UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

"THE MOST COMMON AUTHENTIC MATERIALS APPLIED TO ADVANCED INTENSIVE ENGLISH II COURSES IN THE TEACHING ENGLISH MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2016"

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INDEX Page

ABSTARCT
INTRODUCTION

CHAPTER I..... 12

1. PROBLEM 12

1.1 Statement of the problem..... 12

1.2 Presentation of the problem..... 12

1.3 Objectives 12

1.4 Research Questions 13

1.5 Justification..... 14

1.6 Scope of the work 15

CHAPTER II 17

2. THEORETICAL FRAMEWORK..... 17

2.1 Historical Framework 17

2.2 Theoretical Framework..... 19

2.3 Glossary of key terms 25

CHAPTER III 29

3. METHODOLOGY 29

3.1 Type of study 29

3.2 Research Design 29

3.3 Universe and Sample 30

3.4 Instruments and procedure of the Data collection Process. 31

3.5 Validity and reliability 33

3.6 Limitations..... 33

CHAPTER IV 34
4. DATA RESULTS 34
4.1 Analysis and interpretation of the data 34
4.1.1 Observation method Findings 34
4.1.2 Questionnaire Findings 39
4.2 Global Analysis of the Research 49
CHAPTER V 53
5. CONCLUSIONS AND RECOMMENDATIONS 53
5.1 Conclusions 53
5.2 Recommendations 56
5.2.1 Recommendations for professors 56
5.2.2 Recommendations for students 56
5.2.3 Recommendations for future researchers 57
5.2.4 Recommendations for Foreign language department 57
CHAPTER VI 59
6. BIBLIOGRAPHY AND APPENDIXES 59
6.1 Bibliographical References 59
6.2 Appendixes 60

ABSTRACT

Authentic materials are among the most important tools that a teacher can and must use in order to make the process of teaching go smoothly and effective in transmitting the necessary knowledge to all students. In order to know which are the most common authentic materials applied to Advance Intensive English II courses, the least common and how often are they used, the researchers conducted the research project: "THE MOST COMMON AUTHENTIC MATERIALS APPLIED TO ADVANCED INTENSIVE ENGLISH II COURSES IN THE TEACHING ENGLISH MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2016"**.** The researchers designed two tools, a questionnaire and observation classes in order to identify the type of authentic materials used by teachers to improve the Teaching-Learning Process for students in the previous mentioned levels in the department.

To identify the type of authentic materials used and the frequency of usage of this materials, students who used of these resources to improve their learning completed a survey questionnaire for the purpose of this study, the researchers performed an observation checklist to confirm the results gathered about the authentic materials applied in advanced intensive English II courses used not only to improve the Teaching-Learning process, but also to expose students into a real context . With all this information, the researchers organized the data in tables and represented it in graphs that facilitated the analysis and final interpretation of the results. At the end, the researchers provided conclusions and recommendations about which are the most common materials applied and importance of the use of authentic materials stated

above bring to the English level process in order to expose students into a better way to improve their learning process and their major skills.

INTRODUCTION

This research Project focuses on the study of the most common authentic materials applied to Advanced Intensive English II students in English teaching major at the Foreign Language Department of the University of El Salvador during the semester I year 2016. The necessity of using authentic materials in the Foreign language Department lays on the improvement of the teaching-learning process that is the reason why the project focuses to find out the most common authentic materials applied in the courses, in order to incorporate to students into a real context. The present work includes six chapters.

Chapter I contains the statement of the problem, the objectives and the research questions, which guided the research group to develop this study. Also the justification, that explains the reason why this research was made.

Chapter II, the theoretical framework, deals with background information related to the topic of authentic materials, point of view about previous researches done by other practitioners who help the research group to do the investigation. As well, a glossary that makes easier the understanding of certain terms used in the research.

Chapter III, the methodology deals with the type of study, the research design, universe and sample, method and instrument to applied, and also contains a step by step the description of the procedure that the researchers followed in order to get the data and carry out this research study. In addition, the limitations presented through the investigation.

Chapter IV, analysis of the data in which it was presented the data results with their respective analysis and interpretations of the observation findings, the questionnaire findings, and the global analysis of the Research.

Chapter V, this chapter presents conclusions, recommendations for professors, students, future researchers and the Foreign Language Department.

Chapter VI, in the final chapter includes the bibliographical references, and questionnaire result graphic, the appendixes as a copy of the questionnaire used to gather the data of the sample and the observation checklist, timetable, and others.

CHAPTER I

1. PROBLEM

1.1 Statement of the problem

"The most common authentic materials applied to Advanced Intensive English II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2016"

1.2 Presentation of the problem

Nowadays in EFL classrooms either teaching English major or modern languages major at the University of El Salvador the most common source to teach English is the course book. And sometimes teachers also make use of supplementary materials. Many authors state that the use of authentic materials in classrooms in lower levels is not appropriate because students at this level do not have an extensive vocabulary as background knowledge to face with this kind of material in the classroom.

In this research project Advanced Intensive English II courses were selected. These courses were considered because students at these levels have been taught before or are being taught now through authentic materials such as songs, magazines, videos, and others. Some teachers agree that this type of material has been produced for the purpose of language teaching, and that is why they usually take it into account. Authentic materials can be used by teachers to help students develop their skills. On the other hand, authentic material could be used to lead students to experience real life communication.

Due that, authentic materials are beneficial to the learning process, but what are the most common ones that are applied in the EFL classroom in the language department. So that, it is important to know what are the most authentic materials applied to the Advance Intensive English courses in the foreign language department.

1.3 Objectives

1.3.1 General objective:

- To find out which authentic materials are applied to the Advanced Intensive English II courses.

1.3.2 Specific objectives:

- To identify the most common authentic materials applied in the Advanced Intensive English II courses.

- To identify the least common authentic materials applied in the Advanced Intensive English II courses.

- To determine how often the most/least authentic materials are applied in the Advanced Intensive English II courses.

1.4 Research Questions

1.4.1 Main research question

- Which are the authentic materials applied to the Advanced Intensive English II courses?

1.4.2 Subsidiary questions

- What are the most common authentic materials applied in Advanced Intensive English II courses?

- What are the least common authentic materials used in Advanced Intensive English II courses?

- How often are used the most/least common authentic materials applied in Advanced Intensive English II courses?

1.5 Justification

The present study started from the importance of use of authentic materials as helpful tools in the teaching-learning process, besides the fact that they can be used with different levels of proficiency, especially advance levels.

Some English teachers take advantage of this source. So with the development of this research project, there was an attempt to highlight the most common authentic materials used in the Advanced Intensive English II courses to achieve an effective learning. On the other hand, by doing this research the researchers studied and analyzed in depth the different types of authentic materials, apart from the course book use in the EFL classroom.

Besides that, part of our research's social projection was to recommend and let English teachers know about the benefits of what is better to bring into the classroom. It means that when teachers use this kind of materials, English students are exposed to the language in real contexts or situations, and they learn not only the course book's contents, but also language that is used in real communication and oriented to the content in study. In this way, teachers help students to become more competent in the use of the language and to improve their skills, something that is really difficult to achieve only with the use of a course book, students may learn a lot about grammar, vocabulary and writing exercises, but they do not have the opportunity to know and use vocabulary, idioms, and expressions that native speakers use. To have a better insight on how the use of materials such as movies, magazines, brochures, articles, books among others, makes students capable of using real language and be ready to use that language, not only in the classroom, but also in the real world.

The main purpose is that at the end of this research, after findings, some suggestions and ideas can be made that might help improving the use of the authentic materials. It is expected that the possible suggestions can benefit all those involved: teachers and specially students.

1.6 Scope of the work

This research was carried out in the Foreign Language Department of the School of Arts and sciences of the University of El Salvador with the three groups of Advanced Intensive English II scheduled for semester I-2016. The purpose of this investigation was

not to measure the effectiveness of the usage of the authentic materials in the students´ proficiency. Therefore, the students were not evaluated in regards to their performance in class; they were not exposed to any external factor. The research group did not interfered with the development of the class and did not assessed if the materials were appropriate to the level of the students or related to the topic that were taught. In addition, the financial investment was not an obstacle in the development of the project because, as stated before, it took place in the Campus. As for the time, each activity was planned and scheduled to be covered based on the Advanced Intensive English II Class Program for the semester mentioned to achieve the goals of the research. Besides, the researchers assigned the necessary time to develop the investigation successfully.

As mentioned before, the study was accomplished in the Advanced Intensive English II courses of the Teaching English Major semester I-2016; their classes were observed for four weeks. Each member of the research team used an observation checklist to take notes of what was observed. At the end of the observation stage, a questionnaire was applied to the students to complete the data gathering process. Both instruments, the observation checklist and questionnaire, were specially prepared to obtain responses to the research questions.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Historical Framework

The issue of using authentic materials in language classrooms has been influential over the past two decades. Moreover, many practitioners involved in foreign language teaching and research have argued about the benefits of using authentic materials (Shrum & Glisan, 2000;Paltridge, 2001; Guariento & Morley, 2001; Kelly & Kelly & Offner & Vorland, 2002).

These benefits may range from highlighting comprehension, presenting real language, providing opportunities to introduce cultural issues, to enhancing motivation, and creating language awareness. However, the use of authentic materials in learning contexts such as ESP has always been a matter of controversy. In this respect, the present paper aims at reviewing the implementation of authentic materials in ESP contexts.

To this end, there will be a review of authenticity and authentic materials as opposed to textbook-based materials focusing on the nature and quality features as well as the approaches which advocate the use of authentic materials such as communicative language teaching (CLT) and Content-Based Instruction (CBI). Moreover, learners' needs as one of the fundamental principles in ESP Interest in authentic materials has a history as long as 1890s and Henry Sweet (1899) is believed to be one of the first advocates who favored the use of authentic materials and discussed their benefits over contrived ones. He believed that natural texts "do justice to every feature of the language" while artificial materials include

“repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential” (Cited in Gilmore, 2004).The reappearance of authenticity according to Gilmore (2004) dates back to the discussion raised by Chomsky (1965) and Hymes (1972) who remarked that communicative competence does not only comprise the knowledge of the language but the need for contextualized communication. The climax of this view was seen in communicative language teaching.

As Lin (2004:26) puts it, from 1980s the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches. This is also mentioned by Guariento and Morley (2001) who believes that using authentic materials relates to the onset of communicative movements in which there was an attempt to simulate real world in the classroom. Many language teachers believe that authenticity has proved its beneficial role in language teaching and there is no argument regarding this. (Shrum and Glisan, 2000; Richards, 2001; Kilickaya, 2004, etc)

Nowadays, Khaniya (2006:17) believes that: In the course of the decade, the use of authentic materials has become increasingly popular in learning situations ranging from traditional intensive ESL to language training for professionals. Particularly in the latter setting, he believes that a larger number of teachers are starting to identify the benefits of authentic materials and the options that such texts may provide. Thus, these options may be applied to diverse settings, learning objectives or tasks. As Bax (2003) states, for material developers and syllabus designers on one hand, and task based approaches and

communicative language teaching on the other, authenticity has played a focal role. According to Shomoossi and Ketabi (2007), hitherto, syllabus designers and materials developers used to base material development on the arrangement of the content materials and activities while ignoring authenticity criterion. Nevertheless, as Oxford (2001) cited in Shomoossi and Ketabi (2007) states some teaching practices such as multiple intelligences, cooperative learning, task-based learning, and content-based learning lead to authentic interaction in classroom. Richards (2001) referring to the facilitating role of authentic materials believes that communication which takes place in the class must simulate as much as possible the communication observable in the real world outside.

2.2 Theoretical Framework

During the past decades, teaching a foreign language has gained much more attention in most countries around the world. As a result, most of the instructors think that learning English as a second language has a big and important purpose “to use it in the real world”.

Nowadays, there is no doubt that today English teachers have a wide of teaching materials available to EFL- ESL classrooms to fit their needs. But this kind of material are commercially produced, the most common is the course book. This includes texts, audiotapes, workbooks, or videotapes with worksheets. This tendency occurs because a textbook is well-organized according to a syllabus and graded to the level of the course; that is why is easier to teach students step by step the language. That is why course books are considered artificial.

Nevertheless, there are some cases in which teachers look for ways to improve the teaching learning process implementing supplementary materials such as books, handouts, games, roleplays, etc. In the supplementary materials we find the authentic materials (Spratt, Pulverness & Williams, 2001). In any class teachers may have, they find the need to adapt particular information to their lessons with extra material that is more useful for improve or motivate. At the moment teachers start to implement authentic materials in classroom they observe the impact the real context has on students, they look a way to incorporate them more into lesson plans.

- **What are authentic materials?**

There are a lot of meanings for authentic materials, for example the definition provided by Nunan (1989): which consists in that authentic materials are "any material which has not been specifically produced for the purpose of language teaching.", likewise Bacon & Finnemann (1990): provide a similar definition writing that these materials do not have been produced with pedagogical aims: "authentic materials are texts produced by native speakers for a non-pedagogical purpose."

On the other hand, the conception of Rogers (1988), is that authentic materials are appropriate and good in terms of goals, objectives, learner needs and interest as well as natural in terms of real life and meaningful communication (Kilickaya, 2004). There are some other perceptions where authors state that nowadays it is recommended that the language presented in classes should be authentic: "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition." (Widdowson 1990:67).

- **Types of Authentic Materials**

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. Genhard (1996) classified authentic materials into three categories as follows:

1. Authentic listening-viewing materials, such TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, radio ads, songs, short stories and novels, documentaries.

2. Authentic visual materials, such as photographs, pictures from magazines, paintings, street signs, postcards pictures, slides, stamps, picture books.

3. Authentic printed materials, such as newspapers articles, advertisements, restaurant menus, song lyrics, brochures, catalogs, TV guides, comic books, greeting cards, maps, books.

- **Where do EFL-ESL teachers find authentic materials?**

According to Gebhard (1996), there are unlimited sources for teaching materials. Teachers who live where English is a foreign language, it is very simple of searching. Even though, teachers with a not easy access can find them. For example, during a travel to English-speaking countries, teachers could pick up useful material that could be adapted for lesson; also, the internet is regarded as a very important and rich source for authentic materials; moreover, using common resources like TV and radio.

- **Why use Authentic Materials?**

According to Brinton (1991), authentic materials can reinforce for students the direct relationship between language classroom and the outside world. Gerbhard (996) sees authentic materials as a way to "contextualize" language learning. Authentic materials give students a big source of input, because they are not been focus on content presented by the text but also the meaning exposed in authentic materials.

- **Authentic materials vs. textbook-based materials**

According to Velazquez (2007) foreign language teachers normally apply two kinds of texts for instruction; either authentic or simplified. To Velazquez both kinds of texts are valuable. He values simplified texts compared to authentic texts because he considers them as easy-to-comprehend language which is tailored to students' language ability at a specific level. He further argues that simplified texts can reinforce vocabulary and grammar and prepare learners for reading authentic texts.

Tomilson (2001) believes that since the contrived materials focus on the target form or structure they can be more helpful to learners although he further claims that if meaningful exposure to language is aimed authentic materials better prepare learners. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers. Constructed materials are advantageous because they use more familiar structures and words. These are more appropriate when a new grammatical structure is to be introduced or reinforced. However there are disadvantages seen for constructed materials such as being less interesting and not

introducing real world reading to learners (Horwitz, 2008). She further states that when there is an aim of intensive reading both authentic and constructed materials are advised to be used while for extensive reading authentic materials are preferred (ibid). With the concern of textbook materials, unlike Tomilson and Velazquez who favor contrived materials in textbooks, Shrum and Glisan (1994:28) highlight that: Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented. (cited in Hwang, 2005)

Berardo (2006) refers to some of the characteristics pertaining to non-authentic materials as having an "artificial and unvaried" language, concentrating on the point that is to be taught, and including "false-text indicators" such as sentences which are formed perfectly, questions which are formed by grammatical structures and followed by a full answer, and structures which are repeated. These make the texts seem very unlike what the learners may face in the real world as the real language use reflection. He further claims that these texts cannot be used as a means of improving reading skills because they "read unnaturally" but still he is in the belief that they can be used when the teaching of language structures are concerned. Comparing authentic materials with written EFL materials, Hwang (2005) points out that the authentic materials are interactive, whereas, EFL textbooks are instrumental. She also insists that if a learner wishes to get to near-native proficiency, relying on carefully written materials for English teaching is not enough.

Bell (2005) comparing simplified and contrived texts with authentic materials insists that although the burden that students have with simplified texts is less in understanding, authentic texts are advantageous since students face the real language written for and used

by the native speakers. Besides, simplification may sometimes be detrimental to understanding because of "grouping". To define grouping Joiner (1984) brings an insightful example which shows that how important may authenticity be in understanding the target language for students. Joiner explains a situation in which a teacher adapts a menu for the classroom instruction and she decides to delete some of the words like Coca-Cola which she assumes there is no need to expose the learners to that word because they already know it. As Joiner argues, unlike the assumption made by the teacher, the word may be very useful in understanding the menu because for example a traveler may make an intelligent guess as to what the other words coming in the same grouping as Coca-Cola may mean and then the traveler may recognize the words come in the same grouping as drinks (Cited in Bell, 2005).

As Bell further explains grouping can be called as one of the natural cues that authentic materials provide which is very helpful in understanding the meaning of unknown words in a set. Having reviewed different views on textbook-based materials, (Beeching, 1982; Byrd & Reid, 1995; Hwang, 2005; Jioner, et al. 1989; Mueller, 2003; Porter & Roberts, 1981), Su (2007:23) concludes that textbook based materials are far from reflecting real language use and they are teacher-centered rather than learner-centered. Also learners are poorly motivated working with such materials. Criticizing non-authentic materials, Berardo (2006) criticizes non authentic materials for being unnatural and unlike what learners will encounter in real world. He believes that for teaching reading skills such materials are not suitable. Concluding from what we read in literature, it is comprehensible that practitioners magnify the use of authentic materials as a factor to improve learners' motivation while at

the same time they do not repel the total use of materials specifically designed for language learners

- **At which level(s) Can Authentic Materials Be Used?**

Although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to demotivation and discourage learners from learning the target language. Kim (2000) and Kilickaya (2004) state that authentic materials can be used with advanced and intermediate level learners only. Other researchers such as Miller (2005) and McNeil (1994) have another view. They believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials, on one condition: that is, if they are used in the classroom in the same context that they were designed for, in the real world. Taylor (1994) mentions that: "a text can only be truly authentic in the context for which it was originally written.

2.3 Glossary of key terms

Along the research project information, there will be key words that could lead the reader to better understand the topic under study: The most authentic materials use in the Advanced Intensive English II courses of the University of El Salvador semester I- 2016. These key terms

will be mention through the development of the research project that will be referring to different aspects.

Authentic material: Materials that have been produced to fulfill some social purpose in the language community.

Coding: It is an interpretive technique that both organizes the data and provides a means to introduce the interpretations of it into certain quantitative methods.

Data Analysis: Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making.

Data: It is the recorded factual material commonly accepted in the scientific community as necessary to validate research findings.

Database: A database is a collection of information that is organized so that it can easily be accessed, managed, and updated. In one view, databases can be classified according to types of content: bibliographic, full-text, numeric, and images.

Descriptive Statistics: A set of brief descriptive coefficients that summarizes a given data set, which can either be a representation of the entire population or a sample. The measures used to describe the data set are measures of central tendency and measures of variability or dispersion.

Descriptive study: It is the type of study that provides an accurate portrayal of characteristics of a particular individual, situation, or group. It is also known as statistical research. These studies are means of discovering new meaning, describing what exists, determining the frequency with which something occurs, and categorizing information. Descriptive research is done with a specific research question in mind.

Exploratory study: It is a type of study conducted when little is known about the topic and previous theories or ideas do not apply. Exploratory research helps determine the best research design, data collection method, and selection of subjects. Exploratory studies can be extremely valuable in social research.

Methodology: A system of methods used in a particular area of study or activity.

Pilot test: A pilot test is a method used to test the design and methods or instrument prior to carrying out the research. The purpose is not to collect data but to refine the process and instrument.

Questionnaire research: is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

Reliability: It is the ability of a person or system to perform and maintain its functions in routine circumstances, as well as hostile or unexpected circumstances.

Research design: Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project -- the samples or groups, measures, treatments or programs, and methods of assignment -- work together to try to address the central research questions.

Research Instrument: It is a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview, a research tool, or a set of guidelines for observation.

Research Method: The process used to collect information and data for the purpose of making business decisions.The methodology may include publication research, interview , surveys and other research techniques, and could include both present and historical information.

Scientific article: Written and published report describing original research results.

Survey research: A method of sociological investigation that uses question based or statistical surveys to collect information about how people think and act.

Target language: a foreign language that a person intends to learn.

Teaching- process: it is an active process in which one person shares information with others to provide them with the information to make behavioral changes.

Theoretical framework: A theoretical framework can be thought up as a map or plan. Researchers try to seek as much knowledge as possible about the topic under study, using the experiences and accounts of other sources. The theoretical framework contains all the relevant theory about the topic to be researched and it will be the foundation of the study.

Validity: Validity determines whether the research truly measures which it was intended to measure or how truthful the research results are.

CHAPTER III

3. METHODOLOGY

3.1 Type of study

The type of study of the project was descriptive since the purpose of it was to identify the most common authentic materials applied to Advanced Intensive English II courses o

f Teaching English Major; the study also tended to determine the frequency of the usage of authentic materials and classify them within categories. To answer the research questions of the project, the researchers used qualitative and quantitative methods. There was a necessity for mixing both in order to ensure a valid interpretation of the results obtained.

3.2 Research Design

The design of this research project was non-experimental. This is because it was not necessary to make any changes in the procedure of collection of data. The participants were studied naturally with no external variables. Advanced Intensive English II students completed the questionnaire without previous advice, no information was provided to them but the purpose of the study. They also were observed as they usually are in an everyday class.

3.3 Universe and Sample

For gathering the data and results, the research took place at the University of El Salvador in the Foreign Language Department in the semester I-2016, and the researchers choose the students of Advanced Intermediate English II courses as their sample.

At the beginning of the semester, there were scheduled eight different groups of Advanced Intensive English II; four groups for Teaching English major, three groups for Modern languages Major and one mixed. The project only took into account the four groups designated for Teaching English major that were expected with the capacity of 150 students in total.

The sample of this population was taken from all groups based on the principle of randomization so any member of the universe had a chance to be chosen. A questionnaire was used to collect the information in a probabilistic sampling by using the following formula:

$$n = \frac{Z^2.p.q.N}{(N-1)\,E^2 + Z^2.p.q}$$

N = 150 population **Z = 96 confidence level**

P and Q = variability of the phenomenon studied **P = 0.5** **Q = 0.5**

E = sampling error **E = 0.05**

However, the sample was changed because according to the information provided by Academic Administration, two groups of Advanced Intensive English II of the Teaching

English major were joined. During different meetings with the coordinator of graduation processes, Lic. Alexander Landaverde, and the research advisor Lic. Rolando Guzman recommended taking as sample all students of the three groups of Advanced Intensive English II of the Teaching English major in order to enlarge the population to collect the information that the research required to get better results. The final sample: the ninety seven students registered in the three groups of Advanced Intensive English II of the Teaching English major semester I-2016.

3.4 Instruments and procedure of the Data collection Process.

The data was gathered during four weeks of semester I-2016. After the sample was selected, the respective permissions trough letters for the teachers of the different groups were sent; so that, the data collection process was started. The research group took into account the techniques to be used. It was decided that the observation and the survey were going to be the techniques to be used, for both were prepared with items based on the objectives of the research, research questions and background information. The objective of using these two techniques was to get the results and obtain more reliable and valid information at the end of the research.

Once the instruments to be used were selected, they were designed, and applied. These instruments were an observation checklist and a questionnaire.

A. Observation checklist

First, the observation was carried out during four weeks in the months of May and July 2016. Three classes of the selected groups of the Advanced Intensive English II courses were observed with a total of sixty-four hours of observation were carried out, eight hours per week in each group. For this process, an observation checklist was used as an instrument. The researchers observed if the authentic material were applied in classes. In each observation checklists were also taken notes at that time on the different things observed. The research group coordinated the observation with the program and the schedule of the courses.

B. Questionnaire

Second, to design this instrument, it was necessary to read all the information from the background and the theoretical framework. For instance, all the information collected fulfilled one objective "to determine which are the most common the authentic materials applied to Advanced Intensive English II courses of the Teaching English major at the Foreign Language".

The questionnaire contained the following: in the first part include information about the university, the name of the research project, the objective, the general instructions, gender and the meaning of authentic materials. The main body of the instrument contained fifteen items, based in the three categories according to Genhard (1996), authentic listening- viewing material, authentic visual material and authentic printed materials. The fifteen items divides in: Yes/No questions, tables with time frequency divided in always, usually, sometimes, rarely and never. The last two items were two open questions to get the valuable opinion of each student surveyed. It was decided to administer the questionnaire at the end of the four weeks observation.

3.5 Validity and reliability

In order to test the data gathering instrument and identify any future problem, a pilot test was passed, this pilot test was administrated randomly with ten students of English Teaching major at the Foreign Language Department at the University of El Salvador to verify that the subjects of study were capable of answering the items of the instrument as briefly and concisely possible. The pilot test was developed on April 26th, 2016.

The pilot test was created with the purpose of getting comments, suggestions or questions about the different items contained in the questionnaire, in order to make sure all the items are clear and understandable, that was important to improve some of the items.

The instrument had fifteen items, each paper was checked to avoid future problem or confusion; this questionnaire was distributed to ten students of English Teaching major at the FLD, the time they took to answer the questionnaire was from five to fifteen minutes. After evaluate each item the researchers concluded that the instrument was able to answer the main objective of the project.

3.6 Limitations

- Time availability to provide the questionnaires to the students.
- Lack of interest from some students when answering the questionnaire.
- The sample needed to be modified since two of the groups of Advanced Intensive English II were fusion.

CHAPTER IV

4. DATA RESULTS

4.1 Analysis and interpretation of the data

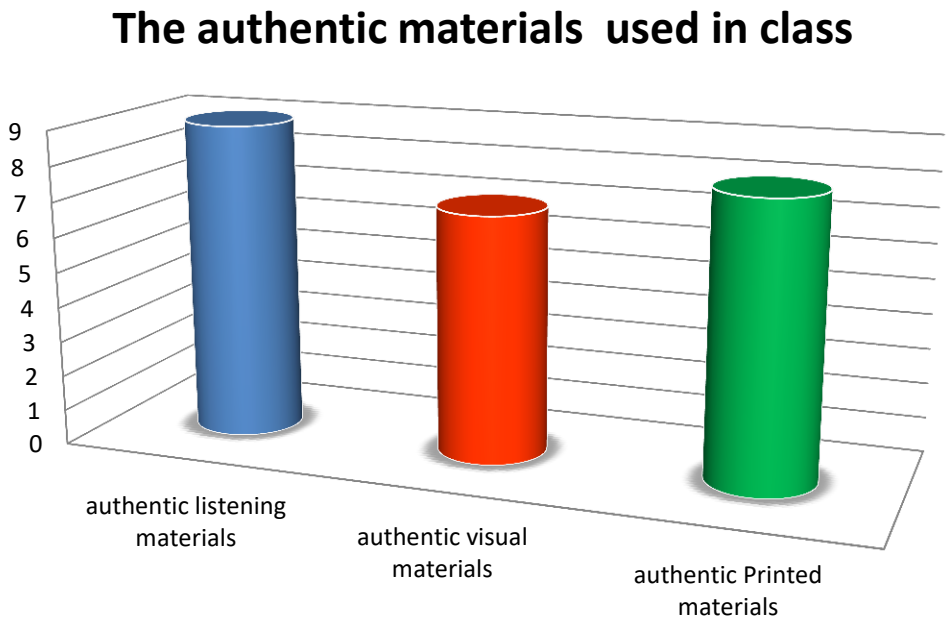
4.1.1 Observation method Findings

Over the course of four weeks, three Advanced Intermediate English II courses of English Major were observed, with a total of sixteen classes in order to identify the authentic materials used by teachers inside the classrooms. Each group was observed eight hours per week, making thirty-two hours of observation. After observing and analyzing the observation checklist results, this is the analysis and interpretation:

CHART 1

Authentic Listening Materials		**Authentic Visual Materials**		**Authentic Printed Materials**	
TV commercials		Photographs		Newspaper articles	2
Cartoons		Pictures from magazines	1	Advertisements	
Short stories and novels	1	Paintings	3	Restaurant menus	
Radio ads songs	2	Street signs		Lyrics to songs	
Soap opera		Postcard pictures	1	Brochures	
Comedy shows		Slides	1	Catalogs	
Documentaries	3	Stamps		TV guides	
News clips		Picture books	1	Comic books	
Movies		Other:		Greeting cards	
Other: Games	3			Maps	
				Books	1
				Others: Card Games	5
Total	9	**Total**	7	**Total**	8

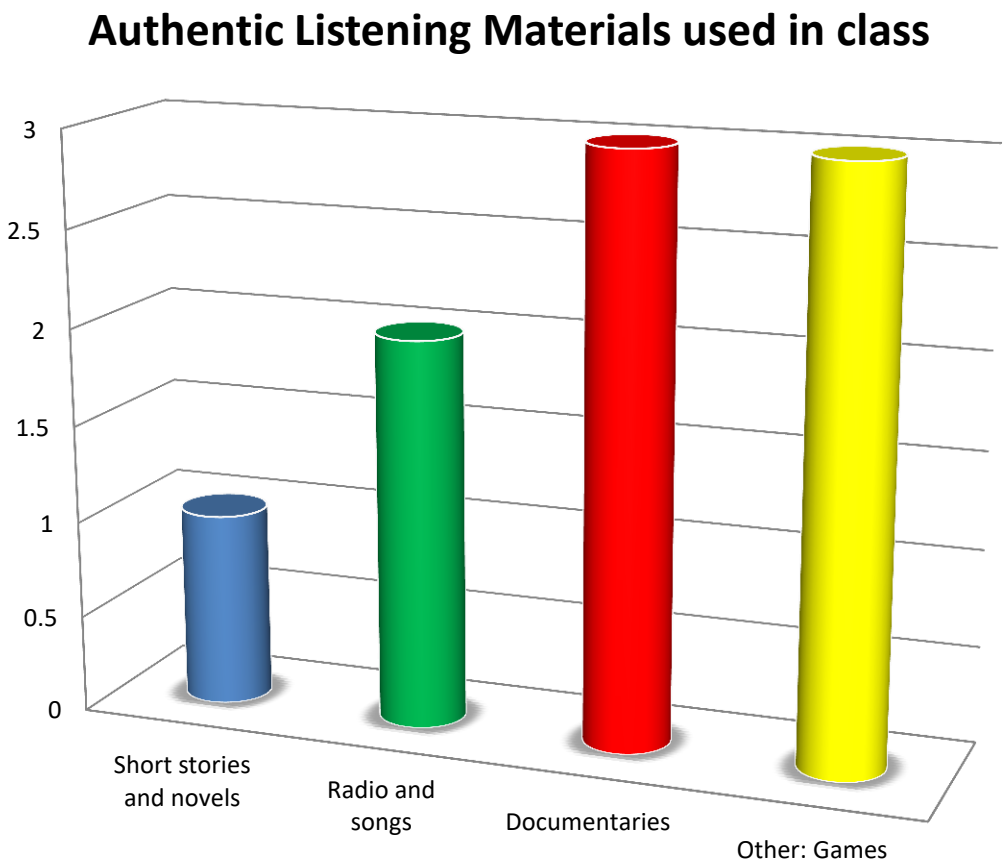
GRAPHIC 1



	authentic listening materials	authentic visual materials	authentic Printed materials
total	9	7	8

The graph above shows that results obtained for each type of authentic material. Listening authentic materials leads the results with the 38%; documentaries, radio shows, songs, short stories and novels are the listening materials observed; teachers used projectors, computers and radios inside de classrooms. Authentic Printed Materials were also detected (33%) and were used almost the same number of times as the listening ones. Card games, newspaper articles and books were the ones recognized of this category. The least type of materials used was visual materials (29%); paintings got the higher percentage of this group. To conclude based in the observation analysis, the most common authentic materials used in Advanced Intensive English II courses are Authentic Listening Materials. However, it is important to highlight that the percentages of each of them are closed to each other; there is not a big difference, which shows that all types of authentic materials are being used almost equally.

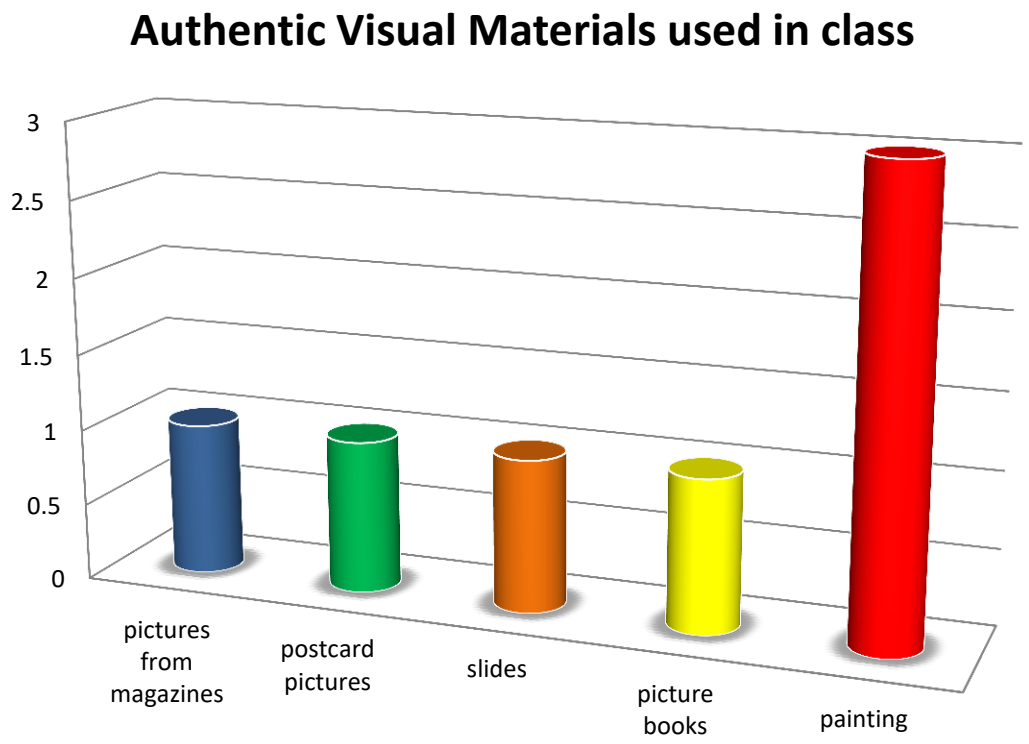
GRAPHIC 2



	Short stories and novels	Radio and songs	Documentaries	Other: Games
total	1	2	3	3

According to this graph, documentaries are the most common listening authentic materials being used at Advanced Intensive English II courses (41%). On the other hand, only 14% of the listening materials used are short stories and novels. Meanwhile, 28% of the material used is songs; the use of songs is a remarkable way to learn or teach, for example, vocabulary (Gardner and Miller). At last, games are also identified during the observation (17%). In summary, the most common listening authentic materials that were identified during the observation were documentaries.

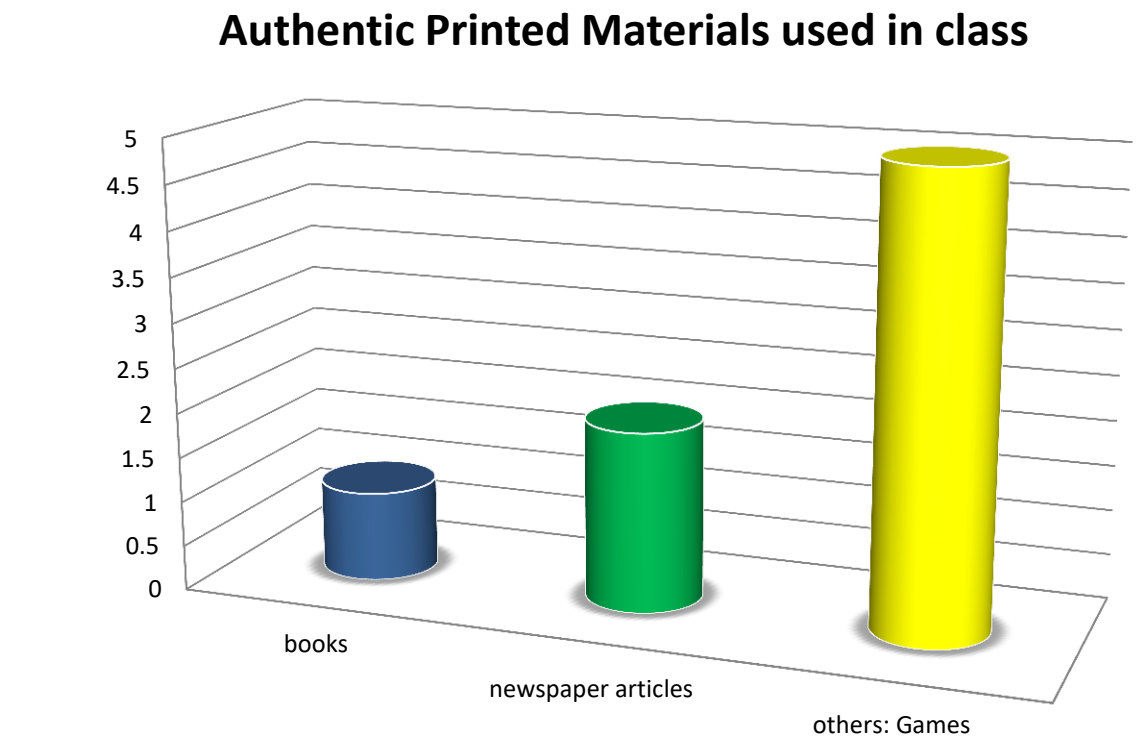
GRAPHIC 3



	pictures from magazines	postcard pictures	slides	picture books	painting
total	1	1	1	1	3

According with the results gathered in this graph, the visual source that was mostly used (43%) were paintings; they were analyzed in regards to their authors and characteristics. Post cards, pictures from magazines and slides were used the same number of times (14%) during the classes. These sources have been highlighted in teaching process because of their benefits to make students speak about what it's been presented. A 15 % picture books were also brought to the classrooms; they are known to have that same benefit mention previously. To sum up, the most common visual authentic materials that were identified when observing were paintings.

GRAPHIC 4

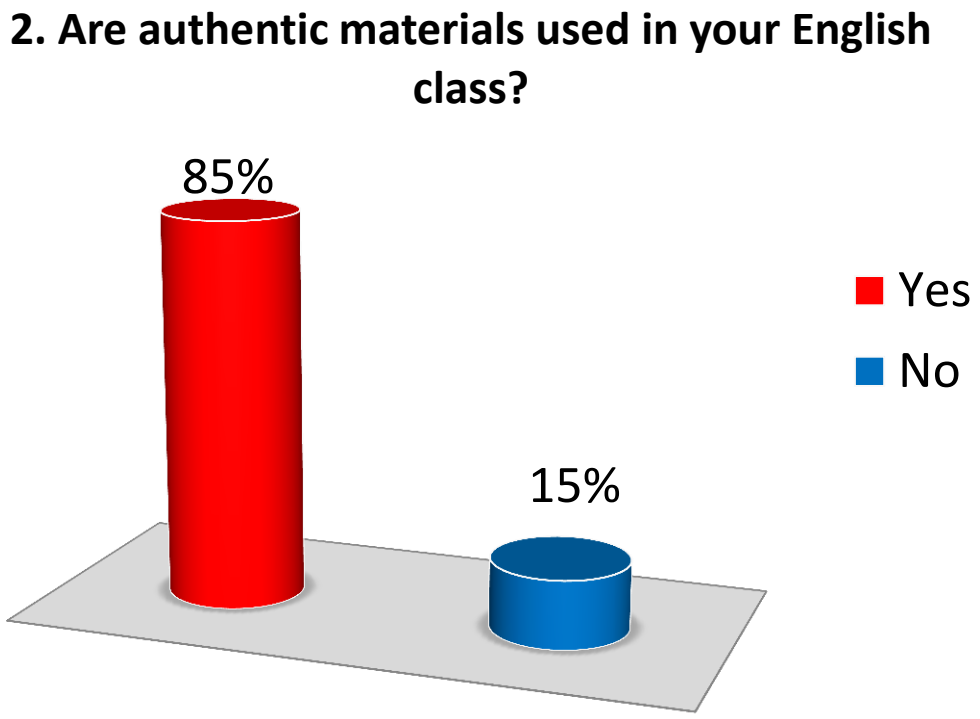


	books	newspaper articles	others: Games
total	1	2	5

In the graph, games have the high percentage (63%) of printed material used in Advanced Intensive English II; many of these games were card games or board games. They were full of questions for the students to answer and speak. Students also read Newspaper articles during the class (25%). The usage of such authentic material must be highlighted since it presents the national and international events of the different areas of the society. Students could discuss and express their opinions. Lastly, another printed material was recognized in the observation, they were books (12%). As final point, the most common authentic printed materials used were games.

4.1.2 Questionnaire Findings

GRAPHIC 5

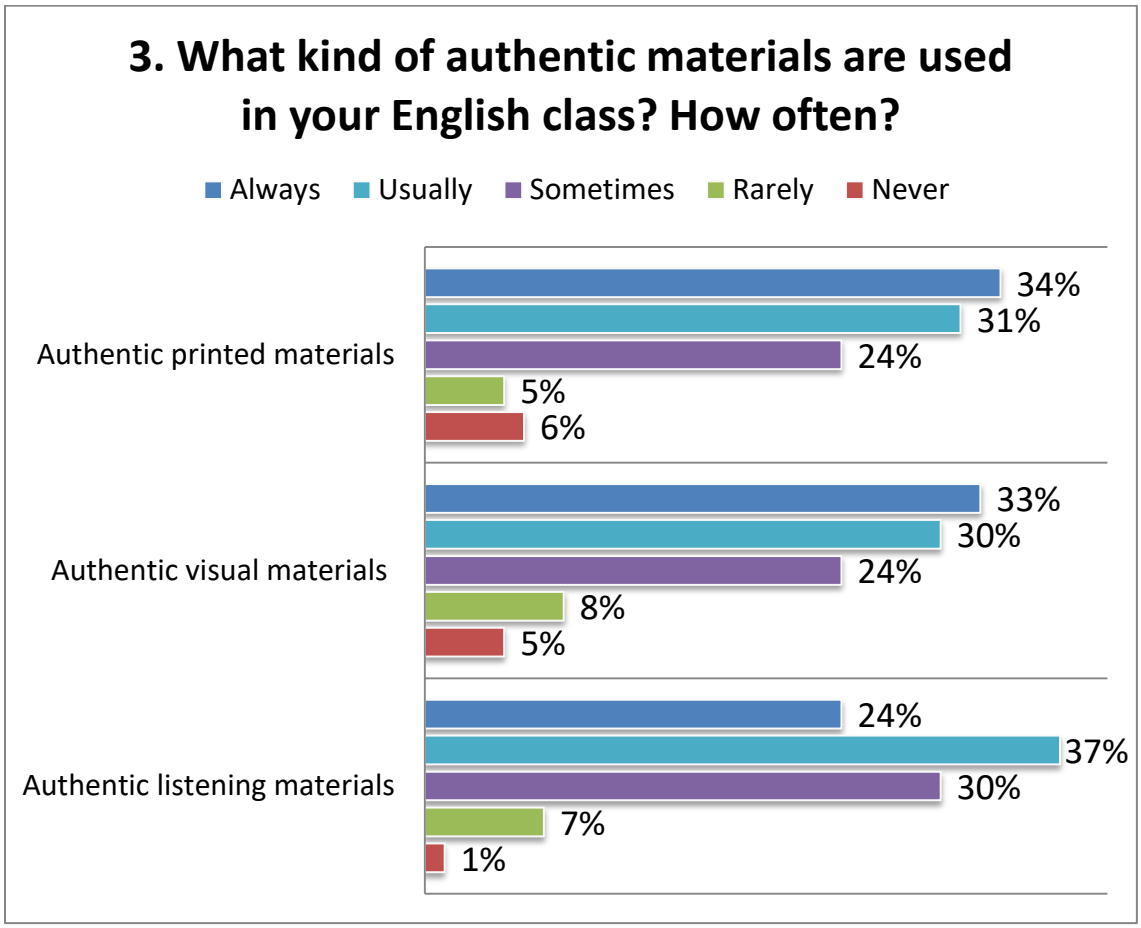


OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Yes	**73**	**85%**
No	**13**	**15%**
TOTAL	**86**	**100%**

ANALYSIS:

According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed about they use authentic materials in their English classes.

GRAPHIC 6

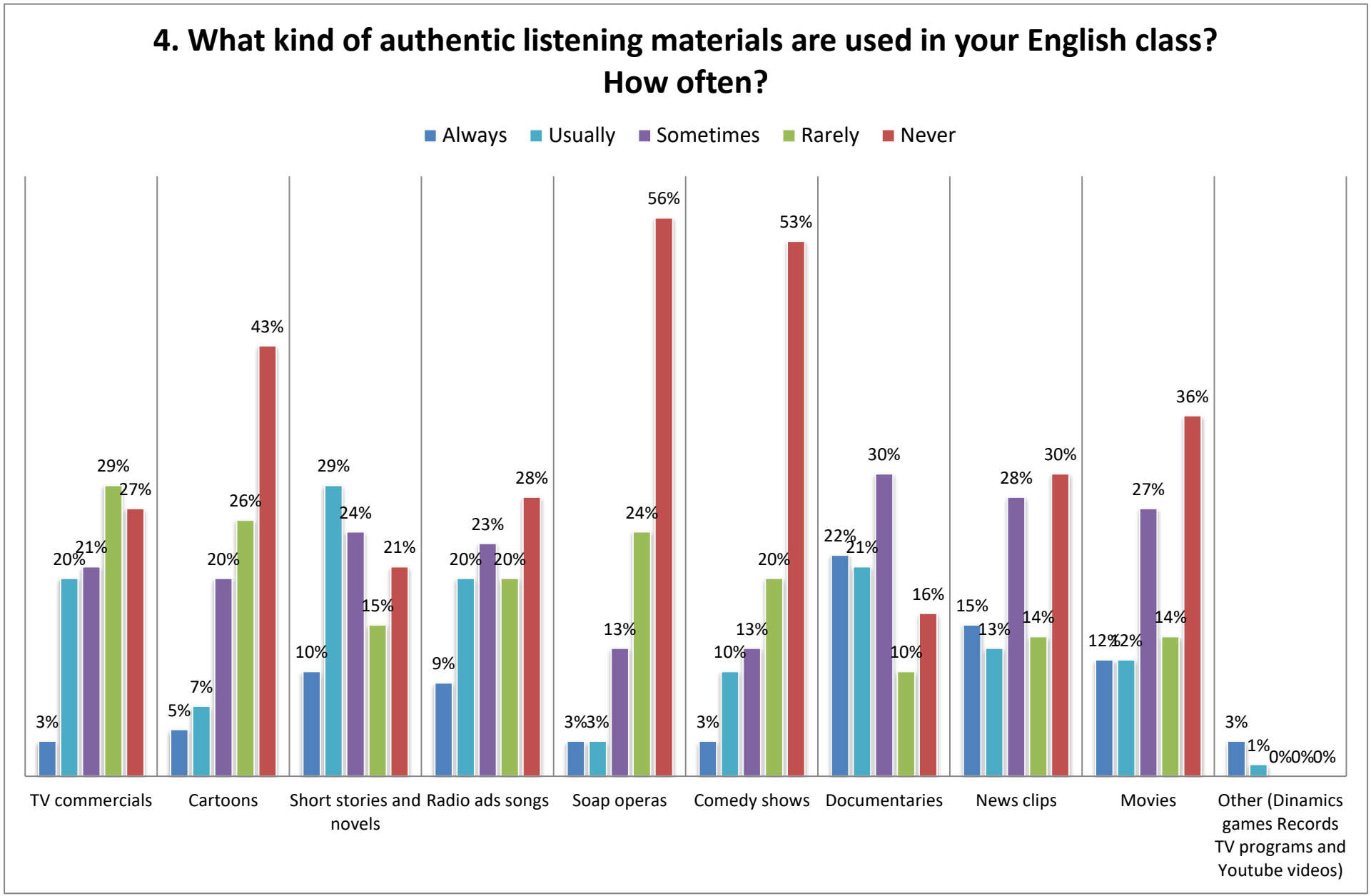


OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Authentic listening materials	21	24%	32	37%	26	30%	6	7%	1	1%	86	100%
Authentic visual materials	28	33%	26	30%	21	24%	7	8%	4	5%	86	100%
Authentic printed materials	29	34%	27	31%	21	24%	4	5%	5	6%	86	100%
TOTAL	78		85		68		17		10		258	
TOTAL SURVEYS	86	91%	86	99%	86	79%	86	20%	86	12%	86	

ANALYSIS:

According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed Concerning to the kind of authentic materials used in English classes and following Gerhard's theory who classifies authentic materials into three categories, authentic printed, visual and listening, the most used category according to student's opinion is authentic printed material with a 34% of the respondents who assure that teachers always make used of this type of materials. Other important category that follows this one is authentic visual with a 33% of used. This results show us that not only authentic printed materials are used by the teachers in their English classes, but also authentic visual as the most used. Then, a lower group of respondents (24%) said that authentic listening is used in their English classes. Nowadays, there is a variety of ways to have access to this type of materials to help students to engross their learning process not only in classes, but also somewhere else. To sum up, most of the respondents agreed about that printed and visual materials are always used in their classes.

GRAPHIC 7

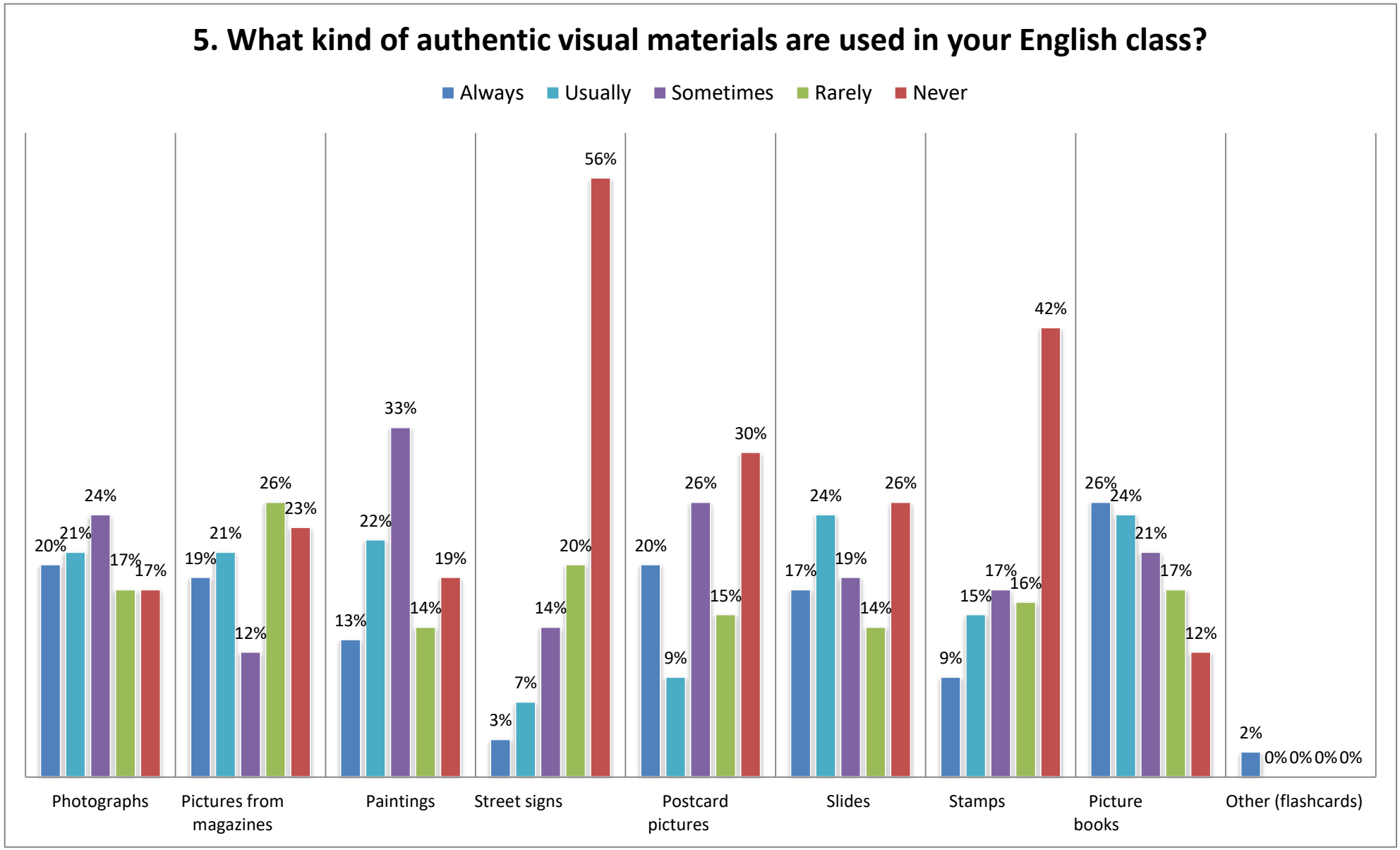

4. What kind of authentic listening materials are used in your English class? How often?
Always
Usually
Sometimes
Rarely
Never
3%
20%
21%
29%
27%
5%
7%
20%
26%
43%
10%
29%
24%
15%
21%
9%
20%
23%
20%
28%
3%
3%
13%
24%
56%
3%
10%
13%
20%
53%
22%
21%
30%
10%
16%
15%
13%
28%
14%
30%
12%
12%
27%
14%
36%
3%
1%
0%
0%
0%
TV commercials
Cartoons
Short stories and novels
Radio ads songs
Soap operas
Comedy shows
Documentaries
News clips
Movies
Other (Dinamics games Records TV programs and Youtube videos)

OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
TV commercials	3	3%	17	20%	18	21%	25	29%	23	27%	86	100%
Cartoons	4	5%	6	7%	17	20%	22	26%	37	43%	86	100%
Short stories and novels	9	10%	25	29%	21	24%	13	15%	18	21%	86	100%
Radio ads songs	8	9%	17	20%	20	23%	17	20%	24	28%	86	100%
Soap operas	3	3%	3	3%	11	13%	21	24%	48	56%	86	100%
Comedy shows	3	3%	9	10%	11	13%	17	20%	46	53%	86	100%
Documentaries	19	22%	18	21%	26	30%	9	10%	14	16%	86	100%
News clips	13	15%	11	13%	24	28%	12	14%	26	30%	86	100%
Movies	10	12%	10	12%	23	27%	12	14%	31	36%	86	100%
Other (Dinamics games Records TV programs and Youtube videos)	3	3%	1	1%		0%		0%		0%	4	5%
TOTAL	75		117		171		148		267		778	
TOTAL SURVEYS	86	87%	86	136%	86	199%	86	172%	86	310%	86	

ANALYSIS:

In question number 4 from the questionnaire; have shown that students agreed with a 22% of the respondents that they always make used of documentaries as an authentic material. Furthermore, 15% of the students answered that they always used news clip as authentic materials. However, 12% of the students said that they always make used of movies, so that, it can be inferred most of students assured that teachers use that type of useful material to teach them. Although TV commercials, cartoon, short stories, novels, radio, songs, soap operas, comedy shows and other type of authentic materials got a lower number of percentages, all those materials are a very useful tool for teachers to improve student's teaching learning process.

GRAPHIC 8

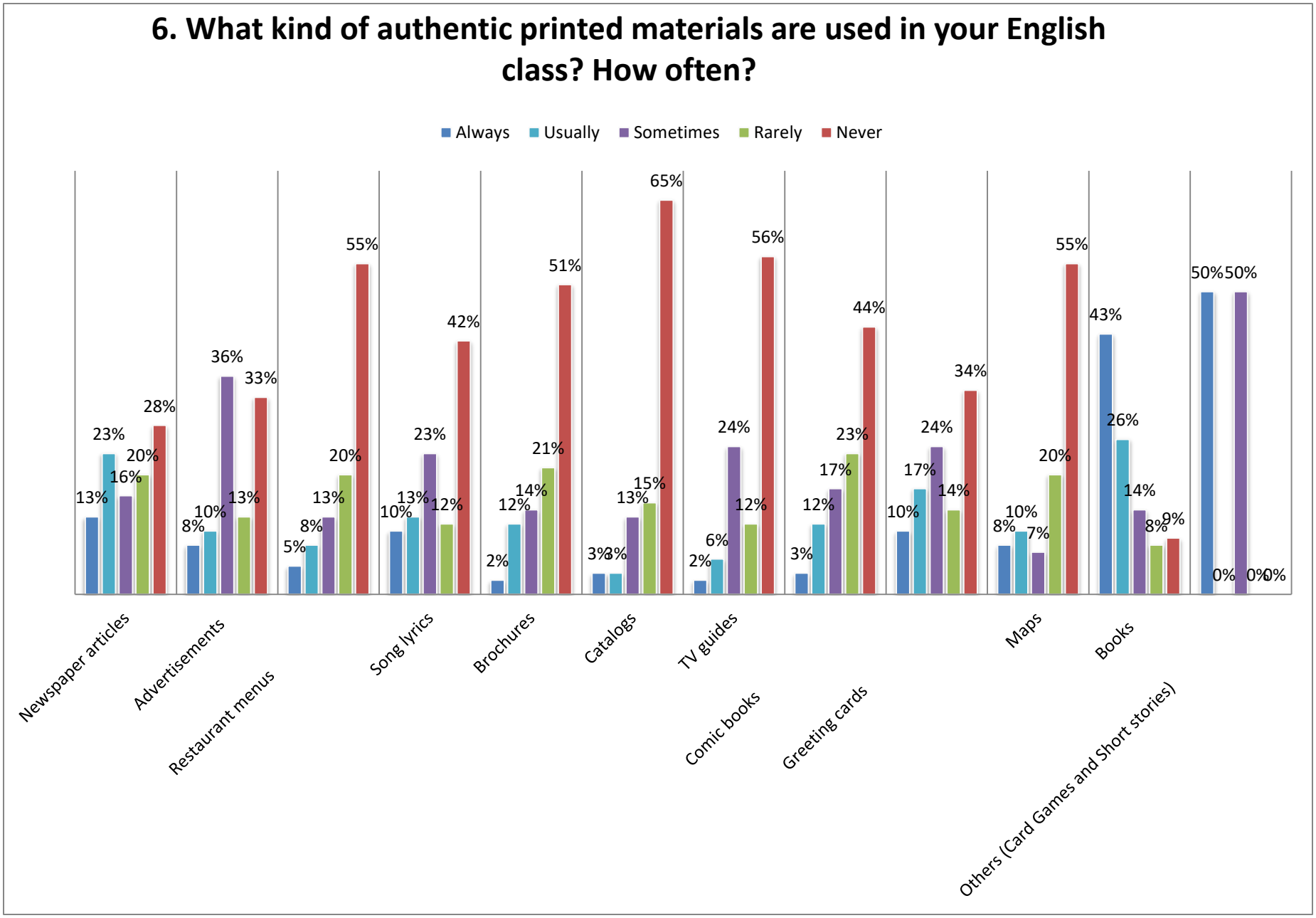

5. What kind of authentic visual materials are used in your English class?
Always
Usually
Sometimes
Rarely
Never
20%
21%
24%
17%
17%
19%
21%
12%
26%
23%
13%
22%
33%
14%
19%
3%
7%
14%
20%
56%
20%
9%
26%
15%
30%
17%
24%
19%
14%
26%
9%
15%
17%
16%
42%
26%
24%
21%
17%
12%
2%
0%
0%
0%
0%
Photographs
Pictures from magazines
Paintings
Street signs
Postcard pictures
Slides
Stamps
Picture books
Other (flashcards)

OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Photographs	17	20%	18	21%	21	24%	15	17%	15	17%	86	100%
Pictures from magazines	16	19%	18	21%	10	12%	22	26%	20	23%	86	100%
Paintings	11	13%	19	22%	28	33%	12	14%	16	19%	86	100%
Street signs	3	3%	6	7%	12	14%	17	20%	48	56%	86	100%
Postcard pictures	17	20%	8	9%	22	26%	13	15%	26	30%	86	100%
Slides	15	17%	21	24%	16	19%	12	14%	22	26%	86	100%
Stamps	8	9%	13	15%	15	17%	14	16%	36	42%	86	100%
Picture books	22	26%	21	24%	18	21%	15	17%	10	12%	86	100%
Other (flashcards)	2	2%		0%		0%		0%		0%	2	2%
TOTAL	111		124		142		120		193		690	
TOTAL SURVEYS	86	129%	86	144%	86	165%	86	140%	86	224%	86	

ANALYSIS:

According to the results of question number 5, the authentic visual materials most used in English classes are: picture books (26%), postcards (20%) and photographs (20%). Moreover, other important material with a 19% of the respondents is picture from magazine. Then, a lower group of respondents (13%) assure that they always use paintings. Besides, there were materials that achieved 9% (stamps), street signs (3%) and finally flashcards with a 2%. What can be inferred from this result is that teachers know the importance of the use of this kind of materials and that is the reason why they make used of it to teach their English classes.

GRAPHIC 9


6. What kind of authentic printed materials are used in your English class? How often?
Always
Usually
Sometimes
Rarely
Never
13%
23%
16%
20%
28%
8%
10%
36%
13%
33%
5%
8%
13%
20%
55%
10%
13%
23%
12%
42%
2%
12%
14%
21%
51%
3%
3%
13%
15%
65%
2%
6%
24%
12%
56%
3%
12%
17%
23%
44%
10%
17%
24%
14%
34%
8%
10%
7%
20%
55%
43%
26%
14%
8%
9%
50%
0%
50%
0%
0%
Newspaper articles
Advertisements
Restaurant menus
Song lyrics
Brochures
Catalogs
TV guides
Comic books
Greeting cards
Maps
Books
Others (Card Games and Short stories)

OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Newspaper articles	11	13%	20	23%	14	16%	17	20%	24	28%	86	100%
Advertisements	7	8%	9	10%	31	36%	11	13%	28	33%	86	100%
Restaurant menus	4	5%	7	8%	11	13%	17	20%	47	55%	86	100%
Song lyrics	9	10%	11	13%	20	23%	10	12%	36	42%	86	100%
Brochures	2	2%	10	12%	12	14%	18	21%	44	51%	86	100%
Catalogs	3	3%	3	3%	11	13%	13	15%	56	65%	86	100%
TV guides	2	2%	5	6%	21	24%	10	12%	48	56%	86	100%
Comic books	3	3%	10	12%	15	17%	20	23%	38	44%	86	100%
Greeting cards	9	10%	15	17%	21	24%	12	14%	29	34%	86	100%
Maps	7	8%	9	10%	6	7%	17	20%	47	55%	86	100%
Books	37	43%	22	26%	12	14%	7	8%	8	9%	86	100%
Others (Card Games and Short stories)	1	50%		0%	1	50%		0%		0%	2	2%
TOTAL	95		121		175		152		405		948	
TOTAL SURVEYS	86	159%	86	141%	86	252%	86	177%	86	471%	86	

ANALYSIS:

Agreeing with the 6th chart, 43% of the respondents consider that books are always used in their English classes. Then, 13% assures that newspaper articles are used to teach them. Furthermore, 10% of the respondents consider that greeting cards are more use. On the other hand, a lower group of respondents agreed that advertisements (8%), restaurant menus (5%) song lyrics (10%) brochures (2%) catalogs (3%) TV guides (2%) comic books (3%) and maps (8%) are used but with a lower percentage. To sum up, the results gathered can assure that authentic listening materials are always used to teach English.

The most common authentic materials applied to Advanced Intensive English II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2016.

To begin with and according to the results, the 85% (graphic 5) of the students stated that authentic materials are applied in their English classes; such result also confirmed that most of the students know what authentic material is and take advantages of these useful tools. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers. As stated before Genhard (1996) classified authentic materials into three categories as follows: Authentic listening-viewing material, Authentic visual materials and Authentic printed materials. When the students were asked what kind of authentic materials were applied in their Advanced Intensive English classes, they responded that the most common one applied in these courses are the authentic printed materials (graphic 6); the ones brought to the classroom were books that are assigned to read through the semester. Authentic listening materials were also commonly used according with the results, documentaries, short novels and news clips were always presented to the students with information and vocabulary ungraded to the course.

As a part of this study was to determine if teachers assigned homework in which students include the usage of authentic materials. For instance, the 66% of the students stated that they were asked for the teacher to use authentic materials to do homework (see Appendix A, graphic 8); teacher asked students to used listening materials in homework 39% (see Appendix A, graphic 9); these means that teachers are conscious about the importance of the use of this of materials and take advantage of the recourses students have at home; not only teachers by students considered that it is necessary that their tutors used authentic

materials in class. Moreover, students also used authentic material by their own (see Appendix A, graphic 10), although it was not requested to use them. It can be said that most of students understand the need of learning vocabulary from real tools, readings, visual resources, etc. The most common authentic materials that were used by the students outside the classrooms are visual authentic materials (see Appendix A, graphic 11), these are also the materials students like the most 49% (see Appendix A, graphic 12), the ones they like the least are printed materials 59 % (see Appendix A, graphic 13). Lastly, the 41% of the advanced level students' consider that authentic materials should be used since the beginning level.

4.2 Global Analysis of the Research

In the light of these findings, the overall results indicate that authentic materials contribute to the enhancement of the teaching-Learning Process. Teachers and students are aware of the importance of the use of this helpful materials not only to increase the proficiency and improvement of the students' skills, but also to expose to students into a more American context to exploit in a better way the abilities that students have to learn, something that is known that is difficult to achieve only with the use of the course book.

In this constantly developing Teaching-learning process at the Foreign Language Department, there is a need for looking different ways to teach due to the amount of students coming in to the major year by year. Although is know that numerous groups of students do not contribute to a successful teaching learning process, the use of authentic materials is in this way a useful tool that helps students to have a successful learning

process because they help students to motivate them to learn. On the other hand, the use of authentic materials helps teachers to have a better teaching process when it comes to have a successful learning need. Based on Nunan (1989) the authentic materials were not designed for teaching, but they are used to cover some social purpose in the language exposure in different contexts. Nowadays, the use of authentic materials in the classroom is being an important tool and resource for teachers and students. The main purpose of this is enhancing and improving the teaching learning process through the use of authentic materials.

A further interesting and useful finding was that documentaries, picture books and books are some of the examples of the authentic materials mostly used by students in Advanced Intensive English II levels. Since out of these results, they pointed out the previous mentioned authentic materials, and activities involving them, increase their motivation to learn which at the end it would come up not only to improve their skills , but also to exposed them to the language in real context. Furthermore, authentic listening materials as songs, cartoons, radio news, etc., appeals to be the authentic materials that students like the most and authentic printed materials such as newspapers, train tickets and restaurants menus they like the least. It is of great importance to have into consideration the authentic materials they feel comfortable with since this is a way of having a successful Teaching Learning process.

Overall results from the learners' questionnaire were found that the frequent use of authentic materials in Advanced Intensive English II students increase their vocabulary, improve their skills and increase their motivation. Miller (2005) and McNeil (1994) believe

that authentic materials can be used even with lower level learners. Students said that teachers should find a way to apply this type of materials since beginning levels because they consider that start from early levels help them to understand better the language, not only because students consider they are capable to understand it, but also because it could help them to accustomed to learn.it from native context.

Results indicates that overall information that the given authentic materials in the instruments are positively accepted by students, and according to the information gathered though the research project despite of the disadvantages that authentic materials might have, such as time consuming, being the most common one. Authentic materials are essential and play an important role in the Teaching- learning process. As these materials have been developed through time, authentic materials have been an useful tool and have been used by a lot of outstanding people over the past two decades. Interest in authentic materials has a history as a long as 1980s and Henry Sweet (1899) is believed to be one of the first advocates favored the use of authentic materials and discussed their benefits over contrived ones. The reappearance of authenticity according to Gilmore (2004) dates back on the discussion raised by Chomsky (1965) and Hymes (1972) who remarked that communicative competences does not only comprise the knowledge of the language but the need for contextualized communication.

Increasing vocabulary, grammar abilities and motivation, increase their motivation to keep to learning more about the language under study are some of the characteristics that students acquire when using authentic materials, despite how much they learn, at the end they do not have the same impact in every person, but every person learn through the

use of these materials. Exposing students to real language, aware them about things around the world, expose them to other cultures, and have knowledge about history are some of the advantages students have as there are many sources through the ones they can get authentic materials. Even though there are disadvantages through the use of authentic materials, there are even more advantages by the use of these important tools, and there is an endless variety of ways authentic materials can be implemented only limited by the creativity or the lack of this one from the ones who want to approach them.

Regardless the importance the use of authentic materials has, either for the teacher or the students, they represent an important role in the Teaching-Learning Process; therefore, it is undeniably possible to obtain an affective and successful students´ development without the presence of these important tools to warrant an amazing result.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The use of authentic materials in Advanced intensive English II courses was planned and executed in order to identify the most common authentic materials applied to advanced courses , how often were this material used and the material least used. First of all, the results got from the survey showed that most of them were used with almost the same percentage in each category. Comparing to the result gathered in observation class, we can highlight that one of the most used is authentic listening materials, although the three categories got almost the same percentage of used as students confirmed. So, teachers are conscious of the importance to use these helpful tools to improve the teaching -learning process. Moreover, those students said that the frequency that teachers applied these materials is constantly and variety, what make us conclude that teachers are aware of the different categories of authentic materials they can applied to teach their classes. Therefore, students agreed that using these materials in their English classes is important because it helps them to increase not only their vocabulary, but also to be directly exposed to the language. After analyzing the results gathered from the observation class and the survey applied to Advanced Intensive English II courses from the Foreign Language Department of the University of El Salvador, we can conclude the following:

- The three categories of authentic materials according to Genrad (1996) are authentic printed, visual and listening materials. These materials are very essential part of teaching and learning a foreign language as has been proven in this research, in which

most of the respondents were answered that teachers always do use of these materials in their English classes. Three of the most popular authentic materials applied according to students are: documentaries, picture books and books. The uses of them in class are of a great relevance in present time because it exposes students to real language. Comparing the results with the observation did in each group of classes, we can conclude that the most common authentic materials used in Advanced Intensive English II courses are Authentic Listening Materials, although taken into account students' opinion it is important to mention that the percentages of each of them are closed to each other.

- The use of authentic materials is closely related with a worthy development of the language learning process of students at the Foreign Language Department of the University of El Salvador. This proficiency has correlation with the social status, what make us think of the necessity to have free access to internet connection in order to use technology resources that allow students to stay in contact with authentic materials. According to the results gathered in survey and observation, students confirm that they are asked to do homework assignment using authentic materials which involve internet connection. According with the results we got in the observation did, in 27% of the homework assigned the teachers requested students to use authentic materials in their homework; websites, Facebook's pages, blogs, scientific articles and documentaries are some examples. These results make us think that teachers are aware of the importance to assign homework using materials that help student to develop their skills outside the classroom.

- In order to provide meaningful learning as authentic materials offer meaningful information to the teaching-learning process, authentic listening materials is the category that students like the most and authentic printed materials that they like the least. Although both categories are important to expose to students to an American context, it is necessary to mention that students are aware of the importance that this materials provide.

- We can determine that the implementation of authentic materials has a positive impact on the teaching learning process because it is know that the more motivated students receive the Foreign language, the better they are going to produce it. That is why students consider that teachers should use authentic materials in class to be exposing to native speakers and improve their skills.

- It can be concluded that using authentic materials in teaching a foreign language is recommended by many researchers, we must have in mind the learners' level. As Kim (2000) and Kilickaya (2004) states that authentic materials can be used with advanced and intermediate levels learners only, students consider that teachers should find a way to apply this materials from beginning levels because they think that starts from an early level is better to understand the language, not only because students consider they are capable to understand it, but also because it is easier to learn. This point of view is supported by McNeil (1994) and Miller (2005) who believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only

benefit from the use of authentic materials if they are used in the classroom in the same context that they were designed for, in the real world.

5.2 Recommendations

Based on the whole process of this research study and its findings, we can recommend the following:

5.2.1 Recommendations for professors

- Teachers should keep using authentic materials with students as they do now with advanced intensive English courses at the Foreign Language Department.

- Even though authentic materials were not designed to teach, professors have the choice to continue including them, in order to make more interesting classes and promoting motivation in their students.

- Teachers should make use of a variety of authentic materials not only to entertain students to motivate them during the class, but also to use it as a meaningful learning where students can improve their skills and increase their knowledge.

5.2.2 Recommendations for students

- Students should take into consideration that authentic materials were not designed to teach; therefore, they can find a variety of them in order to increase their knowledge in the Foreign Language.

- Students should be aware of the different type of materials that their teachers at the Foreign Language Department use in the classroom and their purposes.

- Students should go beyond the materials that teachers use in the classroom; by searching themselves about some other possible choices in the case that materials used by teachers are not enough for them.

- Students should be more curious to find out the advantages and disadvantages they will have, whether they are taught through authentic materials or not to demonstrate a good attitude at the moment of using them in the classroom.

5.2.3 Recommendations for future researchers

- Future researchers of the Foreign Language Department of the University of El Salvador should continue investigating about researches that include the effects of using authentic materials to improve their knowledge of English. Also, they should research the possibility of using this type of materials in intermediate and lower levels, not only to improve all the major skills (listening, writing, Reading and speaking), but also to improve the teaching-learning process.

5.2.4 Recommendations for Foreign language department

- The Foreign Language Department at the University of El Salvador should make sure that teachers own the appropriate classroom conditions, for example, the Wi-Fi

connection in each classroom to have access to authentic visual materials through internet in order to implement the different types of authentic materials suggested by many researchers to improve the major skills in each student.

- The Foreign Language Department should provide students with the appropriate tools such as free computer centers, free internet connection in the classrooms, and subscription to English magazines for students to read for pleasure, all of this, in order that students use this tools to get authentic materials not only in classrooms, but also outside it for students to use it for pleasure and being autodidactic.

CHAPTER VI

6. BIBLIOGRAPHY AND APPENDIXES

6.1 Bibliographical References

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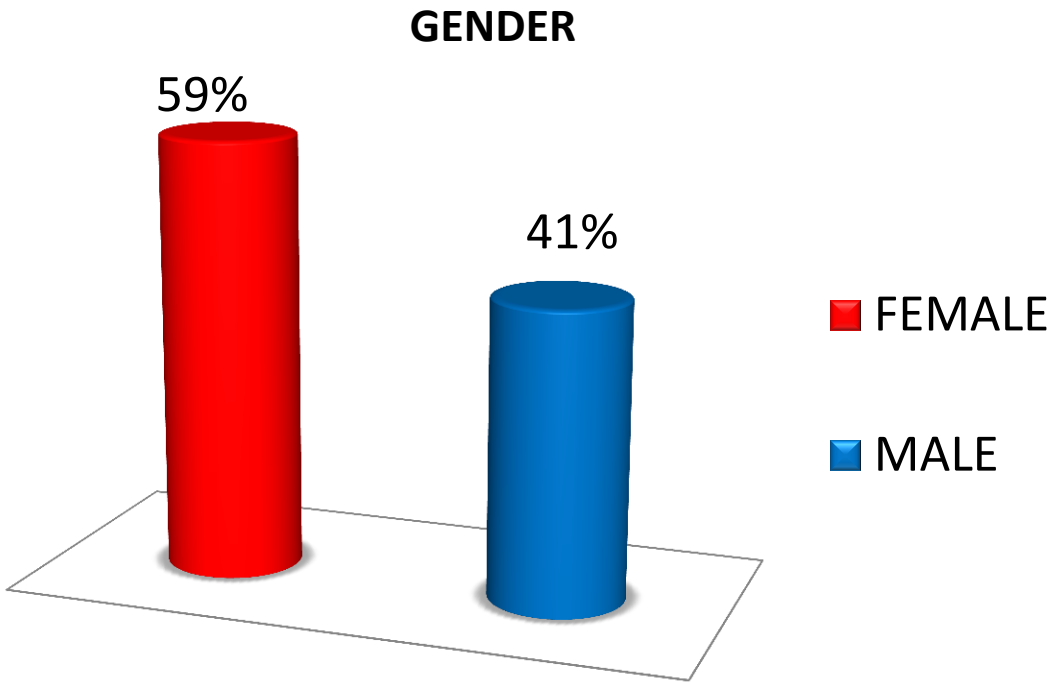
6.2 Appendixes

APPENDIX A: Questionnaire results

GRAPHIC 1
GENERAL INFORMATION

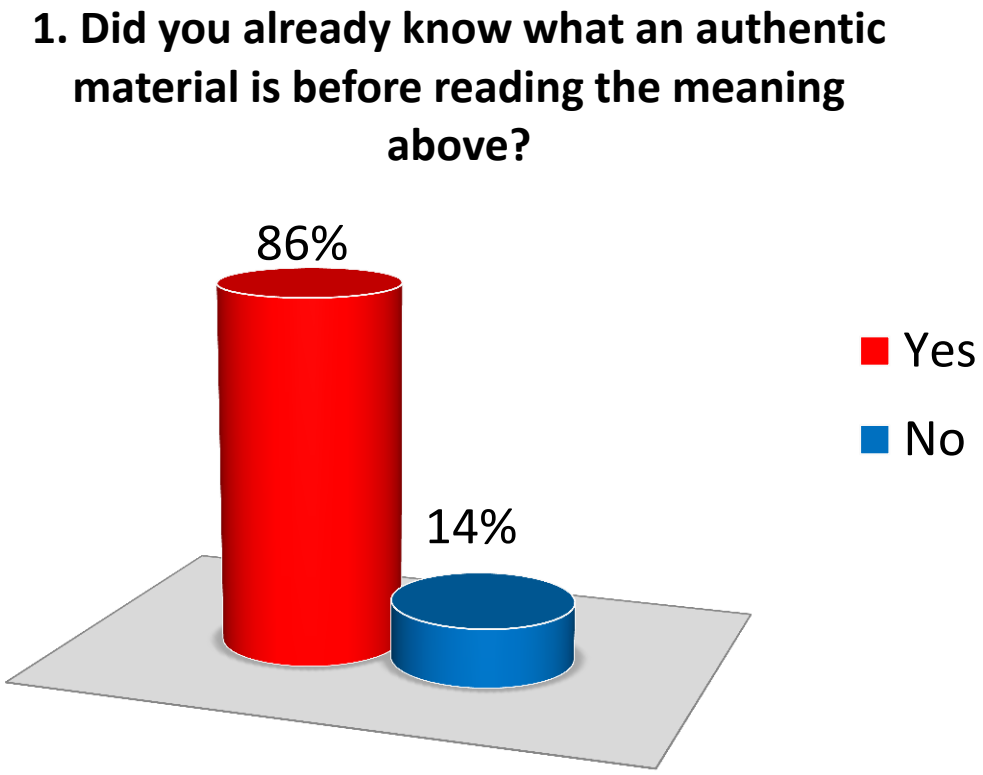


GENDER	FREQUENCY	PERCENTAGE
FEMALE	51	59%
MALE	35	41%
TOTAL	**86**	**100%**

ANALYSIS:

Concerning to the gender of the population took as sample to answer the questionnaire; the 59% of the respondents were female. Furthermore, 41% were male. Although it is no relevant to know about the gender of our respondents, this information help us to mention that all those students are going to be the 100% of our population.

GRAPHIC 2

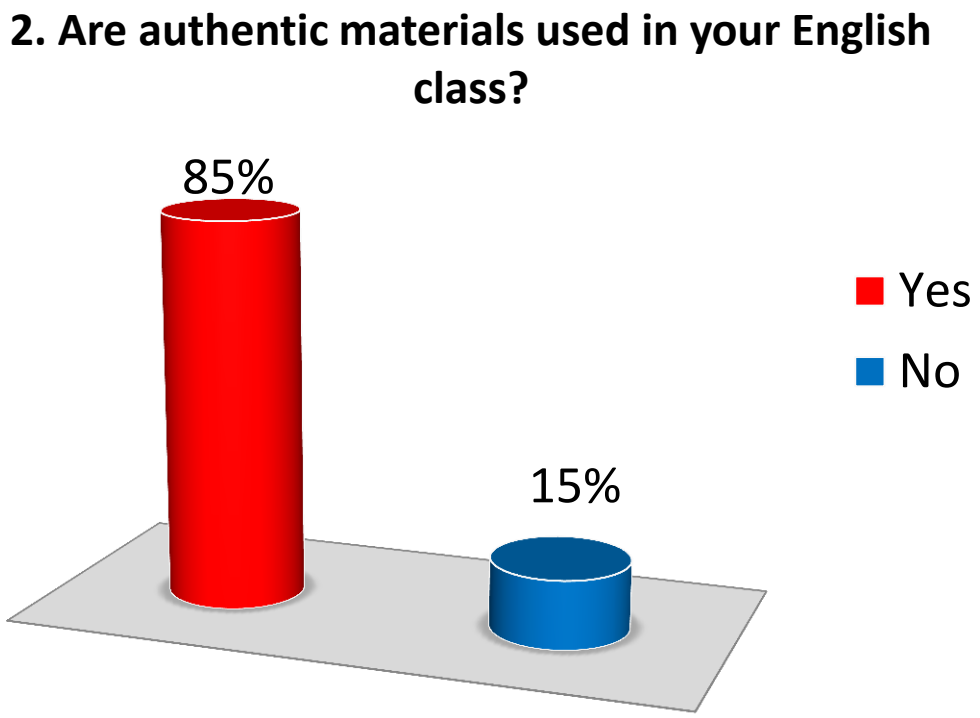


OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Yes	**74**	**86%**
No	**12**	**14%**
TOTAL	**86**	**100%**

ANALYSIS:

According to this graph, it has shown that a big part of the sample population (85%) knew what authentic material is before reading the meaning. On the other hand, only 14% answered that they did not know the meaning. What can be implied from this result is that students have a previous knowledge about the meaning of authentic material.

GRAPHIC 3

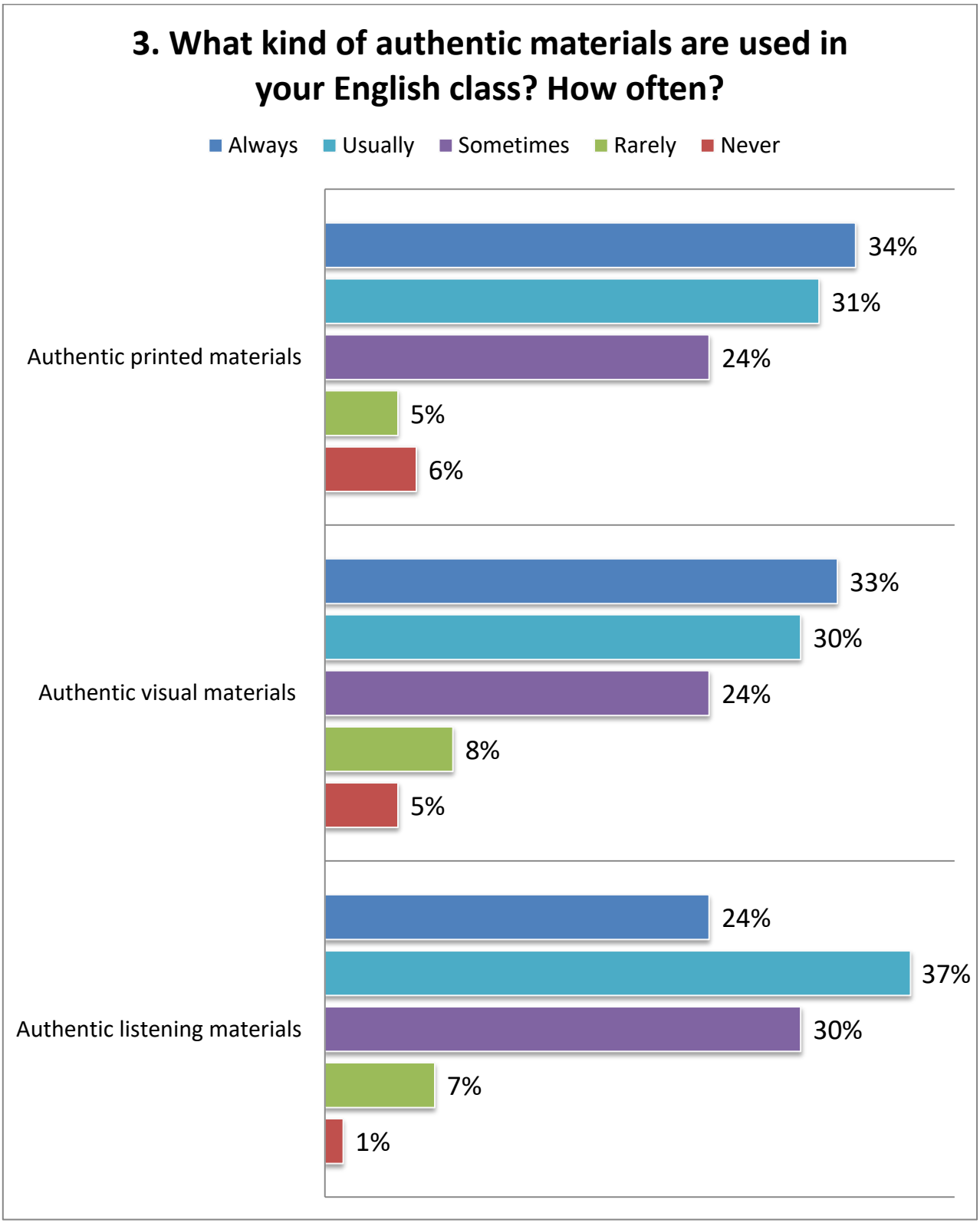


OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Yes	**73**	**85%**
No	**13**	**15%**
TOTAL	**86**	**100%**

ANALYSIS:

According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed about they use authentic materials in their English classes.

GRAPHIC 4

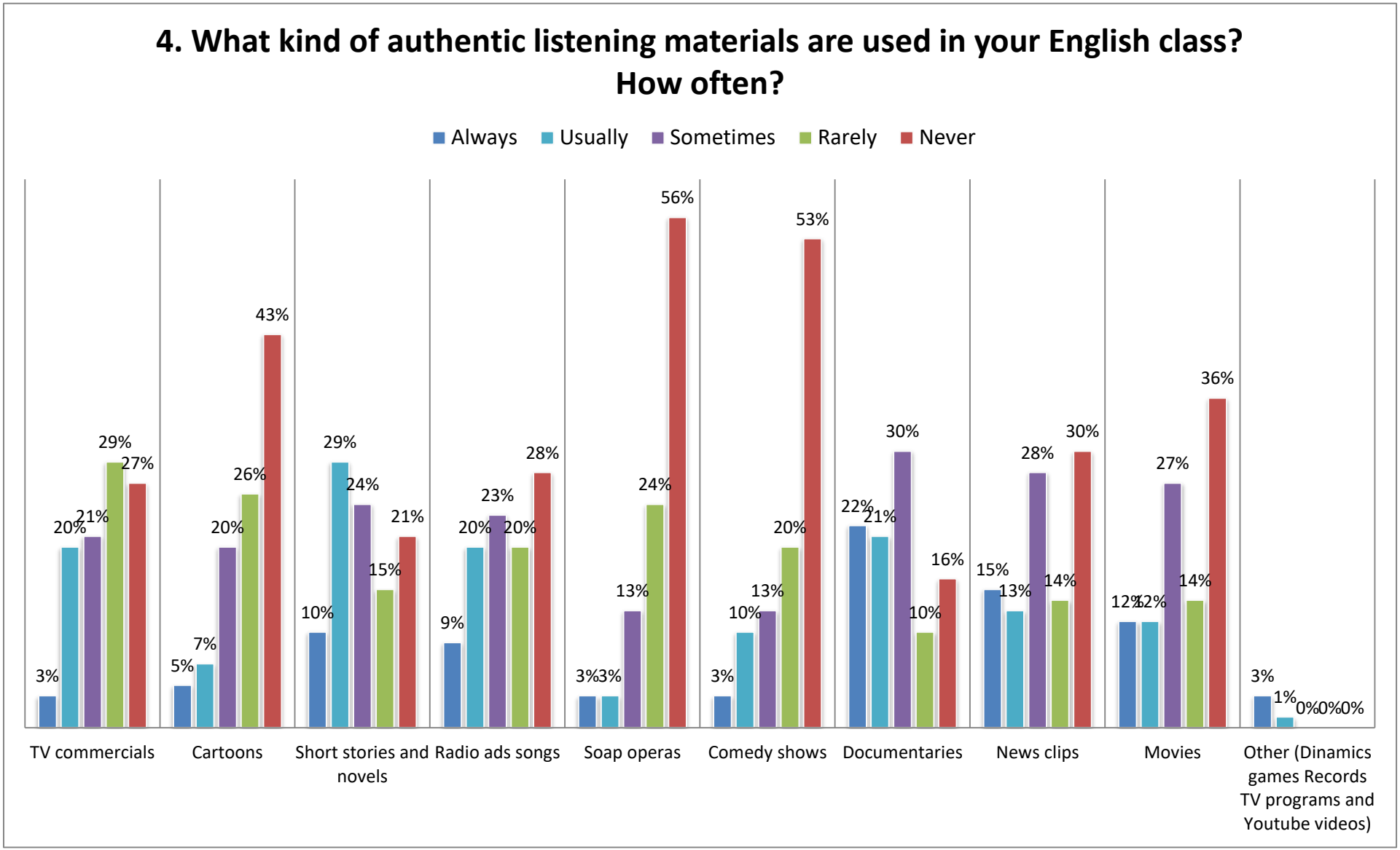

3. What kind of authentic materials are used in your English class? How often?
Always
Usually
Sometimes
Rarely
Never
Authentic printed materials
34%
31%
24%
5%
6%
Authentic visual materials
33%
30%
24%
8%
5%
Authentic listening materials
24%
37%
30%
7%
1%

OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Authentic listening materials	21	24 %	32	37 %	26	30%	6	7%	1	1%	86	100%
Authentic visual materials	28	33 %	26	30 %	21	24%	7	8%	4	5%	86	100%
Authentic printed materials	29	34 %	27	31 %	21	24%	4	5%	5	6%	86	100%
TOTAL	78		85		68		17		10		258	
TOTAL SURVEYS	86	91 %	86	99 %	86	79%	86	20 %	86	12 %	86	

ANALYSIS:

According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed Concerning to the kind of authentic materials used in English classes and following Gerhard's theory who classifies authentic materials into three categories, authentic printed, visual and listening, the most used category according to student's opinion is authentic printed material with a 34% of the respondents who assure that teachers always make used of this type of materials. Other important category that follows this one is authentic visual with a 33% of used. This results show us that not only authentic printed materials are used by the teachers in their English classes, but also authentic visual as the most used. Then, a lower group of respondents (24%) said that authentic listening is used in their English classes. Nowadays, there is a variety of ways to have access to this type of materials to help students to engross their learning process not only in classes, but also somewhere else. To sum up, most of the respondents agreed about that printed and visual materials are always used in their classes.

GRAPHIC 5

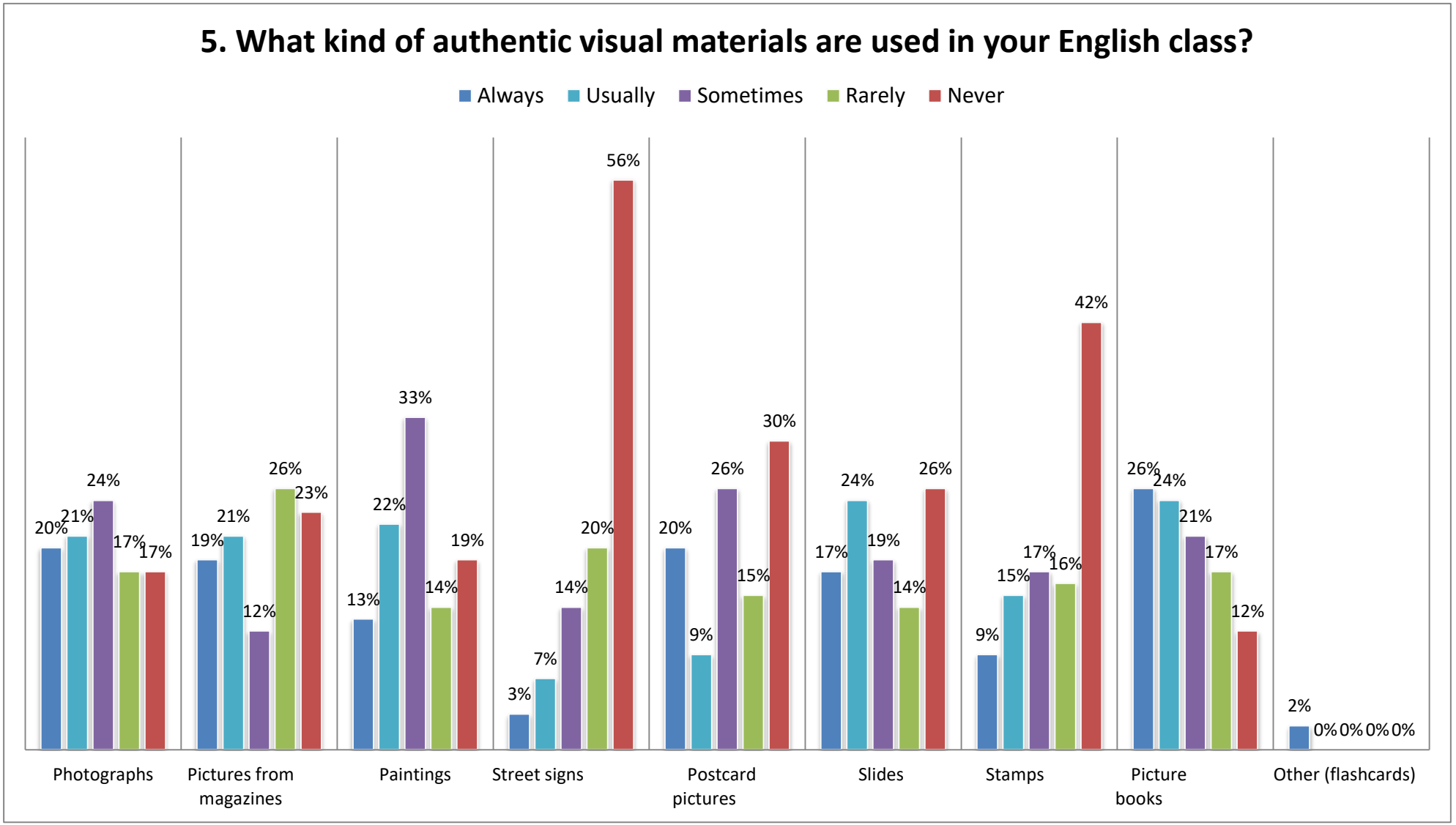

4. What kind of authentic listening materials are used in your English class? How often?
Always
Usually
Sometimes
Rarely
Never
3%
20%
21%
29%
27%
5%
7%
20%
26%
43%
10%
29%
24%
15%
21%
9%
20%
23%
20%
28%
3%
3%
13%
24%
56%
3%
10%
13%
20%
53%
22%
21%
30%
10%
16%
15%
13%
28%
14%
30%
12%
12%
27%
14%
36%
3%
1%
0%
0%
0%
TV commercials
Cartoons
Short stories and novels
Radio ads songs
Soap operas
Comedy shows
Documentaries
News clips
Movies
Other (Dinamics games Records TV programs and Youtube videos)

OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
TV commercials	3	3%	17	20%	18	21%	25	29%	23	27%	86	100%
Cartoons	4	5%	6	7%	17	20%	22	26%	37	43%	86	100%
Short stories and novels	9	10%	25	29%	21	24%	13	15%	18	21%	86	100%
Radio ads songs	8	9%	17	20%	20	23%	17	20%	24	28%	86	100%
Soap operas	3	3%	3	3%	11	13%	21	24%	48	56%	86	100%
Comedy shows	3	3%	9	10%	11	13%	17	20%	46	53%	86	100%
Documentaries	19	22%	18	21%	26	30%	9	10%	14	16%	86	100%
News clips	13	15%	11	13%	24	28%	12	14%	26	30%	86	100%
Movies	10	12%	10	12%	23	27%	12	14%	31	36%	86	100%
Other (Dinamics games Records TV programs and Youtube videos)	3	3%	1	1%		0%		0%		0%	4	5%
TOTAL	75		117		171		148		267		778	
TOTAL SURVEYS	86	87%	86	136%	86	199%	86	172%	86	310%	86	

ANALYSIS:

In question number 4 from the questionnaire; have shown that students agreed with a 22% of the respondents that they always make used of documentaries as an authentic material. Furthermore, 15% of the students answered that they always used news clip as authentic materials. However, 12% of the students said that they always make used of movies, so that, it can be inferred most of students assured that teachers use that type of useful material to teach them. Although TV commercials, cartoon, short stories, novels, radio, songs, soap operas, comedy shows and other type of authentic materials got a lower number of percentages, all those materials are a very useful tool for teachers to improve student's teaching learning process.

GRAPHIC 6

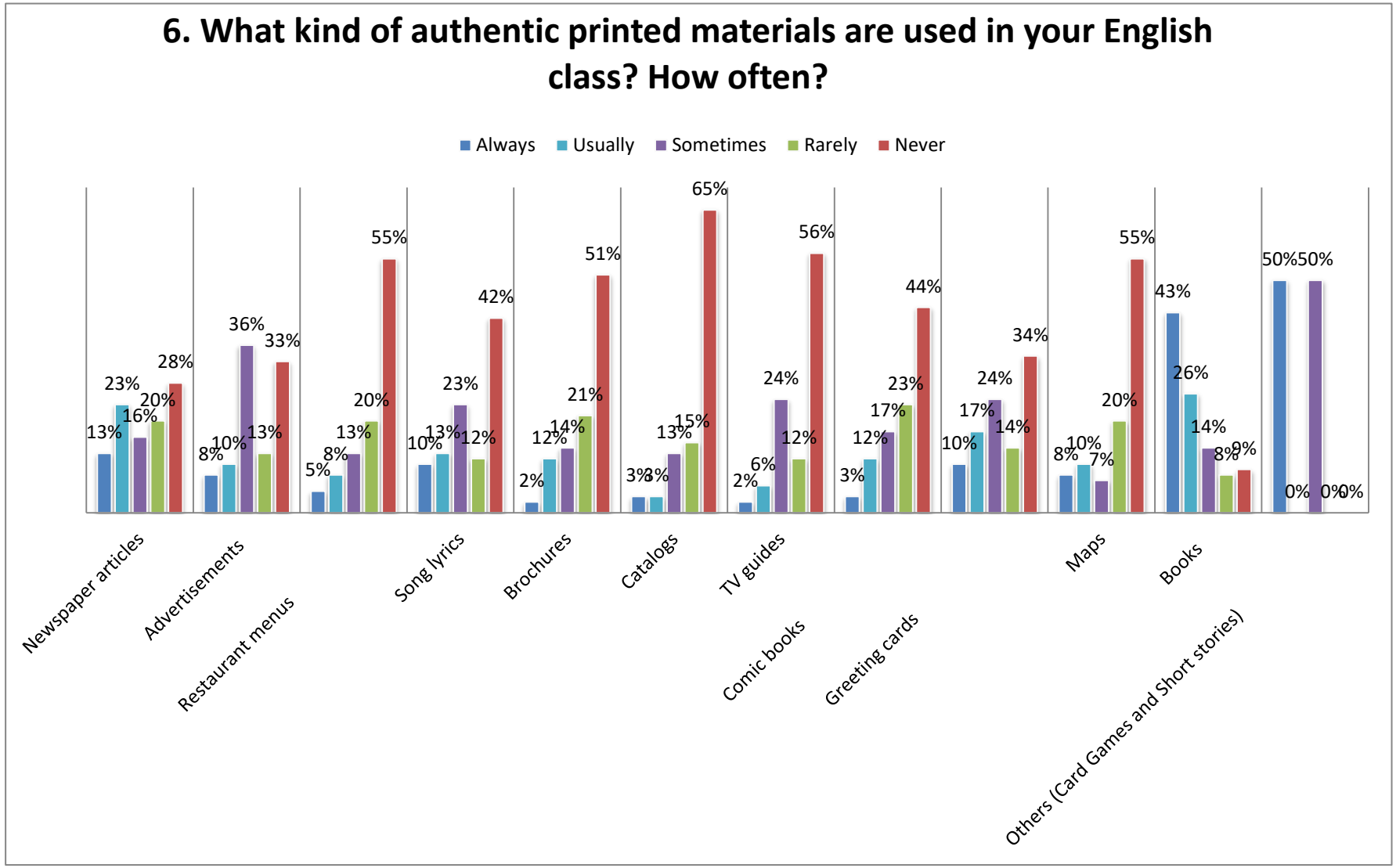

5. What kind of authentic visual materials are used in your English class?
Always
Usually
Sometimes
Rarely
Never
20%
21%
24%
17%
17%
19%
21%
12%
26%
23%
13%
22%
33%
14%
19%
3%
7%
14%
20%
56%
20%
9%
26%
15%
30%
17%
24%
19%
14%
26%
9%
15%
17%
16%
42%
26%
24%
21%
17%
12%
2%
0%
0%
0%
0%
Photographs
Pictures from magazines
Paintings
Street signs
Postcard pictures
Slides
Stamps
Picture books
Other (flashcards)

OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Photographs	17	20%	18	21%	21	24%	15	17%	15	17%	86	100%
Pictures from magazines	16	19%	18	21%	10	12%	22	26%	20	23%	86	100%
Paintings	11	13%	19	22%	28	33%	12	14%	16	19%	86	100%
Street signs	3	3%	6	7%	12	14%	17	20%	48	56%	86	100%
Postcard pictures	17	20%	8	9%	22	26%	13	15%	26	30%	86	100%
Slides	15	17%	21	24%	16	19%	12	14%	22	26%	86	100%
Stamps	8	9%	13	15%	15	17%	14	16%	36	42%	86	100%
Picture books	22	26%	21	24%	18	21%	15	17%	10	12%	86	100%
Other (flashcards)	2	2%		0%		0%		0%		0%	2	2%
TOTAL	111		124		142		120		193		690	
TOTAL SURVEYS	86	129%	86	144%	86	165%	86	140%	86	224%	86	

ANALYSIS:

According to the results of question number 5, the authentic visual materials most used in English classes are: picture books (26%), postcards (20%) and photographs (20%). Moreover, other important material with a 19% of the respondents is picture from magazine. Then, a lower group of respondents (13%) assure that they always use paintings. Besides, there were materials that achieved 9% (stamps), street signs (3%) and finally flashcards with a 2%. What can be inferred from this result is that teachers know the importance of the use of this kind of materials and that is the reason why they make used of it to teach their English classes.

GRAPHIC 7

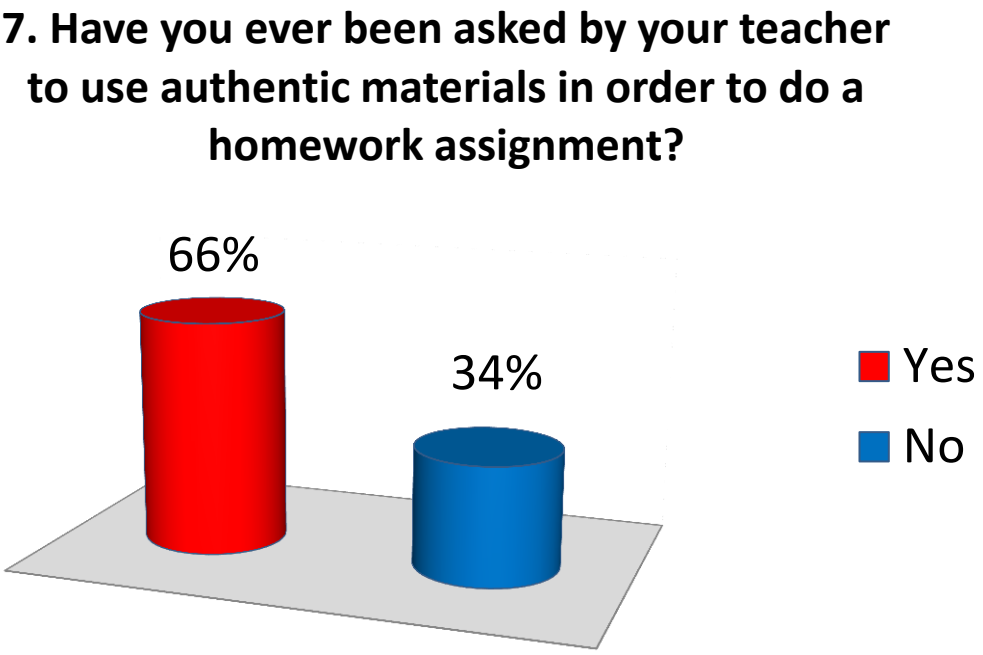

6. What kind of authentic printed materials are used in your English class? How often?
Always
Usually
Sometimes
Rarely
Never
13%
23%
16%
20%
28%
8%
10%
36%
13%
33%
5%
8%
13%
20%
55%
10%
13%
23%
12%
42%
2%
12%
14%
21%
51%
3%
3%
13%
15%
65%
2%
6%
24%
12%
56%
3%
12%
17%
23%
44%
10%
17%
24%
14%
34%
8%
10%
7%
20%
55%
43%
26%
14%
8%
9%
50%
0%
50%
0%
0%
Newspaper articles
Advertisements
Restaurant menus
Song lyrics
Brochures
Catalogs
TV guides
Comic books
Greeting cards
Maps
Books
Others (Card Games and Short stories)

OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Newspaper articles	11	13%	20	23%	14	16%	17	20%	24	28%	86	100%
Advertisements	7	8%	9	10%	31	36%	11	13%	28	33%	86	100%
Restaurant menus	4	5%	7	8%	11	13%	17	20%	47	55%	86	100%
Song lyrics	9	10%	11	13%	20	23%	10	12%	36	42%	86	100%
Brochures	2	2%	10	12%	12	14%	18	21%	44	51%	86	100%
Catalogs	3	3%	3	3%	11	13%	13	15%	56	65%	86	100%
TV guides	2	2%	5	6%	21	24%	10	12%	48	56%	86	100%
Comic books	3	3%	10	12%	15	17%	20	23%	38	44%	86	100%
Greeting cards	9	10%	15	17%	21	24%	12	14%	29	34%	86	100%
Maps	7	8%	9	10%	6	7%	17	20%	47	55%	86	100%
Books	37	43%	22	26%	12	14%	7	8%	8	9%	86	100%
Others (Card Games and Short stories)	1	50%		0%	1	50%		0%		0%	2	2%
TOTAL	95		121		175		152		405		948	
TOTAL SURVEYS	86	159%	86	141%	86	252%	86	177%	86	471%	86	

ANALYSIS:

Agreeing with the 6th chart, 43% of the respondents consider that books are always used in their English classes. Then, 13% assures that newspaper articles are used to teach them. Furthermore, 10% of the respondents consider that greeting cards are more use. On the other hand, a lower group of respondents agreed that advertisements (8%), restaurant menus (5%) song lyrics (10%) brochures (2%) catalogs (3%) TV guides (2%) comic books (3%) and maps (8%) are used but with a lower percentage. To sum up, the results gathered can assure that authentic listening materials are always used to teach English.

GRAPHIC 8

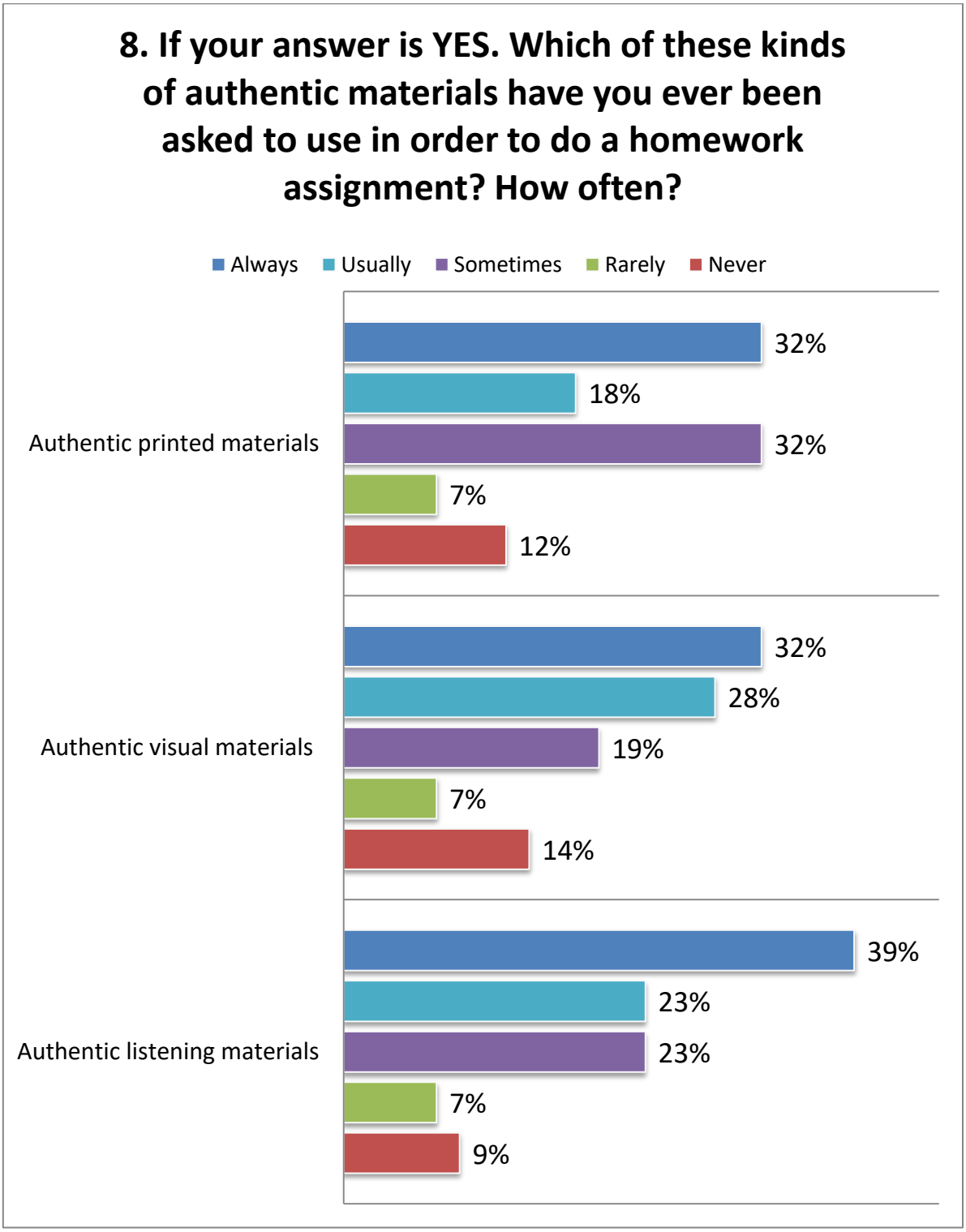


OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Yes	57	66%
No	29	34%
TOTAL	86	100%

ANALYSIS:

According to the results gathered in this chart, 66% of the respondents said that they have ever been asked to use authentic materials in order to do a homework assignment. Nevertheless, 34% of the sample population answered that they have not ever been asked by their teachers to use it. What can be said out of this information is that students are been exposed to an American context through the use of authentic materials. Also, it can be noticed that teachers are been used of this important tool to improve the students' teaching learning process.

GRAPHIC 9


8. If your answer is YES. Which of these kinds of authentic materials have you ever been asked to use in order to do a homework assignment? How often?
Always
Usually
Sometimes
Rarely
Never
Authentic printed materials
32%
18%
32%
7%
12%
Authentic visual materials
32%
28%
19%
7%
14%
Authentic listening materials
39%
23%
23%
7%
9%

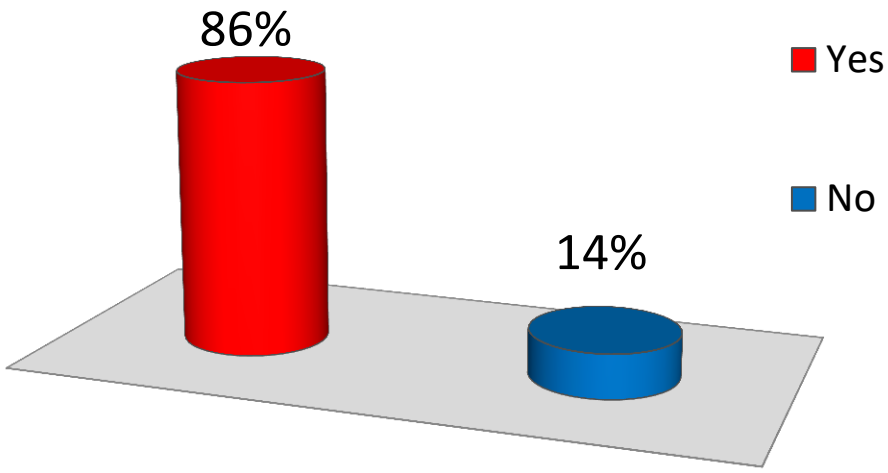
OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Authentic listening materials	22	39%	13	23%	13	23%	4	7%	5	9%	57	100%
Authentic visual materials	18	32%	16	28%	11	19%	4	7%	8	14%	57	100%
Authentic printed materials	18	32%	10	18%	18	32%	4	7%	7	12%	57	100%
TOTAL	58		39		42		12		20		171	
TOTAL SURVEYS	57	102%	57	68%	57	74%	57	21%	57	35%	57	300%

ANALYSIS:

Using authentic materials in class is an essential tool that helps students to improve their teaching learning process. As chart 8 shows in the following ways: 39% always have been asked to use listening materials to do a homework assignment. Furthermore, 32% of the respondents said that they are asked to use authentic printed materials. Also, with a 32% students assure that they are asked to use authentic visual materials. What can be inferred from these results is this chart corroborate that teachers are using authentic materials in order to ask students to develop a homework assignment, what means that teachers are conscious about the importance of the use of this kind of materials.

GRAPHIC 10

9. Have you ever used authentic materials by your own outside the classroom?

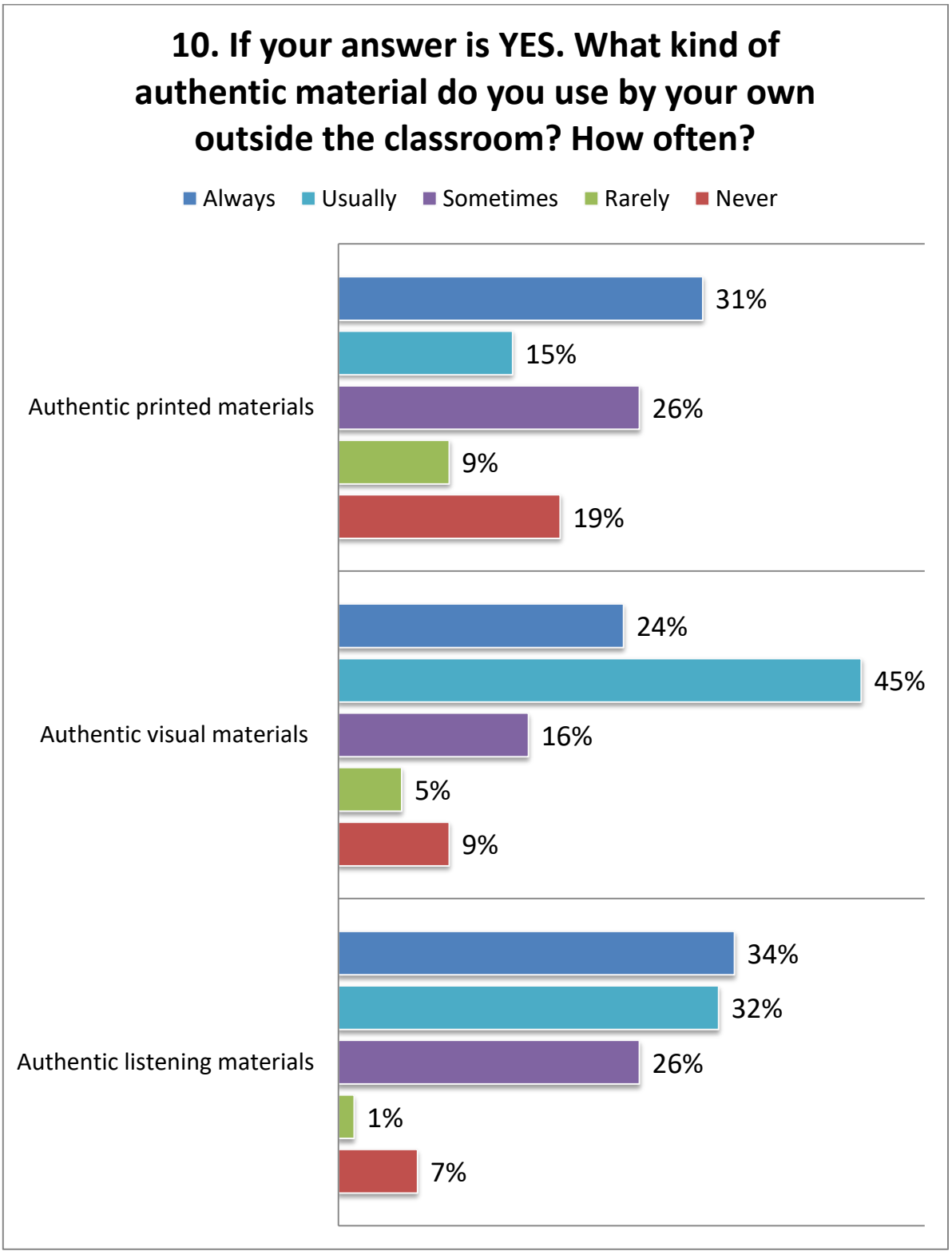


OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Yes	74	86%
No	12	14%
TOTAL	86	100%

ANALYSIS:

According to the graph, the 86% of the students stated that they have used authentic materials by their own outside the classrooms. On the other hand, only 14% of them do not used authentic materials as personal sources.

GRAPHIC 11


10. If your answer is YES. What kind of authentic material do you use by your own outside the classroom? How often?
Always
Usually
Sometimes
Rarely
Never
Authentic printed materials
31%
15%
26%
9%
19%
Authentic visual materials
24%
45%
16%
5%
9%
Authentic listening materials
34%
32%
26%
1%
7%

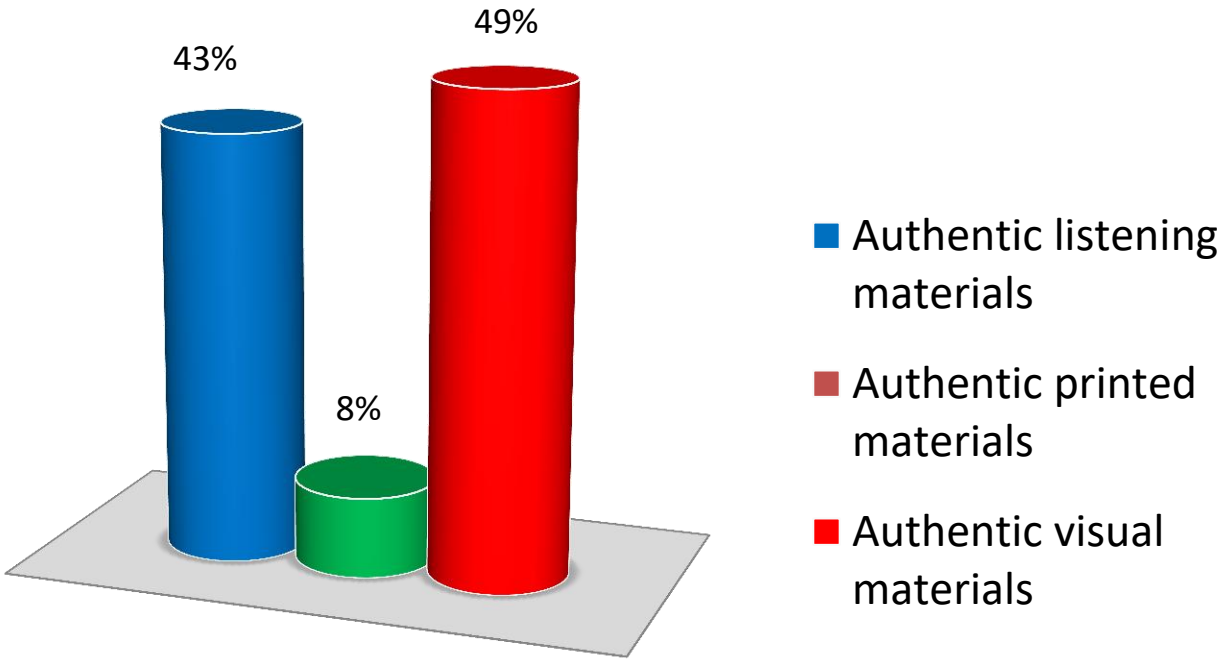
OPTIONS	ALWAYS		USUALLY		SOMETIMES		RARELY		NEVER		TOTAL	
	N°	%	N°	%	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Authentic listening materials	25	34%	24	32%	19	26%	1	1%	5	7%	74	100%
Authentic visual materials	18	24%	33	45%	12	16%	4	5%	7	9%	74	100%
Authentic printed materials	23	31%	11	15%	19	26%	7	9%	14	19 %	74	100%
TOTAL	66		68		50		12		26		222	
TOTAL SURVEYS	74	89%	74	92%	74	68%	74	16 %	74	35 %	74	

ANALYSIS:

Based on the previous graph, there was a variety of answers in regards to the kind of authentic materials they used by their own. For the Authentic printed materials, 31% responded that they *always* used these. A 15% stated that they *usually* used printed materials. The 26% answered that they *sometimes* used this kind of materials; at last, the 9% answered *rarely* and 19% responded that they *never* used printed materials. For the visual materials, 24% of the students stated that they *always* used visual materials; the 45% responded that they *usually* used visual sources. Moreover, the 16% stated that they *sometimes* used such type of materials. Finally, a 5% of the students said they *rarely* use them and the 9% responded that *never* used visual materials. For the listening materials, the 34% of the students that took the survey answered that they *always* used listening materials; the 32% answered *usually;* the 26% stated that they *sometimes* used listening materials and the 1% of the students stated they *rarely* used this materials; at last, the 7% *never* used listening materials.

GRAPHIC 12

11. Choose one kind of the authentic materials that you like the most.

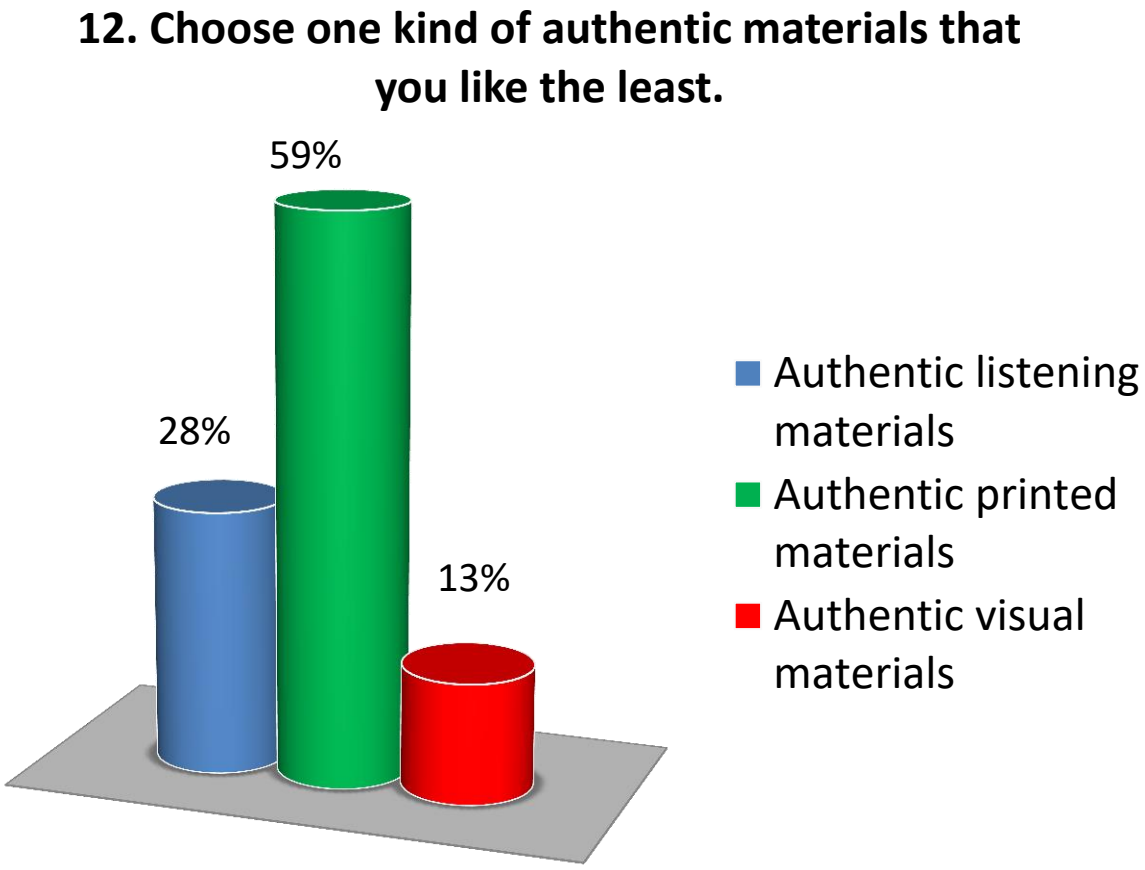


OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Authentic listening materials	37	43%
Authentic printed materials	7	8%
Authentic visual materials	42	49%
TOTAL	86	100%

ANALYSIS:

In this graphs, the kind of authentic materials students like the most are visual materials (49%). The 43% of the students prefer listening materials and only the 8% of them prefer printed authentic materials.

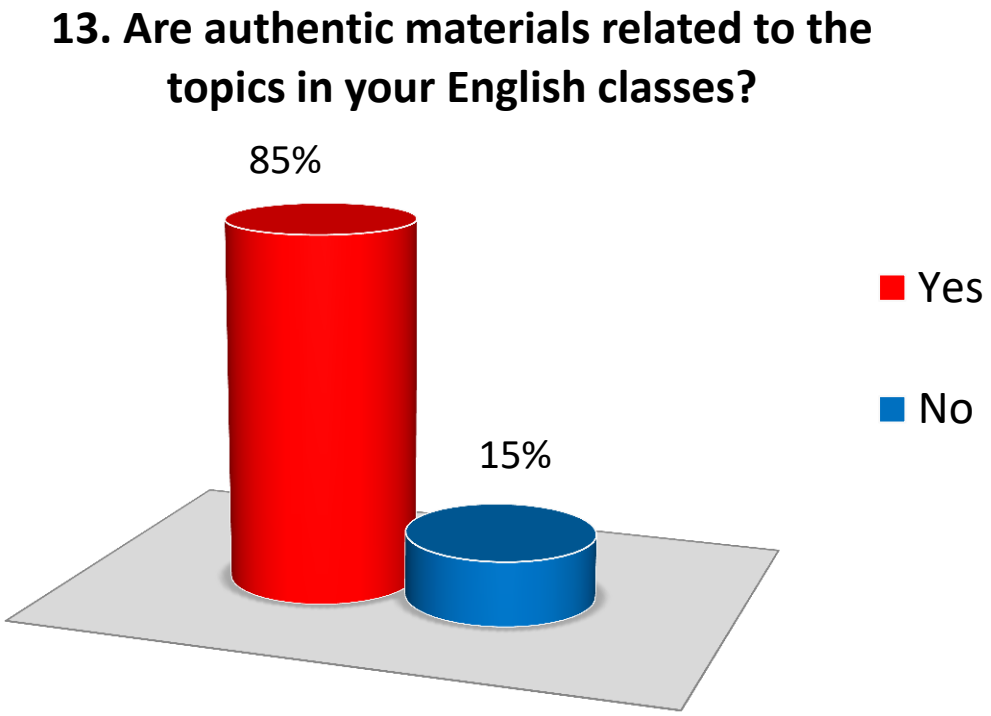
GRAPHIC 13



OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Authentic listening materials	24	28%
Authentic printed materials	51	59%
Authentic visual materials	11	13%
TOTAL	**86**	**100%**

ANALYSIS:
The authentic materials students like the least are printed materials (59%). In regards to authentic listening materials only the 28% of the students stated they dislike such materials. At last, the 13% of the students stated that they do not like visual authentic materials.

GRAPHIC 14



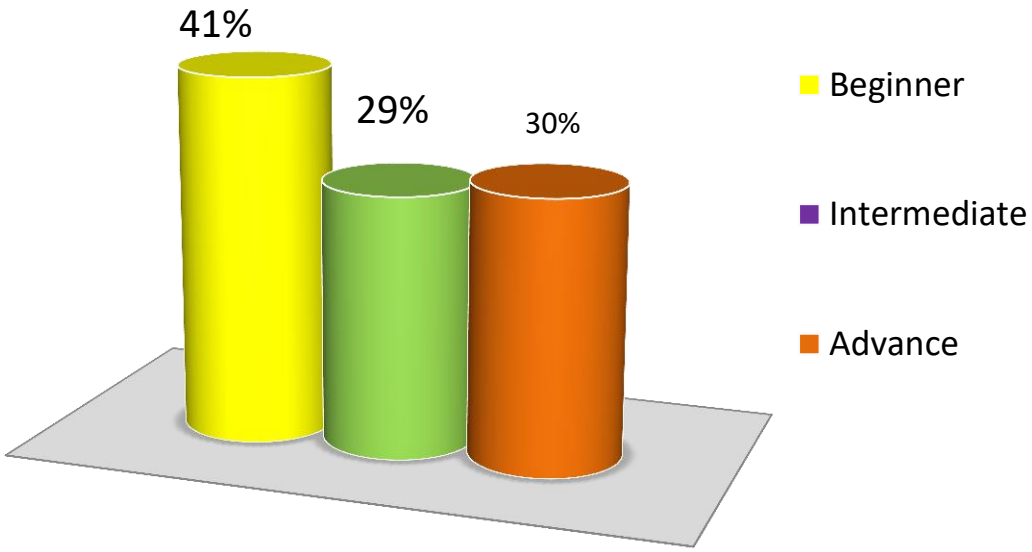
OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Yes	73	85%
No	13	15%
TOTAL	86	100%

ANALYSIS:

As it was shown in previous graphs, authentic materials were used in the classrooms. According to this graph, the 85% of the students answered that the materials bring to the classroom are related to the topics. The 15% stated that the materials are not related to the topics.

GRAPHIC 15

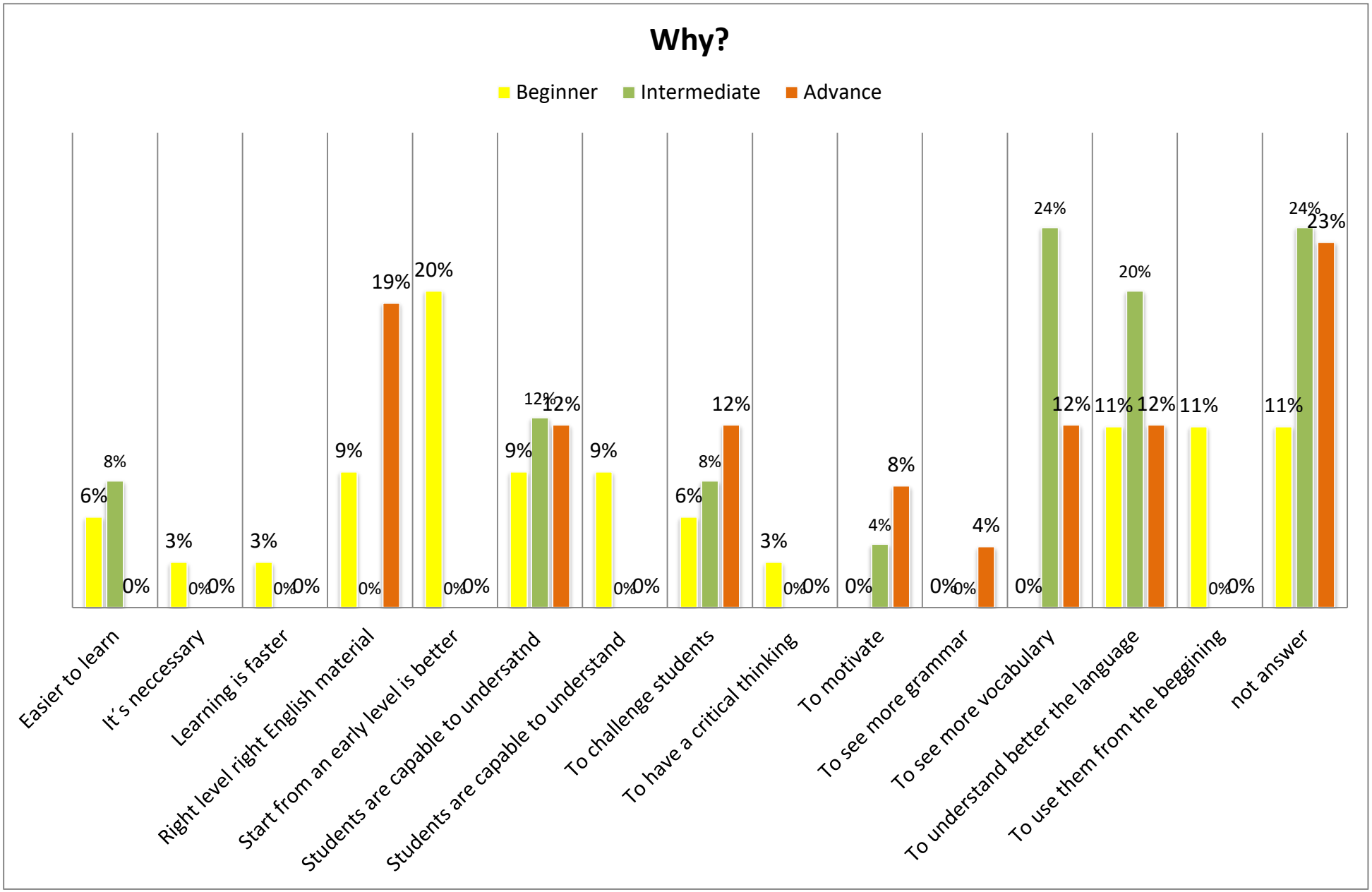
14. At which level do you consider authentic materials should be used in class?



OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Beginner	35	41%
Intermediate	25	29%
Advance	26	30%
TOTAL	86	100%

ANALYSIS:

According to the graph, 41% of the students consider that authentic materials should be used in the beginning levels. The 29% consider that these types of materials should be used until intermediate levels. The 30% thinks that authentic materials should be brought to the classrooms in advanced levels.


Why?
Beginner
Intermediate
Advance
Easier to learn
It´s neccessary
Learning is faster
Right level right English material
Start from an early level is better
Students are capable to understatnd
Students are capable to understand
To challenge students
To have a critical thinking
To motivate
To see more grammar
To see more vocabulary
To understand better the language
To use them from the beggining
not answer

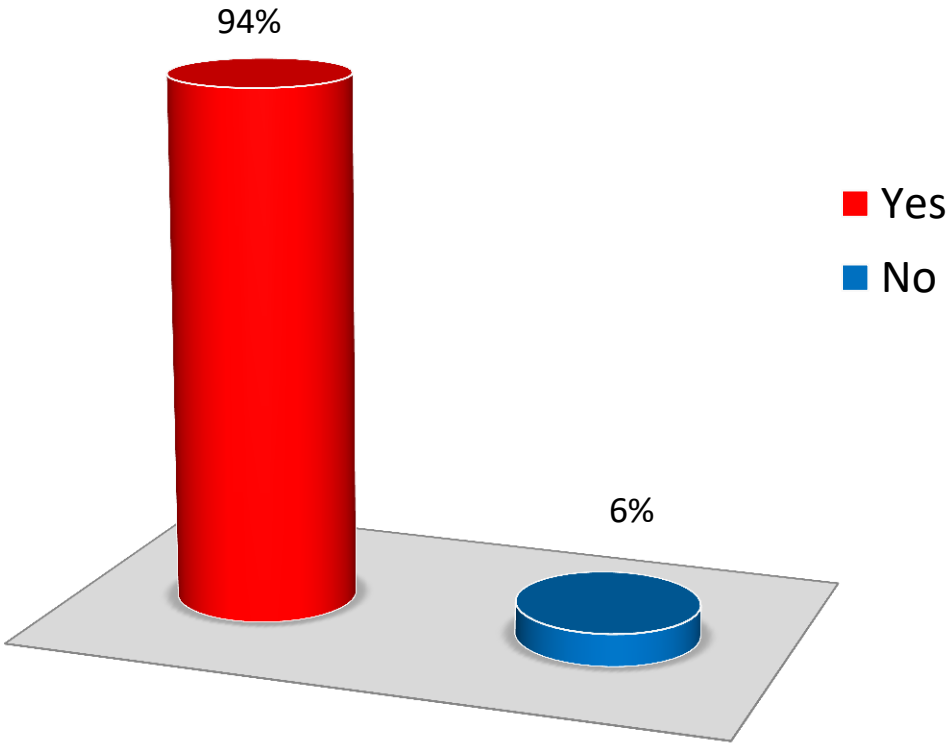
WHY?	BEGINNER		INTERMEDIATE		ADVANCE		TOTAL	
	N°	%	N°	%	N°	%	FREQUENCY	PERCENTAGE
Easier to learn	2	6%	2	8%		0%	4	5%
It´s neccessary	1	3%		0%		0%	1	1%
Learning is faster	1	3%		0%		0%	1	1%
Right level right English material	3	9%		0%	5	19%	8	9%
Start from an early level is better	7	20%		0%		0%	7	8%
Students are capable to undersatnd	3	9%	3	12%	3	12%	9	10%
Students are capable to understand	3	9%		0%		0%	3	3%
To challenge students	2	6%	2	8%	3	12%	7	8%
To have a critical thinking	1	3%		0%		0%	1	1%
To motivate		0%	1	4%	2	8%	3	3%
To see more grammar		0%		0%	1	4%	1	1%
To see more vocabulary		0%	6	24%	3	12%	9	10%
To understand better the language	4	11%	5	20%	3	12%	12	14%
To use them from the beggining	4	11%		0%		0%	4	5%
not answer	4	11%	6	24%	6	23%	16	19%
TOTAL SURVEYS	35	100%	25	100%	26	100%	86	100%

ANALYSIS:

Students provided a variety of responses in regards to the reason authentic materials should be used in each level; the ones with more percentages are the followed ones: the 20% stated that it should be in beginner levels because is better to start from an early level. The 24% responded that it should be in intermediate levels to see more vocabulary. For advanced levels, students stated that it the right level to used authentic materials.

GRAPHIC 16

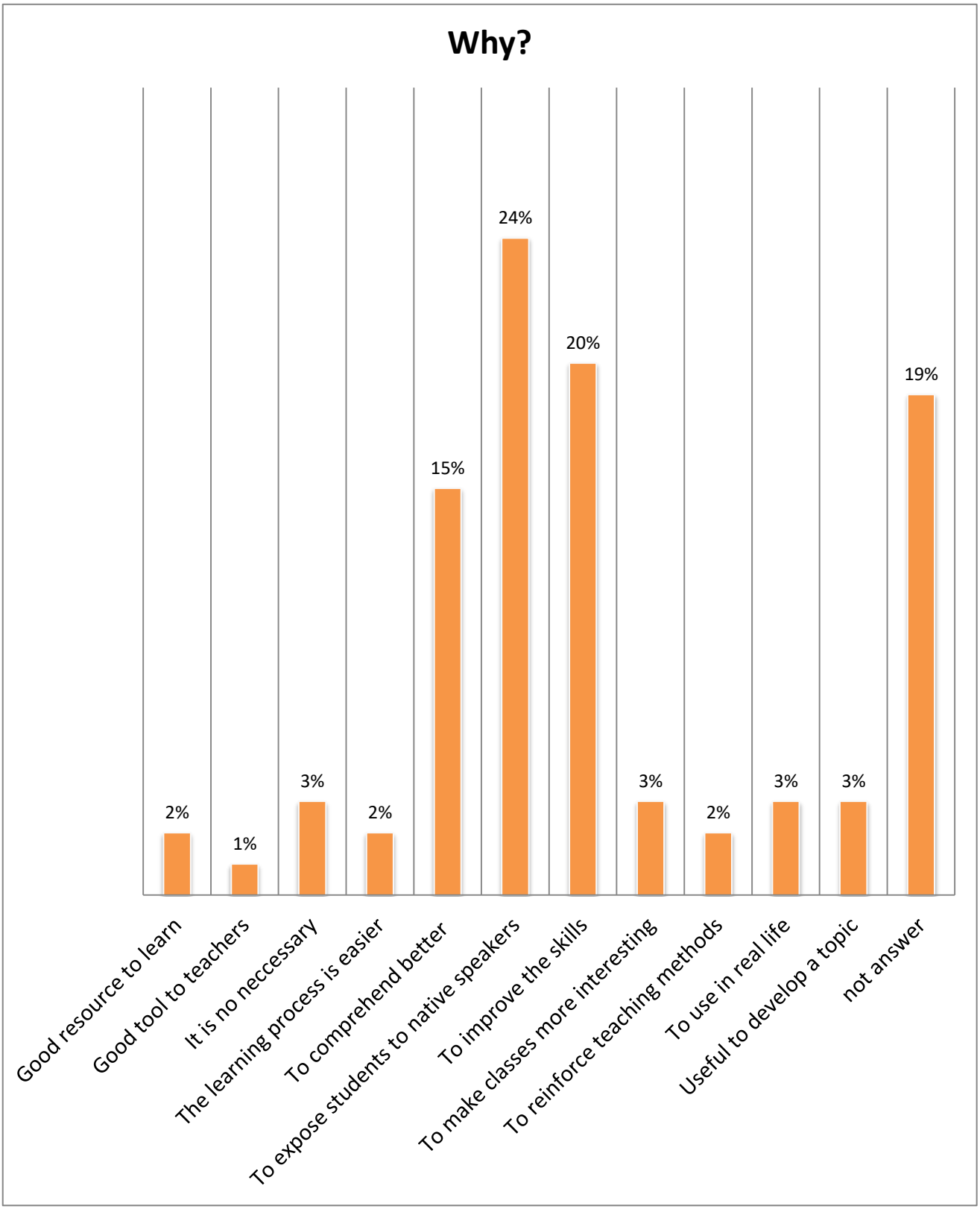
15. Do you think that it is necessary that your teachers use authentic materials in class?



OPTIONS	TOTAL	
	FREQUENCY	PERCENTAGE
Yes	81	94%
No	5	6%
TOTAL	86	100%

ANALYSIS:

According to the graph, the 94% of the students think that it is necessary that the teachers use authentic materials in class. Only the 6% stated that it is not needed.


Why?
2%
1%
3%
2%
15%
24%
20%
3%
2%
3%
3%
19%
Good resource to learn
Good tool to teachers
It is no neccessary
The learning process is easier
To comprehend better
To expose students to native speakers
To improve the skills
To make classes more interesting
To reinforce teaching methods
To use in real life
Useful to develop a topic
not answer

WHY?	YES		NO		TOTAL	
	N°	%	N°	%	FREQUENCY	PERCENTAGE
Good resource to learn	2	2%		0%	2	2%
Good tool to teachers	1	1%		0%	1	1%
It is no neccessary		0%	3	3%	3	3%
The learning process is easier	2	2%		0%	2	2%
To comprehend better	13	15%		0%	13	15%
To expose students to native speakers	21	24%		0%	21	24%
To improve the skills	17	20%		0%	17	20%
To make classes more interesting	3	3%		0%	3	3%
To reinforce teaching methods	2	2%		0%	2	2%
To use in real life	3	3%		0%	3	3%
Useful to develop a topic	3	3%		0%	3	3%
not answer	14	16%	2	2%	16	19%
TOTAL SURVEYS	81	94%	5	6%	86	100%

ANALYSIS:

Based on the previous question, the students answered the reason why they think it is necessary that the teachers use authentic materials in class. The 2% answered that is a *Good resource to learn*. The 1% said it is a *Good tool to teachers*. The 3% consider *it is no necessary*. The 2% consider the authentic materials make the *learning process is easier*. The 15% stated that it helps *To comprehend better*. The 24% answered *To expose students to native speakers*. The 20% of the students thinks that the materials should be used in the classrooms *To improve the skills.* The 3% answered that the usage of authentic materials it is needed *To make classes more interesting.* The 2% responded *To reinforce teaching methods.* The 3% of the students answered that the materials are necessary *To use in real life*. Lastly, the 3% responded that these materials are *Useful to develop a topic*. The 19% of the students that took the survey do not answered the question.

APPENDIX B: Letter Addressed to the teachers

Ciudad Universitaria, marzo 2016

Lic. Mauricio Contreras

Docente de la cátedra Inglés Avanzado Intensivo II

Presente.

Respetable Maestro Mauricio:

Reciba cordiales saludos. Aprovecho la oportunidad para solicitarle su valiosa colaboración en el sentido que las alumnas Silvia Elena López Ortíz LO07002, Luz de María Quiñonez GQ07002 y Fátima Ernestina Merino Castillo MC06081, que actualmente se encuentran desarrollando su proceso de grado bajo mi asesoría, para que puedan observar la clase y administrar un instrumento de investigación pertinente al estudio que ellas realizan a una muestra de 30 estudiantes del curso que usted se encuentra impartiendo. El tema en studio es ""The most common authentic materials applied to Intensive Advanced English II courses of Teaching English Major of Foreign Language Department of the School of arts and Sciences of the University of El Salvador, Semester I-2016".

Parte de esta petición consiste en permitir al grupo o miembros de éste, realizar una observación durante 4 horas clases por dos semanas (de mayo a junio del presente). Posteriormente, ceder los últimos 20 minutos de una clase durante la unidad 7para poder administrar un instrumento de recolección de datos de tipo cuestionario.
Finalmente, le comento que el diseño de esta investigación es no-experimental por lo que el grupo no será expuesto a ninguna variable externa, por el contrario la observación se llevará a cabo sin interferir con el desarrollo natural de la clase.

Agradeciendo de antemano por su valiosa colaboración, me suscribo.

Cordialmente,

F._____
Lic. Rolando Guzmán.

APPENDIX C: Observation checklist for students

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Undergraduate Research

"THE MOST COMMON AUTHENTIC MATERIALS APPLIED TO ADVANCED INTENSIVE ENGLISH II COURSES IN THE TEACHING ENGLISH MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL OF ARTS AND SCIENCIES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2016"

Checklist
Guide for the observation method

Objective: To find out the most common authentic materials used in Advanced Intensive English II courses in the teaching-learning process.

	GROUP		**WEEK #1**				**WEEK #2**				**WEEK #3**				**WEEK #4**				**TOTAL**
	NUMBER OF STUDENTS		**T**	**W**	**T**	**F**	**T**	**W**	**T**	**F**	**T**	**W**	**T**	**F**	**T**	**W**	**T**	**F**	
Authentic Listening Materials used in class																			
1	TV commercials																		
2	Cartoons																		
3	Short stories and novels																		
4	Radio ads songs																		
5	Soap opera																		
6	Comedy shows																		
7	Documentaries																		
8	News clips																		
9	Movies																		
10	Other:																		
Authentic Visual Materials used in class																			
11	Photographs																		
12	Pictures from magazines																		
13	Paintings																		
14	Street signs																		
15	Postcard pictures																		
16	Slides																		

17	Stamps																	
18	Picture books																	
19	Other:																	
Authentic Printed Materials used in class																		
20	Newspaper articles																	
21	Advertisements																	
22	Restaurant menus																	
23	Lyrics to songs																	
24	Brochures																	
25	Catalogs																	
26	TV guides																	
27	Comic books																	
28	Greeting cards																	
29	Maps																	
30	Books																	
31	Others: games																	
Extra information																		
32	Activities were related with the topic																	
33	The teacher asked to use authentic materials in order to do a homework assignment																	
34	Any authentic materials were used in class																	

APPENDIX D: Questionnaire for Students

University of El Salvador
School of Arts and Sciences
Foreign Language Department

Research Project Topic: "The most common Authentic Materials applied to Advanced Intensive English II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2016"

Objective: To find out the most common authentic materials used in Advanced Intensive English II Courses in the teaching-learning process.

General directions: Please, read carefully each item, and then check the option that best responds each question. Check more than one when necessary.

Please enter your gender

Male ☐ Female ☐

Authentic materials *are texts produced by native speakers for non-teaching purposes. These materials reflect the real world language. Such materials include TV commercials, films, new items, radio talks, interviews, articles, advertisements, brochures, etc.*

1. Did you already know what an authentic material is before reading the meaning above?
YES ☐ NO ☐

2. Are authentic materials used in your English class?
YES ☐ NO ☐

3. What kind of authentic materials are used in your English class? How often? * *Check more than one*		ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
Authentic listening materials						
Authentic visual materials						
Authentic printed materials						

4. What kind of authentic listening materials are used in your English class? How often? ** Check more than one*		ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
TV commercials						
Cartoons						
Short stories and novels						
Radio ads songs						
Soap operas						
Comedy shows						
Documentaries						
News clips						
Movies						
Other (which one)						

5. What kind of authentic visual materials are used in your English class? How often? ** Check more than one*		ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
Photographs						
Pictures from magazines						
Paintings						
Street signs						
Postcard pictures						
Slides						
Stamps						
Picture books						
Other (which one)						

6. What kind of authentic printed materials are used in your English class? How often? ** Check more than one*		ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
Newspaper articles						
Advertisements						
Restaurant menus						
Song lyrics						
Brochures						
Catalogs						
TV guides						
Comic books						
Greeting cards						
Maps						
Books						
Others						

7. Have you ever been asked by your teacher to use authentic materials in order to do a homework assignment?

YES ☐ NO ☐

8. If your answer is YES. Which of these kinds of authentic materials have you ever been asked to use in order to do a homework assignment? How often? ** Check more than one*		ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
Authentic listening materials						
Authentic visual materials						
Authentic printed materials						

9. Have you ever used authentic materials by your own outside the classroom?

YES ☐ NO ☐

10. If your answer is YES. What kind of authentic material do you use by your own outside the classroom? How often? ** Check more than one*		ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
Authentic listening materials						
Authentic visual materials						
Authentic printed materials						

11. Choose one kind of the authentic materials that you like the most.	
Authentic listening materials	
Authentic visual materials	
Authentic printed materials	

12. Choose one kind of authentic materials that you like the least.	
Authentic listening materials	
Authentic visual materials	
Authentic printed materials	

13. Are authentic materials related to the topics in your English classes?

YES ☐ NO ☐

14. At which level do you consider authentic materials should be used in class?

Beginner ☐ Intermediate ☐ Advanced ☐

Why? _____
_____

15. Do you think that it is necessary that your teachers use authentic materials in class?

YES ☐ NO ☐

Why? _____
_____

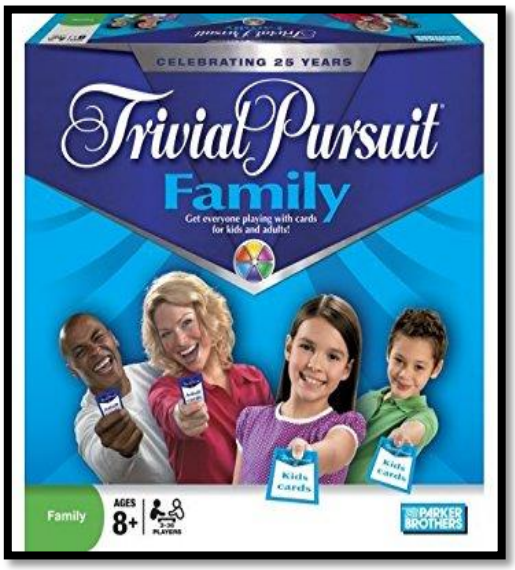
Thank you!

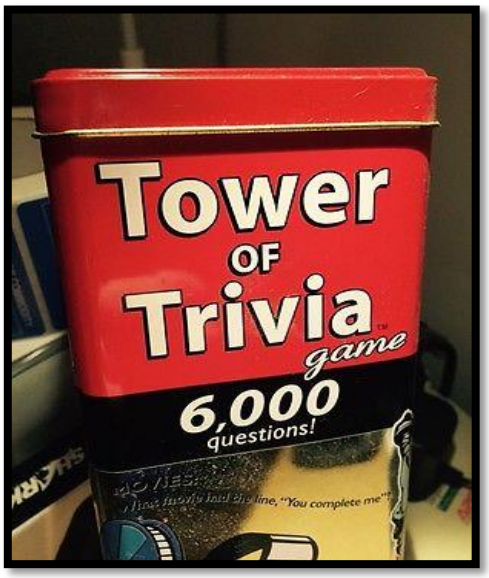
APPENDIX E: Authentic materials used in class

EXAMPLE 1

EXAMPLE 2

LOAD
QUEST
If you could 'dis-invent' one thing, what would it be?
What would be a terrible name for a new celebrity perfume?
What is your best advice for how to make a million dollars?
What is your greatest hidden talent?


CELEBRATING 25 YEARS
Trivial Pursuit
Family
Get everyone playing with cards for kids and adults!
Kids Cards
Kids Cards
Family
AGES 8+
PARKER BROTHERS


Tower
OF
Trivia
game
6,000
questions!

EXAMPLE 3
Answer while watching! Answer the following questions while watching the episode. All the questions are in chronological order.

1. In what year is the story set?
a) 2030
b) 2003
c) 2011
d) 2005

2. How does Marshall screw things up?
a) He proposes to Ted.
b) He is going to propose to Lilly.
c) He is moving away.
d) He hurt his knee and found a ring.

3. What does Barney want Ted to wear to the bar?
a) A sweater
b) A tie
c) A suit
d) A blazer

4. What is Barney's favourite game?
a) Suit up!
b) Lebanese girls
c) Wait for it!
d) Have you met Ted?

5. What academic year is Marshall studying?
a) 2nd year of law school
b) 2nd year of college
c) 3rd year of law school
d) Marshall does not study.

6. Why doesn't Marshall want to open the champagne bottle?
a) Because he hates champagne bottles.
b) Because he is scared of champagne bottles.
c) Because he has never done it before.
d) Because he hurt his hand.

7. Where is the pop tart?
a) Under the sink
b) On top of the fridge
c) Behind the kitchen table
d) Under the fridge

8. What does the taxi driver think Marshall did?
a) The taxi driver thinks Marshall kissed Lilly on her eye.
b) The taxi driver thinks Lilly hit Marshall.
c) The taxi driver thinks Marshall hit Lilly.
d) The taxi driver thinks Lilly is a pirate.

9. What does Robin do for a living?
a) She plays the ukulele for Metro News One
b) She is a reporter for Metro News One
c) She is a television star in New York.
d) She is a ballerina in a famous play.

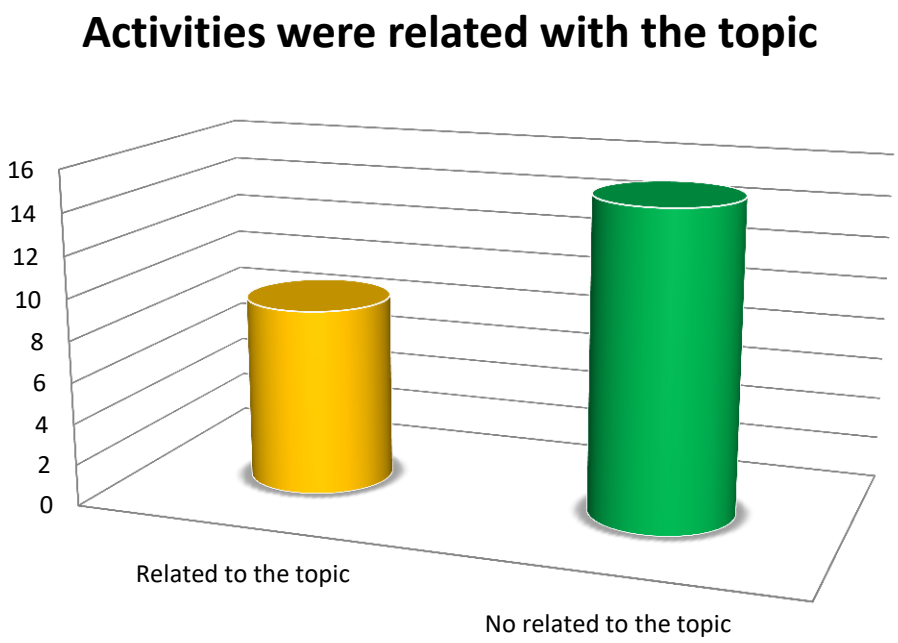
10. Why is Barney disappointed with Ted?
a) Because Ted doesn't want to go play laser tag with him.
b) Because Ted really wants to go play laser tag with him.
c) Because Ted tells Barney he will never wear a suit.
d) Because Ted tells Barney he is his best friend

TRUE or FALSE

Are the following statements True or False? Write your answer on the answer sheet.

11. Robin has five dogs. TRUE / FALSE
12. Robin loves to eat olives. TRUE / FALSE
13. Robin wants a blue French horn for over her fireplace. TRUE / FALSE
14. A crazy guy wants to jump off the Manhattan Bridge. TRUE / FALSE
15. Ted did not kiss Robin because he had bad breath. TRUE / FALSE
16. According to Barney, playing laser tag is awesome! TRUE / FALSE
17. Marshall gave Barney a signal to kiss him. TRUE / FALSE
18. Robin convinced the crazy guy not to jump. TRUE / FALSE

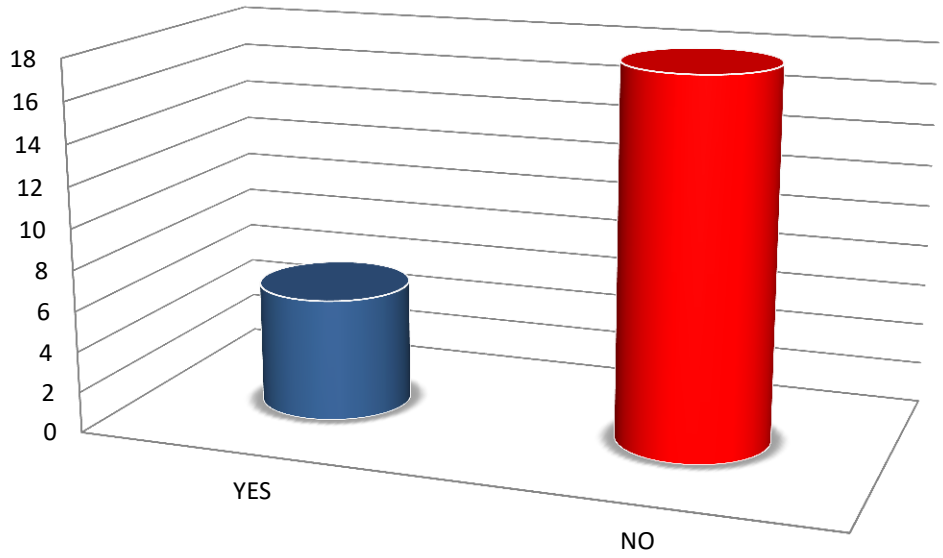
APPENDIX F: Additional information observed in class.



	Related to the topic	No related to the topic
total	9	15

The research group also noticed that from the activities that were presented using authentic materials only 9 were related to the topic that was studied; only in 37% of the total classes observed.

THE TEACHER ASKED TO USE AUTHENTIC MATERIALS IN ORDER TO DO HOMEWORK



	YES	NO
THE TEACHER ASKED TO USE AUTHENTIC MATERIALS IN ORDER TO DO HOMEWORK	6	18

It was also important to review if students were using authentic materials outside the classrooms, especially when asked to do homework. According with the graph, in 27% of the homework assigned the teachers requested students to use authentic materials in their homework; websites, Facebook's pages, blogs, scientific articles and documentaries are some examples.

APPENDIX G: Chronogram

	January				February				March				April				May				June					July				August				September				October				November				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
General meeting																																																	
Informational meeting																																																	
Selection of the topic	x																																															
Group duscussion about prior readings of the use of authentic materials		x																																														
Definition of the objetives			x																																													
Definition of schedules for group meetings				x																																												
Editing the thesis profile 1.1				x																																											
Thesis advisor meeting					x																																										
Editing the thesis profile 1.2						x																																									
Thesis advisor meeting							x																																								
Editing the thesis profile 1.3								x																																							
Defense of the research profile									x	x																																					
Group meeting: looking for literature sources										x	x																																			
Meeting:discussion about sources												x																																			
Advisor checking theoretical framework													x																																		
Refining the theoretical framework														x																																	

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