



Video as a didactic resource to improve students' oral expression of the english language

El video como recurso didáctico para mejorar la expresión oral del idioma inglés en estudiantes


Vídeo como recurso didático para aprimorar a expressão oral de alunos de inglês

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ABSTRACT

This research aimed to determine the effect of authentic material as a didactic resource on improving English oral expression in high school students. It adopts a quantitative approach and a quasi-experimental design. The population consisted of 58 fifth-year high school students, with the sample comprising 29 students from section A, selected through non-probabilistic sampling. Fifteen learning activities were developed with the experimental group using authentic material as a didactic resource, while no stimulus was applied to the control group. The results were significant, showing that 59% of the students in the experimental group achieved the expected level of oral expression, and 41% reached a distinguished level. Regarding the hypothesis test, the statistical test value was $U = 6.566$, with a significance level below 5% ($p < 0.05$), demonstrating the effectiveness of authentic material as a didactic resource in improving oral expression in the experimental group.

Key words: Oral expression; Language teaching; Pronunciation; Audiovisual material

RESUMEN

Esta investigación tuvo como objetivo determinar el efecto del material auténtico como recurso didáctico en la mejora de la expresión oral de inglés en estudiantes de secundaria. Adopta un enfoque cuantitativo y un diseño cuasiexperimental. La población consistió en 58 estudiantes de quinto año de secundaria, con la muestra compuesta por 29 estudiantes de la sección A, seleccionados mediante muestreo no probabilístico. Se desarrollaron quince actividades de aprendizaje con el grupo experimental utilizando material auténtico como recurso didáctico, mientras que al grupo de control no se le aplicó ningún estímulo. Los resultados fueron significativos, mostrando que el 59% de los estudiantes en el grupo experimental alcanzaron el nivel esperado de expresión oral, y el 41% alcanzó un nivel destacado. En cuanto a la prueba de hipótesis, el valor de la prueba estadística fue $U = 6.566$, con un nivel de significancia por debajo del 5% ($p < 0.05$), lo que demuestra la efectividad del material auténtico como recurso didáctico en la mejora de la expresión oral en el grupo experimental.

Palabras clave: Expresión oral; Enseñanza de idiomas; Pronunciación; Material audiovisual

RESUMO

Esta pesquisa teve como objetivo determinar o efeito do material autêntico como recurso didático na melhoria da expressão oral em inglês em estudantes do ensino médio. Adota uma abordagem quantitativa e um desenho quase-experimental. A população consistiu de 58 estudantes do quinto ano do ensino médio, com a amostra composta por 29 alunos da seção A selecionados por amostragem não probabilística. Quinze atividades de aprendizagem foram desenvolvidas com o grupo experimental utilizando material autêntico como recurso didático, enquanto nenhum estímulo foi aplicado ao grupo de controle. Os resultados foram significativos, mostrando que 59% dos estudantes no grupo experimental alcançaram o nível esperado de expressão oral, e 41% atingiram um nível destacado. Em relação ao teste de hipótese, o valor do teste estatístico foi $U = 6,566$, com um nível de significância abaixo de 5% ($p < 0,05$), demonstrando a eficácia do material autêntico como recurso didático na melhoria da expressão oral no grupo experimental.

Palavras-chave: Expressão oral; Ensino de idiomas; Pronúncia; Material audiovisual

INTRODUCTION

Proficiency in a foreign language is a contemporary necessity for navigating the globalized world, offering individuals greater opportunities for comprehensive personal growth within a society immersed in constant change. The development of communicative skills in this language enables individuals to function as both listeners and speakers, providing those who master it with a distinct advantage over those with limited or no knowledge of it.

The most crucial skill in mastering a second language is oral communication, as proficiency in various contexts is demonstrated through oral interactions. This skill is often perceived by learners as the most challenging to acquire and implement due to disparities between written and spoken language, and traditional teaching methods have traditionally prioritized grammar and writing (Rico, 2018).

Traditional education prevailed to a greater extent prior to the global pandemic that began in 2020. During the period of remote education, teachers and students utilized technology to improve language skills. While these tools were always available, their use was not considered indispensable as direct contact with students was maintained. Nevertheless, it is crucial to recognize that the appropriate and responsible use of technological tools will always contribute to improved learning. It is important to encourage students to

avail themselves of tools that help reinforce their English language skills. However, traditional teaching methods still persist in areas marked by digital divides, and some teachers are reluctant to adopt new methodologies. Despite this, authors such as Soler and Alcantud (2020) suggest that given the digital age revolution, the combination of innovative and traditional resources is necessary. They propose the implementation of programs to improve communicative skills using a wide range of technology-based resources. In contrast to this, studies such as that conducted by Cango and Bravo (2020) demonstrate that the use of digital tools in state schools is very limited due to poor infrastructure and insufficient resources, which hinder the implementation of autonomous work platforms. Additionally, there are places where there is no electricity, and in even more remote areas, there is no telecommunication signal. Many factors prevent the implementation of novel language teaching strategies.

According to findings from EF Education First (2023) an annual study that establishes the global ranking of English proficiency in 113 countries and regions, the 2023 edition reveals that Peru ranks 51st out of 113 countries and ninth out of 20 republics in the Latin American region, placing it within countries with moderate proficiency levels. The regions of Lima, Callao, and La Libertad are classified at a moderate level, while the rest of the country's regions are categorized as low or very low.

In Peru, urban students entering secondary education typically have low or very low levels of English proficiency. In rural areas, most secondary educational institutions introduce English language instruction for the first time, and upon graduation, students often do not achieve the expected proficiency level outlined by the National Curriculum and Educational Guidelines. Additionally, the state does not provide adequate training and updating conditions for English teachers, nor are there updated educational materials for the learning transfer and reception process. Furthermore, in many educational institutions, teachers who teach English are not specialists in the field but rather teach related subjects.

Since 2015, Peru has implemented the "English Gateway to the World" strategy in secondary education. This plan emerged in response to the low levels of English achievement in public education. Despite all efforts made and the limited materials provided by the Ministry of Education to schools, significant improvements in English proficiency levels have not been achieved. The plan proposed that by 2021, students would graduate with a B1 level of basic education in English. However, this goal was not realized (Huamán, 2021). The basic education curriculum allocates only two pedagogical hours per week to English in schools with regular school hours, while those with full school hours have five pedagogical hours per

week (Ministry of Education, 2023). However, this course is mandatory only in secondary education, and in primary education, it is an optional course that some students take as an extracurricular activity.

To achieve better language learning outcomes in public educational institutions, teaching should start from the initial and primary levels. Studies reveal that the greater an individual's exposure to the language, the better their assimilation of it. A child can learn a second language through imitation (Bueno, 2019).

According to practical observations, secondary school students in Peru face difficulties in acquiring English language competencies, with oral expression being the most challenging. Interaction with peers is often not fluent, pronunciation is inadequate as students tend to read words as they are written, there is difficulty in demonstrating appropriate intonation, and they take longer than expected to organize their ideas coherently or to comprehend their interlocutor's message. Therefore, authentic material is proposed as a didactic resource to improve the oral expression of the English language in secondary school students.

Based on the aforementioned points, the general problem is formulated as follows: How does authentic material as a didactic resource enhance the oral expression of the English language in secondary school students? Additionally,

the formulation of the aforementioned general problem implies the establishment of the following subproblems: How does authentic material as a didactic resource improve English fluency in secondary school students?; How does authentic material as a didactic resource improve English pronunciation in secondary school students?; How does authentic material as a didactic resource improve English intonation in secondary school students?; and How does authentic material as a didactic resource improve English coherence in secondary school students?

This research is theoretically justified as it provides a compilation of theoretical foundations on oral expression and authentic material, which will support the knowledge of language teachers and readers in general seeking and researching new strategies to increase oral expression levels in English beyond traditional classes. From a practical perspective, this study is justified because by using authentic material as a didactic resource in lessons, attempts were made to increase English oral communication levels of learners in various communicative situations. The study did not aim to provide an absolute solution to the problem as it involves other factors beyond the scope of research. Methodologically, an evaluation instrument was developed to measure oral expression, which was approved by experts for its content and internal consistency. This instrument constitutes a contribution to research and can be

used in future research with oral expression as a variable. Epistemologically, this work is based on a communicative approach, with students at the center of learning and teachers playing the role of learning mediators by creating opportunities for interaction among learners. In terms of university social responsibility, this research sought to support the reduction of gaps and deficiencies in education and is based on the fourth Sustainable Development Goal on the quality of education, as it introduces new didactic resources for language teaching and improves communicative competencies.

In this line of analysis, the general objective was proposed as follows to determine the effect of authentic material as a didactic resource on the improvement of oral expression in English among secondary school students. Additionally, the following specific objectives were established: to verify if authentic material as a didactic resource improves English fluency in secondary school students; to verify if authentic material as a didactic resource improves English pronunciation in secondary school students; to verify if authentic material as a didactic resource improves English intonation in secondary school students; and to verify if authentic material as a didactic resource improves English coherence in secondary school students.

Theoretical framework

For Hompanera (2021) in her study conducted in the Principality of Asturias, aimed to examine the development of language competence in a foreign language, English, in 10th-grade students with the Bilingual Education Program and compare it with those immersed in traditional non-bilingual education. The researcher concluded that bilingual/CLIL education significantly enhances English communicative competence. However, she considers it inevitable to continue investigating to determine which elements determine this improvement in language competencies of language learners.

Meneses and Medina (2021) in their research conducted in Ecuador, identified that students did not present adequate participation in terms of communicative skills in a second language. Therefore, they proposed to deploy a methodological strategy based on ICT for the progress of oral communication in English. The authors concluded that speaking is one of the essential skills because it facilitates communication among Spanish-speaking countries. Consequently, teaching and learning need to be well reinforced. The methodological strategy they applied aimed to contribute to teaching practices, but above all, to innovate the methodological process through the use of ICT.

Chaves (2021) in a study carried out in Spain, aimed to determine whether the integration of

methods, strategies, approaches, and techniques, which are specifically designed for teaching a foreign language along with those that are not exclusively language-oriented, have an impact on improving verbal communication skills in fourth-grade high school students. The program applied in their research was student-centered, promoting cooperation and group work. Its importance lies in allowing the student to learn at their own pace, and gamification of learning motivates students and relieves stress and worry from a session. The application of this program was focused on the progress of oral communicative competence in English.

Núñez (2021) conducted research in Argentina, which aimed to observe the effect of implementing a drama-based workshop in English lessons. This research was carried out with high school students who were given initial and final questionnaires, filmed sessions, and interviews. The results showed improvement in verbal communication in English due to the use of drama as a didactic resource and the implementation of a cooperative approach in teaching a foreign language. As a conclusion, it was determined that lessons were not developed mechanically but dynamically.

Alfonso and Romero (2023) in their study conducted in Colombia, stated that the use of authentic materials has become a transcendental means in English teaching. Although a systematic

structure for its effective use is important, their purpose was to contribute to the execution of a pedagogical strategy that combines the use of authentic materials, listening comprehension, and the design of tasks that achieve a balance between challenge and support in understanding content. The authors believe that the implementation of authentic materials enhances student motivation while participating in real communication exchanges. They concluded that authentic materials represent a great opportunity to continue motivating and challenging students in English classrooms, in real-world communication, face-to-face encounters, and online interactions.

Whereas in the Peruvian context, Hermoza (2021) in her research conducted in Huancavelica, aimed to determine the degree of influence of dramatization as a didactic resource on the level of oral expression. This study was carried out with first-year high school students. It was found that students in the experimental group achieved better results in English language expression. This research concluded that dramatization as a didactic resource significantly influences the level of development of verbal communication in English, improving pronunciation, intonation, fluency, and coherence.

Saavedra et al., (2022) considered oral communication to be the most important skill in learning a second language. However, its

development was hindered by the COVID-19 lockdown and traditional teaching methods. They believe that activities based on the communicative approach are the most suitable for improving verbal communication in English among students. They aimed to establish the levels at which didactic strategies for improving oral expression are found. The research was conducted with 98 students, and the researchers concluded that the use of video clips in small groups helps improve oral expression in English. They also suggest slowing down the speed of videos and replaying important parts of them. Although it is a good strategy, it would be difficult to implement in educational institutions that do not have the necessary tools to project a video.

Moreno (2020) aimed to analyze the most relevant aspects of English teaching in the school stage in Peru. The author asserts that learning a second language at an early age is more significant as students learn more easily. However, the level of English in Peru has consistently been low due to the slow operation of educational policies for this course. The number of hours the student is exposed to the language in school, the number of language specialists available to teach, and the predominant teaching methodology, which is recommended to be based on the communicative approach but also complemented by the significant contribution of other approaches, all influence the low level of English proficiency in Peru.

Garma (2021) in a research conducted in San Juan de Lurigancho, identified deficiencies in oral expression in English among a group of students. As an alternative, the application of role-playing was proposed to strengthen oral expression in English. The purpose was to determine the effect of the role-playing strategy on strengthening oral expression in English among second-year high school students. The researcher concluded that this strategy significantly improves oral expression in English, evident in pronunciation, vocabulary use, discourse management, and interactive communication.

Cruz (2022) considered that the low level of English proficiency is centered on verbal communication. Therefore, the dramatization strategy was proposed, although teachers are aware of this strategy; they do not apply it enough to strengthen communicative competencies in English. The aim was to determine that dramatization develops oral expression in English among fourth-grade high school students. The conclusion was that the use of the pedagogical strategy of dramatization significantly improves and develops oral expression, as after applying the strategy to the experimental group, a considerable proportion of students achieved sufficient achievement levels. They improved in vocabulary, grammar, pronunciation, and fluency dimensions.

The authentic material, as stated by Haley (2013) in Chamba and Gavilanes (2019) states

that authentic material has not been produced exclusively for language teaching but for transmitting and communicating meanings. However, these resources are used in teaching to foster students' autonomy in learning, making it more attractive, dynamic, and motivating.

Currently, thanks to the advancement of modern technologies, most authentic materials are accessible to teachers and students and can be found in printed or electronic form to make meaningful use of them in the progress of oral expression, which is the most relevant skill in language learning. The interaction between sender and receiver is essential; thus, communication must be coherent (Набиева, 2023).

On the other hand, it is important to consider the type of authentic material that will be used in different learning activities. Hakeem et al., (2022) classify authentic material as follows: Authentic visual materials: material from which students can obtain information through sight, including images, postcards, wordless illustrated books, posters with symbols, artworks, and drawings. Authentic audio materials: students can obtain the main information through listening (listening). Examples include radio programs, recorded interviews, advertisements, songs, various articles; this type of authentic material is essential for students to become familiar with the fluency, intonation, and pronunciation of native speakers. Authentic printed materials: this group includes

magazines, newspapers, diaries, movie reviews, storybooks, brochures, and song lyrics, recognizing that a significant amount of material has been produced in real life using the English language. Authentic realia: the concept of realia is related to tangible objects from real life that contribute to teaching.

Authentic material was strategically used in various learning activities; brochures and flyers were used to promote a product, service, or tourist destination for vacations. Magazines provide a wealth of vocabulary, the menu allows for the dissemination of typical local food, including prices, offers, and hours of operation. Songs, videos, and conversations help identify relevant information in a communicative situation and messages through adverbial phrases, serving as a model for students to listen to the pronunciation and intonation of a native speaker. It is also essential for them to observe body language (Orooq and Hussein, 2022). Furthermore, Faisal et al. (2021) assert that students easily learn new vocabulary through authentic realia, remembering what they perceive through the senses.

The use and production of authentic material by students allowed them to develop their communication skills more efficiently, providing the opportunity to significantly improve oral ability (Orooq and Hussein, 2022). It is crucial for both students and teachers to have a positive attitude toward the use of authentic material and learning strategies; this directly affects teaching-learning.

In this way, learners will obtain greater benefits for their learning (Barotovna, 2022). It is preferable to teach a second language based on authentic material, i.e., original sources such as texts produced from the communicative life of native speakers (Alfonso, 2022).

Authentic material encourages students to focus more on language skills, motivates them to read for pleasure rather than out of obligation or because there is a task involved, makes teaching and learning easy and interesting, and serves as a link between the outside world and English classrooms. They serve as a mediating resource to contextualize English learning (Alfonso, 2022). The exposure of learners to authentic material and activities produced by native speakers leads them to become real language users (Alfonso and Romero, 2023).

For the selection of authentic material, Mahsefat and Sabet (2012) in Hakeem et al., (2022) propose three criteria: first, content suitability: it is necessary to know the students' English level to define the type of material. Otherwise, if material above the students' level is used, it can be a source of demotivation and discouragement for learning. The second criterion is exploitability: this criterion implies the extent to which authentic material is used in learning activities to stimulate and strengthen their learning abilities. The third criterion is readability: it refers to the level of difficulty that students may face with authentic material regarding grammatical structure and vocabulary. In relation to this, (C.R, 2021) states

that the proper selection of authentic material has an impact on stimulating and motivating students.

Authentic material is used to strengthen English language skills as a foreign language; the main advantages according to Bakhtiyor (2021) are as follows: exposes learners to real-life situations, is economical, easily accessible, and available everywhere, improves students' critical thinking, develops the creativity of students and teachers, promotes the ability to explain and converse of students, builds a connection between the outside world and English classrooms.

The research was based on the active learning approach; John Dewey, 1960 in Baraldi (2020), asserts that students learn from confronting problematic situations and through learning opportunities that teachers design by choosing relevant material and activities according to what students need.

METHOD

The research was conducted using a quantitative approach, following a rigorous order of sequences as proposed by Hernández et al., (2014). This approach involves formulating a problem about the reality under investigation and testing hypotheses through data collection and statistical analysis. Similarly, Villanueva (2022) emphasizes the use of statistical and mathematical data to verify hypotheses and present results quantitatively.

In terms of research type, the study was applied research, aiming to address practical problems by relying on findings and solutions proposed in the study objectives (Arias y Covinos, 2021). The research design adopted was quasi-experimental, involving the deliberate manipulation of an independent variable (authentic material) on one group (experimental) to observe its effect on the dependent variable (oral expression) while keeping a control group unaffected.

Experimental Group (EG):

O1 _____ X _____ O3

Control Group (CG):

O2 _____ O4

The variables considered in the study were dependent (oral expression in English) and independent (authentic material). Operationalization involved defining these variables and their dimensions. Authentic material was operationalized by using various types of authentic material relevant to each learning activity, while oral expression was measured through fluency, pronunciation, intonation, and coherence using a checklist.

The population comprised 58 high school students from both genders, aged between 16 and 17, enrolled in the 5th grade of a public educational

institution. The sample consisted of 29 students from the experimental group who received the intervention. Sampling was non-probabilistic and intentional, considering the unique characteristics of the population.

Observation was used as the primary data collection technique, recording students' verbal interactions during the intervention sessions systematically. The checklist served as the instrument for evaluating students' performance in English oral expression. It was validated by experts in education and linguistics and demonstrated high reliability.

The instrument used in the study demonstrated satisfactory results in terms of its reliability and validity, which were assessed statistically:

Reliability: The KR20 coefficient was employed to assess the internal consistency of the instrument. The obtained value was 0.955, indicating high reliability. This value falls within the recommended range for considering an instrument reliable, typically above 0.70.

Validity: The validity of the instrument was evaluated through content validation and construct validation. Content validation involved expert evaluation from the fields of education and linguistics, who concluded that the instrument was pertinent and suitable for measuring the study variable. Construct validation included theoretical review and comparison of results

with other indicators of performance in English oral expression. The results of these validations supported the instrument's ability to accurately measure the study variable.

The procedure began with identifying a problem related to English oral expression, obtaining permission from the school, and securing informed consent from parents. Pre-tests were conducted on both study groups, followed by a 15-session intervention using authentic materials. Post-tests were administered, and data were collected, organized, and processed using the SPSS statistical software.

Descriptive statistics were used to analyze the data obtained from the pre- and post-tests conducted on both the control and experimental groups. The Mann-Whitney U test was applied to assess the normality of data distribution.

Ethically, the research adhered to principles and guidelines outlined by the University, including obtaining consent from school authorities and parents and maintaining students' confidentiality. Intellectual property rights were respected, and measures were taken to prevent plagiarism or falsification of information.

RESULTS AND DISCUSSION

In Table 1, it was observed that in the pre-test, 97% of the students in the experimental group reached the initial level of oral expression, while 3% were in the process stage. Similarly, 93% of the students in the control group achieved

the initial level, with 7% in the process stage. This indicated that prior to the use of authentic material, participants in both research groups had deficiencies in oral expression.

In the post-test, 59% of the participants in the experimental group achieved the expected level, and 41% reached a distinguished level, whereas

97% of the control group participants remained at the initial level, with only 3% in the process stage. This demonstrated that following the application of authentic material, participants in the experimental group showed significant improvement in oral expression compared to those in the control group.

Tabla 1. Levels of oral expression in the English language of secondary school students.

Oral Expression Dimension	Experimental (Pre Test)	Experimental (Post Test)	Control (Pre Test)	Control (Post Test)
Beginning	28 (97%)	0 (0%)	27 (93%)	28 (97%)
Process	1 (3%)	0 (0%)	2 (7%)	1 (3%)
Expected	0 (0%)	17 (59%)	0 (0%)	0 (0%)
Distinguished	0 (0%)	12 (41%)	0 (0%)	0 (0%)
Total	29 (100%)	29 (100%)	29 (100%)	29 (100%)

Table 2, illustrates that in the pre-test, 90% of students in the Experimental Group (GE) reached the 'Inicio' level of fluency, while 10% reached the 'Process' level. Conversely, 83% of Control Group (GC) participants reached the 'Beginning' level, with 14% at the 'Process' level. This suggests that prior to the use of authentic material, both groups exhibited deficiencies in fluency.

Additionally, in the post-test, 38% of GE members achieved the 'Esperado' level and 34% reached the 'Distinguished' level. In contrast, 83% of GC participants remained at the 'Beginning' level, with 14% at the 'Process' level. This indicates that following the application of authentic material, there was a significant improvement in fluency among GE students compared to GC participants.

Tabla 2. Levels of english language fluency dimension among secondary education students.

Fluency Level	Experimental Pre-Test (%)	Control Post-Test (%)
Beginning	26 (90%)	0 (0%)
Process	3 (10%)	8 (28%)
Expected	0 (0%)	11 (38%)
Distinguished	0 (0%)	10 (34%)
Total	29 (100%)	29 (100%)

Table 3, depicts that in the pre-test, 66% of participants in the Experimental Group (GE) reached the 'Beginning' level of pronunciation, while 28% reached the 'Process' level. Similarly, 93% of students in the Control Group (GC) achieved the 'Beginning' level in pronunciation, with 7% at the 'Process' level. This indicates that prior to the use of authentic material, students in both groups exhibited deficiencies in pronunciation.

Furthermore, in the post-test, 59% of GE students attained the 'Expected' level and 38% reached the 'Distinguished' level. Conversely, 93% of GC students remained at the 'Beginning' level, with 7% at the 'Process' level. This demonstrates that following the application of authentic material, GE participants showed significant improvement in pronunciation compared to GC students.

Table 3. Levels of english language pronunciation dimension among secondary education students.

Pronunciation Level	Experimental Pre-Test (%)	Control Post-Test (%)
Beginning	19 (66%)	0 (0%)
Process	8 (28%)	1 (3%)
Expected	2 (7%)	17 (59%)
Distinguished	0 (0%)	11 (38%)
Total	29 (100%)	29 (100%)

Table 4, revealed that in the pre-test, 69% of participants in the Experimental Group (GE) reached the 'Beginning' level of intonation, while 31% reached the 'Process' level. Similarly, 93% of students in the Control Group (GC) achieved the 'Beginning' level in intonation, with 7% at the 'Process' level. This indicated that prior to the application of authentic material, students in both groups faced difficulties with intonation.

Furthermore, in the post-test, 31% of GE students attained the 'Expected' level of intonation and 55% reached the 'Distinguished' level. Conversely, 86% of GC participants remained at the 'Beginning' level, with 14% at the 'Process' level. This demonstrated that following the application of authentic material, GE students had shown considerable improvement in intonation compared to GC students.

Tabla 4. Levels of english language intonation dimension among secondary education students.

Intonation Level	Experimental Pre-Test (%)	Control Post-Test (%)
Beginning	20 (69%)	0 (0%)
Process	9 (31%)	4 (14%)
Expected	0 (0%)	9 (31%)
Distinguished	0 (0%)	16 (55%)
Total	29 (100%)	29 (100%)

Table 5, indicates that in the pre-test, 90% of participants in the Experimental Group (GE) achieved the 'Beginning' level of coherence, while 10% reached the 'Process' level. Similarly, 93% of participants in the Control Group (GC) attained the 'Beginning' level, with 7% at the 'Process' level. This confirms that prior to the application of authentic material, participants in both groups encountered difficulties with coherence.

Furthermore, it is evident that in the post-test, 55% of GE participants obtained the 'Expected' level of coherence, and 45% reached the 'Distinguished' level. Conversely, 90% of GC participants remained at the 'Beginning' level, with 10% at the 'Process' level. This confirms that following the application of authentic material, GE students demonstrated significant improvement in coherence compared to GC students.

Tabla 5. Levels of english language coherence dimension among secondary education students.

Coherence Level	Experimental Pre-Test (%)	Control Post-Test (%)
Beginning	26 (90%)	0 (0%)
Process	3 (10%)	0 (0%)
Expected	0 (0%)	16 (55%)
Distinguished	0 (0%)	13 (45%)
Total	29 (100%)	29 (100%)

Nota. Data obtained from the oral expression database. Output: SPSS Version 25.0.

In Table 6, the normality test, which verifies the symmetry of the data of the variables under study, indicates that the significance levels for the oral expression variable and its dimensions for both research groups are less than 5% ($p < 0.05$),

demonstrating that the data are not normally distributed. Therefore, it is necessary to use the Mann-Whitney U test to test the research hypotheses.

Tabla 6. Normality test of english language oral expression among secondary education students.

Group	Test	Variables / Dimensions	Shapiro-Wilk Statistic	df	Sig.
Experimental Group	Pre test	Oral Expression	0.934	29	0.068
		Fluency	0.838	29	0.000
		Pronunciation	0.856	29	0.001
		Intonation	0.781	29	0.000
		Coherence	0.850	29	0.001
	Post test	Oral Expression	0.931	29	0.048
		Fluency	0.804	29	0.000
		Pronunciation	0.716	29	0.000
		Intonation	0.735	29	0.000
		Coherence	0.635	29	0.000
Control Group	Pre test	Oral Expression	0.928	29	0.058
		Fluency	0.896	29	0.008
		Pronunciation	0.813	29	0.000
		Intonation	0.875	29	0.003
		Coherence	0.834	29	0.000
	Post test	Oral Expression	0.968	29	0.508
		Fluency	0.907	29	0.015
		Pronunciation	0.821	29	0.000
		Intonation	0.883	29	0.004
		Coherence	0.864	29	0.002

Note. Data obtained from the oral expression database. Output: SPSS Version 25.0.

Table 7, displays that the average score in the pre-test for the Experimental Group (GE) is 5.66 and for the Control Group (GC) is 5.55, resulting in a mean difference of 0.10. The statistical test value is $U = 0.141$ with a significance level greater than 5% ($p > 0.05$), indicating that before the application of authentic material, participants in both research groups showed similar levels of oral expression (homogeneous).

Additionally, it demonstrates that the average score in the post-test for the GE is 17.28 and for the GC is 5.79, resulting in a mean difference of 11.48. The statistical test value is $U = 6.566$ with a significance level less than 5% ($p < 0.05$), confirming that after applying the authentic material, both study groups exhibit a significant difference, wherein the GE significantly improved oral expression compared to the GC. This confirms the effectiveness of authentic material as a didactic resource in improving English language oral expression.

Tabla 7. Hypothesis testing of authentic material as a didactic resource in improving english language oral expression among secondary education students.

Oral Expression	Group	Mean	Difference	U Mann-Whitney	Significance
Pre-Test	Experimental	5.66	0.10	0.141	$p = 0.888 > 0.05$
	Control	5.55			
Post-Test	Experimental	17.28	11.48	6.566	$p = 0.000 < 0.05$
	Control	5.79			

Note. Data obtained from the oral expression database. Mean: Average / Difference. Output: SPSS Version 25.0.

The Table 8, illustrates that the average score in the pre-test for the Experimental Group (GE) is 1.69 and for the Control Group (GC) is 1.66, resulting in a mean difference of 0.03. The statistical test value is $U = 0.109$ with a significance level greater than 5% ($p > 0.05$), indicating that before the application of authentic material, students in both research groups exhibited a similar level of fluency (homogeneous).

Furthermore, it demonstrates that the average score in the post-test for the GE is 4.07 and for

the GC is 1.69, resulting in a mean difference of 2.38. The statistical test value is $U = 6.191$ with a significance level less than 5% ($p < 0.05$), showing that after using authentic material, both groups exhibited a significant difference, in which the GE significantly improved fluency compared to the GC. This confirms the effectiveness of authentic material as a didactic resource in improving the fluency dimension of the English language.

Tabla 8. Hypothesis testing of authentic material as a didactic resource in improving the fluency dimension of english language among secondary education students.

Fluency	Group	Mean	Difference	U Mann-Whitney	Significance
Pre-Test	Experimental	1.69	0.03	0.109	$p = 0.913 > 0.05$
	Control	1.66			
Post-Test	Experimental	4.07	2.38	6.191	$p = 0.000 < 0.05$
	Control	1.69			

Note. Data obtained from the oral expression database. Mean: Average / Difference. Output: SPSS Version 25.0.

Table 9, shows that the average score in the pre-test for the Experimental Group (GE) is 1.55 and for the Control Group (GC) is 1.52, resulting in a mean difference of 0.03. The statistical test value is $U = 0.048$ with a significance level greater than 5% ($p > 0.05$), indicating that before the application of authentic material, participants in both research groups exhibited a similar level of pronunciation.

Furthermore, it demonstrates that the average score in the post-test for the GE is 4.34 and for the

GC is 1.55, resulting in a mean difference of 2.79. The statistical test value is $U = 6.711$ with a significance level less than 5% ($p < 0.05$), showing that after using authentic material, both groups exhibited a significant difference, in which the GE significantly improved pronunciation compared to the control group. This confirms the effectiveness of authentic material as a didactic resource in improving the pronunciation dimension of the English language.

Tabla 9. Hypothesis testing of authentic material as a didactic resource in improving the pronunciation dimension of english language among secondary education students.

Pronunciation	Group	Mean	Difference	U Mann-Whitney	Significance
Pre-Test	Experimental	1.55	0.03	0.048	$p = 0.962 > 0.05$
	Control	1.52			
Post-Test	Experimental	4.34	2.79	6.711	$p = 0.000 < 0.05$
	Control	1.55			

Note. Data obtained from the oral expression database. Mean: Average / Difference. Output: SPSS Version 25.0.

Table 10, illustrates that the average score in the pre-test for the Experimental Group (GE) is 1.31 and for the Control Group (GC) is 1.28, resulting in a mean difference of 0.03. The statistical test value is $U = 0.177$ with a significance level greater than 5% ($p > 0.05$), indicating that before the application of authentic material, participants in both research groups exhibited a similar level of intonation.

Moreover, it is evident that the average score in the post-test for the GE is 4.41 and for the GC

is 1.38, resulting in a mean difference of 3.03. The statistical test value is $U = 6.537$ with a significance level less than 5% ($p < 0.05$), confirming that after using authentic material, both groups exhibited a significant difference, in which the GE significantly improved intonation compared to the control group. This verifies the effectiveness of authentic material as a didactic resource in improving the intonation dimension of the English language.

Tabla 10. Hypothesis testing of authentic material as a didactic resource in improving the intonation dimension of english language among secondary education students.

Intonation	Group	Mean	Difference	U Mann-Whitney	Significance
Pre-Test	Experimental	1.31	0.03	0.177	$p = 0.859 > 0.05$
	Control	1.28			
Post-Test	Experimental	4.41	3.03	6.537	$p = 0.000 < 0.05$
	Control	1.38			

Note. Data obtained from the oral expression database. Mean: Average / Difference. Output: SPSS Version 25.0.

Table 11, demonstrates that the average score in the pre-test for the Experimental Group (GE) is 1.10 and for the Control Group (GC) is 1.10, resulting in a mean difference of 0.00. The statistical test value is $U = 0.135$ with a significance level greater than 5% ($p > 0.05$), confirming that before the application of authentic material, participants in both research groups exhibited a similar level of coherence.

Furthermore, it is evident that the average score in the post-test for the GE is 4.45 and for the GC

is 1.17, resulting in a mean difference of 3.28. The statistical test value is $U = 6.682$ with a significance level less than 5% ($p < 0.05$), verifying that after using authentic material, both groups exhibited a significant difference, in which the GE improved coherence more than the GC. This confirms the effectiveness of authentic material as a didactic resource in improving the coherence dimension of the English language.

Tabla 11. Hypothesis testing of authentic material as a didactic resource in improving the coherence dimension of english language among secondary education students

Intonation	Group	Mean	Difference	U Mann-Whitney	Significance
Pre-Test	Experimental	1.10	0.00	0.135	$p = 0.893 > 0.05$
	Control	1.10			
Post-Test	Experimental	4.45	3.28	6.682	$p = 0.000 < 0.05$
	Control	1.17			

Note. Data obtained from the oral expression database. Mean: Average / Difference. Output: SPSS Version 25.0.

Discussion

Verbal communication in English is a competency that enables students to express their feelings, emotions, and opinions through interaction with others clearly and precisely, using appropriate pronunciation and intonation. The order of their ideas must have coherence for the message to be understood appropriately. Learning a second language is a somewhat complicated task for many students, yet it is a requirement for personal, professional, and academic development. Oral expression is of utmost importance in teaching this language; however, for some students, it represents a significant challenge to express themselves fluently with understandable pronunciation and intonation, especially if they receive traditional teaching without using innovative strategies to improve their oral expression.

To address these difficulties, the use of authentic material was proposed as a didactic resource to enhance the oral expression of the English language. This strategy was considered unconventional, always keeping the student at the center of learning. The aim was to reduce the difficulties that learners face by not only seeking and applying innovative strategies but also encouraging students to self-assess their use of class time and their interest in completing assigned tasks. It's crucial for students to recognize that learning English is essential for their academic formation.

Knowing a second language is now more than just having an advantage over others; it is a necessity that everyone must embrace. Despite the challenges

in our country's educational system, as described by Moreno (2020), important aspects such as the age for learning and educational policies play a crucial role. While the ideal age for learning a language is childhood, little has been done in our country to offer second language instruction from an early age, particularly in state schools. The educational policies in place often lack the necessary tools and training for English language teachers, resulting in inadequate teaching methods. Public schools often lack workbooks for students to reinforce their learning at home, and the limited time allocated to English classes is insufficient for meaningful progress.

However, various innovative strategies can be used to improve students' verbal expression. In this research, authentic material was chosen as a didactic resource, tailored to each session's learning purpose. Audio and video materials were slowed down to ensure students fully understood the message.

The effectiveness of using authentic material as a didactic resource in improving the oral expression of English among secondary school students was demonstrated in the study. A significant percentage of students in the experimental group achieved the expected level or higher in oral expression, while the control group showed minimal improvement. These results align with similar studies by Hermoza (2021) and Núñez (2021), which also demonstrated the positive impact of innovative teaching strategies on oral expression.

Moreover, the study showed significant improvements in pronunciation, fluency, intonation, and coherence among students who received instruction using authentic material. Students were able to imitate native speakers' pronunciation, understand informal and formal language, and express themselves more fluently and coherently.

Despite these successes, challenges remain, particularly regarding students' reliance on technology and difficulties with pronunciation stemming from errors in their native language. However, with continued practice and exposure to English, students can overcome these challenges.

Therefore, the use of authentic materials as a teaching resource has proven to be an effective strategy for improving various aspects of English language proficiency among high school students. It is essential that educators continue to explore and implement innovative teaching methods to improve students' language learning experience and outcomes.

Verbal communication in English involves several key aspects, such as pronunciation, fluency, intonation, and coherence. These elements are fundamental for expressing oneself clearly and accurately in the language. The present study focused on the use of authentic material as a didactic resource to improve these dimensions among secondary school students.

Regarding pronunciation, the results showed a significant improvement among students who received instruction with authentic material. These findings are consistent with previous research, such

as Garma (2021), which also found that the use of innovative strategies, such as role-playing, can improve English pronunciation. Additionally, Cruz (2022) highlighted that although some students need improvement, a significant number achieved notable performance in pronunciation after the intervention.

Regarding fluency, students who participated in the experimental group showed notable progress compared to the control group. This result is supported by the research of Hermoza (2021), which also found significant improvements in fluency after applying a dramatization strategy in English teaching. However, Meneses and Medina (2021) pointed out that fluency often does not develop optimally in oral activities, highlighting the importance of adopting effective pedagogical approaches to improve this skill.

In relation to intonation, students in the experimental group showed substantial improvement after the intervention with authentic material. These results are consistent with the findings of Hermoza (2021), who observed that students learned to vary the tone of voice in expressions after applying specific strategies. Alfonso and Romero (2023) also highlighted the importance of appropriate selection of authentic material to improve intonation and promote student motivation.

Finally, regarding coherence, students who received instruction with authentic material showed better organization of ideas and greater accuracy in their oral expression. Chaves (2021) identified

common errors in coherence, such as the order of grammatical structures, which can hinder message comprehension. However, cooperative focus and co-evaluation can be effective strategies to improve this dimension, as suggested by Núñez (2021).

In turn, the results of this study support the effectiveness of using authentic material as a

teaching resource to improve various dimensions of English language proficiency among high school students. These findings are in line with previous research and highlight the importance of adopting innovative pedagogical approaches to improve language learning.

Proposal Synthesis

I. Informative Data

Region: La Libertad, Peru

Location of Implementation: Educational Institutions

Beneficiaries: Secondary education students

Title: Using Authentic Material as a Novel Resource in English Teaching

II. Diagnosis

Students face various difficulties in communicating orally in English as a foreign language. Many struggle with fluency, and some are unaware of the importance of English proficiency in today's globalized world.

III. Rationale

This proposal addresses observed issues in secondary education students' English competencies post-pandemic. Students lack autonomy in learning, and inappropriate technology use hinders writing and reading skills. The proposal aims to improve oral expression by utilizing authentic material, simulating real-world situations, and raising awareness of the importance of English proficiency.

IV. Justification

English proficiency is crucial for academic and professional development, but educational institutions often lack adequate resources. This proposal is feasible and applicable across institutions, considering students' interests and focusing on student-centered learning.

V. Objectives

General Objective: Motivate teachers to use authentic material to enhance oral expression in English.

Specific Objectives:

Raise awareness among teachers about using authentic material.

Promote the use of authentic material to improve oral expression in English.

VI. Expected Results

Anticipated outcomes include increased teacher use of authentic material, fostering student-centered learning, and enhancing communicative competence.

VII. Schedule

A recommended timeline involves pre-testing, implementing authentic material activities over 15 sessions, and concluding with post-testing to assess oral expression improvement.

VIII. Execution

Activities encompass various language themes, utilizing audio, video, articles, and real-life situations to enhance oral expression.

IX. Budget

A budget of S/. 5273.00 covers equipment, materials, services, and personnel.

X. Control Measures

Formative and continuous evaluation provides timely feedback to students and allows for adjustments to the proposal's activities based on student interest and learning pace.

CONCLUSIONS

This study investigated the effectiveness of authentic material as a didactic resource to enhance English oral expression among secondary education students. Through data analysis and discussion of results, several important conclusions were drawn.

Firstly, the findings provided compelling evidence that the use of authentic material significantly improved various dimensions of English oral expression, including fluency, pronunciation, intonation, and coherence. This suggested that authentic material served as a valuable tool in promoting effective language learning outcomes among students.

Secondly, hypothesis testing revealed a consistent pattern of improvement in oral expression skills among students exposed to authentic material compared to those in the control group. This underscored the importance of innovative teaching methodologies integrating real-world language use in the classroom environment.

Additionally, the study highlighted the potential of authentic material to address common challenges faced by students in language learning, such as difficulty in organizing ideas coherently, pronouncing words accurately, and using appropriate intonation patterns. By providing authentic linguistic input, students were better equipped to develop their communicative competence in English.

Moreover, the research findings contributed to the growing body of literature supporting the effectiveness of communicative approaches in language teaching, which prioritize meaningful interaction and authentic language use in the classroom. This suggested that educators should continue to explore and implement innovative pedagogical practices that engage students in authentic language learning experiences.

In closing, this study underscored the

importance of having incorporated authentic material into language teaching practices to effectively improve English speaking skills among secondary school students. By having provided students with opportunities to interact with real-world language, educators may have fostered a generation of more communicatively competent language learners.

CONFLICT OF INTEREST. The author declares that there is no conflict of interest regarding the publication of this scientific article.

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