

BUSITEMA UNIVERSITY

NAGONGERACAMPUS

**USE OF AUTHENTIC LEARNING AIDS
AND ENHANCING LOWER SECONDARY ENGLISH
SPEAKING IN BUBULO WEST CONSTITUENCY**

BY

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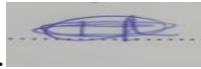
Research Report

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELORS DEGREE IN EDUCATION,
ENGLISH LANGUAGE AND ENGLISH IN LITERATURE AT BUSITEMA
UNIVERSITY.**

STATEMENT OF DECLARATION

I **KATENYAARON** do declare that this research report is my original work and has not been submitted for any other degree award to any other university.

SIGNATURE.....

A small rectangular box containing a handwritten signature in blue ink. The signature appears to be 'KA' followed by a stylized flourish.

DATE

18th 10/2024 ...

ENDORSEMENT BY THE SUPERVISOR

This research study entitle“**Use Of Authentic Learning Aids AndEnhanching Lower Secondary English Speaking**” has been written under my supervision upon appointment by Busitema University and it has been submitted for examination with my approval.

MS. AMARORWOT SARAH  DATE

18th/08/2024

(SUMMARY)

This study intended to investigate the use of authentic materials in teaching English language at lower secondary schools. Authentic materials instructional that are used to bring real life context to the classroom ie photos, videos, audios among others promote active student engagement and peer interaction which has shown promise in facilitating language learning in various educational contexts. Effective language education is essential for students to thrive in today's globalized world.

The study based on three objectives: To explore how teachers use the authentic materials in enhancing the speaking skill, to investigate the various types of authentic materials the teachers use in teaching the speaking skill, To find out the effect of the use of authentic materials in enhancing the learners' speaking skill and The study adopted a longitudinal design, it employed qualitative methods of data collection ,The study population comprise of the teachers and students. The sample size was taken from the population above to determine what is the study. For qualitative data a few were selected, interviews, questionnaires and documentary review and the study also used purposive sampling technique.

The study adopted a qualitative research design outlining a comprehensive investigation into the use of authentic materials in teaching English at lower secondary schools by exploring the impact of these materials on the learners' English speaking skill language . The study population comprised of , teachers and learners. The study will be of immense importance to the teachers of English, language students, curriculum planners, examining bodies, text book writers, educational administrators, possibly parents, researchers and other interested bodies in the field of language and communication studies.

Regarding the ethical considerations, the researcher provided the respondents with the necessary information concerning the main purpose of the research, expected duration, procedures

followed and the researcher maintained professionalism while conducting this work keeping privacy and confidentiality of respondent's data.

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(CHAPTER ONE)

1.0 INTRODUCTION

2.0 This chapter aimed at introducing the background of the study, problem statement, objectives of the study, research topics, and context of study and significance of the study.

1.1 BACKGROUND

In the world of globalisation advancement, the role of the English language is greatly accentuated in the world's education system. The four skills in learning ESL in all educational institutions' classrooms namely speaking, listening, reading, and writing. Hence, reading and listening skills are known as input skills (receptive skills) whereas speaking and writing skills are known as output skills (productive skills) (Hossain, 2015). Therefore, all these skills are needed to properly learn and develop to fully master the English language. Indeed, speaking is part of acquiring the English language. It is a production skill that enables learners to communicate verbally with other speakers efficaciously (Gunada, 2017 & Mona M. Hamad, 2019). In verbal conversation, the speaker conveys his or her ideas and opinions in the form of utterances; nonetheless, the ultimate goal is to make certain that conversation takes place, and the addressee(s) can get the information that one tries to convey.

According (Gunada, 2017) stated that speaking is an interactive process that involves the process of constructing meaning for producing, receiving, and processing information. Nowadays, the need for oral communication and competency are growing because individuals must equip themselves to be able to communicate using their English competency on an everyday basis. An individual must possess adequate proficiency skills in the language after graduating from high schools, colleges, and universities to be employed. So, it can be concluded that speaking plays a significant role in enabling a speaker to communicate with one another because it involves both receptive and productive skills.

Speaking is one of the productive skills, which requires a speaker to generate meaningful outputs when acquiring a new language. As (Yunus, 2021) proposed speakers are required to possess multiple abilities at a time to be involved in the speaking process. It is often deemed to be the hardest skill to master as once one starts to speak, information is conveyed instantaneously, and the content is not editable or feasible to be revised (Bailey, 2003).

The principal components in constructing second English language speaking performance comprise complexity, fluency, and accuracy (Skehan, 1998; Ellis, 2008; Ellis & Barkhuizen 2005) as cited in (Xun Yan and Ha Ram Kim, 2018).

In this era of globalisation, the modern world demands the requirement for individuals to perform well in speaking and engaging in conversation to communicate with one another. Learners with the mastery of quality speaking skills can perform well in all sorts of events or activities in the classroom (Rao, 2019). They will be able to position themselves actively in group discussions, of the studies have been carried out in a face-to-face learning context (Mahamud, 2018). Ideally, the usage of authentic materials should help learners to speak as shown in many studies (Alabsi, Wang 2020; Umirova, 2020; Mona M. Hamad et al., 2019; Gunada, 2017). Learners will get to experience real-life problem-solving skills, critical thinking, and communication through authentic assessment (Muhammad Noor Abdul Aziz, 2020).

1.2STATEMENT PROBLEM

According to Harrington and oliver (2000)Authentic materials are materials that expose the the real language and it's use in use it's own context.

According to the research carried out in Malaysia among the sabah's community college on the use of authentic materials, it argues that Malaysian learners have been incompetent to communicate in English since very limited research has been made to address the usage of authentic materials that help learners to engage in speaking and this is the issue happening in Manafwa district were learners are incompetent to express themselves in English and the problem might be on the abandoning of the authentic teaching aids to bring language to the real life context for the learners by the teachers of English .

According to (Hossain,2018) he says authentic materials aim at equipping students develop a good command of speaking skills in the real life situations and if neglected the problem of poor English speaking skills among learners is to continue existing.

With the emerging of the new curriculum, a lot of emphasis has been put to ensure that these materials are effectively used since a tangible product has to be seen at the end of the lesson and if teachers don't implement their use, then the speaking skill will not be developed for real life purposes as argued by (nattal) .

This study attempts to reduce this gap by embarking on the intervention to find out whether the use authentic materials by teachers of english is put into practice to teach English speaking skills among lower secondary learners in bubulo constituency in Manafwa district.

1.3The Aim of the Study

The aim of this study was to investigate the effective use of authentic materials in the teaching the speaking skill in bubulo constituency, Manafwa district and It assessed whether the use of these authentic materials has an effect on the learner's speaking skills.

1.4 Objectives of the Study

1.4.1 General objectives

To explore the potential benefits of using authentic materials in enhancing of the speaking skill among leaners.

1.4.2Specific Objectives:

1. To investigate the different types of authentic learning aids used by teachers in the teaching of speaking skill in bubulo constituency, Manafwa district
2. To investigate the different teaching methods teachers use in enhancing the speaking skill in bubulo west constituency.
3. To evaluate the effect of the use of authentic learning aids on the learners' english speaking skill in bubulo constituency , Manafwa district

1.5 Research Questions

1. What are the different types of authentic learning aids used by teachers to enhance the english speaking skill among learners in bubulo west constituency
2. What are some of the methods teachers are employing to effectively use authentic learning aids in enhancing the English speaking skill among learners in bubulo west constituency
3. What is the effect of the teachers' use of authentic learning aids on the learner's English speaking skill in bubulo west constituency?

1.7Significance of the Study

The significance of this study was ;

1. To prove whether teachers of English use the authentic learning aids as emphasized by the NCDC with the implementation of the new curriculum
2. To provide valid information for the next researchers who intend to find more information about the teacher's use of authentic materials in bubulo west constituency in Manafwa district.
3. To expose effect of the authentic learning aids on the learners' English speaking skill.

CHAPTER TWO

2.0Literature Review

This chapter will contain the review of the related literature to the teachers' use of authentic learning aids in enhancing English speaking skills in lower secondary in bubulo west constituency,Manafwa district.

It is arranged according to specific objectives; objective one, objective two, and three

(i)To investigate the different types authentic learning materials used by teachers in enhancing theEnglish speaking skill

In this sense, there are a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broad cast, daily conversations, meetings, documents, speech, and films.

One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the Internet is continuously updated, more visually stimulating as well as interactive. Authentic materials in language teaching are classified to use them as per the needs of a particular class.

According to Gebhard, authentic materials can be classified into three categories.

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.

Authentic visual materials; slides, photographs, paintings, children's artwork, stick figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard picture books, stamps, and X-rays.

Authentic text materials: newspaper articles, movie advertisements, lyrics to songs etc

To investigate the various methods used by teachers to enhance the English speaking skill among the learners

(i) The Use of Videos in enhancing the speaking skill

According to the Oxford Dictionary, video is a product of electronically and digitally recorded moving visuals. In which, video provides a vivid, rich, and lively resource for multimedia. Also, (Afnizul, 2020) added that video is considered as one of the components in multimedia that consists of moving graphics, audios, and texts in the video. (Agnes and Kellerman, 1997) contend that video is a digital media that demonstrates and produces a sequence of still pictures and illusions due to movements of the picture. Thus, an audio-visual learning environment is believed to be an effective way to lower students' affective filter, allowing them to learn a target language in a more enjoyable and motivating way.

(i) The Use of Task-Based Activity in enhancing the speaking skill

The task-based approach in language learning involves a set of planning learning activities that include materials and teaching sessions based around doing a task.

According to Richards, et al., role-play can be understood as a teaching technique that allows students to play roles other than being learners who learn in a classroom. Role-play is a learning activity that gives learners a new identity with a given context or theme, they are required to act out actual life situations. Roleplay possesses the potential as a pedagogic strategy in Developing learners' oral communications. This is because learners are given the opportunities to be someone else (anyone in the actual world) and put into practice what they have learned in

the classroom through acting out various real-life situations assigned by their teachers. They learn how to associate classroom knowledge with real-life situations and create dialogues with the vocabulary they have acquired.

To evaluate the effect of the use of authentic learning aids on learner's English speaking skill.

The impact of incorporating roleplay into speaking lessons is successfully displayed in the study conducted by Ayuningtias, Wulandari, & Yana in 2019. After two cycles of intervention which comprised four meetings, researchers found out that students scored higher in their speaking tests. Furthermore, semantic mapping is a visual strategy for vocabulary expansion and extension.

According to (Nurul Afifah Binti Azlan, 2019), video plays a vital role in changing and making an impact on the current education system. The modern era of integration of technology has been revolutionised in the education classroom. Since then, the use of videos in improving ESL learners has been widely used for educational and research purposes (Kilis, 2017). Using videos in teaching language enables learners to develop confidence as it sparks the desire within learners to share their knowledge, ideas, and opinions in the target language with their peers (Jensen, Mattheis, & Johnson, 2012; Nurul Afifah Binti Azlan, 2019).

According to (Afnizul, 2020), the use of captioned videos in teaching English has successfully helped of knowledge by displaying in categories words related to one another (Khoii & Sharififar, 2013). Individuals have to construct their ideas using graphic organisers to expand their usage of vocabulary. It helps individuals to build on their existing knowledge of vocabulary using semantic mapping (Khoii & Sharififar, 2013). This is an organised and structured technique in which graphical models are used to help school students learn vocabulary.

It is also an instructional activity that allows students to compare new words for a visual display to potentially increase their vocabulary knowledge (Rupley, Logan & Nichols, 2002). A semantic map is also known as a concept map where learners get “to graphically demonstrate the relationship between words” (Greene & Coxhead, 2015). This is an organised and structured system. Furthermore, it is a ‘visual and structured strategy’ to develop learners’ vocabulary and expand their knowledge by presenting words in categories.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research methodology refers to the process which is to be used by the researcher to obtain or collect the information or data for the purpose of solving the research problem. It gives various subsections involved in carrying out research which include; research design/approach, study area, population sample, sample size, sampling techniques, data collection instruments, data analysis, ethical considerations and limitations of the study.

3.1 Research design

Research design is a coherent and logical strategy of carrying out the research study used by the researcher to investigate the different components of the study. This research adopted a descriptive survey research design to undertake the study in investigating the use, effectiveness and practicality of utilizing collaborative learning approach in teaching English Language at lower secondary schools, which aimed at collecting both qualitative and subjective information. In this study, a structured inquiry was done in deducing personal, social and economic characteristics of informants.

3.2 Study area

The study was carried out in two secondary schools in Manafwa district namely; St marys` college mayenze secondary school and Bubulo girls secondary school.

3.3 Data collection

The researcher obtained data through qualitative data collection tools in order to achieve the objectives of the intended study. The methods used include observation, interviews and document analysis. Primary data was collected through observation and interviews.

Primary Data

3.4 Observation

According to Pundit (2021), observation is a method of collecting information, which is mostly used in qualitative research, by observing behavior, events and noting down of characteristics in their natural occurrence. As such, the researcher employed both covert observation, where the he sat in the English classrooms and observed how learners and teachers used the authentic materials in English lessons. The importance of this method of data collection is that the researcher is able to get access to information that could be deliberately or unconsciously hidden from him/her by the participants during interviews, in questionnaires and focus group discussions.

3.5 Interviews

Interviews, according to DeCarlo (2018), is a method of data collection that involves two or more people (the researcher(s) and the participant(s)) exchanging information through a series of questions and answers. These questions are designed by the researcher to obtain answers or information from the participant on the topic under study. The researcher in this study used all kinds of questions that require short and precise answers, explanatory answers and descriptive answers. The advantage of interviews is that it uses the same questions with different participants, hence enabling the researcher to avoid the fallacy of generalization of data.

Secondary data

3.6 DocumentAnalysis

The secondary data collection method used is document analysis which involves analysis of text books , the lesson plans and other related works of outstanding scholars whether Published, Magazines, written data sources included published and unpublished documents. Agency reports, newspaper articles, Internet sources and so forth were referred to so as to give more light on the use, effectiveness and practicality of utilizing authentic materials in teaching English Language at lower secondary schools.

3.7 Population sample

For the purpose of this research, the study population comprised of three schools that is to say stMarys' collegemayenze andBubulo Girls Secondary School in manafwa District. The senior four classes only were selected as a target population because the research was based on the lower secondary (s1 and s2) according to the researchers` goal.

3.8 Sample size

A total of 30 participants from these two schools were used in this research, and 15 of the participants were picked from each school. All have two English lesson classes a week, and these used during selection. The researcher in this selection used random selection procedure to draw the research sample from the target population. The samples were given equal chance and opportunity for selection.

3.9 Sampling techniques

For Purposive sampling, the researcher handpicked the cases to be included in the sample on the basis of her judgment of their typical characteristics in terms of their current enrolments. Systematic sampling was used to select learners from each school by the use of class registers depending on the number of learners in the class register. Every second in the first twenty learners were selected for the inclusion in the sampling depending on the class register. Simple random sampling was used to select the respondents.

4.0 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed

and the researcher was in position to keep privacy and not disclose the confidentiality of respondents and clearly stated the researcher's responsibility.

4.1 Limitations of the study

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level. One of the limitations is long distance. The researcher had to move from one school to another collecting data from students in the different selected schools. This consumed a lot of time during the collection of data and hence a delay in drawing data analysis and conclusions. Being an academic study, there were delays due to the distance to be covered, hence a delay in submission. Some students were also adamant to give information and others took the study for granted, which posed a big challenge for the researcher.

CHAPTER FOUR DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.0 Introduction

This deals with analysis and interpretation of the data collected. It includes discussion of the Questionnaire observation results. The data was based on the two hypothesis:

1. The different types of authentic learning aids used by teachers in the teaching of speaking skill in bubulo constituency, Manafwa district
2. To evaluate the effect of the use of authentic learning aids on the learners' english speaking skill in bubulo constituency , Manafwa district

Demographic characteristics of respondents

Sex of respondents

Name of school	Boys	Girls	Total
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St marys` college mayenze	8	7	15
Bubulo girls secondary school	8 (s1)	7(s2)	15

Considerations were given to gender neutrality; hence one school had more male respondents than the other, while the other had more females. The difference being only one respondent. 8 boys and 7 girls were used in st mays` college mayenze Secondary School, while 7 boys and 8 girls were used in Bubulo Secondary School.

Analysis and interpretation of data for validation of hypothesis one, two and three:

The hypothesis of the study is to show that collaborative learning approach in teaching English language impacts learners' performance and use of the language positively. To test this hypothesis, learners were issued with questionnaires and observations were carried out. The findings are presented below:

Predominantly used authentic materials :

Type of authentic materials	Authentic materials used	St marys` college mayenze	Bubulo girls S.S
Listening materials	Tv commercials	4	3
Visual materials	Photo graphs	15	15
Text materials	Newspaper articles	12	9
		15	15

How often these approaches are used in teaching (combined results for two schools):

How often	Quiz shows	Photographs	Lyrics songs	

Every time		27		
Occasionally		10		
Rarely	30			
Never	20		30	

Impact/ effect of the use of these authentic materials on the learners

School	It has a positive impact	It has no impact	I don't know
Bubulo girls	19	8	3
St marys` college mayenzeS.S	23	5	2

From the interactions with the teachers, it can be confirmed that teachers rarely applied authentic materials in learning in their language classes. They confessed to majorly using visual materials like news clips, comedies. Most of them confessed not to know some the materials because teachers rarely use them in teaching. Teachers also took no interest in these because they believe that they are time consuming and they are not used of using some of these authentic teaching aids. However, the new lower level curriculum teachers agreed to the importance of teaching using the authentic teaching aids in learning of the English speaking skill among the learners.

Discussion of results

General findings:

The researcher discovered that most teachers of language in senior one and two class did not make appropriate use of authentic learning materials like quiz shows, news paper articles and . They preferred to use the old format of the content based, where the teacher is in charge of the entire learning process, and learners are passive receivers of knowledge. Furthermore, they also used content put in the books and at the end of the lesson, giving students personal exercise.

Most learners were aware of the authentic materials learning methods, however, they had rarely used them in class. Many confessed to have used such materials at home on their own arrangements , but had not done so in English language. Many think that reading English language, and more, discussing it is a waste of time, since it is not as difficult as the science subject. In their discussion groups, English language was not on the list of subjects to be discussed so needed motivation.

With the findings of the study, it can be concluded that, the speaking skill among the students was not well taught and practiced among the learners because the teacher was the only active speaker and without authentic teaching aids to bring real language context to the learners. Furthermore, the performance of the students can be judged according to this lack of using the authentic aids by teachers.

It can be noted that the lack of fluency in english by students was caused by the failure by teachers to use authentic teaching aids where the learners are not exposed to tht real life contexts of using language.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

After a detailed discussion of the findings of the study a summary of the study, conclusion and general recommendations were drawn

Summary

The research used both students and teachers of English language during the study. The students in focus were the senior one and two students. During the study, the researcher used majorly observation method to collect data by observing, secretly or openly, English language classes during the week to confirm the information got from the students using questionnaires and interviews with the teachers. The results expressed the impact of using authentic materials in teaching the speaking skill in the English class room. The findings and the results of the study have been discussed in chapter four above Speaking is one of the productive skills, which requires a speaker to generate meaningful outputs when acquiring a new language.

According to (Yunus, 2021) proposed speakers are required to possess multiple abilities at a time to be involved in the speaking process. It is often deemed to be the hardest skill to master as once one starts to speak, information is conveyed instantaneously, and the content is not editable or feasible to be revised (Bailey, 2003).

The principal components in constructing second English language speaking performance comprise complexity, fluency, and accuracy (Skehan, 1998; Ellis, 2008; Ellis & Barkhuizen 2005) as cited in (Xun Yan and Ha Ram Kim, 2018). This can be achieved by using authentic materials that draw the learners' mind to the real life context outside class

Conclusion

From the findings of this study the following conclusions about the use of authentic materials in teaching English speaking skills among learners were drawn;

There is a strong impact of using authentic materials on the learning of English language in secondary school. Using visual materials, listening materials and text and share during class time and after class can greatly improve on the students` speaking skill and also help in involving those who passively attend classes.

Having four skills, the speaking skill cannot be properly nurtured in learners by making them passive attendants of such sessions. It is through enhancing authentic teaching aid that learners get to air out their views and put the language to use in classroom situations, which stresses the importance of the authentic materials in the teaching and learning of English language.

These authentic materials also enable a teacher to practically connect the students to the real life situation since they encounter these items outside school which improves their methods of expression in their groups, during the class time. When learners are not exposed to these authentic materials, it gives them hard time to connect the subject content to real life situation since practically, they are nit involved. But when exposed to the authentic teaching aids, the learners simply imitates what he or she watches on tv, interpret the picture and also draws the attention of learners in the class.

Recommendations:

Teachers of English language need to adopt and put to use collaborative learning strategies in ordinary level. Having noticed the importance of these authentic materials on the students, speaking skill, teachers need to use these authentic materials during their class times.

One major problem of these authentic materials is that, some are not easy to find ietv shows, and also teachers are still adopting this kind of teaching under the new curriculum.

Furthermore, teachers should also ensure that authentic materials sre used in a proper way in that they should match with the topic of study and also guide learners no how best they can use them. When not properly supervised and guided, some students become even more passive during

group activities than they would during discussions. As such, the groups should be strictly followed to ensure every student should participate. This can be by reducing the number of participants in a group.

Lastly, class activities concerning use of authentic materials should be assigned based on the potential of students in the subject. Each group should contain at least one or two performing students in order to be helpers of the weak students. Students can best learn from each other. As such, good performers should be situated in each group and be encouraged and strictly followed to ensure they are helping their fellow students.

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APPENDICES:

I. RESEARCH TIMELINE

ACTIVITIES	JUNE	JULY	AUGUST	SEPTEMBER
Identification of Topic				
Approval of Topic				
Proposal Writing				
Proposal approval				
Data collection management and analysis				
Writing research report				
Submission of Report				

II. RESEARCH BUDGET

S/NO	ITEMS	QUANTITY	UNIT COST	AMOUNT(UGX)
01	Transport			80000=
02	Photocopying	1 ream	10,000=	20,000=

03	Airtime			10,000=
04	Internet data			25,000=
05	Pens	5	500=	2500=
06	Typing ,printing and binding	2	25,000=	50,000=
07	Data collection			40,000=
08	Miscellaneous			30,000=
09	TOTAL			257,500=

III. INTERVIEW QUESTIONS

a) What is the name of your School? (tick on your choose) for yes or no

b) Sex

i) Male

ii) Female

c) Class

i) Form one

ii) Form two

d) Do your teachers of English language use authentic materials in your class?

i) Yes

ii) No

What are some of the authentic materials do your teachers of English use ?

.....

.....

.....

e) How often do they use these authentic materials in your class

i) Every time

ii) Occasionally

iii) Rarely

iv) Never

f) Do you think using authentic materials benefit you in terms of your use of the English language? If no or yes, give reasons.

.....

.....

.....

Thank you for your response!

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APPENDIX.

APPENDIX I: RESEARCH TOOLS AND INSTRUMENTS

1. Interview guide:

APPENDIX II: LETTER OF INTRODUCTION TO THE FIELD.

I KATENYA ARON, a bachelor student at Busitema University is conducting research about the use of authentic materials in the teaching and learning of the speaking skill in O'level secondary schools

This is for academic purpose and the findings will help to improve on the effective use of authentic materials in secondary school.

Participation in this study is voluntary and refusal to participate will not cause any harm. Therefore, you are kindly requested to participate in the study by answering questions that will be asked.

Thank you.

Participant.....

I, the undersigned respondent, the purpose of the study has been explained to me, that the study is voluntary and I therefore willingly agree to participate in it and no consequence will result if I refuse to participate. Sign.....

APPENDIX III: RESEARCH TIMELINE.

ACTIVITIES	JUNE	JULY	AUGUST	SEPTEMBER
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07	Data collection			40,000=
08	Miscellaneous			30,000=
09	TOTAL			257,500=

