

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



**THE COMPARISON BETWEEN AUTHENTIC AND GRADED MATERIAL IN ORDER TO KEEP READING MOTIVATION OF BASIC INTENSIVE ENGLISH STUDENTS, SEMESTER I-2016, BACHELOR IN ENGLISH LANGUAGE TEACHING, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR.**

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## INTRODUCTION

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The following research project focused on the comparison between authentic and graded material in order to keep reading motivation of Basic Intensive English students, Semester I-2016, Bachelor in English Teaching Language, Foreign Language Department, at University of El Salvador. With this study, the researchers analyzed which material was better for students in order to start reading from now on since the reading habit is really important as they will become English teachers.

The present format work includes six chapters. Chapter I covers the problem: statement of the problem with its description, objectives to be achieved, one general and three specifics, research questions: main and subsidiary, justification the “why” and “what for” of the research to carry out the investigation and the delimitation of the problem. Chapter II contains historical / theoretical framework. Chapter III describes the methodology, sample / participants, data collection instrument, data collection procedure, and data analysis. Chapter IV is formed with the analysis and interpretation of the results. Chapter V divided in conclusions and recommendations. Finally, the Chapter VI contains the bibliography and appendixes.

The methodology applied in this research was descriptive, under the quantitative and qualitative approaches. These approaches were carried out through the class observation guide technique with the help of instruments such us: questionnaires and interviews to gather the needed data. After gathering all the data and information through survey, interview, and class observation, a deep analysis of those instruments was done in order to know how the students’ motivation was affected by the authentic and graded materials while developing their reading skills.

## CHAPTER I: PROBLEM

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### 1.1 Statement of the problem

Which material, authentic or graded, could professors use to motivate the reading habit from Basic Intensive English students, Semester I- 2016, Bachelor in English Language Teaching, Foreign Language Department, University of El Salvador?

### 1.2 Description of the problem

It can be said that the use of reading materials in the teaching – learning process, such as authentic and graded are very important not only for professors but also for students. They are very positive tools to enhance their development in the reading skill area. Some characteristics of authentic material important to mention are: a positive effect on students' motivation, authentic cultural information, exposure to real language and support a more creative approach to teach. On the other hand, graded materials cover all the topics by units, and they have complete programs for specific time periods. Moreover, graded materials are based on the latest research and teaching strategies.

So that, the research team looked for determining how the authentic and graded materials are useful for teachers as well for students taking into consideration the factor motivation in the development of the reading skill by making a comparison and a contrast of both materials in order to identify the differences between them, specifying the use, advantages and disadvantages.

## **1.3 Objectives**

### **1.3.1 General**

- ✓ To determine how authentic and graded material affect the reading motivation of Basic Intensive English students.

### **1.3.2 Specific**

- ✓ To obtain information about students' preferences in reading between authentic and graded material.
- ✓ To analyze the effects that authentic and graded material make in the students when reading them.
- ✓ To make aware passive learners to become active ones concerning to the most appropriate reading material so that they are motivated to get good grades, and cultivate a reading habit as beginner learners of the English language.

## **1.4 Research questions**

### **1.4.1 Main question**

What is the impact of the use of authentic and graded materials in the teaching-learning process to improve reading skills in the Basic Intensive English courses of the Foreign Language Department?

### **1.4.2 Subsidiary questions**

1. How useful is authentic and graded material in the teaching - learning process?
2. How effective is authentic material in the teaching - learning process to increase vocabulary?
3. How effective is graded material in the teaching - learning process to increase vocabulary?
4. What is the importance of using authentic and graded material in the teaching - learning process to improve the reading skill?
5. In comparison, which material is more useful to improve reading skill?
6. Which are the advantages and disadvantages of the use of authentic material in the teaching- learning process to improve reading skill?
7. Which are the advantages and disadvantages of the use of graded material in the teaching - learning process in order to improve reading skill?

## **1.5 Justification**

Reading is very much needed in language learning because it is a necessary tool which gives power to the students. It sometimes facilitates the students to be aware that is their responsibility to develop their own learning since reading could make them fall or raise in their process. Nowadays, the life of university students is complex, when recognizing the transition from secondary school to university, reading becomes a major challenge for them since they are used to be only interested in getting good grades and in passing the examinations; that is why the teachers should change the students' thoughts through the reading motivation. Although some people consider that reading in English as a Second Language is not a simple and an easy job because the learning effects depend on motivation.

Since reading is commonly difficult habit to cultivate in our context, it was necessary and beneficial to do some research to find out a possible solution to this important situation to help keep students' learning interest and improve learning quality. Moreover, the teacher's function is mainly to provide materials for reading while the learners take their own responsibility not only in the motivation but also in the performance. In this way, the students with integral motivation will be active in English reading inside of the class as well as outside of it. For these reasons, the project aim is to compare the two types of didactic resources, authentic and graded reading materials.

Authentic material was taken into account because it provides to students the possibility to find interesting and relevant texts to enrich their vocabulary through newspapers, magazines, movies, short stories, poems, recipes, etc. According to Gebhard (1996) some of his examples of Authentic Printed Materials, which may serve as sources for the reading lesson plans are: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

It can be said that authentic materials can encourage reading for pleasure when the topics are interesting for learners. Some people have listed reasons further elaborated by Philips and Shettles worth (1978), Clarke (1989), Peacock (1997) which is (cited Richard, 2001):

1. They have a positive effect on learner motivation.
2. They provide authentic cultural information.
3. They provide exposure to real language.
4. They relate more closely to learners' needs.
5. They support a more creative approach to teaching.

Nowadays, authentic reading materials are commonly used. Hence, Khaniya (2006) believes that in the course of a decade the use of authentic material has become increasingly popular in learning situations. On the other hand, the graded material is designed for reading in a specific semester and for preparing the learners to the next higher level.

Having taken these authors' opinions and reasons into account, it has been determined to do research about both authentic and graded materials to enrich the students' knowledge; however, as researches need to find the best preference that they have in the semester I- 2016 in order to transmit a message for the teacher's consideration from the beginners level when developing the reading skills in class.

## **1.6 Delimitation of the problem**

The topic that leded this research was “The comparison between authentic and graded material in order to keep reading motivation of Basic Intensive English students, semester I-2016, Bachelor in English Language Teaching, Foreign Language Department, University of El Salvador.”

The research team investigated information about both authentic and graded material, focusing in the development of the reading skill taking into account the motivation as an important factor. Later on, there were the instruments to measure the results to have at the end of the data analysis, some findings to specify which material is appropriate to increase the reading habit in beginners.

## CHAPTER II: THEORETICAL FRAMEWORK

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### 2.1 Historical framework

The issue of using authentic materials in language classrooms has been influential over the past two decades. Interest in authentic materials has a history as long as 1890's 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 graded materials texts include "repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of the 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.

The study named "Bringing Real Life English into Foreign Language Classrooms: Language learners' views on the use of authentic and graded materials in the English language learning classrooms" by Katri Pietila at the University of Jyväskylä in Finland, Department of languages, 2009 had the objective of examining the possible benefits that authentic material might have on learning a foreign language from language learners' point of view. Moreover, this study intended to look into the current position on the use of authentic materials versus graded materials in today's English language classrooms. The intention was not to exclude either authentic or graded material, but rather the aim was to present the opinions and thoughts of language learners. The study was qualitative, and Pietila concluded that language learners considered authentic material to be helpful in learning a foreign language. However, the learners feel that the help of the graded material is needed in order to learn a language in the classroom environment.



## 2.2 Theoretical framework

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

Tomlinson (2001) believed that since the contrives material focus on 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. Conversely, graded materials are advantageous because they use more familiar structure and words. These are more appropriate when a new grammatical structure is to be introduced or reinforced. However, there are disadvantages seen for graded materials such as being less interesting and not introducing real world reading to learners (Horwitz, 2008). She further stated that there is an aim of intensive reading both authentic and graded materials are advised to be used while for extensive reading authentic materials are preferred. With the concern of graded materials, unlike Tomlinson and Velasquez who favor contrived materials in textbooks, Shrum and Glisan (1994) highlighted that "unfortunately, many language graded materials 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 grammar being presented" (Cited in Hwang, 2005). In other words, even though authentic materials were not designed to teach, professors sometimes can choice interesting readings with basic grammar in order to promote motivation in their beginner learners. Berardo (2006) similarly referred 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 claimed that these texts cannot be used as 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.

### **2.2.1 Advantages and disadvantages of using authentic materials in beginners’ classes.**

The use of authentic material provides essential tools in classes for beginners. According to American Institute for Research (2007) authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. These materials are divided in two main categories of authentic material: printed and auditory. The printed materials include utility bills packing slips, order forms, ATM screens, ATM receipts, web sites, street signs, coupons, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, newspapers. Auditory materials include, phone messages, radio broadcasts, podcasts, e-books, movies, videos and DVDS, and television programs.

Authentic materials help students bridge the gap between the classroom and the outside world. According to Tamo (2009) using authentic material in the classroom, even when not done in an authentic situation, and providing it is appropriately exploited and significant for many reasons. Some of them are: Students are provided exposure to real language, although in our country is difficult to find people who speak this language there are a lot of ways to learn the language through using authentic reading material.

When the authentic materials are showy have a positive effect on learner motivation, due to keep students informed about what is happening in the world, so they have an intrinsic educational value. Besides, textbooks often do not include incidental or improper English. In addition authentic materials can produce a sense of achievement, e.g., a brochure on England.

According to Cambridge (2014) “authentic materials” are reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility”. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers. Authentic materials “keep students informed about what is happening in the world, so they have an intrinsic educational value... we are educators working within the school system, so education and general development are part of our responsibilities” (Sanderson, 1999). There are some advantages that this material provides:

- ✓ Help prepare learners for the ‘real’ world of communication.
- ✓ Guide learners toward the language they need for their particular context.
- ✓ Motivate learners to communicate because they help make communication ‘real’.
- ✓ Books, articles, newspapers, and so on contain a wide variety of language text types.
- ✓ Contain styles not easily found in conventional teaching materials.
- ✓ Have a positive effect on learner motivation.
- ✓ Have intrinsic educational value as they inform about what happens in the world.

In contrast, practical problems in this kind of materials could also be found according to Clear news article (2014) which mentioned that the most difficult aspects of using authentic materials with beginners is finding interesting and accessible materials. The biggest disadvantage of using authentic materials is that they contain more unfamiliar language that learners can possibly cope with. Often, they are too long, dense and/or complex. It is often hard to use them, because the real world is not neat and tidy. Another difficulty is that it might be copyrighted. Also, newspaper articles are not typically written at the A2 or B1 level. If you were to bring in a real newspaper article, students may not be able to handle it. Often enough, the materials, especially emails, will contain some error, or will not follow conventions.

Another problem is that idiomatic language might quickly become out of date, Case (2012) pointed out that this has also been a problem with textbooks over the years, but most publishers seem that now write with less idiomatic and more “timeless”. With authentic texts, you can perhaps avoid overly-trendy slang by sticking to articles from the publications or extracts from

books (mainly from the 50s and early 60s) that were written in simplified non-Shakespearean English, but had not got into the jargon language that many books and magazine articles nowadays have. Due to these detrimental aspects, if as a teacher wants to increase his students' reading habit since basic level the authentic material to be used should be attractive to them. Also, some teachers have said that using authentic materials takes up too much time not only for preparation but also for developing the class. Indeed, if you are expected to cover a certain amount of material in your textbook, authentic materials will slow you down. If as a teacher enjoys these materials development, it can be a pleasurable experience, but if you are pressed for time, you will want to opt for something ready-made. For that reason some teachers avoid this kind of materials.

### **2.2.2 Advantages and disadvantages of using graded materials.**

The use of graded materials is very important in the teaching learning process. Graded materials such as text books, books, etc., are defined such a collection of knowledge, concepts, and principles of a selected topic or course. Most textbooks are accompanied by teacher's guide, which provides teaching materials, ideas, and activities to use throughout the academic year. According to a British publisher (Macmillan 2010), most of the readers face some troubles while reading authentic materials such as complex or unfamiliar vocabulary or grammar, or a lack of context for unfamiliar items, unfamiliar content, complex text organization, and unfamiliar text type. Moreover, it is necessary to point out which are the advantages and disadvantages of using graded materials. The most commonly used in the classrooms are text books that are standard textbook series. The use of them depends on the design and focus of the curriculum, and the level of the classroom.

The use of textbooks as graded material provides several advantages in the classroom:

- ✓ Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail.
- ✓ Textbooks provide organized units of work. A textbook gives you all the plans and lessons you need to cover a topic in some detail.

- ✓ A textbook series provides you with a balanced, chronological presentation of information.
- ✓ Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprises - everything is carefully spelled out.
- ✓ Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies.
- ✓ Good textbooks are excellent teaching aids. They are a resource for both teachers and students.

According to Extensive Reading Foundation (ERF) (2012),

Graded Readers are books of various genres that are specially created for learners of foreign languages. They may be simplified versions of existing works, original stories or books that are factual in nature. They are 'graded' in the sense that the syntax and lexis are controlled in order to make the content accessible to learners of the language. Publishers normally issue reader series with 4-6 different reading levels to suit a range of skill levels and allow progress over time. The ERF also refers to graded readers as Language Learner Literature (LLL), indicating that they comprise a valid, 'authentic' type of literature aimed at a specific readership.

Graded materials are "easy reading" used to teach English as a second or foreign language, and other languages. While many graded readers are written for native speaker children, more often they are targeted at young adults and above, since children's books are already widely available and deal with topics not relevant to more mature language learners. In other words, graded language is classroom language that is adapted to the level of the learners in some way. Many course books use graded language. It cannot be compared with authentic language, which is not changed in any way.

According to "using graded reader's article" in internet, graded readers can be a starting point for hundreds of different types of project works. Here are a few tried and tested ideas to get started.

## PRE READING ACTIVITIES:

### Guess the story from the cover

Show the cover to the class and elicit as much vocabulary as you can. Students then guess the story and write short summaries of the imaginary plot. These could be kept until you have read the book to see which one was closest to the real story.

### Jumbled chapter titles

Give strips of paper with the chapter titles on to students in pairs or groups. They decide the best order for the chapters and think about the possible story. Compare the answers with the other groups and then look in the book to see who was the closest.

### Find out about the author

Ask students what they know about the author, write some questions that they would like to know and the answers too. Then use the internet to search for the answers to the questions. If the teacher doesn't have access to the internet for the students try to print off some information and have it stuck around the room for the students to skim read and try to find the answers. Try typing the name of the author and the title of the book into a search engine and select the most suitable site for the age group or level. Teacher could also try the site [www.biography.com](http://www.biography.com) which has over 250,000 concise and clear biographies.

### Photocopy the pictures

If the reader has pictures or photos, enlarge these and use them to familiarize the students with the main characters. Students can read the introduction page or the back of the book to guess who is who.

## DURING READING:

### Comic strips

Choose a suitable chapter or chapters that can be broken down into chunks to make a comic strip. Encourage students to be creative with the characters and give them examples of the type

of language to put in the speech bubbles. This can also be done when you have finished reading the book.

### Radio plays

In groups students select part of the book to make into a radio play. Students are assigned character roles and one is the narrator. Plays can be recorded and listened back to. Encourage students to really get into the roles of the character they are playing.

For younger students the tapes of all groups could be listened to and students could vote on the best radio play. If you are into podcasting it would be great to publish their plays on the internet afterwards!

### News articles

Students become journalists and report on part of the story. Choose a piece of action and students write it up as if it were to be published in a national or local paper. Focus on writing good headlines and prepare the articles in the format of a newspaper story.

### Video parallels

If the reader you are using in class has a film version use this to spot the differences in the plot between the book and the film. Ask students whether they want to start with the book or the film. It may be better to start with the book so that students can create their own visual images of the characters. They can then compare their imagined characters with those in the film.

### Horoscopes

At an appropriate stage in the plot development, students write horoscopes for the characters predicting their future. From what they know so far about their personalities, which star sign do they think they are? At a later stage these can be used to compare against the real events of the book. Did the horoscope prediction come true?

### In the characters' shoes

Students role-play an interview with one of the characters. Take a couple of the main characters 'out' of the book and bring them into the classroom! Assign students the roles of the characters and the rest of the class prepare questions they would like to ask them. The students playing the roles of the characters must try to put themselves in the characters' shoes

and give suitable answers. Time and support must be given by the teacher to both the interviewees and the interviewers in order to make this successful. Depending on the book you could imagine that the interviews are taking place in a police station, on a TV chat show or wherever seems appropriate.

## POST READING ACTIVITIES:

### Book reviews

The most obvious post-reading task is a book review. Get students to give the book a star rating from one to five. Before doing this it would help to look at the style and language of book reviews. Have a look on the websites of the publishers of your reader. They have lots of simple book reviews that can be used as models for the students' work. For children's classes take a look at [www.kidsreads.com](http://www.kidsreads.com) for some ideas.

### Quiz time

In teams students prepare questions about the book's plot and characters. Questions would be used in an inter-team quiz to see which group is the most knowledgeable. This may involve students re-reading parts of the book.

### **2.2.3 Graded reader scale.**

Publishers typically give the levels of a series names such as “Starter”, “Elementary” or “Intermediate” (or simply “Level 1”, “Level 2”, etc.) (See Figure 1). Unfortunately, there is no standardization in how these terms are applied, and an “Elementary/Level 2” book from one publisher may be set at a very different language level than an “Elementary/Level 2” book from another. Fortunately, most publishers also provide headword 1 counts for each level, and these provide a more accurate indicator. The ERF Graded Reader Scale uses headword counts to provide an approximate leveling scheme for LLL applicable across publishers and series. Note that since this is a rough leveling scheme, some individual titles may need to be moved up or down as indicated by personal judgment or reader response.





## The Extensive Reading Foundation Graded Reader Scale

Headword <sup>1</sup> count	Beginner				Elementary			Intermediate			Upper Intermediate			Advanced		
	Alphabet	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High	Early	Mid	High
	1-50	51-100	101-200	201-300	301-400	401-600	601-800	801-1000	1001-1250	1251-1500	1501-1800	1801-2100	2101-2400	2401-3000	3001-3600	3601-4500

Figure 1. Graded Reader Scale

On the other hand there are some textbooks weaknesses

- ✓ The textbook is designed as the sole source of information. As a result students only see one perspective on a concept or issue.
- ✓ If the Textbook is old or outdated, the information shared with students would not be current or relevant.
- ✓ Textbook questions tend to be low level or fact-based, as a result students assume that learning is simply a collection of facts and figures.
- ✓ Textbook does not take students' background knowledge into account. As a result a teacher does not tailor lessons to the specific attributes and interests of students.
- ✓ Reading level of the textbook is too difficult. As a result, students cannot read or understand important concepts.
- ✓ The textbook has all the answer to all the questions. For that, students tend to see learning as an accumulation of correct answers.

## 2.2.4 Reading techniques

### 1) Skimming and Scanning

Skimming and scanning are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose. Quickly “looking over” an article is neither skimming nor scanning. Both require specific steps to be followed.

A) Skimming is a method of rapidly moving the eyes over text with the purpose of getting only the main ideas and a general overview of the content.

Skimming is useful in three different situations.

- ✓ Pre-reading, skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later.
- ✓ Reviewing, skimming is useful for reviewing text already read.
- ✓ Reading, skimming is most often used for quickly reading material that, for any number of reasons, it does not need more detailed attention.

Steps for skimming an article

- ✓ Read the title, it is the shortest possible summary of the content.
- ✓ Read the introduction or lead-in paragraph.
- ✓ Read the first paragraph completely.
- ✓ If there are subheadings, read each one, looking among them.
- ✓ Read the first sentences of each remaining paragraph.

The main idea of most paragraphs appears in the first sentence. If the author’s pattern is to begin with a question or anecdote, you may find the last sentence more valuable.

- Dip into the text looking for:
  - a. Clue words that answer who, what, when, why, how.
  - b. Proper nouns
  - c. Unusual words, especially if capitalized

- d. Enumerations
  - e. Qualifying adjectives (Best, word, most, etc.)
  - f. Typographical adjectives cues-italics, boldface, underlining, asterisks, etc.
- Read the final paragraph completely.
    - a. Mastering the art of skimming effectively requires that you use it as frequently as possible.
    - b. Skimming can usually be accomplished at about 1000 words per minute.
- B) Scanning rapidly covers a great deal of material in order to locate a specific fact or piece of information. Besides that, it is very useful for finding a specific name, date, statistics, or fact without reading the entire article.**

Steps on scanning an article.

- ✓ Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear: numbers, proper nouns, etc.
- ✓ Analyze the organization of the content before starting to scan.
  - a. If the material is familiar or fairly brief, you may be able to scan the entire article in a single search.
  - b. If the material is familiar lengthy or difficult, preliminary skimming may be necessary to determine which part of the article to scan.
  - c. Let your eyes run rapidly over several lines of print at a time.
  - d. When you find the sentence that has the information you seek, read the entire sentence.

In scanning, you must be willing to skip over large sections of text without reading or understanding them. It can be done at 1500 or more words per minute.

2) Looking for the main idea.

Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)?

The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea. The following paragraph may be used as an example. First find the topic, and then look for the main idea.

*Summer is a wonderful time to spend at West Beach. It is a beach with light-colored, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages.*

In this paragraph: The topic is West Beach. The main idea (what the writer is saying about the topic) is that summer is a wonderful time at West Beach.

Here is another example:

*The movie Apollo 13 was a blockbuster for the summer of 1995. It is an exciting story about space exploration. In the movie, the astronauts get in trouble while they are trying to return to Earth. People in the audience are on the edge of their seats waiting to see what happens. What makes it even more exciting is that it is a true story.*

In this paragraph: The topic is the movie Apollo 13. The main idea is in the first sentence: Apollo 13 was a blockbuster for the summer of 1995. While the main idea is usually in the first sentence, the next most common placement is in the last sentence of a paragraph. The author gives supporting information first and then makes the point in the last sentence.

Here's a paragraph we can use as an example. Try to locate the topic and the main idea.

*Most teenagers and young adults do not know what they want to do for the rest of their lives. It is a big decision. There are a number of things you can do to narrow the choices. For example you can take an interest test, do some research on your own about a career, try volunteer work in the field in which you are interested, or "job-shadow", in which you spend a day with a person who is working in a field that interests you. These are just a few helpful ideas as you begin to choose a career.*

In this paragraph: The topic is jobs or career choices. The main idea is a few ideas to help the reader choose a career.

Finally, an author might put the main idea in the middle of a paragraph. The author will spend a few sentences introducing the topic, present the main idea, then spend the rest of the paragraph supporting it. This can make the main idea more difficult to find.

### **3.1 Method**

The scope of this research project was non-experimental, transactional, and explorative (Qualitative and quantitative approaches) because it is for the first time that this research is done in the university of El Salvador. Its purpose was to collect information and to share new and specific relevant findings. The study applied surveys, interviews and observations to gather the needed data in one single moment and not along a timeline.

### **3.2 Sample/participants**

The research took into account the Basic Intensive English students, Semester I- 2016 that are being prepared to be English teachers to analyze the effects that authentic and graded materials make in the students when they were reading them. The sample was composed of four groups totalizing 115 students.

From six groups that were studied in that period, only four of them could be taken into account to do the study because we asked by e-mail for three times to the professors if we could give classes in their classroom in order to make our study but we did not receive any answer from them.

### **3.3 Data collection instrument**

The researches made use of three instruments to collect the data from the sample; they are: surveys, interviews and class observations after each class.

The first one was a survey that contained ten statements related to the research topic in which the items made students feel free to choose more than one option of answering. For example:

Statement	Yes	No	More or less
-----------	-----	----	--------------

These articles were boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------------------------	--------------------------	--------------------------	--------------------------

The data obtained was processed quantitatively using Microsoft Excel.

The second one was an interview designed to collect qualitative data through a written form, due to the level of students was not appropriate for oral questions. That is why as a research team's members provided it to five students after each class. At the end, it was obtained qualitative data because different answers and opinions from the sample were being obtained. Some of the questions being asked were: Which materials do you consider that is better for English learning process the Essay (authentic) or the Article (graded)?, What is the most significant experience when you used either the Essay or the Article at the same time?, How motivated do you feel when you have to read the Essay?, How motivated do you feel when you have to read the Article?, Which material do you consider is the most appropriated to increase your reading motivation the Essay or the Article? Why?

The third one was a class observation checklist which contained 10 items; those included the following aspects: the student's motivation, the interest and preference about the readings, if they had problems for understanding the content, the difficulty for developing the tasks, if the material was appropriate for their level and if they developed easier a pair-work activity using authentic, graded and combined material, etc.

### 3.4 Data collection procedure

A sample of 66.7% of the population, of Basic Intensive English students were interviewed in questionnaires and surveys about authentic and graded reading material in order to keep reading motivation. Each of the four studied groups received three lessons delivered by the researchers using two reading materials in each. The first lesson had two authentic reading material pieces; in the second lesson two graded reading material pieces; and in the third lesson, one authentic and one graded. All materials were carefully selected according to the students' level:

- First one: "A typical day" and "Successful celebrities and their daily rituals." (Authentic Material).

- Second one: “Liberty city” and “Describe your neighborhood.” (Graded Material).
- Third one: “Essay on my likes and dislikes” (Authentic) and “Article about things I like or I don’t like” (Combined Material).

After each class delivered by the researchers, the students of each group received a survey; where they chose more than one option of answering, and only five of them received an interview; where they felt free to express different answers and opinions. Besides that, there was a class observation guide for each of the three designed classes; where a member of the team that was assigned wrote everything she was watching and perceiving about the class.

### **3.5 Data base and statistic procedure.**

#### **3.5.1 Data base**

For the gathering of the data needed in the development of this research work, the research team elaborated three instruments to be administrated to the sample. At the beginning, it was considered to study the six groups of Basic Intensive English I from the Foreign Language Department, of the Semester I, year 2016. Which it could be possible just four of the 6 enrolled groups, having 115 students as a total of population for that instrument.

#### **3.5.2 Statistical procedure**

During the gathering data process, in which the research team passed out the survey and the interview, each lesson class was developed in one hour having a population of 115 students, yet some of them were absent, during the development of each kind of material.

For the six groups just four of them could be possible to study. Those were:

- Group:           02 6:00 am – 8:00 am
- Group:           04 1:00 pm – 3:00 pm
- Group:           05 1:00 pm – 3:00 pm



- Group: 06 5:00 pm – 7:00 pm

<b>AUTHENTIC</b>		<b>GRADED</b>		<b>BOTH MATERIAL (One authentic and one graded)</b>	
Present	Absent	Present	Absent	Present	Absent
96	19	81	34	93	22

N=115

For the data collected the formula taken for the analysis was:

$$n \times N / 100$$

## CHAPTER IV: DATA ANALYSIS

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### 4.1 Quantitative Analysis of Data Collection.

#### 4.1.1 General results from questionnaires of authentic material.

The questionnaire administered to the sample was composed of 10 closed items, listed next:

1. The article was boring.
2. The article was exciting for me.
3. I found this material easy for understanding.
4. I felt motivated to keep on my reading.
5. I felt comfortable with this material.
6. I had some doubts about the material that I used.
7. It would be much better if teacher brings this kind of materials.
8. I would keep my reading habit with this kind of material.
9. I would continue reading with this kind of material.
10. I would recommend to my partners this kind of material.

The survey was administered to Basic Intensive English courses, Groups 02,04,05,06, Semester I – 2016. The data collected was processed and organized per item and answers. Table 1 displays such information.

Table 1.

*Authentic Material Results.*

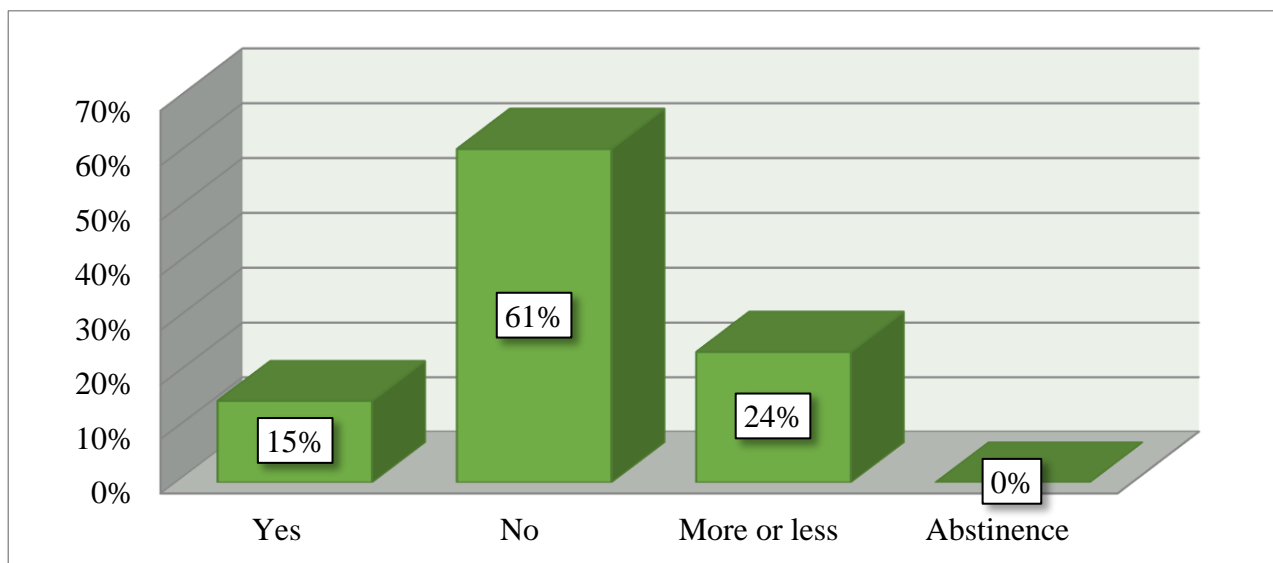
AUTHENTIC MATERIAL'S PERCENTAGES OF ANSWERS								
N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
1	14	15	59	61	23	24	0	0
2	41	43	25	26	29	30	1	1
3	51	53	9	9	36	38	0	0
4	66	69	8	8	22	23	0	0
5	63	66	7	7	26	27	0	0
6	35	36	32	33	29	30	0	0
7	48	50	16	17	32	33	0	0
8	54	56	13	14	29	30	0	0
9	60	63	15	16	21	22	0	0
10	5	68	13	14	18	19	0	0

The answers provided by 115 students are presented one by one in the next Figures. First, it was questioned students' perception regarding the material level of boredom. Figure 1 displays these results.

**Item 1**

*The authentic article was boring.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>1</b>	14	15	59	61	23	24	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 1. Judgments about the authentic article read: Level of boredom.*

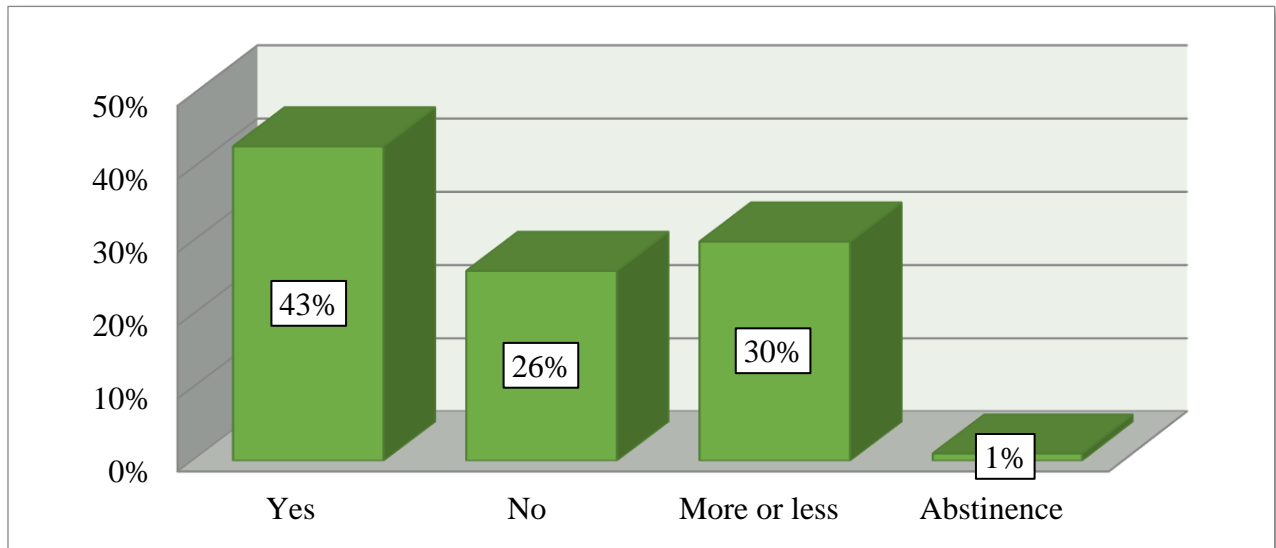
The answers showed that from 115 students, 61% considered that using authentic material in class was not boring; while 24% considered that the article used was more or less boring. In contrast, 15% said it was boring.

Next, the opposite perception was questioned. Thus, students responded whether they considered the material exciting or not. Figure 2 presents this data.

**Item 2**

*The authentic article was exciting for me.*

N° Item	Yes		No		More or less		Abstinance	
	Sts	%	Sts	%	Sts	%	Sts	%
2	41	43	25	26	29	30	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 2.* Judgments about the authentic article read: Level of excitement

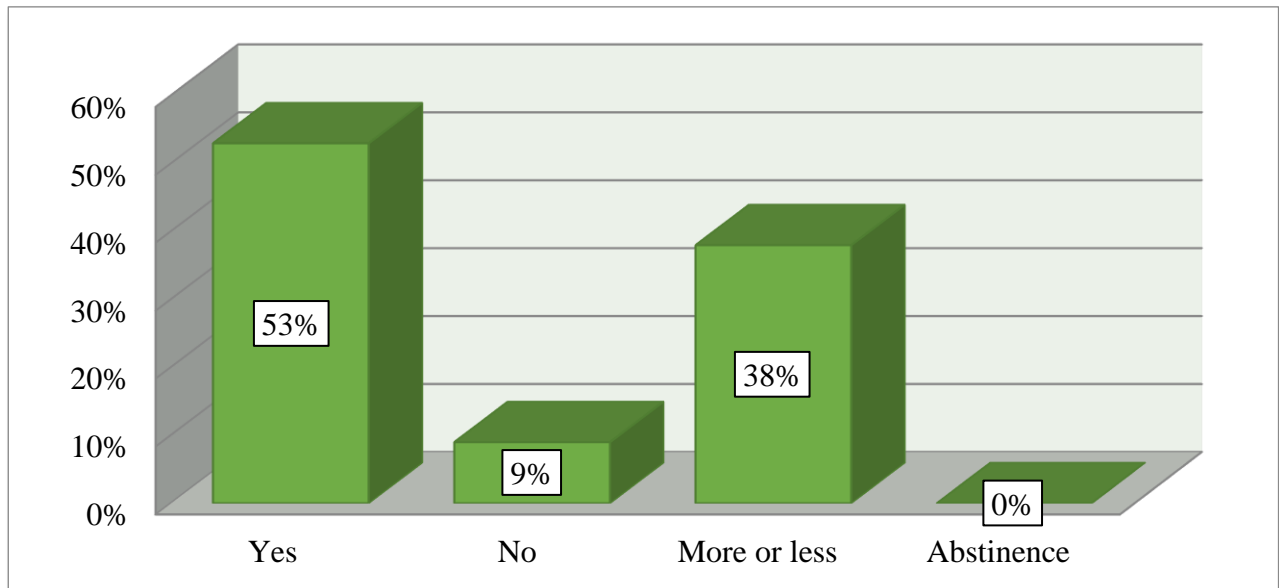
The results showed that 43% considered that the authentic materials used in class as exciting, while 30% considered that the article used was more or less exciting. Conversely, 26% said it was not exciting.

Following, students answered regarding the level of easyness to understand the reading material being used in the lesson. Figure 3 presents these answers.

**Item 3**

*I found this material easy to understand.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
3	51	53	9	9	36	38	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 3. Authentic materials were easy to understand*

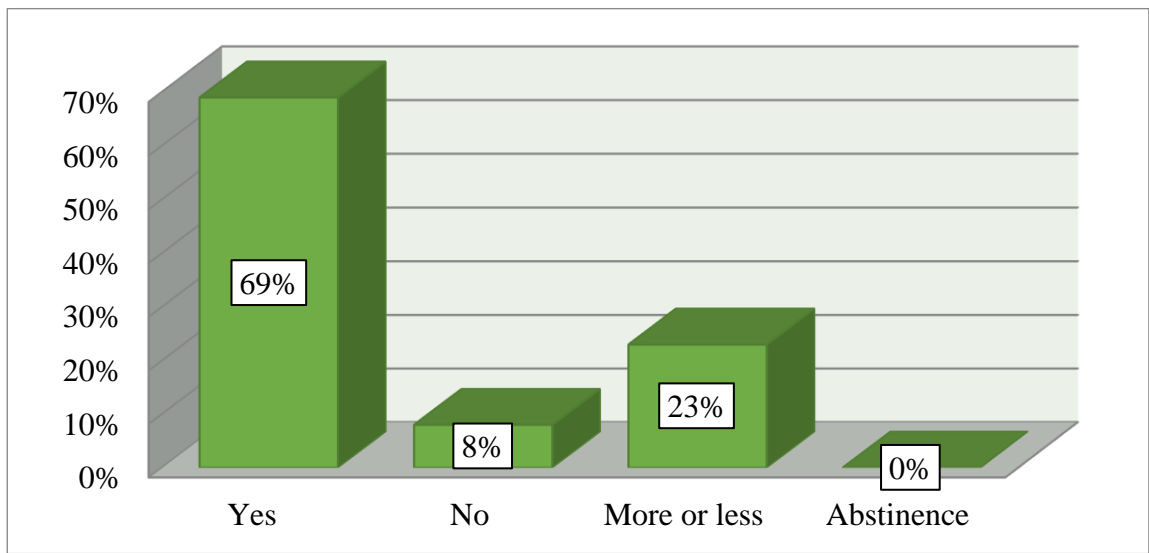
As displayed in the figure, 53% found that the article given in class was the easiest authentic material, 38% said more or less, 9% said it was not easy to understand.

The next item questioned students about their levels of motivation to continue reading. Their answers can be examined in Figure 4.

**Item 4**

*I felt motivated to keep on my reading.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
4	66	69	8	8	22	23	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 4. Motivation to keep on reading authentic material*

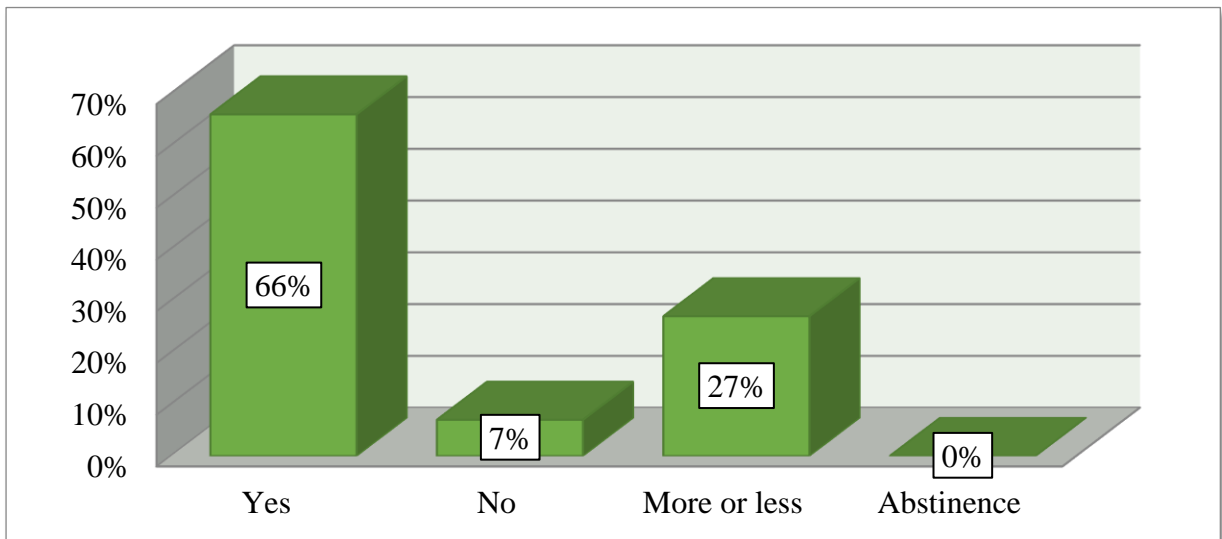
The data showed that 69% felt motivated to keep on their reading with that kind of authentic material, 23% said more or less, 8% said no.

The following item asked students whether they felt comfortable with the reading material being used or not. Their answers are presented in Figure 5.

**Item 5**

*I felt comfortable with this material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
5	63	66	7	7	26	27	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 5.* Level of comfortability with the authentic material.

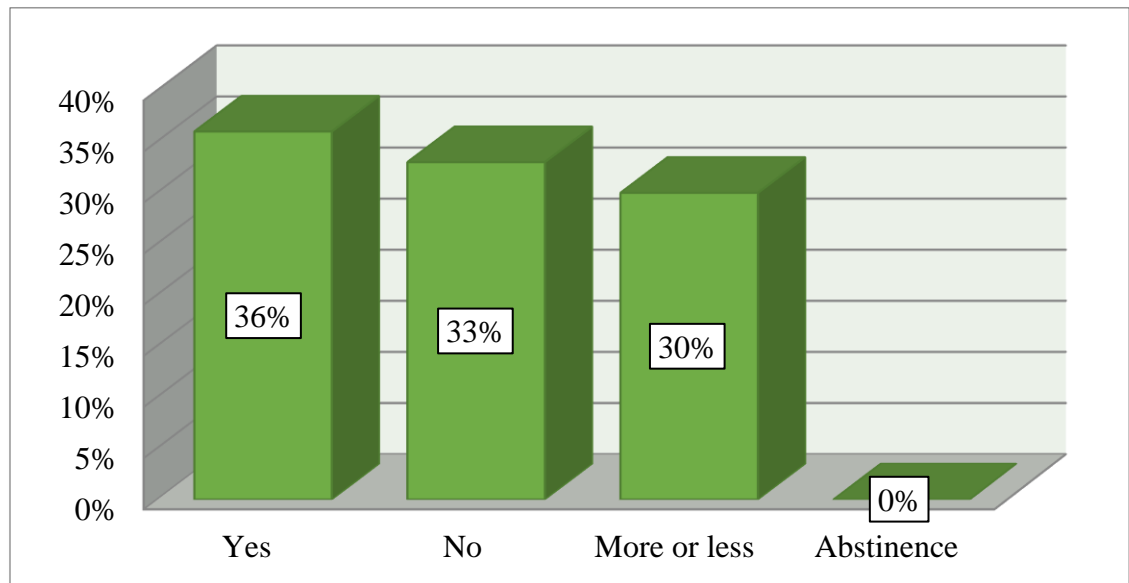
The data reveals that 66% felt comfortable with that kind of authentic material, 27% said more or less, 7% said no.

The next item questioned whether students had doubts about the reading material being used in the lesson or not. Figure 6 presents these results.

**Item 6**

*I had some doubts about the material that I used.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>6</b>	35	36	32	33	29	30	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 6.* Level of doubts generated by the authentic material.

The data reveals 36% considered that had some doubts about the authentic material that they used. In addition, 33% considered that had a lot of doubts with the material. While 30% said that had more or less doubts with this material.

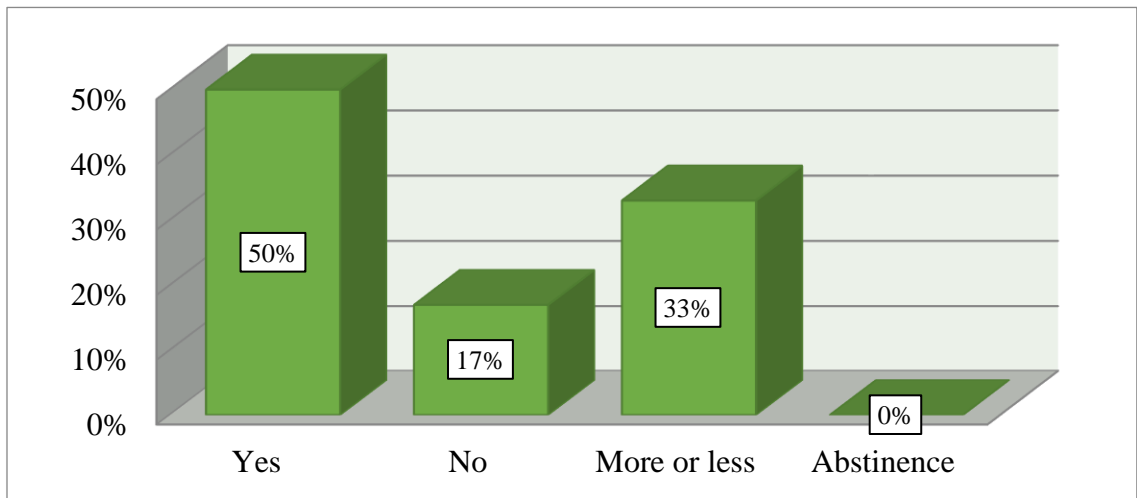


When questioned about their preference to continue working with this kind of materials, the majority of the students responded favorably. Figure 7 presents these answers.

**Item 7**

*It would be much better if teacher brings this kind of materials.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
7	48	50	16	17	32	33	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

Figure 7. Continuity of using authentic materials

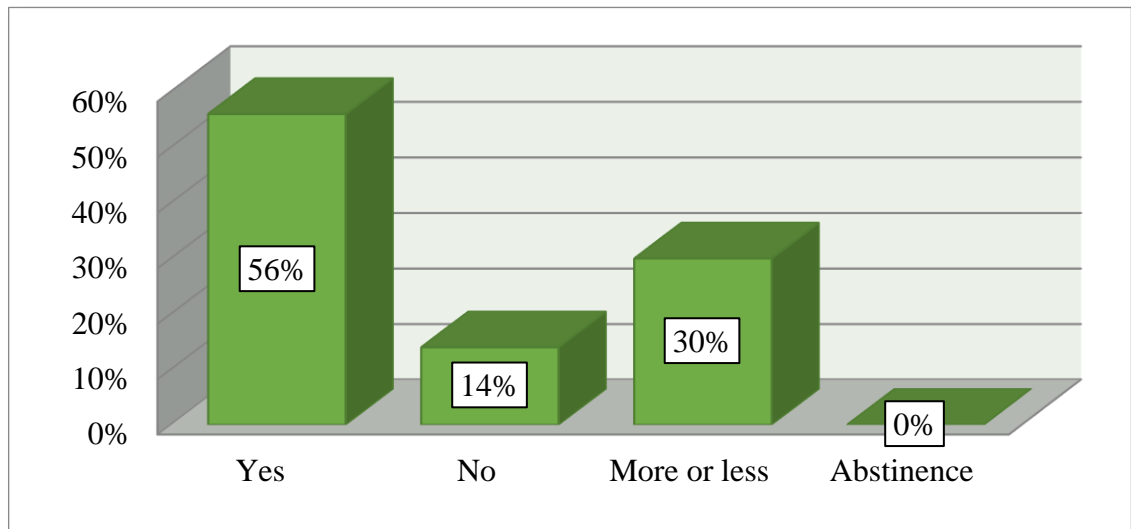
As displayed in the figure, 50% of the students considered that it would be much better if teacher brought that kind of authentic material. In contrast, 17% said no.

Students were then asked whether they would keep their reading habit with this kind of material or not. The results can be visualized in Figure 8.

**Item 8**

*I would keep my reading habit with this kind of material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
8	54	56	13	14	29	30	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

Figure 8. Possibility to develop their reading habit with authentic material.

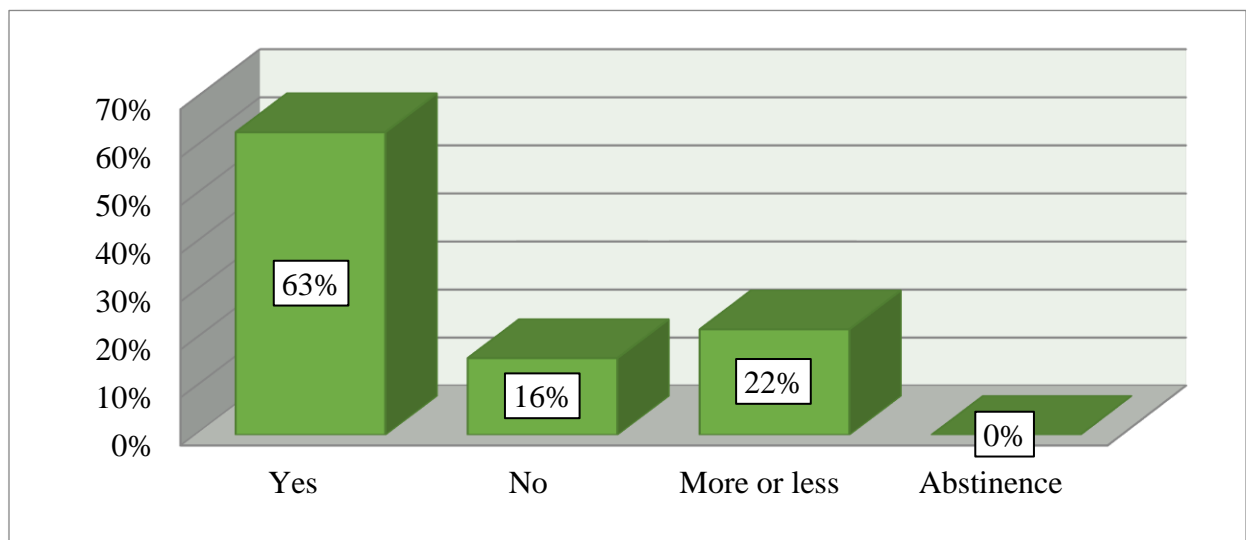
The figure shows that 56% would keep their reading habit with that kind of material, while 30% considered that such possibilities were more or less, and only 14% said no.

To follow up this item, students were questioned about their willingness to continue to read this kind of material. Figure 9 displays this information.

### Item 9

*I would continue reading with this kind of material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
9	60	63	15	16	21	22	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

Figure 9. Possibility to continue reading authentic material.

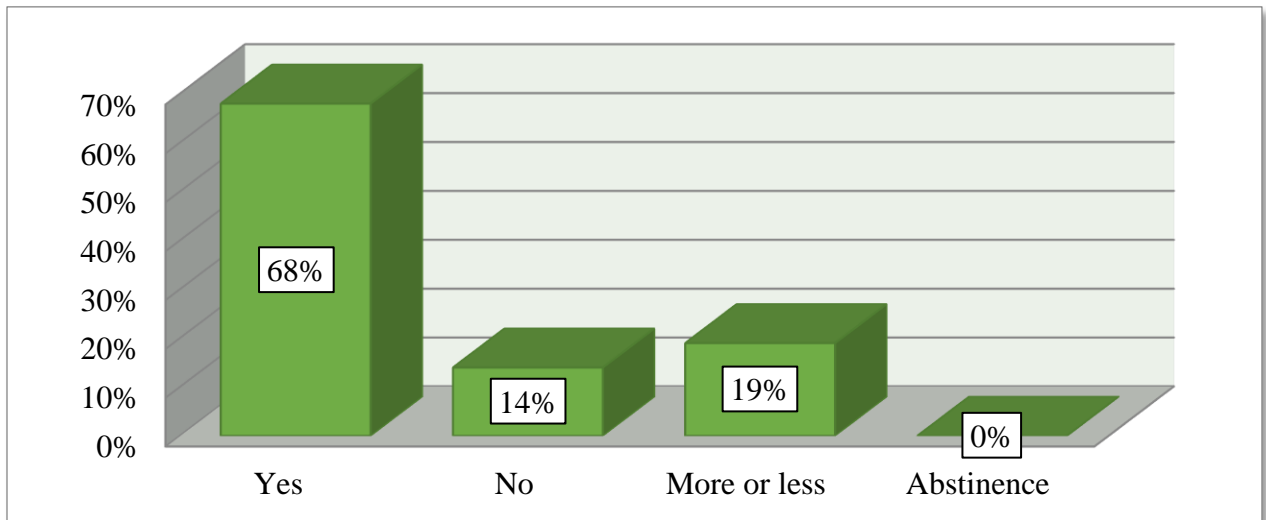
It is worthy to notice that 63% said that would continue reading with that kind of authentic material. Only 16% said they would not continue reading.

Finally, students were questioned about the possibilities to recommend this kind of material to their partners. Figure 10 presents their answers.

**Item 10**

*I would recommend to my partners this kind of material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>10</b>	5	68	13	14	18	19	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 10.* Possibility to recommend authentic material to partners

The results reveal that 68% would recommend to their partners that kind of authentic material, while 19% considered the possibilities to recommend it were more or less. In contrast, 14% said they would not recommend it.

#### 4.1.2 General results from questionnaires of graded material

The survey corresponding to the graded materials also contained 10 items. These items are listed now:

1. The article was boring.
2. The article was exciting for me.
3. I found this material too easy for understanding.
4. I felt motivated to keep on my reading.
5. I felt comfortable with this material.
6. I had some doubts about the material that I used.
7. It would be much better if teacher brings this kind of materials.
8. I would keep my reading habit with this kind of material.
9. I would continue reading with this kind of material.
10. I would recommend to my partners this kind of material.

The answers provided by 115 students were processed in the same manner as the previous ones.

Table 2 displays the processed data.

Table 2.

#### *Graded Material Results*

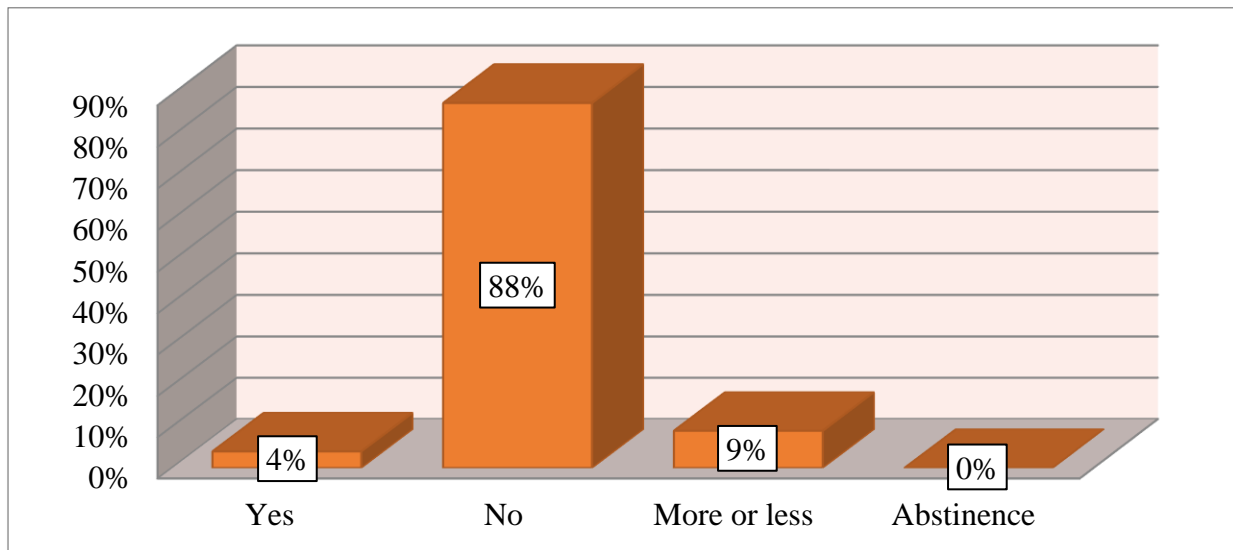
<b>GRADED MATERIAL'S PERCENTAGES OF ANSWERS</b>								
<b>N° Item</b>	<b>Yes</b>		<b>No</b>		<b>More or less</b>		<b>Abstinence</b>	
	<b>Sts</b>	<b>%</b>	<b>Sts</b>	<b>%</b>	<b>Sts</b>	<b>%</b>	<b>Sts</b>	<b>%</b>
<b>1</b>	3	4	71	88	7	9	0	0
<b>2</b>	38	47	18	22	24	30	1	1
<b>3</b>	61	75	6	7	14	17	0	0
<b>4</b>	56	69	8	10	17	21	0	0
<b>5</b>	67	83	1	1	12	15	1	1
<b>6</b>	20	25	42	52	18	22	1	1
<b>7</b>	46	57	11	14	23	28	1	1
<b>8</b>	58	72	6	7	17	21	0	0
<b>9</b>	58	72	6	7	17	21	0	0
<b>10</b>	61	75	5	6	15	19	0	0

The first item questioned students regarding their perception about the level of boredom of the graded material being read. Figure 11 displays these results.

**Item 1**

*The graded article was boring.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>1</b>	3	4	71	88	7	9	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 11.* Judgments about the graded article read: Level of boredom.

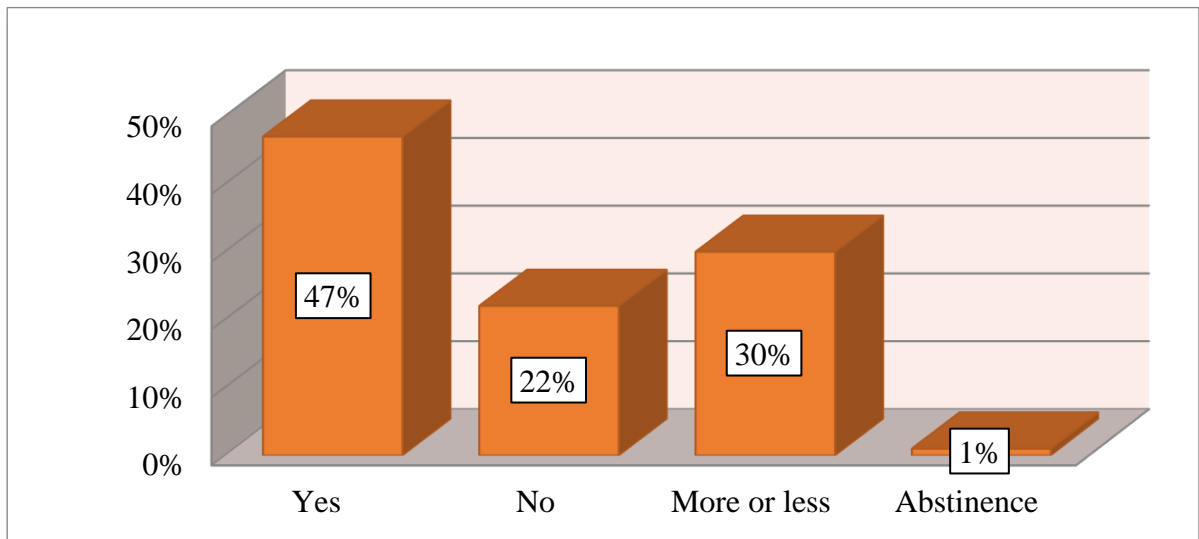
The answers showed that 88% considered that using graded materials in class were not boring while 9% considered that the article used was more or less. On the other hand, 4% said it was boring.

Next item questioned about the level of excitement felt at the moment of reading the graded material. Figure 12 contains these answers.

**Item 2**

*The graded article was exciting for me.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>2</b>	38	47	18	22	24	30	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 12.* Judgments about the graded article read: Level of excitement.

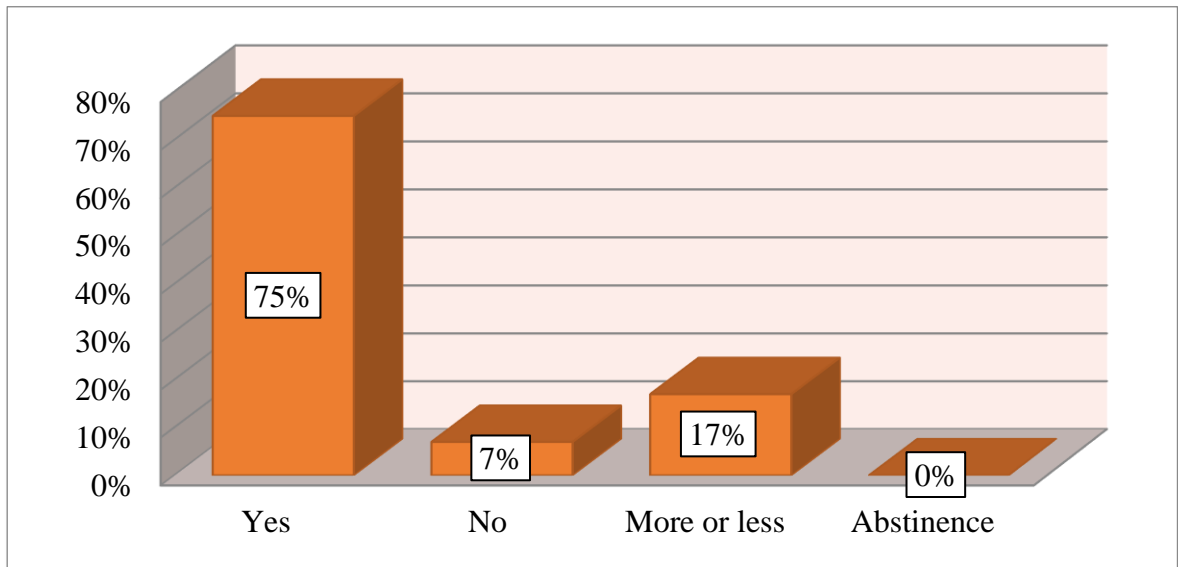
According to the students' answers, 47% considered that using graded materials in class was exciting, while 30% considered that the article used was more or less exciting. In contrast, 22% said no and 1% did not answer the question.

The item number 3 questioned students whether the graded material used was easy to understand. Their answers are presented in the Figure 13.

**Item 3**

*I found this material easy for understanding.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>3</b>	61	75	6	7	14	17	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 13.* Graded materials were easy to understand

Data reveals that 75% found graded material easy for understanding, while 17% said more or less. Only 7% said no.

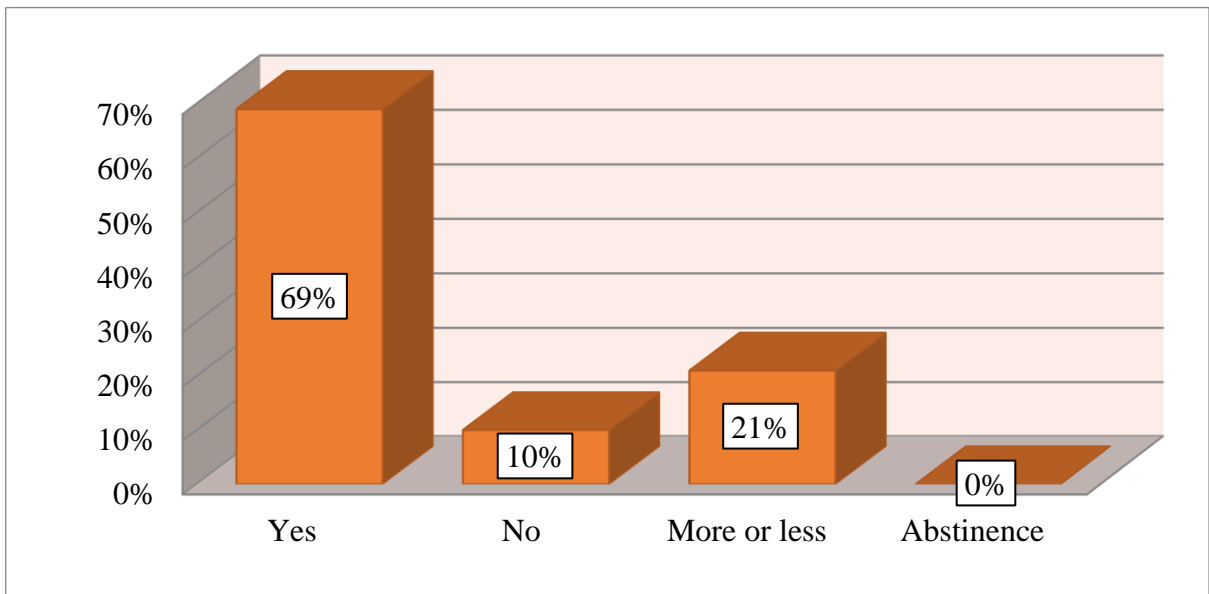


Next, it was questioned how motivated they felt to continue reading graded material. Figure 14 displays this data.

**Item 4**

*I felt motivated to keep on my reading.*

Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
4	56	69	8	10	17	21	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 14.* Motivation to keep on reading graded material

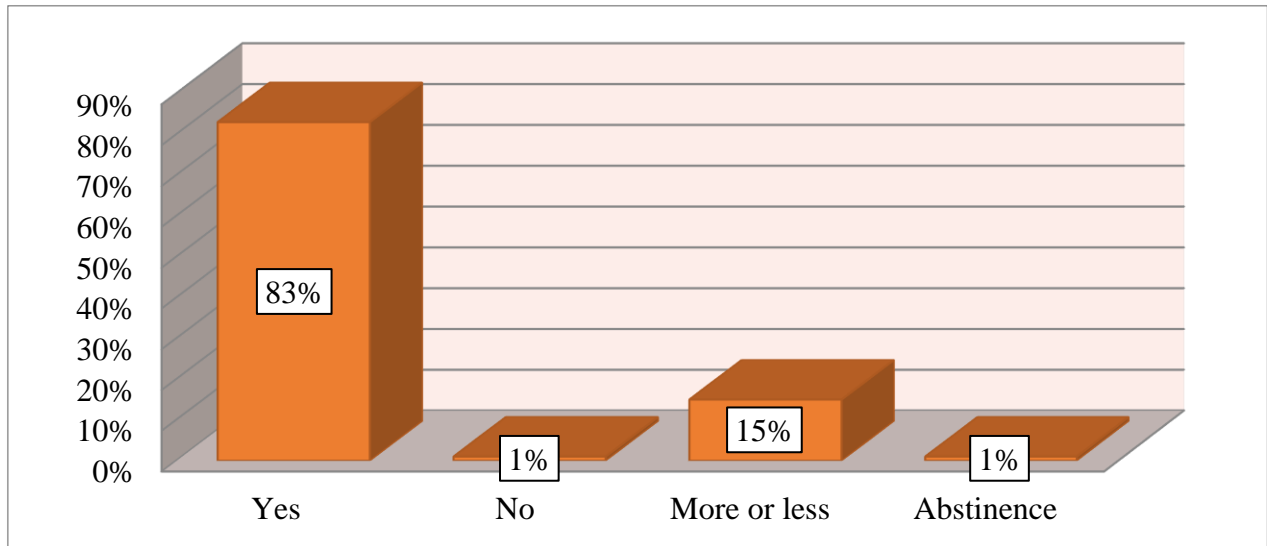
The results showed 69% felt motivated to keep on their reading graded material, while 21% said more or less. Only 10% said no.

The item number 5 considered whether students felt comfortable with the graded material being used in the lesson or not. Figure 15 presents this information.

**Item 5**

*I felt comfortable with this material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
5	67	83	1	1	12	15	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 15.* Level of comfortability with the graded material

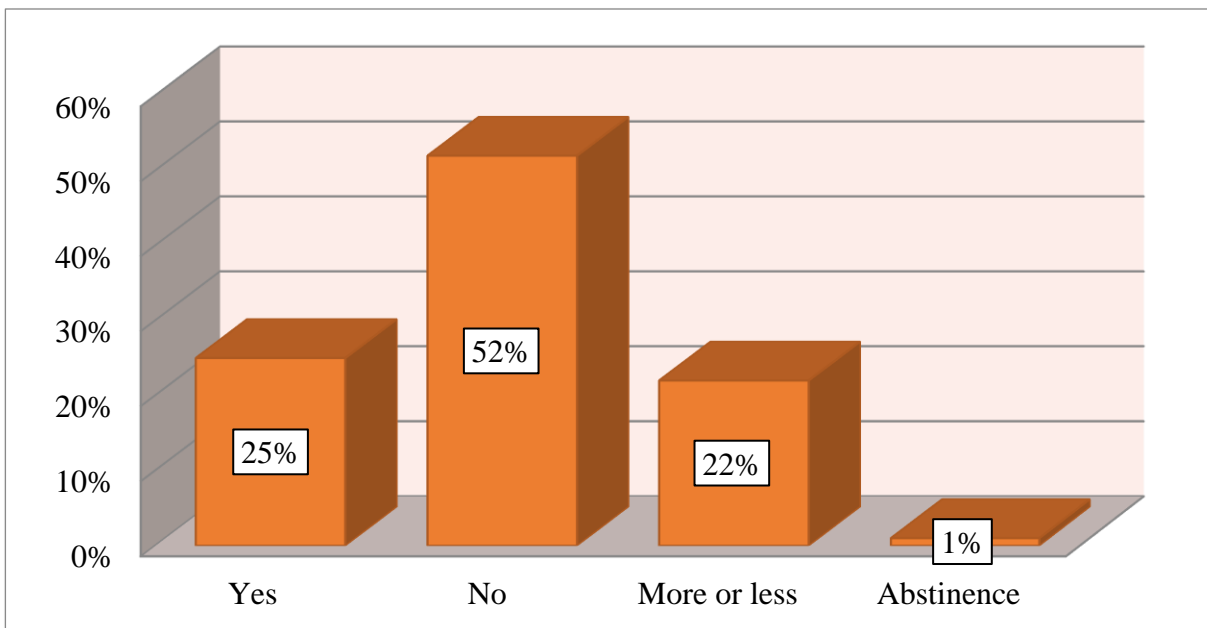
The results reveals 83% felt comfortable with graded material, while 15% said more or less. Interestingly, only 1% said no and 1% did not answer the question.

The item 6 considered how many doubts students had when reading the graded material. The results can be visualized in Figure 16.

### Item 6

*I had some doubts about the material that I used.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
6	20	25	42	52	18	22	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 16.* Level of doubts generated by the authentic material

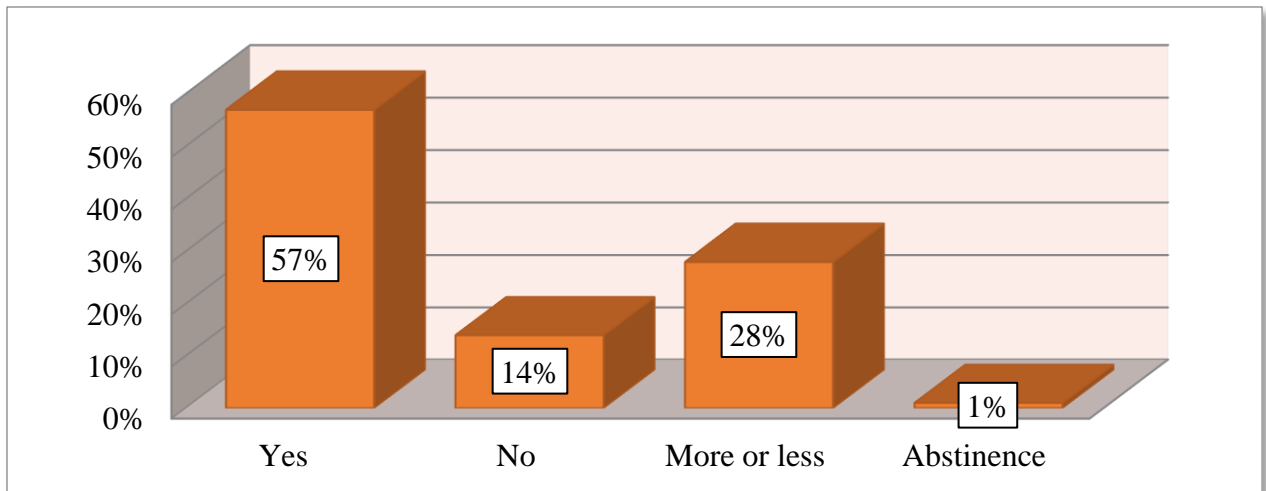
Most of the students claimed having no doubt is about the graded material, 52%. On the other hand, 25% said yes, 23% said more or less and 1% did not answer.

When questioned about their preference to continue to work with graded material in their classes, students answer mostly in favor of such kind of reading materials. Figure 17 presents this data.

**Item 7**

*It would be much better if teacher brings this kind of materials.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
7	46	57	11	14	23	28	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 17. Continuity of using authentic materials*

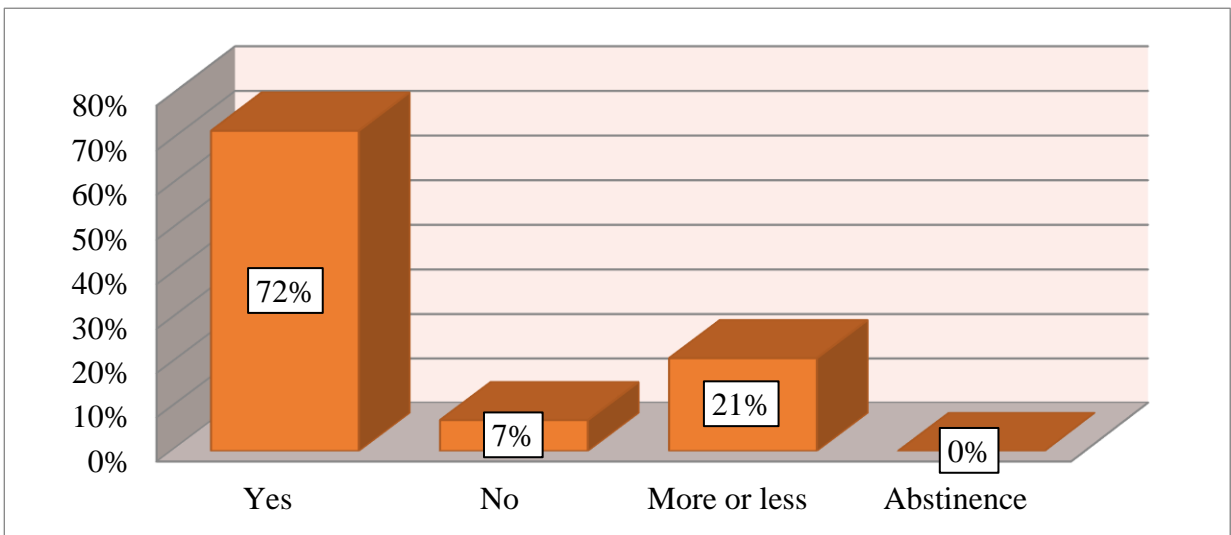
Data showed that from 115 students, 57% considered that it would be much better if teacher brought graded material, while 28% considered that to continue to read graded article was more or less. On the other hand, 14% said no and 1% did not answer.

When questioned whether they would continue their reading habit with this kind of material, they answered positively. Figure 18 displays the information.

**Item 8**

*I would keep my reading habit with this kind of material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
8	58	72	6	7	17	21	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 18.* Possibility to develop their reading habit with graded material

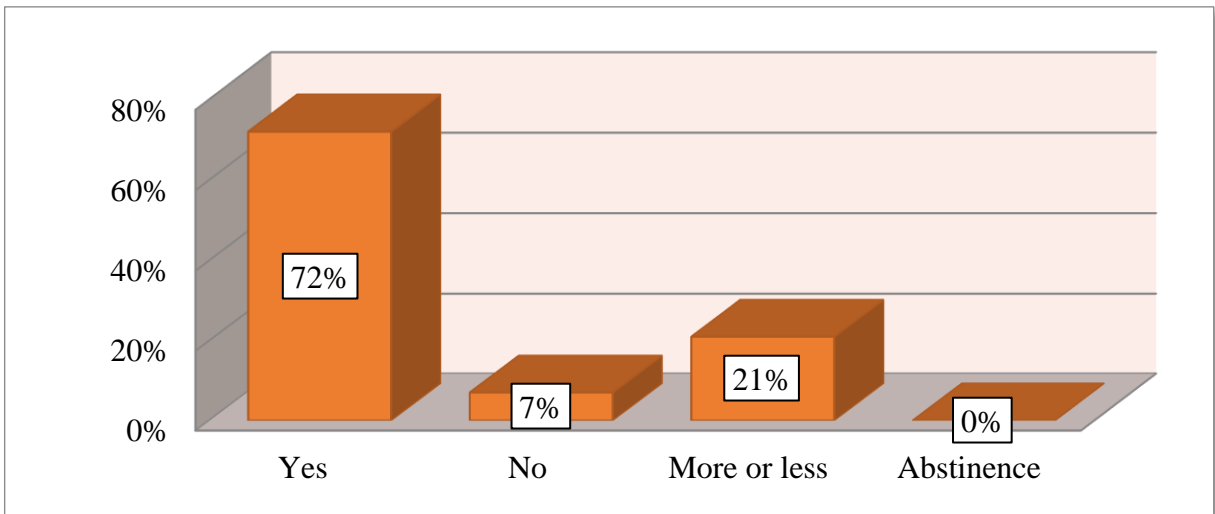
Answers show that 72% would keep their reading habit with graded material. On the other hand, 21% said they would not develop their reading habit, while 7% more or less.

Item 9 in this questionnaire considered whether they would continue reading graded material. Figure 19 presents their answers.

**Item 9**

*I would continue reading with this kind of material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>9</b>	58	72	6	7	17	21	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 19.* Possibility to continue reading graded material.

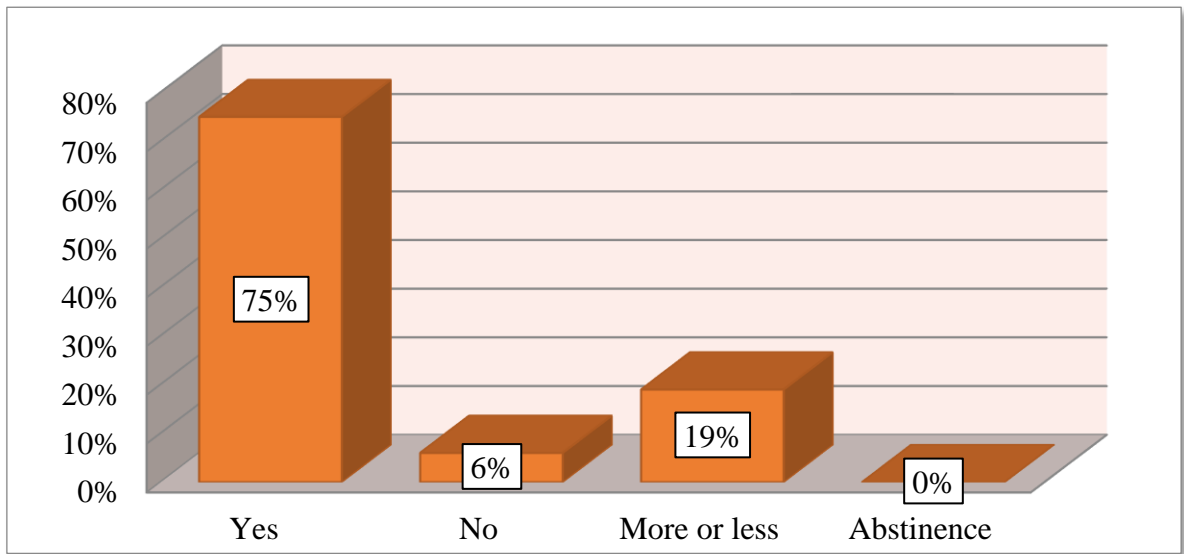
Students' responses showed 72% who would continue reading graded material, while 21% considered that such possibilities were more or less. Conversely only 7% said no.

The final item considered whether they would recommend graded reading material to their partners or not. Figure 20 displays this data.

**Item 10**

*I would recommend to my partners this kind of material.*

N° Item	Yes		No		More or less		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%
<b>10</b>	61	75	5	6	15	19	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 20.* Possibility to recommend graded material to partners

Data revealed that 75% would recommend to their partners that kind of graded material, while 19% considered that more or less, and only 6% said no.

### 4.1.3 General results from questionnaires of authentic and graded material

The final questionnaire recorded students' impressions regarding the combined material.

The following list of items was asked:

1. I enjoy reading information from this material
2. The most interesting reading is from this material.
3. The easiest material to read in English is this material.
4. The most boring material to read is this material.
5. I feel comfortable with this material.
6. It is much better when the teacher brings this material.
7. I feel motivated to read this material.
8. I will keep my reading habit with this material.
9. I will continue reading with this kind of material.
10. I will recommend this material to my partners.

The answers were processed and organized in similar manner. Table 3 displays the data already organized.

Table 3.

*Authentic and Graded Material Results.*

<b>AUTHENTIC AND GRADED MATERIAL'S PERCENTAGES OF ANSWERS</b>										
<b>N° Item</b>	<b>Essay (Authentic material)</b>		<b>Article (Graded material)</b>		<b>Both of them</b>		<b>None of them</b>		<b>Abstinence</b>	
	<b>Sts</b>	<b>%</b>	<b>Sts</b>	<b>%</b>	<b>Sts</b>	<b>%</b>	<b>Sts</b>	<b>%</b>	<b>Sts</b>	<b>%</b>
<b>1</b>	23	25	46	49	19	20	4	4	1	1
<b>2</b>	15	16	57	61	15	16	6	6	0	0
<b>3</b>	20	22	52	56	14	15	7	8	0	0
<b>4</b>	53	57	8	9	13	14	19	20	0	0
<b>5</b>	14	15	29	31	42	45	7	8	1	1
<b>6</b>	15	16	36	39	32	34	10	11	0	0
<b>7</b>	19	20	36	39	29	31	9	10	0	0
<b>8</b>	14	15	37	40	33	35	9	10	0	0
<b>9</b>	17	18	35	38	32	34	9	10	0	0
<b>10</b>	12	13	38	41	34	37	8	9	1	1

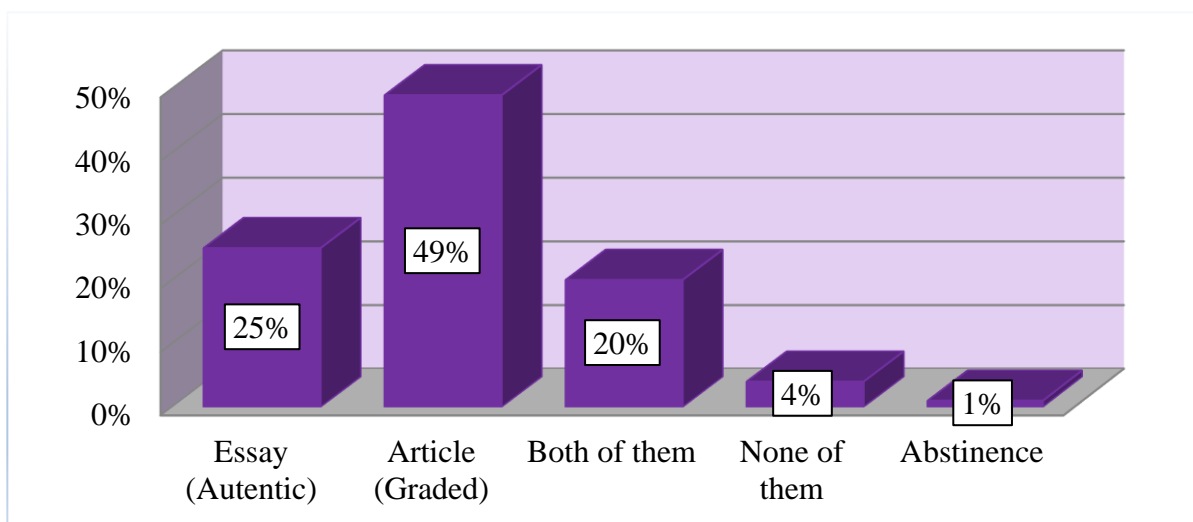


The following section presents the results of this questionnaire analyzed one by one. First item questioned whether students enjoyed reading the combined material or not. Figure 21 presents these answers.

**Item 1**

*I enjoy reading information from this material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>1</b>	23	25	46	49	19	20	4	4	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 21.* Comparison about the information about the materials are enjoyable.

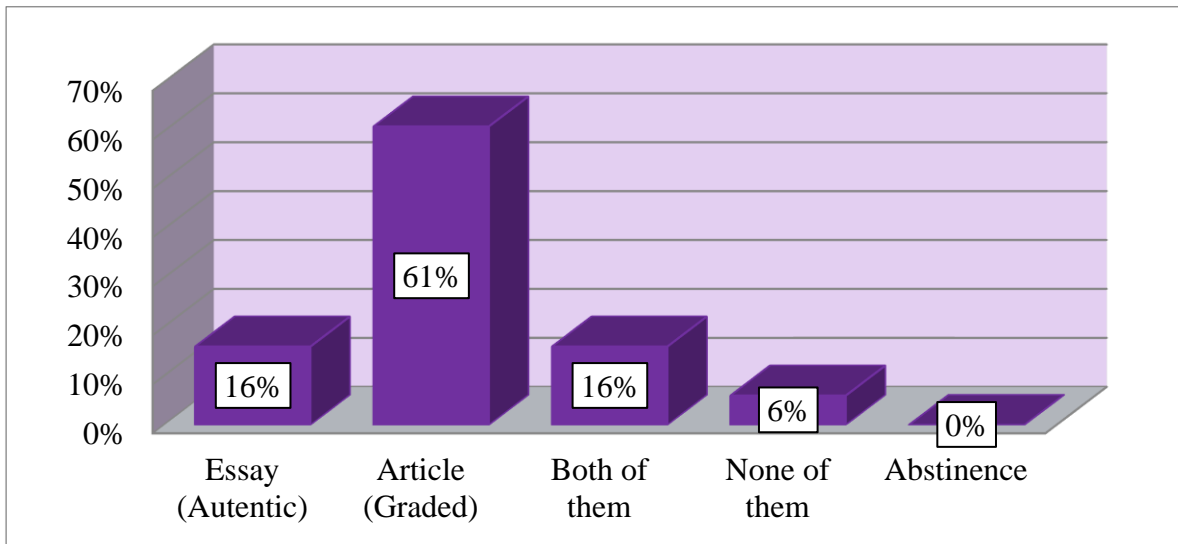
The comparison between authentic and graded material used in class at the same time revealed 49% enjoyed reading information from articles, while 25% considered essays enjoyable, 20%, preferred both, 4% considered that none didactic material and 1% did not answer the question.

Next item questioned presents the most students' interesting material about the combined material. Figure 22 presents these answers.

**Item 2**

*The most interesting reading is from this material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
2	15	16	57	61	15	16	6	6	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 22.* The most interesting material for students.

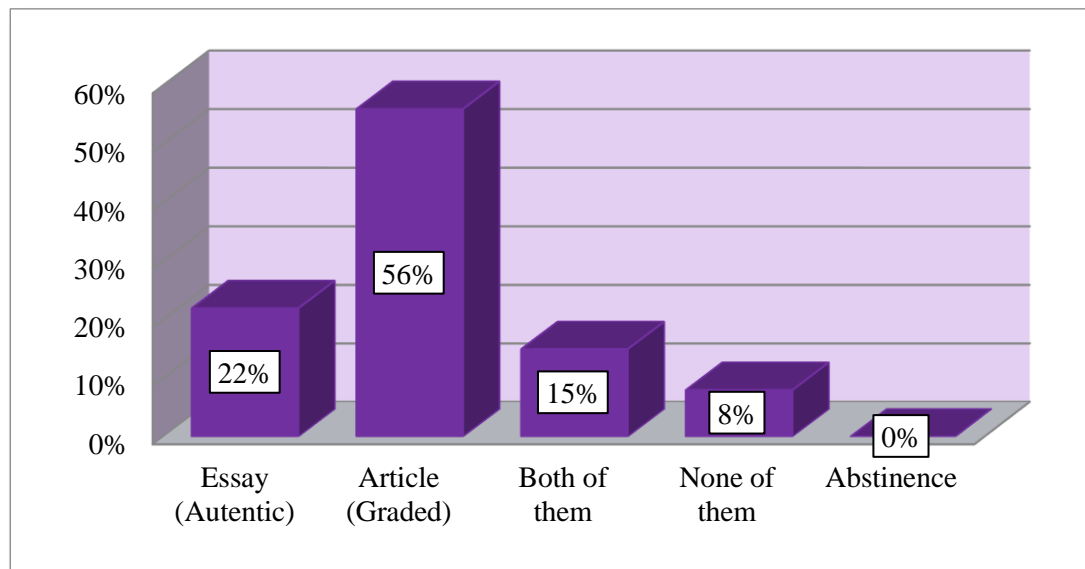
Results revealed that 61% considered that the most interesting reading was article. On the other hand, the authentic material in that case, essay has gotten 16% the same percentage used in both materials.

Following, students answered regarding the level of easyness to understand the combined reading materials being used in the lesson. Figure 3 presents these answers

### Item 3

*The easiest material to read in English is this material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>3</b>	20	22	52	56	14	15	7	8	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2012

Figure 23. Graded materials were easy to understand

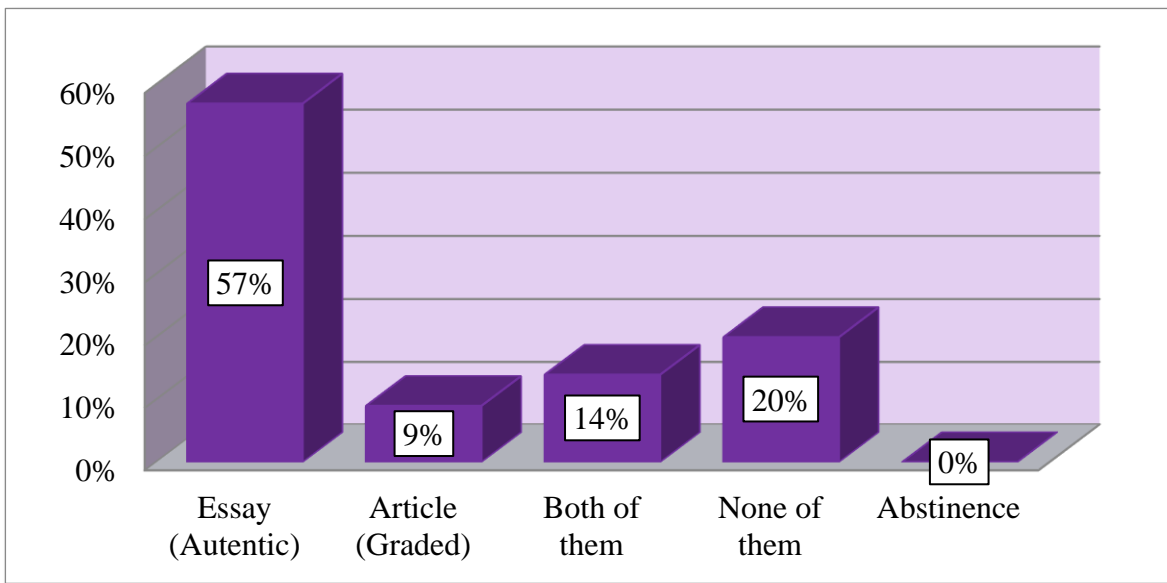
According to the students answers, 56% found that the article given in class was easier than essay, 22% said the opposite, while 15% said both, 8% said none.

It was questioned students' perception regarding the material level of boredom. Figure 24 displays these results.

**Item 4**

*The most boring material to read is this material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>4</b>	53	57	8	9	13	14	19	20	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 24.* Judgments about the combined material read: Level of boredom.

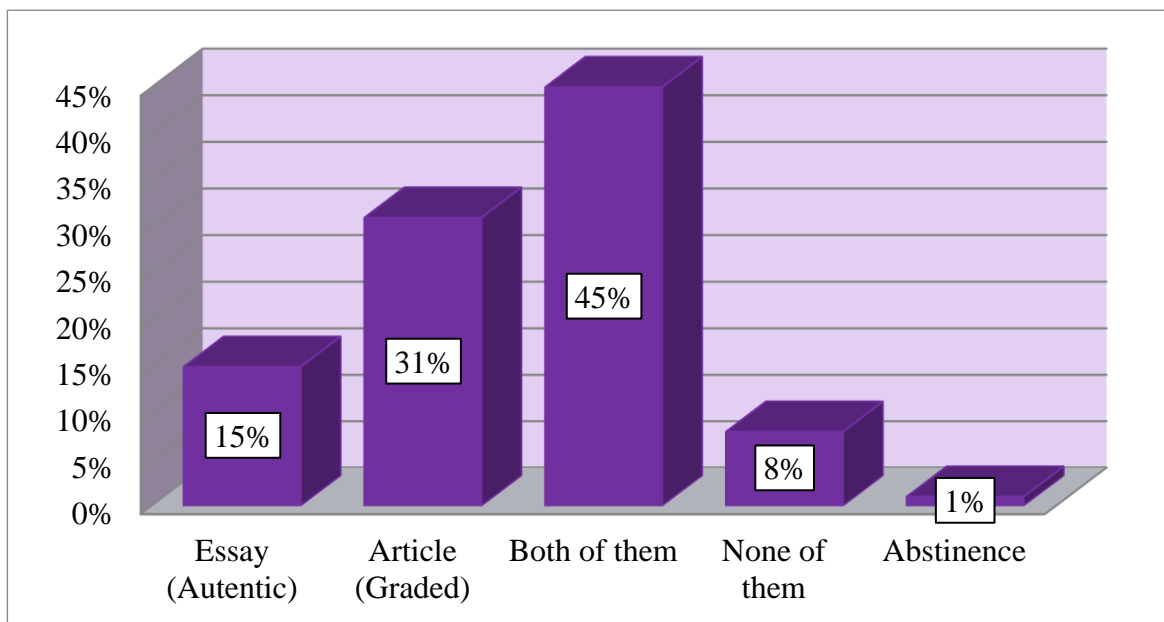
The figure shows 57% said that an essay was the most boring material to read, 20% said none, while 14% said both, and 9% said the article.

The following item asked students whether they felt comfortable with the combined material being used or not. Their answers are presented in Figure 25.

**Item 5**

*I feel comfortable with this material*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>5</b>	14	15	29	31	42	45	7	8	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 25. Level of comfortability with the authentic material.*

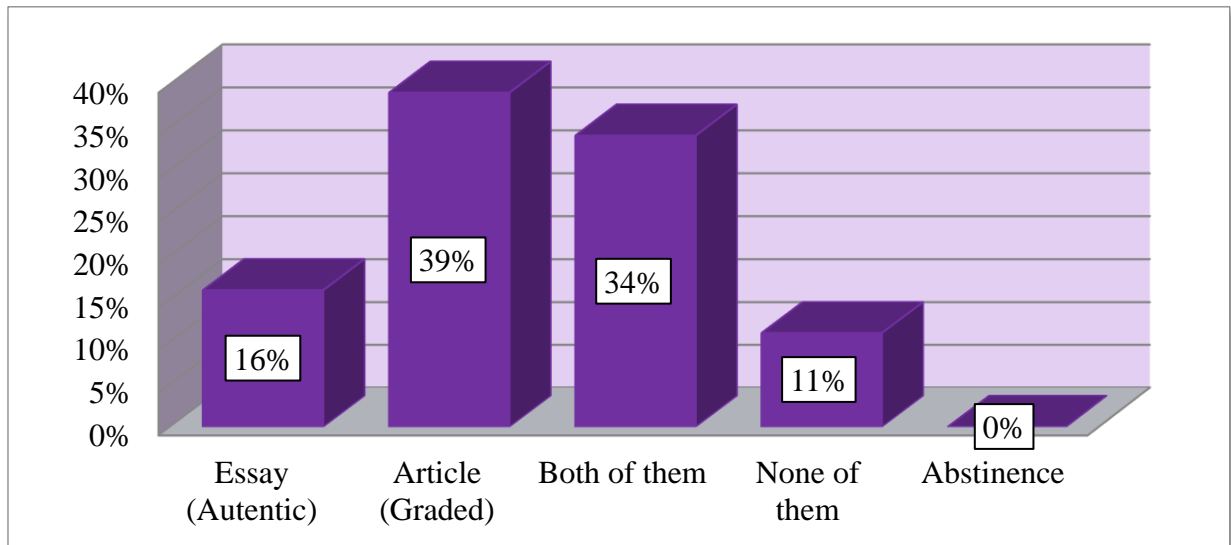
The results showed that 45% felt comfortable with both essay and article, 31% said article, 15% said essay, 8% said none and 1% did not answer the question.

When questioned about their preference to continue to work with combined material in their classes, students answer mostly in favor of such kind of reading materials. Figure 26 presents this data.

**Item 6**

*It is much better when the teacher brings this material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>6</b>	15	16	36	39	32	34	10	11	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 26.* Continuity of using combined materials.

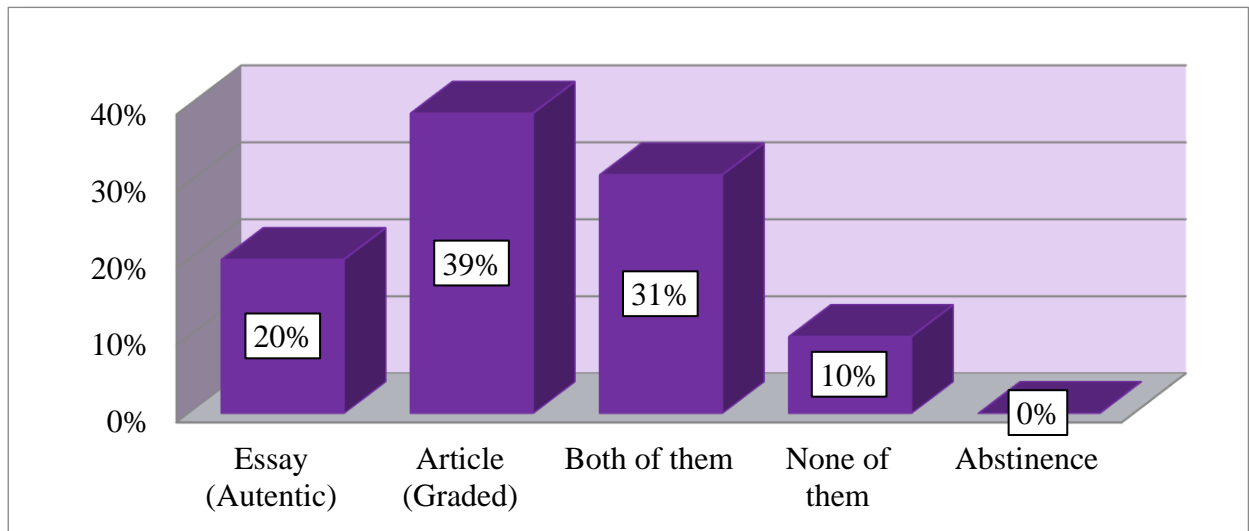
As observed, 39% considered that using authentic materials in class, it would be much better if teacher brought that kind of material, while 34% considered that both the article and the essay, 16% the essay. On the other hand, 11% said none.

Next, it was questioned how motivated they felt to continue reading combined material. Figure 27 displays this data.

**Item 7**

*I feel motivated to read this material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
7	19	20	36	39	29	31	9	10	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 27. Motivation to keep on reading combined material.*

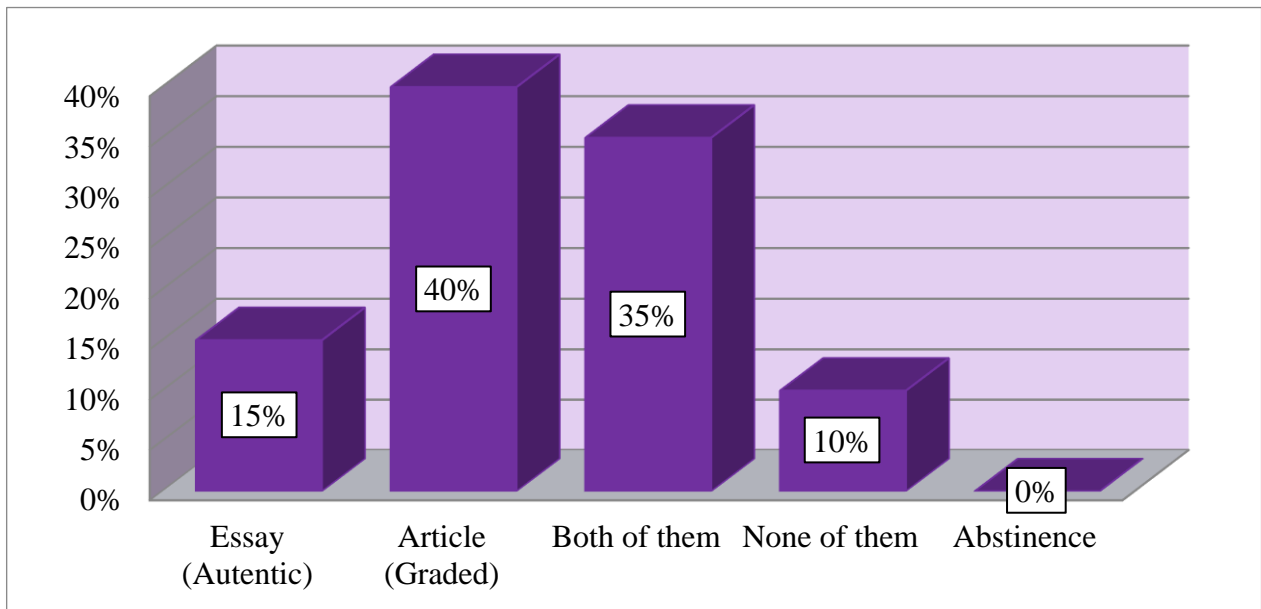
Regarding their motivation to read, 39% felt motivated with article, while 31% said both of them. On the other hand, 20% said essay and 10% said none.

When questioned about their preference to continue to work with combined material in their classes, students answer mostly in favor of such kind of reading materials. Figure 28 presents this data.

**Item 8**

*I will keep my reading habit with this material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>8</b>	14	15	37	40	33	35	9	10	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 28. Continuity of using combined materials.*

The observation in the graphic above reveals that 40% said article, while 35% said both of them. On the other hand, 15% said essay and 10% said none.

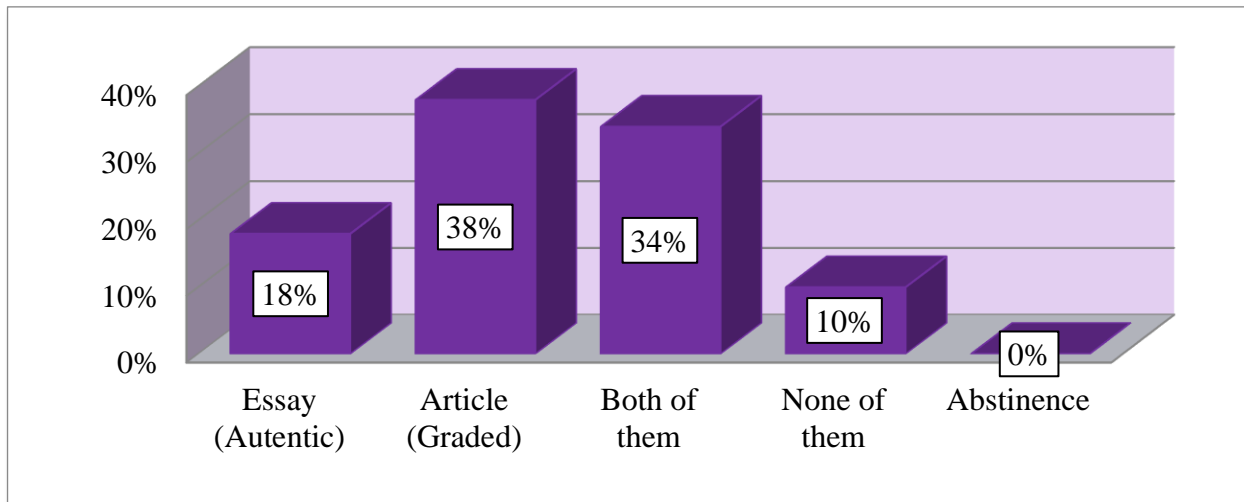


To follow up this item, students were questioned about their willingness to continue to read this kind of combined material. Figure 29 displays this information.

**Item 9**

*I will continue reading with this kind of material.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>9</b>	17	18	35	38	32	34	9	10	0	0



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 29.* Possibility to continue reading combined material.

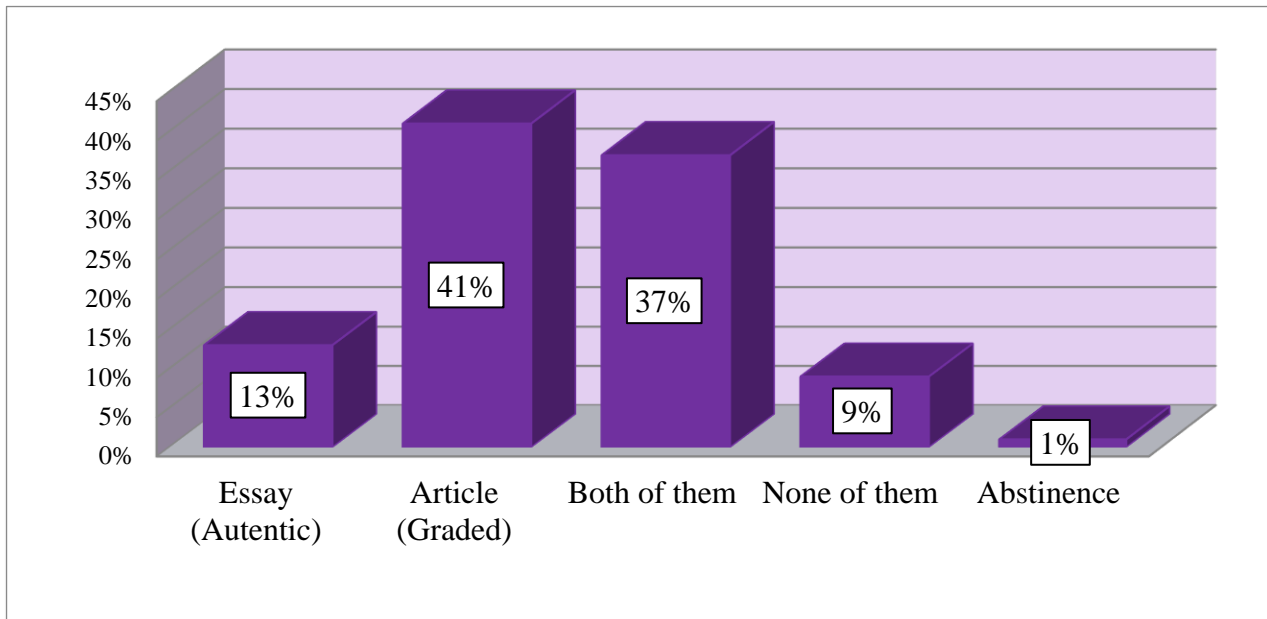
In this item, 38% said that they would continue reading with article which was graded material, while 34% said both materials. Conversely 18% said essay which was authentic material, 10% said none.

Finally, students were questioned about the possibilities to recommend this kind of material to their partners. Figure 30 presents their answers.

**Item 10**

*I will recommend this material to my partners.*

N° Item	Essay (Authentic material)		Article (Graded material)		Both of them		None of them		Abstinence	
	Sts	%	Sts	%	Sts	%	Sts	%	Sts	%
<b>10</b>	12	13	38	41	34	37	8	9	1	1



SOURCE: Administered questionnaire from Basic Intensive English courses, Groups 02,04,05,06, Semester I - 2016

*Figure 30.* Possibility to recommend combined material to partners

As observed, 41% said that they would continue reading with article which was graded material, 37% said both article and essay, in contrast 13% said essay 9% said none and 1% did not answer the question.

## 4. 2 Qualitative analysis of data collection

### 4.2.1 Interview results of authentic material

In addition to the quantitative data collected through the surveys, interviews were also performed to 115 students per group. Table 4 presents a summary of the main ideas given by the interviewees.

In the following charts present some of the students' opinions about the different kind of materials presented in classes.

Table 4.

*Students' opinions regarding the authentic material*

<b>INTERVIEW QUESTIONS</b>	<b>STUDENT 1</b>	<b>STUDENT 2</b>	<b>STUDENT 3</b>	<b>STUDENT 4</b>	<b>STUDENT 5</b>
<b>1. Are “Daily Routines” and “A Typical Day” good reading materials for the English Learning Process?</b>	Yes, they are.	Yes, they are.	Yes, they are. Both topics are good reading materials for the English learning process.	Yes, they are.	Yes, they are.
<b>2. What is the most significant experience in class?</b>	The motivation throughout the games.	Learn new vocabulary	Share negotiation of meaning.	Practice the reading habit.	Practice new words in speaking.
<b>3. How motivated do you feel when you read these materials?</b>	Curiosity.	Very motivated.	Concentration habit when I read the readings.	Learn new words.	Increase the motivation to read.
<b>4. Do you consider these materials are appropriate? Why?</b>	Yes, they are. Because I learned new words.	Yes, they are. Because I learned some idiomatic expressions.	Yes, they are. Because we can learn new things.	No, they are not. They are not clear.	Yes, they are appropriate.
<b>5. Do you consider that these materials are appropriate to increase your reading motivation? Why?</b>	Yes, they are. Because I learn cultural information.	Yes, they are. Because of the real language they have.	No, they are not. Because they are really confused.	I do not know.	Yes, they are very appropriate because they have interesting information.

As observed in the Table 4, students felt motivated with authentic materials. They expressed that this kind of materials are good for English learning process. The most significant experiences in this lesson according to the students' opinion were some dynamic presented on class such as memory game as their curiosity was increased through games, which stimulated their concentration. Also, the readings introduced both aspects new vocabulary and daily expressions. When new vocabulary was found, they used the negotiation of meaning strategy to discover the message.. Some students considered that these materials appropriate because they learned idiomatic expressions. In addition, they expressed that these material increased their motivation because the readings contained interesting topics.

#### **4.2.2 Interview results of graded material**

Other students were also interviewed regarding the graded reading material. Table 5 displays the main ideas expressed by five students.

As observed in Table 5, students felt motivated with graded materials due to students express that the use of these materials is easy to understand and the readings are very clear. The most significant experience with that material for students were the dynamics presented on class instead of the new vocabulary they could identify the meaning through the pictures on the charts. Some students said that these doing this reading they felt motivated because they could easily get good grades and practice the reading skills. Students express graded material are useful to practice the reading techniques such as: main idea, reading comprehension, and scanning. Moreover, students consider that these material provides enough vocabulary to have a good conversation.

Table 5.

*Students' opinions regarding the graded material.*

<b>INTERVIEW QUESTIONS</b>	<b>STUDENT 1</b>	<b>STUDENT 2</b>	<b>STUDENT 3</b>	<b>STUDENT 4</b>	<b>STUDENT 5</b>
<b>1. Are “Liberty City” and “Loren’s Neighborhood” good reading materials for the English Learning Process?</b>	Yes, they are. They are easy to understand.	Yes, they are.	Yes, they are.	Yes, they are. They are very clear.	Yes, they are.
<b>2. What is the most significance experience in class?</b>	The dynamics we practiced	I learned new vocabulary	The class was exciting	The readings were easy to understand	The use of pictures in class.
<b>3. How motivated do you feel when you read these materials?</b>	I feel very motivated.	I feel very motivated because they are easy to understand	I feel motivated because I practice the reading skills	Don't motivated	I feel motivated because I can have a good grade in reading
<b>4. Do you consider these types of materials are appropriate in this level? Why?</b>	Yes, they are. Because I learn more vocabulary.	Yes, they are. They are easier to understand when there is a background.	Yes, they are appropriated for this level because they have basic information.	Yes, they are. Because they are more useful to look for the reading techniques: main idea, reading comprehension and scanning.	Yes, they are. Because we can get accuracy in the lexical.
<b>5. Do you consider these materials are appropriate to increase your reading motivation? Why?</b>	Yes, they are. Because we get more vocabulary to become self-confidence	Yes, they are. Because learning more make us better professionals.	Yes, they are. Because the reading habit provides enough vocabulary to have a good conversation	Yes, they are. Because the content of the reading is comfortable.	Yes, they are. Because it is necessary that the context is funny and interesting.

### 4.2.3 Interview results of authentic and graded material

Similarly, five students were interviewed to discover their impressions about the use of both kinds of material, authentic and graded. Table 6 presents their answers.

Table 6.

*Students' opinions regarding the combined material.*

<b>INTERVIEW QUESTIONS</b>	<b>STUDENT 1</b>	<b>STUDENT 2</b>	<b>STUDENT 3</b>	<b>STUDENT 4</b>	<b>STUDENT 5</b>
<b>1. Which materials do you consider that is better for English Learning Process the Essay (authentic) or the Article (graded)?</b>	The article	The article	The article	The essay	Both of them
<b>2. What is the most significant experience when you used both the Essay and the Article in the same class?</b>	The words in the article was easier to understand than the essay.	Both of the materials improve the reading comprehension .	The use of grammar is easier in the article.	I learn more vocabulary with those kind of materials.	I get more knowledge in reading in both readings.
<b>3. How motivated do you feel when you have to read the Essay?</b>	I feel very bored because the reading is misunderstood .	I try to understand the reading.	I feel it difficult.	More or less	I feel extremely motivated and I learn a lot of information.
<b>4. How motivated do you feel when you have to read the Article?</b>	I enjoy reading despite of some words were unknown.	I feel very motivated.	I feel motivated because the context is interesting.	I feel motivated because I practice the phrase: "Something to read, something to learn".	I feel motivated because it is easy to understand.
<b>5. Which material do you consider is the most appropriate to increase your reading motivation the Essay or the Article? Why?</b>	Two readings are appropriate because both essay and article are important for increasing our vocabulary.	The article reading because it is clear and easy to understand.	The article reading because it is more comfortable to read.	The essay reading because I spend little time to read it.	The article reading because it is more familiar to read.

The information displayed in Table 6 reveals that students considered graded material in that case article was better for English Learning Process. The most significant experience on these classes continued to be the acquisition of new vocabulary. As explained by the students, words in the article were easier to understand than the essay. Students expressed their motivation because students practice the phrase: “Something to read, something to learn”. As a result, the majority of students argue that the article is more comfortable, requires less time to be read, and it is clear and easy to understand.

### **4.3 Analysis and interpretation of data**

#### **4.3.1 Analysis and interpretation of authentic material**

Most of students’ opinions were that the use of multimedia visual aids like charts, flashcards, etc., displayed in the projector motivates them in their English learning process. Moreover, some students considered that game activities such as “Memory Game”, “The Gossip Message”, “Running Dictation”, “Let the Light Shine”, etc. would be useful in order to call their attention to introduce this kind of material.

Despite of the English level is basic; the students suggested that authentic material should be developed on reading club by using audio-readings that professors may check their progress throughout a summary and negotiation of meaning. In that way, they can increase not only their curiosity to learn new vocabulary but also their concentration in the reading habit.

These students’ opinions are related to Mc Neil (1994) and Kilickaya (2004) the use of authentic texts is now considered to be one way for increasing students’ motivation for learning since they give the learner the feeling that he or she is learning the real language. In other words students feel comfortable when using authentic material because it relates more closely to their needs. Also, the vocabulary and expressions used in this kind of material are closer to what is used in a daily basis in real life. So teachers can take advantage from this material to motivate the students and provide a good experience during the learning process.

### **4.3.2 Analysis and interpretation of graded material**

Most of the student's answers were that they get more familiar with this material because the reading texts are according to their level and their needs. Besides, this type of material can help them become accurate in their lexicon and improve their reading literacy by practicing reading techniques such as: scanning for specific information, skimming for general information, looking for main ideas, etc.

As a second place, the students said that the use of multimedia; which combines reading and listening are very useful tools to develop reading skills. For example, the reading practice "Loren's Neighborhoods" was played in audio, so the students could listen to the story and answer questions related to it. By doing so, they could improve their listening and increase their vocabulary through a reading activity.

As a third place, as few students answered, they expressed that it will be very useful to have a bookcase in the classroom, and also they said that it will be an excellent idea to have a virtual access to the Wi-Fi in the department, due to they feel it is necessary to seek for some books or reading material on the Internet. Only a student's answer was that it is important to establish readings clubs because it will improve their learning process.

These student's answers are according to Beckert (1992) the use of books facilitate students to increase their vocabulary knowledge through reading passages, some dialogues, and short stories. In this way, students will improve not only their vocabulary knowledge but also they will develop some strategies to improve their reading skills. In other words, teachers should make use of books everyday so the teaching and learning experience can be improved, as students learn new vocabulary each time which makes the reading experience enjoyable. As a result, students will feel motivated to continue reading.

Students also considered the dynamics used during the class sessions and the new vocabulary that they learned through readings practices as the most significant experience in class. As a third place, they answered how the use of pictures can benefit to get ideas for understanding what the



reading text was about and get more interested in it. In contrast, only a student answer was that he didn't feel motivated with the mentioned activities. This fact has important implications for teachers of Basic English courses as they should make an especial effort to support their lessons with visual aids. Students' answers clearly reflect that they learn better with this kind of support and the reading itself becomes more enjoyable.

### **4.3.3 Analysis and interpretation of authentic and graded material**

Most of the students' preferences were the "Article", which was graded material, because it was easier to understand. The students said that with this material they can improve their reading comprehension, learn more vocabulary, grammar and knowledge. The article entitled "Using graded readers" stated that the language is graded for vocabulary, complexity of grammar structures and the number of words. They are made to cater for all levels from beginners through advanced they can be a great resource if you feel the need to do something a bit different and change the class dynamics.

Why use graded readers? For most language learners, reading a book in English would be a daunting task. They would find too many unknown words and be presented with language way, beyond their level, which would make the book non-understandable.

If learners start with graded readers, they will not have to stop and look up lots of unknown words in the dictionary. Research has shown that students, who read in English, improve in every area of language learning at a faster rate, than students who do not read. Graded readers can be an excellent way to motivate students, and they should be a really enjoyable part of the course.

On the other hand, most of the students said that they felt very bored with "Essay" which was authentic material because the reading contained a lot of confusing vocabulary, idiomatic expressions, grammar, etc. Some of them said that they felt more or less, and only few of them said that they enjoyed the reading despite on some words were unknown, but they tried to understand, and only three students expressed that they felt extremely motivated because the reading context was interesting, so they learned something new every time they read. Two

opinions were “Both of them”, authentic and graded, because they could practice reading and writing at the same time. Only one opinion was “Essay” which was an authentic material because it helped to know some new words. Few of them said that both materials are appropriate to read because of the vocabulary and idiomatic expressions and only one student did not answer. Based on the results gathered through this research it is possible to claim that most students felt more comfortable with the graded material as it suited their English level through basic to upper levels. Nevertheless students could take advantage of the authentic material as it provides additional information, vocabulary and expressions.

## 4. 4 Class observations

### 4.4.1 Class observation of authentic material

In the following part, the class observation's results are presented. These results represent the observations performed to four groups of students from Basic Intensive English course from the Foreign Language Department at the University of El Salvador. Table 7 contains the observations corresponding to the lesson delivered with authentic reading material.

Table 7

*Results of the class observations of authentic material.*

N°	CRITERIA	OBSERVATIONS
1	Students are motivated to read in English when authentic material is being used.	Yes, students read carefully every single paragraph.
2	Students understand the instructions of the authentic reading task.	Yes, students do not show any problem for finishing the activity.
3	Do the students have problems understanding the content of the authentic material?	Yes, a lot of students ask if they have to finish all the activities because of the time.
4	The authentic materials used in class are interesting for the students.	Yes, students find interesting the readings and read them carefully.
5	The authentic material is appropriate for the level of students.	Yes, students know most of the vocabulary that appear in the activity.
6	Students express preference for this material.	Yes, they like the reading and feel comfortable.
7	Students answer every single question about authentic material with similar concepts, but at an easier reading level.	No, some students do not do all the reading exercises.
8	Students fully understand all the exercises about authentic material.	No, some students do not understand a few words and expressions.
9	Students mark the correct answers rather than the incorrect ones in the exercises of authentic material.	No, some students have some difficulties because of the level.
10	Students develop easier a pair-work activity using authentic material.	Yes, because they combined their knowledge each other. Others students developed the activities faster than others.

As observed in Table 7, the use of authentic reading, “A Typical Day”, “Successful Celebrities and Their Daily Rituals” was accepted for most of the students. Students were interested in the reading as it was easy to understand and they knew most of the vocabulary. Interestingly, there

were only a few students that demonstrated some problems to understand the vocabulary or expressions.

#### 4.4.2 Class observation of graded material

A similar process was performed with the lesson in which graded reading material was the mainly used. Table 8 displays the main observations performed while delivering this lesson.

Table 8

*Results of the class observations of graded material.*

Nº	CRITERIA	OBSERVATIONS
1	Students are motivated to read in English when graded material is being used.	Yes, students feel comfortable with the material.
2	Students understand the instructions of the graded reading task.	Yes, students express that vocabulary are basic.
3	Do the students have problems understanding the content of the graded material?	No, most of students clearly understand reading the activities.
4	The graded materials used in class are interesting for the students.	Yes, students find interesting the readings.
5	The graded material is appropriated for the level of students.	Yes, students know the content because some of them have already study the topics.
6	Express preference for this material.	Yes, they like the reading because the vocabulary is easy to understand.
7	Students answer every single question about graded material with similar concepts, but at an easier reading level.	Yes, students answer every single question quickly.
8	Students fully understand all the exercises about graded material.	Yes, students understand all reading exercises.
9	Students mark the correct answers rather than the incorrect ones in the exercises of graded material.	Yes, students mark the correct answers.
10	Students develop easier a pair-work activity using graded material.	Yes, students developed the activities faster.

The observations recorded in the Table 8 demonstrate that students felt more comfortable with the graded material, “Liberty city”, “Loren’s Neighborhood” from the book: English, what a funny language, level 5, used during the sessions. The material used matched their English level so they felt comfortable during the activities because they knew the vocabulary so that helped them to complete the activity faster.

#### 4.4.3 Class observation of authentic and graded material

When performing the same observation process to the lesson in which both types of material were used, the researchers recorded the following behaviors presented here in the Table 9.

Table 9

*Results of the class observations authentic and graded material*

Nº	CRITERIA	OBSERVATIONS
1	Students are motivated to read in English when both materials are being used.	No, students feel comfortable with the article reading (graded material).
2	Students understand the instructions of both materials reading task.	Yes, students understand the instructions of both materials reading task.
3	Do the students have problems understanding the content of both materials?	Yes, some students ask about the vocabulary and idiomatic expressions of the essay reading (authentic material).
4	Both materials are used in class are interesting for the students.	Yes, students find interesting the readings.
5	Both materials are appropriated for the level of students.	No, students consider that the essay is more difficult for them.
6	Express preference for both materials.	No, they prefer to read the article reading.
7	Students answer every single question about both materials with similar concepts, but at an easier reading level.	No, some students do not complete the essay reading exercises.
8	Students fully understand all the exercises about both materials.	No, students understand more the article reading.
9	Students mark the correct answers rather than the incorrect ones in the exercises of both materials.	No, some students have some doubts with the essay material.
10	Students develop easier a pair-work activity using both materials.	Yes, they help each other easier than when working in individual activities.

The material used during this session were an essay of authentic material “Essay on my likes and dislikes” and an article of graded material “Things I like or I don’t like”. The observation registered reveals that students felt more comfortable with graded material, in some cases due to the complexity of the activity; some students demonstrated some comprehension problems, and in other cases they did not feel comfortable with the vocabulary because they were not familiar with it (authentic material).

## CHAPTER V: INSTRUMENTS FINDINGS

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### 5.1 Survey Findings

#### 5.1.1 Authentic material

Some essential elements were found in the instruments results which were: surveys, interviews, and class observations.

The survey results draw our central attention because some of them were in favor of authentic reading material despite the students were beginner learners.

This is a relevant element in the research since some studies do not consider the use of authentic material in a basic level. According to Alex Case (2012) the authentic material is not for beginners because the language is unfamiliar and for that reason it takes too much time for developing in class. Besides that, in the University of El Salvador this is the first research work where authentic material was taken in consideration from basic level.

#### 5.1.2 Graded material

A significant part of this study was that most of the population was very familiar with graded reading material since they were effective and efficient in the students' learning process. This was demonstrated in most of the surveys.

It is very important to confirming this result since people easily can think that graded material is more appropriate for basic students but with no evidence in it.

#### 5.1.3 Authentic and graded material

In the third survey, most of the students pondered their preference in graded material in a higher form.

## **5.2 Interview findings**

### **5.2.1 Authentic material**

In the case of authentic material, students expressed that despite readings were confusing, they got motivated throughout the games as they made the classes more attractive. Besides that, they said they learned new vocabulary, idiomatic expressions, cultural information, etc.

These students behavior proved what Gebhard (1996) claimed that Authentic materials provide to students the possibility to find interesting and relevant texts to enrich their vocabulary through newspaper, magazines, movies, short stories, poems, recipes, etc. In other words, students would find their motivation in the authentic material because most of the time it contains expressions and vocabulary which are mostly used in a daily basis (news, magazines, articles etc.).

### **5.2.2 Graded material**

In graded material most of the population said they really felt comfortable with this reading because they were easy to understand.

### **5.2.3 Authentic and graded material**

In authentic and graded material used at the same time in the class, students clearly said that authentic materials were difficult and graded ones were comfortable to read. Here is significant to consider what Khaniya (2006) affirmed that Authentic materials have become increasingly popular in learning situations. On the other hand, the graded material is designed for reading in a specific semester and for preparing the learners to the next higher level. Khaniya's point is that the graded material is developed to fulfill the needs of a specific group of students, for example Blockbuster 2 Student Book by Jenny Dooley- Virginia Evans is designed to teach lower intermediate English level, so the books' content helps the student to acquire the knowledge needed for the next level.



## 5.3 Class observation findings

### 5.3.1 Authentic material

“A typical day” and “Successful celebrities and their daily rituals” readings were passed during the classes using authentic material. At this time, the researches would observe that most of the students did not feel comfortable enough with this kind of readings because they express different reactions when reading them. They usually asked for the meaning of the words and idiomatic expressions, watched their mobile device for looking the meaning of words or expressions, started to talk to their partners, etc.

According to Cambridge (2014) “authentic materials are reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility”. This means that authentic reading materials may or may not match the students’ needs, in order to apply the use of the authentic material the teacher has to adapt the material and create a lesson plan, so it can be used in a specific English level.

Despite of most of the students spent a lot of time to read and showed some problems to do and complete the exercises given in class, some of them found this material appropriated for the level they are. They stated the use of authentic material is very effective in their learning process, taking as a reference the English reading material used in class because they think this material has a lot of topics which are relevant and interesting to learn, specifically when teachers bring pictures and dynamics to the class in order to introduce the reading material. The students pointed out that the warm up activities were really helpful to motivate and understand the context or the words that are in it.

“Memory game”, and “Let the light shine” were some of the warm up activities practiced in these classes. The researches could be realized how effective the motivating warm up activities were because the students not only increased considerably their vocabulary, but also the gap between the classroom and the outside world was reduced.

In the “Memory game” or “Matching” was observed how they practiced the visual expressions, concentration, and how they learned to be analytical. According to Tamo (2009) when the authentic materials are showy, they have a positive effect on learner motivation. This was the case with the used of these two games as complements for the authentic reading material. The activities made the readings ‘showy’ so that students felt appealed to complete the lesson activities and get the most benefit out of the lesson. Teachers should, then, take into special consideration the use of complementary games or activities that would motivate their students to actually do the reading.

### **5.3.2 Graded material**

“Liberty city” and “Loren’s Neighborhood” readings were passed during the classes as graded material and it could be observed that students felt comfortable and interested. Moreover, it was evident that they felt motivated and encouraged as they were making the reading practices faster. They did not show many problems for the instructions given in class, for understanding the context of the reading and for completing all the exercises. According to British publisher Macmillan (2010) the use of graded material “depends on curriculum and level of the classroom”. Thus, teachers could use graded material as it is a guide that can be used during a specific semester, it provides the lessons, activities, topics, etc., and they are designed according to the students’ level.

Although few students had problems with some words meaning, they stated that by using this material they can learn in a funny way. Moreover students’ participation was very active, students find the material very understandable and easy to solve. Every item of the questions and answer part were very easy to understand because of the level they were. They understand the instructions and there were few students who did not take the class sessions with graded material.

“Running Dictation” and “Matching” were the common warm up activities developed in these classes. “The Gossipy Phone” and “Tic Tac Toe” were other motivating activities practiced in classes. The activities and readings were designed to teach students some vocabulary in specific. Regarding to the results, it can be also said that using graded material has potential benefits to

improve basic intensive English student's reading skills. For instance, the texts used in the lesson could be intentionally chosen by the teacher to exemplify the grammar structure issues that students are facing while they are in the basic levels classes. Teachers can incorporate this material to their lessons because it is easy to find, and it fits in every single topic. However, teachers could also adapt it in order to facilitate students' understanding if they consider it necessary.

### **5.3.3 Authentic and graded material**

“Essay on my likes and dislikes” and “Things I like or I don't like” readings were used during the classes using authentic and graded material at the same time. It can be observed that the students were motivated to read in English when both materials were being used. Moreover, they understood the instructions of both reading tasks, and they felt interested in that moment. According to Velazquez (2007) both kind of texts are valuable because he considered they had understandable language which is tailored to students' language ability at a specific level.

Despite of the students express that both materials were appropriated for their level, they had some problems in understanding the content of authentic materials. For that reason, they usually asked for the meaning of some words (e.g., straightforward, leisure, swallowing, achieve, dialing, curd, relish, etc.) and some phrases (e.g., my blood boils, my spare time, backbiting others, although for a while, grab lunch, a random diversion, the gay company, etc.) that is why they needed more time to answer the questions and few of them did not do or complete the reading exercises. This fact demonstrated that authentic material can be useful in the learning process but their content might need to be adapted, so it can be used in a specific English level. The authentic material might become a challenge for some students because they may not be familiar with some vocabulary or expressions.

On the other hand, the students fully understood all the exercises about graded materials. They rarely asked for the meaning of some words (e.g., snacks, mushrooms, strawberries, etc.) and some idiomatic expressions (e.g., an apple a day keeps the doctor away, there are too many

things to talk about, I really adore, etc.), so they answered every single question in an easier way and in a less time.

With the obtained results in both the survey and the interview, between “Essay” (authentic reading material) and “Article” (graded reading material) and after analyzing the obtained data, it is possible to conclude that students’ preferences draw to the second reading, the graded one. Most of them, clearly expressed that they enjoyed reading information from graded material, while authentic one was more boring and difficult to understand by the words, idiomatic expressions, and grammar. Moreover, students can improve the reading skills in graded material through special books that are designed by teachers or a teacher for specific levels or academic purposes.

Regarding using authentic materials, it is relevant to point out that despite the challenge is higher; to use authentic materials can have many advantages that can improve Basic Intensive English student’s reading skills. For this, it can be said that teacher can make use of authentic material as many times as they can because it makes students felt more confident with the target language, although there is a variety of these materials that teachers may use but they cannot use it in every single class. Through the classes observed, it is possible to say that authentic materials improve the students’ participation, and this was reflected in the data gathering process. There is a variety of authentic materials such as magazines, novels, comics that are designed by native speakers and the language is understandable for beginners.

Thus, it is possible to claim that both authentic and graded material are essential in the teaching – learning process because the use of both materials increase the students’ engagement in order to acquire the reading habits.

## CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

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### 6.1 Conclusions

- ✓ The use of reading graded material allows Intensive English students, semester I-2016, Bachelor in English Language Teaching, Foreign Language Department, University of El Salvador, to learn in a more efficient way with enjoyable environments.
- ✓ Basic Intensive English students can learn not only vocabulary and grammar structure but also cultural information through authentic or graded material when developing reading skill.
- ✓ While authentic reading material provides students exposure to real language and relate more closely to their needs, graded reading material is designed for reading in a specific semester and for preparing the learners to the next higher level.
- ✓ It is very important to stimulate the extrinsic motivation by incorporating dynamic warm up activities to set up the context before actually reading to improve this skill especially for those professionals who are preparing to be teachers.
- ✓ The reading habit should be developed from the beginner levels so that learners face successfully university complex challenges.
- ✓ Both authentic and graded reading materials have advantages and disadvantages to read them.
- ✓ After comparing the students' reactions in both authentic and graded material, some essential elements were proven to be in favor of authentic one despite students were beginner learners.

## 6. 2 Recommendations

### 6.2.1 Recommendations for professors

- ✓ Since the reading habit is a common difficulty in our culture, professors from Intensive English students, semester I-2016, Bachelor in English Language Teaching, Foreign Language Department, University of El Salvador, should use more graded material in order to keep reading motivation and the reading habit in classes.
- ✓ Even though authentic materials were not designed to teach, professors sometimes can choose interesting readings with basic grammar in order to promote motivation in their beginner learners.
- ✓ Provide training about the use of programs that university offers to students look for graded and authentic reading material.
- ✓ Improve the reading resources, like increasing the range of books that the library has. In order to have authentic and graded materials, like graded books, magazines, novels, essays, etc. for the students who wants to read at the library.
- ✓ Create a bookcase in the classroom in order to promote reading clubs.
- ✓ Allow the Wi-Fi connection so that students have access to more digital books.
- ✓ Take students to the English laboratory in order to practice reading exercises by using audio visual media.

## 6.2.2 Recommendations for students

- ✓ As graded reading material is more comfortable and attractive to read for the students, it is necessary and beneficial to start reading with it as beginners.
- ✓ Students should apply their training in reading techniques: scanning, skimming, main ideas, etc. in order to improve their reading comprehension.
- ✓ Be aware to be active in the reading skill in order to get good grades, and having a reading habit as beginner learners in the major.
- ✓ Read authentic materials when it is possible since they are very appropriate to increase cultural information in real language.
- ✓ Read authentic materials as soon as they get familiar with them since they keep students informed about what is happening in the world, so they have an intrinsic educational value.
- ✓ Consider the reading skill as an important and necessary tool which gives power to them since the reading habits a common difficulty of the man.
- ✓ Students who carry out their teaching practice and/or community services could provide a collection of authentic and graded materials (online and /or physical) to the library.

## CHAPTER VII: BIBLIOGRAPHY

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## **7.2 Appendixes**

### **7.2.1 Glossary of key terms**

#### **A**

##### **Achieve**

To gain with effort or despite difficulty; reach.

##### **An apple a day keeps the doctor away**

Eating an apple each day can help to keep your healthy. This means that eating an apple each day can help to keep you healthy. This means that eating an apple each day can help to keep you healthy. This means that eating an apple each day can help to keep you healthy. This means that eating an apple each day can help to keep you healthy. This means that eating an apple each day can help to keep you healthy.

##### **ATM receipt**

A bank receipt contains detailed information about a financial transaction conducted at a bank. The transaction receipt generally includes the amount of the transaction, the date it occurred, and the employee number of the bank employee who conducted the transaction.

##### **ATM screen**

An abbreviation for automated teller machine. This is a computer terminal that takes the place of a human bank teller and allows the user to access basic bank services, such as making deposits and cash withdrawals from remote locations, twenty-four hours a day.

#### **C**

##### **Calendar**

Any of various systems of reckoning time, especially with reference to the beginning, length, and divisions of the year.

### **Coupon**

A usually small piece of printed paper that lets you get a service or product for free or at a lower price.

### **Curd**

The part of milk that coagulates when the milk sours or is treated with enzymes. Curd is used to make cheese.

## **D**

### **Dialing**

A graduated surface or face on which a measurement, such as speed, is indicated by a moving needle or pointer.

## **F**

### **Food Label**

A panel found on a package of food which contains a variety of information about the nutritional value of the food item. There are many pieces of information which are standard on most food labels, including serving size, number of calories, grams of fat, included nutrients, and a list of ingredients.

## **G**

### **Gay Company**

Cheerful or positive friendship.

### **Grab lunch**

The food provided for a midday meal.

### **Greeting card**

A decorated card with a message of good wishes that is sent or given to someone on a special occasion.

## **L**

### **Leisure**

Free time when one is not working or attending to other duties.

## **M**

### **Make someone's blood boil**

To make someone very angry. It just makes my blood boil to think of the amount of food that gets wasted around here.

### **Magazines**

Thin book large pages paper cover contains articles.

### **Mushroom**

Any of several edible species, especially of the family Agaricaceae, as *Agaricus campestris* (meadow mushroom or field mushroom) cultivated for food in the U.S.

## **N**

### **Newspaper**

A publication issued at regular and usually close intervals, especially daily or weekly, and commonly containing news, comment, features, and advertising.

## Q

### **Order form**

A form that you use to order goods from a company or shop, that has spaces where you write your name, address etc.

## P

### **Packing list**

A seller-prepared commercial document indicating the net and gross weights, dimensions and contents of all shipping pieces (boxes, crates, bundles, etc.)

## R

### **Relish**

Hearty enjoyment or appreciation.

### **Report card**

A written statement of a student's grades that is given to the student's parents.

## S

### **Snacks**

A small portion of food or drink or a light meal, especially one eaten between regular meals.

### **Spare time**

Time available for hobbies and other activities that you enjoy.

**Straightforward**

Honest and frank. Easy to accomplish, identify, or understand; not complicated, uncertain, or involved.

**Strawberries**

The fruit of any stem less plant belonging to the genus *Fragaria*, of the rose family, consisting of an enlarged fleshy receptacle bearing achenes on its exterior.

**Swallowing**

To cause (food or drink, for example) to pass through the mouth and throat into the stomach.

**T****Traffic sign**

A sign usually on the side of a street or highway bearing symbols or words of warning or direction to motorists or pedestrians and often having a characteristic shape.

**Traffic Ticket**

A traffic ticket is handed to a driver immediately after the offence has been observed by a police or traffic officer.

**TV Guide**

A US weekly magazine which gives the times and details of television program, as well as articles about programmers, actors etc.

## U

### **Utility bill**

A utility bill is a document sent to a legal address requesting payment for a public service, such as telephone, electric, gas, sewer or water. Utilities are usually services that are necessary to operate a home or business. In general, utility bills are sent once per month.

## W

### **Website**

A connected group of pages on the World Wide Web regarded as a single entity, usually maintained by one person or organization and devoted to a single topic or several closely related topics.

## 7.2.2 Lesson plans and research instruments

### A) Lesson plan of authentic materials

#### Topic: “Daily Routines”

**Objective:** To identify the students’ comprehension and motivation when reading authentic materials using the reading technique “Scanning for specific information”.

#### Warm up:

T shows some flashcards with their corresponding words for using a “**Memory game**” chart  
(5 min)

#### Activity # 1

T gives to Ss an authentic reading material that talks “**A Typical Day**” from different people and asks for students to complete correctly the sentences. T will check the answers with them.  
(15 min)

#### Activity # 2

T asks for Ss to read another authentic reading material that talks about “**Successful Celebrities and Their Daily Rituals**” and asks for Ss to complete correctly the sentences. T checks the answers with them.  
(15 min)

#### Wrap – up:

T makes a dynamic called “**Let the light shine**”. T will strike matches and gives for Ss. When the match goes out, Ss will have to tell a routine. For example: get up early, eat breakfast/lunch/dinner, make the bed, go to the university, etc.  
(5 min)

#### Research Activity:

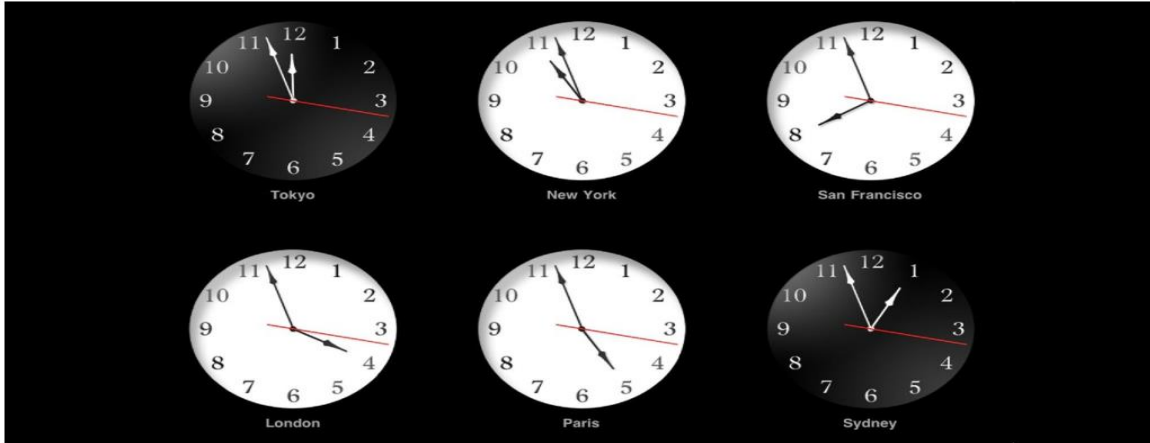
The T asks for Ss to answer a questionnaire and an interview about the two reading materials used in class in which they will express what of the two topics increase their reading motivation.  
(10 min)

#### Didactic resources:

Flash cards, tape, markers, board, matchsticks, an audio record, copies about readings and surveys.



## “A Typical Day”



Special Edition: №1–14

**Instructions:** Read the interviews between A (interviewer) and B (interviewed). Then, underline **“T”** if the sentence is *True* or **“F”** if the sentence is *False* and discuss the answers with your partner.

### Miguel Guía

A) What is the rhythm of your day? How do you work?

B) **Miguel:** I have intense days, although for a while I have been organizing my time well. I get up early and spend my day on advancing all the necessary matters. My work order is to prepare ideas early, analyze what steps need to get done to achieve my daily goals, and concentrate totally on these since the very start.

A) Spain is famous for “siesta” - a mid-day 2-3 hour nap. I heard you didn’t believe in them?

B) **Miguel:** Well, it is not really a matter of belief, it’s a Spanish custom and I respect it. I know there are people who can’t live without it. I just personally prefer to sleep well during nights and use every minute of the day constructively (and simply enjoy the whole day).

- |   |        |
|---|--------|
| 1. Miguel is an organized person.                       | T    F |
| 2. Miguel hates intensive days.                         | T    F |
| 3. The meaning of “siesta” in Spain means hour nap.     | T    F |
| 4. Guía personally prefers to sleep well during nights. | T    F |
| 5. His work isn’t to prepare ideas early.               | T    F |

## Stever Robbins

- A) What's your typical day like? What are key parts of this day that help you stay productive, focused and motivated?
- B) **Stever:** Typical day? There's no such thing. I usually get up and start working around 9 a.m. I do my best writing in the morning, so that's when I'll work on articles or other writing-based projects. I work out around lunchtime, grab lunch, and my afternoons often have more people activities.

I keep my to-do list in front of me on paper, and I often return to it to make sure what I'm doing is actually useful, and not just a random diversion.

In my book, I pose a thought experiment. Imagine you're talking to the Deity of your choice.

- A) "Are you living the life I gave you to its fullest, whatever that means to you?"
- B) I keep motivated by doing what feels like living my life to its fullest, and I drop whatever doesn't meet that hurdle. The motivation comes naturally.  
The hardest part for me is dealing with money. I've often chosen passion or social good over money, and it can lead to second-guessing, especially when the money isn't following.

- |  |   |   |
|--|---|---|
| 6. Stever is a disorganize person.                           | T | F |
| 7. Stever keeps his own to-do-list in front of him on paper. | T | F |
| 8. Stever likes a random diversion.                          | T | F |
| 9. Robbins never starts working around 9 a.m.                | T | F |
| 10. The easiest part for Robbins is dealing with money.      | T | F |

## Jason Fried

- A) As a president of the company, apart from the design what else do you have to deal with every day?
- B) **Jason:** Whole bunch of things. There is the general administrative stuff, you know things that come up in a business that you have to deal with... We just built our new office, so I spent 3 months there almost every day while it was being constructed. Watching, making decisions, making tweaks, telling them this, telling them that, answering questions.

I also do the hiring of staff, thinking about new products and features ideas. Also a lot of people want to meet for lunch so I have to do that occasionally. A lot of business stuff. Every day is a little bit different...

A) So there is really no typical day? Or are there any typical parts of day that you always have?

B) **Jason:** Well, the thing that is typical for me is an Inbox. There are about 130 emails there every day. People asking questions about our products, our company, or they want some advice... so I have a lot of that to do, too. That's about the only typical thing, everything else is based on what we are working on at the time.

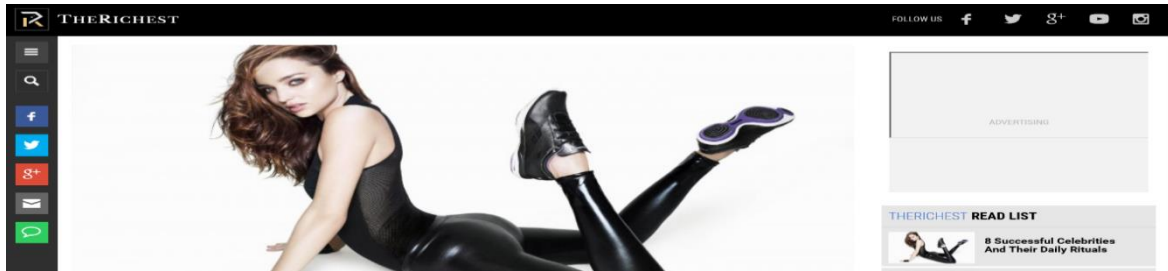
A) Are you more of a morning person, or late night person? How would you describe yourself?

B) **Jason:** I get up early, but I feel like I'm doing most of my best work the second half of the day. And then a couple of hours before I go to sleep only to get back on and work. I just like when it is dark out, I get more work done when it is dark. I go to the office most of the time. But at night I do work from home. I leave the office at 5 pm.

- |   |   |   |
|---|---|---|
| 11. Jason is a business person.                     | T | F |
| 12. Jason receives few emails.                      | T | F |
| 13. Jason is a morning person.                      | T | F |
| 14. People asking questions about Fried's products. | T | F |
| 15. Fried gets more work done when it is dark.      | T | F |

Source: <http://productivemag.com/1to14/a-typical-day>

## “Successful Celebrities and Their Daily Rituals”



**Instructions: Work in pairs to read the Kelly Ripa, Mick Jagger and Barack Obama’s routines and complete the sentences.**

Some people say that a solid daily routine is the key to success. Exercise, reading and spending time with loved ones are all key elements on the to-do lists of the some of the wealthiest and most successful people.



### **Kelly Ripa: The Seven Day Workout**

Kelly Ripa has been a fresh and friendly face on our morning TV screens on *Live!* For the past 13 years. This mother of three answers a daily 6 am wake up call to get her family and career up and moving. After making breakfast for her kids and dropping them off at school, Ripa heads to the studio with an hour to spare before show time. After the show, she heads to the gym for one of her daily high intensity workouts. That’s right, this toned TV host works out seven days a week. Ripa believes exercise is critical to help clear her head and re-energize her mind, while keeping her heart strong. Her workouts are a split of yoga, dance spinning and running, Kelly credits much of her energy and success to her daily training routine.

1. Kelly’s workouts are \_\_\_\_\_.
2. Ripa heads to the studio with \_\_\_\_\_.
3. After the show Ripa \_\_\_\_\_.

## Mick Jagger: Moves like Jagger

The Rolling Stones front man has been owning the mic and the stage for more than 50 years. Jagger now 70 years old, has managed to keep a sharp mind and lean body, despite years of travel and a rock'n'roll lifestyle. The living legend has always had an open mind and a 'try anything' attitude. Jagger credits his varied workout routine, practiced six days a week, with reducing his stress and amping up his trademark stamina. Mick hits the gym nearly every day to take ballet classes, Pilates and yoga to keep his mobility up and his dance moves like...well, like Jagger.



4. Jagger credits his varied workout routine, practiced \_\_\_\_\_.
5. The living legend has always had an open mind and a \_\_\_\_\_.
6. Mick hits the gym nearly every day to take \_\_\_\_\_.

## Barack Obama: Family Time



It's no surprise that the President of the United States works obscenely long days at the Oval Office. When you're President, days off are few and far between. For the 44<sup>th</sup> POTUS, keeping daily rituals is the key to maintaining his health, work, sanity and family. Mr. Obama's eat breakfast with his wife and daughters every morning before beginning his day at the Oval office. His training routine consists of two 45 minute cardio sessions and 4 weight training exercises per week. Although Obama is not always Whitehouse bound, when he is on Pennsylvania Avenue, he is sure

to eat dinner with his family, regardless of work hours.

7. Mr. Obama's eat breakfast with his wife and daughters every morning before \_\_\_\_\_.
8. His training routine consists of two 45 minute cardio sessions and \_\_\_\_\_.
9. When he is on Pennsylvania Avenue, he is sure to eat \_\_\_\_\_.

Source: <http://www.therichest.com/expensive-lifestyle/8-successful-celebrities-and-their-daily-rituals/?view=all>

## ANSWER KEY

### A TYPICAL DAY

Miguel Guía.

1. T
2. F
3. T
4. T
5. F

Stever Robbins.

6. F
7. T
8. F
9. F
10. F

Jason Fried

11. T
12. F
13. T
14. T
15. T

### SUCCESSFUL CELEBRITIES AND THEIR DAILY RITUALS

Kelly Ripa

- 1) a split of yoga, dance spinning and running.
- 2) an hour.
- 3) She heads to the gym for one of her daily high intensity workouts.

Mick Jagger

- 4) six days a week.
- 5) 'try anything'.
- 6) ballet classes.

Barack Obama

- 7) beginning his day at the Oval office.
- 8) 4 weight training exercises per week.
- 9) dinner with his family, regardless of work hours.



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

Semester I / 2016.

Date: \_\_\_\_\_

*\*Authentic Material.*

**SURVEY**

**OBJECTIVE:** To identify the main factors that affects students' reading motivation of the Basic, Bachelor in English Teaching Language, Foreign Language Department, at University of El Salvador.

**DIRECTION:** According to your experience of the previous class, write a check (√) in the box that is the best for you.

N°	Statements	Yes	No	More or less
1.	The authentic article was boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The authentic article was exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I found this material easy for understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I felt motivated to keep on my reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I felt comfortable with this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I had some doubts about the material that I used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	It would be much better if teacher brings this kind of materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I would keep my reading habit with this kind of material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I would continue reading with this kind of material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I would recommend to my partners this kind of material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

*Semester I / 2016.*

*Date: \_\_\_\_\_*  
*\*Authentic Material.*

### **INTERVIEW**

**OBJECTIVE:** To identify the main factors that affects students´ reading motivation of the Basic, Bachelor in English Teaching Language, Foreign Language Department, at University of El Salvador.

**DIRECTION:** According to your teaching experience answer the following questions.

- 1- “Daily Routines” and “A Typical Day” good reading materials for the English Learning Process?
- 2- What is the most significant experience in class?
- 3- How motivated do you feel when you read these materials?
- 4- Do you consider these materials are appropriate? Why?
- 5- Do you consider that these materials are appropriate to increase your reading motivation? Why?





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

**CLASS OBSERVATION GUIDE USING AUTHENTIC MATERIALS**

**OBJECTIVE:** To recollect the information by observing the different classes in order to know how the use of authentic and graded materials can keep reading motivation of Basic Intensive English students, semester I-2016

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATIONS</b>
<b>1</b>	Students are motivated to read in English when authentic material is being used.			
<b>2</b>	Students understand the instructions of the authentic reading task.			
<b>3</b>	Do the students have problems understanding the content of the authentic material?			
<b>4</b>	The authentic materials used in class are interesting for the students.			
<b>5</b>	The authentic material is appropriate for the level of students.			
<b>6</b>	Students express preference for this material.			
<b>7</b>	Students answer every single question about authentic material with similar concepts, but at an easier reading level.			
<b>8</b>	Students fully understand all the exercises about authentic material.			
<b>9</b>	Students mark the correct answers rather than the incorrect ones in the exercises of authentic material.			
<b>10</b>	Students develop easier a pair-work activity using authentic material.			

## **B) Lesson plan of graded materials**

### **Topic: “Describe Your Neighborhood”**

#### **Objective:**

Identify the students’ comprehension when reading graded materials.

#### **Warm Up:**

T presents some pictures about preposition of places to do a “**Matching**” and asks for Sts to identify what is about: between, across from, behind, etc. (5 min)

#### **Activity 1:**

The teacher shows an article called: “**Liberty city**”. Students are going to read an article and they will ask some questions. (15 min)

#### **Activity 2:**

The teacher shows an article called: “**Loren’s Neighborhood**”. Students are going to read an article and they will ask some multiple choice answers. (15 min)

#### **Wrap up:**

The T asks for two volunteers to play “**Running Dictation**” game in which each representative dictate, as quickly as possible, his/her group all the prepositions the teacher shows in pieces of paper. (5 min)

#### **Survey**

Ask to five Students to answer the survey about their experience in class. (10 min)

#### **Didactic resources:**

Flash cards, markets, board, pieces of color paper and audio record, copies about readings and surveys.

## “LIBERTY CITY”

(Reading)



Our city name is liberty, it is a small city. It only has twenty thousand inhabitants or citizens. The park is in the middle of the city, it is a very large park. The church is large too, and it is across from the bank. The hospital is at the corner of Oakland Avenue and “D” Street. There is a medical center at the corner of Main Street and Lincoln Avenue; there are several clinics in the building.

Doctors and nurses work in the clinics taking care of patients every day. There is a nice hotel at the corner of Oakland Avenue and “B” Street and the biggest drugstore of the city is across from the hotel.

Our principal avenues are Lincoln and Oakland, they are wide and clean. Our city is quiet and calm. We don’t have many cars, trucks and buses. Our park is clean and very fresh. Everything is pretty in our city. We love to live in liberty city.

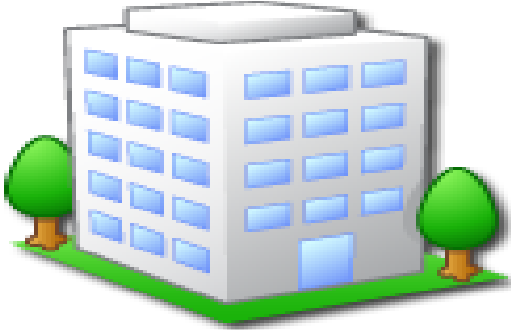
Source: Book: English, “What a funny language”, level 5.

**DIRECTION: After read the reading part, answer the following questions.**

1. What is the name of the city? \_\_\_\_\_
2. How many citizens does the city have? \_\_\_\_\_
3. Where is the park? \_\_\_\_\_
4. Where is the church? \_\_\_\_\_
5. Where is the hotel? \_\_\_\_\_
6. Where is the hospital? \_\_\_\_\_
7. Where is the medical center? \_\_\_\_\_
8. Where is the drugstore? \_\_\_\_\_
9. Which are the two principal avenues? \_\_\_\_\_

## “LOREN’S NEIGHBORHOOD”

(Reading)



I'm Loren Taylor. My address is 5432 park Boulevard. I live on the fourth floor of my building. This is my neighborhood. It's very nice. There's a park across from my building. The name of this park is "central park" because it is in the middle of the city. There's a museum around the corner from the park. The bus stop is across from my apartment. There's a post office nearby and there's a very nice Laundromat between the post office and the drug store. My neighborhood is in Greenville city. Greenville is a small city but it is beautiful. There are many important buildings around my neighborhood: the bank, the post office, the library, the university, the supermarket, the bus station, and the shopping mall. There's a movie theater between the bank and the supermarket. The library is across from the university. There's a hospital behind the bus station, and there's a church in front of the hospital. I like my neighborhood very much. It's very nice, clean and everything is nearby.

Source: Book: Welcome to the English language, by: R. Aquino. Text/workbook 3

**PART A: DIRECTION:** According to the reading, choose the best answer.

1. Where is the park?
  - a) Behind her building
  - b) In the middle of the city
  - c) In the boulevard
  
2. Where is the movie theater?
  - a) In the neighborhood
  - b) Between the bank and the supermarket
  - c) In the corner of her building
  
3. Where is the bus stop?
  - a) across from her apartment
  - b) in the corner of her building
  - c) Greenvillage
  
4. Is there a zoo nearby?
  - a) yes
  - b) no
  - c) it is not mentioned
  
5. What's the girl's name?
  - a) Taylor Lorens
  - b) Loren Taylor
  - c) Lorens Taylor

**PART.B. DIRECTION:** with the reading "Loren's Neighborhood", fill in the blank.

6. What floor does she live on?

---

7. What's between the post office and the drug store?

---

8. Does Loren like her neighborhood?

---

9. What's around the corner from the park?

---

10. What's between the bank and the supermarket?

---

## **ANSWER KEY**

### **LIBERTY CITY:**

- 1) Liberty city
- 2) Twenty thousand
- 3) It is in the middle of the city
- 4) It is across from the bank
- 5) At the corner of Oakland avenue and B street
- 6) It is at the corner of Oakland Avenue and D Street.
- 7) At the corner of main street and Lincoln avenue
- 8) It is across from the hotel
- 9) Lincoln and Oakland

### **LOREN'S NEIGHBORHOOD:**

#### **PART "A"**

- 1-b
- 2-b
- 3-a
- 4-c
- 5-b

#### **PART "B"**

1. She lives on Fourth floor
2. There's a very nice Laundromat
3. Yes, she does.
4. There is a museum
5. There is a movie theater



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

SURVEY

Semester I / 2016.

Date: \_\_\_\_\_

**\*\*Graded Material.**

**OBJECTIVE:** To identify the main factors that affects students' reading motivation of the Basic, Bachelor in English Teaching Language, Foreign Language Department, at University of El Salvador.

**DIRECTION:** According to your experience of the previous class, write a check (√) in the box that is the best for you.

N°	Statements	Yes	No	More or less
1.	The graded article was boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The graded article was exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I found this material too easy for understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I felt motivated to keep on my reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I felt comfortable with this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I had some doubts about the material that I used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	It would be much better if teacher brings this kind of materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I would keep my reading habit with this kind of material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I would continue reading with this kind of material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I would recommend to my partners this kind of material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





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

*Semester I / 2016.*

*Date:* \_\_\_\_\_

*\*\*Graded Material.*

### **INTERVIEW**

**OBJECTIVE:** To identify the main factors that affects students' reading motivation of the Basic, Bachelor in English Teaching Language, Foreign Language Department, at University of El Salvador.

**DIRECTION:** According to your experience in this class answer the following question.

- 1- Are "Liberty City" and "Loren's Neighborhood" good reading materials for the English Learning Process?
  
- 2- What is the most significance experience in class?
  
- 3- How motivated do you feel when you read these materials?
  
- 4- Do you consider these types of materials are appropriate in this level? Why?
  
- 5- Do you consider these materials are appropriate to increase your reading motivation? Why?



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

**CLASS OBSERVATION GUIDE USING GRADED MATERIALS**

**OBJECTIVE:** To recollect the information by observing the different classes in order to know how the use of authentic and graded materials can keep reading motivation of Basic Intensive English students, semester I-2016

	CRITERIA	YES	NO	OBSERVATIONS
1	Students are motivated to read in English when graded material is being used.			
2	Students understand the instructions of the graded reading task.			
3	Do the students have problems understanding the content of the graded material?			
4	The graded materials used in class are interesting for the students.			
5	The graded material is appropriated for the level of students.			
6	Express preference for this material.			
7	Students answer every single question about graded material with similar concepts, but at an easier reading level.			
8	Students fully understand all the exercises about graded material.			
9	Students mark the correct answers rather than the incorrect ones in the exercises of graded material.			
10	Students develop easier a pair-work activity using graded material.			

### C) Lesson Plan of authentic and graded materials

#### Topic: “Like and dislikes”

**Objective:** To identify the students’ comprehension and motivation when reading authentic and graded materials using the reading technique “Scanning for specific information”.

**Warm up:** The T divides the class in two groups to show some pictures about foods, sports, colors, animals, etc. to ask for Ss. “Do you like it?” Then, she/he will answer “yes, I like it” or “No, I don’t like it” to do a “**Tic Tac Toe**” game. (5 min)

#### Activity # 1

The T presents an authentic reading material for Ss “**Essay on my likes and dislikes**”. Then, they will answer some questions according to it. (15 min)

#### Activity # 2

The T presents a graded reading material for Ss “**Things I like or I don’t like**”. After that, they will answer some questions about it. (15 min)

#### Wrap up:

The T organizes the class to play “**The Gossipy Phone**” game in which Ss tell in the ear of each other a sentence like the models:

I like tomatoes, but I don’t like onions.

I like English, but I don’t like Math.

I like soccer, but I don’t like tennis. (5 min)

#### Survey:

The T asks for Ss to answer a questionnaire and an interview about the two reading materials used in class in which they will express what of the two topics increase their reading motivation. (10 min)

#### Didactic resources:

Flash cards, markets, board, and audio record, copies about readings and surveys.

## ESSAY

### “Essay on My Likes and Dislikes”

By Susil Kumar

Man is but a bundle of peculiar tastes and manners—likes and dislikes. Some relish a dish of meat while others hate it. Curd is such a useful thing and most people like it but there are people who hate it like anything. Similarly, I, too, have my own likes and dislikes.



Of all the seasons I like winter the best. It is a season of picnics and hard work. I can sit up long hours poring over my books in the stillness of the night. I simply dread the summer season with the blazing sun, intense heat and the dry hot winds. It is the season when we perspire profusely and the breeze of the fan does very little to relieve the discomfort we feel. The rainy season too, is a nuisance. I dislike it because it spoils the clothes I wear and forces me to stay indoors.

I dislike people who tell a lie for their selfish gain. My blood boils when I see people dying to cheat others. Such people are very harmful to the society. Trust begets trust, they say. These people poison the atmosphere with foul suspicion. I love frank, straightforward people. They might appear to be rough at first but they are the people who never do anyone any harm. It is but for goes these people that the world is a place worth living.

I do not like to waste my spare time in idle talks or in backbiting others. It is not in my nature to speak ill of others. I hate people who always find faults with others. These are the pests of the society and I would like to keep them at an arm's length. I like to spend my leisure in reading a good book or listening to light music or a skit or a drama on the radio. During holidays I love to travel and visit places of historical interest and thus add to my general knowledge. The scenes and sights of nature please me. The gay company of my friends cheers me. It is a sort of tonic for me. Lastly, I dislike being sermonized by elders. It is like swallowing a bitter pill. I understand my duties and responsibilities and I do not like to be told to do this thing or that. It is for this very reason that I cannot stand the rebuke of my teachers, however well-intentioned they may be. What I like most is sympathy and understanding from my elders.

Source:<http://www.publishyourarticles.net/knowledge-hub/essay/essay-on-my-likes-and-dislikes/5028/>

**DIRECTION:** ACCORDING TO THE READING, ANSWER THE FOLLOWING QUESTIONS.

1. What does Susil Kumar dislike the rainy season?

---

2. What kind of people does he dislike?

---

3. In what moment does the Kumar's blood boil?

---

4. What kind of people does he love?

---

5. What does he dislike to waste in his spare time?

---

6. What does he like to spend in his leisure time?

---

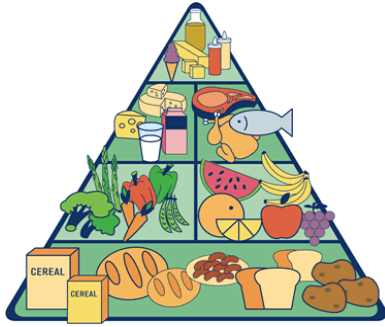
7. Why does he dislike being sermonized by elders?

---

8. What is he like most from elders?

---

## ARTICLE



### “Things I like or I don’t like”

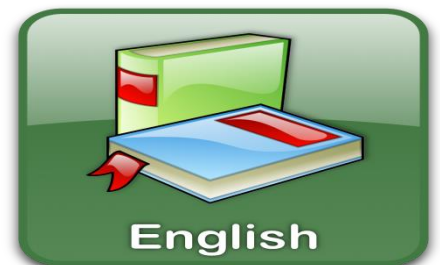
Hello, mates!

My name’s David and I’m 12 years old. I am from London, the capital city of the UK. Today I’m writing about the things I like or don’t like. It isn’t easy because there are too many things to talk about. That’s why I have to concentrate my opinions on two or three topics.

To start with, let’s talk about food and drinks. I don’t like fish very much, but I like meat. I really like fast food (pizza, hamburgers, chips, hot-dogs...), but my favorite snacks are pizza and hamburgers. Pizza is delicious with coke, but I prefer lemonade and orange juice to coke. I also like mineral water (sparkling or still), milk and white coffee. Tea is ok, but I hate alcoholic drinks! When it comes to fruit... I really adore strawberries, but pears are not my cup of tea. I like grapes and I love oranges! Apples are very good. You know the old saying: “An apple a day keeps the doctor away”. I’m not a fan of vegetables, but my parents and teachers say they’re very important. I think they’re right. I really hate broccoli, but carrots are ok. I detest cucumber salad, but I like mixed salad (lettuce and tomatoes). I’m crazy for mushrooms, but I really don’t like onions.

And now... school! I love playing with my friends in the playground. I don’t like History very much and I hate my Maths lessons! Anyway, I like Gym and Art, but I prefer Science because I’m crazy for animals. I really like Music and I love my Portuguese lessons, but my favorite subject is English, of course!

And you? What do you like?



Source:<http://makilosmarts.blogspot.com/2013/11/lets-practice-some-readings-and.html?m=1>

**DIRECTION:** ACCORDING TO THE READING, ANSWER THE FOLLOWING QUESTIONS.

1. Does David like fish?

\_\_\_\_\_.

2. Does he really like fast food?

\_\_\_\_\_.

3. What are David's favorite snacks?

\_\_\_\_\_.

4. Does he like alcoholic drink?

\_\_\_\_\_.

5. Is he fan of vegetables?

\_\_\_\_\_.

6. Does he really hate carrots?

\_\_\_\_\_.

7. Does he detest cucumber salad and onions?

\_\_\_\_\_.

8. Why does he prefer Science?

\_\_\_\_\_.

9. Does he love his Portuguese lessons?

\_\_\_\_\_.

10. Is English his favorite subject?

\_\_\_\_\_.

## **ANSWER KEY**

### **AUTHENTIC MATERIAL**

1. Because it spoils the clothes he wears and forces him to stay indoors.
2. He dislikes people who tell a lie for their selfish gain.
3. His blood boils when he sees people trying to cheat others.
4. He loves straightforward people.
5. He does not like to waste his spare time in idle talks or in backbiting others.
6. He likes to spend his leisure in reading a good book or listening to light music or a skit or a drama on the radio.
7. It is like swallowing a bitter pill (He understands his duties and responsibilities and he does not like to be told to do this thing or that).
8. What he likes most is sympathy and understanding from his elders.

### **GRADED MATERIAL**

1. No, he doesn't like fish.
2. Yes, he really likes fast food.
3. His favorite snacks are pizza and hamburgers.
4. No, he hates alcoholic drinks.
5. No, he isn't a fan of vegetables.
6. No, he doesn't hate them. They are ok.
7. Yes, he detests them.
8. Because he is crazy for animals.
9. Yes, he does.
10. Yes, it is.





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

Semester I / 2016.

Date: \_\_\_\_\_

\*\*\*Authentic and Graded Material.

**SURVEY**

**OBJECTIVE:** To identify the main factors that affects students' reading motivation of the Basic, Bachelor in English Teaching Language, Foreign Language Department, at University of El Salvador.

**DIRECTIONS:** According to you, write a check (√) in the box that is the best for you.

N°	Statements	Essay(s)	Article(s)	Both of them	No one
1.	I enjoy reading information from this material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The most interesting reading is from this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The easiest material to read in English is this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The most boring material to read is this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I feel comfortable with this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	It is much better when the teacher brings this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I feel motivated to read I feel motivated to read this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I will keep my reading habit with this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I will continue reading with this kind of material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I will recommend this material to my partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

*Semester I / 2016.*

*Date: \_\_\_\_\_*

**\*\*\*Authentic and Graded Material.**

### **INTERVIEW**

**OBJECTIVE:** To identify the main factors that affects students' reading motivation of the Basic, Bachelor in English Teaching Language, Foreign Language Department, at University of El Salvador.

**DIRECTION:** According to your teaching experience answer the following questions.

- 1- Which materials do you consider that is better for English Learning Process the Essay (authentic) or the Article (graded)?
  
- 2- What is the most significant experience when you used both the Essay and the Article in the same class?
  
- 3- How motivated do you feel when you have to read the Essay?
  
- 4- How motivated do you feel when you have to read the Article?
  
- 5- Which material do you consider is the most appropriate to increase your reading motivation the Essay or the Article? Why?



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**CLASS OBSERVATION GUIDE USING BOTH AUTHENTIC AND GRADED MATERIALS**

**OBJECTIVE:** To recollect the information by observing the different classes in order to know how the use of authentic and graded materials can keep reading motivation of Basic Intensive English students, semester I-2016.

	<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATIONS</b>
<b>1</b>	Students are motivated to read in English when both materials are being used.			
<b>2</b>	Students understand the instructions of both materials reading task.			
<b>3</b>	Do the students have problems understanding the content of both materials?			
<b>4</b>	Both materials are used in class are interesting for the students.			
<b>5</b>	Both materials are appropriated for the level of students.			
<b>6</b>	Express preference for both materials.			
<b>7</b>	Students answer every single question about both materials with similar concepts, but at an easier reading level.			
<b>8</b>	Students fully understand all the exercises about both materials.			
<b>9</b>	Students mark the correct answers rather than the incorrect ones in the exercises of both materials.			
<b>10</b>	Students develop easier a pair-work activity using both materials.			

### 7.2.3 Classes pictures







**7.2.4 Timetable:** The timetable below shows the estimated activities and dates 2016-2017 of the research project.

Nº	MONTH/ACTIVITY	SEPT 2015	OCT.	NOV.	DEC.	JAN 2016	FEB.	MAR.	APR.	MAY.	JUN.	JUL.	AUG.
1	First group meeting: Deciding the research topic. Delimiting the research Project.	█											
2	Second group meeting developing the research profile.		█										
3	First meeting with the tutor to present the profile.		█										
4	Meetings with tutor to present the research profile with corrections.		█	█	█	█							
5	Meeting with the coordinator to present the research profile.				█								
	(VACATIONS)				█	█							
6	Group meeting (Theoretical framework).				█								
7	Meeting with tutor.					█							
8	Group meeting to work on the study research.					█							
9	Meeting with tutor.						█						
10	Group meeting to work on the hypothesis for the research.						█						
11	Meeting with tutor.							█					
12	Group meeting to work on the Research design.							█					
13	Meeting with tutor.								█				
14	Group meeting to work on the study research.								█				
15	Group meeting to work on the data gathering process.								█	█			
16	Meeting with tutor.										█		
17	Group meeting to work on the data analysis.									█	█		
18	Meeting with tutor.											█	
19	Group meeting to work on the research report.											█	█
20	Meeting with tutor.												█
21	Meeting group to polish details on the final report.												█
22	Thesis defense.												█

	ACTIVITY/MONTH	SEPT	OCT	NOV	DEC	JAN 2017
23	Meeting with tutor.	■	■			
24	Group meeting to work on the data analysis.		■	■	■	
25	Meeting with tutor.			■		
26	Group meeting to work on the research report.			■	■	
27	Meeting with tutor.				■	
28	Group Meeting to polish details on the final report. (vacations)				■	■
29	Thesis defense.					■