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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**LANGUAGE CAREER**

**THESIS TITLE**

**“AUTHENTIC READING RESOURCES IN THE LEARNING PROCESS OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCERO DE BACHILLERATO “A” AT “AMELIA GALLEGOS DÍAZ” HIGH SCHOOL IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2015-2016”.**

Thesis presented as requirement to obtain the Degree of “Licenciatura en Ciencias de la Educación, Licenciado de Inglés”

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This research work prior to obtaining title: Licenciatura en Ciencias de la Educación, Profesor (a) de Idioma Ingles, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías.

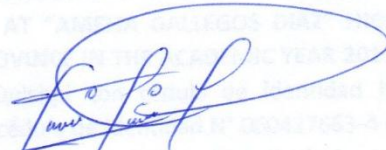
The criteria in the research report: **"AUTHENTIC READING RESOURCES IN THE LEARNING PROCESS OF ENGLISH LANGUAGE IN THE STUDENTS OF THREE HIGH SCHOOL" A "AT" AMELIA GALLEGOS DIAZ "HIGH SCHOOL IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2015-2016** "as well as the contents, ideas, analysis and conclusions are of exclusive responsibility of the authors and the rights of same will correspond to the National University of Chimborazo.

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Presente

De mi consideración:

La presente tiene como objetivo informar acerca del trabajo de Tesis denominado **“AUTHENTIC READING RESOURCES IN THE LEARNING PROCESS OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCERO DE BACHILLERATO “A” AT “AMELIA GALLEGOS DIAZ” HIGH SCHOOL IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2015-2016”**, elaborado por el Sr. José Francisco Lema Quishpi con cédula de identidad N° 060434860-7 y la Srta. Mery Susana Gomez Minta, con cédula de identidad N° 060427663-4 el cual ha sido revisado e ingresado en el programa Plag.es, el cual reportó un 11% de plagio, por lo tanto se enmarca en un rango considerable para su presentación.

Particular que comunico para los fines legales pertinentes.

Atentamente,

  
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Los miembros del Tribunal examinador revisan y aprueban el informe de investigación con el título: Trabajo de tesis de Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés, con el siguiente tema: **“AUTHENTIC READING RESOURCES IN THE LEARNING PROCESS OF ENGLISH LANGUAGE IN THE STUDENTS OF TERCERO DE BACHILLERATO “A” AT “AMELIA GALLEGOS DÍAZ” HIGH SCHOOL IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2015-2016”**.

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## **DEDICATORY**

The creator of all things, who has given me strength to continue to fall when've been; therefore, with all the humility that my heart can emanate, firstly I dedicate my work to God. Similarly, I dedicate this thesis to my mother who has known former with good feelings, habits and values, which has helped me to succeed in the most difficult moments. The man who gave me life, which despite having lost at an early age, has always been taking care of me and guiding me from heaven. My family in general, because they have given me their unconditional support and for sharing with me the good and bad times.

Mery Gomez

## **DEDICATORY**

To God, for letting me get to this special moment in my life. For the triumphs and the difficult times that have taught me to value every day, my parents and all my family because they are the people who have accompanied me throughout in my career, my sponsors, my karina wife and my little son Jhon who have watched over me during this arduous path to becoming a professional. My friend Mery, thanks to the team that we are and reach the end of the road and my teachers, thank you for your time, for your support and for the wisdom that passed me in developing my professional training.

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## RESUMEN

Esta investigación se realizó en el tercero de Bachillerato “A” en el colegio “Amelia Gallegos Diaz” en la ciudad de Riobamba. El presente estudio se enfoca en los diferentes recursos auténticos de lectura que se deben utilizar para la enseñanza y el aprendizaje, luego de observar el principal problema es que los estudiantes no usan diversos recursos auténticos de lectura, ya que esto requiere el uso constante dentro y fuera del aula. El método cualitativo empleado fue etnográfico y el nivel diagnóstico, la cual nos permitió recolectar datos respondiendo a los objetivos propuestos. La información fue recopilada por medio de dos guías de observación durante cuatro semanas. A través de esta investigación y, posteriormente, con la verificación de los objetivos establecidos, se obtuvo los resultados como un cambio positivo en la actitud de los profesores y los estudiantes, en el uso variado de recursos auténticos de lectura en situaciones reales de aprendizaje.

## SUMMARY

This research was developed in the third year of Bachillerato "A" in the school "Amelia Gallegos Diaz" in Riobamba City. The present study focuses on the different authentic reading resources that should be used for teaching and learning, after observation the main problem is that students do not use authentic reading resources; this requires constant use outside and inside the classroom. The qualitative method employed was ethnographic and the diagnostic level, which allowed us to collect data, those respond to the goals that were proposed. The information was collected through two observation guides for four weeks. Through this research and the verification of the established goals, a positive result was obtained there is a change in the teachers and students attitude, in the use of authentic reading resources in real learning situations. In conclusion, the use of authentic resources that the educator commonly uses in class such as short stories, books and songs is very limited. That has caused frustration, disconcerted and low motivation in students to learn and improve their English language skills.



Reviewed by: Larrea Maritza  
Language Center Teacher



## INTRODUCTION

To learn a language effectively, students need to know how to learn and what to learn. Having a repertoire of the use the authentic reading resources can help students to have a meaningful learning.

The main purpose is to diagnostic the use of authentic reading resources in the learning process of English language in the students of Tercero de Bachillerato “A” at “Amelia Gallegos Diaz”.

Through the observation, the principal problem was that student do not use diverse authentic reading resources in the classroom also performance of students is limited by the fear of not using expressions properly, making it difficult interpersonal contact with the teacher, leading to a reduction of communicative goal set by the teacher, and feeling frustrated and disconcerted by learning the language. This aspect awoke the interest to develop this work in which was written the most relevant authentic reading resources that a teacher could apply in teaching-learning reading in the class.

The thesis has been divided into five chapters: the referential framework that covers the statement of the problem, theoretical framework, methodological framework, the analysis and interpretation of data, conclusions and recommendations.

**Chapter I.** – Contains the analysis about the current situation, problem formulation, and general and specific objectives. It indicates what and why of the research, the causes of the problem and the effect that it produces in students at Tercero de Bachillerato.

**Chapter II.** – Discuss about theoretical framework, theoretical approaches, hypothesis approach, and operationalization of variables. Also here we can understand and establish the importance of research.

**Chapter III.** – Refers to the methodology used, design of research, type and level of research used, sample and population, techniques and instruments for data collection, data analysis and procedural techniques.

**Chapter IV.** – Analysis and interpretation of data, all the obtained results are graphically represented and all the corresponding interpretations were clearly formulated.

**Chapter V.** – Conclusions, recommendations, bibliography and attachments are mentioned.

## **CHAPTER I**

### **1. REFERENCE FRAMEWORK**

#### **1.1 THE RESEARCH PROBLEM**

Students do not use diverse authentic reading resources

#### **1.2 PROBLEM DEFINITION**

The Amelia Gallegos Diaz high school is located in Chimborazo province, the city of Riobamba. It was created in 1980, it has forty classrooms, a library, a lab, a multimedia classroom, one thousand six hundred twenty five students, and fifty two teachers. The high school facilities in the distribution for each area according the subject but there are not use classrooms equipped according to the student's needs. Teacher uses normally education ministry course books. The time of the class is 40 min for the lack time the teacher cannot develop the good way the activities in class.

Through previous observation during the English class the researchers identified, the educators usually does not use different resources according the student's needs, for the lack of time to research and develop activities in class. Course students come from urban and rural areas, families comprise more than five members; the father is the one that works and earns money for supporting their family.

Moreover of students is limited by the fear of not using expressions properly, making it difficult interpersonal contact with the teacher, leading to a reduction of communicative goal set by the teacher, and feeling frustrated and disconcerted by learning the language. This drawback occurs to the students of Tercero de Bachillerato "A" at "Amelia Gallegos Diaz" high school.

Cited this drawback, the researchers will proceed with the following diagnostic about the use of authentic reading resources with the object of improve the learning and participation of students in classroom.

### **1.3 FORMULATION OF THE PROBLEM**

How students use the authentic reading resources in the learning process of English language in the students of Tercero de Bachillerato “A” at Amelia Gallegos Diaz high school in the city of Riobamba, Chimborazo province in the academic year 2015-2016?

### **1.4 QUESTIONS GUIDELINES**

1. How to observe the student’s use of reading resources?
2. How to select the most common authentic reading resources?

### **1.5 OBJECTIVES**

#### **1.5.1 GENERAL**

To diagnose the use of authentic reading resources in the learning process of English language in the students of Tercero de Bachillerato “A” at “Amelia Gallegos Diaz” high school in the city of Riobamba, Chimborazo province in the academic year 2015-2016.

#### **1.5.2 SPECIFIC**

- To observe the student’s use of reading resources.
- To select the most common authentic reading resources.

## **1.6 JUSTIFICATION OF THE RESEARCH**

The purpose of this research was to diagnose the use of the authentic reading resources in the learning process of English language in the students of Tercero de Bachillerato “A”, arises as responses there is not use diverse authentic reading resources

To have a high level of English learning was necessary to learn through good motivation the authentic resources; being an effective method to acquire and practice mini-skills such as scanning given a news article and asked to look for specific information as amounts, percentages, etc. The students can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the opportunity to have a say the topics or kinds of authentic reading resources to be use in class.

The direct beneficiaries were students of Tercero Bachillerato “A”; at “Amelia Gallegos Diaz” high school also teachers because the different authentic resources help especially low-level students to generate greater interest and develop their skills.

The feasibility of project research has unconditional cooperation of the authorities, professors, students, authorization of the district, and the principals of the school permission also the technological resources such as computers and networks connection.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1 BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

The research around the world has verified that there is not similar research; but it has found some workable researches considering words of the first variable such us: Authentic reading resources.

According Sacha Anthony Berardo says: “The use of authentic materials in the teaching of reading in primary school Finland”. This thesis is about the use of authentic materials in the classroom where the student benefiting from the exposure to real language being used in a real context.

For Sushan Bedy “Using authentic reading materials at the beginning levels”. This Thesis is about how the students at beginning levels receive enough stimulation in reading with authentic material recommended such us poems, newspaper, magazines, telegrams, and various forms.

#### 2.2 THEORETICAL FOUNDATION

##### 2.2.1 Reading

###### 2.2.1.1 What is reading?

**Reading** means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However, reading always has a purpose. It is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. (Alderson, 2000)



### 2.2.1.2 Types of reading activities

Berardo, (2013) Gives possible solution which is to give text related tasks. There are three basic types of reading activities:

1. **Pre-reading.** - This activity is used to activate existing schemata or background knowledge of the students. It also provides information of linguistic or social-cultural inadequacy to prepare the students for reading the text. Examples:

- Activate prior knowledge
- Set a purpose
- Identify authors
- Purpose
- Preview ( formulate hypothesis about the context, use titles, illustrations, headings)
- Make predictions
- Get an idea of texts organization
- Vocabulary
- Mind mapping

2. **While-reading** used to encourage the students to be a flexible and active reader also to promote an interaction between reader and writer. Examples:

- Read silently
- Re-read
- Read aloud
- Check predictions
- Clarify
- Monitor
- Analyze
- Guess
- Find answers
- Word associations
- Use context

- Use phonetic
- Dictionary use

**3. Post-reading** This activity often comes as questions that follow a text. It is used to test understanding. Examples:

- Summarize
- Reflect on has been learned
- Find relationships
- Associate new information with old
- Seek feedback
- Interpret text
- Make connections
- Confirm predictions
- Journals
- Reading logs
- Note taking

### **2.2.3 Authentic resources**

Nunan, (1999) Defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their own samples of authentic language data from real-world contexts outside of the classroom. They practice listening to and reading genuine language drawn from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the real world in situations as they occur.

### **2.2.3.1 Using authentic resource**

It is essential that educators are well prepared at the moment of using authentic material because it can cause different reactions for different learners. First, when individuals first begin using authentic material, they hand out materials to each student and have them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. Educators give each pair the authentic material and a question handout. Students tend to contribute individual strengths to the completion of tasks. In addition, most of the teachers usually tell students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material. Second, after the authentic material has been given to learner's teachers should give a brief explanation and point out, for example, the importance of the table of contents in a pamphlet or the legend of a map.

This is a good time for the teacher to explain measures, abbreviations, difficult words, expressions, etc. While the students are working on the assignment, educators help students by answering questions and commenting on their work. This is also a good chance to give ideas to those who are stuck on a particular question. Once the time assigned for the activity is up, educators collect the material along with the question handout and go over the difficult questions with the class. If the handouts are checked by teachers, it is a good idea to make sure they have a chance to work with various partners over the class, so students compare their answers.

### **2.2.3.2 Advantages**

- “Real” language exposure with language change/variation being reflected
- Students are informed about what is happening in the world
- Textbooks tend not to include incidental/improper
- English and become outdated very quickly
- The same piece of material can be used for different tasks
- Special preparation is necessary, can be time consuming
- Ideal for teaching/practicing mini-skills-skimming/ scanning
- Contain a wide variety of text types, language styles not easily found in conventional teaching materials.

### 2.2.3.3 Types of Authentic Resources:

Gebhard, (1996) Gives more examples of authentic materials EFL-ESL teachers have used. Some of his examples, which may serve as source material for lesson planning, are shown below:

1. **Authentic Listening Viewing Materials** - TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. **Authentic Visual Materials** - slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. **Authentic Printed Materials** - newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
4. **Realia** (Real world objects) Used in EFL ESL Classrooms coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

### 2.2.3.4 Important Factors in Choosing Authentic Resources

Berardo N. c., (2000 - 2006) Gives three main criteria in choosing authentic materials to be used in classroom.

#### a. Suitability of content

The texts should be interested, motivated and also relevant to the student's needs.

- Does the text interest the student?
- Is it relevant to the student's needs?
- Does it represent the type of material that the student will use outside of the classroom?

#### b. Exploitability

Exploitability refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

- Can the text be exploited for teaching purposes?

### **c. Readability**

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

- Is the text too easy/ difficult for the student?
- Is it structurally too demanding/ complex?
- How much new vocabulary does it contain? Is it relevant?

### **d. Presentation**

- Does it “look” authentic?
- Is it “attractive”?
- Does it grab the student’s attention?
- Does it make him want to read more?

#### **2.2.3.5 Working with authentic resources**

Using authentic material in the class can be positive for many of the students. In fact, most of the students who are learning a second language tend to achieve different levels of comprehension in that language depending on how long they have studied or their individual skills. Students’ knowledge of the English language has been divided into three main levels. Low level. There are many ways of teaching students whose English level is low. For instance, using tools such as timetables, menus, short headline type reports, audio and video advertising, or short news broadcasts can be useful.

#### **2.2.4 Authentic reading resources**

Authentic reading resources produced a sense of achievement. Extracting real information from a real text increasing students’ motivation for learning by exposing them to real language. They also reflect the changes in language use, something that does not occur in textbooks, which become very dated, very quickly as well as giving the learner the proof that the language is real and not only studied in the classroom (Morley G. , 2001)

“Authentic reading materials have been defined as real-life texts, not written for pedagogic purposes. They are materials that have been produced to fulfill some social purpose in the language community in contrast to non-authentic texts that are especially designed for language learning purposes” (Wallace, 1992)

“Authentic reading material. - This section begins with my first interview question, “What is authentic reading material?” and I was surprised by the responses. The wide range of answers included: materials (P1) “...gathered from authentic sources like magazines, the internet, books;” (P2) “...material published by an English native speaker;” (P3) “something that you collect that is current in today’s society;” and (P4) “most of the classic literature.” As can be seen, these answers are rather vague and differ from each other. Most of the earliest definitions in this paper defined authentic as being either written by a native speaker and/or read by native speakers. (Adams, 1995,1991)

Having been written by a native English speaker was not even part of the criteria for some of the participants. Additionally, there were no specific factors common to all participants, even with such a small group. Where one participant said something current and new, another said something old and classical. The only unifying factor of all the definitions, which was not directly stated, was that authentic reading material is that which is not written for a textbook designed to teach English as a second/foreign language. This common feature was implied in all the interviews by contrasting the textbook with what the participants deemed as authentic material. Furthermore, this commonality agrees with both. (Tomlinson, 2006,2001).

#### **2.2.4.1 The authentic reading resources are:**

- Novels Utility bills
- Order forms
- Restaurant menus
- Train tickets
- Street signs
- Coupons
- Traffic tickets
- Greeting cards
- Calendars

- Report cards
- Sports reports
- Magazines
- Newspapers
- Short stories
- Internet materials
- Books
- Poems
- Brochures
- Movie advertisements
- Astrology columns
- Obituary columns
- Advice columns
- Lyrics to songs
- Cereal boxes
- Candy wrappers
- Tourist information brochures
- University catalogs
- Telephone books
- Maps
- TV guides
- Comic books
- Grocery coupons
- Pins with messages
- Bus schedules

#### **2.2.4.2 Basic parameters to consider when simplifying authentic reading texts**

- **Linguistic simplicity:** grammatical structures, lexical items and readability;
- **Cognitive simplicity:** age, education, interests of the learner.
- **Psychological simplicity:** does it follow traditional social norms.

Another possible solution is to give text related tasks. They are three basic types:

- **Pre-reading:** used not just to test or compensate for linguistic/socio-cultural inadequacies but also used to activate existing schemata.
- **While-reading:** used to encourage the learner to be a flexible, active reader also to promote a dialogue between reader and writer.
- **Post-reading:** often are questions that follow a text, used to test understanding.

#### **2.2.4.3 The Use of Authentic Reading Resources in the Classroom**

One of the main ideas of using authentic resources in the classroom is to “expose” the learner to as much real language as possible. Even if the classroom is not a “real-life” situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity “As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity.” (Wallace, 1992)

Even if true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language. (Morley G. &, 2001)

#### **2.2.4.4 Important Factors in Choosing Authentic Reading Resources**

- **Suitability of Content**

Does the text interest the student?

Is it relevant to the student's needs?

Does it represent the type of material that the student will use outside of the classroom?

- **Exploitability**

Can the text be exploited for teaching purposes?

For what purpose should the text be exploited?



- **Readability**

Is the text too easy/ difficult for the student?

Is it structurally too demanding/ complex?

How much new vocabulary does it contain? Is it relevant?

- **Presentation**

Does it “look” authentic?

Is it “attractive”?

Does it grab the student’s attention?

Does it make him want to read more?

### **2.2.5 What is learning?**

The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously throughout a person's lifetime. To define learning, it is necessary to analyze what happens to the individual. For example, an individual's way of perceiving, thinking, feeling, and doing may change as a result of a learning experience. Thus, learning can be defined as a change in behavior as a result of experience. This can be physical and overt, or it may involve complex intellectual or attitudinal changes, which affect behavior in subtler ways. In spite of numerous theories and contrasting views, psychologists generally agree on many common characteristics of learning. (Winograd, 1977)

#### **2.2.5.1 Learning is an Active Process**

Students do not soak up knowledge like a sponge absorbs water. The instructor cannot assume that students remember something just because they were in the classroom, shop, or airplane when the instructor presented the material. Neither can the instructor assume that the students can apply what they know because they can quote the correct answer verbatim. For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

### 2.2.5.2 English language learning

English language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Following the tradition in our field, the term “L2” it is used in this chapter to refer to second or a foreign language. (Lopez, 2009).

### 2.2.5.3 Language learning as a process

It is via a conscious process of study and attention to form and rule learning.

Language learning occurs actively and consciously through explicit or formal learning and instruction.

Result:

- Gain explicit knowledge about a language
- Having knowledge and awareness about second language rules

## 2.3 Definition of basic terms

**Reading:** it is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

**Authentic resources:** these are the materials that have been produced to fulfil some social purpose in the language community. “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for” (p.1). In this section, the advantages of using authentic materials in language teaching will be explored, and also the drawbacks of using them will be discussed”. (Martinez, 2002)

**Learning:** is the process of acquiring knowledge, skills, values and attitudes, made possible by studying, teaching or experience. This process can be understood from different positions, which implies that there are different theories related to his learning. Behavioral psychology.

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1 RESEARCH DESIGN

This research was a qualitative approach; this was based on the direct observation to describe the phenomena to be studied through the observation guide technique with the students of Tercero de Bachillerato “A” at Amelia Gallegos Diaz. This was applied during four weeks.

Finally, it allowed to analyze the characteristics of the problem to carry out this research.

#### 3.2 TYPE OF RESEARCH

In this research project used inductive, documental, and field research.

**Inductive research:** through the following steps: observation, experimentation, comparison and generalization started from particular to general facts focused to determinate the student.

**Documental research.** – Allowed to get the necessary data and different types of information, presenting data and the information using methods and instruments to obtain results of a particular problem through observation guides to students of Tercero de Bachillerato.

**Field research.** – This one permitted to obtain information of the factors influencing learner’s motivation.

**Methodological design:** Ethnographic. It is suited for the educational field. This qualitative research method was chosen to learn and describe the classroom practice and what they do specifically, teacher and students in the classroom context regarding the use of authentic reading resources in the learning process.

### 3.3 LEVEL OF RESEARCH

This research was diagnostic:

- **Diagnostic research.** - The researcher must be able to define clearly, what the readers wants to measure and must find adequate methods for measuring it along with a clear cut definition of “Population” students wants to study. (Recce, 2010)

This research was apply during six months.

### 3.4 OBJECTIVES OPERATIONALIZATION

OBJECTIVE	ACTIVITIES	RESOURCES
To observe the student`s use authentic reading resources.	<ul style="list-style-type: none"> <li>• Reading information related with the use of authentic resources.</li> <li>• Direct observation</li> <li>• Application of the observation guide in the students of Tercero de Bachillerato “A”.</li> <li>• Collect the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Books</li> <li>• Online materials</li> <li>• Observation guide</li> <li>• Students</li> </ul>
To select the most common authentic reading resources.	<ul style="list-style-type: none"> <li>• Review the information from the general observation guide.</li> <li>• Writing final conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Student</li> <li>• Online materials</li> <li>• Observation guide</li> </ul>

## **3.5 POPULATION AND SAMPLE**

### **3.5.1 Population**

Population was chosen for research are students of Tercero de Bachillerato “A” at “Amelia Gallegos Diaz”, the students of this course come from urban and rural areas of the city of Riobamba, their families consist of four or more members, being the householder who brings home. The social cultural situation is average where the level of education of household members is high and in some cases a low level where there are few who have a situation where their parents have only primary education. In addition, students do not receive help with their English homework by any member of your household, they need as parents encourage and guide them in academic development.

### **3.5.2 Sample**

As the population is small, a sample was not applied, in consequence the researches worked with all the involved population in the investigation process.

### **3.5.3 Procedures**

To investigate this study, the researcher is involved in the observation process. Observation of the use of authentic reading resources how the teacher applies these resources. The selection of the area is methodology through this area the researcher can analyze the different resources that can use in class according the classroom environment, where authentic reading resources have an important way of produced a sense of achievement. Extracting real information from a real text increasing students’ motivation for learning by exposing them to real language. The specific problem concerning in the classroom performance of students is limited by the fear of not using expressions properly, making it difficult interpersonal contact with the teacher, leading to a reduction of communicative goal set by the teacher, and feeling frustrated and disconcerted by learning the language. This aspect awoke the interest to develop this work in which was written the most relevant authentic reading resources that a teacher could apply in teaching-learning reading in the class. To access the field of study which is Tercero de Bachillerato “A” at "Amelia Gallegos Diaz" High School it accessed with an official letter to the rector, who very politely he

agreed access us, then we talked to the teacher in charge of the area English and the students, who agreed us equally to the study of the subject, any objection was not filed. The contact with students was friendly, there was interaction, good behavior, attention and respect, while the teacher began the class, we interacted with her and students, we encourage students to participate and pay attention but when the teacher gives the class the students pay less attention because the resources that teacher used was not according the level of them and they prefer to used things ,such as cell phones, toys, and things that not corresponding the subject finally they felt frustrate. The role that we as researchers was to become a member of the group being studied, and hiding the group the role of researcher to avoid disrupting normal activity, behaving in such a way that they become a part nonintrusive to develop ourselves effectively in data collection through observations guides and document analysis for qualitative research we are doing based on authentic reading resources. The aspects that were observed are the relationship between teacher and students, interests, interactions, problems, and needs of students. Reaction to the implementation of a class with authentic reading resources, interaction of the students with the teacher. Data were collected using observation guides that were used to improve the methodology of teaching knowing the needs, interests, and problems of students. This information was obtained from observation in the classroom of the "Amelia Gallegos Diaz" were collected during four weeks by researchers to be part of the stage research, performing observations involves a variety of authentic Reading resources , which include different types of reading resources, establish relationships, select key informants, processes for conducting observations, deciding what and when to observe, keep field notes, and write the findings that have thus obtained recording data consisting of information gathering. This is accomplished through observation guides; where researchers obtain and develop information systems achieving its objectives, finding information through the tool. Finished data collection based on procedures, become to resolve the question posed in the investigation, and we conclude the field study because the information gained was enough to solve the research problem. After observing and collecting data trough observation guides the results will be analyzed, organized and investigated and finally the information is interpreted to conclude the investigation.

### 3.6 TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION

In the research it was used the following techniques:

- **Observation:** This was the way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting.
- **Instruments:** The resources or basic elements to collect information about research. The instruments were observation guides.

### 3.7 DATA ANALYSIS AND PROCEDURAL TECHNIQUES

The data was gained by applying the authentic reading resources influence in the learning process of English language in the students of Tercero de Bachillerato “A” at Amelia Gallegos Díaz. It was necessary to anticipate a plan for the collection of data on the information gathered.

- Critical review of the information.
- Analysis and interpretation of results.
- Interpretation of the results with the support of the theoretical framework.
- Establishment of conclusions and recommendations.

## CHAPTER IV

### 4. DATA PROCESSING AND ANALYSIS OF RESULTS



#### UNIVERSIDAD NACIONAL DE CHIMBORAZO

#### OBSERVATION GUIDE #1 APPLIED TO TERCERO DE BACHILLERATO “A”

**INSTITUTION NAME:** Unidad Educativa “Amelia Gallegos Díaz”

**CLASS:** Tercero de Bachillerato “A”

**RESEARCHERS:** Mery Gomez, Francisco Lema      **SCHOOL YEAR:** 2015-2016

OBJECTIVE	INFORMATION	ANALYSIS
To observe the student`s use of reading resources.	The English classes are motivating and active.	Most of students affirm that sometimes English classes are motivating and active. The motivation and active help student teacher facilitating in the teaching – learning process.
	The teachers use the authentic reading resources.	The most of the students said that teachers rarely use the authentic reading resources. The use of authentic reading resources in the classroom is significant so the students are exposed to the real discourse.
	Authentic reading resources help to facilitate the English learning process.	Students affirm that usually authentic reading resources help to facilitate the learning process. With authentic reading resources, the students develop their skill and they informed about what is happening in the world.



	<p>Students feels motivation to learn with course book.</p>	<p>The student said that usually feel motivation to learn without course book. The course book in classroom every day needs to be reinforce with authentic resources to increase the learning motivation.</p>
	<p>The reading books facilitate the teaching learning English.</p>	<p>Scholars said that reading books usually facilitate the teaching learning process. The reading help to students in their learning and teaching such us vocabulary, acquired knowledge, develop their skills and informed cultural information.</p>
	<p>Students participate actively in the class.</p>	<p>The most of the learners said that sometimes they participate actively in class. The active participation in class should be encouraged by the teacher, the use of resource increase student's participation.</p>

**Source:** Observation guide applied to Tercero de Bachillerato “A” at “Amelia Gallegos Diaz”

**Elaborated by:** Mery Gomez and Francisco Lema



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**OBSERVATION GUIDE #2 APPLIED OF TERCERO DE BACHILLERATO “A”**

**INSTITUTION NAME:** Unidad Educativa “Amelia Gallegos Díaz”

**CLASS:** Tercero de Bachillerato “A”

**RESEARCHERS:** Mery Gomez, Francisco Lema      **SCHOOL YEAR:** 2015-2016

OBJECTIVE	INFORMATION	ANALYSIS
To select the most common authentic reading resources	Short stories	<ul style="list-style-type: none"> <li>• In the first week the use of short stories impact to students in classroom because English language teachers should select the stories carefully, keeping in view the linguistic and conceptual level of the learners.</li> <li>• In the second week the use of short stories impact to students in classroom because short stories offer authentic reading resources which give the language learners an opportunity to interact with the text emotionally and involve themselves personally.</li> </ul>
		<ul style="list-style-type: none"> <li>• The third week the use of short stories impact to students in classroom</li> </ul>

		because the use of short stories as an effective resource for teaching basic language skills particularly the reading skills.
	Comic books	Finally the most of students admitted that the authentic reading resources most common in the fourth week are comic's books. The importance of use comic's books in classroom is an asset in education because of its motivating power.
	Lyrics to songs	Most of students said that lyrics songs are most common in the fourth week. Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language.

**Source:** Observation guide applied to Tercero de Bachillerato “A” at “Amelia Gallegos Diaz”

**Elaborated by:** Mery Gomez and Francisco Lema

### **4.3 EVALUATION AND ANALYSIS**

The results of this study have shown that authentic reading resources influence in a positive way in the learning process in students of Tercero de Bachillerato “A” at Amelia Gallegos Diaz high school in the city of Riobamba, Chimborazo province in the academic year 2015-2016.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

- According to the observation the use of the authentic reading resources on students is limited there is not using properly, making the interpersonal contact with the teacher, difficult to a reduction of communicative, feel frustrated and disconcerted by learning the language.
- According to the research there are many authentic reading resources to use in classroom. Like reading resources such as short stories, comic books and lyrics to songs in students of Tercero de Bachillerato “A”.

## **5.2 RECOMMENDATIONS**

- It is essential that the educators use different authentic reading resources. In fact most of the students who are learning a second language need to use resources to improve their motivation, attitude and learning to increase their knowledge.
- The use of authentic materials should not be limited in the classroom, rather the teacher has to find a variety of these to motivate students in each class Novels, Magazines, Newspapers, Sports reports, Street signs, Greeting cards, Restaurant menus, Astrology columns, TV guides etc. These authentic resources involve students in the foreign culture and they learn in a fun way without applying any traditional technique.

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# ANNEXES



## UNIVERSIDAD NACIONAL DE CHIMBORAZO

### OBSERVATION GUIDE # 1 APPLIED OF TERCERO DE BACHILLERATO “A”

**INSTITUTION NAME:** Unidad Educativa “Amelia Gallegos Diaz”

**CLASS:** Tercero de Bachillerato “A”

**RESEARCHERS:** Mery Gomez, Francisco Lema      **SCHOOL YEAR:** 2015-2016

N.	STUDENTS	USUALLY	SOMETIMES	RARELY
1.	The English classes are motivating and active.			
2.	The teacher use the authentic reading resources.			
3.	Authentic reading resources help to facilitate the English learning process.			
4.	Students feels motivation to learning with course book.			
5.	The reading books facilitate the teaching learning English.			

6.	Students participates actively in the class.			
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**Source:** Observation guide applied to Tercero de Bachillerato “A” at “Amelia Gallegos Diaz”

**Elaborated by:** Mery Gomez and Francisco Lema



## UNIVERSIDAD NACIONAL DE CHIMBORAZO

### OBSERVATION GUIDE # 2 APPLIED OF TERCERO DE BACHILLERATO “A”

**OBJECTIVE:** To select the most common authentic reading resources

**INSTITUTION NAME:** Unidad Educativa “Amelia Gallegos Diaz”

**CLASS:** Tercero de Bachillerato “A”

**RESEARCHERS:** Mery Gomez, Francisco Lema      **SCHOOL YEAR:** 2015-2016

N.	WEEKS	NEWSPAPER	SHORT STORIES	BOOKS	COMIC BOOKS	LYRICS TO SONGS
1	Week 1					
2	Week 2					
3	Week 3					
4	Week 4					

# PHOTOS









