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FACULTAD DE CIENCIAS DE LA EDUCACION,
HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

TITLE OF RESEARCH WORK

“To describe the use of “ADAPTING” as a methodological strategy to develop authentic communication with students of Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera”, in Colta Canton, Chimborazo Province, during the academic period 2017-2018”.

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COMMITTEE MEMBERS CERTIFICATE
UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS


Los miembros del Tribunal de Graduación del Proyecto de Investigación de título:

“TO DESCRIBE THE USE OF “ADAPTING” AS A METHODOLOGICAL STRATEGY TO DEVELOP AUTHENTIC COMMUNICATION WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN BÁSICA “B” AT UNIDAD EDUCATIVA “JAIME ROLDÓS AGUILERA”, IN COLTA CANTON, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2017-2018”, presentado por la señorita Myriam Gabriela Naula Lema dirigido por la Msc. Daysi Fierro.

Escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación, se informa que se han realizado las observaciones pertinentes, se remite la presente para uso y custodia de la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.

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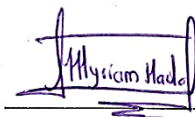
THESIS AUTHOR

The content of this research is under the single responsibility of the author Myriam Gabriela Naula Lema, students' Language School, with the following theme:

“TO DESCRIBE THE USE OF “ADAPTING” AS A METHODOLOGICAL STRATEGY TO DEVELOP AUTHENTIC COMMUNICATION WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN BÁSICA “B” AT UNIDAD EDUCATIVA “JAIME ROLDÓS AGUILERA”, IN COLTA CANTON, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2017-2018”.

The contents, thoughts, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba, 3 de diciembre del 2018



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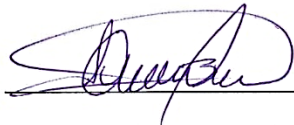
CERTIFICACIÓN DEL TUTOR

La suscrita TUTORA. Mgs. Daysi Fierro, del proyecto de tesis, certifico que el presente trabajo investigativo fue revisado sobre el tema:

“TO DESCRIBE THE USE OF “ADAPTING” AS A METHODOLOGICAL STRATEGY TO DEVELOP AUTHENTIC COMMUNICATION WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN “B” AT UNIDAD EDUCATIVA “JAIME ROLDÓS AGUILERA”, IN COLTA CANTON, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2017-2018”

Desarrollado por la Srta. Myriam Gabriela Naula Lema, estudiante de la Facultad de Ciencias de la Educación Humanas y Tecnologías de la Carrera de Idiomas.

Certifico-. Que dicho trabajo investigativo, ha sido revisado minuciosamente, el mismo que consta con el cien por ciento de todos los requisitos técnicos, científicos y normas reglamentarios, por lo que **AUTORIZO** la presentación al TRIBUNAL para realizar el trámite respectivo al organismo pertinente.



Mgs. Daysi Fierro

TUTORA DE LA TESIS

DEDICATORY

This research is dedicated to all of my family, who have sustained me in every single step a long my life. I want to thank to my parents for being my support and inspiration. Thanks to my husband Roberto and my little son Isaí for helping me with their time and comprehension in this long study process at the Universidad Nacional de Chimborazo.

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RESUMEN


Esta investigación se basa en el uso del método de adaptación como estrategia metodológica para desarrollar comunicación auténtica en los estudiantes de Décimo Año de Educación Básica “B” de la Unidad Educativa “Jaime Roldós Aguilera” del Cantón Colta, provincia de Chimborazo. Es un estudio enmarcado en un enfoque cualitativo ya que se llevó a cabo un proceso de observación para describir las características del problema, considerando información de tipo científica y empírica acerca del uso del método de adaptación para el desarrollo de una comunicación auténtica entre los estudiantes. El método etnográfico y la observación directa fueron utilizados para recopilar la información necesaria para ampliar la investigación. En los resultados se evidenció que la mayor parte del tiempo la profesora se enfoca en únicamente llenar las tareas del libro, sin evidenciarse ninguna actividad en la que ellos pudieran entablar una conversación entre ellos usando la gramática y el vocabulario propuesto. Los estudiantes no son capaces de iniciar y mantener conversaciones básicas, responden aisladamente preguntas como: What is your name?, How old are you?, Where do you live?, y cuando se les solicita continuar con la conversación sobre otros aspectos como family, likes, dislikes, customs, traditions and culture, no pueden hacerlo. La falta de vocabulario se evidencia constantemente al preguntarles palabras que expresen sus ideas pese a que ellos han completado estas actividades en sus libros. Se recomienda incrementar las oportunidades para que los estudiantes puedan hablar inglés, creando contextos que motiven el uso del conocimiento que los estudiantes adquieren en clases mientras llenan las actividades de sus libros de trabajo.

PALABRAS CLAVE: Adaptación-Método-Comunicación Auténtica

ABSTRACT

This research focuses on analyzing the use of “ADAPTING” as a methodological strategy to develop authentic communication with students of Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera” in Colta Canton, Chimborazo Province. The study is based on the qualitative approach through an observation process focused on describing the problem characteristics, considering scientific and empirical about the use of adapting as a methodological strategy to develop authentic communication with students. The ethnographic method and the direct observation technique were used to collect the necessary information to develop the research. The results evidenced that most of the time the teacher focuses just on completing or fulfilling the tasks in the book, it could not be evidenced any activity in which the students had to talk about themselves using the grammar or vocabulary developed in the workbook. The students are not capable to initiate, maintain and end even a so basic conversation, they can just answer isolated questions such as: What is your name? How old are you? Where do you live? When they were challenged to continue the conversation by asking and answering other questions about their neighbourhood, family, likes, dislikes, customs, traditions, culture, they could not. The lack of vocabulary was evident since they were constantly asking for English words to try to express their ideas. Even though they have developed the activities in their workbook, they cannot use these issues. It is recommended to enhance the practice opportunities, the teacher should be conscious that to speak English, her students have to speak in this language every single opportunity they have and she has to manage to create the contexts to encourage the students to use the knowledge they acquire in class

KEY WORDS: Adapting-Method-Authentic communication


Reviewed by: Mónica Cadena
DIRECTORA DE LA CARRERA DE IDIOMAS



INTRODUCTION

Worldwide the use of workbooks for the different subjects of the curricula have made the teacher's work easier and more meaningful. With this wonderful tool, students are actively participating and willing to develop the activities proposed in the workbook, since these are designed according to the students' level and interest, and generally they are attractive for both students and teacher. In 2017, the UNESCO presented a report in which the approximately number of workbooks used in the world is 2,210,000.

The necessity of workbooks goes up year by year especially in the case of the English subject. Therefore, the most prestigious universities in the world such as: Cambridge, Oxford, Pearson, among others; have developed a wide variety of workbook series based on the worldwide accepted framework "Common European Framework of Reference for language learning and teaching (CEFR)", to provide to teachers a well-structured tool for working in English classes.

Unluckily, for non-English speaking students, which is the case of Ecuadorian learners, this material is not so effective since the thematic developed in the workbooks are based on countries like: The United States, The United Kingdom, Canada, Australia. Thus, these topics do not necessarily fit with the student's social contexts and realities. That is why, the Ministry of Education of Ecuador, in 2013 launched The New National Curriculum Guidelines for teaching English which included the necessary materials and resources for its appliance.

This context appears to have multiple advantages but there is a problem; after two years of pre-professional practices in the Unidad Educativa "Jaime Roldós Aguilera", located in City of Colta, in the Chimborazo Province, it was observed that the English teacher in this institution, in every class, she just made her students fill the book even if in their real life they do not experience these events. Fact that takes place in the majority of public institution along the country.

For facing this problematic, this study states that a useful strategy is "Adapting", since it permits the teacher, use the same thematic, vocabulary, grammar, functions and activities, make students learning more realistic and meaningful. For that reason, it is proposed the

research study entitled, “To describe the use of “ADAPTING” as a methodological strategy to develop authentic communication with students of Décimo Año de Educación General “B” at Unidad Educativa “Jaime Roldós Aguilera”, in Colta Canton, Chimborazo Province, during the academic period 2017-2018”.

For facilitating the understanding of the research it has been organised in four sections which are presented like this:

Chapter I.- In this chapter is covered the referential framework which contains the problem statement, objectives and justification of the investigation problematic, where the importance and the objectives achieved are described in detail.

Chapter II. – Here will be found the theoretical foundation, that scientifically helps the study, it is possible to find the necessary information used for the analysis, discussion and interpretation of the gattered results.

Chapter III. – This chapter explains how the study was developed. It holds, the data about the design, type and level of the research; and the used methodology and techniques for the facts collection, analysis and interpretation.

Chapter IV. – At this stage the main conclusions and suggestions are presented. Additionally, the most substantial results obtained from the analysis and interpretation.

CHAPTER I

1 RESEARCH FRAMEWORK

1.1 PROBLEM RESEARCH

The no proper use of workbooks with non-English speaking students who do not share the same cultural and social background as the mainstream.

1.2 PROBLEM DEFINITION

There is no debate about the important and useful role of workbooks in the academic process, it is widely agreed that these benefit to both students and teachers make the teaching-learning practice easier, more interesting and suitable, and usually students are at ease with the activities they propose.

The problem seems to be, how the teacher uses this tool. Harmer (2016) argues that the workbook is just an instrument that leads the academic process and that it is the teacher's responsibility to use it (modify, adapt, eliminate or add topics) seeking to accomplish the best results in the students' academic performance. But, this is not what is happening inside the classroom, teachers are worried more in teaching grammar, completing the tasks and exercises and doing nothing else than what is proposed in the workbook; forgetting for example the intercultural and multilingual axes which are stated in the curriculum.

This fact affects the correct application and accomplishment of the goals established in the National Curriculum for the area, the students are accustomed to repeat grammar-based-patterns that most of the time do not fit their real experiences. They are not able to talk about their historic leaders, hometowns, traditions, languages, etc. This research states that mainly, it happens because the students are not encouraged or challenged to use what they learn for talking about real situations or events proper of their social contexts; and, considers the "Adapting" strategy proposed by Harmer (2016) to be the most useful one for facing this problem.

In the Unidad Educativa "Jaime Roldós Aguilera" the teacher focuses just on completing or fulfilling the tasks in the book, it could not be evidenced any activity in which the students had to talk about themselves using the grammar or vocabulary develop in the

workbook. The students are not capable to initiate, maintain and end even so basic conversation, they just answer isolated questions.

The research counts with the necessary human, technological, economic and bibliographic resources for the normal and correct development of the study; the teacher, students and authorities who are participating in the study are willing to collaborate. They agree that after the study is finished, both students and teachers will benefit, since teachers are going to have the necessary arguments and resources to make students more realistic and meaningful and students will probably know how to use what they learn inside the classroom for talking about their real lives, fact that affirms the research feasibility.

1.3 PROBLEM FORMULATION

How does the use of “ADAPTING” as a methodological strategy helps to develop authentic communication with students of Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera”, in Colta Canton, Chimborazo Province, during the academic period 2017-2018?

1.3.1 GUIDING QUESTIONS

- Is it possible to develop authentic communication through the use of “Adapting”?
- How does the teacher use the English workbook?
- Are students able to talk about their real life issues?
- Which are the advantages of the Adapting strategy to develop speaking?

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	SPECIFIC	GENERAL	SPECIFIC
Methodology	Is it possible to develop authentic communication through the use of “Adapting”?	1. How does the teacher use the English workbook?	To describe the use of “ADAPTING” as a methodological strategy to develop authentic communication with students of Décimo Año de Educación General Básica “B” at Unidad Educativa “Jaime Roldós Aguilera”,	1. To observe how the teacher uses the English workbook.
		2. Are students able to talk about their real life issues?		2. To diagnose the students capabilities to use English for talking about their real life.
		3. Which are the advantages of the Adapting strategy to develop speaking?		3. To illustrate the use of adapting to develop authentic communication.

Done by: Myriam Naula

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

To describe the use of “ADAPTING” as a methodological strategy to develop authentic communication with students of Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera”,

1.4.2. SPECIFIC OBJECTIVES

- To observe how the teacher uses the English workbook.
- To diagnose the students capabilities to use English for talking about their real life.
- To illustrate the use of adapting to develop authentic communication.

1.5. JUSTIFICATION

This research is significant from the academic point of view of each one of the institutions, especially for the Unidad Educativa “Jaime Roldós Aguilera”, located in Colta Canton, Chimborazo Province, due to is necessary to know how “ADAPTING” as a methodological strategy to develop authentic communication with students is being used.

By the other side, the institution is benefited from different points of view, one is the academic standards they have to complete to be successful in education and the other is to provide to the society students with a high English level as required today to get a job. The problem was critically analyzed, in order to provide a possible solution and suggestions to be applied and reach an authentic communication with students.

The beneficiaries of this research are the institution, the teacher, but specially the students of Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera”, whose will notice the difference in using a method to develop authentic communication

The research is feasible, because it has the necessary requirements to be completed in a successful way, such as the authorizations and support of the staff involved at Unidad Educativa “Jaime Roldós Aguilera”, the Languages Career and the Universidad Nacional de Chimborazo.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After revised the digital Repository at the Unach, Universidad Técnica de Ambato and Universidad Central del Ecuador was not possible to find related researches with this study. But some scientific digital libraries around the world have related studies, which will help in order to revise the theoretical framework which will be placed in this research as a base.

2.2 THEORETICAL FOUNDATIONS/BASIS

2.2.1 Adapting

According to Rustamova (2015) Adapting is an important technique that tries to make the work more significant for students. It consists in follow different activities that could be used in classes like adding, omitting, modifying, simplifying and re-ordering. Rustamova (2015) states that teachers and students need something interesting, real, enjoyable and exciting to learn, adapting is vital, because it helps to transform the learning process in occasion to study significant things. Course books should be adapted to the students' situations, and it is necessary to look for more practical and real activities.

2.2.2. Adapting Activities

Malanek (2015) establishes that it is completely necessary to prepare relevant activities for the students and adapt those ones placed in the course books to the real situations they live. Following this principle, the author proposes some activities could be used in class with students: 1) create a word map using the vocabulary of the lesson, 2) write a paragraph using the common mistakes students make, 3) Let the students write a summary at the end of the week about the lesson studied, 4) students should write they own examples using the grammar they have studied during the lesson.

Helgesen (2003) states that is important to modify the placed activities in the workbooks, with the aim to satisfy students' goals. In this way the author establishes some of them that could be used in class:

Personalize listening questions: if the task is to listen something and for example it is related with personal appearance, do not ask about the listening, change the questions and ask about them and their appearance.

Extend textbook dialogues: Instead using the dialogues proposed in the workbooks give the students the topic, they will perform their own dialogue including the vocabulary they know without avoiding the topic proposed.

English please: let students answer some questions or phrases in Spanish for a while, then let them repeat the same in English.

2.2.3 Procedure to adapt the material

According to Duarte & Escobar (2008) It is completely necessary to follow a procedure when adapting material to teach English. This procedure has following steps to bear in mind:

- Choice a part of a course book.
- Number the motives why the adaptation is necessary.
- List an evaluation standard, and think about the local necessities.
- Perform a unit assessment.
- Based on the effects, list the aims for your adaptation.
- Adapt the unit in the way you want to use it in your class.
- Teach your students with the adapted material.
- Do a while- and post-evaluation to verify if the aims were accomplished

Duarte & Escobar (2008) propose a procedure when adapting material to teach English.

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- Number the motives why the adaptation is necessary.
- List an evaluation standard, and think about the local necessities.
- Perform a unit assessment.
- Based on the effects, list the aims for your adaptation.
- Adapt the unit in the way you want to use it in your class.

2.2.4 Authentic Communication

Ciornei & Dina (2014) mention that the material used to teach English is limited related with the students' contexts. The context is very important in the construction of significance when learning a new language, that is why the teacher must relate the material with the social environment students develop and match the activities provided with the real life.

The same authors consider that there are five dimensions where authentic communication is developed, these are: linguistic, situational, interactional, cultural and intertextual. It is considered that the contexts are not constant, they are modified and recreated all of the time according to the people's requirements. For this reason, the context can be designed in a way that students may discover and exchange different types of meanings.

Steele (2018) states that authentic communication is giving students the opportunity to focused them on communication instead of practicing the language. The language is not linear.

According to Malenek (2015) One of the teacher's challenge is to be engaged and motivated with the contents of the lesson to be discussed in that class. By the other side engage and motivate students to participate and be part of the lesson improvising and anticipating learning opportunities is the other one.

2.2.5 Features of Authentic Communication

Lei (2009) mentions that, if the aim is to search for a real conversation in English, it is necessary to focus on some characteristic that it must contain. The first characteristic is to have **referential questions**; it means original questions for which neither the students neither the teacher answers. The second one is **content feedback**; it has to be with paying attention to the content not to the form. The third is **avoidance of the IRF sequence**; it is a kind of discussion between the teacher and student. The teacher starts the conversation, while the students listen and then give an answer, at the end the teacher provides the necessary feedback.

2.2.6 Advantages of using Authentic communication

According to Ciornei & Dina (2014) Using authentic communication derivate in the following rewards: First, students can provide real examples about how language is used by native speakers. Second, students are provided by expressions and phrases used in real life contexts, in such a way they may develop conversations using the examples provided. Third, this examples are more informal, socially centered and totally used.

Harmer (2016) the idealist of the adapting strategy affirms that, “there is no limit to the number of ways in which we can play around with the content of a course book”. The same author says that the point of adapting is to make the material our own so that our students get a strong sense that we are teaching them and not teaching the course book. Teachers have to make contents come alive for students and at the same time reassuring them that the material is useful and can be used in their real life.

Harmer (2007) mentions that to combat the problem that students cannot use English meaningfully and are not willing to learn the language, teachers should adapt the materials available by supplementing them with materials they create offering a more explicit explanation of the coursebook’s content. This will allow students to complete the exercise easily and to learn new expressions. These small adjustments made a considerable difference to the students’ understanding allowing them to complete course-book tasks and exercises thoroughly and accurately.

Using a course-book is a skill. It involves looking at the material on the page and deciding if, when and how to use that material. It may be, a particular exercise, activity or even, in some situations, a whole section is not quite appropriate for your class. In such circumstances you may decide to either omit that material or, if you have something better up your sleeve, replace it with your own activities.' (Harmer, 2007)

2.3 BASIC TERMS DEFINITIONS.

Adapting: According to Rustamova (2015) Adapting is an important technique that tries to make our work more significant for students, giving them the opportunity to practice vocabulary, expressions and phrased which match with their context.

Methodological: The way in which the learning process must be developed, following some steps, techniques, strategies and methods used during a class.

Strategy: is considered as a plan developed in advance. It means a variety of activities guided to face with a certain situation or context during the learning process.

Authentic Communication: Steele (2018) states that authentic communication gives students the opportunity to have a genuine communication, focused them on communication instead of practicing the language.

Curriculum: this is a course plan, which contains ideological, epistemological, psychological and pedagogical conceptions

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research belongs to the **qualitative** approach and has the characteristics of a **descriptive** study because; it attempts to illustrate the usage of “ADAPTING” strategy to develop authentic communication with students of Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera”. The methods to be used will be the Ethnographic with its corresponding techniques and instruments: observation with an observation guide to gather the necessary data to understand and define the problem in the exactly place as it occurs. For the collection and analysis of the scientific information, it will be used the **bibliographic** method.

3.2. TYPE OF RESEARCH

Qualitative. –due to it focuses on describing the problem characteristics, considering scientific and empirical information gathered in the exactly place as it occurs. Furthermore, it will use data that cannot be properly expressed in numbers but in text.

3.3. LEVEL OF RESEARCH

Descriptive research. – Since it tries to illustrate and determine how the adapting strategy for using course books foster the development of authentic communication. To accomplish this objective, it will be observed how the teacher uses the workbook when practicing speaking and students will be diagnosed to know if they can speak about their real life with only the activities the teacher proposes. The data will be collected directly from the population who are participating in the study.

3.4 METHOD OF RESEARCH

Ethnographic method. - It is considered to be the most appropriate method for developing this kind of studies; because it permits to analyze the problematic in the place that occurs. This research states that this method is the best one to know what is currently happen in this educational context to better propose a possible solution to the same.

3.5 POPULATION AND SAMPLE

Population: This study will be developed with students of Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera”, in Colta Canton, in the Chimborazo Province; they are 30 students and 1 teacher.

Sample: due to the populations is small, it is not considered the necessary to take a sample; so, it will work with the whole universe.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

To the data gathering process, the technique it will be used are: the direct observation with the help of an “observation guide” to identify how the teacher uses the English workbook, a diagnostic test to know if students can use their current knowledge to talk about their real lives, and bibliographic records to gather the most useful characteristics, usages and advantages of the Adapting strategy; these three instruments are developed mainly based on the theoretical framework.

3.7 PROCEDURE

Once the first observation guide draft was completed, the tutor revised and decided to correct some minor modifications on phrasing based on the agreement with the tutor.

The information was gotten through an observation sheet guide, based on eight principles which were in a straight line from the theoretical framework of this study; to be applied to the population established in this research.

The features observed were directly related with the use of “ADAPTING” as a methodological strategy to develop authentic communication such as: the activities presented in the course-book to help students develop authentic communication.

The results revealed that most of the time the teacher focuses just on completing or fulfilling the tasks in the book. In the facts observed reflected that in the activities presented by the book, the students were asked just to repeat by memory the phrases provided in the work-book, without any reflection and even any focus on developing a good pronunciation. They are not capable to initiate, maintain and end even a so basic conversation, they can just answer isolated questions such as: What is your name? How old are you? Where do you live?

The information was collected through the observation of English classes, while the teacher organized the plan to work with students. The researcher went to the class and used the observation sheet, that was applied to the population during the period of class to get significant information about use of “ADAPTING” as a methodological strategy to develop authentic communication. When the instrument was applied and accomplished, the researcher left the institution and thank for all the assistance and support in each one of the research process. At the end, all the information gotten was analyzed in a critical way to continue with the description of the obtained results. Finally, the results were analyzed and interpreted using as a base the theoretical framework of the study to give as a result the conclusions and recommendations.

All the sources used in this research were taken from online and documentary systems, to complete with the theoretical framework of the study presented.

3.8WORK FIELD

It is necessary to complete some steps to continue with the investigation process. In this way to get the authorization was essential to interview the headmaster of the institution who provided the authorization and support to apply the investigation instrument into the classroom. The necessary support was provided by every one of the members at Unidad Educativa “Jaime Roldós Aguilera” in order to reach the necessary success during this study.

The communication with all the participants was personally, it was possible to talk to the English teacher about the principal objective of this research and requesting help to observe presentation during a class and the activities related with use of “ADAPTING”

as a methodological strategy to develop authentic communication with the students into the classroom. The researcher involvement was non active.

Other facts like kind of school, number of students, place they come from, number of teachers, and professional background and profile were considered in order to have a wide background of the place of research.

CHAPTER IV

4 ANALYSIS AND INTERPRETATION OF RESULTS

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p>To observe how the teacher uses the English workbook.</p>	<ul style="list-style-type: none"> The teacher personalizes the activities presented in the coursebook to help students develop authentic communication. 	<p>As mentioned in the problem statement, most of the time the teacher focuses just on completing or fulfilling the tasks in the book, it could not be evidenced any activity in which the students had to talk about themselves using the grammar or vocabulary developed in the workbook. It is important to mention that in the work-book there are topics like: Free time activities, Life memories, Vacation, Hobbies, Occupations, Social networks, and other; which easily can be personalized and so become more significant for students. In consequence, the students easily get bored since they cannot realize the advantages or pertinence of learning English.</p>	<p>Helgesen (2003) states that personalization helps the teacher to use the contents provided in the work-book to make students talk about themselves; so, these contents become more significant for them.</p>

	<ul style="list-style-type: none"> The teacher expands dialogues and exchange to make them longer and more interesting for students. 	<p>In the book, for each unit, there are minimum two activities which involve speaking; there are dialogues about: World famous inventions, Creative ideas in history, Amazing facts around the world, and others. The facts observed reflected that in this kind of these activities the students are asked just to repeat from memory provided in the workbook, without any reflection and even any focus on developing a good pronunciation. If the students were asked to search for more information about these topics, present an oral report and after that, have a general discussion about the topic; they would expand their knowledge, as well as develop other micro skills like: vocabulary, analysis, synthesis, criticism, cooperation and of course, the macro skills listening, speaking, reading and writing. Expansion today is not a barrier thank to the Information and Communication Technologies; today, the students can have in their hands all the information they require in the time and place they want.</p>	<p>Wegerif (2008) argues that expanding dialogues offers plenty of advantages for students when applied in class. The author mention that the strategy first empowers teacher to use a variety of tactics to discuss about a topic, and to helps students to work cooperatively, be constantly practicing, increases their knowledge, motivation, have the good attitudes regarding to learning English, helps to overcome barriers and</p>
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	<ul style="list-style-type: none"> • The teacher tells the story presented in the course-book from other student's point of view. • The teacher lets students express their opinions about the exercises. 	<p>Regarding to the last three observing criteria in the specific objective number one; as mentioned before, there were no evidences of any activity in which the students had to do more than memorizing, completing or repeating what is in the book. The teacher did not foster activities in which the learners have the opportunity to use the knowledge they acquire in class, talk about their lives, customs, family, hometowns, culture, etc. They could not express what they think about any topic, they did not have the opportunity to say if they agree or not about the facts presented in the book or probably relate them with their real life contexts. It is demonstrated that the teacher does not help to students to realize how useful English is in the today's globalized world, and how they may use the knowledge they get for talking about themselves.</p>	<p>develop their decision taking capabilities.</p> <p>Harmer (2016) the idealist of the adapting strategy affirms that, "there is no limit to the number of ways in which we can play around with the content of a course book". The same author says that the point of adapting is to make the material our own so that students get a strong sense that teachers teaching them and not teaching the course book. Teachers have to make contents come alive for students and at the same time reassuring them that the</p>
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	<ul style="list-style-type: none"> The teacher makes suggestion about how students would change the activities for using them in real life situations. 		material is useful and can be used in their real life.
To diagnose the students capabilities to use English for talking about their real life.	<p>It is observed that using the vocabulary, grammar and language presented in the workbook, the students can:</p> <ul style="list-style-type: none"> Initiate, Maintain and end a conversation. Talk about their neighborhood, 	The results obtained from the diagnosis phase reflected many students' weaknesses, and the lack of real practice they are involved in. First of all, they are not capable to initiate, maintain and end even a so basic conversation, they can just answer isolated questions such as: What is your name?, How old are you?, Where do you live?. When they were challenged to continue the conversation by asking and answering other questions about their neighbourhood, family, likes, dislikes, customs, traditions, culture, they could not. The lack of vocabulary was evident since they were constantly asking for English words to try to express their ideas. Even though they	Harmer (2007) mentions that to combat the problem, that students cannot use English meaningfully and are not willing to learn the language, teachers should adapt the materials available by supplementing them with materials they create offering a more explicit explanation of the course-book's content. This will allow students to complete

	<p>family, likes, dislikes.</p> <ul style="list-style-type: none"> • Speak about their customs, traditions, culture. 	<p>have developed the activities in their work-book, they cannot use these issues.</p> <p>It is supposed that they have to know (in this level), topic such using time expressions for present, past and future, talk about technology and scientific breakthroughs, inventors and inventions, holidays, anecdotes, hobbies, entertainments, feelings, success, occupations, career choices, personal goals, etc., but not; the results reflect that these students cannot use what they work in class for talking by themselves about their real lives.</p>	<p>the exercise easily and to learn new expressions. These small adjustments made a considerable difference to the students' understanding allowing them to complete course-book tasks and exercises thoroughly and accurately.</p>
<p>To illustrate the use of adapting to develop authentic communication.</p>	<p>It is explained the process of how to use the adapting strategy and how to come contents alive for the students, and foster the development of authentic communication.</p>	<p>Following the procedure proposed by Duarte & Escobar (2008), it is attempted to explain how this should be put in practice in contexts like ours, to have better results in the teaching-learning process and make it possible the idea of making our students communicatively competent.</p> <p>Choice a part of a course book. - The topic to be developed in class will suggest the kind of adaptation you should do. For instance, with the topic "Social Networks" you should use</p>	<p>Using a course-book is a skill. It involves looking at the material on the page and deciding if, when and how to use that material. It may be, for example, that a particular exercise, activity or even, in some situations, a whole section is not quite</p>

		<p>personalization, and make students talk about which of them they use, how often, how long, what for, etc.</p> <p>Number the motives why the adaptation is necessary. - following the same example, probably the reasons to adapt are:</p> <ul style="list-style-type: none"> • All of the students use social networks. • Today, it is legal to use telephones at school. • They will enjoy talking and using their social networks in class. • As they enjoy it, they will be eager to develop all the activities the teacher proposes. <p>List an evaluation standard, and think about the local necessities.- the original goal in the unit where social networks is resented is “Make students able to maintain daily conversations and use sequence connectors. The new goal would go further and make students able to talk about their likes and dislikes, preferences, technology, and discuss about their and their partners attitudes regarding to the use of these technological</p>	<p>appropriate for your class. In such circumstances you may decide to either omit that material or, if you have something better up your sleeve, replace it with your own activities.' (Harmer, 2007)</p> <p>Duarte & Escobar (2008) propose a procedure when adapting material to teach English.</p> <ul style="list-style-type: none"> • Choice a part of a course book. • Number the motives why the adaptation is necessary.
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		<p>resources. Also, it would be a good opportunity to think about the social pathologies the use of social networks have produced.</p> <p>Perform a unit assessment.- this is the time for the students to perform the original activity in their work-books and for the teacher to realize how well they perform it and decide if the adaptation is feasible or not.</p> <p>Based on the effects, list the aims for your adaptation.- give to your students all the instructions the have to follow to develop the adaptation and explain the goals your follow. It is important to evaluate the students’ understanding of the instructions as well as the goals to assure all of them perfectly understood.</p> <p>Adapt the unit in the way you want to use it in your class. - carry out the adaptation and take notes about all the issues the procedure involved and consider the factors you can improve in future activities.</p> <p>Do a while- and post-evaluation to verify if the aims were accomplished. It is a good idea to evaluate with students if the</p>	<ul style="list-style-type: none"> • List an evaluation standard, and think about the local necessities. • Perform a unit assessment. • Based on the effects, list the aims for your adaptation. • Adapt the unit in the way you want to use it in your class. • Do a while- and post-evaluation to verify if the aims were accomplished.
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		<p>goals have been accomplished and encourage them to reflect about the usefulness of the activity and the strategies they would follow to have better results.</p> <p>The appliance of this process would lead students to develop their communication capabilities and so find the real importance and benefits of knowing this wonderful language.</p>	
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Done by: Myriam Naula

Source: Gathered information from the theoretical framework

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The workbook is mostly used as a rigid tool that cannot be modified; the teacher generally focuses on making students memorize, repeat and complete the tasks proposed in the workbook.
- The students are not capable to maintain a basic conversation; though they have the workbook perfectly completed, they cannot use this knowledge to talk by themselves about their lives.
- The activities proposed in the workbook appear to be potentially adaptable, so the tasks easily can be modified to make them more meaningful, interesting and pertinent for students.

5.2. RECOMMENDATIONS

- The teacher should be flexible at the time of using the workbook, and review thoroughly the approach and mythology that the workbook follows since it is built under the principles of the communicative approach and proposes activities framed in the CLIL method, for instance. This tool should be used just as a guide and provide to the students other alternatives to practice the language.
- It is recommended to enhance the practice opportunities, the teacher should be conscious to speak English, for students have to speak in this language every single opportunity they have and she has to manage to create the contexts to encourage the students to use the knowledge they acquire in class.
- The teacher should be more creative and provide the students a wide variety of adapted tasks which lead them to develop their communicative capabilities and make the activities more meaningful, interesting and pertinent for all of them.

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7. ANNEXES



ANNEX 1: Observation Sheet (Researchers' instrument)



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION SHEET

Objective: To observe how the teacher uses the English workbook to teach English to students at Décimo Año de Educación Básica “B” at Unidad Educativa “Jaime Roldós Aguilera” and to diagnose the students’ capabilities to use what they learn in class to talk about their real lives.

Nº	INDICATORS	Frequently	Sometimes	Hardly ever
1	The teacher personalizes the activities presented in the course-book to help students develop authentic communication.			X
2	The teacher expands dialogues and exchange to make them longer and more interesting for students .			X
3	The teacher tells the story presented in the course-book from other student’s point of view.			X
4	The teacher lets students express their opinions about the exercises.			X
5	The teacher makes suggestion about how students would change the activities for using them in real life situations.			X
OBJECTIVE				
6	The students can: Initiate, Maintain and end a conversation.			X
7	Talk about their neighborhood, family, likes, dislikes.			X
8	Speak about their customs, traditions, culture.			X

Done by: Myriam Naula

Source: Gathered information from the theoretical framework

ANNEXES 2: Photos



Done by: Myriam Naula

Source: Gathered in Unidad Educativa "JAIME ROLDOS AGUILERA" in Colta Canton, Chimborazo Province, during the academic period 2017- 2018 with students of Décimo Año de Educación Básica "B".



Done by: Myriam Naula

Source: Gathered in Unidad Educativa "JAIME ROLDOS AGUILERA" in Colta Canton, Chimborazo Province, during the academic period 2017- 2018 with students of Décimo Año de Educación Básica "B".



Done by: Myriam Naula

Source: Gathered in Unidad Educativa "JAIME ROLDOS AGUILERA" in Colta Canton, Chimborazo Province, during the academic period 2017- 2018 with students of Décimo Año de Educación Básica "B".