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The use of authentic materials in the Readings and Conversation II courses offered in the B.A in Modern Languages: Specialization in French and English and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador, semester I-2018.

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INTRODUCTION

The current research project was focused on the use of authentic materials in the Readings and Conversation II courses offered in the B.A in Modern Languages: Specialization in French and English, and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador, Semester I-2018. The purpose of the research project was to analyze if the students are exposed to authentic materials so that they can develop their macro language skills and if the use of authentic materials in these courses have an impact on their language. Second and Foreign Language theories say that student´s exposure to more authentic, real-life material for input in the classroom generates better learning in a new language. Providing learners with input "a bit beyond (their) current level of competence (i+1)" that can be understood "with the help of context or extra-linguistic knowledge" enables them to acquire the underlying structures (Krashen, 1982).

During the development of the research, the team administered a survey to the students of Readings and Conversation II courses, as well as a questionnaire was administered to some of the teachers of the course. A checklist was used in the observation of some classes during the period of four weeks. All the instruments mentioned above helped the research team to gather data in order to make a final report of the use of authentic materials in the Readings and Conversation II courses offered in the B.A in Modern Languages: Specialization in French and English, and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador, Semester I-2018.

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1. PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

Nowadays in EFL classrooms at the University of El Salvador, either for English Teaching major or Modern Languages major, the most common source to teach English is the coursebook. So it could be pointed out that the majority of materials used to teach classes in the classrooms of the Foreign Language Department are tested and prepared materials adjusted to the level of the students. Textbooks provide instant materials which are tried and tested already (Gower Philips & Walters, 1995, p. 77). As a result, teachers do not need to spend time making materials. Therefore, it saves a lot of time and it reduces preparation load from the teachers. O'Neil and Sheldon (cited in Awasti, 2006, p.3) think that ready-made textbook materials saves teacher's preparation time which they can spend in other important area. Textbooks are good as the main tool to teach English.

However, one of the main functions of the second-language classroom should be to provide learners with authentic language. Morrison (1989) also believes that authentic listening materials can and should be used at all levels from beginners to advanced learners. The teacher should exploit more authentic texts in all levels of language instruction in order to involve students in activities that reflect real-life listening.

The researchers think that the prepared materials or non-authentic materials do not challenge the students one step beyond their current stage of linguistic competence. Sometimes, the textbooks used in advanced courses do not have big difference with the material used in intermediate courses, so students who come from the intermediate level to the advanced courses do not make a big improvement in their knowledge. Most of the time students are not prepared to face a real life situation in which real native English is used. For example, in most English academies when they interview people for the job they are looking for a person with a native accent. Even if students look for a job in a call center they will face the issue that they will not comprehend in most of

the cases what the native speaker is saying which creates a very unpleasant experience. Students need to be ready to read any type of English book no matter how difficult the vocabulary is, maintain a conversation with native speaker no matter the accent they have or the speed in which they talk.

It is very important to combine authentic materials with non-authentic material so that students can have a balance. It might result difficult to use authentic material but the more teachers and students use authentic materials a great deal the faster they will improve. Teachers must encourage students to use authentic materials in all their classes or when applicable, especially in the English classes so students can be challenge in their knowledge one step beyond their capacities. We as researchers think that Readings and Conversation courses must be more relevant; therefore, teachers should start applying the use of authentic materials in their classes so all students at the end of these courses could be able to read any type of text easily, no matter the grammar structure or vocabulary of the texts.

1.2 OBJECTIVES

1.2.1 General objective:

● To analyze the use of authentic materials in the Readings and Conversation II courses offered in the B.A in Modern Languages: specialization in French and English and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador, Semester I-2018.

1.2.2 Specific objectives:

● To identify the impact of the use of authentic materials in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching in listening activities.

● To describe the use of authentic materials in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching in reading activities.

● To measure the frequency in which authentic materials are used by teachers in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching

1.3 RESEARCH QUESTIONS

1.3.1 General Research Question

- What is the opinion of teachers about the use of authentic materials in the Readings and Conversation II courses offered in the B.A in Modern Languages: specialization in French and English and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador?

1.3.2 Specific Research Questions

- What impact do authentic materials have in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching?

- What are the arguments that teachers have in favor of using authentic materials in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching?

- What arguments do teachers have against the use of authentic materials in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador?

- How frequently do teachers of the Foreign Language Department at the University of El Salvador use authentic materials in the Readings and Conversation II courses offered in the B.A in Modern Languages: specialization in French and English and in the B.A in English Teaching.

1.4 JUSTIFICATION

The current research work was done with the aim of verifying if the use of authentic materials functions as a strong stimulus for the development of the macro skills for the Readings and Conversation II students from the courses offered in the B.A. in Modern Languages: Specialization in French and English and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador, Semester I-2018. Nunan (1997) mentioned in Widdowson (1990), that he believes that exposing learners to authentic materials is indispensable because of the rich language input they provide. Exposing students to such language forms will enable them to cope with genuine interaction, whether if it is inside or outside the classroom.

Researchers claim that when authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. As mentioned in Lin (2004) different researchers such as *Lee* (*1995*), *Little*, *Devitt, & Singleton* (*1988*), *Peacock* (*1997*), and *Shei* (*2001*) "Authentic materials are intrinsically more active, interesting and stimulating" This same theory applies for EFL classrooms. In the Foreign Languages Department little practice on this matter is observed, and that might somehow explain why developing listening ability and later, oral fluency, is a difficult task for most students.

By doing this research on the use of authentic materials, it is expected to gather useful and significant information that can contribute to the improvement of teaching and instruction techniques to have a more optimal and meaningful learning process. At the same time, the research team intends to motivate teachers to use this type of materials more frequently in their classes. Even though this research was done with four groups, the results were a referent for the entire population of the Department at lower levels. This might show that using authentic materials is important for the development of reading comprehension, which reinforces speaking at later stages. Furthermore, it is expected that the findings of the research can give path to new studies on this

matter; as well this can contribute to more interest in students' learning and the enhancement of teaching instruction techniques.

Through this research it is expected to demonstrate how the use of authentic materials helps in the Reading and Conversations classes to prepare students to read and acquire new vocabulary and to read any type of authentic, text like non-graduated books, magazines, adds, blogs, newspapers etc. It is expected that by using authentic materials for reading, the students will also get better in other skills like speaking and writing for example. It is important to find out that only with the use of a course book, students may learn a lot about grammar, vocabulary and writing exercises, but they do not have the opportunity to know and use vocabulary, idioms, and expressions that native speakers use. But it is expected to demonstrate that by using authentic reading materials students will have a better insight on how the use of movies, magazines, brochures, articles, books among others, will make students capable of using real language and be ready to use that language, not only in the classroom, but also in the real world.

Besides that, part of our research project was to recommend and let English teachers know about the benefits of using authentic material in Readings and Conversation courses to and not only for the English courses. We as the research group expect that the main findings and suggestions made through those findings can benefit teacher and specially students.

1.5 DELIMITATION OF THE PROBLEM

This research will focus on four groups out of nine of Readings and Conversation II courses offered to B.A in Modern Languages: Specialization in French and English and to the B.A in English Teaching of the Foreign Language Department at the University of El Salvador, in the semester I, 2018.

2. THEORETICAL FRAMEWORK

The subject of study is the use of authentic materials in EFL classes. Thereby, it is necessary to start by defining what authentic materials really are. Firstly, the conceptualization of teaching/learning materials has to be stated concisely and explicitly. In essence, the term material refers to resources in the classroom which students are able to use with the purpose of improving and complementing their learning process. For instance, a book, a photocopied handout, a poster, a flashcard, a whiteboard, or any technological equipment can be defined as material because they act in a complementary way in the teaching/learning process and include the characteristics mentioned before. As Tomlinson (1998) asserts, they are "anything which is used to help to teach language learners. Anything which presents or informs about the language being learned."(p.11).

Although it is easy to delineate the meaning of the term teaching/learning materials, the concept of authenticity is a bit more complex of classifying since there are several different authors who have attempted to define it in the field of second language teaching. For example, Heitler (2005) states that "authentic materials are any texts written by native English speakers for native English speakers", while Tomlinson (1998) ascertains that an authentic text is "a text not written or spoken for language teaching purposes." Likewise, Kramsh (1993) adds "the term 'authentic' has been used as a reaction against the prefabricated artificial language of textbooks and instructional dialogues, it refers to the way language is used in non-pedagogic, natural communication", and Little and Singleton (1988) declares that "an authentic text is a text that was created to fulfill some social purpose in the language community in which it was produced". In the same line, Harmer (1991) defines authentic texts as "materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language", and Sanderson (1999) complements the description of authentic materials saying that they are "materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that is written for a native-English-speaking audience.

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

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

The use of authentic materials in the classroom is discussed by many authors mainly focusing on students being benefited from the exposure to real language used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible.

One of the main reasons for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the

language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used.

There is an ongoing debate about the value of using authentic materials in language teaching. Many academics express their thoughts about how beneficial those materials can be. On the contrary, there are some disadvantages of using authentic material in language learning. Maria Spelleri (2002) thinks that the language used in text books are only valid in a classroom environment whereas the requirement of real life English is different and this difference has not yet been closed by the use of text books because, as we all know, learners have to deal with the language of brochures, office work, application forms and so on. Spelleri looks for two criteria while selecting authentic materials. The materials need to give new information to help the student. A small booklet about poisonous animals in the place where the student lives might be a good example. The second criterion is how those materials are adaptable so they should not contain complicated words. The materials need to have either some pictures or clear separation of text like bullets or numbers. Academics claim that the purpose of using authentic materials is to prepare students for their social lives. In other words, the authentic materials are used in order to close the language gap between classroom knowledge and real life.

Advantages of using authentic materials.

According to Jane Crawford (1995), language is functional and must be contextualized. The author believes that it is impossible to understand the real meaning of any interaction without knowing who the participants are or their social distance from the event referred to. For instance, a video drama needs to assist language in a meaningful way. The second point is language development which requires learner engagement with the purpose of use of the language. The focus of input and output materials needs to be on whole texts. The study of grammatical structure shows us how to use language forms in a meaningful context. The teacher's role is again to decide whether those materials are suitable for learners or not and can be used as a reference by students in the future. The next key point is that the language should be realistic because it is hard to find accurate material which satisfies student needs. At the

same time it is also hard for teachers to obtain materials that are really appropriate quality lawfully.

For many learners those materials will be model for a specific topic in their future education. Materials need to be flexible for students in order to develop new skills and strategies as well. Those strategies need to be applicable in other contexts. Teachers need to take extra care about students' background and learning abilities in class activities therefore they adapt materials to the context in which learning takes place. There must be an open interaction between students and teachers to understand the cultural values of both teachers and students.

Authentic materials are mostly accepted as beneficial in language learning. Ruth E. Larimer and Leigh Schleicher (1999) focus on the advantages of authentic materials: "Learning is enhanced by the use of texts of particular interest to a class. There will be an increase in variety and spontaneity in classes that introduce authentic materials"

Elizabeth Hanson-Smith (2001) believes that when using the computer, learners' motivation and learning skills improve. She thinks there are great advantages of video use in class activities. She implies videos can model spoken language as well as developing listening skills without making demand on reading skills. Students can hear crucial information, pauses and even understand emotions by watching. One of the academics from the National Centre for English Language Teaching and Research, Erica Garvey (2007) illustrates the importance of authentic materials in language teaching. She points out that the first advantage of teacher-made materials is that they may be customized with a particular group of students in mind. According to the lecturer, the second advantage of those materials is their effect on student motivation. She also accepts that those materials provide a model of handwriting and layout so students can evaluate their own work.

Disadvantages of using authentic materials

On the other hand, there are some significant disadvantages of using authentic materials in comparison with textbooks. Guariento and Morley (2001) remind us that the use of authentic materials makes especially lower level students confused and demotivated by the complexity of language and performance conditions unless the simplest authentic texts are carefully selected by the teachers. Hence, the selected material should maintain sense of learner's response and it should engage the learner's interest. All textual inputs need to be successfully done by teachers because it may reduce opportunities for students' comprehensible input and cause frustration between lower level learners. So, the preparation stage often demand time consumption for instructors. Based on Guariento and Morley, authentic texts are only used when students reach intermediate level in the teaching of grammar. Because it is considered that authentic texts are difficult for beginners. It is also the instructor's responsibility to choose exploitability high materials, and presentation of authentic texts to grab the student's attention in the second language classroom.

Authentic materials vs. textbook-based materials

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

Tomilson (2001) believes that since the contrived materials focus on the target form or structure they can be more helpful to learners although he further claims that if meaningful exposure to language is aimed at authentic materials better prepare learners. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used

by native speakers. Constructed materials are advantageous because they use more familiar structures and words. These are more appropriate when a new grammatical structure is to be introduced or reinforced. However there are disadvantages seen for constructed materials such as being less interesting and not introducing real world reading to learners (Horwitz, 2008). She further states that when there is an aim of intensive reading both authentic and constructed materials are advised to be used while for extensive reading authentic materials are preferred. With the concern of textbook materials, unlike Tomilson and Velazquez who favor contrived materials in textbooks, Shrum and Glisan (1994) highlight that: unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented. (cited in Hwang, 2005)

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

Bell (2005) comparing simplified and contrived texts with authentic materials insists that although the burden that students have with simplified texts is less in understanding, authentic texts are advantageous since students face the real language written for and used by the native speakers. Besides, simplification may sometimes be detrimental to understanding because of "grouping". To define grouping Joiner (1984) brings an insightful example which

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

As Bell further explains grouping can be called as one of the natural cues that authentic materials provide which is very helpful in understanding the meaning of unknown words in a set. Having reviewed different views on textbook-based materials, (Beeching, 1982; Byrd & Reid, 1995; Hwang, 2005; Jioner, et al. 1989; Mueller, 2003; Porter & Roberts, 1981), Su (2007) concludes that textbook based materials are far from reflecting real language use and they are teacher-centered rather than learner-centered. Also learners are poorly motivated working with such materials.

Berardo (2006) criticizes non authentic materials for being unnatural and unlike what learners will encounter in real world. He believes that for teaching reading skills such materials are not suitable. Concluding from what we read in literature, it is comprehensible that practitioners magnify the use of authentic materials as a factor to improve learners' motivation while at the same time they do not repel the total use of materials specifically designed for language learners.

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

Although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to

obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to demotivation and discourage learners from learning the target language. Kim (2000) and Kilickaya (2004) state that authentic materials can be used with advanced and intermediate level learners only. Other researchers such as Miller (2005) and McNeil (1994) have another view. They believe that authentic materials can be even used with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials, on one condition: that is, if they are used in the classroom in the same context that they were designed for, in the real world

Authentic Materials & Authenticity: Sources and Choices

Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes" (Wallace 1992:145) They are therefore written for native speakers and contain "real" language. They are "...materials that have been produced to fulfil some social purpose in the language community." (Peacock (1997), in contrast to non-authentic texts that are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of "false-text indicators"that include:

-perfectly formed sentences (all the time);

-a question using a grammatical structure, gets a full answer;

-repetition of structures;

-very often does not "read" well.

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of "real" texts. If authentic texts have been written not for language learning purposes but for completely different ones, where do they come from and how are they selected?

The sources of authentic materials that can be used in the classroom are extensive, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Often by having unlimited access in the workplace, looking for materials costs nothing, only time. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom.

Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. Nuttall gives three main criteria when choosing texts to be used in the classroom *suitability of content, exploitability and readability.*

Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that cannot be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms

present. It is important to assess the right level for the right students. Variety and presentation also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for Specific Purposes (ESP). One of the advantages of using texts dealing with the same subject area is that they use the same vocabulary, with the student having to make very little conscious effort to learn it. While on the contrary, the student becomes highly specialized in that particular area and not in others.

The "authentic" presentation, through the use of pictures, diagrams, photographs, helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used. A more "attractive" text will appeal to the student and motivate them into reading. It may seem to be a very superficial aspect but the appearance of any article is the first thing that the student notices. An "attractive" looking article is more likely to grab the reader's attention rather than a page full of type. Very often it is so easy to just download an article from the Internet and present the student a page full of impersonal print, without taking any of these factors into consideration.

Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the students' intelligence without making unreasonable linguistic demands, does the language reflect written or spoken usage? Is the language in the text natural or has it been distorted in order to try and include examples of a particular teaching point? It is also important that the text lends itself to being studied, can good questions be asked about it or tasks based on it created? Above all does the text make the student want to read for himself, tell himself something he doesn't know as well as introduce new and relevant ideas?

Important Factors in Choosing Authentic Reading Material

❖ Suitability of Content   Does the text interest the student?
Is it relevant to the student's needs?
Does it represent the type of material that the student will use outside of the classroom?

❖ Exploitability   Can the text be exploited for teaching purposes?
For what purpose should the text be exploited?
What skills/strategies can be developed by exploiting the text?

❖ Readability   Is the text too easy/difficult for the student?
Is it structurally too demanding/complex?
How much new vocabulary does it contain? Is it relevant?

❖ Presentation   Does it "look" authentic?
Is it "attractive"?
Does it grab the student's attention?
Does it make him want to read more?

The Use of Authentic Reading Materials in the Classroom

One of the main ideas of using authentic materials in the classroom is to "expose" the students to as much authentic materials as possible. Even if the classroom is not a "real-life" situation, authentic materials play a very important role within it. Students are exposed to real language and not predetermined language of course textbooks.

Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language (Guariento & Morley 2001). They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom:

"Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people." (Nuttall 1996)

The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better a reader he will become, not only improving his language level but also confidence. If the text interests the learner it can also be related to his own experiences. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language (L1). Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language.

What can serve as authentic materials?

In today's globalized world, examples abound, but the most commonly used perhaps are: newspapers, tv programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), advertisements for events, course catalogues from schools and so forth, such materials have their advantages and disadvantages to classroom students.

Types of texts used in language learning

Teachers and students are naturally attracted to authentic texts. Finding that you can read something designed for a native speaker is motivating, and developing strategies to deal with 'real' texts enables students to read more confidently and extensively outside the classroom. But, teachers also need to consider just how helpful the authentic text we choose actually is for our students. Authentic texts can be helpful at any level. Beginners need simpler types of texts as compared to advanced students who have previous knowledge. That is why teacher should be very critical and take into consideration issues like the difficulty, the interest and the topics. Many of the features of authentic texts are far more complex than we might realize at first glance.

Authentic materials gradually made their way into textbooks in the form of advertisements, brochures, menus, schedules, recipes, songs, and other items utilized in daily life. Other types include articles, in newspapers and magazines, movies, movie trailers, pictures, documentaries, interviews, broadcasts of different types. However, literature was still not viewed as suitable material for language learning. There is an almost limitless supply of materials available online that come directly from the target cultures of the languages we teach. These resources provide "real life" linguistic input as well as valuable cultural information for our students. Students learn important topics through materials like audio, video, books, journals, magazines, newspapers and online resources.
Furthermore, multimedia technology affords the learner multiple ways of learning a language from real-life material. It is a powerful blend of computers, video,

photography, and sound. The materials available on the internet can meet all demands, according to level and interest in language teaching:

❖ Music

Mama Lisa's World of Childrenand International Culture: A neat site with children's songs, nursery rhymes, stories and other materials from around the world. The site can be viewed in English, French and Spanish, but the song's lyrics are available in many languages

.**Languages Online:** Series of well-organized lessons, games, songs and other teaching/learning materials for beginning ESL and other languages.
Youtube: collection of songs and lyrics

.
❖ Television and Videos

LangMedia: features video clips of interviews and discussions with people from many different countries and of many different ages and walks of life. Some interviews and discussions are in English; more are in the language(s) of the countries involved. Translations and/or transcripts are given for all non-English video clips. Topics include family, food, education, religious and cultural customs, work, art, sport, travel, and more.

WWITV: a huge collection of free live internet TV stations streaming online. A portal to watch live and on demand TV broadcasts from around the world.

❖ Podcasts and Radio

OMNI Radio: search for all live radio stations of the world by country.
Foreign Internet Radio: online news radio, talk, information programs, and music programs featuring music in many languages.
❖ Magazines and Newspapers

Newseum: A site that (among other things) collects images of the front page of newspapers from around the world. Click "sort papers by region" to find a specific country.

OMNINews: search for newspapers from around the world by country.

World Press: One of the web's largest and most comprehensive directories of World Newspapers and Magazines, sorted by Country, region, and political affiliation.

AllYouCanRead: massive media directory of 22,800 local and international magazines and newspapers from all over the world. Over 200 countries are represented.

❖ Children's Literature and Folklore

International Children's Digital Libraryan: amazing resource for online children's picture books in many languages.

Aaron's Storybook: A good collection of folktales, myths, legends, magical tales, sacred stories and more from around the world; all in English

.

❖ Games and Fun

Childtopia: a large collection of educational games, tales, listening and reading comprehension activities and even arts and crafts project videos in English and other languages.

3. METHODOLOGY

3.1 Research design

It is stated that a non-experimental design is one that is done without manipulating the variables deliberately. It is an investigation where the researchers do not intentionally vary the independent variables. What the researchers will do in non-experimental is just to observe phenomena as occurred in their natural context, for its late analysis. Researchers will record the information that is present in a population, but they do not manipulate variables and also the data gathering process takes place as a single point in time.

It was not necessary to make any changes in the procedure of collection of data. The participants were studied naturally with no external variables. Readings and Conversations II students completed the questionnaire without previous advice, no information was provided to them but the purpose of the study. They also were observed as they usually are in an everyday class.

3.2 Type of study

The current research has been designed as descriptive, which is the one that involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). And with this research method the researches can mix quantitative and qualitative paradigms. In this project the researchers observed and described the events on the use of authentic material in the Reading and Conversations groups, and then they will tabulate and describe the data collection through graphics.

3.3 Research approach

The researchers will implement a mixed method research, which is a methodology for conducting research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research in a single study. The purpose of this form of research is that both qualitative and quantitative researches, in combination, provide a better understanding of a research problem or issue than either research approach alone. The quantitative approach will be implemented to analyze the data results of the graphics and the qualitative approach will be implemented to analyze the information gathered from the observation period and the interview made to the coordinators of the courses. A mixed method will also provide the research with more detailed information to back the research question and subsidiary ones.

In order to answer the general research question regarding the opinion of teachers about the use of authentic materials in the Readings and Conversation II courses, a quantitative analysis is going to be addressed. Since this method is primarily based in numbers and looks mostly for outcomes, this one will be used to find out the perception about if teachers use or not authentic material, how often do they use them, what type of authentic materials, etc. The specific questions regarding the impact of using authentic materials, the different arguments in favor or against the topic and how frequently teachers of the Foreign Language Department use authentic materials will be analyzed by means of a qualitative method. As we know, this method deals more with words and with participants' viewpoints and the way they construct their realities rather than with numbers per se.

3.4 Research instruments

The researchers will use different instruments, such as checklist, surveys and a questionnaire for the interviews, to collect the data. The checklist will help to identify if teachers use authentic material in their classes and how often they are used. There will be a survey to gather the opinion of the students about the use of authentic material in every class. Also there will be a questionnaire to make an interview for teachers in charge of the groups in the sample, so we can find out why they use or not authentic material, etc.

3.5 Research techniques

In order to administer the survey to students from the courses selected, the researchers designed a survey that contained 15 questions and was divided into two sections; the first part was for gathering personal information, the second one was for knowing their opinion regarding if are used or not in class. Besides, another technique that the researchers will use is the interview for teachers to find out if they use or not authentic materials, why they use or not authentic materials or if it is difficult or easy to implement authentic materials in classes, etc.

The research group will use the observation technique to find out about the use of authentic materials, it will be done in all four groups being the sample, this with the aim of evaluating students' reaction and effect of such materials and the teacher reaction to the use of authentic materials in their classrooms. There will also be notes-taking while observing their performance during the exposure if any exposure to authentic materials exists in the class.

4. Population and Sample

4.1 Population

This research work will be focused on the students of the Foreign Languages Department of the University of El Salvador. The research team has decided to take as the population the 256 students from both the English Teaching major and Modern Languages major of Readings and Conversation II in order to study the research topic, the effects of using authentic materials in the Readings and Conversation II courses offered in The B.A in Modern Languages: Specialization in French and English and in the B.A in English Teaching of The Foreign Language Department at the University of El Salvador, Semester I-2018.

4.2 Sample

The sample will be four groups of Readings and Conversation. Two groups of 26 students and 2 groups of 27 students, making a total of 106 students as the sample. The sample will be chosen by non-random selection, because the research team looks for specific characteristics from the elements of the population being studied. The sampling approach will be the convenience one, it means that the sample was selected because its accessibility to the researcher. All this will be made to measure the development of English comprehension that these groups have and will acquire based on the exposition to authentic materials.

5. DATA GATHERING PLAN AND ANALYSIS PROCESS

The researchers pretend to get final results by the end of semester I, 2018. There is a checklist that was used every day during the two hours' sessions; each class is composed of thirty students. The researchers observed four groups during a period of three weeks to one month. At the end of the observation period, the researchers administered a survey to the students being the sample and as well one questionnaire for the teachers in charge of these groups to collect data. After collecting it, the researches will analyze the information collected, the analysis will take into account what teacher and students think about the use of authentic material for reading skills and the way this skill is taught in classes by teachers in the Foreign Language Department at University of El Salvador.

The first step will be to take results obtained from the sample after implementing the survey designed for the students from the Intermediate Intensive English students. The statistical procedure that will be used to analyze the data collected will be the application of simple statistical formulas and the results will be presented in graphics. Also the research team will analyze and summarize the outcomes of the observation stage. Moreover, researchers will analyze the answers of the interview from the teachers of each group. Finally, the answers of the research questions will be presented.

6. DATA ANALYSIS

6.1 Questionnaire analysis
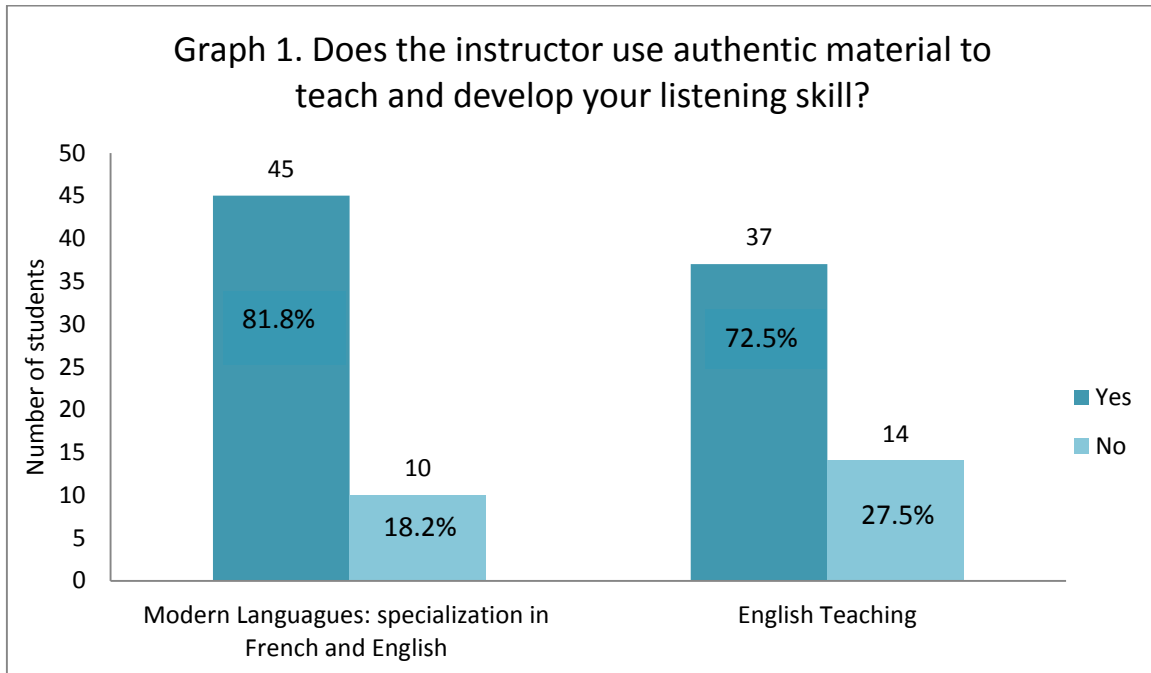
Graph 1. Does the instructor use authentic material to teach and develop your listening skill?

According to the data collected in the question: Does the instructor use authentic material to teach and develop your listening skill? 81.8% of students of Modern Languages: specialization in French and English said that the instructor uses authentic material to develop the listening skill and 18.2% of students said that their instructor does not use authentic material to develop the listening skill. On the other hand, 72.5% of students of English Teaching said that the instructor uses authentic material to develop the listening skill and 27.5% of students said that the instructor does not use authentic material to develop the listening skill.

Graph 2. Does the instructor use authentic material to teach and develop your listening skill?

Number of students

82
77.4%

24
22.6%

- Yes
- No

Students from Readings and Conversation II from Modern Languagues and English Teachig
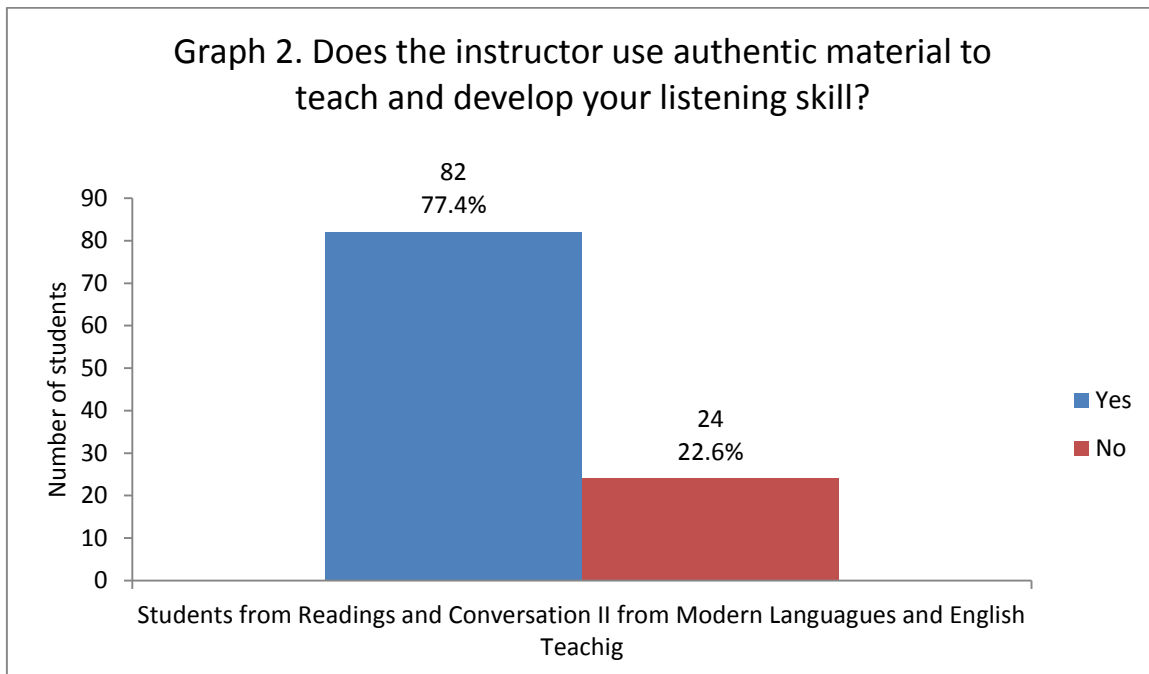
Graph 2. Does the instructor use authentic material to teach and develop your listening skill? indicates that 77.4% of students from Readings and Conversation II from Modern Languages and English teaching said that the instructor uses authentic material to develop the listening skill and 22.6% of students from Readings and Conversation from Modern Languages and English teaching said that the instructor does not use authentic material to develop the listening skill. Based on that information gathered from students of Readings and Conversation II the researchers can say that teachers very frequently use authentic material to develop students' listening skill. It can be also confirmed with the information gathered on the observation of the classes made by the researchers where it was observed that teachers tried to use as much authentic materials as possible. Just the minority of the students said that teachers do not use authentic materials to develop students' listening skill.

Graph 3. Does the instructor use authentic material to teach and develop your reading skill?
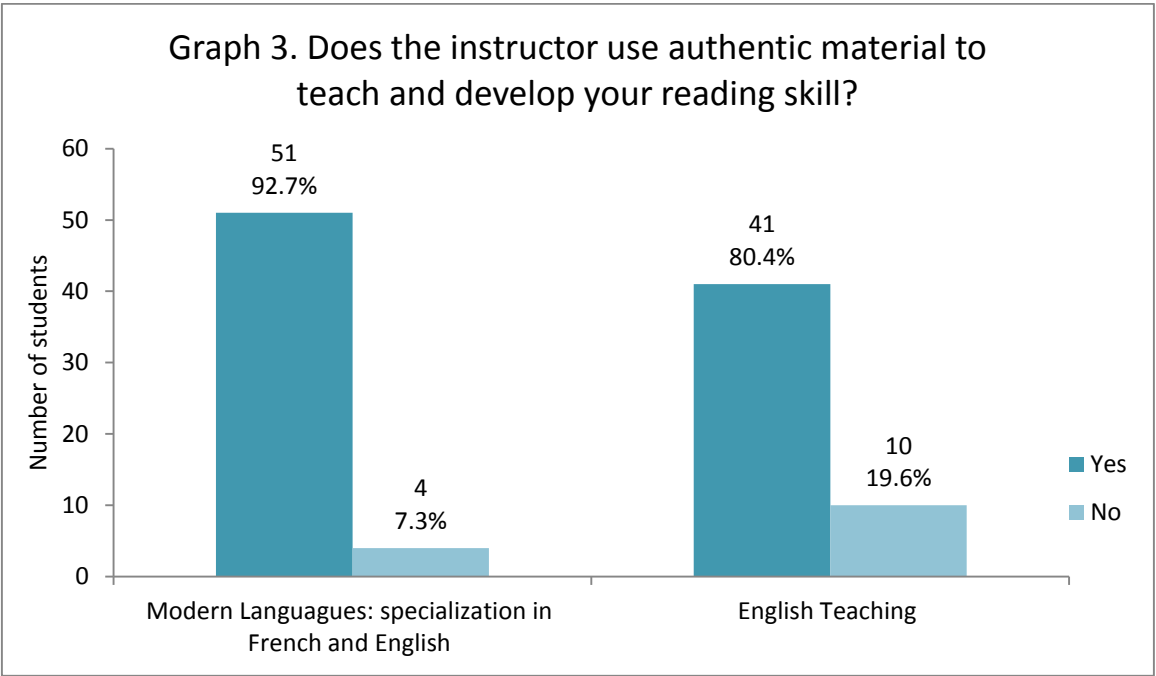
Concerning graph N. 3: Does the instructor use authentic material to teach and develop your reading skill? 92.7% of students of Modern Languages: specialization in French and English said that the instructor uses authentic material to teach and develop the reading skill and 7.3% of students said that their instructor does not use authentic material to develop the reading skill. On the other hand, 80.4% of students of English teaching said that the instructor uses authentic material to develop the reading skill and 19.6% of students said that the instructor does not use authentic material to develop the reading skill.

Graph 4. Does the instructor use authentic material to teach and develop your reading skill?
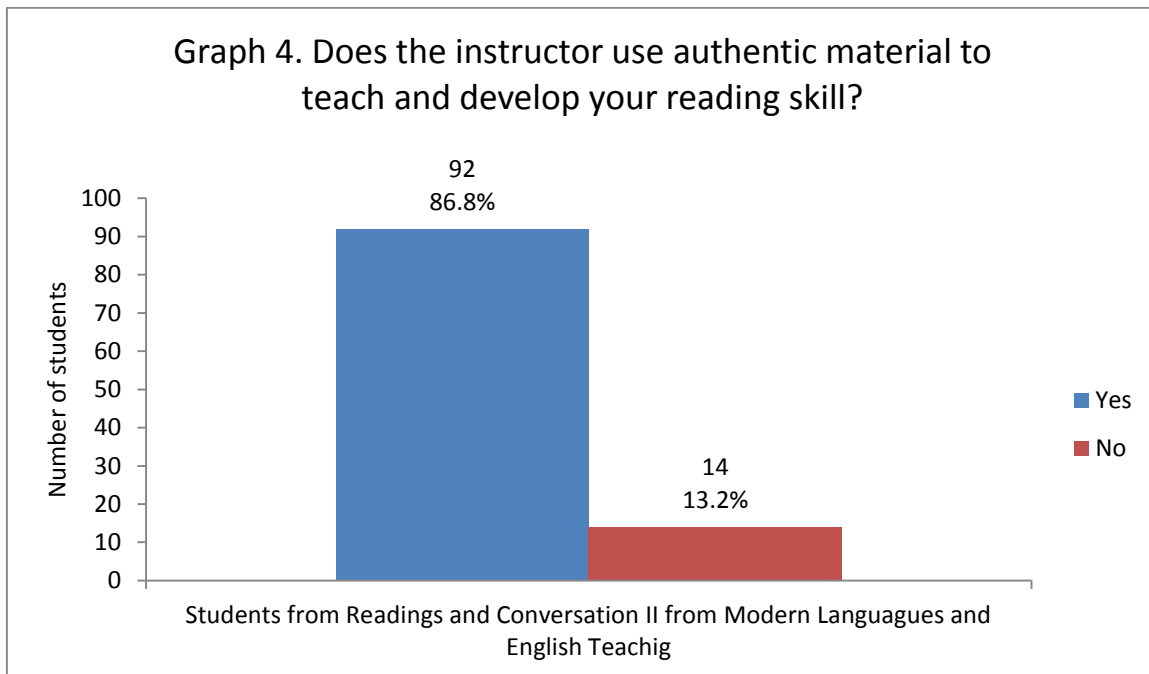
According to the data collected in the question: Does the instructor use authentic material to teach and develop your reading skill? 86.6% of students from Readings and Conversation II from Modern Languages and English Teaching said that the instructor uses authentic material to develop the reading skill and 13.2% of students from readings and conversation from Modern Languages and English Teaching said that the instructor does not use authentic material to develop the reading skill. By analyzing this information of question number two, researchers state that teachers are using a considerable amount of authentic material in the classroom since most of the students of Readings and Conversation II from Modern Languages and English Teaching perceive and agree that teachers use authentic materials to develop the classes.

Graph 5. How often does the teacher use authentic material in the classroom?
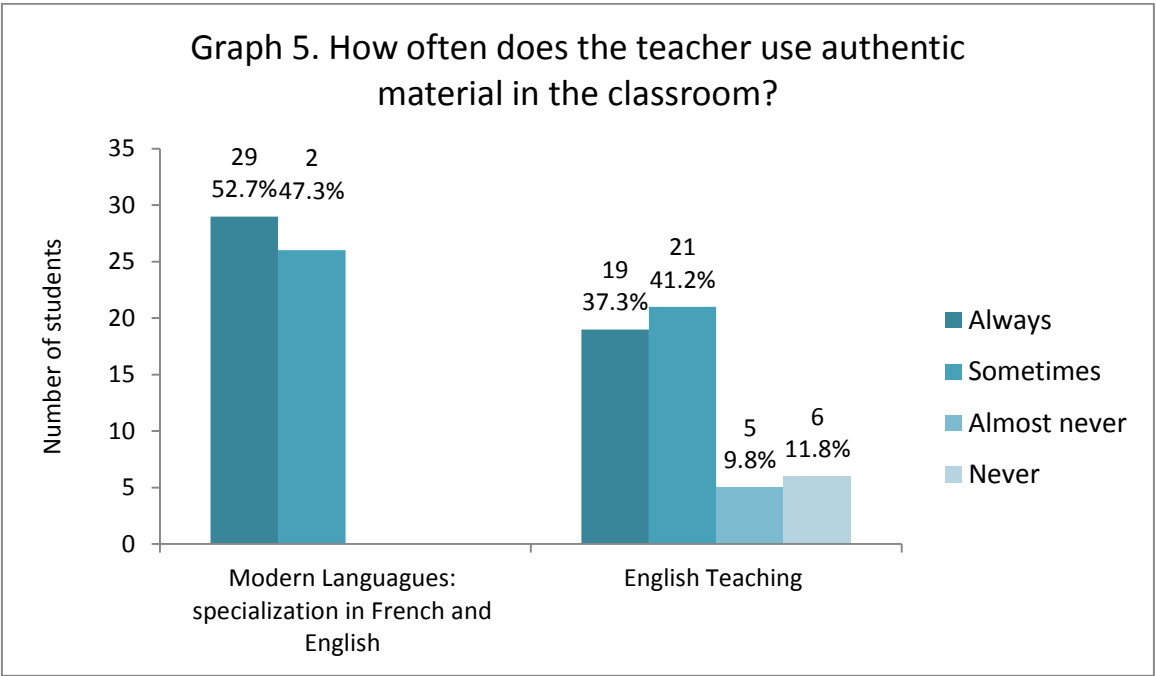
According to the data collected in the question: How often does the teacher use authentic material in the classroom? 52.8% of students of Modern Languages: specialization in French and English said that the teacher always uses authentic material in the classroom, 47.2% of students said that the teacher sometimes uses authentic material in the classroom, the 0% of students said that the teacher almost never uses authentic material in the classroom and none of the students said that the teacher never uses authentic material in the classroom. On the other hand, 37.3% of students of English teaching said that the teacher always uses authentic material in the classroom, 41.2% of students said that the teacher sometimes uses authentic material in the classroom, 9.9% of students said that the teacher almost never uses authentic material in the classroom and the 11.8% of students said that the teacher never uses authentic material in the classroom.

Graph 6. How often does the teacher use authentic material in the classroom?
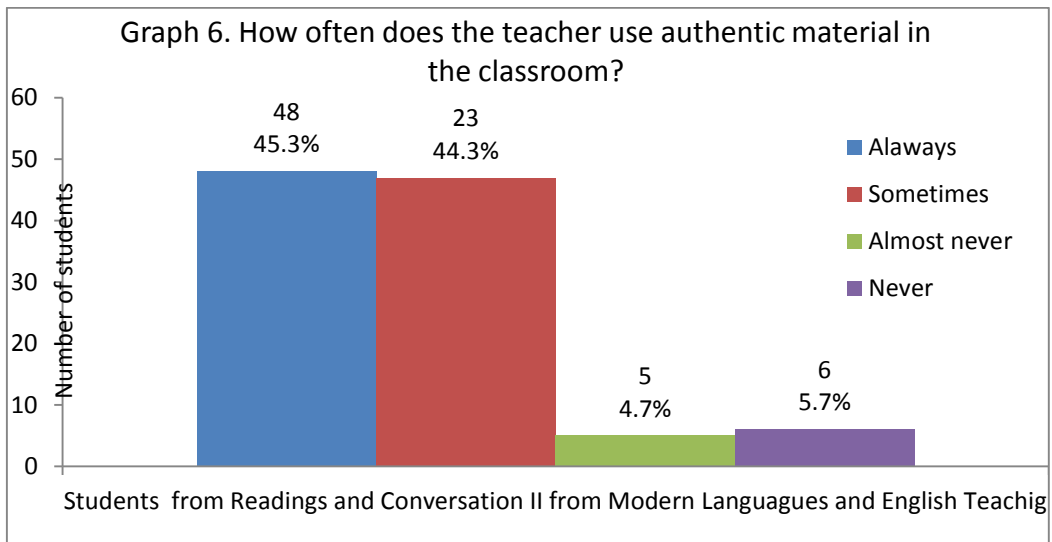
Concerning graph 6: How often does the teacher use authentic material in the classroom? 45.3% of students from Readings and Conversation from Modern Languages and English teaching said that the teacher always uses authentic material in the classroom, 44.3% of students from Readings and Conversation from Modern Languages and English Teaching said that the teacher sometimes uses authentic material in the classroom, 4.7% of students from Readings and Conversation from Modern Languages and English Teaching said that the teacher almost never uses authentic material in the classroom and 5.7% of students from Readings and Conversation from Modern Languages and English Teaching said that the teacher never uses authentic material in the classroom. Regarding this question, researchers found that authentic materials are frequently used by teachers of Readings and Conversation II from Modern Languages and English Teaching of the University of El Salvador. Even though preparing authentic materials and creating activities authentic materials can be time consuming, teachers make an effort to use these types of materials and incorporate them to their classes almost every day. It is very important to point out that students are aware and notice the amount of authentic materials each teacher uses in the class. It can be inferred that the little percentage of students that said teachers almost never or never use authentic material might not be aware of what authentic materials are or they might think that the amount of authentic materials use in class in very few.

Graph 7. Do you think authentic materials should be implemented starting in the basic level?
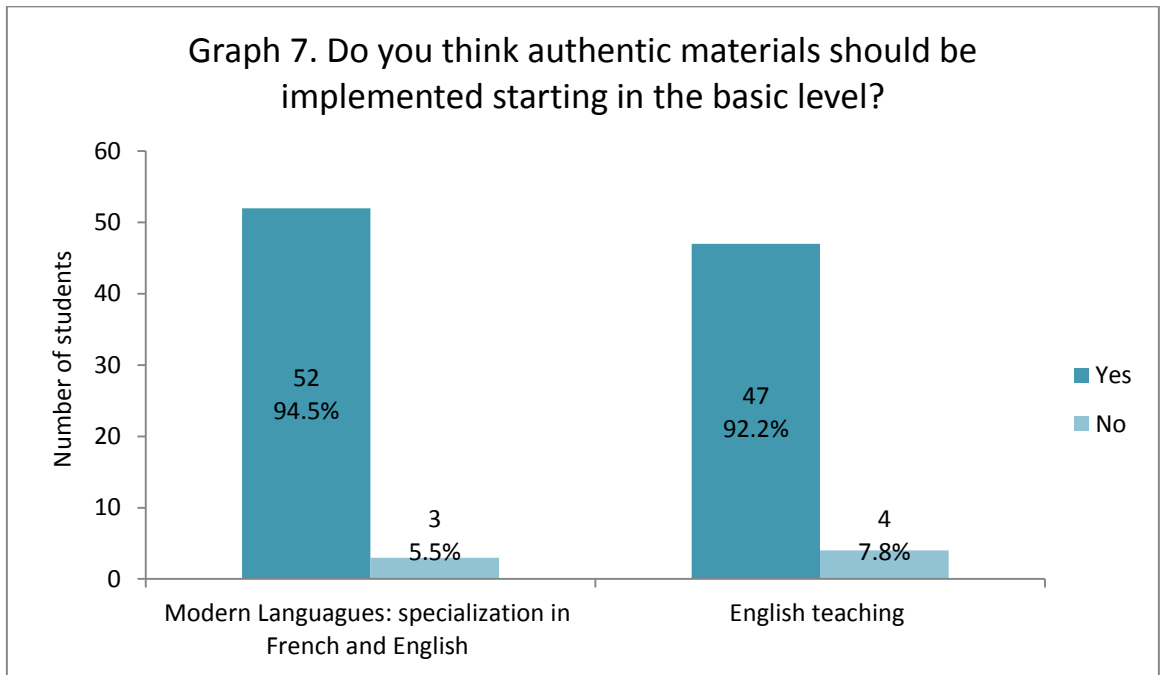
Concerning graph N. 7: Do you think authentic material should be implemented starting in basic level? 94.5% of students of Modern Languages: specialization in French and English said that authentic material should be implemented starting in basic level and 5.6% of students said that authentic material should not be implemented starting in basic level. On the other hand, 92.2% of students of English teaching said that authentic material should be implemented starting in basic level and 7.8% of students said that authentic material should not be implemented starting in basic level.

Graph 8. Do you think authentic materials should be implemented starting in the basic level?

Students from Readings and Conversation II from Modern Languagues and English Teachig
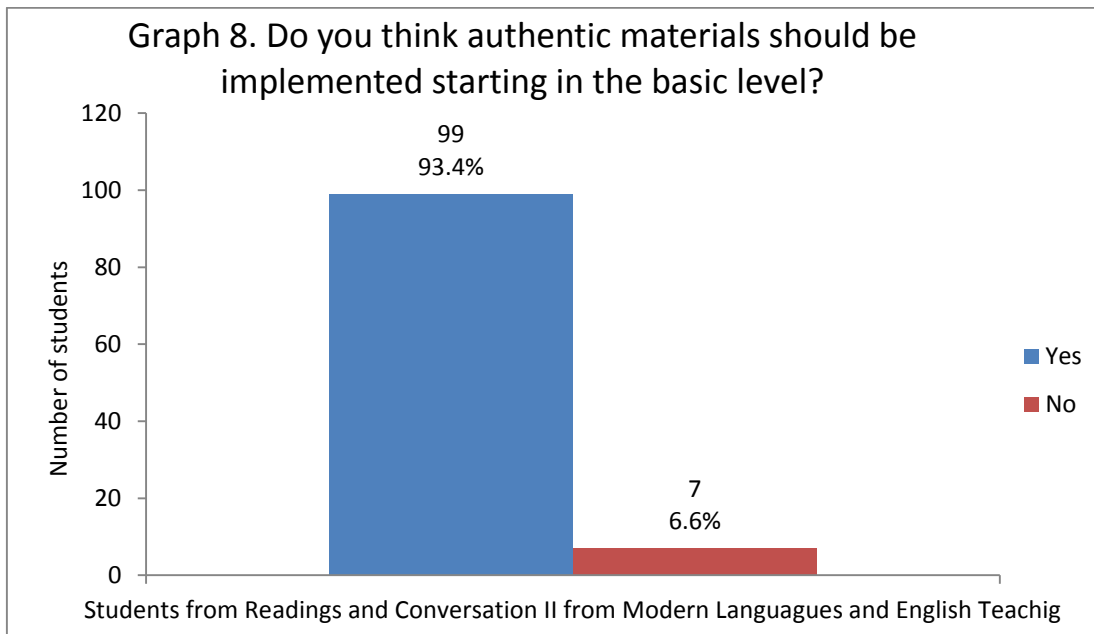
Graph number 8. Do you think authentic material should be implemented starting in basic level? 93.4% of students from Readings and Conversation from Modern Languages and English Teaching said that authentic material should be implemented starting in basic level and 6.6% said that authentic material should not be implemented starting in basic level. Based on the information gathered on this question, it was found that most of the students agree to implement authentic materials in basic level, it could be due to the fact that they have noticed their improvement that they have had as consequence of using authentic material in this course and on how these types of materials are a useful tool in the learning process of a foreign language. While the rest of students state that using authentic materials in basic level will not benefit the learning of English as a foreign language and that might be since they have struggled using authentic materials in their fourth year of the major and consider that it would be even more difficult for students that are just being introduce to a foreign language. From this information, researchers point out that actions need to be taken in order to expose students to authentic materials since the beginning of the majors so they can get used to them easily and by the time they reach the advance level they will be familiar and would have develop their skills notoriously.
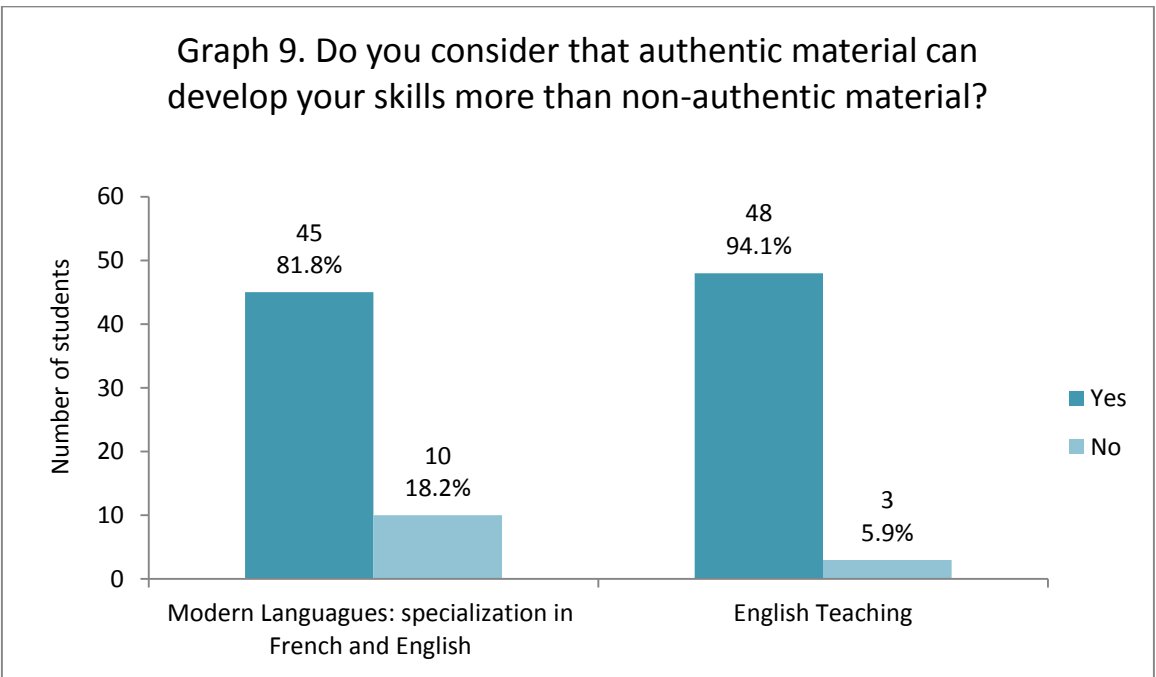
34

Graph 9. Do you consider that authentic material can develop your skills more than non-authentic material?

Number of students (y-axis)

Modern Languagues: specialization in French and English — Yes: 45 (81.8%), No: 10 (18.2%)

English Teaching — Yes: 48 (94.1%), No: 3 (5.9%)

Legend: Yes, No

According to the data collected in the question: Do you consider that authentic materials can develop your skills more than non-authentic material? 81.9% of students of Modern Languages: specialization in French and English said that authentic material can develop their skills more than non-authentic materials and 18.1% of students said that authentic materials cannot develop their skills more than non-authentic material. On the other hand, 94.1% of students of English teaching said that authentic materials can develop their skills more than non-authentic materials and 5.9% of students said that authentic materials cannot develop their skills more than non-authentic material.

Graph 10. Do you consider that authentic material can develop your skills more than non-authentic material?
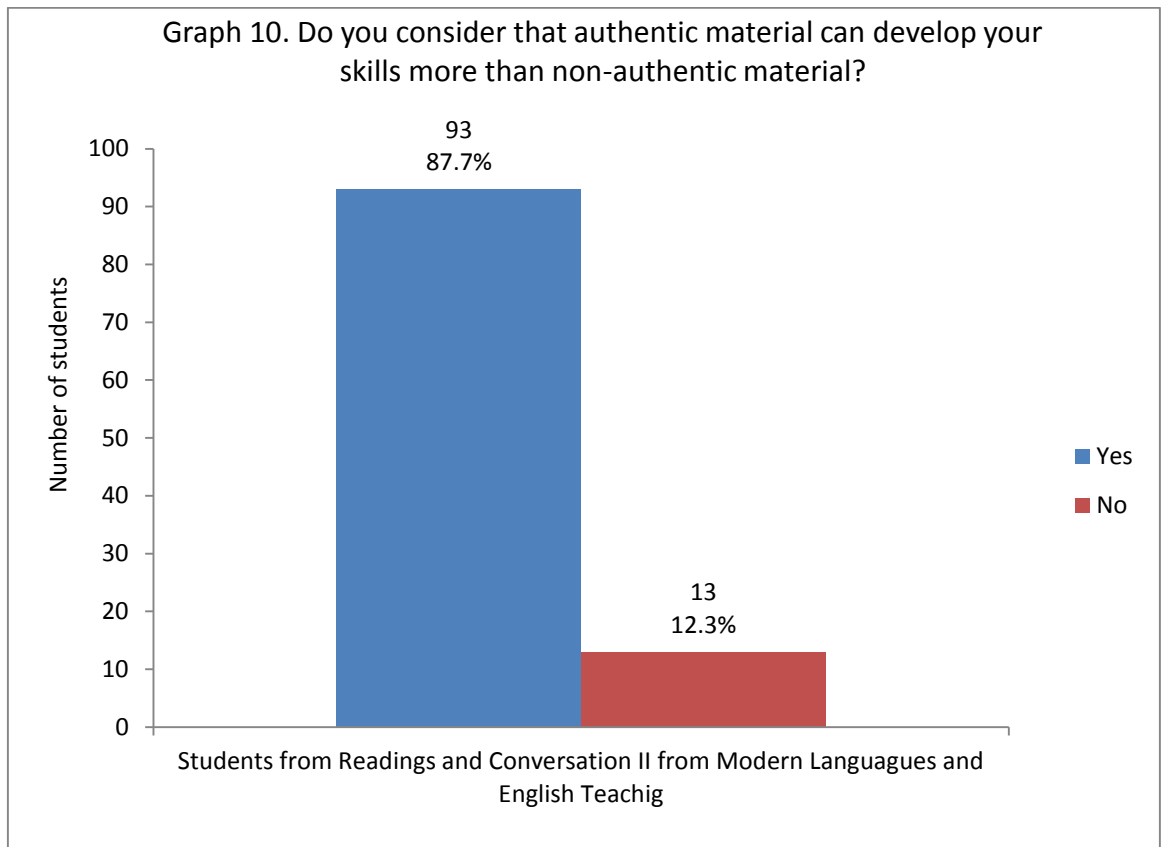
According to the data collected in the question: Do you consider that authentic material can develop your skills more than non-authentic materials? 87.7% of students from Readings and Conversation from Modern Languages and English Teaching said that authentic materials can develop their skills more than non-authentic materials and 12.3% of students from readings and conversation from Modern Languages and English Teaching said that authentic materials cannot develop their skills more than non-authentic materials.

By analyzing the information of the question number five, it was established that students of Readings and Conversation II from Modern Languages and English Teaching support that authentic material can develop their skills more than non-authentic materials. These students have been exposed to non-authentic materials and they have found out by themselves that being exposed to authentic materials help them to get significant learning.

Graph 11. Does the teacher use different types of authentic material?
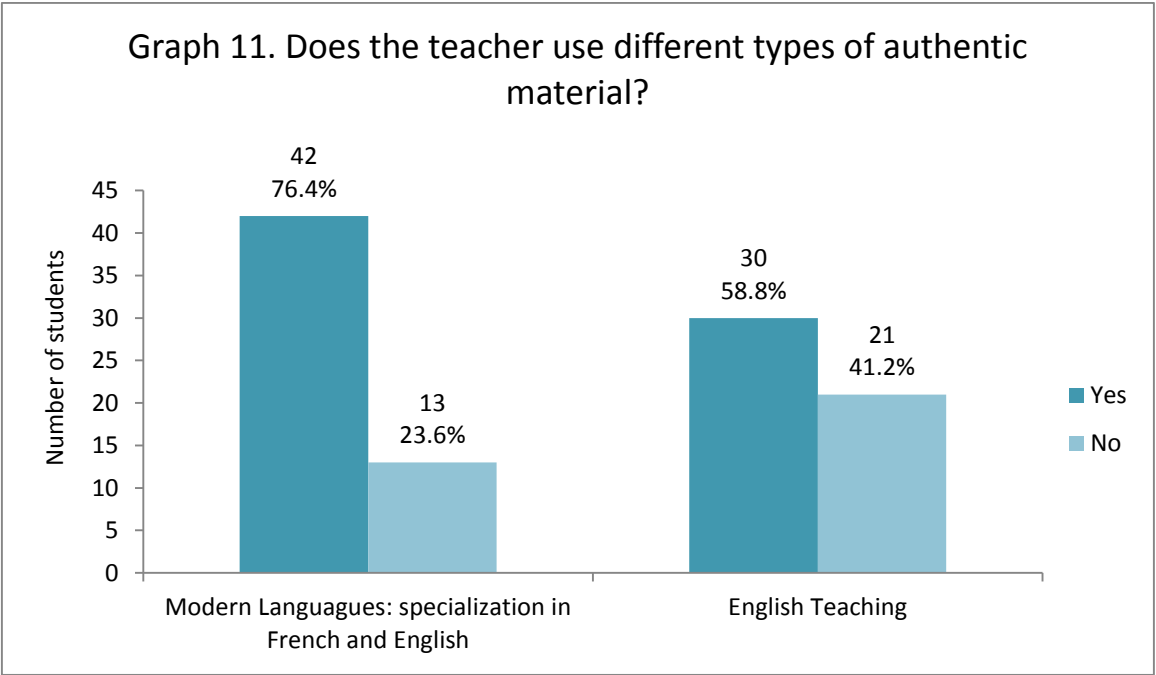
Concerning question N. 11: Does the teacher use different types of authentic material? 76.4% of students of Modern Languages: specialization in French and English said that the teacher uses different types of authentic material and 23.6% of students said that the teacher doesn't use different types of authentic material. On the other hand, 58.8% of students of English teaching said that teachers use different types of authentic material and the 41.2% of students said that the teacher does not use different types of authentic material.

Graph 12. Does the teacher use different types of authentic material?

72
67.9%

34
32.1%

Number of students

80
70
60
50
40
30
20
10
0

■ Yes
■ No

Students from Readings and Conversation II from Modern Languagues and English Teachig
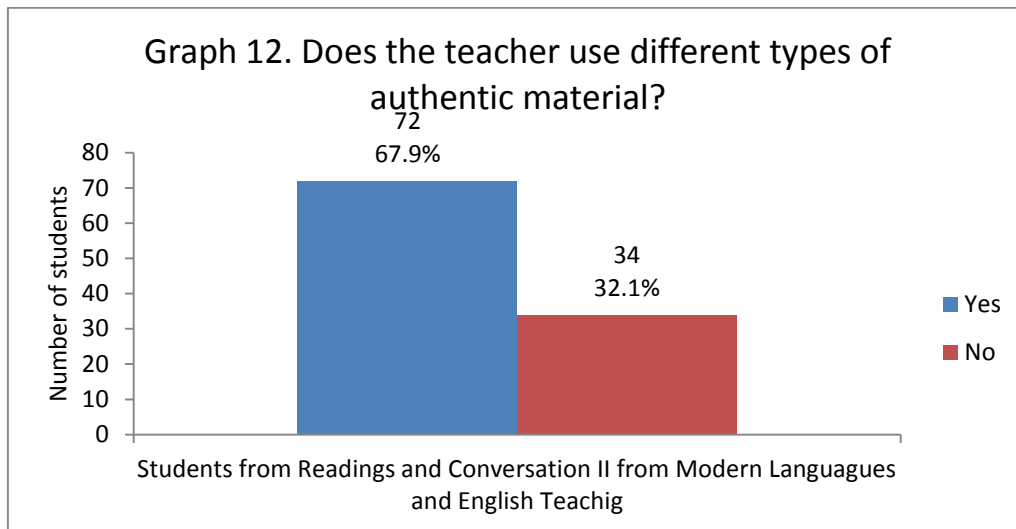
Concerning graph number 12, 67.9% of students from both majors said that teachers use different types of authentic material and 32.1% of students from Readings and Conversation from Modern Languages and English Teaching said that teachers do not use different types of authentic materials. The analysis of the question above provided us with important information because it illustrates how a significant amount of students of Readings and Conversation II from Modern Languages and English teaching say that teachers are not using a variety of authentic materials in their classes. One of the reasons that researches can mention is that most of the teachers need to attend some other duties like giving advisories to students that are doing their social service or graduation project, meetings from the Department etc. and also, as it has been shown that designing authentic materials is time consuming and requires certain teaching experience and creativity to create activities that will connect with the authentic materials and that at the same time will be significant for the topic being studied in the class. Teachers on an hourly basis might find easy to use mainly authentic text taken from the internet so they will only use worksheets to develop the activities and provide the materials. That might result repetitive and boring for students. It is easy to find authentic reading materials that will be related to the topics of the class than any other materials but even though reading materials are the most common used in this classes, teacher also use videos and audios taken from the internet too and games to make the class interesting and productive.
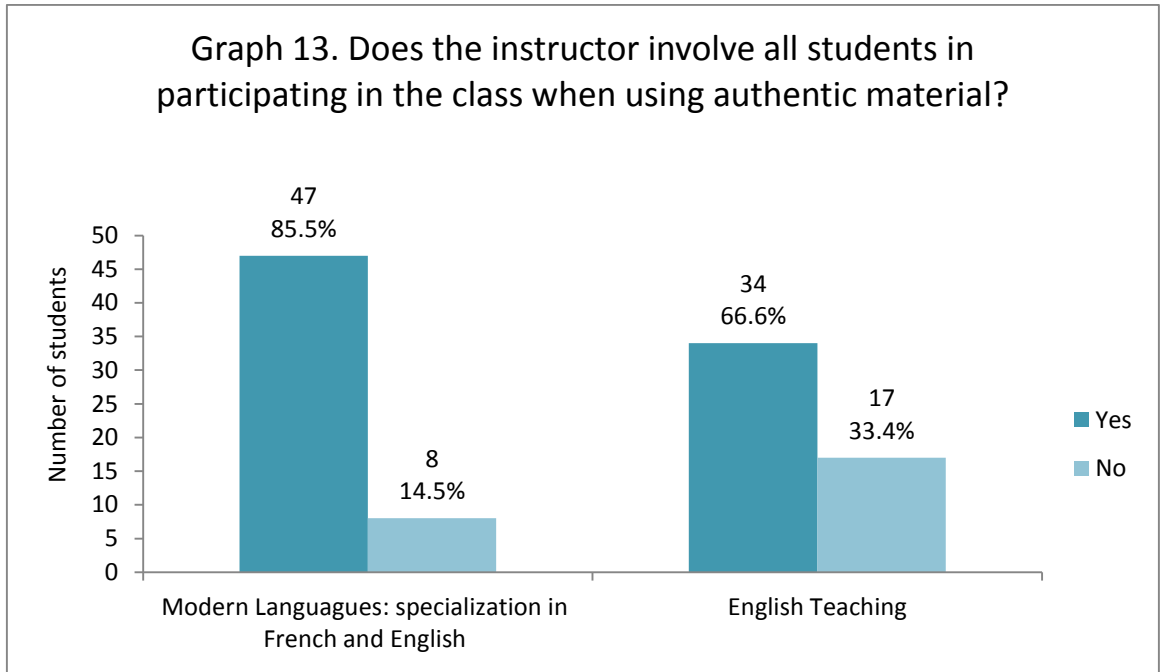
Graph 13. Does the instructor involve all students in participating in the class when using authentic material?

According to the data collected in the question: Does the instructor involve all students in participating in the class when using authentic material? 85.5% of students of Modern Languages: specialization in French and English said that the instructor involves all students in participating in the class when using authentic material and 14.5% of students said that the instructor does not involve all students in participating in the class when using authentic material. On the other hand, 66.7% of students of English teaching said that the instructor involves all students in participating in the class when using authentic material and 33.3% of students said the instructor does not involve all students in participating in the class when using authentic material.

Graph 14. Does the instructor involve all students in participating in the class when using authentic material?
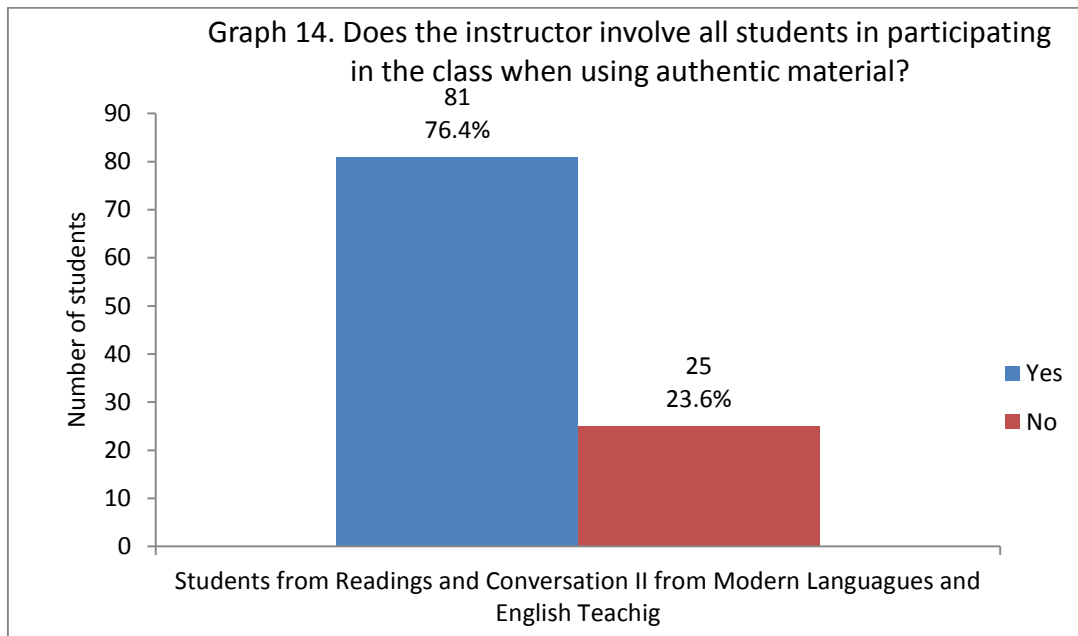
The graph for question number 14: Does the instructor involve all students in participating in the class when using authentic material? 76.4% of students from Readings and Conversation from Modern Languages and English Teaching said that the instructor involves all students in participating in the class when using authentic material and 23.6% of students from Readings and Conversation from Modern Languages and English Teaching said that the instructor does not involve all students in participating in the class when using authentic material. The research team found that students need to be involved more when doing activities with authentic material. 23.6% of students support the statement mentioned above; what the team verified during the observation was that some students seem to be challenged by the level of vocabulary or the lack of information related with topic been covered in the class. Students might express that they are not involved in the activities for authentic materials but the researchers can confirm that is just in some activities like listening or with videos since the teachers ask individual question to some students only randomly. However the teachers ask for volunteers to participate and students sometimes do not take the chance to participate in those activities. Also it is important to mention that even though some activities do not include all students, teachers try to develop activities in which everyone can participate.

Graph 15. Do you feel confident about listening comprehension when listening to an authentic listening material?
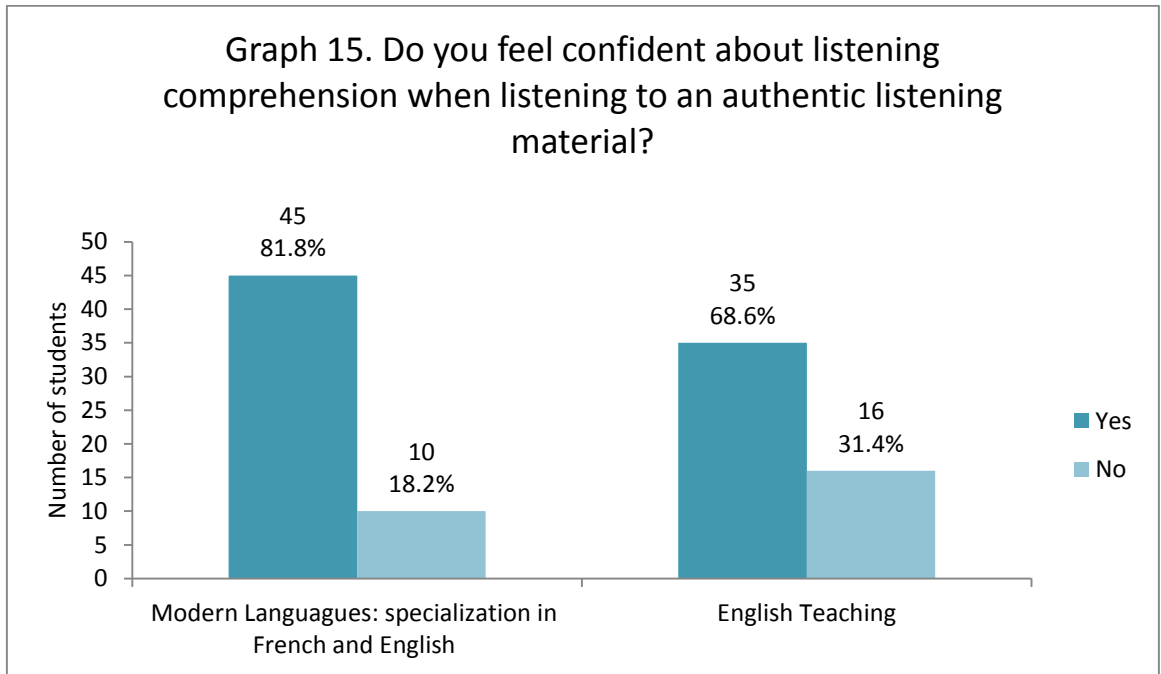
Concerning question N. 15: Do you feel confident about listening comprehension when listening to an authentic listening material? 81.8% of students of Modern Languages: specialization in French and English said that they feel confident about listening comprehension when listening to an authentic listening material, and 18.2% of students they do not feel confident about listening comprehension when listening to an authentic listening material. On the other hand, 68.6% of students of English Teaching said that they feel confident about listening comprehension when listening to an authentic listening materials and 31.4% of students they do not feel confident about listening comprehension when listening to an authentic listening materials.

Graph 16. Do you feel confident about listening comprehension when listening to an authentic listening material?
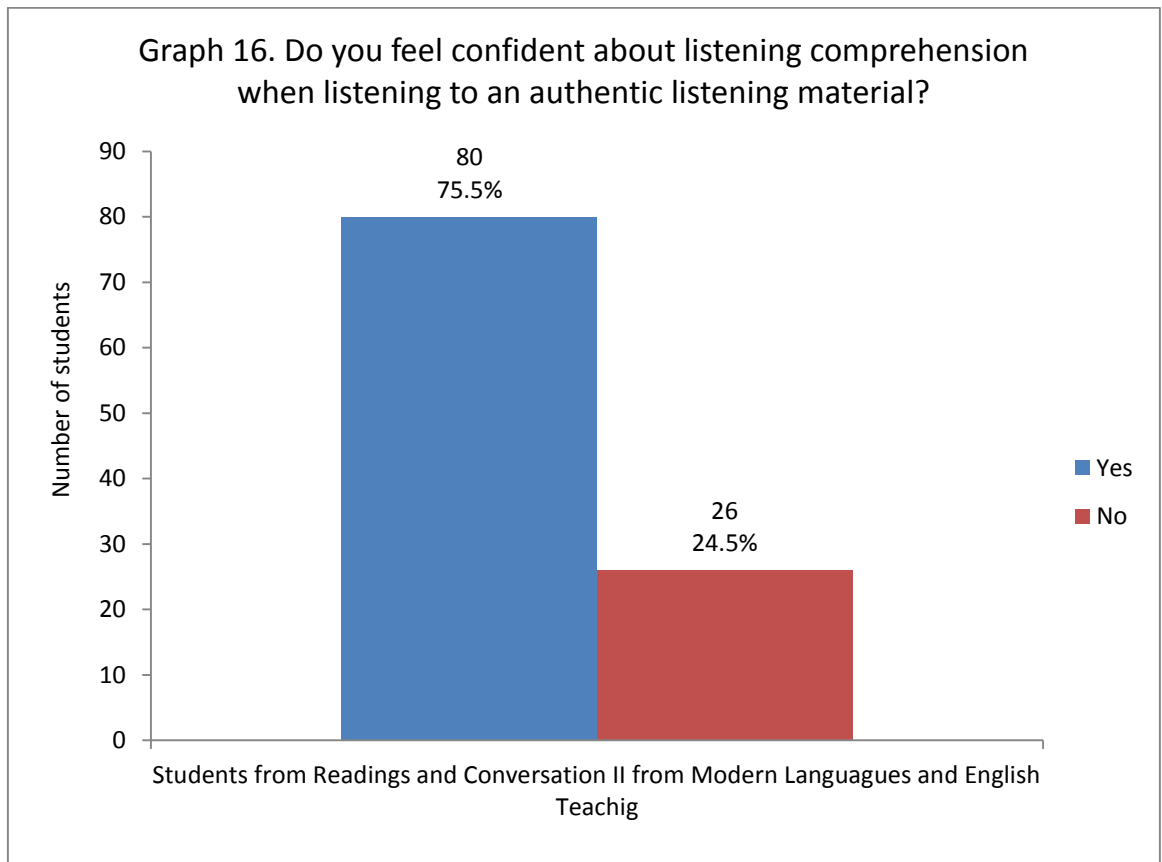
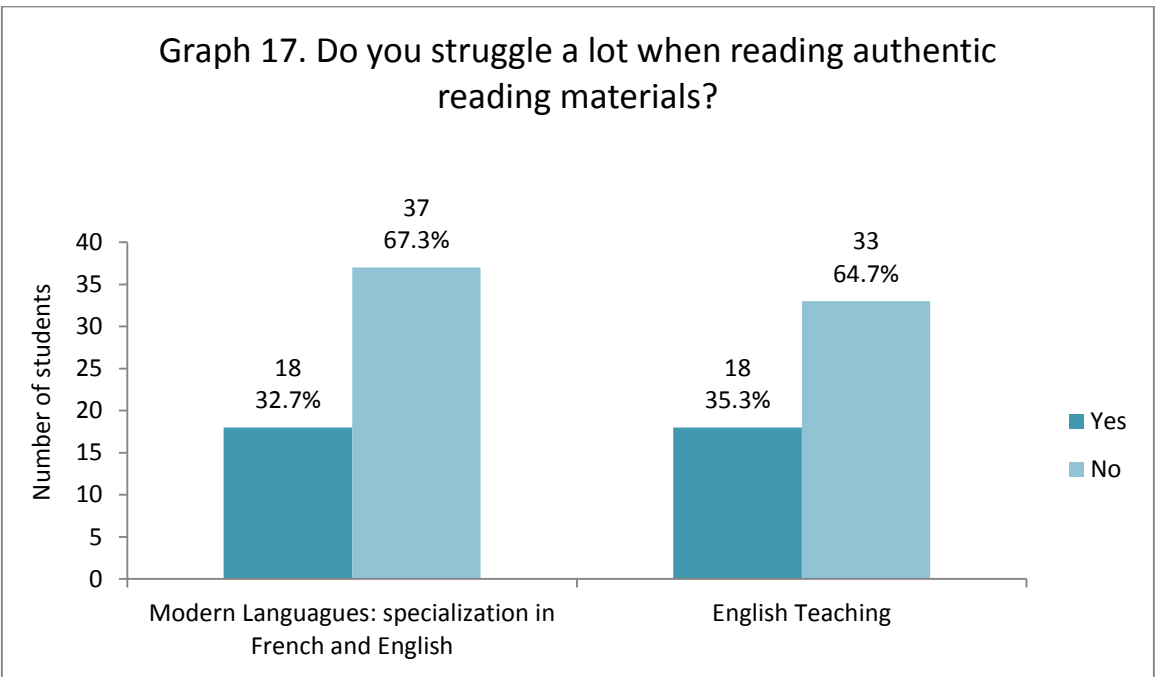According to the data collected in the question: Do you feel confident about listening comprehension when listening to an authentic listening material? 75.5% of students from Readings and Conversation from Modern Languages and English Teaching said that that they feel confident about listening comprehension when listening to an authentic listening material and 24.5% of students they do not feel confident about listening comprehension when listening to an authentic listening material.

Based on the information gathered from both majors, the majority of students expressed that they do not have any issue being exposed to authentic listening materials. One the reason that researchers can mention is that students of Readings and Conversation II from Modern Languages and English Teaching have good English learning background from previous English courses or as well that students use the auto-pedagogical strategy, studying by themselves at home, to improve their knowledge about English language by mean of movies or series of their preference or by listening music in English

Graph 17. Do you struggle a lot when reading authentic reading materials?

According to the data collected in the question: Do you struggle when reading authentic materials? 32.7% of the students of Modern Languages struggle when reading authentic reading materials and 67.3% do not find difficult reading authentic materials. On the other hand, from the students of English Teaching 35.3% found reading authentic materials difficult, and 64.7% do not struggle reading authentic materials.

Graph 18. Do you struggle a lot when reading authentic reading materials?
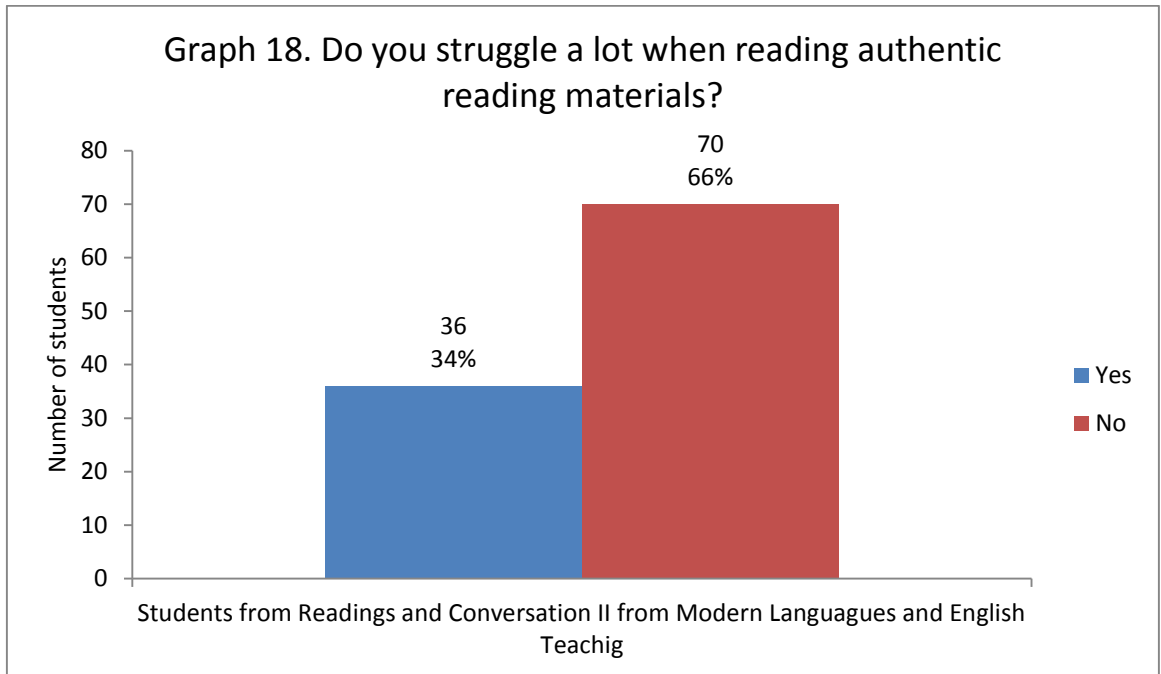
Based on graph 18, it can be observed that the majority of students from all groups of Readings and Conversations II do not have difficulties to read any type of authentic materials also for what the researchers observed during classes it can be determined that the majority of students were ready for authentic reading materials since they were confident when using authentic reading text in classes. Those students are probably used to reading for pleasure and they might read any non-graded books which reinforce their reading skill to be able to read almost any type of texts. It is important to notice that 34% struggle when reading authentic materials but this can be due to the lack of vocabulary or very little reading practice form previous English courses. Reading can become a habit and if this minority of students that struggle reading authentic texts might not like or enjoy to read which makes they feel certain apathy towards the text and it can make the texts seems even more difficult.

Graph 19. Do you feel that authentic materials help you to develop all your macro skills (reading listening, writing, and speaking)?
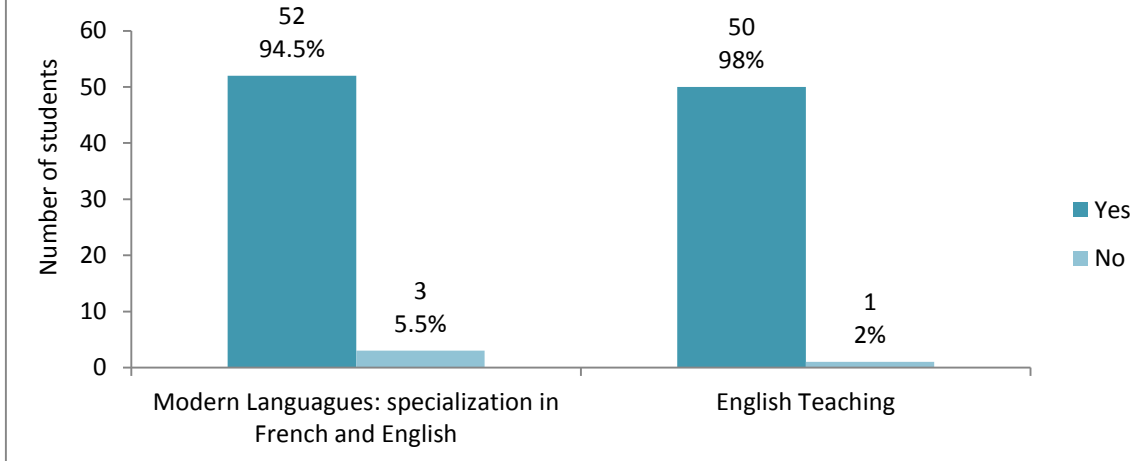
In the question: do you feel that authentic materials help you to develop all your macro skills (reading listening, writing, and speaking)? The information collected shows that 94.5% of students form the B.A. of Modern Languages affirmed that they feel that authentic materials have helped them to develop their macro skills and only 5.5% of the students from this degree said that authentic materials have not helped them to develop their macro skills; while from the B. A. of English teaching 98% of students affirmed that authentic materials have helped them to develop their macro skills and the minority of 2% said that authentic materials do not help them to develop their macro skills.

45

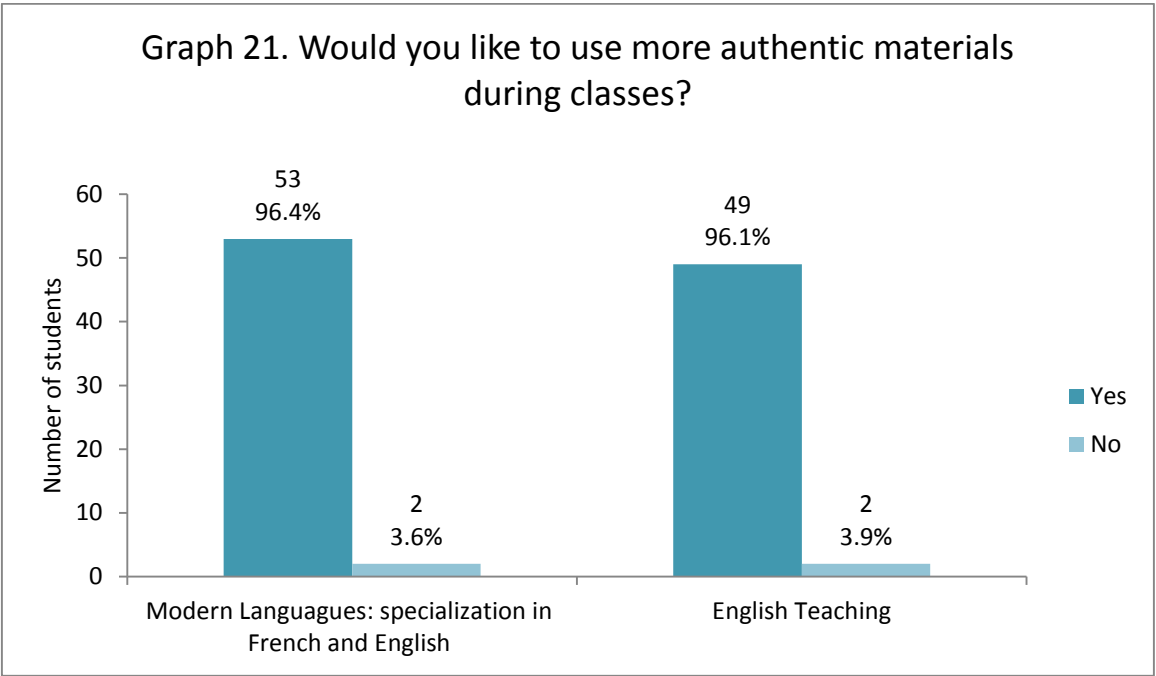## Graph 20. Do you feel that authentic materials help you to develop all your macro skills (reading listening, writing, and speaking)?
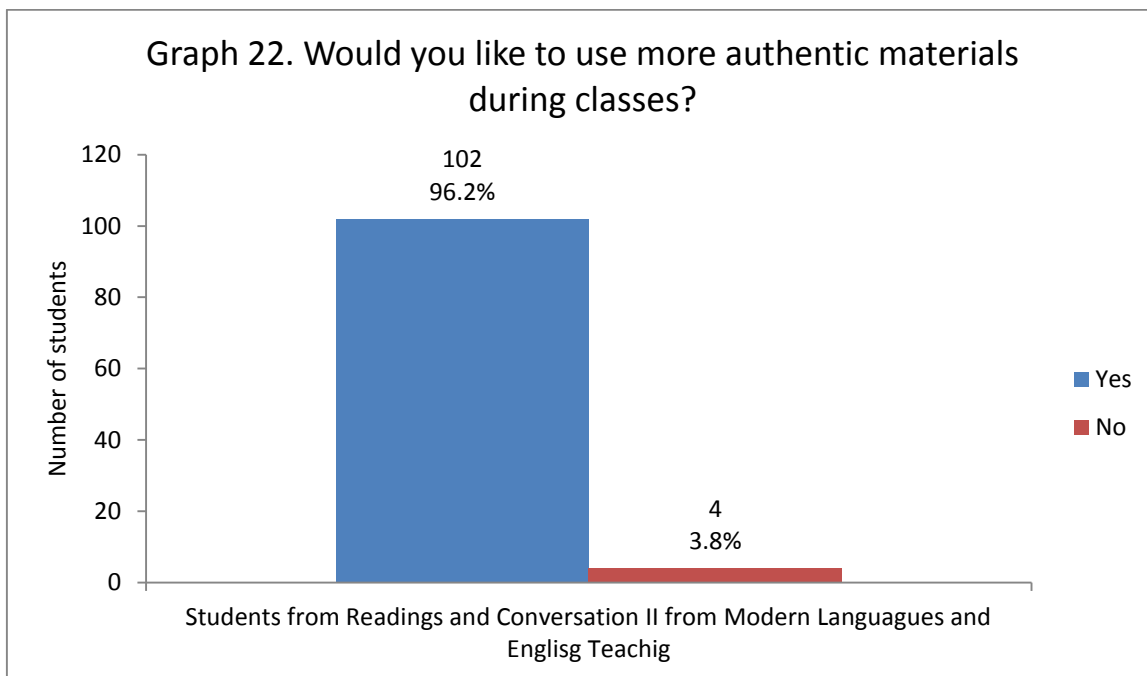
Number of students

120

102
96.2%

100

80

60

40

20

4
3.8%

0

■ Yes
■ No

Students from Readings and Conversation II from Modern Languagues and English Teachig
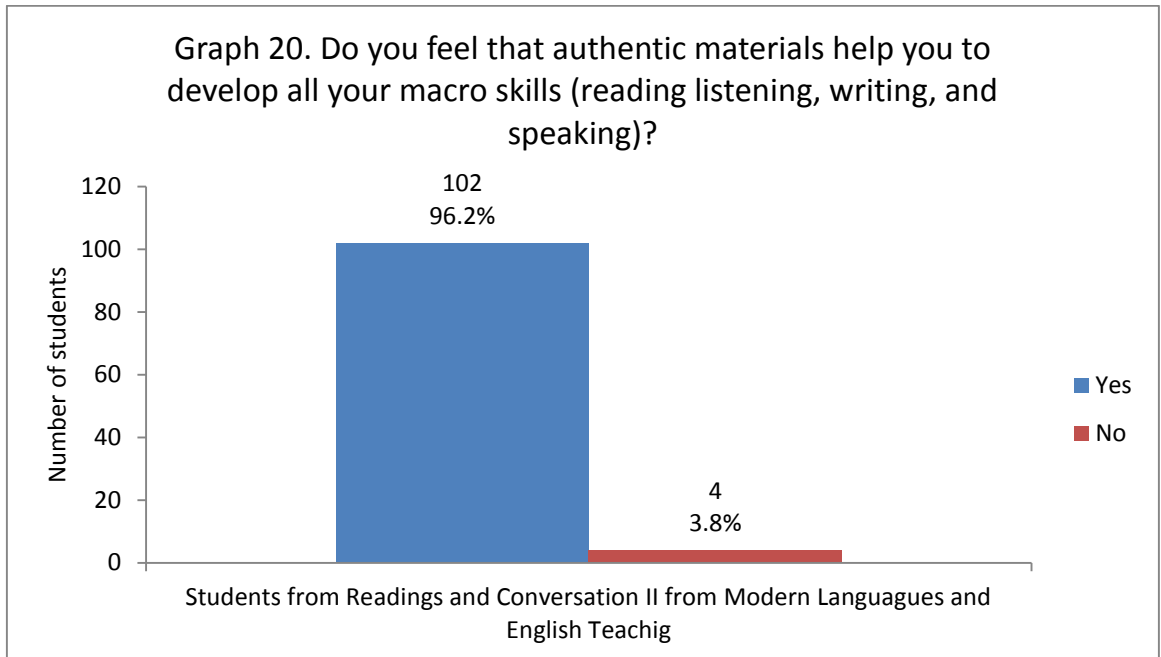
It is crucial to point out that almost a hundred percent of students feel that using authentic materials in their classes of Readings and Conversation has helped them to improve in all the areas of learning English and it was confirmed in the observation period since most of the students were able to manage the vocabulary of each text presented in classes and understood perfectly the context of the material therefore they talk a lot in the post reading activity which was also collaborating to develop their speaking skill. When a video or audio was presented and they were asked to write about what they listened, students were able to express themselves widely and they used vocabulary used in the authentic material presented. The researchers could say that 3.8% of students form all the courses of reading and conversation do not feel improvement using authentic materials and it might be due to the fact that some students have less knowledge than others and for those students that have less knowledge the authentic materials may be challenging and difficult and instead of being of help to make an improvement authentic materials make more difficult their learning process. However with the right activities in combination with this type of materials, all students could be able to acquire new knowledge while practicing in a real life context.

Graph 21. Would you like to use more authentic materials during classes?

Number of students (y-axis, scale 0 to 60)

- Modern Languagues: specialization in French and English
  - Yes: 53 — 96.4%
  - No: 2 — 3.6%
- English Teaching
  - Yes: 49 — 96.1%
  - No: 2 — 3.9%

Legend: ■ Yes ■ No

Concerning question number 21, which deals with teachers using more authentic materials, the researcher team found that 96.4% of students from Modern Languages want to use more authentic materials in their classes and only the 3.6% do not want to use this type of materials in classes; likewise the majority of students form the B.A. of English teaching with 96.1% affirmed that they want to use more authentic materials in their Readings and Conversation classes and the minority of 3.9% said they do not want to use more authentic material in their classes.

Graph 22. Would you like to use more authentic materials during classes?

Y-axis: Number of students (0, 20, 40, 60, 80, 100, 120)

Yes: 102 (96.2%)
No: 4 (3.8%)

X-axis: Students from Readings and Conversation II from Modern Languagues and Englisg Teachig

Legend: Yes, No

From the results gathered in this question the researchers can say that 96.2% of students from both bachelors feel the necessity of using more authentic materials in their Readings and Conversation classes since as mentioned in the previous question students feel that authentic materials really help them to improve their reading skills and makes the classes more entertaining. Therefore, students pay more enthusiasm in classes and when developing activities which generate that the students have a better acquisition of new vocabulary used in the authentic materials. This will lead to an improvement of reading, writing, listening and speaking too. Students feel that authentic materials give more purpose to the class since most of the time the authentic materials used in class are related to the North America life style of real life situations students could face in a foreign country with English as native language.

Also, it can be observed that only 3.8% of students do not want to use more authentic materials in their Readings and Conversations classes and it could be because they feel frustrated since they cannot understand authentic materials or because these students might have not been exposed to authentic material before in any class at the Foreign Language department.

Graph 23. Do you consider all teachers should use authentic materials in their classes?
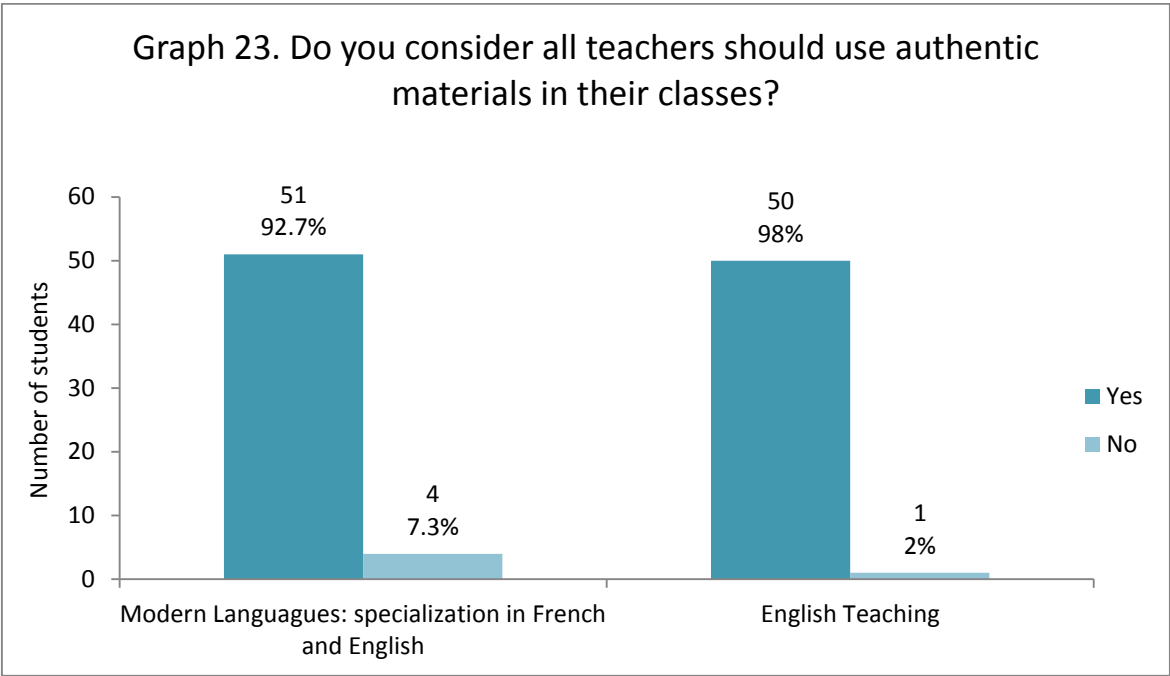
Focused on the data collected from question number 23, the researchers can say that student from Modern Languages 92.7% agreed that all teachers should use authentic materials in classes and the other 7.3% answered that not all teachers should use authentic materials in their classes. Compared to the previous data, the majority of 98% of English Teaching student's agreed that all teachers should use authentic materials and 2% answered that not all teachers should use authentic materials in their classes.

Graph 24. Do you consider all teachers should use authentic materials in their classes?

	Yes (101, 95.3%)	No (5, 4.7%)

Number of students (y-axis: 0, 20, 40, 60, 80, 100, 120)

- Yes
- No

Students from Readings and Conversation II from Modern Languagues and Englisg Teachig
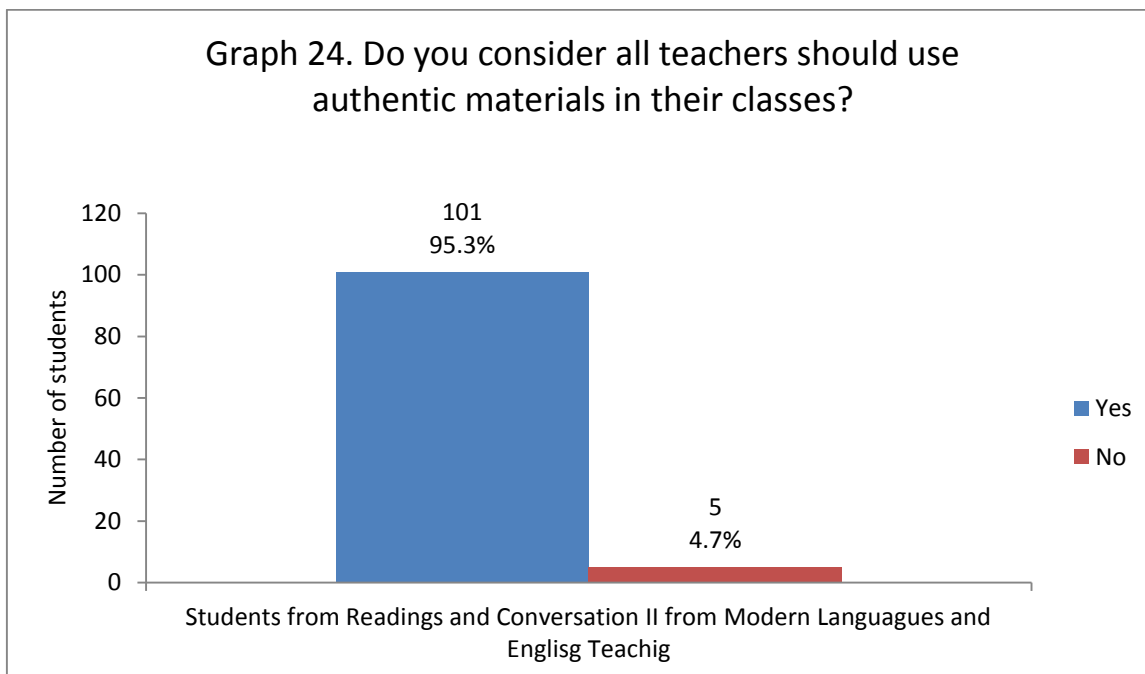
This question refers to all teachers in the Foreign Language Department and based on the results 95.3% answered that all teachers should use authentic materials to teach in their classes. Students feel that authentic materials have helped them in their Readings and Conversation classes. Authentic materials could help them to improve their English skills in other subjects. It is important to mention too that 4.7% of students think that it is not necessary that all teachers use authentic materials when teaching. Probably this percentage of students feels that it works better only for Readings and Conversation classes.

Graph 25. Do authentic materials contain difficult language in terms of vocabulary?
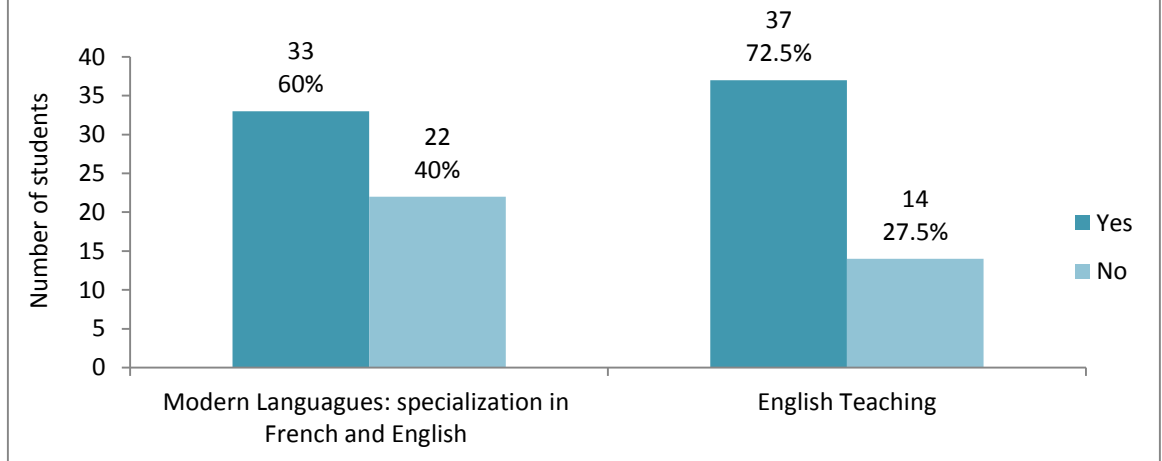
The information gathered in the question: do authentic materials contain difficult language in terms of vocabulary?, shows that 60% of students form Modern Languages think authentic materials contain difficult language and the 40% think authentic materials do not have difficult language. On the other hand 72.5% of students from English Teaching said that authentic materials contain difficult language and 27.5% said authentic materials contain easy language in terms of vocabulary.

Graph 26. Do authentic materials contain difficult language in terms of vocabulary?

Number of students

- Yes
- No

70 / 66%

36 / 34%

Students from Readings and Conversation II from Modern Languagues and Englisg Teachig
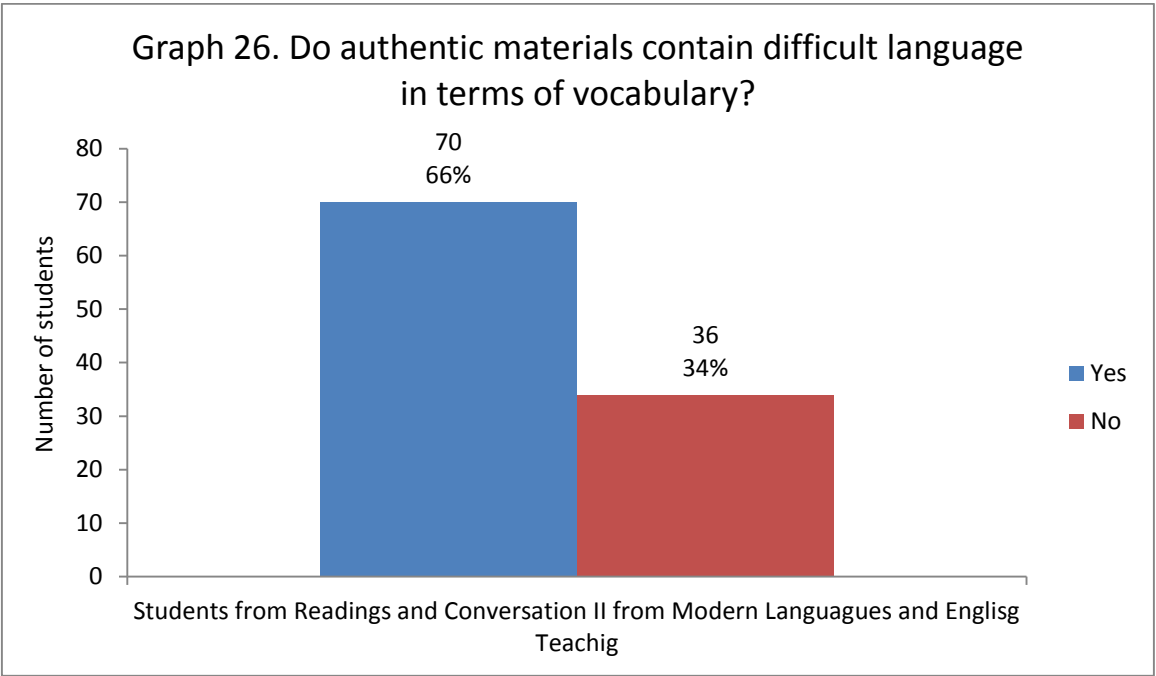
It is observed that most of the students from Readings and Conversation lack vocabulary and it can be due to the fact that they did not get enough vocabulary during the previous English courses or maybe they do not care about reading to get more new vocabulary while 34% of the sample maybe are used to reading for pleasure or hobby so they might have an extensive and varied vocabulary which help them to understand easily any authentic reading material that the teachers provide in classes.

Graph 27. Do authentic materials contain difficult language in terms of complex sentence structure?
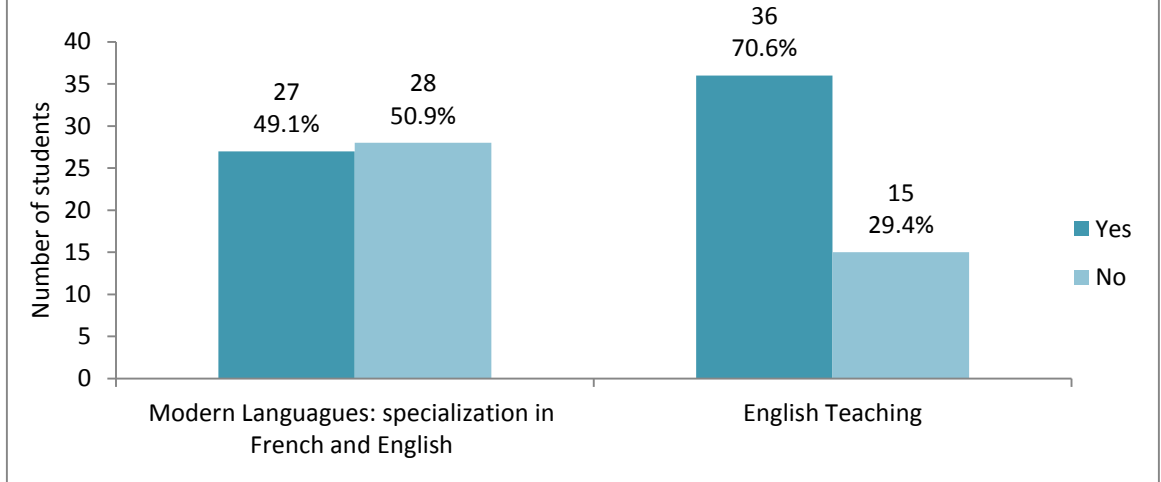
Analyzing question number 27, it can be observed that 49.1% of students agree and 50.9% of students disagree about authentic materials containing difficult language in terms of complex sentence structure. Different results were observed from students of the English teaching. 70.6% agree and 15% disagree regarding authentic materials containing difficult language in terms of complex sentence structure.

Graph 28. Do authentic materials contain difficult language in terms of complex sentence structure?
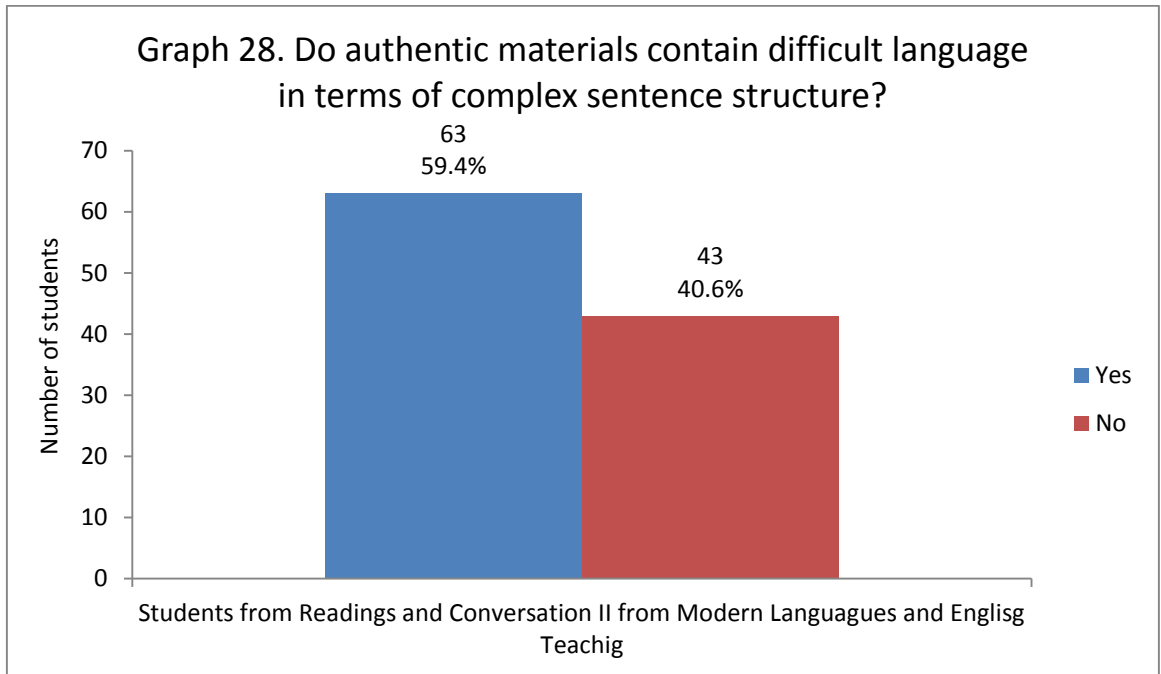
It can be said that 59.4% of the students from both degrees agreed that authentic materials have difficult complex sentence structures which make harder for them to understand a complete paragraph in some cases and it make a challenge to understand a whole text in classes while the 40.6% of students say that they do not think authentic reading materials contain complex sentence structures. This percentage of students might have more knowledge about grammar so it makes it easier to understand complex sentence structures.

Graph 29. Do you plan to use authentic materials when teaching an English Course?
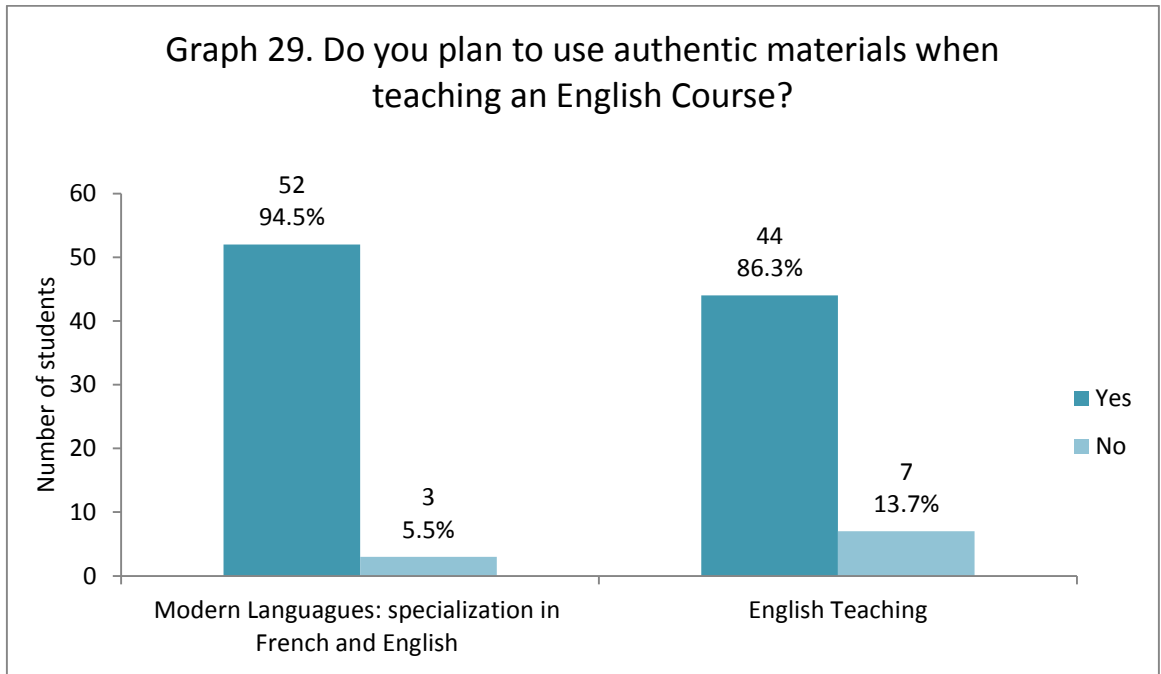
The graph for question 29: do you plan to use authentic materials when teaching an English Course? shows that 94.5% of students form Modern Languages plan to use authentic material once they teach classes, and only the minority with 5.5% do not plan to use authentic material to teach in their future English courses. While in the groups of English teaching it was observed that 86.3% said they are planning to use authentic material once they start teaching English and 13% said they do not plan to use authentic materials when teaching an English course in the future.

Graph 30. Do you plan to use authentic materials when teaching an English Course?
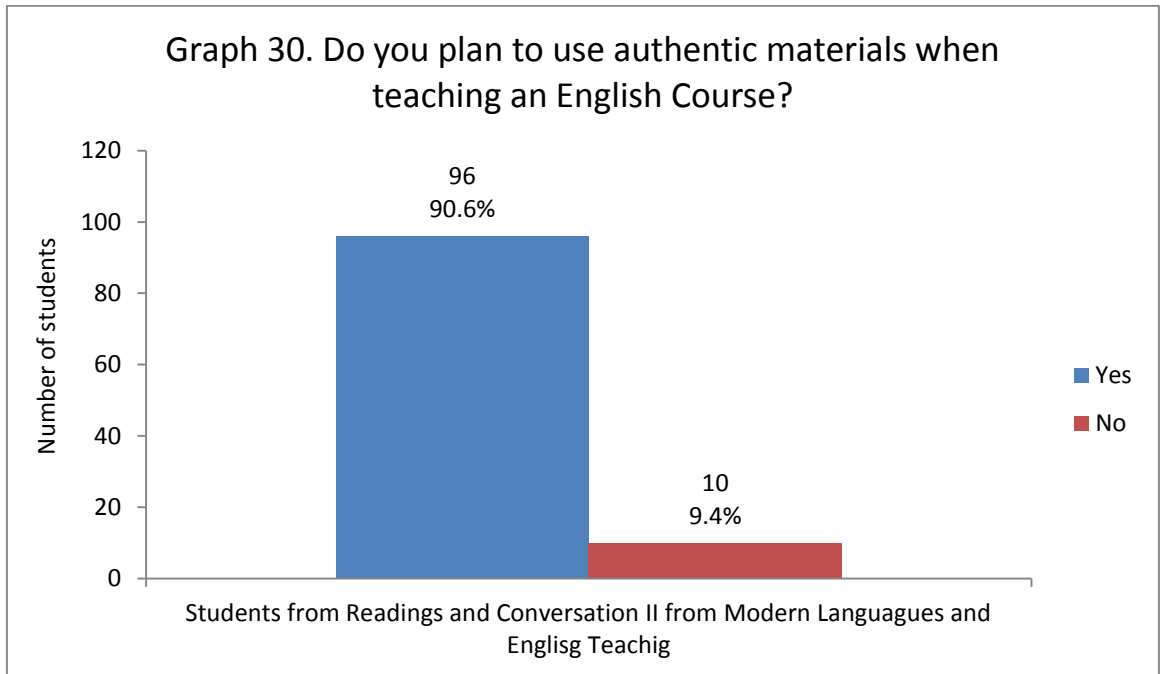
Analyzing these data, the researchers can say that from both majors 90.6% of the sample are planning to use authentic materials when teaching an English course in the future since authentic material seems to be a good strategy for them that has helped them personally then they would like to use it to help their future students to get better in all their English skills. It is important to point out that only 9.4% of the total sample is not planning to use any authentic material to teach in their future English classes since maybe they feel that planning the adequate authentic materials is difficult or time consuming or hard to understand.

6.2 Class Observation Analysis

Over the course of three weeks, four different courses of Readings and Conversation II from English Teaching and Modern Languages major were observed, with a total of six classes in order to identify the authentic materials used by teachers inside the classrooms. Each group was observed 4 hours per week, making twelve hours of observation in total. During the observation period the researchers took notes and by using a checklist, they saved records of how often the teachers used authentic material and what type of authentic materials they used among others.

Between those four groups selected of the Readings and Conversation II, it was observed that 2 teachers had more teaching experience and work full time; therefore, a wide variety of authentic materials was used in their classes. Nevertheless, one of the teacher with less experience, working in an hourly basis, also used authentic materials as often as the experienced teachers, but with less variety of authentic materials. The research team decided to name the teacher of each group as teachers A, B, C and D to have a better organization in the notes taken of each class and to make a better description of the results. So it is stated that the experienced teachers were teachers C and D and the teachers with less teaching experience were A and B.

During the observation period the teachers C and D used different articles from online news with difficult language that apparently woke up the interest of the students to find out the meaning of unknown words in order to understand the text since the topics selected were very interesting and appealing. This type of materials made the students to go beyond their current knowledge and to learn new vocabulary that might help them later to improve their speaking and writing and even listening. The researchers could confirm that indeed authentic texts helped students to learn new vocabulary and use them since at the time of commenting about the texts that was provided in classes student were using the new words learned through the text. In other classes, teachers implemented trivia

game cards to make the class fun and to encourage students to practice their speaking since this class is also to develop their speaking skill. These activities were loved by the students since they had fun during the class but it was also allowing them to practice their speaking skill and learn new vocabulary. Apart from that, it is important to note that both experienced teachers were careful with the materials they used to avoid topics that might offend the political, social or religious values of any student.

Meanwhile in the classes of teacher A the researchers could observe that authentic materials were not use in every single class, but the teacher tried to incorporate authentic materials as much as possible during her class. This teacher used newspapers' articles, videos to be discussed in groups and promote the speaking skill. In the case of this teacher, it was used a piece of authentic reading material about religions that caused a little controversy between the students.

Moreover, the research team could observe that teacher B tried to implement authentic materials but used very little. This teacher used mostly the textbook and students were not very motivated and the textbook of the course was not very stimulating. Activities in the course book were very short so students did not practice their speaking. In the classes of teacher D only a few text from online blogs were used to discuss the topic in pairs.

Finally, it was observed that all teachers followed a textbook to practice reading techniques and also to practice their speaking skill, moreover all groups from Readings and Conversation II had a final evaluation that consisted of reading an authentic book and later   making a presentation of that book so students could practice the new authentic vocabulary learned through that activity.

6.3 Interview Analysis

An interview was made to each teacher of all 4 groups and it contained eight questions. The main question was to gather the opinion of teachers about the use of authentic materials in the Readings and Conversation II courses and based on what teachers mentioned then it can be said that if students have to deal with the language of native U.S speakers everyday involving everyday situations, students should be exposed to authentic material more often since by using the textbooks only the learning will be very limited and they would not be exposed to the real life which is the main object of the authentic materials.

It was found that teachers in charge of Readings and Conversation courses prefer to use authentic material with intermediate-mid or advance students since with basic levels can result very difficult requiring more planning to merge authentic materials with non-authentic materials, and choosing activities that will be developed in conjunction with the authentic materials. It is important to find out that that according to two of the teachers, the most experienced ones, even students from advance courses have not been exposed to authentic materials extensively and when they are exposed to these materials they get a little intimidated. However, teachers with more experience like to use authentic materials to challenge students to go beyond their comfort zone.

Almost all teachers expressed, they prefer to use printed authentic materials taken from important newspapers, magazines, blogs and some teachers expressed they also like to use authentic listening materials like videos from YouTube or fun fact videos from bloggers. Even though teachers would like to vary the types of authentic materials they use or incorporate them as much as possible sometimes they are prevented from using these materials due to the lack of internet in the classroom or because some authentic materials are time consuming when talking about looking for a catchy topics that will combine with the activities or topic of the class. It is important to point out the fact that teaches feel they must be prepared to answer any question about those authentic materials so they must know all the

vocabulary and their meanings. Some other teachers prefer not to use very difficult authentic materials since they do not want student to take them by surprise asking the meaning of a word they are not aware of.

Concerning the motivation in the classroom through the use of authentic materials, teachers think they must be careful with the materials they used since not all authentic materials are entertaining. Teachers agree that topics must be appealing but also must be related to everyday activities that students can get involved in or these materials can also be about topics that calls the attention of young people nowadays. One teacher mentioned that trivia games motivate students a lot and stimulate them to develop their speaking skill while having fun. So they will acquire the knowledge unconsciously by means of board games questions.

All teachers agreed that in the Readings in Conversation course students must be challenged and they need to be taken to a higher level of knowledge since by this course student in their majority have already finish the advance English course so it is considered that they are prepared to understand and manage all English language almost to the level of a native speaker. Based on the opinion collected from all teachers is in this course where students should be exposed to a large amount of authentic materials so they can acquire authentic knowledge and produce some authentic language like speaking and be able to manage any conversation with a real native speaker face to face with any struggle.

6.4 Global analysis of the research

After administering the surveys, observing classes, interviewing the teachers and analyzing the obtained data, the overall results showed that authentic materials help the enhancement of the English language process. Both teachers and students know how important it is the use of these authentic materials in the Readings and Conversation as in other subjects of the Foreign Language Department. These useful materials help students not only to increase their oral proficiency and to improve their reading skills, but also to expose students to a

context of real life situations, which is known to be difficult to accomplish by using the course book only.

An interesting and useful finding was that newspapers, online blogs, and books are some examples of the authentic materials mostly used by students and teachers in Readings and Conversation II. On the other hand, authentic listening materials such as songs, movies, news programs, etc., are the authentic materials that teachers use in very few occasions. It must be taken into consideration the type of authentic materials students prefer the most and what material teachers notice that help students the most since this contribute to create a successful Teaching Learning process.

The information gathered from the surveys that were administered to the students confirmed that student feel comfortable about authentic materials not only for reading but also listening materials. Concerning reading authentic materials 66% of students from both majors expressed that did not struggle when reading authentic reading materials while the remaining percentage find sometimes difficult authentic materials. All students seem to find that authentic reading materials contain difficult vocabulary and also complex sentence structure.

One aspect that really called the attention of the researchers was that almost one hundred percent (96.2%) of the students said they felt that authentic materials were helping them to develop all their macro skills. That's why the majority (92.6 %) of students from both majors would like to use more authentic material in the course of Readings and Conversation. Moreover, based on the opinion of the students, all teachers from all subjects at the Foreign Language Department should implement the use of authentic materials and not only in the Readings and Conversation courses. Current teachers using authentic materials make students think about themselves using authentic material for futures classes after they get graduated and definitely the majority of students would like to use authentic material once they start teaching.

7 FINDINGS

7.1 Answers to the Research questions

7.1.1 GENERAL RESEARCH QUESTION

- **What is the opinion of teachers about the use of authentic materials in the Readings and Conversation II courses offered in the B.A in Modern Languages: specialization in French and English, and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador?**

Teachers believe that authentic materials motivate, increase the interest of students and generate a better teaching-learning process, since students are willing to pay more attention to the class and participate with the activities. Some teachers think that authentic materials push students beyond their comfort zone so students are in the need of using their previous knowledge and acquire new learning to merge it with what they already know in order to produce new authentic language. Teachers think that if they want their students to be close to English proficiency using only graded materials will not be enough.

7.1.2 SPECIFIC RESEARCH QUESTIONS

● **What impact do authentic materials have in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching?**

Authentic materials are a useful tool for teaching because they bring a lot of benefits in the development of the students English language learning process. When students use authentic materials they are highly motivated and develop a sense of achievement when they understand a piece of any authentic material. This encourages further reading. Authentic materials in the classroom take students out of the controlled language learning environment that textbooks offer them and leave apart the artificial language of textbooks to use authentic language in the same way it is used in everyday real life-context. Some authentic texts contain new and relevant vocabulary that will benefit students to improve their other skills like speaking writing and listening. The same occurs with authentic listening materials they also influence the other macro skills. It can be pointed out that reading and listening materials promote further reading and adds more vocabulary to the students' knowledge so they can feel more confident when talking.

- **What are the arguments that teachers have in favor of using authentic materials in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching?**

  Authentic materials prepare students to deal with native speakers' context, culture and common everyday situations. They get students to know the culture and how society is in the different countries of the target language. Authentic materials usually encourage a casual and natural conversation that occurs in real-life language situations leaving behind those predetermined dialogues presented by textbooks. These types of materials make classes interesting, get students' attention and motivate them to be involved in the topic of the class; moreover authentic materials awaken the desire for participation in each activity.

- **What arguments do teachers have against the use of authentic materials in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching of the Foreign Language Department at the University of El Salvador?**

  Even though the use of authentic materials is beneficial for students, teachers share that preparing authentic materials represent some difficulties. One of the points is that preparing authentic materials is time consuming because you need to select the material, then to redesign and edit it. Secondly, using authentic materials can be a challenge not only for students but also for teachers. In the case of the students, they can feel frustrated because some of these authentic materials have an English level that is not appropriate to the English proficiency students have. Talking about teachers, one of the challenges can be the access to resources like copies, computers, projectors and internet, as well, the language can be challenging even for teachers and some others might be afraid of being asked for any unknown vocabulary.

- **How frequently do teachers of the Foreign Language Department at the University of El Salvador use authentic materials in the Readings and Conversation II courses offered in the B.A In Modern Languages: specialization in French and English and in the B.A in English Teaching?**

All the teachers mentioned that authentic materials are important and because of that they try to use them as often as possible but not as much as they would like to. Based on the information gathered from the survey researchers found that authentic materials are used almost every class by teachers of Readings and Conversation II from Modern Languages and English Teaching of the University of El Salvador. Even though preparing authentic materials and creating activities that relate to the material is time consuming, two out of the four teachers observed make an effort to use these types of materials and incorporate them to their classes almost every day. It is very important to point out that students are aware of the materials teachers use and notice the amount of authentic materials each teacher uses in the class. It can be inferred that the little percentage of students that said teacher almost never or never use authentic material might not be aware of what authentic materials are or they might think that the amount of authentic materials use in class in very few.

8 CONCLUSIONS

After analyzing the overall results gathered from the observation class, interviews to teachers and the survey applied to Readings and Conversation II courses from the Foreign Language Department of the University of El Salvador, we can conclude the following:

- Students consider that the use of authentic materials is a useful tool to motivate them, to increase their interest and to expose them to the language they will face in the real world.

- Authentic materials give students a sense of achievement when students are able to understand the texts. This encourages further reading which conducts to the acquisition of new vocabulary, leading to an improvement in their speaking, listening and writing skills too.

- Students of Readings and Conversation courses agree that authentic materials must be used in lower levels also. They have noticed the improvement that they have had as consequence of using authentic material in this course and how these types of materials are a useful tool in the learning process of a foreign language.

9 RECOMMENDATIONS

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

9.1 Recommendations for professors

- Teachers should keep using authentic reading materials with students as they do now with Readings and Conversation II courses at the Foreign Language Department in order for students to improve their vocabulary, pronunciation, and fluency.

- Teachers should give the general context, key vocabulary, and any important background information to the students before they develop the activities so it allows students to activate their background knowledge about the topic of the text before they read or listen any piece of authentic materials.

- To encourage students to use authentic materials on their own watching movies, documentaries, news and TV series, as well to read magazines, newspapers, online articles and novels.

9.2 Recommendations for students

- To take advantage of the different resources that the Foreign Language Department offers such us the use of the computer center, internet access, library and laboratory to get in touch with authentic materials.

- Participate actively in the different activities that teachers develop using authentic materials.

- The students from both majors should be exposed to authentic English materials like books, novels and documentaries outside and inside of the classroom, not only when professors ask for that but all the time that they have the opportunity and the environment to do it.

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ANNEXES

N°	Activities	February				March				April				May				June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Meeting with advisor				■																								
2	Selecting the Topic					■	■																						
3	First draft of the profile								■																				
4	Second draft of the profile									■	■																		
5	Final profile report											■																	
6	Profile Presentation												■																
7	Designing the instruments													■	■														
8	Data gathering															■	■	■	■										
9	Data analysis																			■	■								
10	First draft of the project																					■	■						
11	Second draft of the project																							■	■				
12	Final project report																									■	■		
13	Pre-presentation of the project																											■	
14	Final presentation of the project																												■

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ANNEX 2

INSTRUMENT 1: CHECKLIST

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND HUMANITIES

FOREIGN LANGUAGE DEPARTMENT

Date: _____

CLASS OBSERVATION CHECKLIST

Topic: *The use of authentic materials in Readings and Conversation II courses.*

Objective: *To analyze the use of authentic material in Readings and conversation II courses offered to the B.A In Modern Languages: specialization in French and English and to the B.A in English Teaching of the Foreign Language Department at the University of El Salvador, Semester I-2018.*

Instructions: For each of the points listed below, choose the appropriate response…

Nº	Statement	Never	Sometimes	Usually	Always
1	Teachers use authentic materials in classes.				
2	Teachers use different types of authentic materials.				
3	Teachers use authentic materials to develop listening skill.				
4	Teachers use authentic materials to develop reading skill.				
5	Teachers use authentic materials to develop writing skill.				
6	Teachers use authentic materials to develop speaking skill.				
7	Teachers look confident using authentic materials.				

8	Teachers involved all students when using authentic materials				
9	Students get motivated with the use of authentic materials.				
10	Students struggle when reading authentic materials.				
11	Students look challenged when listening authentic materials.				

Teacher: _____

Topic: _____
_____

Name of observer: _____

No. of students: _____

Observations: _____
_____
_____
_____
_____
_____

ANNEXE 3

INSTRUMENT 2: INSTRUCTORS' INTERVIEW

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

Universidad de El Salvador
Hacia la libertad por la cultura

Topic: The use of authentic materials in Readings and Conversation II courses.

Objective: To analyze the use of authentic material in the Readings and Conversation II courses offered in the B.A in Modern Languages: specialization in French and English and in the B.A in English Teaching

Instructions: Please read and answer the following questions.

INTERVIEW

1. What do you think of authentic materials?

   _____

2. Do you use authentic materials in your classes?   yes__   No__   why?

   _____

   _____

3. What types of authentic materials do you like to use the most? Why?

   _____

   _____

   _____

4. What prevents or has prevented you from using authentic materials in your classes?

_____

_____

5. Is it easy to prepare authentic materials for your classes? yes__ no__   why?

    _____

    _____

6. Do you think that authentic materials have more impact on the student's macro skills than

    non-authentic materials?   What are your thoughts?

    _____

    _____

7. Do you consider that using authentic materials get students motivated in your class?

    What are your experiences?

    _____

    _____

8. Do you think that authentic materials work with students of Readings and Conversation

    classes? What are your thoughts?

    _____

    _____