 2018

Communicative Objective: Students will be able to talk about historical events in the country giving their opinions and understanding about what happened in the country and what is going on.

	DEVELOPMENT	ACTIVITY & METHODOLOGY	RESOURCES or REFERENCES
1	Warm up(s) or Topic introduction:	The concern this time is related to our current situation as a country, which has been suffering war for many years. The first class They are going to listen to a song. A John Lennon song “Imagine” which talks about peace and they are going to give their perceptions and ideas. The second class: we are going to share ideas orally about what they know about the topic they had. The final class: students are going to show and make the presentation of their posters.	-Portfolio -Notebooks (notes) -Board, markers -Oral skills -Speakers (carried by me) -Posters ROLE: To make students interact with each other to discover what we are going to see next.
2	Tasks to develop topic: 1. Workshop about the song. 2. Reading the news and creating a poster about those. 3. Writing a reflection.	1. While making students to think critically about their context we are going to develop a workshop about the song. In the school, they pass it into braille too. (see it after the lesson). Then, we are going to solve it between all. 2. Students are going to read a piece of Colombian news by groups and then they have to make a poster in order to present it the next class finding also modal verbs and remembering what they are for. Answering briefly to what was the new about, what could they search about that topic and what is their position about it. 3. Students are going to write down about their partner’s news and presentations and at the end, they are going to write a final reflection by groups.	-Workshop about the song. -Colombian news: https://colombiareports.com/under-uribe-colombias-military-killed-more-civilians-than-guerrillas-study/ https://colombiareports.com/concerns-in-colombia-after-feared-former-farc-commander-disappears/ https://colombiareports.com/is-medellin-at-the-brink-of-another-war/ -Portfolio -Posters ROLE: To show students what is said about our country and make them reflect.
3	Closing / evaluation & assessment	In order to evaluate the final understanding, they are going to reflect comparing another kind of news which were presented years ago with the ones they worked in class. They have to watch it and we are going to talk about what is the video about and say for them what could be more important to show and why.	-Portfolio -Comparative piece of news: https://www.youtube.com/watch?v=cd8PqwR-n0E ROLE: To prove what students have learnt.
4	Homework / Autonomous	Students must look for more information as homework and everything they want to add to their presentation. Also, they will carry magazines with them for example or material they think they could use in their little posters. For the comparative work, they have to watch the new video at home too.	-Internet -YouTube -Portfolio -Material for the poster ROLE: To support and confirm knowledge.

PLANNING FORMAT. No. 1

Pre-service teacher: Tania Cortés

Course: 10A – 10B

Topic: WH questions

Dates: September 6th, 20th, 27th - 2017

Communicative Objective: Students will be able to create WH questions, use them in a conversation, and identify them in a daily dialogue or interview.

	DEVELOPMENT	ACTIVITY & METHODOLOGY	MATERIALS/RESOURCES/ REFERENCES
1	Warm up(s) or Topic introduction:	The first day at the beginning teacher is going to write on the board different questions that students have about her life, with the intention to correct the structure, and identify their mistakes. The second class will begin creating a collective story, they have to use correct structures in present and past simple. The third class, we are going to simulate a short interview with the head teacher, so students must take notes about possible questions they want to ask.	-Notebooks -Board, markers -Oral skills -Students -Notes ROLE: To make students interact trying to ask questions and giving complete ideas about any topic.
2	Tasks to develop topic: 5. Pre-Listening activity 6. Listening activity 7. Speaking Activity	1.1 WH questions worksheet. By groups, they must answer the questions and participate in the socialization. 1.2 Familiarize students with podcasts using the BBC web page. 1.3 Introduce “Goosebumps” trailer with the matching activity about creatures, monsters, and names. Watch the trailer. 2.1 Listen to the song "Someday We'll Know" by New Radicals, it has WH questions. They must fill the gaps with the words in the box. 2.2 Listen to a complete interview about J.K Rowling, and Harry Potter’s books, students will follow the transcript to identify new vocabulary, questions, and interviews’ structure. 2.3 a. Make a chart on the board write the name of their favorite YouTubers or Booktubers. b. Introduce Fa Orozco and show her interview video. Students must analyze the questions. 3.1 Complete the story in the worksheet with the missing words, applying the topic explained in class and tell a similar experience. 3.2 By groups, students will read aloud the transcript as if they were part of the interview. 3.3 Choose their work groups to develop their final project, they are going to discuss Fa Orozco’s video in order to create their own interview. - What is the book your interview will talk about? - Students’ role: Interviewer, Interviewee, Fan, Writer, etc.	- TV set. - Internet. - Tape Recorder. - Worksheets: WH questions, story missing words, Goosebumps. - BBC web page: http://www.bbc.co.uk/learning_english/ - Goosebumps Trailer: https://www.youtube.com/watch?v=7Cn716jv61s - New Radicals’ song: "Someday We'll Know" - BBC Learning English Entertainment Harry Potter, script and audio. - Jack Black: Entrevista Escalofríos (2015) Goosebumps interview LasPalabrasDeFa https://www.youtube.com/watch?v=nB33az36gFw&t=55s ROLE: To make students participate in each class using listening and speaking.
3	Closing / evaluation & assessment	1 – 2. Students will practice the questions we will learn by groups, analyzing them, and discussing if they have doubts about the class. 3. Start to give ideas to create their interview script.	-Ideas to the script ROLE: To solve questions about the future tasks.

PLANNING FORMAT. No. 2

Pre-service teacher: Tania Cortés

Course: 10A – 10B

Topic: Interviews and literature

Dates: October 11th, 18th, November 1st - 2017

Communicative Objective: Students will be able to ask and answer questions using the correct structure and adequate vocabulary, not only in writing but also in speaking.

	PROCESS DEVELOPMENT :	ACTIVITY & METHODOLOGY	Materials/Resources/References
1	Warm up(s) or Topic introduction:	The first day we are going to discuss about occupations students would like to have for learning vocabulary. The second class will begin talking about famous people, specifically actors and writers, students are going to describe them, and tell me why they admire them. The third class we will play “Charades”, one student must represent a famous person in front of the classroom, and their classmates have to ask yes and no questions in order to guess the character.	-Notebooks -Board, markers -Oral skills -Students -Notes ROLE: To make students share their interests and personal tastes.
2	Tasks to develop topic: 8. Listening activity 9. Speaking, reading or writing activity 10. Final project preparation	1.1 They must listen to a job interview. Just the audio; neither video nor transcript. 1.2 Watch another video about Peter Pan and the interview that Fa Orozco did to Hugh Jackman & Levi Miller. Extra support to their final project. 1.3 Watch a short video about TheEllenShow where she explains how to play charades using through an example. 2.1 Students are going to complete an “Unscramble the words activity”. 2.2 Explain to them how to create their interview script using a worksheet. We are going to read the first interview together and they have to read the second one on their own. 2.3 In order to encourage students’ participation, we are going to play “Guess Who”. The teacher is going to choose one secret character for each group, and then they have to ask only yes or no questions. 3.1 Ss will prepare their interview completing the following format: How do you promote reading?, objectives, roles, why did you choose this book?, introduce the characters their personality, five main questions of your interview. 3.2 They will start to develop the script. 3.3 Check the final script. In this class, students have to present their final script in order to start the video recording. Correct mistakes, so they do not have to record the video several times. The final project must be delivered next week.	- TV set. - Internet. - Tape Recorder. - Worksheets: Unscramble words, actors’ interviews examples and new vocabulary, guess who. - Interview format - Job interview audio. - Hugh Jackman & Levi Miller: Entrevista Interview Pan (2015) LasPalabrasDeFa https://www.youtube.com/watch?v=VR4zzMxXbec - Ellen's New Game, 'Heads Up!' https://www.youtube.com/watch?v=PO_ezpX7DwY ROLE: To promote students speak in their video interview using creativity.
3	Closing / evaluation & assessment	1 – 2. Students will practice the questions we will learn by groups, analyzing them, and also discussing if they have doubts about the class. 3. To correct their mistakes in their scripts. Homework: Record the final project with the corrections.	-Script ROLE: To prove what students have learnt.

4.3 Learner's role

Our false beginners were supposed to feel free and without threats. According to (Ozsevik, 2010), in the CLT classroom, the whole environment is student-centered, and it does not depend on the teachers all the time, waiting for instructions, correction, permits, words of approval, evaluation, and praise. Instead, students took a fairly positive role. They did not ignore each other but communicated with one another. They appreciated the contributions from their classmates and cooperated and learned from together in the best way.

After they had tried to get answers by themselves even in pairs or groups, they could seek the teacher's help. The student was a provider of feedback to others. He adopted a dual function of being, first, a teacher for other potential students and, secondly, to inform the teacher in reference to his own learning process. Learners offer the teacher and other students, a new source that helped the process of teaching-learning as a whole.

4.4 Teacher's role

Teachers researchers were mainly facilitators, class supporters and socializing agents who promoted autonomous learning through topics and materials that learners use almost daily, it influenced the teaching methodology and changed the roles of the language teacher and learner. Every false beginner has its own needs, interests and different cognitive rhythms. Therefore, the teacher was asked to be more flexible and creative when using authentic materials in the eclectic method to achieve a more effective teaching performance so, there were many roles developed by teacher researchers according to the case, those may vary.

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. (Breen & Candlin, 1980).

4.5 Assessment

Since the beginning of the project, our purpose was to encourage students to create something on their own, portfolios (*Figure 1*) and videos (*Figure 3*). To assess their progress, we had into account the attendance and participation during each class due to the creation of the final products implied continuous work during the whole semester.

At first hand, groups of four created the videos of an interview talking about how they promote reading through their favorite book, using four tools: the information learned in class, one example of a video we had already watched, listening activities we did, and the formats we filled. The final project evaluation criteria were:

1. Attendance and participation during all the classes, due to in each class we were advancing with the final project.
2. Follow the structure of the different interviews worked in class.
3. Coherence between the script they wrote, and what they said in the video.
4. Pronunciation, fluency, and use of vocabulary, we took into account these three features just in one item due to the level of students.

5. Information use, it means that students not only use the information they find on the internet, (copy-paste, or google translate). The video had to show that students really managed the topic and the book they chose.

Secondly, to evaluate portfolios students presented through activities, each activity had a reflection about what, why and how they did it, evaluating their improvement. Additionally, we used cooperative assessment where classmates gave feedback according to the following criteria: creativity, participation in the presentation, time management, confidence in speaking (voice tone, preparation (not to read) and pronunciation.

4.6 Indicators and evidence of achievement

This chapter shows the evidence collected in the research application on false beginners, specifically related to student's artifacts, their development, and their results while implementing OAM for a later oral expression, imitation or description of tasks they were asked to do. These pieces of evidence took into account students' opinions according to each topic and their participation as active learners in the research.

Figure 1. Portfolios.

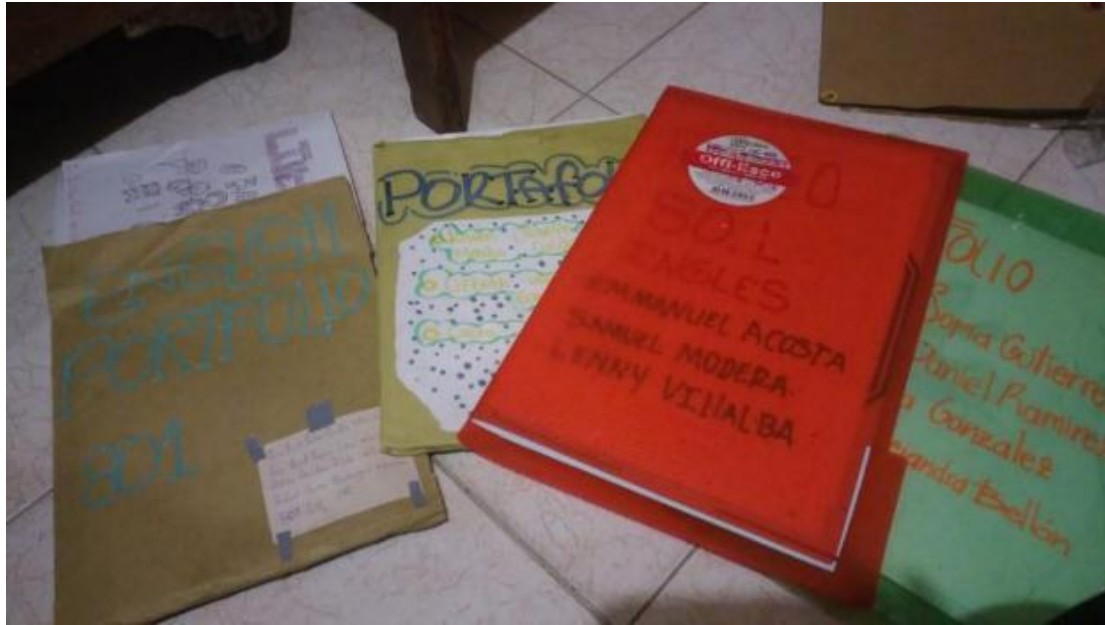
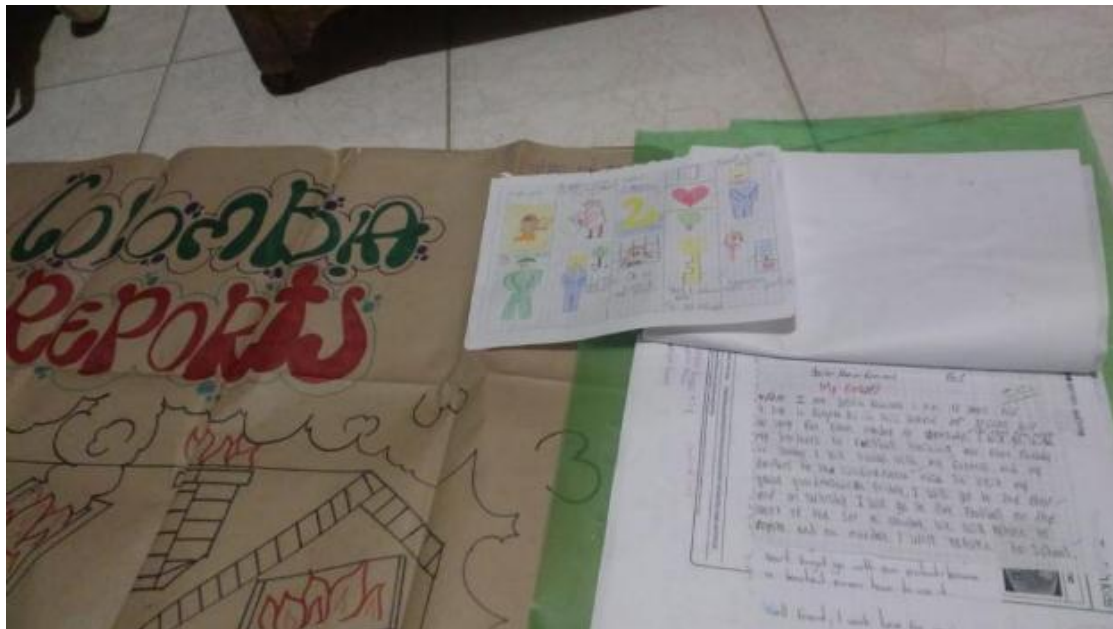


Figure 2. Posters and comics included in the portfolios.



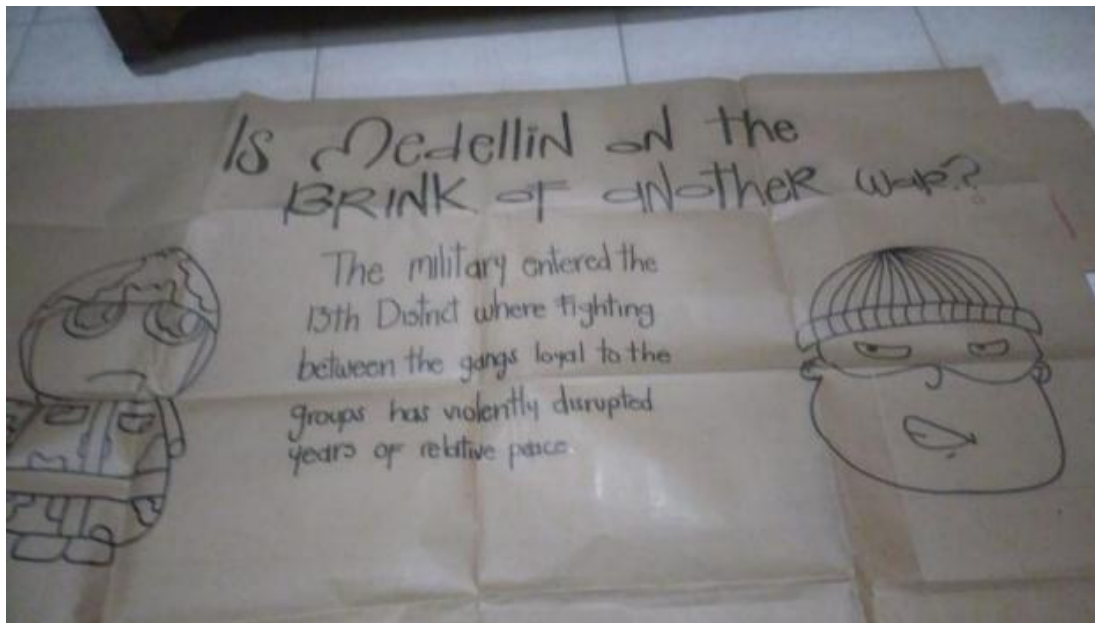


Figure 3. Videos.



1. Book - Hush, hush.



2. Book - Looking for Alaska



3. Book - Miss. Peregrine



4. Book - Quién mato a Alex



5. Book - Twilight



6. Book - Charlie and the Chocolate Factory



7. Book - Maze Runner



8. Book - Paper Towns



9. Book - Fly over the Swamp



10. Book - Narnia



11. Fault in our start



12. The Little pri



Hush, Hush - Script

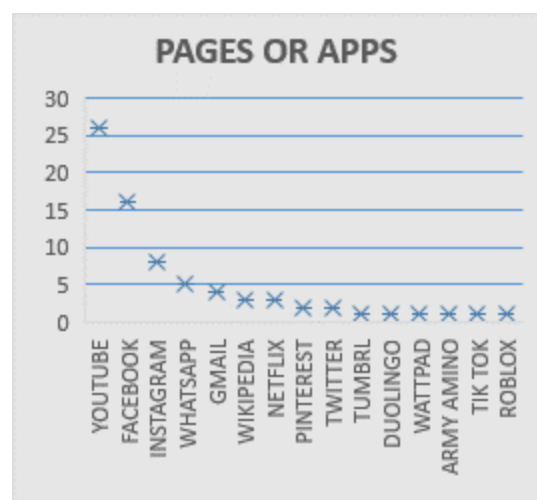
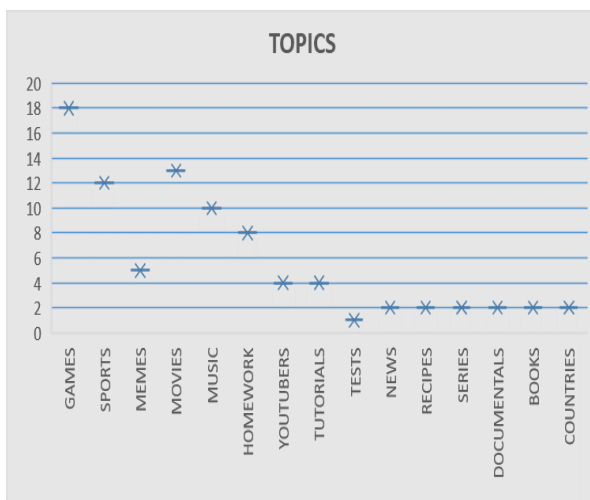
Chapter V. Data analysis and findings

5.1 Data Analysis

We collected, analyzed and categorized data according to the patterns found in the semi-structured interviews. Participants chose the websites they used frequently. They preferred multimodal resources instead of books, and expressed their feelings and difficulties related with listening and speaking. Interviews gathered their perceptions about ways of interacting with the English language in and outside the classroom, reason why we are going to talk about these four aspects reflecting them in the exploration we made.

Interviews had ten questions where we could identify the most relevant aspects to our project. First, they dealt with the sites learners used to visit or the topics they searched online. The figures below illustrate the topics learners looked up, being games movies and music at the top of the list. As for the modality, by far social media appeared first. Learners felt comfortable and willing to speak when they found exciting topics and familiar websites.

Figure 4. Topics of interest



On the other hand, students wrote the most common topics they looked up on the internet, later on, we used the same topics for choosing the OAM in order to catch learners' interest more easily. Although they preferred games, we used the second option with more votes because the quantity and quality of language in movies were higher. Students interpreted and imitated the content and the language use according to the movie they wanted.

The most popular web page was YouTube, due to how affordable it is, and its easy and common access. Additionally, we both worked with Ted Talks too, because in this web page students found topics of their curiosity, videos with subtitles and also they could pause them for a better understanding. Some social media themes were imitated in class when creating e-mails, comments, memes, and cartoons, among others. About apps, some students decided to try short English stories in Wattpad, and they worked comfortably with them because they are written by casual people even children and teenagers. Those writings are grouped by topics and genres; they are a good tool for them to interact with new vocabulary and work with coherence and daily written English. These sources allowed to model the language and the discussions. Some participants imitated conversations there contained and used vocabulary in context.

Talking about skills, students told us what was the most difficult skill for them, at first listening was our focus because we took into account how we learned our mother tongue and we wanted to apply this in the classroom, however after practicing listening with videos where daily spoken English was used, it was necessary to know how did students feel in relation with these exercises, and we found that half students felt good and the other half did not feel comfortable enough. As positive feelings we discovered that students loved the English language, they could

practice it, and they liked to learn and it improved vocabulary and pronunciation but depending on speed. The negative feelings were that students did not feel confident, they would like to understand everything, and worried too much about pronunciation, they needed previous preparation otherwise they could get confused. We exposed the results in the figures below. (Figure 5 and 6).

Figure 5. Feelings towards listening and speaking

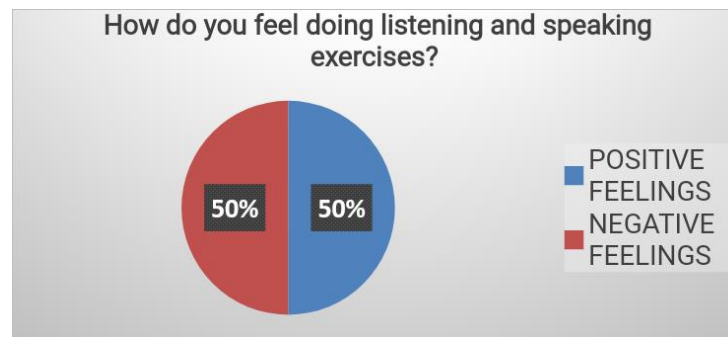
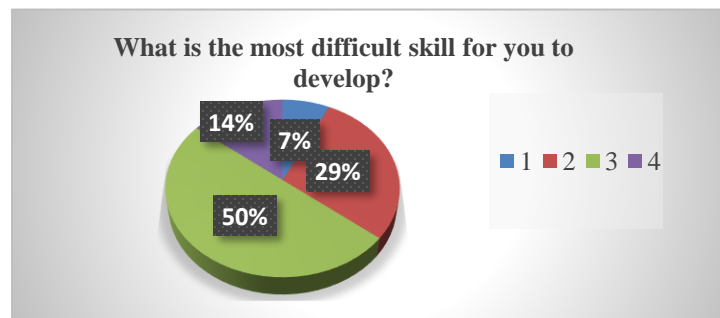


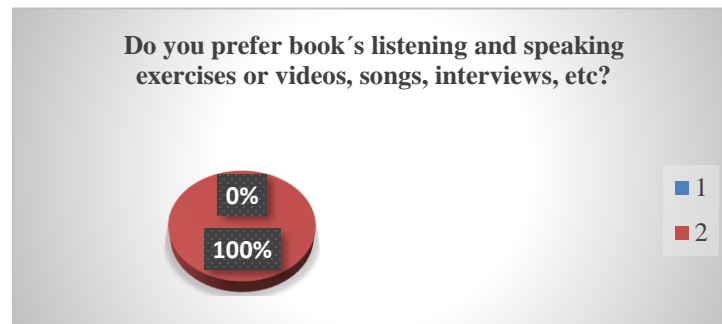
Figure 6. Listening as the most difficult skill.



Another important aspect we highlight is that we got a positive response from learners, they preferred using OAM instead of the traditional ones; they said that they liked them, and subtitles helped a lot to understand contents, they learned more vocabulary in context, and their preferences were taken into account, to increase listening and vocabulary with real

pronunciation, different accents and new words, it is a better interactive way of learning, they could relate what they listened to what they saw.

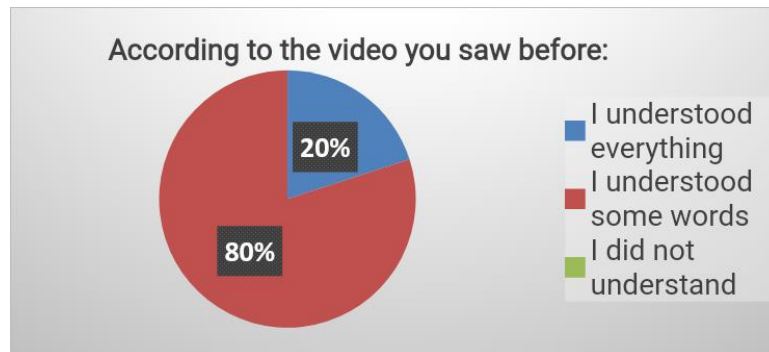
Figure 7. Authentic materials or books' listening exercises.



One final question of the semi-structured interviews where related with a video or sitcom that we showed to students, and they answered if they had understood the conversation or not, thanks to this question we confirmed the necessity to advance and make a connection between students and authentic material because they had not had contact with this material yet, it was their first time.

While watching the video, if they had any problem of understanding they looked for extra help like subtitles or teacher's explanation and they kept trying until they had a better or huge understanding of it, which gave us a clue of the tools we will use when the application of the project started.

Figure 8. First contact with OAM.



Finally, as we stated above, students made *videos and audios* before and after working with OAM. Then, they did a scaffolding process after watching and listening to movie trailers, YouTubers' videos and podcasts according to their preferences which allowed us to compare their oral production and progress.

Then, to evaluate our progress at the final stage of the research project, we made the audio and videos' transcriptions, where used the Jefferson Transcription System where each symbol has a specific meaning. (Jefferson, 2004). The symbols in this system works in the following way, a full stop inside brackets (.), denotes a micro-pause, a notable pause but of no significant length. A number inside brackets (0.2), denotes a timed pause, this is a pause long enough to time and subsequently show in transcription. Square brackets ([]), denote a point where overlapping speech occurs. Arrows surrounding (> <), show that the pace of the speech has quickened. Arrows in this direction (< >), show that the pace of the speech has slowed down. Where there is space between brackets (), denotes that the words spoken here were too unclear to transcribe. Where double brackets appear with a description inserted (()), denotes some contextual information where no symbol of representation was available. When an upward arrow appears (↑), it means there is a rise in intonation and a downward arrow (↓) means there is a drop in intonation. An arrow to the right (→), denotes a particular sentence of interest to the analyst.

Capital letters are used to denote that something was said loudly or even shouted. The equal sign (=) represents latched speech, a continuation of talk. And finally, colons (::), appear to represent elongated speech, a stretched sound.

According to this transcription guide, analyzed two groups which showed a great advanced during the process. This analysis is of the first minute of each conversation.

Students 5 and 8.

- Audio's transcription:

Student 5: Hello↑

Student 8: Hello my (friends)

Student 5: How are you↓

Student 8: Very good and you

Student 5: Good hey↑ where are you from↓

Student 8: I'm from () Texas

Student 5: Oh cool (.) I'm from New York

Student 8: Hey (we know for you speak for Facebook)

Student 5: Oh yes (.) is ()

Student 8: Oh (call) me for Facebook

Student 5: Okay, bye (friends)

Student 8: See you later

Student 5: Yes (.) good bye

- Video's transcription:

Student 5: Good morning today we're in the library (.) Luis Angel Arango↑ in a special interview: a saga Hush Hush (.) today I accompany to write Becca↑ Fitzpatrick (arrived/ a writer) Juliana Niño a fan Paula Garcia and bit less but not less important (Pat and Nora)

Student 8: Hello Becca (.)

Student 5: Hello Juliana (.)

Student 8: *what↑ do you inspired the movie to write the saga Hush Hush↓

Student 5: (0.2) my inspiration (was/ is that) the experience by catch (.) people: (.) read my book and >too create< the (.) perfect boy for many girls

Student 8: (0.2) (as you mention it's the perfect boy) ↓ *what do you inspired↓

Student 5: how: e: () is the real heavy question e: because I don't eh: (0.2) think (.) that Patch will be a fallen angel (.) (In a begin) I thought in a bad boy (.) so he did not want a boy (.) <who had been bad all his life> (0.3) really (Hush Hush had) created e: the perfect boy a:nd in general

its essence (.) that fall in love (.) to: >many girls<

Students 1 and 2

- Audios' transcription:

Student 1: Hi (hou) are you

Student 2: Good thanks and you↑

Student 1: Good (.)I am using Pinterest

Student 2: I (go) Pinterest

Student 1: <I al I always use it>

Student 2: Why (.) do do you like Pinterest

Student 1: Because it is very easy of use

Student 2: Yes (.) there is not difficult

Student 1: I have many (pictures)

Student 2: Yes I like it

- Video's transcription:

Student 1: Hello

Student 2: Hi

Student 1: How how are you↓

Student 2: Fine thank you

Student 1: Thank you for taking some time to talk with me

Student 2: Thank you for invite me

Student 1: To: let's talk about how do you felt recording the film↓

Student 2: We:ll (.) I felt so good recording the film (.) I loved recording this film (.) and I love the book (.) about the film.

Student 1: That is very () a:nd there are romance between the actors↓

Student 2: ((laughing)) I am sorry bu:t (.) I can't (.) talk about this topic

Student 1: No problem (.) you told me that you loved e: recording this film (.) why↓

Student 2: I like the: record because was was (exciting) a:nd I learnt new experiences also:: they paid so good.

As an overview, the first audio showed us how students 5 and 8, followed the structures of dialogues found in some textbooks instead of talking about one social network they use in a common and informal way, they were asked to talk about it with a friend, but in the video, they were referring to a book they like but imitating a real interview made by one popular Youtuber to the writer of that book, in this case, they looked more comfortable and they know how to express opinions with a high increase in vocabulary and intervention.

Additionally, our teacher journals supported the evidence found in students' final portfolios. With qualitative and quantitative information, which proved that when we worked with online authentic materials, we noticed the reduction of negative emotions. Participants were able to express their opinions when presenting it inside the English class and their speech sounded clearer with a better intonation and pronunciation.

In following table, we summarize the information collected through the journals with one of the groups of study: 801, however the same process was developed and applied with the other groups.

Table 3: 8th Grade Journals.

	March 2 nd , 2018	March 9th, 2018	March 16th, 2018	April 13th, 2018	May 25 th , 2016.
Main issues inside the classroom:	There are more children with disabilities that I've worked before but they were involved in the class and it was a good beginning. I want to apply there my proposal of online authentic materials, but the first issue is that in the classroom there is not any computer neither TV. I have the option of asking for a TV, but it is a large process and I waited for the coordinator yesterday in order	We started the class without the home teacher, but students were respectful and compromised, they had good behavior and I could discover that in general, they have good English understanding, the liked activities made and were curious about the homework with OAM.	Today the home teacher was not in the class. They behaved in a good way and I put chairs by groups of three in order to work on the questionnaire from the video. They were a little bit confused at the beginning maybe because they always are organized in the same way (by lines), but it worked because almost everybody was in its desk discussing the questions. One of them was sleeping, I talked to her and	Students were more involved in activities and tasks. The next week students are going to finish the first period with final exams, so they are a little worried about grades. The class was very dynamic, and it involved every student in the class even those that were shy at the beginning.	Students finished posters about Colombian news and presentations. Students presented a final questionnaire about the online authentic materials we worked, and I gave them feedback. Also, they evaluated their partner's final portfolio presentation. They were really thankful.

	to ask for it, but she was not there, and I had to go.		she told me she had not seen the video and that she lost the last year, so we made a compromise.		
Solutions proposed	<p>I must find new strategies to include them in my class, the home teacher told me that there was a big problem of bullying with one of these children and it is important to make a peaceful environment in my class too, it is the first thing before applying academic activities. I will have to carry with me my computer and by groups show my students the video we are going to work with.</p>	<p>At the moment of applying a different kind of activities, we must consider our students, their likes. We must use different sort of learning, but it is necessary to know them, make them tell us your opinions, likes and meanwhile discovering their knowledge and needs. I had the idea of asking them to look at the video by themselves as homework but I'm a little bit scared about if they are going to do it or not. If not, I require to have a B plan because we could not depend only on that.</p>	<p>The idea of suggesting them to watch the video at home was a good idea but there is difficult to follow their understanding or if they have some questions so it would be better to give them some printed materials despite some authors said authentic materials are nearly linked with technology, but the lack of resources couldn't be a problem to develop the classes. It is important that everybody works and sometimes in cooperative work some of them work and the others don't, so it could be useful to give them roles and specific tasks for each one to work together but at the same time giving individual schoolwork.</p>	<p>When we find the way in which students could have fun, could participate and at the same time learn new things it is the best way of teaching. Everybody was involved and in big groups, it is the most important. For example, the girl who is repeating, today was really interested and she did every task confidently even helping her classmates. When we relate knowledge with real life, students not only become more critical but also it allows that they have significative learning that helps them to express their opinions in their first and foreign language.</p>	<p>When evaluating their classmates sometimes students are not very honest because of friendships or on the contrary some differences. I gave them the criteria, but I felt they were not objectives but at the moment of giving feedback to them they became aware of their weaknesses and strengths, it is actually the most important step we as teachers have to follow.</p>
Lesson plan advances:	<p>I explained to them about the portfolio and they were given the vocabulary necessary for understanding the video and the questionnaire.</p>	<p>Students shared the vocabulary they are going to find in the video, interacting and sharing it with their classmates and they have to watch the video at home. They copied also half of the</p>	<p>Students liked the video and most of them did the task of watching it at home. We developed by groups the discussion and students could solve some</p>	<p>We shared what they saw in the videos about two tales and then everybody wrote the moral of those, relating it with real life. We</p>	<p>We finished our last lesson plan today. Every student expressed in English what they thought about their process and their final</p>

The next class they will have to present the portfolio with the vocabulary they have and socialize those with the rest of the classmates, in order to start watching the video (interview).

questionnaire in their notebooks for the discussion next class and they put the first task in the portfolio.

doubts; we also worked with some grammar issues and grammar categories inside it. They delivered it to me, but it is missing to write the e-mails.

interchanged emails too in order to answer those as homework.

portfolios, evaluating their process and engagement. We have to make students talk in English more, it actually works.

This table has the most important information about the journals from five of the lessons we developed in classes. In the first journal we could realize how technological problems were faced since the first day and the solution proposed was not the most appropriate because just the notebook did not work even if they were only a selected group by turns, we needed to know that there were many issues we had to take into account before pretending to apply OAM, it was vital to comprehend very well the context, the environment and students' realities because all those issues gave us information and new ideas to find better strategies while we documented the study and improved our practicum as teacher researchers, aspect that we analyzed in the next journal which was the first class in which OAM where the task was assigned as homework and the anxiety of knowing how it was going to be was high, but students accepted the challenge with curiosity. Of course, it was not explained about OAM, they only knew it was an interview and they had enough vocabulary to understand it.

The idea of working with OAM at home worked since the very beginning, they were always asking that video did they need to watch or listen to, for the next class, they were able to suggest some topics, pages and even YouTubers that have English channels, it became important to have also printed material that supported the OAM to work in class. English classes were a space to interact and discuss more than a place to watching or listening to the videos (as we

thought at the beginning), students were already prepared, they could repeat or pause the video freely and the class was more student centered, the pre-service teacher only needed to give the instructions and participate sometimes in the discussion they were making, correcting some doubts, pronunciation mistakes or misunderstandings if they asked for.

One of the participants did not do the first homework of watching the video at home, she was considered as low performance as the home teacher told me, she was repeating eighth grade and the compromised we did work perfectly until the end, she was really engaged and when she realized it was a different kind of material, her motivation increased and her grades improved considerably (there is evidence from her improvement in finding No. 2.), it reduced totally her negative emotions and one month later her advances were huge.

Some of the students had not realized their speaking advances, when they received the feedback and after finishing the questionnaire they were really proud of themselves and their final products, they interacted and talked all the time during our classes and with the help of OAM their words were always modeled by a realia that gave them the confidence and the bases to feel free to speak at the end they were not so worried about the mistakes they could make, their voices and opinions were always listened and taken into account, they suggested many ideas that after being studied were adapted and implemented. Their portfolios were full of their opinions not only workshops, but they could express in a tangible and not tangible way.

5.2 Findings

This section presents the data interpretation to respond to our research question: *How could the implementation of online authentic materials promote false beginner learners' oral production?* Using the experiences and perspectives of false beginner learners toward online

authentic materials, arose relevant concerns and issues whose consideration might improve the English foreign class development through innovative resources. Samples of evidence of each finding would be found in the annexes.

Finding No. 1. The content of OAM modelled the learners' language production.

The purpose to use different input related with spoken English in daily conversations or contexts that online authentic materials offer to us, was to allow students to identify the importance of having real contact with the language, not only listening to what they are used to with the artificial audios in the textbooks, and other common activities, but improve their speaking in order to follow and imitate samples where English is a real mediator of communication. As the professor Bilash, 2009 reported in her website:

“Learning needs to be a repetitive process. In other words, simply stating the new words or phrases for students once isn't enough; they need to be exposed to them many times before they will be able to accurately reproduce the words themselves. By modeling pronunciation and word/phrase used for students, teachers may find that students will be more willing to try saying new things and will experiment more freely in the language classroom.”

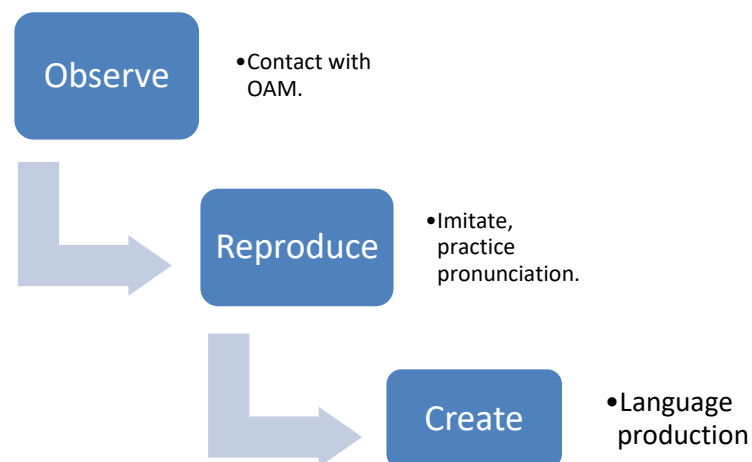
Freedom and comfort when speaking in the language classroom is something we proved thanks to the use of this kind of material and modeling as referent, because participants did not feel afraid of imitating conversations using vocabulary in context since they had had previous experiences where they discovered and enjoyed the language, they could practice it acting like the people we had watched in the videos or listened to in the podcasts without restrictions.

According to Social Learning Theory (Bandura, 1997), there are three general principles for interacting and learning from other person: *observation*, *imitation*, and *modeling*, which

facilitated us to relate this theory with our project considering that we proposed students to get the correct input through the OAM, in order to listen and speak in English following this order: firstly, observing the material chosen related with their interests, secondly, reproducing what they had already observed, and finally creating a product of what they learned.

Additionally, they learned and improved vocabulary and pronunciation because modeling supports the creation of connections between their interests and several backgrounds. This finding is consistent with Bilash (2009) when manifesting that if a word is presented in context, it creates a real-life related, referential memory device associated with the word that the student can draw upon to help them remember and create understanding for the meaning of the word.

Figure 9. Modeling language production through OAM.

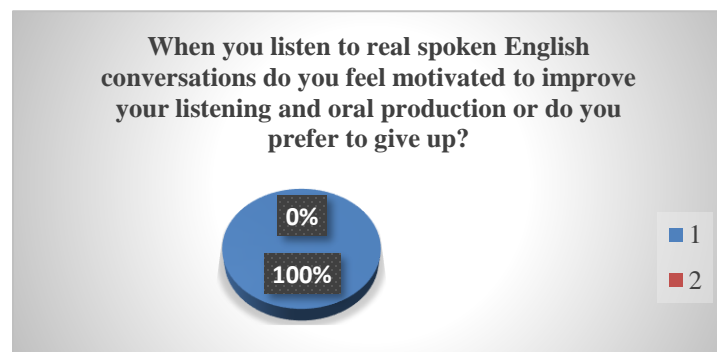


Finding No. 2. Online Authentic Materials motivated learners.

We discovered that when learners worked with topics they enjoy or choose, is easiest to learn English because of interest increasing. In question number three of the interview, our

students were asked to say if online authentic materials made them feel motivated or not to practice and improve their English, they wrote that they felt motivated to listen and interact, to advance, train and learn more in each class, because they would like to talk avoiding confusion, speak “good English” and to study it as lingua franca.

Figure 10. Learners' motivation using OAM.

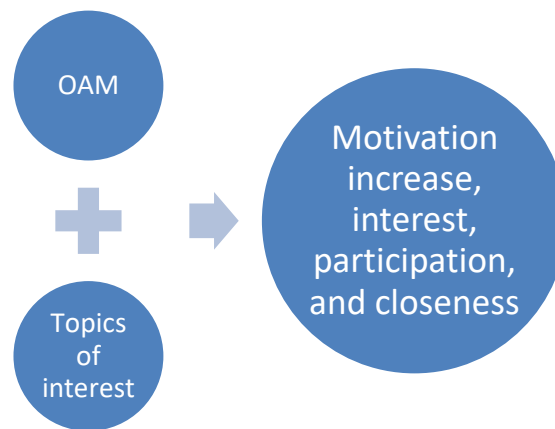


Authors as Dörnyei (2005), discuss how important motivation is for second language acquisition. “Questions that are raised are: What kinds of different motivation are there and how do these different types of motivation occur? What can the teacher do to have motivated students? Motivation is perhaps one of the most important elements in the process of second/foreign language learning. It has a huge impact on an L2 learner’s learning outcome. L2 motivation research has gone through different stages and researchers have conceptualized various L2 motivation models.”

For us, the intention to propose an innovative material was not related to students’ motivation. Our first objective was just improve listening and oral production, but when several questions about criteria to material selection emerged, we had to consider which stuff will be more adequate to implement. Taking into account what Dörnyei said, we used motivation and

interest, as a basis to our project. It was necessary to dig in deep current topics that engage teenagers not only in the English class but in their daily life, due to students were not focused on the traditional topics head teacher managed. Thanks to this connection between OAM and current topics of interest, maybe trends, we achieved that students get closer to the English language, participation level also was higher in comparison to the first sessions, at the end of the classes students were not afraid to participate even if they made mistakes, they were able to produce long and logical sentences as the transcriptions prove, and they were more used to different accents, speed, and fluency.

Figure 11. Relation between material and topics of interest.



Finding No. 3. Online Authentic Materials provided meaningful language.

Once we had identified the problem statement, authentic materials were chosen as mediators to improve oral production due to their speed, accent and language use. We discovered that while teachers are using them, learners have a bigger chance to understand authentic language with different pronunciation and dialect, giving them a huge advantage in the real

world when facing “real-life” conversations with English speakers from different countries.

Regarding the *Teaching and learning in the language classroom*, Hedge reported that:

“Authentic materials are appropriate means for students to cope with the authentic language of the real world, and authentic materials "may increase learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials".

(Hedge, 2000)

Following those ideas, we put together the material with the source to find them. These days, authentic listening material can be found online without difficulty. Several websites about interviews, news, and reviews, such as BBC, VOA, CNN, and ABC, contain video clips with subtitles in English which facilitate reading-whilst-listening activities, similar to what we did with some BBC interviews about books, movies, and jobs, where learners could work with the scripts too. There is a large number of podcasts on an extended quantity of topics to employ for listening comprehension in class, as well as radio programs which can also easily be found online. YouTube is also a great provider of authentic listening material, here people find material like Ted Talks and Vox Pops, where are influential videos from expert speakers on education, business, science, tech, and creativity, with subtitles.

To use this kind of material correctly we must know the intention of applying them, it is important to identify parts of the audios that we consider are the most difficult to understand, design listening and speaking activities according to our students' level, and provide them with a bit of context. A piece of extra help we found useful, was to provide learners with a transcript adjacent the audio so that they can go back through the text and interpret specific areas in which they experienced difficulties when listening.

For a better understanding and new vocabulary, to learn more, to check how English speakers interact in other countries, learning daily expressions and words, it is a different way of learning English for a better output development, real contexts make students feel more comfortable and it helped for a better engagement with the English language. There is a world of possibilities that OAM could show us if we give them the correct implementation.

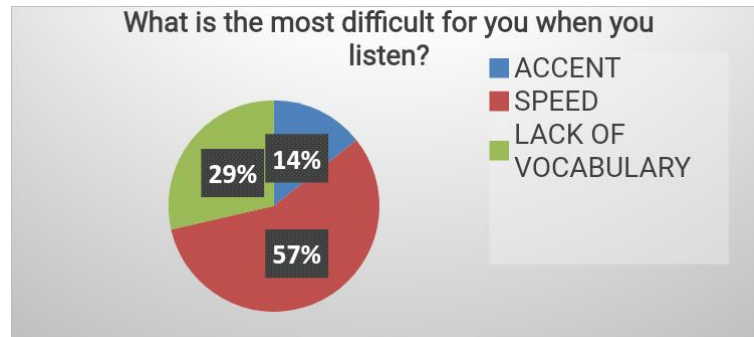
Figure 12. Ways to get closer to the English Language



Finding No. 4. The recognition of accent, vocabulary and speed proved difficult in OAM.

To explain better the difficulties in listening, we commence by identifying the challenges students confront when experiencing listening.

Figure 13. Difficult listening skills.



The first obstacle we found was pronunciation because they differ considerably from the way they are written, additionally, one word could vary depending on the accent. "For example, it is different to listen to "thirty" pronunciation in British or American accent, that without taking into account that people from both Asia and Latin America have also a different pronunciation", commented one of our students after finished the interview.

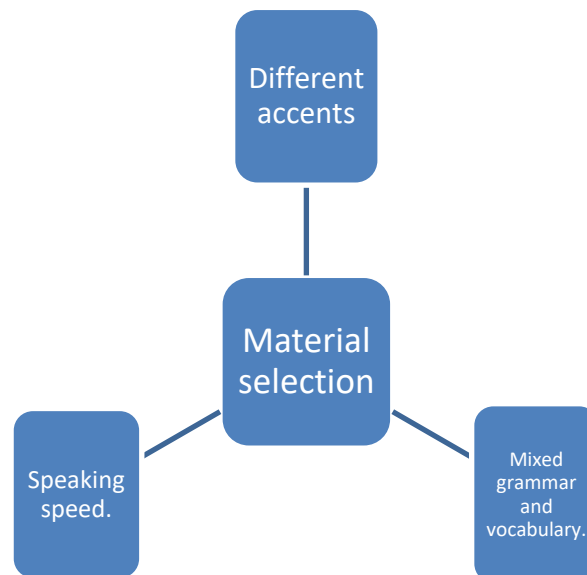
According to the authors, "With the acoustics of the spoken language often varying dramatically to the form of the written language, the identification of the words that constitute the oral discourse could prove to be problematic for the student. Likewise, "listeners, unlike readers, do not have the luxury of regular spaces that signal where words begin or end" (Vandergrift, 2007).

Besides, spoken conversation seldom presents complete sentences, but instead short phrases or contractions which native speakers are used to use. Mispronunciation, rephrasing of utterances, repetition, and hesitation are part of the second problem associated with the speed in verbal interaction, or daily dialogue because these exist in real time and need to be processed

immediately and when the situation is over, false beginners' mental representations do not have time to be concluded. Contrary to reading or writing, listening requires instantaneous processing with few chances to obtain the spoken input again. As (Osada, 2004) states: “In most cases, listeners must process the text at a speed determined by speakers, which is generally quite fast” (Osada, 2004, pp 58).

Finally, the third problem students had was that the vocabulary and sometimes grammar tend to be more relaxed and colloquial and much less formal than the one English classes demand. However, at the moment the student faces a potential real conversation, confusion is the main character because of their vocabulary knowledge is not enough or familiar with complex expressions and words they had never heard before.

Figure 14. Criteria for the selection of materials



Those aspects were reflected in oral production because language modeling is not successful if the participant feels uncomfortable or frustrated when the input is not understood by listening. That is the reason why we took into account accent, speed, and lack of vocabulary as criteria to select the material we were going to work. It was necessary to devise criteria which allow us to work correctly with them. School students cared too much on speed and lack of vocabulary, but they could find a way of comprehending the videos looking for their own strategies where teachers' help where included.

5.3 Conclusions

In this monograph, we analyzed false beginners' reactions towards the implementation of online authentic materials (OAM) as a means for oral expression. Firstly, it invites you to reflect on how we are conducting English teaching at schools, as an isolated subject or as a language. Languages should be experienced and lived related to real contexts where students find applicability and relations to use in this case English correctly and those tools we found there make it possible if they are adapted to needs and likes of specific classes of this population.

The use of OAM in an EFL classroom has some challenges and possible barriers that we could find, however, they are possible to overcome if you really understand that the world is constantly changing and methodologies when teaching should be adapted and updated too. Technology helps to contextualize and interact, if there are not technological devices but when learners and teachers comprehend the material and become absorbed in a topic, they bargain the

way or place to work with OAM and their oral proficiency increases as many other factors, having a positive impact on their target language development, applicability, and interest as was stated by (Renandya, 2011) before.

Regarding our specific objectives, negotiating topics and tasks with courses like ours engaged them to consider and to produce visual and printed texts that expressed their voices and displayed the knowledge. We realized that participants became willing to talk without fear of making mistakes because they are aware that their process of speaking in English is starting and it gives them confidence; the idea is that teachers provide them the correct material to work with.

Learners tend to liberate the barrier between teacher and student participation and leadership inside the English class in concordance to the theory we applied inside the eclectic method proposed by (Kumar, 2013). They created the field of their oral interventions and they also used daily resources they like and distinguish perfectly, even since the very beginning they had thoughts or information to say about the matters and pages they selected. In the beginning, most of them instead of being talking about things they appreciate doing or developing expressed that they did not know how to do it or how to find the correct words in English. Students depended too much on the mother tongue using expressions like: "How do you say X in English?". For that reason, it is significant to make them face their likes into English materials created not for teaching but for entertainment, inform and daily consume.

It is required to have criteria as shadowed by (Tomlinson, 2008) and a guideline which teachers would have to follow before selecting the OAM for each class or period keeping in mind students' thoughts and suggestions but also examining if that specific video, new, movie,

YouTube video or podcast is going to teach them something else apart from trying to imitate spoken English, if they provide enough option to accept diverse opinions and points of view, not controlling them or finding materials that conduct to an isolated point, everything must be a process of building up knowledge and make them world citizenships that could give opinions freely too.

In that way, step by step students could interact between them about subjects of their curiosity not only forcing them to talk but creating interesting activities, class and home exercises but taking into account that it would be better to make them curious about searching more on their own about the issue we worked, the page we proposed; every point they consider important to know in this field. For instance, some students suggested to create a WhatsApp group to share comments, photos or videos related to the class, only writing or speaking in English and about the class at any day, any time.

5.4. Recommendations, pedagogical implications, and further research

Student's contexts and features must be considered before selecting and applying any kind of OAM and it would be useful if learners participate in criteria selection for finding and working with them. Some implications referred to technology are important to take into consideration too; one of the most frequent problems is an internet connection. Sometimes those are strong reasons why teachers recurred to traditional English classes but how can we change that?

It is required to create:

- New and well-structured curriculums which include in a logical way all those points.
- Updated and local framework or criteria for selecting and using OAM.
- Grouping of specific OAMs for precise purposes too.

- Files with download OAM that we can access without an internet connection.
- Groups of intervention and discussion about students' progress when using OAM.
- Extracurricular spaces which work with OAM for learners' oral productions (social media groups).

To end up with the main limitations of our study it must be remembered that the Internet offers us an ambiguous world of opportunities it depends on you how to use it. Some schools in which we worked did not have an internet connection; it was a determinant and we had to find new options for going on with our project. It was a huge weakness when trying to find what to evaluate in our students, at the beginning and based on (Buck, 2001) theory we thought listening would be the main fact of our study because when you listen you are trying to get some meaning but then we comprehended that oral production is our final aim, as the most important construct with some evidence that conferring to some people could be the first step to really experience a language.

Annexes

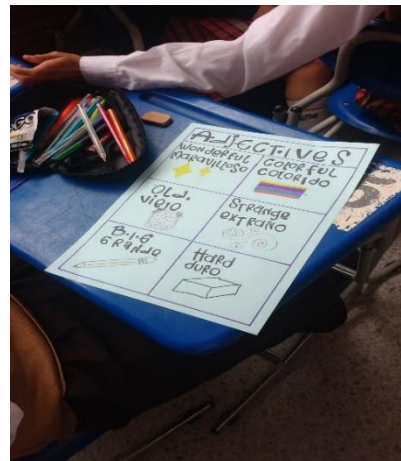
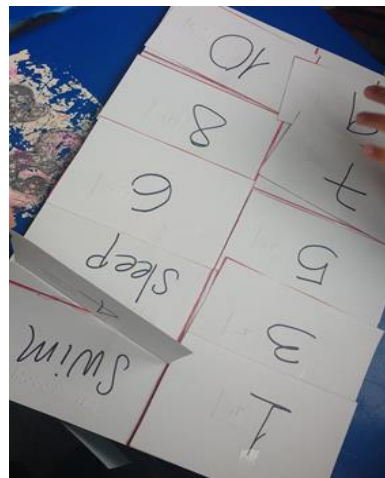
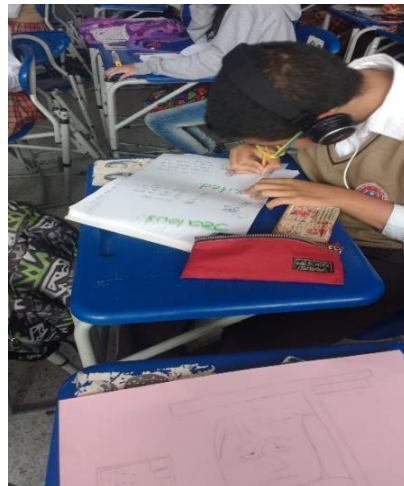
Annex A. Finding No. 1.

There are some samples and evidences from 4.2.1 Lessons Plan on the portfolio, in the planning format #1 of eight grade in which they worked with the new vocabulary and some grammar issues they found in the video about the special vacation spot interview.

After conducting a discussion about the topic and having clear the pronunciation of those new words, they worked with them in their groups by categories (verbs, adjectives, nouns and so on). They prepared some mini posters to paste some of them in the classroom for everyday practice and some others in their portfolios in that way we could continue working class by class

with them orally. They were free to design them as they preferred, with pictures, games, some decided to translated it, other wrote sentences in English, but in the final socialization they needed to used them in an interview as they watched in the OAM video.

What your ideal vacation spot would be?						
Beach	City	Interview	Ideal vacation spot	Strange	Can	
Go	Anywhere	Word	Sand	Wave	Sunny	
Hot	Weather	Enough	Visit	Relaxing	Travel	Comforting
Bustle	Buddy	Sleep	Hear	Live	Place	Swin
Get married	Sun	Fish	Movie	<u>“Wanna go”</u>	Ice cream	Excited
Located	Prefer	Colorful	Big	Old	Hard	Shirt
Dark Glasses	Hat	Like	Guy	Parents		

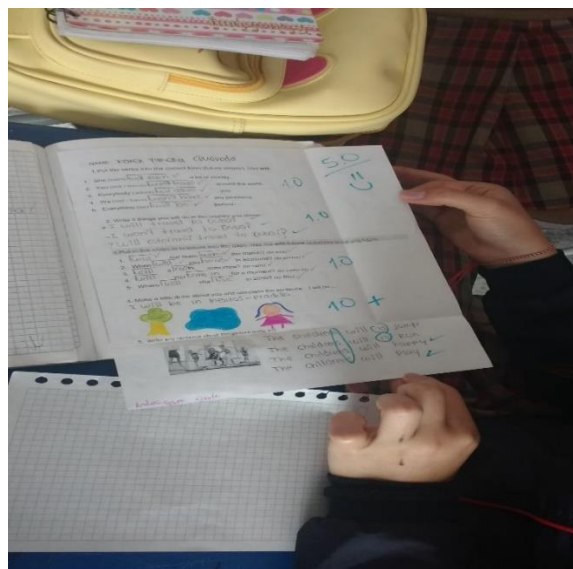


Additionally, we can compare how tenth grade students followed one of the videos examples and how modelling is reflected in the cover photograph of the artifacts.



Annex B. Finding No. 2.

There was one girl from our population in eighth grade who was considered at the beginning as a low performance student but during and after the implementation their grades improved considerably not only in written tests but also in her orality.



Sample:

NAME:

1. Put the verbs into the correct form (according to your preference).

1. She (earn) _____ a lot of money.
2. You (not / travel) _____ around the world.
3. Everybody (adore) _____ you.
4. We (not / have) _____ any problems.
5. Everything (be) _____ perfect.

2. Write 3 things you like to do in the country you chose.

3. Put in the verbs in brackets into the gaps. Use the will-future. Questions in the will-future.

1. _____ our team _____ the match? (to win)
2. When _____ you _____ in Scotland? (to arrive)
3. _____ it _____ tomorrow? (to rain)
4. _____ you _____ for a moment? (to come in)
5. Where _____ she _____ in 2030? (to live)

4. Make a little draw about you and complete the sentence: I will be _____.

5. Write any sentence about this picture (you decide



On the other hand, while we were working with tenth grade we decided to look for their favorite book, they chose Harry Potter as one of the most important, for this reason we used an interview where one of the participants was a young librarian as them, so they feel motivated and close to the content of the conversation, here we have a short fragment of the script.

Anna: Hello, I'm Anna Jones and this is Entertainment. Today we're looking at the continuing popularity of the Harry Potter books written by the British author, JK Rowling. The seventh and final book in the series is due to be published soon and will definitely create as much if not more interest than all the other 6. The characters of the trainee wizards, Harry Potter and his two friends Ron and Hermione, have appealed to children and adults all over the world. We asked Jo Jacobs, a children's librarian near London just how popular she thinks the books are. Well as you'll hear in a moment, she tells us that the books have "captured the imagination" of their readers. The phrase "to capture the imagination" means to become very interested and excited by something, in this case children and adults have got very interested and excited by all of the Harry Potter books:

Jo: I think JK Rowling just really captured the imagination – every boy and girl would like to go to Hogwarts and learn how to do magic – adults too. It's just really fun, well written, and exciting.

Anna: Jo says JK Rowling has captured the imagination of every boy and girl. They would all like to go to Hogwarts – the school where Harry and his friends are learning all about magic and how to become wizards. Jo adds that the books are also very "well written and exciting." She explains what happens at the bookshop each time a new book in the Harry Potter series is published. What time does she say the bookshops open?

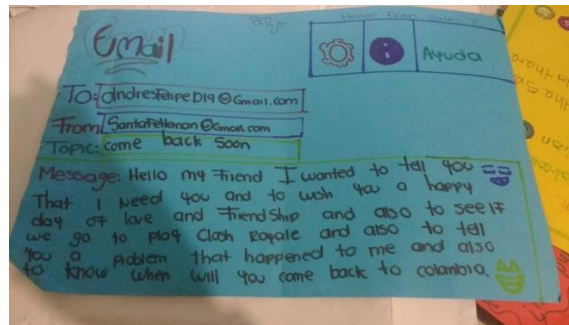
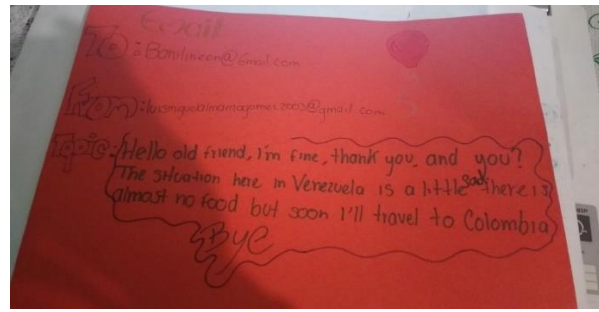
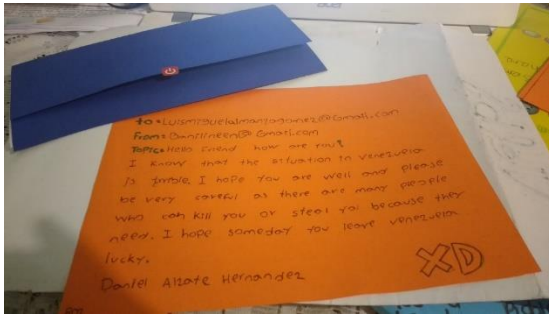
Jo: Book shops open at midnight specially to launch the book with special events and children dress up as wizards – there's special story times and magic events going on – and they just can't wait to get a copy of the book and start reading it at midnight. I'm one of the people who goes at midnight and buys the book and reads it quickly in a day – because they're real page turners – very exciting books. I'm a big fan.

Annex C. Finding No. 3.

Our eight graders worked with some podcasts about Colombian news, they listened to them, we discussed, share opinions and we perceived there meaningful language because they could use the same in their everyday lives, they were asked to write some emails to any person that was involved in that new and when needed to socialize another classmate gave an orally answer to their e-mails, just supposing they were calling them by internet. If we had had the opportunity, instruments and space to type it to make it more real, they would have interacted even more with this kind of language, but we always found the opportunities to simulate it as closer as we could. The only structure we gave was this:

To: _____ . From: _____ .

Topic: _____ .



Moreover, in tenth grade we implemented another interview exercise, but this time related with job appliance, so students would get more acquainted with the target language, this is the exercise we did:

UNSCRAMBLE THE WORDS

- Job interviews 1. _____ (hit miss me always and for are).
 Sometimes I have a great interview and get the job. Other times, 2
 _____ (bombs interview my don't I and) get the job. 3.
 _____ (really prepare important It's to). You must also be confident
 and make sure the interviewer knows you really want the job. 4. _____
 (the The is make interviewer trick to) think you are the best person for the job. I always
 wear my best suit and arrive early. 5. _____ (when smile always
 I walk) I into the interview room. First impressions are very important. 6.
 _____ (a idea talk also good to It's) about your experiences -
 sell yourself. Make sure you have a few 6. _____ (questions ask
 the good to at end) of the interview. Interview technique is something we learn over time -
 you get to 7. _____ (more you relax the interviews have more).

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