

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



**IMPACT OF THE USE OF AUTHENTIC MATERIAL ON THE READING
PROFICIENCY OF STUDENTS FROM READING AND CONVERSATION IN
ENGLISH COURSES AT THE FOREIGN LANGUAGE DEPARTMENT OF
THE UNIVERSITY OF EL SALVADOR DURING THE YEAR 2014.**

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INTRODUCTION

Reading is a very important skill in the English learning process. In fact, in recent years, educators and researchers such as Richard and Bamford (2008) have increasingly focused on reading because they have identified the significant impact of reading, especially on academic achievement. Hence, the role of teachers is crucial in terms of providing the students with alternative materials that they would not find in textbooks, in other words, the task of teachers is not to delude the language learner but to prepare him, giving him the awareness and necessary skills so as to understand how language is actually used.

Incorporating authentic materials in the process of teaching a foreign language have been considered with the student benefiting from the exposure to real language being used in a real context. Among the aspects that proved positive when using authentic materials were that they are highly motivating, giving a sense of achievement and encourage further reading. They are also very versatile (they can be used different ways to promote different skills) and can be used more than once as well as being updated. Anything can be used as authentic materials but for developing reading one of the most useful sources is the Internet, with large amounts of varied material being easily accessible.

In this regard, the current undergraduate research project has the aim to explore the impact of the use of authentic materials in the reading proficiency of students from Readings and Conversation I course. It is often taken for granted that students at this level have developed the skills and strategies needed for academic reading. Actually, they are expected to have reached the C1 Level (CEFF) when they finish the English Advanced II course. However for most of the students that is not the case, in fact, the reading skill has traditionally been put aside in the intensive English courses. Students lack reading techniques, vocabulary and reading habits. Key aspects to become proficient readers in any language.

Readings and Conversation I course aims to develop the learners' skills in reading, vocabulary building also, as it is stated on the syllabus major, one of the main targets is to help learners in developing reading fluency and reading comprehension. It is

important to highlight that for this semester teachers planned to include authentic texts in the reading area of the course to develop the major units. In this sense, they collected texts from different sources (web articles, newspapers, magazines, etc) as an alternative to the textbook. Therefore, the research group pretends to assess the impact that the authentic materials might have on the students reading competence after being exposed to these types of material, expecting that this information can be useful for teachers and students later on.

The contents of this research project are presented as follows:

The first one is the statement of the problem. This describes the reasons why this investigation is going to be researched; also, it has the general and specific objectives that set the goals to achieve while this research is carried out as well as the justification, which states the reasons why this research is important.

The second is the theoretical framework which establishes a description of the history of the use of authentic materials; besides, it contains the different concepts, definitions and notes taken from the literature related to enhance authentic material, whose main concern is the reading proficiency in a target language. It also presents a variety of terms and its definitions such as: authentic material, reading, reading proficiency and proficiency and others that could better explain the content of this research.

The third chapter states the type of study used to carry out the investigation appropriately. Chapter four presents the hypotheses, the ones that provide possible answers to the researchers' questions and speculations concerning the authentic material and reading proficiency. Then in chapter five the research team describes the research design to be applied, the methodology, this is based on the steps of identifying, describing, classifying and analyzing the collected data. In order to carry out this undergraduate project it is necessary to implement some procedures, techniques and instruments to obtain all the necessary and reliable information about the study.

The sixth chapter deals with the population and sample that was considered in the execution of this project. It details the accurate number of participants that were taken into account. The seventh chapter describes the data collection instruments that were administered to develop the investigation successfully.

After that, it comes one of the crucial steps in the project which is the analysis and the interpretation of data. In the analysis and interpretation the results are established by the design of bar graphs in order to show statistical data.

Finally, conclusions and recommendations mention some results shown at the end of this investigation as well as some suggestions that could be taken into account in order to improve the use of authentic materials in Readings and Conversation I course.

I. STATEMENT OF THE PROBLEM

Historical framework

The relentless push since the mid 1970s toward communicative approaches to language teaching has brought along with it the need to develop students skills for real world. Teachers therefore, must stimulate this world in the classroom. One way of doing so is to incorporate the use of authentic materials. Students argue that the use of authentic materials help to bridge the gap between classroom knowledge and students capacity to participate in real-world events. In other words, incorporating authentic materials helps the students acquire an effective communicative competence in the target language (Musallam, 2007).

In teaching English, there are four macro skills. They are listening, speaking, reading and writing. From the four skills afford mentioned, reading is of a great importance in the English learning process. Through reading learners increase their vocabulary, develop new concepts, study how words are used in context and get much knowledge.

In teaching reading, teachers should introduce other materials as alternative to the textbook in order to provide the students with diverse situations. Regarding alternative materials we find authentic materials which are defined as; “any kind of materials taken from the real world not specially created for the purpose of language teaching”. (Johnson, 1994)

Incorporating authentic materials in teaching a foreign language offer several advantages. According to Kilickaya (2004) the use of authentic texts is now considered to be one way for increasing student’s motivation for learning since they give the learner the feeling that he or she is learning the real language. Empirical studies (Bacon & Finnemann’s. 1990; Otte, 2006; Thanajaro, 2000) have confirmed that students’ motivation and self-satisfaction increased after exposure to authentic texts. What is more, authentic materials encourage reading for pleasure especially because they contain topics of interest for learners. In other words the

implementation of authentic materials when teaching reading skills should be ideal to improve EFL students reading proficiency.

A. DESCRIPTION OF THE PROBLEM

The University of El Salvador, the only public university in the country, is composed of many schools, departments and thousands of students registered in different majors. One of the largest schools on campus is the Foreign Languages Department (FLD). Within the department there are two majors devoted to the teaching of foreign languages (English and French); which are Licenciatura en Idioma Inglés Opción Enseñanza and Licenciatura en Lenguas Modernas. Among the subjects included in the study plan for both majors are Readings and Conversation in English I and II courses.

It is expected that at the end of these courses students master the high level of reading proficiency required to become competent readers and future professionals in the English teaching field. Specifically the Readings and Conversation in English I course aims to develop the learners' skills in reading, vocabulary building and critical thinking. In this course one of the main targets is to help learners develop reading fluency and reading comprehension as it is stated on the syllabus.

For years, teachers from the FLD have made attempts to introduce authentic materials in their English lessons, since they are aware of the importance of using them. According to a short diagnose that the research group conducted with some of the teacher's staff from the FLD, teachers agreed that the intensive use of authentic materials engages students into the class and also motivates them. Moreover when the research group asked if they had tried authentic materials in their classes all of them said yes, besides the teachers claim they make use of some types of authentic materials such as; songs, newspaper articles and videos from time to time. Therefore, at the beginning researchers considered to conduct an investigation to measure the impact of the intensive use of reading authentic materials on the reading proficiency from students of Readings and Conversation I course. The idea was to carry out a pure

experiment to prove that the intensive use of authentic materials help students to reach a high level of reading proficiency.

In this sense, the research group was supposed to intervene in Readings and Conversation lessons by presenting and providing authentic texts for a period of six weeks. However, the data gathering plan was rearranged after noticing that in the syllabus for Readings and Conversation I the course methodology suggest that there was no structure book to follow, instead the reading aspects of the course took texts from different information sources (newspapers, videos, magazines, etc.) to develop the major units/topics. In this way, the teachers were the ones in charge to present the material to students as well as developing all the activities required into the classes. Since all the Readings and Conversation I groups were using authentic materials intensively there will be no control group. Therefore, the research design was modified from a pure experiment to a pre experiment because this type of design does not require a control group.

Based on the information previously mentioned, the researchers consider the following questions in order to carry out this investigation:

General Question:

What is the impact of the use of authentic materials on the students reading proficiency in English language?

Subsidiary Questions:

1. Does the implementation of authentic materials in Readings and Conversation I course become an alternative over using the traditional approach?
2. Does the exposure to authentic materials expand the vocabulary of Readings and conversation I students?
3. Do authentic texts really stimulate the students' interest for reading?

B. OBJECTIVES

GENERAL OBJECTIVE:

To explore the impact of the use of authentic materials on the reading proficiency of students from Reading and Conversation in English courses at the Foreign Languages Department at the University of El Salvador.

SPECIFIC OBJECTIVES:

- ✓ To determine to what extent the use of authentic materials influence the reading proficiency level of students of Reading and Conversation in English courses at the Foreign Languages Department.

- ✓ To assess students' reading proficiency before and after being exposed to the use of authentic materials.

- ✓ To assess the level of improvement on reading proficiency obtained by students of Reading and Conversation in English courses after being exposed to the use of reading authentic materials based on the students'outcomes.

C. JUSTIFICATION

Reading as one of the four-macro skills, is an integral part in the learning process of a second language. Hence, the task of teachers to provide the students with reading texts that would fulfill the students' necessities as well as increase their motivation and interest. In this regard, using authentic materials in reading courses becomes a good alternative.

Authentic materials are defined as; "... real life texts, not written for pedagogic purposes" (Wallace 1992:145). They are therefore written for native speakers and contain "real" language. According to Peacock, authentic materials are the ones that have been produced to fulfill some social purpose in the language community. Authentic texts are meant to foster engagement and interest in students while delivering important reading instruction. Studies have shown that students have higher comprehension when they are motivated and engaged in texts they are reading.

Authentic materials are easy to find since there is a plethora of literature and media available from which to choose besides, authentic texts are generally up to date, especially texts pulled from websites and other online sources in a wide variety of types from newspapers, flyers, menus, magazines, bills to e-books, tickets, cards, etc.

Having this in mind, the aim of this study is to measure the impact that the use of authentic materials has on the reading proficiency of students of the Readings and Conversation courses of The Foreign Languages Department at The University of El Salvador. Because the research group believes that the implementation of authentic materials might have a significant impact on the students reading competence due to the fact that the use of these texts allows students to get used to reading in the real world which increases student motivation and interest, key factors in advancing comprehension strategies. Using pre-reading, while-reading and after-reading strategies are important aspects of an authentic text based reading program. Besides that some graduation works concerning reading proficiency have been done, but none

concerning with measuring the students reading proficiency after being exposed to authentic materials.

D. DELIMITATION OF THE PROBLEM

The aim of the investigation was to explore the impact of the use of reading authentic materials on the reading proficiency of students from Readings and Conversation I course at the Foreign Language Department at University of El Salvador (UES). This undergraduate research project was carried out during the second semester from August to November, 2014.

To conduct this research project, the researchers selected three groups from the total amount of students registered in Readings and Conversation I. this investigation was developed at the beginning of the second semester of the academic year 2014.

With the results obtained in this undergraduate research project it is expected to contribute to enrich the academic experience in the language teaching implementing the use of authentic materials to enhance reading proficiency. In this sense, this research might be used as a tool for teachers who are planning to work with the subject of Readings and Conversation later on.

II. THEORETICAL FRAMEWORK

Background

Interest in authentic materials has a history as long as 1890s and Henry Sweet (1899) is believed to be one of the first advocates who favored the use of authentic materials and discussed their benefits over contrived ones. He believed that natural texts “do justice to every feature of the language” while artificial materials include “repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential” (cited in Gilmore, 2004) the appearance of authenticity according to Gilmore (2004) dates back to the discussion raised by Chomsky (1965) and Hymes (1972) who remarked that communicative competence does not only comprise the knowledge of the language but the need for contextualized communication. The climax of this view was seen in communicative language teaching.

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

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

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

In recent years, educators and researchers such as Richard and Bamford (2008) have increasingly focused on reading because they have identified a significant impact of reading, especially on academic achievement. Educators know that reading help students to increase an extensive vocabulary as well as better comprehension when reading. It is crucial to mention that teachers play an important role in improving sufficient reading authentic materials. However, educators are concerned about students' disinterest that is why they are dealing with finding out ways and sources with the purpose to encourage students to read.

A language is an essential tool that provides students a way to communicate in different contexts, interact with others, and express their ideas. Therefore, learning a second language becomes a necessity to deal with globalization phenomenon in which people are immersed nowadays. In this sense, English as a Second Language (ESL) students need to go beyond grammatical structure of a language. In fact, what they need is to use it in order to develop the communicative competence; so students will be able to use language to understand, interpret, express, and share opinions and ideas in a very situation.

a. Definition of authentic materials.

Nunan (1989) refers to authentic materials as any material that has not been specifically produced for the purpose of language teaching. In this sense, authentic

materials are not created to be used in the classroom; however, they make an excellent learning tool for students precisely not only because they are authentic materials but also because authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.

As Sanderson (1999), says teachers are educators working within the school system, so in this concern, education and general development are part of their responsibilities. Taylor (1994) defines authentic materials as items that have been designed for general community and not specifically for language learners. Regarding the previous definitions, one might say that authentic materials are the ones that are created for a real life context for native speakers; in spite of this, authentic materials are used to fulfill a social purpose such as teaching a second language. Authentic materials are written by native speakers therefore the language they contain is considered real. In fact, this language is the one that students need for a real world communication.

b. Types and sources.

The sources to obtain authentic material are infinite, nevertheless, Miller(2003) highlights four of the most common which are; Newspaper and magazines, radio, television/ video and internet. Regarding the types of authentic materials, this research project will focused mostly on the use of authentic texts such as the following:

Newspapers

Newspapers are an invaluable source of authentic materials, and their use in the language classroom is very much in keeping with current thinking and practice in teaching pedagogy. The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating for students to work with. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.

Furthermore, newspapers contain a wide variety of text types and languages styles not easily found in conventional language-learning materials (e.g. general course books), and students need to become familiar with such language forms.

Newspapers provide a natural source of many of the varieties of written English that become increasingly important to students and valuable for language study as they progress. Grundy (1993) has dealt with newspapers as authentic materials for English classroom where he provides based activities for teachers and the main approaches taken in order to build confidence with their use. He has claimed that newspapers represent a clear picture of foreign society with all its habits, ways of thinking and its prejudices. Finally, reading inside the classroom can help students discover their own tastes and interests. This in turn can play an important role in the process of motivating them to read of their own accord outside the classroom, thereby extending their contact with English.

Magazines

They are produced for public consumption, but they can be useful in the classroom because of their relevance and interest. In addition, advertisements for products, illustrations and diagrams may also be selected. English language magazines are the most available materials in major cities around the world. Besides that, magazines as authentic material offer more than real language use, but authentic and personal responses. It is rich of relevant topics and cultural ideas that may motivate the learners for reading. Teachers from their use want to create original and practical applications, and learners aim at the same time to feel that they are doing successful language learning MakhoulfiAkila (2013).

Product information

These are often represented in glossy brochures where they offer information about products and services of the company for clients. Sometimes companies produce these with general content directed to non-specialist; others have specific technical information for business people. Further, they can be used in teaching for discussing techniques for advertisements, or relating to learners own products. Thus

they are interesting with a broad range of learners, both pre-experienced and job-experienced

c. How can teachers incorporate authentic materials in the teaching of a target language?

When teachers are using reading authentic materials into the classroom, they always start with a purpose. It will depend on their students' needs and goals to motivate students for reading. Griffiths and Keohane (2000) suggest the incorporation of authentic materials for learners since for decades authentic materials have been used for language learning.

Concerning the selection of authentic materials, teachers have to consider certain aspects such as the ones distinguished by (Nuttall, 1982) these are; readability, suitability of content and the exploitability of the authentic text.

Readability

At this stage, the focus is mainly on the language difficulty of the text, structures and vocabulary. For example at the lexical level, the set of vocabulary in the text should go in line with the level of the students, but at the same time it is worth having introduce new words that can be understood by the context, and even promote the use of dictionary. On the other hand readability covers also the matter of structures. The structural difficulty of the text is usually expressed by the sentence length and its complexity.

Suitability

As Widdowson (1990) pointed out that authentic in reading lies on authentic responses of readers towards intentions of the writer. This argument stresses on the prior knowledge that a learner will bring to the text rather than the language level of the text. It means that a learner who has passion for a particular topic can make a well sense of the text on the same topic simply because he has good prior knowledge of it.

Hence, the relevance of the content to the learners, their interest, experience with text and the appropriateness of the text are the keys to conducting the text successfully. In this sense, how we can make this high interest content of authentic text accessible by learners.

Exploitability

This is the third important criterion in selecting texts. The text which cannot be exploited for teaching purposes cannot develop learner's skills in reading. The intention here is shifted towards the way of reading that make learners effective readers. Exploitability of text, therefore defined in the use of the text to develop a practical purpose or skill.

Authentic texts in the classroom

It is hard for many teachers to achieve the real notion of authentic proposed by Meinholf. It is assumed that whatever the authentic material is, there is a problem of using texts outside their natural socio-cultural environment such as the classroom. According to Meinholf, a strict interpretation of authentic would include only original pieces of written and spoken which occurred naturally between native speakers and could therefore be accepted as "genuine communication acts" (Wallace, 1992).

Authentic sources in the classroom therefore are aimed for pedagogic purposes where they have lost authenticity. In this case, Meinholf suggests that the learners can be involved in the selection of texts. The teacher may bring a selection of magazines from which learners can choose articles.

In addition to this, bringing authentic texts to the classroom should be done always with a clear purpose as highlighted by Senior; "...we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials" (Senior 2005). Students feel more confident when handling authentic materials as long as the teacher gives them pedagogical support.

Authentic materials should be in accordance with students' abilities, with suitable task being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, a possible solution is to simplify them according to the level of the learner. This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text "less" authentic. The basic parameters to consider when simplifying texts are:

- Linguistic simplicity: grammatical structures, lexical items and readability.
- Cognitive simplicity: age, education, interest of learner.
- Psychological simplicity: does it follow traditional social norms?

Another possible solution is to provide the students with related tasks. There are three basic types:

Pre-reading: This activity pretends to prepare the students for coming linguistic difficulties and more cultural and conceptual ones. In addition, it gives the students the opportunity to active the prior knowledge about the whole issue.

While-reading: This task aims to make learners flexible and active readers. It is usually reinforced by the genre which leads the reader to read with a particular purpose.

Post-reading: It is like pre and while reading promoting the interaction with the text that is suitable to genre, content, context and reading purpose.

d. How can students benefit from Reading Authentic Materials?

Nowadays learning a foreign language is not only a process of acquiring grammatical structures, vocabulary items or the main concepts of a language in a traditional way but also it means to go beyond as well as to interact in a real context developing communicative competence. Hence, the source for English learning does not to be limited to a specific set of textbooks and practices (Griffiths & Keohane, 2000) but rather to incorporate the use of authentic materials for learners as it is

suggested by Widdowson (1990). In this sense, the implementation of authentic materials in the teaching of a foreign language can help students in the acquisition of a target language in a significant way.

Reading as a receptive skill constitute an essential part in the acquisition of a second language, through reading students gain new vocabulary, practice pronunciation, see how words are used in context, etc, therefore teachers are concern about the type of reading materials they provide to students whether if they are suitable for them or not or if they fulfill their students necessities and expectations.

“It has been traditionally supposed that language presented to learners should be simplified in some way for ease and acquisition. Nowadays the recommendation is that the language presented should be authentic” (Widdowson 1990). Authentic materials benefit in a great manner to students in the learning process of a target language. Regarding authentic materials (Sanchez, Perex, & Gomes, 2010) claim that authentic materials provide opportunities for language use in a more relevant and communicative way.

In other words, authentic materials enable learners to interact with the real language and content rather than the form.

Using authentic materials in the classroom, even when it is not in an authentic situation, it still provides the learners with the following benefits:

Authentic materials motivate students in reading:

Through the implementation of authentic materials into the classrooms there is an important element that teachers have to take into account which is the motivation. Since the motivation is the set of thoughts and feelings which the learners want to and continue to want to do something and which turn their wishes into action, the motivation is very important in language learning because is one of the key factors that helps make language learning successful.

“When working with reading authentic materials the students are so motivated and at the same time they increase their interest in reading” (Martinez, 2000). In reading, the motivation is essential especially in the learning process of a target language because if students are immersed in a comfortable environment in which they can develop their autonomy and creativity they will learn effortlessly acquiring the necessary knowledge. According to Tomlinson (1998) authentic materials can help students to feel comfortable into the classroom when the readings engage with different environments and cultures. Hence, this type of authentic materials allows students to develop confidence through the activities that strength and develop their reading skills using real situations that lead them to be creative, imaginative and analytical.

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

Moreover, Freeman and Holden (1986) have asserted that authentic materials have a positive effect on learner motivation in the foreign language classroom due to authentic materials, are intrinsically more interesting or stimulating than artificial or non- authentic materials. For that reason, teachers have to take into account some factors at the moment of selecting the material that he or she pretends to use in the teaching of a language such as students interests and necessities as well as the cultural context. In other words, it is necessary to provide to students with materials that contain new information, achievable challenges, etc. All of them in order to raise the student’s motivation to learn and interact with the language students are learning.

Authentic Materials expose students to real language:

“Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value” (Sanderson, 1999). Since authentic materials provide real language in which the students can feel that they are immersed in the context of the real use of a language; another important benefit that students can obtain regarding to authentic materials is that students are exposed to real language (Nunan, 1999; Spelleri, 2002).

“Authentic materials are real life texts, not written for pedagogical purposes” (Harmer, 1991). Authentic materials are significant since it increases students’ motivation for learning and at the same time make the learner be exposed to the real language as point out Guariento & Morley (2001). The authors that were mentioned before are in agreement when they refer to authentic materials as the “exposure to real language and its use in its own community”. Rogers and Medley (1988) define it as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication.

According to Shrum and Glisan (2000) “authentic materials provide an effective means for presenting real language, integrating culture, and heightening comprehension.” First, by exposure to such materials, students will be provided with the opportunity to see language as is used in real world to serve a real purpose. Second, such materials can be considered as a rich source of cultural content. As Burns and Seidlhofer (2002) suggest, “authentic texts can introduce students to a full range of transactional and interpersonal speech”. As they put it “they can highlight language variation and choice rather than fixed and formal sets of rules.”

Investigations of Day and Bamford (2008) and Hunter (2009) have identified a significant impact of reading on academic achievement. They affirm that reading can empower students with extensive vocabulary, syntax, and other language expertise that will enrich their use in the target language. Authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling (Martinez, 2000). In other words, the teaching of a language not only is based on a specific grammatical function but authentic materials allow students to interact with a natural language, knowing new expressions, acquiring new vocabulary as well as giving them a sense of achievement. “The more the learner reads, the better a reader he will become. Extracting real information from a real text can be extremely motivating. Therefore, increasing students’ motivation for exposing them to real discourse” (Guariento & Morley 2001).

Authentic materials help in the improvement of reading skills:

“Authentic materials are versatile, they are ideal to teach/practise mini-skills” (Martinez 2000). In this sense, another important benefit that Martinez point out regarding to the use of authentic materials is that teachers can use this kind of material in the teaching of the mini-skills on reading, as well as students can improve their mini-skills on reading such as scanning, skimming, etc.

Authentic materials provide authentic cultural information:

Knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. Successful language learning requires language users to know that culture underlying language in order to get the meaning across.

Culture in English language teaching materials has been subject to discussion for many years. As McKay, (2000) points out “the reason for the use of cultural content in the classroom is that will foster learners motivation”. Kelly et al. (2002) state that when used effectively, authentic materials help bring the real world into the classroom and to a considerable point can bring life inside the ESL class. By exposing learners to cultural features in a text, a deeper understanding of the topic can be generated and thus interest in the text may be raised. On one hand, the students develop their ability to recognize relevant information, and on the other, they learn how to disregard what is not relevant.

According to Stuart and Nocon (1996), Learning about the lived culture of actual target language speakers as well as about one's own culture requires tools that assist language learners in negotiating meaning and understanding the communicative and cultural texts in which linguistic codes are used”.

Tseng (2002) suggests that culture effects changes in individual perception and is vital for expanding an individual's perspective of the world. Also, Paltridge (2001) states that in order to produce awareness of language and its related skills, authentic

materials must be used. Chavez (1998), in the same way agrees that using authentic materials is to the benefit of the students because they are more enjoyable and students find a chance to interact with the language and its use.

e. Reading proficiency.

First of all, it will be necessary to define what reading proficiency is; in other words, how authors point it out. Based on studies in the (Academic English reading proficiency at the University level: A Norwegian case study) reading is understood as a more complex process than simply decoding the written words in a text. It is the active creation of meaning in an interactive process between information in a text and the knowledge of the reader. Moreover, the focus is on reading in a second language (L2), and thus, it is useful to look very briefly at reading in an L2 as opposed to in an L1. Alderson (2000) summed up the issue as follows: “We do not, and indeed find it difficult to, draw a clear distinction between first and foreign language reading; in fact, it is not clear to what extent reading in a foreign language is different from reading in a first language”. Indeed, much indicates that the reading process in an L2 is largely the same as in an L1, as it is point out below.

Subsequently, research considered reading in an L2 as a process largely similar to that of reading in a L1 but one that is subject to “a number of additional constraints on reading and its development” (Grabe, 1999). The current view, however, is that reader’s approach L2 reading with a dual-language system (Koda, 2005, 2007). For many, the resulting dual processing might even be an advantage in the L2. After all, an L2 reader will as often as not have the advantage of having developed reading proficiency and a large sight vocabulary in the L1. Cummins (2000) argued that “academic proficiency transfers across languages such that students who have developed literacy in their first language will tend to make stronger progress in acquiring literacy in their second language.

It is often taken for granted that university students have developed the skills and strategies needed for academic reading in their L1 and that they should be able to

transfer them to their reading of English as an L2 (Koda, 2005, 2007). However, the ability to do so depends on their L2 proficiency, also known as the linguistic threshold level. This means that if a reader's L2 proficiency falls below a certain level, the transfer of these skills and strategies to the L2 is prevented even though the student is a fluent reader in the L1 (Alderson, 2000; Bernhardt &, 1995). With particular relevance for academic reading, Alderson pointed out that "this linguistic threshold is not absolute but must vary from task to task: The more demanding the task, the higher the linguistic threshold. This automatic word recognition, which in turn provides the basis for higher-level processing, that is, the creation of meaning in an interactive process between the information in the text being read, the reader's knowledge of the language and content, and his or her processing skills and strategies.

Word recognition process

With a fluent reader, the process of word recognition proceeds effortlessly and rapidly in the working memory. When the reader encounters a problem, an unfamiliar word, for instance, the process may slow down or even stop entirely while the reader attempts to use other knowledge sources, regardless of their level in the processing hierarchy to deduce meaning. However, due to the limited processing capacity of the working memory, this will reduce reading speed and fluency as pointed out (Bernhardt, 2005). This slowdown highlights the importance of a large sight vocabulary for fluent reading, an area where one finds the main differences between reading in an L1 and in a foreign language. Grabe (1988) argued that the lack of "a massive receptive vocabulary that is rapidly, accurately and automatically processed . . . may be the greatest single impediment to the fluent reading by ESL students".

Grabe (2009) repeated that for reading in a foreign language the "importance of word recognition is hard to overestimate". Alderson (2000) put this as follows: "Measures of a reader's vocabulary knowledge routinely correlate highly with measures of reading comprehension, and are often, indeed, the single best predictor of text comprehension". The importance of vocabulary knowledge notwithstanding, fluent reading in an academic context also requires the ability to integrate text and

background information appropriately and efficiently. This involves using background knowledge, that is, content knowledge and knowledge of the language and text types. It also involves other cognitive processes.

Metacognitive monitoring and reading strategies

To start with background knowledge, research has shown that this not only influences what a reader remembers from a text, but also his or her understanding of the content (Alderson, 2000). Indeed, knowledge of the world in general and knowledge of the topic in question can, to a limited extent, support understanding when needed to compensate for language difficulties. Nevertheless, in a study of students' academic English reading proficiency, Clapham (1996) found that "language proficiency appeared to have a much stronger effect on students' scores than did background knowledge. However, the comparative importance of the variables seemed to depend on the specificity of the tests". In other words, she found that poor language proficiency prevented her respondents from compensating for their lack of understanding by using a top-down strategy such as drawing on subject matter knowledge to guess the meaning of unknown words and phrases, or, if the specific topic was unfamiliar, to build up understanding from the text using a bottom-up strategy. By contrast, the linguistically proficient readers in her sample could compensate for a certain lack of background knowledge by making full use of their language resources. Next, when faced with an apparent inconsistency in a text or in their understanding of the content, proficient readers can use metacognitive monitoring. This denotes the ability to monitor understanding across the text and use linguistic and/or content knowledge to repair comprehension (Alderson, 2000). In fact, this is one of the main factors distinguishing good readers from poor readers (Alderson, 2000).

Alderson (2000) argued that good readers are more sensitive to inconsistencies in the texts and tend to use meaning-based cues to evaluate whether they have understood what they read whereas poor readers tend to use or over-rely on word-level cues, and to focus on intrasentential rather than intersentential

consistency. This focus on word-level cues and on intrasentential relations may explain the tendency of many poor readers of foreign languages to focus on and be hindered by unfamiliar vocabulary. More proficient readers, on the other hand, seem better able to decide when to ignore unfamiliar words and avoid unduly disrupting the reading process.

The last point in this brief overview concerns skills and strategy use. A strategy can be described as a set of abilities that is under the conscious control of the reader, while the use of skills is automatic. Depending on the reader's proficiency, some of decisions will be made consciously, others automatically. Depending on whether their use is based on a conscious decision or automatic, are rereading to sort out a discrepancy in meaning, guessing to sort out the meaning of unknown words, and ignoring unclear meanings if possible. Others are adjusting how one reads to the purpose of reading, such as skimming to get the main points of a text, searching to find particular information, and scanning to find a particular name or phrase. Further examples are engaging in careful reading at the local level to understand the syntactic structure of a sentence or clause and careful reading at the global level to comprehend the main ideas of a text.

To sum up, reading proficiency can be described as more than simply the ability to decode the written words in the text; it is also the active creation of meaning in an interactive process between information in a text and the reader's knowledge. For fluent reading in the L2, this to a large extent language proficiency in general and vocabulary knowledge in particular.

III. TYPE OF STUDY

Having considered the different approaches that exist and in accordance to the nature of the current investigation. The research group agreed on making use of both the quantitative and qualitative approach, which in turns becomes a mixed approach. According to Stange K et al (2006) mixed approaches “involved integrating quantitative and qualitative approaches to generating new knowledge and can involve either concurrent or sequential use of two classes of methods to follow a line of inquiry”. Besides, in mixed approaches the variation in data collection leads to a greater validity; also, it answers the question from a number of perspectives.

The reason why the current undergraduate research project is a mixed approach is because both qualitative and quantitative research, in combination, will provide to the researchers through the data obtained a better understanding about the phenomenon in study, as well as the possibility to obtain reliable information about the impact of the use of reading authentic materials on the reading proficiency of students from Readings and Conversation I at the Foreign Languages Department at the University of El Salvador.

In concern to the type of study to be used, this undergraduate research project is based on two types of study. The first one is descriptive study. “Descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted to analysis” (Dankhe, 1986). They measure or evaluate dispersed aspects, dimensions or components of the phenomenon or phenomena to be researched. The research group decided to make use of this type of study (descriptive) because it is necessary to have an approach with the research topic as well as describing the changes on the variables.

The second type of study required to develop the research is the correlational study. Correlational studies measure two variables which are pretended to be

determined as related or no related to the same subjects and afterwards analyze the correlation. In this case since the research project deals with the impact of the use of reading authentic materials on the students reading proficiency, the independent variable is: The use of authentic materials and the dependent variable is: the reading proficiency. In this way, researchers pretended to study the relation between the aforementioned variables.

IV. HYPOTHESES

The following hypothesis to be tested is part of the research project with the topic: Impact of the use of authentic materials on reading proficiency from students of Readings and Conversation I courses. Hypotheses are precise guidelines for the research problem or phenomenon being studied. Also, hypotheses indicate what we are looking for or trying to prove and can be defined as tentative explanation formulated as propositions of the phenomenon being researched. Hypotheses make statements about relations between variables and provide a guide to the researchers as to how the original hunch might be tested (Judith Bell, 2010).

A. General Hypothesis

- The use of authentic materials influences on a significant way the reading proficiency level of students of Readings and Conversation I course.

IV. HYPOTHESIS

Topic: Impact of the use of authentic materials on the reading proficiency of students from Readings and Conversation I at the Foreign Language Department at UES during the year 2014.

GENERAL HYPOTHESIS

RESEARCH QUESTIONS	OBJECTIVES	HYPOTHESIS	VARIABLES	CONSTRUCTS	INDICATORS	QUESTIONS (INSTRUMENTS)	TECHNIQUE
What is the impact of the use of authentic materials on the students' reading proficiency in English language?	To explore the impact of the use of authentic materials on the reading proficiency of students from Readings and Conversation I of the Foreign Language Department at UES.	The use of authentic materials influences on a significant way the reading proficiency level of students of Readings and Conversation I course	<p><u>Independent variable:</u></p> <p>The use of authentic materials influences on a significant way.</p> <p><u>Dependent variable:</u></p> <p>The reading proficiency level of students of Readings and Conversation I course</p>	<p>In classes</p> <p>Out of class</p>	<ul style="list-style-type: none"> ▪ frequency ▪ type of materials ▪ type of activities ▪ quantity ▪ type of homework assignment ▪ type of materials 	<p>How often are authentic materials used in classes?</p> <p>What types of authentic materials are used in classes?</p> <p>What type of homework assignment is given to students out of classes?</p> <p>Does your teacher provide you authentic materials?</p>	<ul style="list-style-type: none"> ▪ Observation guide (non- participant). ▪ Test (pre and post-test) ▪ Groups' interview ▪ Teachers' interview

CONCORDANCE TABLE.

RESEARCH QUESTIONS	OBJECTIVES	HYPOTHESIS	VARIABLES	CONSTRUCTS	INDICATORS	QUESTIONS (INSTRUMENTS)	TECHNIQUE
Does the implementation of authentic materials in Readings and Conversation I become an alternative over using the traditional approach?	To determine to what extent the use of authentic materials influences on the reading proficiency level of students of Readings and Conversation I course?	The use of authentic materials influences on a significant way the reading proficiency level of students of Readings and Conversation I course.	<p><u>Independent variable:</u></p> <p>The use of authentic materials influences on a significant way.</p> <p><u>Dependent variable:</u></p> <p>The reading proficiency level of students of Readings and Conversation I course</p>	<p>In classes</p> <p>Out of classes</p>	<ul style="list-style-type: none"> ▪ Frequency ▪ type of materials ▪ type of activities <ul style="list-style-type: none"> ▪ quantity ▪ level of reading comprehension 	<p>How often are newspaper articles used in class?</p> <p>How often are magazines used in class?</p> <p>How often are videos used in class?</p> <p>How often do teachers provide students with authentic materials in the virtual platform?</p>	<ul style="list-style-type: none"> ▪ Observation guide (non-participant). ▪ Test (pre and post-test) ▪ Groups' interview ▪ Teachers' interview

CONCORDANCE TABLE.

RESEARCH QUESTIONS	OBJECTIVES	HYPOTHESIS	VARIABLES	CONSTRUCTS	INDICATORS	QUESTIONS (INSTRUMENTS)	TECHNIQUE
Does the exposure to authentic materials expand the vocabulary of students?	To asses students' reading proficiency before and after being exposed to authentic materials.	The use of authentic materials influences on a significant way the reading proficiency level of students of Readings and Conversation I course..	<p><u>Independent variable:</u></p> <p>The use of authentic materials influences on a significant way.</p> <p><u>Dependent variable:</u></p> <p>The reading proficiency level of students of Readings and Conversation I course</p>	<p>In classes</p> <p>Out of classes</p> <p>In classes</p>	<ul style="list-style-type: none"> ▪ frequency ▪ type of materials ▪ type of activities ▪ methodology <ul style="list-style-type: none"> ▪ quantity ▪ reading activities ▪ methodology 	<p>How often are students exposed to authentic materials?</p> <p>What types of authentic materials are used?</p> <p>What kinds of activities are included to expose students to authentic materials?</p> <p>How often are reading activities used?</p> <p>How often does the teacher make use of reading strategies?</p>	<ul style="list-style-type: none"> ▪ Observation guide (non-participant). ▪ Test (pre and post-test) ▪ Groups' interview ▪ Teachers' interview

V. RESEARCH DESIGN

To define the research design to be used, it was necessary to go back to the topic for this investigation which is: *The impact of the use of authentic materials on reading proficiency of students from Readings and Conversations I of the Foreign Languages department at the university of El Salvador.* Then researchers realized that for measuring “an impact” as the topic suggests it was needed to conduct an experiment.

Once having considered that, the research team agreed on using the experimental design to develop the investigation. In experimental research, researchers planned an intervention and study its effect on groups or individuals. The intervention is called the independent variable (or treatment), while the outcome measure is called the dependent variable. In experimental studies to compare groups, the experimental group members receive treatment, while members in the control group either receive the traditional approach (e.g., teaching method) or do not receive any treatment. Experimental design is divided in three categories: pure experiment, Pre experiment and quasi-experiment.

At first it was planned to use a pure experiment, in which students from a group of Readings and Conversation I would be exposed to authentic materials intensively for a period of time (Experimental group) while other group from the same subject would not receive any stimulus(Control group). However, just a few days before beginning the experiment, researchers noticed that all the groups from Readings and Conversation I would be actually working with authentic material, therefore there would be no control group to compare. As a result of these new conditions, the research team had to adjust the research design from a pure experimental to a pre experimental design since it does not require a control group. In this sense, the researchers planned to employ a type of pre experimental design which is called: *one group pretest-posttest design*. Study’s participants are used as their own control rather than being compared to another group that may serve as the control group.

Nevertheless, for this research project not only one group was studied but three groups instead. In those three groups a pre and post test was applied prior to the stimulus. The stimulus, in this case, the implementation of authentic materials in the course was provided by the Readings and Conversation I professors since the teachers staff agreed upon not using a structured book, instead the major units/topics were explored, developed and discussed taking texts from different information sources (newspaper, videos, magazines, etc.) as it is detailed in the syllabus for this subject.

Students were exposed to authentic materials during a great part of the course, in fact, they were expected to participate actively in discussions, presentations and debates that the material presented generated. Moreover, they were working with authentic materials in a virtual platform by reading articles, watching videos and solving different tasks related to the topics in study given by the teacher.

Researchers followed this process carefully. In this regard, three groups from Readings and Conversations I were the subject for this study. Those groups were pre tested prior to the stimulus using a standardized reading test to determine the reading proficiency of students before the treatment. In addition, researchers observed classes for a period of six weeks in which the objective was to verify how authentic materials are actually used, the different activities that the teacher developed to present the materials and the students reaction towards authentic materials .The observation was non-participant and the research group made use of an observation guide as a tool for checking the criteria.

Finally, a pretest was administered to assess the reading proficiency of students after being exposed to authentic materials. Test scores were compared at the end, as well as the results obtained through the observation phase in order to test the hypotheses and answer the research questions stated at the beginning of the research project.

VI. POPULATION AND SAMPLE

A. Population

The current undergraduate research project was carried out at the University of El Salvador, at the School of Arts and Sciences in the Foreign Language Department during the second semester of the year 2014. The population consisted of 166 students from Readings and Conversation I course however, for the sample the researchers selected only 73 students who are officially registered in this course. In this way, the participants were students from Readings and Conversation I; so that, the researchers worked with three groups. One of this was taken from Modern Languages which represents 23 students of the population and two groups which represent 50 students are taken from English Teaching. This represents the 50% of the population selected in order to gather the required information for this research project.

B. Sample

Having clear the amount of students that were included in the data gathering process in order to choose the sample, it was necessary to take into account the type of sample. The type of sample for this research project was non-probabilistic because in non-probabilistic sample the election of the elements does not depend on the probability but the relationship of the causes and the characteristics to the investigation. Likewise, non-probabilistic sample does not follow a probabilistic formula. However, it is based on the process of decisions by the researchers since to select between a probabilistic and non-probabilistic sample depend on the studies objectives as well as the plan of the investigation. It means that in this investigation the three groups were not chosen randomly; instead they were selected based on some characteristics such as; the same subject (Readings and Conversation I), the same place (Foreign Languages Department) and the accessibility and cooperation from teachers expressed to be part of this undergraduate project.

Groups of Licenciatura en Idioma Ingles opcion Enseñanza:

CICLO VI							
CODE	PRE-REQUISITE	GROUP	SUBJECT		SCHEDULE	ROOM	PROFESSOR
LCHII4	Advanced English Intensive II	01	Readings and Conversation I	30	8:00- 10:00 a.m.	IF- 4	Lic. Francisco Rodriguez
		03		20	3:00- 5:00 p.m.	IF 3	* Lic. Rene Hernandez

*This group went through some inconsistencies, since most of the semester students were in charge of the teacher assistant due to the reason that the official teacher of the course had a medical disability.

Groups of Licenciatura en Lenguas Modernas:

CICLO VI							
CODE	PRE-REQUISITE	GROUP	SUBJECT		SCHEDULE	ROOM	PROFESSOR
	Advanced English Intensive II	06	Readings and Conversation I	23	5:00- 7:00 p.m.	Maestria	Licda. Grace Gomez

VII. DATA GATHERING PROCESS

A. Research instruments.

Due to the nature of the current investigation, it was necessary to employ the accurate instruments in order to compile reliable data that was required to answer the research questions stated as well as testing the hypotheses. The research instruments were selected based upon the research design which is experimental. Within the experimental design this undergraduate research project is in the category of pre experimental design. Generally, experimental designs make use of pre and post-test which primarily purpose is comparing groups and/or measuring change resulting from experimental treatments. Pre-test and post-test are useful instruments commonly used in the quantitative research field as well as non-participant observation guide. In addition to this, researchers made used of qualitative instrument such as semi structured interviews.

The description and application of the aforementioned instruments is detailed as follows:

B. Data gathering plan

Reading Proficiency Pre-test and Post-test

For the execution of this undergraduate research project, a set of instruments was required in order to gather important information. To begin with a pre-test and post-test were administered to the three groups of Readings and Conversation I during the second week of the semester II. The pre-test and post-test are standardized reading tests which aim at assessing the reading proficiency level of students in accordance with the Common European Framework of Reference (CEFF). For selecting the most appropriate reading test, the researchers verified the syllabus of Advanced Intensive English II in order to check the level of reading proficiency that students are expected to reach at the end of this course (LOW C1) which precedes the Readings and Conversation I course.

Considering that a test is a method of measuring a person's ability or knowledge in a given domain the research team opted to use the CAE test specifically the reading part which is made up from texts of between 450 to 1,200 words each and a total of 42 questions. The texts that are included in the different reading passages of the test were taken from the following sources: newspaper, magazines, journals, brochures and leaflets. They can be informational, descriptive, narrative, persuasive, give advice or opinions. Each part of the test is devoted to measure certain skills in reading.

For instance parts 1 and 4 are multiple matching tasks, which test the students' ability to find the specific information in a text.

Part 2 is the gapped text which aim is to test students' ability to understand the structure and progression of a text, to identify a logical sequence of ideas and to understand linking words and discourse features.

Part 3: Multiple questions, this part test the students' ability to find specific information in the text, to deduce meaning from context and to understand small but important differences in meaning.

Observation Guide (Non-participant)

Another important data collection instrument is the observation guide which was useful to verify how the use of authentic materials influences the reading proficiency of students. The observation guide was designed by the research group taking as criteria certain aspects: selection of authentic materials (suitability, exploitability and readability); presentation, teacher's methodology and students attitude towards authentic materials. The observation guide was structured and non-participant since the researchers were not engaged in any activities during the observation period. Besides, the same observation guide was applied to the three groups; researchers took one group each to be observed. The compiled information was useful to compare the impact of the use of authentic materials in the three groups.

Semi structured Interview (group interview)

Finally, within the set of gathering instruments the researchers administered a semi structured interview to collect information, supplement and extend the knowledge in order to obtain more detailed information about the use of authentic materials in Readings and Conversation I classes. The semi-structured interview contained open-ended questions and was conducted in the mode of face to face with the three groups of Readings and Conversation I course that have were already selected to be part of the sample of this research. The interviewers developed two different interviews: In the first one, the researchers interviewed four students of each group of Readings and Conversation I course administering the same questions of the interview to the three groups. The second one was conducted to three of the teachers in charge of these courses. This interview had the purpose to obtain their opinions and experiences about the implementation of authentic materials as well as their appreciation on the performance of students while the authentic materials were used. Both interviews were tape recorded and transcribed verbatim afterwards.

TIMETABLE FOR DATA GATHERING PLAN

Activities	Date	Place	Responsible
To administer reading proficiency Pre-test	August 18 th -22 nd 2014	FLD -UES	Research group
To conduct Non - participant observation guide to Readings and Conversation I groups	September 8 th - October 20 th 2014	FLD -UES	Research group
To administer reading proficiency Post- test	October 16 th - 23 rd 2014	FLD -UES	Research group
To conduct Semi structured interview to Readings and Conversation I teachers	October 27 th - 31 rd 2014.	UES	Research group
To conduct Semi structured group interview with Readings and Conversation I students	October 27 th - 31 rd 2014.	UES	Research group
To introduce the data collected from the instruments to statistical program	November 3 rd -7 th 2014	FLD -UES	Research group
To analyze the research instruments administered	November 3 rd -7 th 2014	UES	Research group
To make conclusions and recommendations	November 10 th 2014	UES	Research group
Hand in the Final report	November 13 th 2014	UES	Research group

VIII. DATA ANALYSIS

According to the nature of the research project, the researchers used the Statistical Package For Social Sciences (SPSS), which is a statistic program that helped the researchers in the analysis of the obtained data from the research instruments administered such as reading proficiency test (pre and post-test) and the non-participant observation guide, in a better and ordered way, with all the information collected. SPSS is one of the most popular statistical programs that have the ability to work with a large data base for most of the analyses in research. Likewise, it was helpful to organize and graph data which in turn allows researchers to describe, summarize and report the data.

In complementing the analysis of the results, measures of central tendency will play an important role. A measure of central tendency is a single value that attempts to describe a set of data by identifying the central position within that set of data. There are three commonly used measures of central tendency: mode, median and mean. The mean is obtained by adding up the scores and dividing that sum by the number of scores. The median is the middle point of a distribution of scores that are ordered. Fifty percent of the scores are above the median and 50% are below it. The mode of a distribution is the score that occurs most frequently in that distribution. In addition to this, the Standard deviation is a measure of dispersal that is of special relevance to the normal distribution; it is the square root of the variance. It counts every score, and it is a sensitive dispersion measure.

On the other hand, for the bivariate analysis researchers needed to establish the correlation between the two variables, in this case, the pre-test and post test scores. A correlation may be defined as the relationship or association between two or more variables. These variables have to be related to each other or paired. The strength, or degree of correlation, is indicated by a correlation coefficient, in this regard, the most commonly used correlation procedure is the Pearson product coefficient, this one was also obtained through SPSS, after obtaining the correlation coefficient the next step was to evaluate and interpret it.

Finally, the process for analyzing the semi- structured interview for students from Readings and Conversation I groups; 01,03 and 06, as well as for two of the professors teaching this subject, the researchers implemented the research technique of content analysis. This technique was developed with the purpose of comparing professors' and students' responses about the use of authentic materials in this course according to the patterns found inside the interviewees' responses.

The data was grouped and segmented into meaningful and relevant units so that, the whole connection was maintained

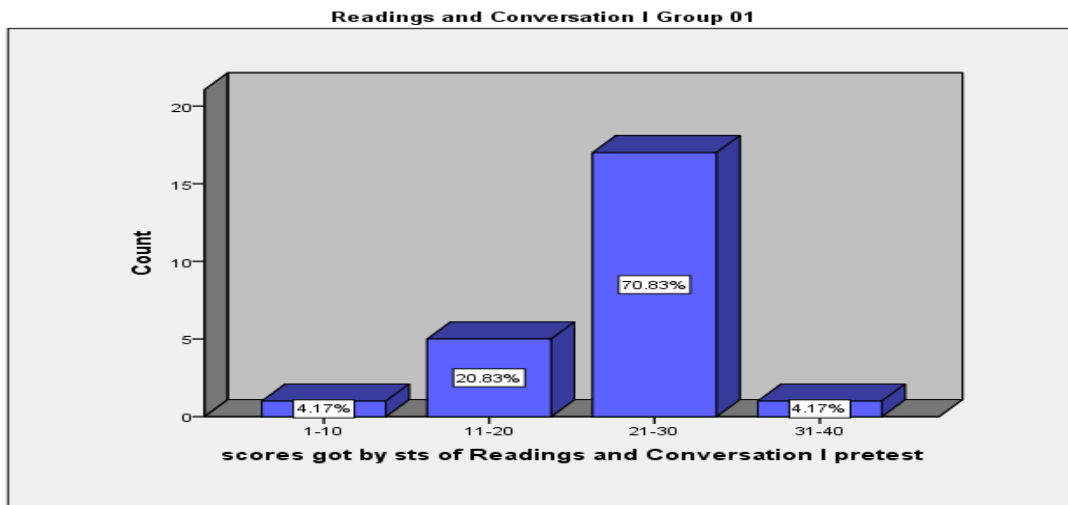
UNIVARIATE ANALYSIS:

❖ **Reading Proficiency Pre-test in Readings and Conversation I Group 01**

Scores gotten by students of Readings and Conversation I in the reading proficiency Pre-test.

Number of students	24
Mean	2.75
Median	3.00
Mode	3
Std. Deviation	.608
Range	3
Minimum	1
Maximum	4

Scores range	Frequency	Percent	Valid Percent
1-10	1	4.2	4.2
11-20	5	20.8	20.8
21-30	17	70.8	70.8
31-40	1	4.2	4.2
Total	24	100.0	100.0



Source: Reading proficiency pre-test administered to Readings and Conversation I group 01

Analysis:

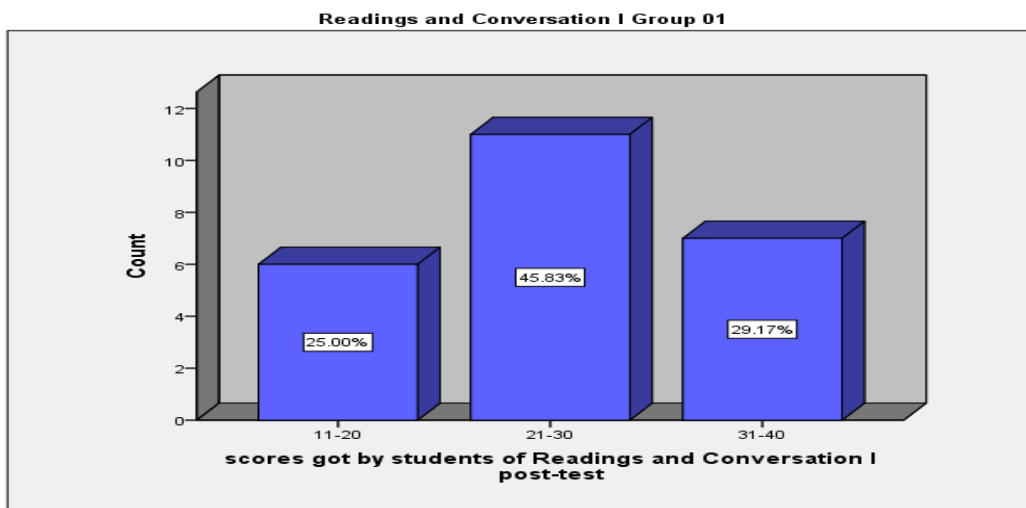
The graph shows that for group 01 the majority of students (70.8%) positioned in the range from 21 to 30 scores, it means that most of them were far from the reading proficiency level expected prior to the stimulus. They were followed by the 20.8% the ones that are placed in the range from 11 to 20 scores. On the other hand, a small portion of them the 4.17% obtained scores in the range from 31- 40, these students did better on the test in relation to the majority of them. Finally the students who scored lower on the pre-test represent the 4.17% with scores ranging from 1 score to 11, this due to the reason that they were not willing to answer the test appropriately or perceived that test was too demanding that they did not give their best effort.

❖ **Reading Proficiency Post-test in Readings and Conversation I Group 01**

Scores gotten by students of Readings and Conversation I in the reading proficiency post-test

Number of students	24
Mean	3.04
Median	3.00
Mode	3
Std. Deviation	.751
Range	2
Minimum	2
Maximum	4

Scores range	Frequency	Percent	ValidPercent
11-20	6	25.0	25.0
21-30	11	45.8	45.8
31-40	7	29.2	29.2
Total	24	100.0	100.0



Source: Reading proficiency pre-test administered to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:

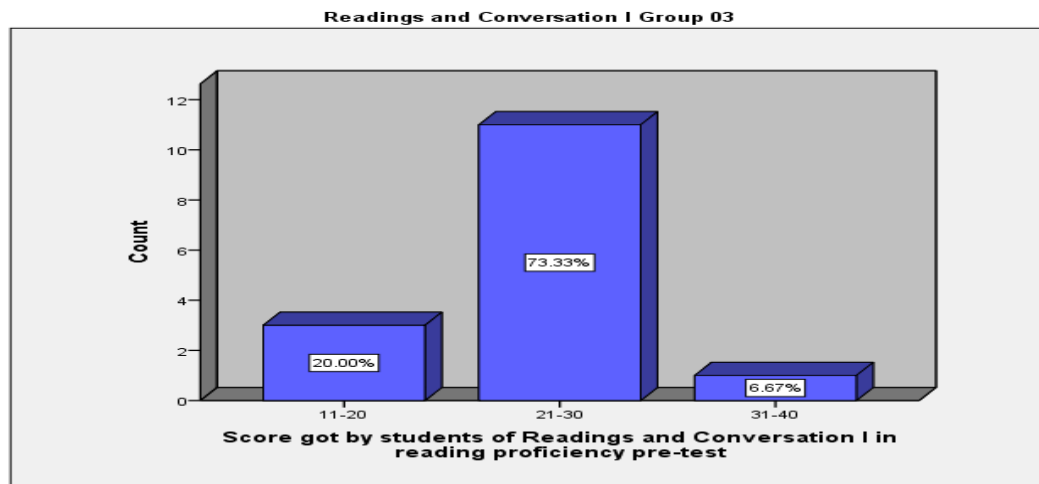
Concerning to this graph, for group 01 the majority of students (45.83%) positioned in the range from 21 to 30 scores, it means that most of them maintained the reading proficiency level expected post to the stimulus, They were followed by the 29.17% the ones that are placed in the range from 31-40 scores. Finally, the students who scored lower on the post-test represent the 25.00% with scores ranging from 11 score to 20 this due to the reason that they were not willing to answer the test appropriately or perceived that test was too demanding that they did not give their best effort.

❖ **Reading Proficiency Pre-test in Readings and Conversation I Group 03**

Score gotten by students of Readings and Conversation I students Group 03 in reading proficiency pretest

Number of students	15
Mean	2.87
Median	3.00
Mode	3
Std. Deviation	.516
Range	2
Minimum	2
Maximum	4

Scores range	Frequency	Percent	Validpercent
11-20	3	20.0	20.0
21-30	11	73.3	73.3
31-40	1	6.7	6.7
Total	15	100.0	100.0



Source: Reading proficiency pre-test administered to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:

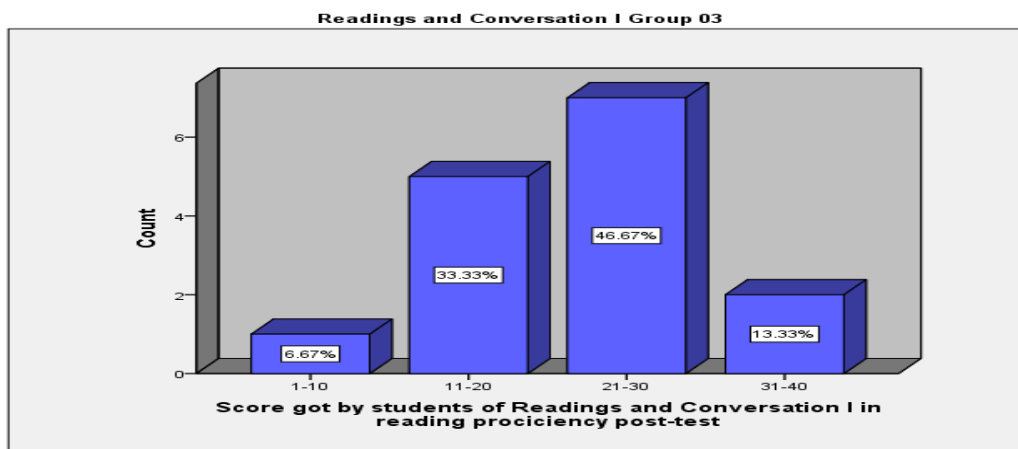
For this group of Readings and Conversation I, the majority of students (73.3%) are placed on the range of 21-30 scores, followed by the ones located in the range of 11-20 scores which represent the 20% of students in the group, these are very low scores in relation to what they are expected to reach at this level. Finally, a percentage of 6.67 % of students range in the scores from 31-40 for the reading proficiency pre-test

❖ **Reading Proficiency Post-test in Readings and Conversation I Group 03**

Score gotten by students of Readings and Conversation I students Group 03 in the reading proficiency post-test

Number of students	15
Mean	2.67
Median	3.00
Mode	3
Std. Deviation	.816
Range	3
Minimum	1
Máximum	4

Scores range	Frequency	Percent	Validpercent
1-10	1	6.7	6.7
11-20	5	33.3	33.3
21-30	7	46.7	46.7
31-40	2	13.3	13.3
Total	15	100.0	100.0



Source: Reading proficiency pre-test administered to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:

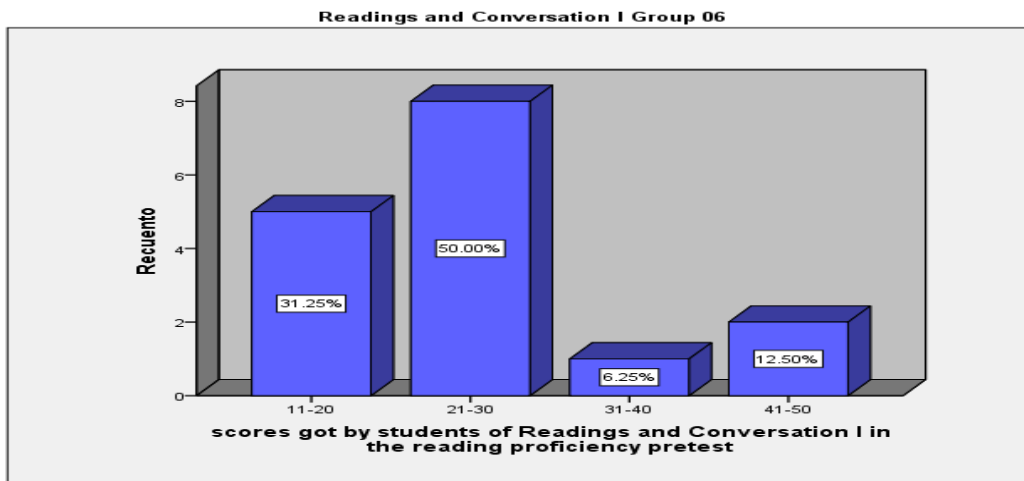
According to the graph above, it seems that the greatest part of the students in this group (46.6%) still remain in the range from 21 to 30 scores, meaning that those students improved just a little bit or did not improve at all their reading performance. They are followed by students who obtained scores in the range from 11 to 20 which represents the 33.3% of them, most these students scored low on the second and third part of the exam which had more weighting on the test. Then, the 13.3% of students scored in the range from 31 to 40 scores; in this case, these students saw an improvement actually, even though that is not enough to reach the proficiency level expected. Finally the 6.6% of students obtained the lowest scores ranging from 1 to 10 scores. In this case, most of these students left many unmarked spaces on the test, probably because they were not interested in answering the test

❖ **Reading Proficiency Pre-test in Readings and Conversation I Group 06**

Scores gathered by students of Readings and Conversation I in the Reading Proficiency Pre- test.

Number of students	16
Mean	3.00
Median	3.00
Mode	3
Std. Deviation	.966
Range	3
Minimum	2
Maximum	5

Score range	Frequency	Percent	ValidPercent
11-20	5	20.8	31.3
21-30	8	33.3	50.0
31-40	1	4.2	6.3
41-50	2	8.3	12.5
Total	16	66.7	100.0
Total		100.0	



Source: Pre- test applied to Readings and Conversation I to Modern Languages at the Foreign Languages at the University of El Salvador.

Analysis:

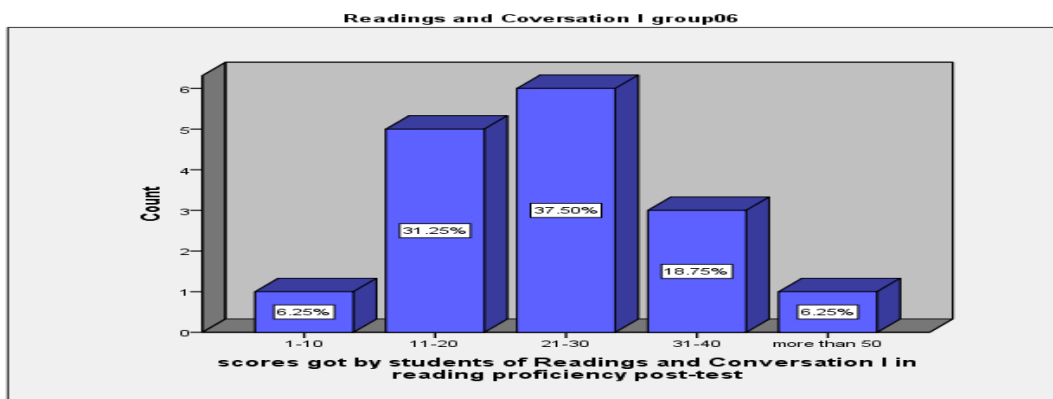
This graph presents the scores that the Readings and Conversation I group 06 obtained in the reading proficiency pre-test. In first place, the 50% of students are located in the range of 21-30 scores, followed by the 31.2% of them who are in the range of 11-20 scores. The 12.5% reached scores around 41 to 50. Finally a short percentage of students, 6.2%of them obtained scores on the range from 31 to 40 scores.

❖ **Reading Proficiency Post-test in Readings and Conversation I Group 06**

Scores obtained by students of Readings and Conversation I in the reading proficiency post-test

Number of students	16
Mean	2.94
Median	3.00
Mode	3
Std. Deviation	1.18
Range	5
Minimum	1
Maximum	6

Scores range	Frequency	Percent	ValidPercent
1-10	1	4.2	6.3
11-20	5	20.8	31.3
21-30	6	25.0	37.5
31-40	3	12.5	18.8
more than 50	1	4.2	6.3
Total	16	66.7	100.0
Total		100.0	

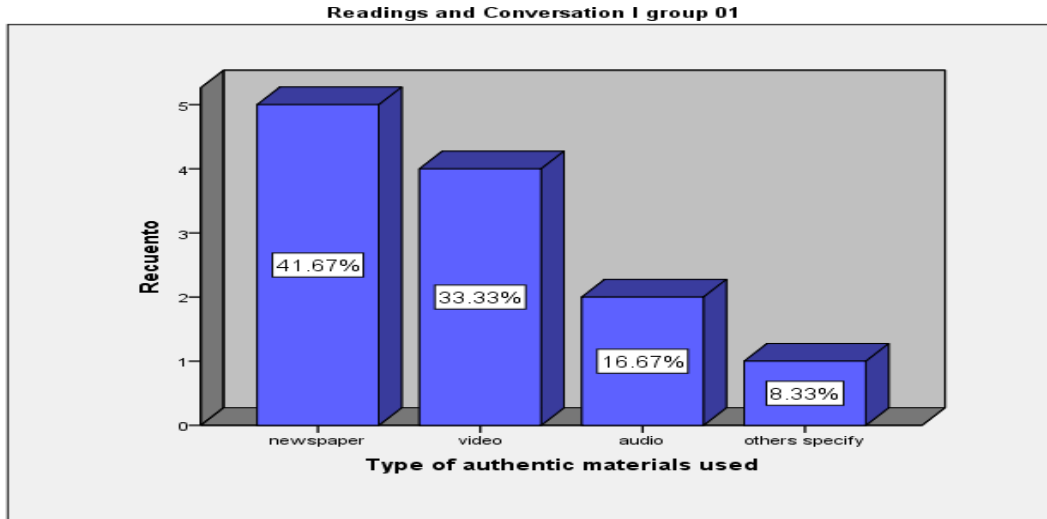


Source: Pre- test applied to Readings and Conversation I to Modern Languages at the Foreign Languages at the University of El Salvador.

Analysis:

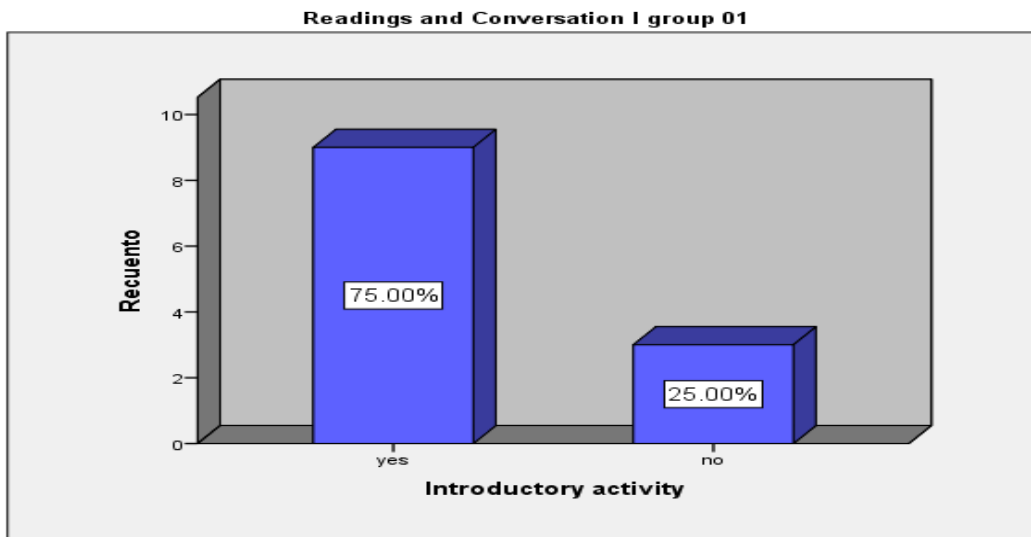
In the above graph scores for the reading proficiency post test seem to be varied for this group, for instance, most of the students (37.5%) range in the scores from 21 to 30 scores, this reflects that the situation haven not changed much from the results obtained in pre test, what is more, it shows that a great part of students have not reached the C1 level in reading proficiency. In second place, the 31.2% of them remain in the range from 11 to 20 scores that means they did not present an improvement on their reading performance. However, it seems to be a part of students specifically the 18.5%, that have improved their reading performance after being exposed to authentic material in the Readings an Conversation I course those students are located in the range from 31 to 40 scores. Finally, the graph suggests that just a short percentage of students(6.2%) reached more than 50 scores, which means that they did better on the post test, and also reached the C1 level in reading proficiency. In contrast, the same percentage of them(6.25%), shows a decline on the post test positioning on the range from 1-10 scores.

ANALYSIS: NON-PARTICIPANT OBSERVATION GUIDE



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

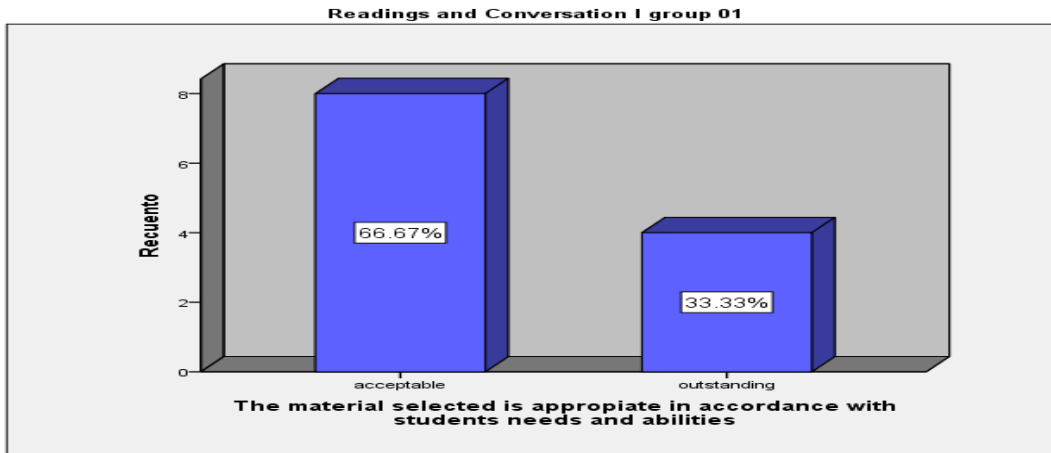
Analysis: According with the obtained results, the bar chart shows that the type of authentic material that was more used during the classes that were observed in group 01 was newspaper with 41.67%, followed by video with 33.33%, audio 16.67% and other with 8.33%. Hence, the authentic material that is more representative in classes is newspaper.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: Concerning to the result that was obtained, this graphic shows that the implementation of introductory activities that were closely related with the type of authentic material used in class in group 01 of Readings and Conversation I got the most representative percentage, being this 75% and the rest that were no related to authentic materials only was 25%.

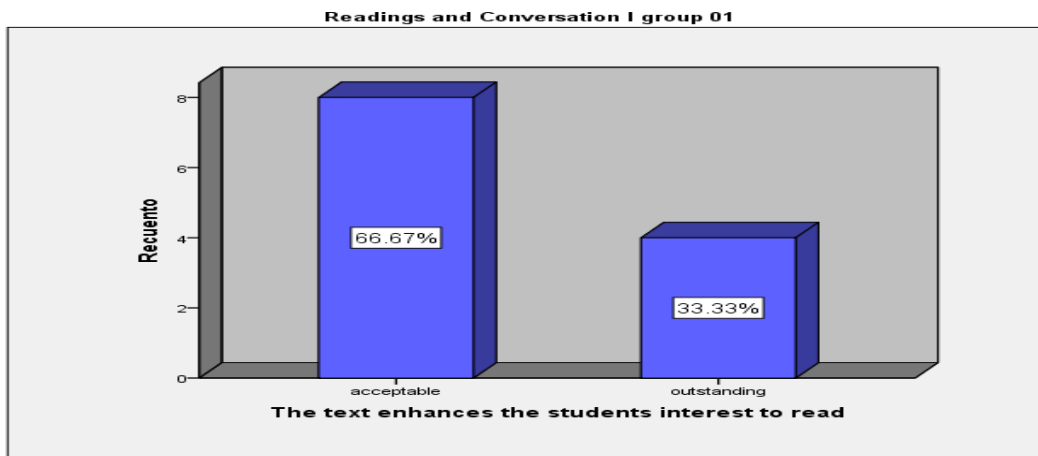
A. SELECTION OF AUTHENTIC MATERIAL : Suitability:



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:

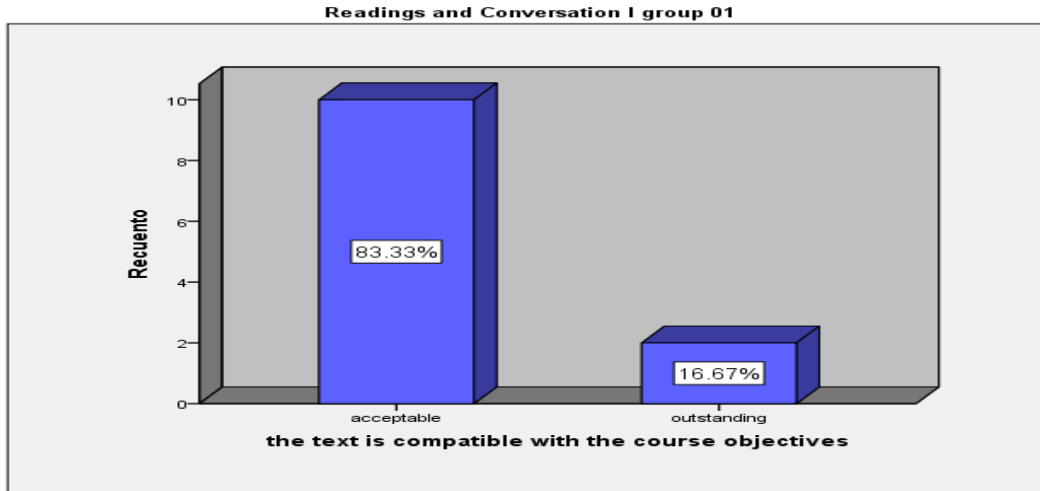
According to the results that this bar graph shows, in the category of selection of authentic material concerning to suitability (the material selected is appropriate in accordance with students needs and abilities) from non-participant observation guide that was applied to Readings and Conversation I group 01 the 66.67% reached the criteria of acceptable in terms of appropriate to students, while a 33.33% was outstanding. Therefore, the type of authentic material selected was in accordance with students' needs and abilities.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

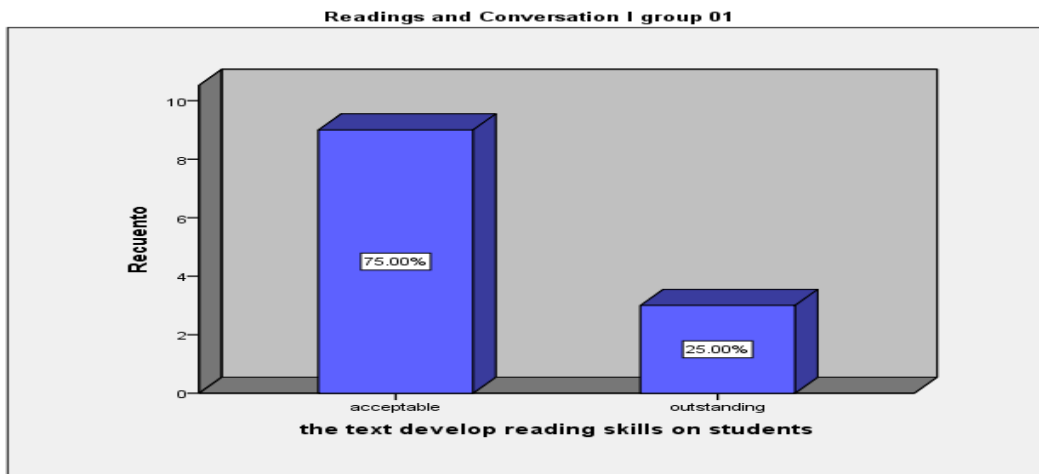
Analysis: Concerning to the obtained results that the bar graph shows, in the category of selection of authentic material concerning to suitability (the text enhances the students' interest to read) from non-participate observation guide applied to Readings and Conversation I group 01 the most representative criteria was acceptable with the 66.67% while the outstanding criteria only the 33.33%. Hence, the text selected to this course enhanced students to read in the classes.

Exploitability:



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:The results that the bar graph shows concerning to exploitability (the text is compatible with the course objectives) in the category of selection of authentic material, the highest percentage is represented by 83.33% in the criteria of acceptable, while the 16.67% is for outstanding. Hence, the text that was selected to this course had a compatibility acceptable with the course objectives established.

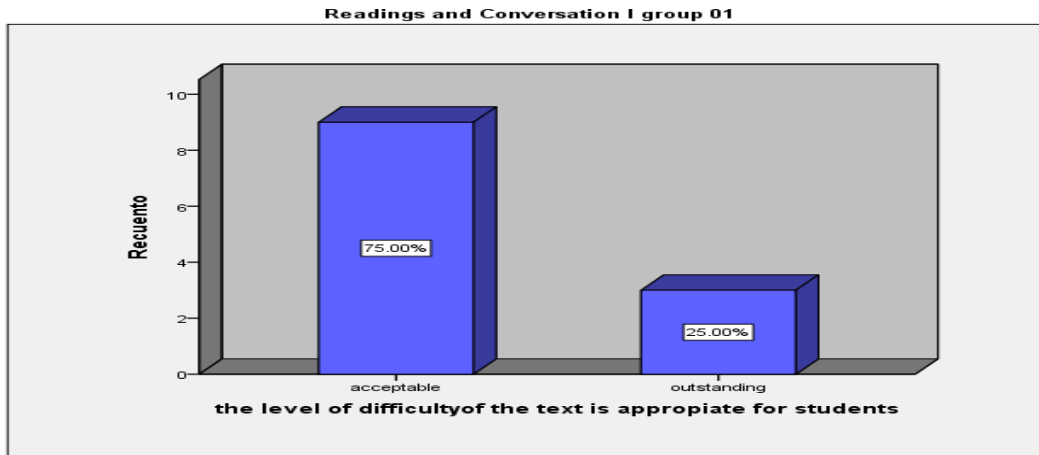


Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:

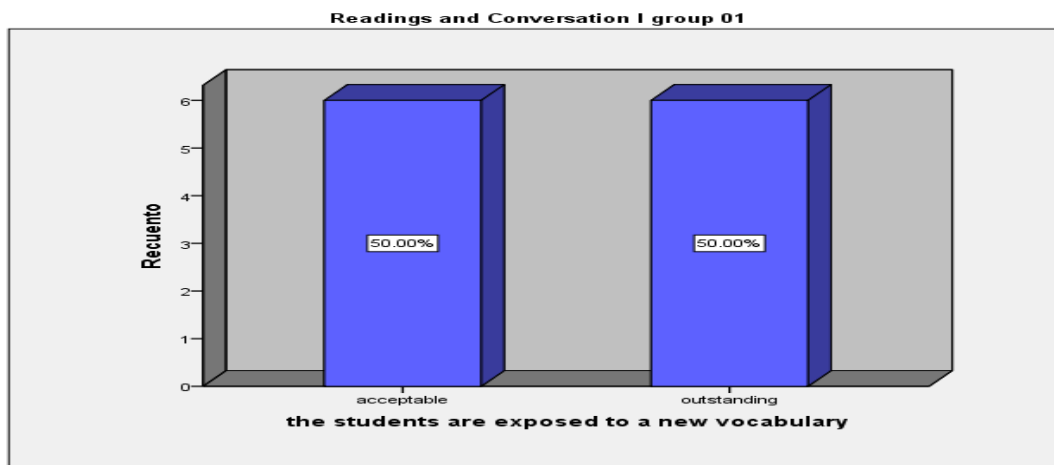
Concerning to the results obtained in the bar graph, regarding to exploitability (the text develop reading skills on students) in the category of the selection of authentic material, the criteria acceptable obtained the 75% while 25% was for outstanding. Therefore, in the developing of reading skills on students, the texts that were selected to the course contribute in an acceptable way on students.

Readability:



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

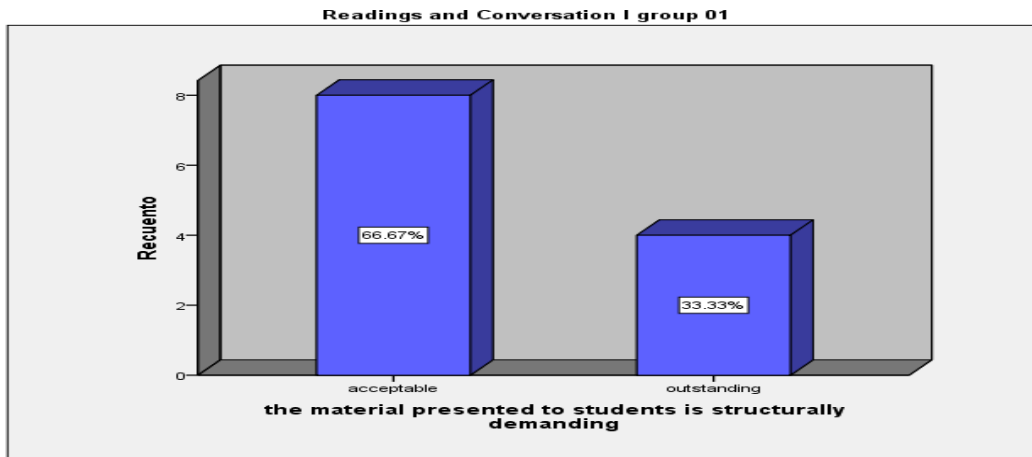
Analysis: According to the results that this bar graph shows, concerning to the level of difficulty of the text is appropriate for students (readability) that is included in the category of selection of authentic material; the 75% is represented by a level of difficulty acceptable to students, while the 25% is for outstanding. Hence, the level of difficulty contained in the texts that were used in the course were appropriate for students.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:

The results obtained in the bar graph above, shows a significative percentage concerning to the exposure of students to a new vocabulary through the use of authentic materials, being this in the rank of acceptable with the 50% and outstanding with the 50%. Hence, it can be concluded that in fact, the implementation of authentic materials in the Readings and Conversation I course expose students to a new vocabulary in a significative way in the learning process of a language.

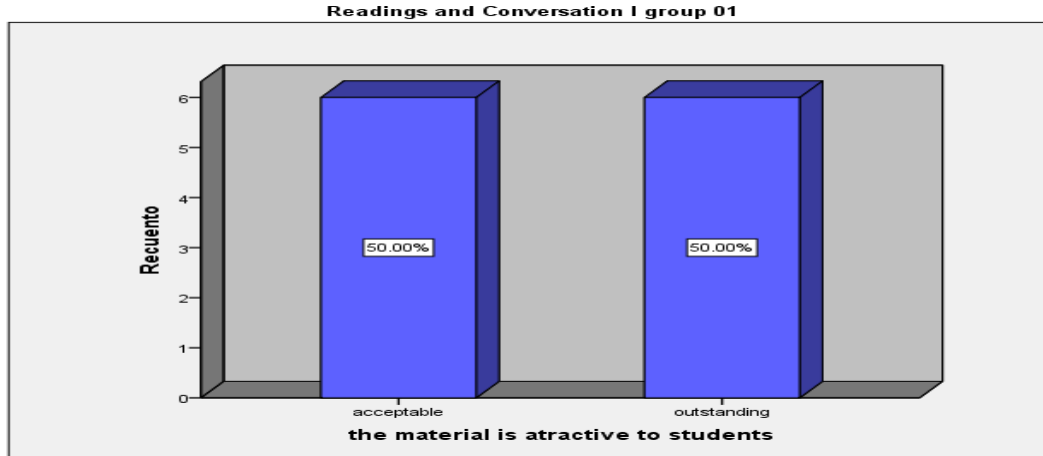


Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:

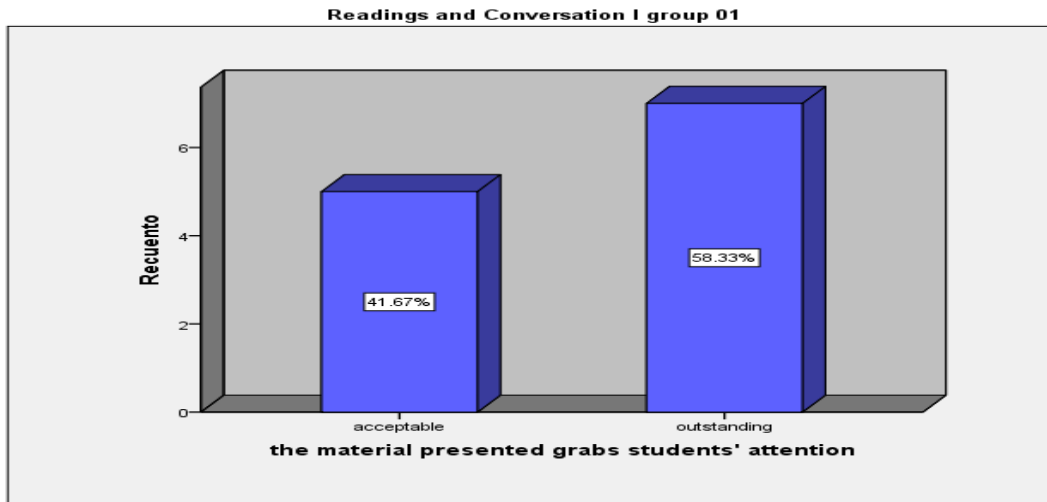
According to the obtained results that the bar graph shows concerning to readability (the materials presented to students is structurally demanding) all the material that was presented to students in classes the 66.67% is in the range of acceptable while 33.33% is outstanding. Therefore, it can be concluded that the authentic material that was presented by the teacher in classes had an acceptable criteria regarding structure and content.

B. PRESENTATION:



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

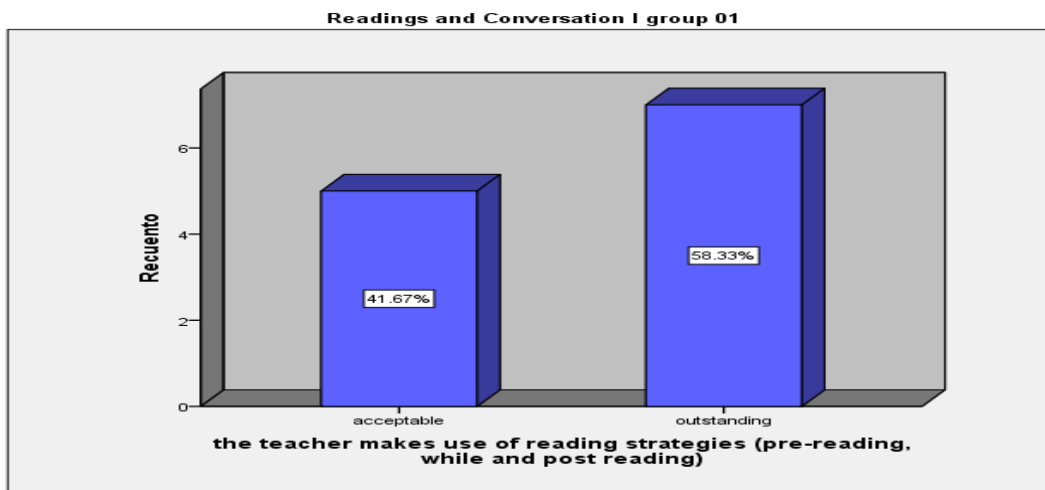
Analysis: According to the results obtained in the bar graph above in relation to the category of presentation (the material is attractive to students) a significative percentage was the results in both criteria, acceptable with the 50% as well as outstanding with the 50%. Hence, it can be concluded that in fact, the presentation of authentic material in the class catch the students attention.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

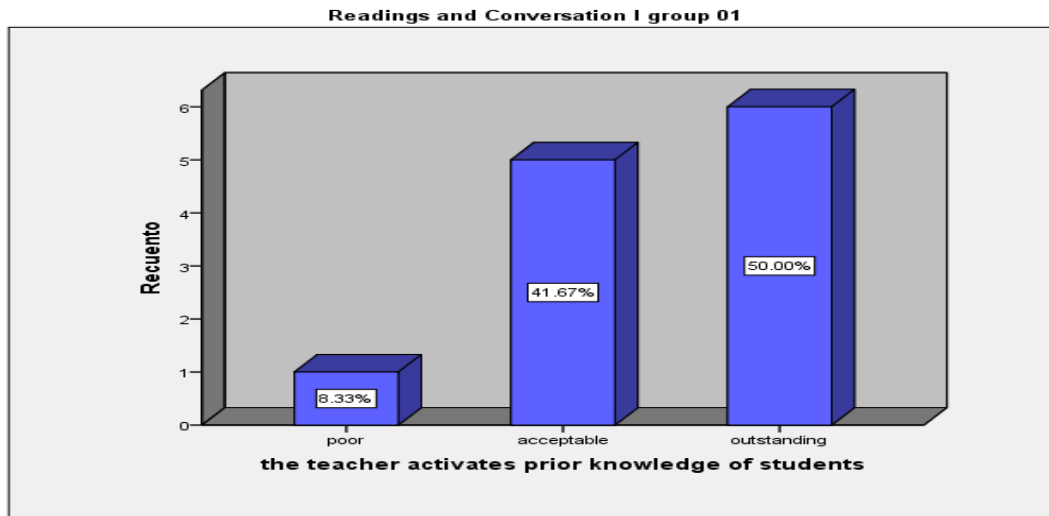
Analysis: According to the obtained results that the bar graph shows concerning to the category of presentation of authentic materials in class, the 58.33% is represented by the criteria outstanding while the 41.67% is for acceptable. Therefore, the presentation of authentic materials reveals that is an important part in order to grab the students' attention.

C. TEACHERS' METHODOLOGY:



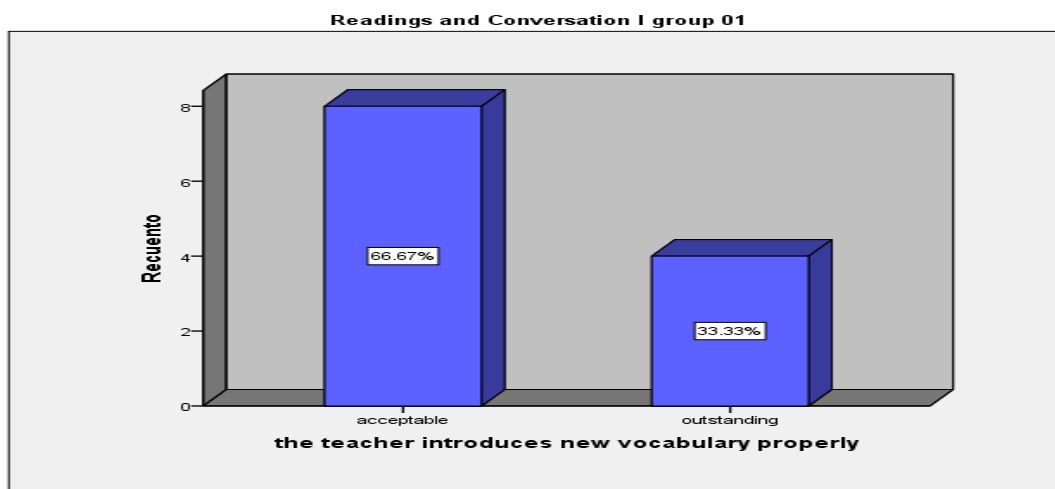
Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: The results obtained in the bar graph shows a significative percentage concerning to teachers' methodology in the application of reading strategies through the use of authentic materials, being the 58.33% for outstanding and the 41.67% for acceptable. Hence, it can be concluded that in fact, in group 01 of Readings and Conversation I the application of reading strategies was one of the most important parts using authentic materials.



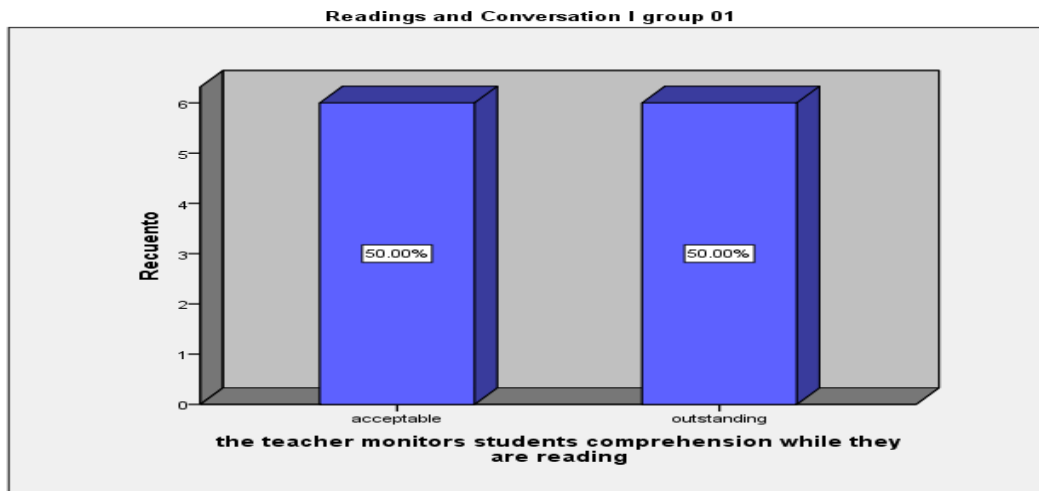
Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: The results of the bar graph above shows when the teacher activated prior knowledge of students. The 50% of the time the way in which the teacher activated prior knowledge was outstanding. Whereas, the 41.67% reflects the times in which the teacher did acceptable. Finally, a low percentage 8.33% of times, teacher activated prior knowledge “poorly” or did not activate it at all.



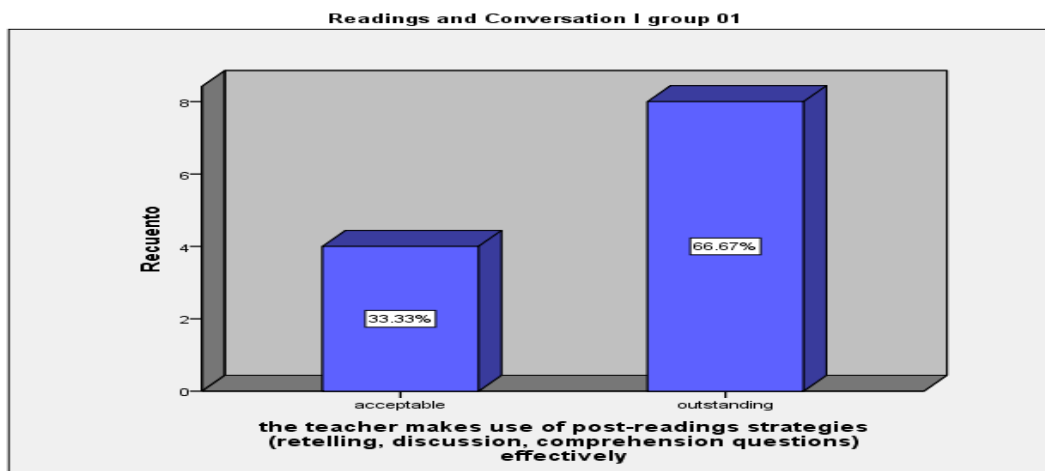
Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: According to the results in the bar graph, concerning to the teachers methodology in relation to the introduction of new vocabulary properly, the 66.67% is acceptable and the 33.33% outstanding.



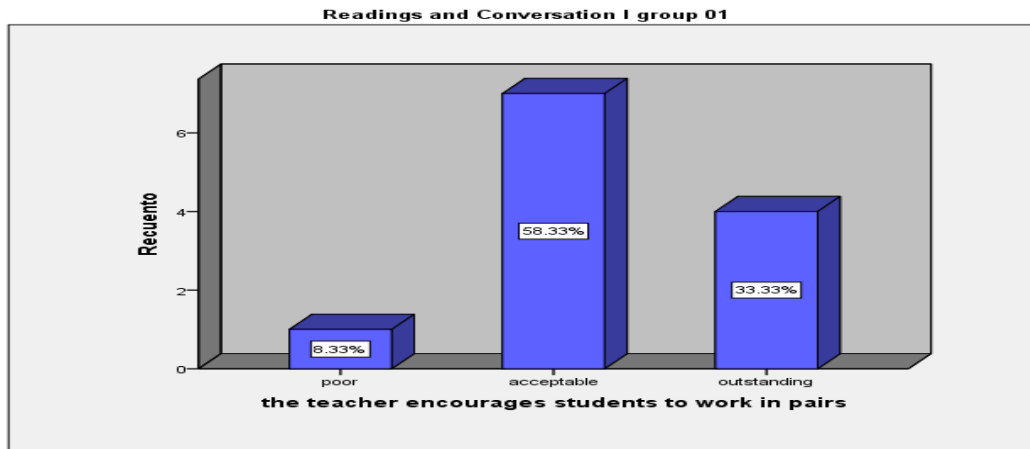
Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: Concerning to the result that was obtained, the bar graph shows a significative percentage regarding to teachers methodology while the use of authentic materials in class. In relation to monitors students comprehension while they are reading applied by the teacher in class, the 50.00% was acceptable and 50.00% outstanding. Hence, the assistance of the teacher in the learning process of students was adequate.



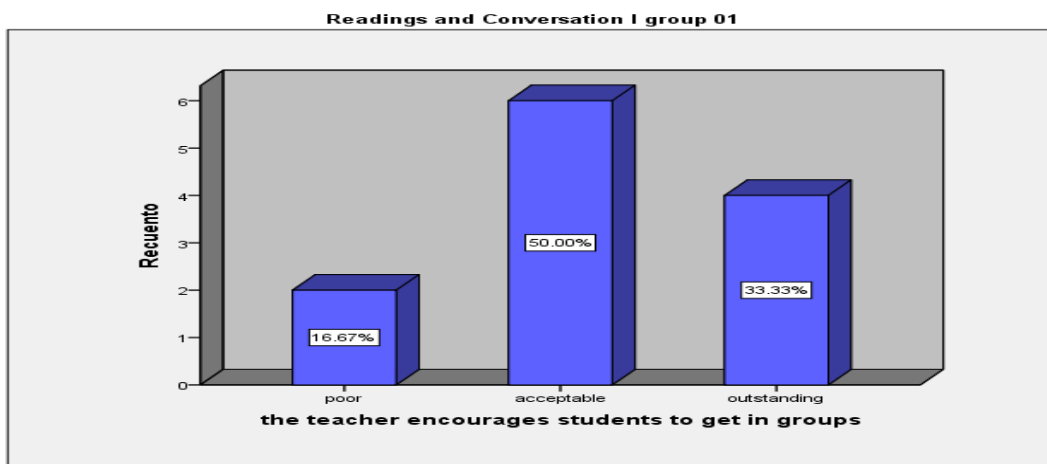
Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: Concerning to the result that was obtained, this graphic shows that the implementation of post-readings strategies with the type of authentic materials used in class in group 01 of Readings and Conversation I course had a significative implementation, being this of 66.67% as outstanding and the 33.33% for acceptable. Hence, the post-readings strategies that were implemented by the teacher in charge of this group had an significative participation in the learning process of students.



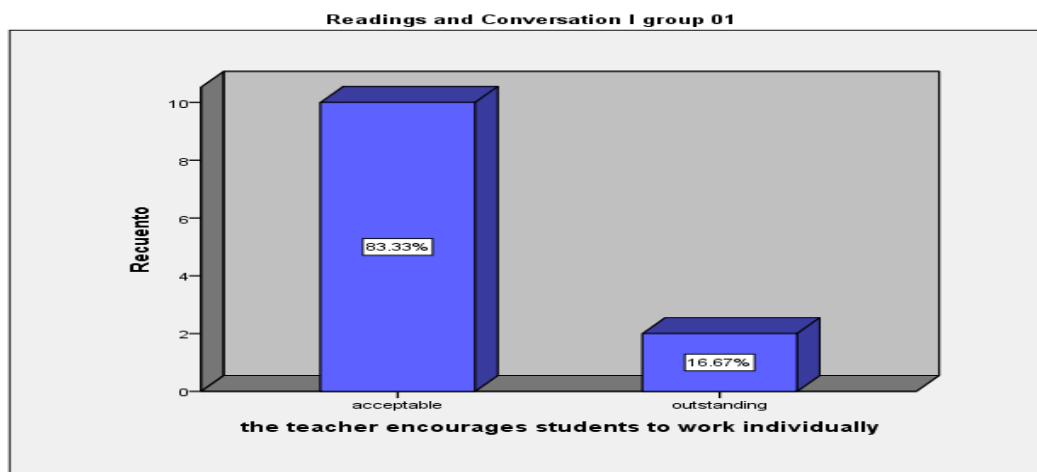
Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: Concerning to the results obtained, this graphic shows that according with the teachers' methodology implemented in the group 01 of Readings and Conversation I; the strategy of encouraging students to work in pairs using authentic materials in the different activities previously planned by the teacher in charge of the course had an acceptable application with the 58.33% in the majority of classes; the 33.33% in activities of discussion about the topics studied and the 8.33% in homework assignment. Therefore, the implementation of this strategy related to the use of authentic materials is very useful to encourage students to work with this kind of materials in the learning process of a language.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

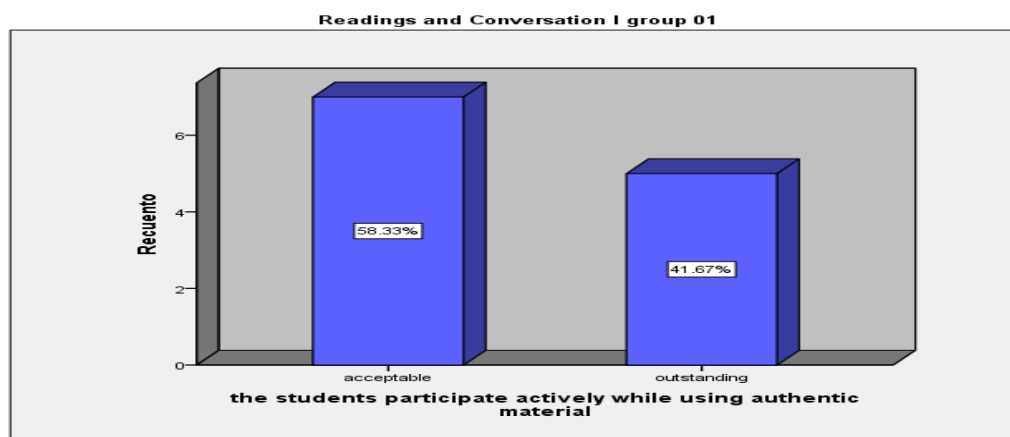
Analysis: According to the results obtained, the bar graph shows that in relation to teachers' methodology implemented in the group 01 of Readings and Conversation I; the strategy of encouraging students to work in groups using authentic materials in the different activities previously planned by the teacher in charge of the group 01 had an acceptable implementation with the 50.00% in the majority of classes; the 33.33% as outstanding in activities of discussion about the topics studied and the 16.67% in homework assignment. Therefore, the implementation of encouraging students to get in groups in relation to the use of authentic materials was very useful to enhance students' motivation in the learning process of a language.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

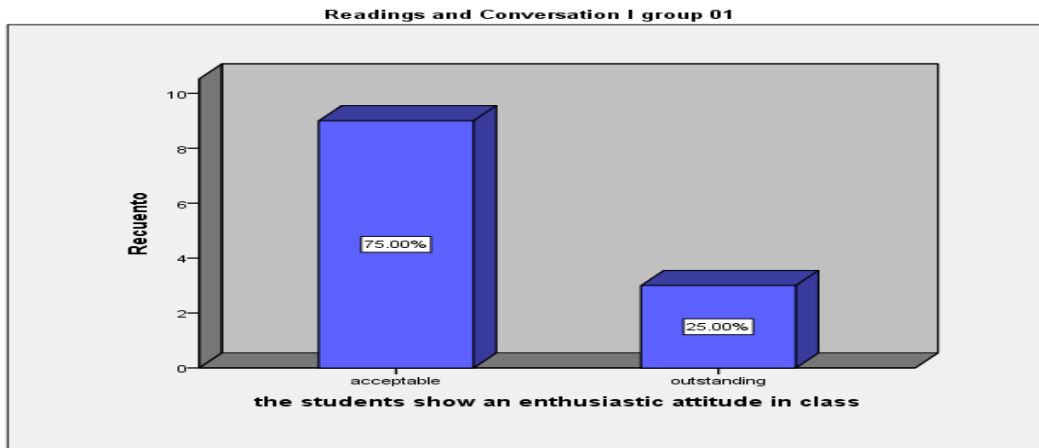
Analysis: According to the results obtained, this bar graph shows that in relation to teachers' methodology implemented in the group 01 of Readings and Conversation I; the strategy of encouraging students to work individually using authentic materials in the different activities previously planned by the teacher in charge of the group 01 had an acceptable percentage with the 83.33% in the majority of classes about the topics studied and a low percentage in the outstanding criteria with the 16.67% in homework assignment. Therefore, the implementation of encouraging students to get in groups in relation to the use of authentic materials was very useful into the classroom in order to enhance students' motivation in the learning process of a language.

D. STUDENTS' ATTITUDE TOWARDS AUTHENTIC MATERIALS:



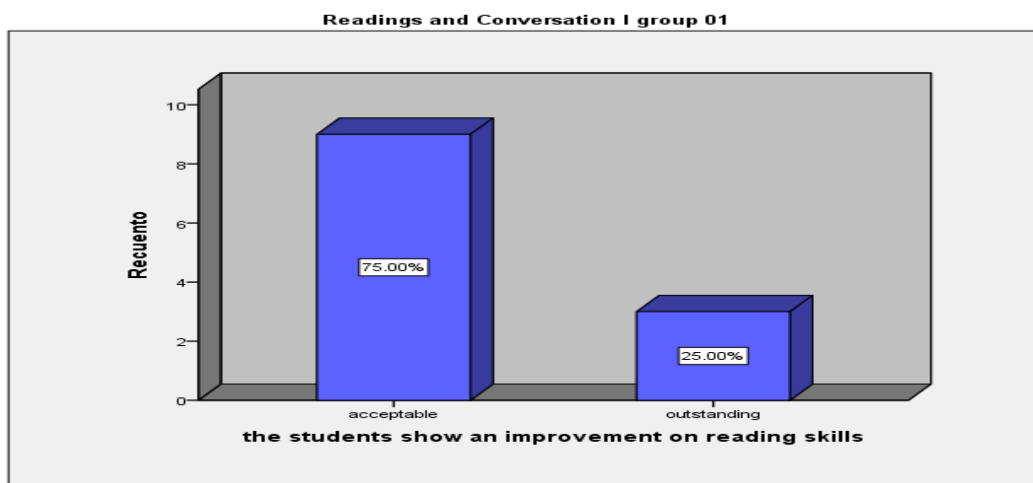
Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: Concerning to the results obtained in the bar graph above in relation to the category of students' attitude towards authentic materials, shows a considerable percentage to the acceptable criteria with the 58.33% in relation to students' participation in the majority of class while the 41.67% is for outstanding. Hence, it can be concluded that in fact, the use of authentic material in class generates a considerable level of participation on students in the learning process of a language.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

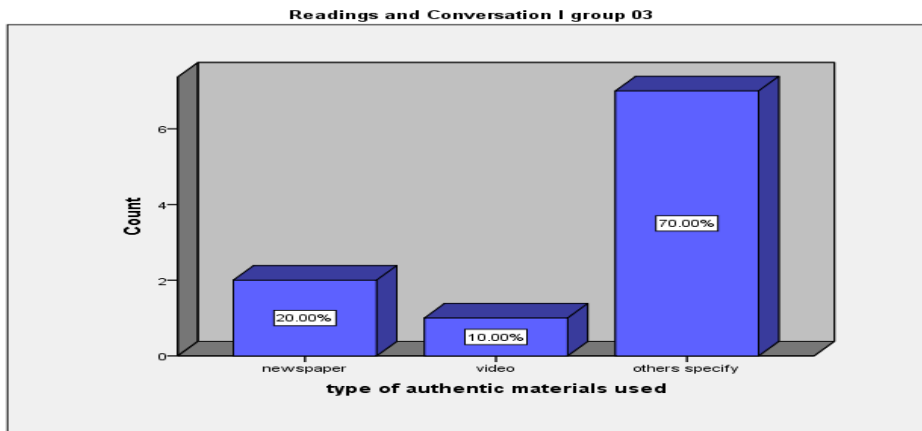
Analysis: According to the results obtained, the bar graph above in relation to the category of students' attitude towards authentic materials shows a significant percentage in the acceptable criteria with the 75.00% in relation to students' attitude in the majority of classes while the 41.67% is for outstanding. Hence, it can be concluded that the use of authentic material in classes generates an enthusiastic attitude on students in the learning process of a language.



Source: Non-participant observation guide applied to Readings and Conversation I courses in English teaching at the Foreign Languages Department at the University of El Salvador.

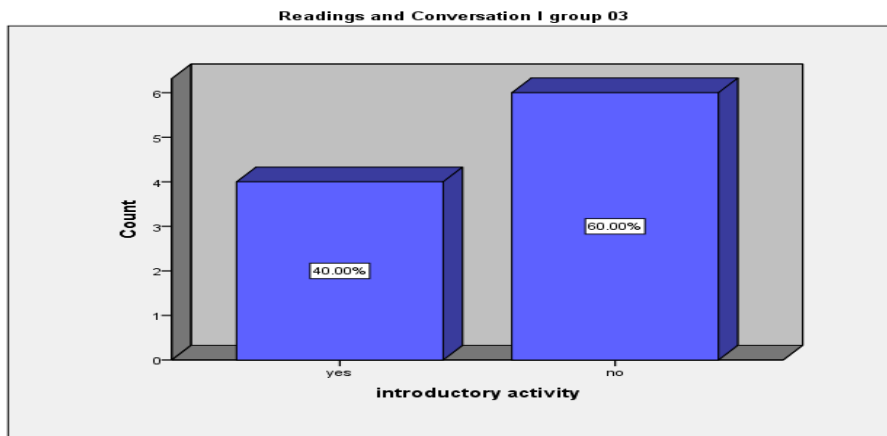
Analysis: The results obtained in the bar graph above in relation to the category of students' attitude towards authentic materials, shows a significant percentage of 75.00% in the acceptable criteria regarding to the improvement on reading skills of students from group 01 while the 25.00% is for outstanding. Hence, it can be concluded that using authentic materials in class helps in a considerable way to the improvement of reading skills on students in the learning process of a language.

ANALYSIS: NON-PARTICIPANT OBSERVATION GUIDE GROUP 03



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: The percentages represented on the bar graph reflect the types of authentic material used the most during the Readings and Conversation I group 03. It seems that the predominant category for this group is “others” with the 70%, this due to the fact that the teacher opted present mostly the web articles from CNN news. In second place, the 20% corresponds to newspaper. Finally, in last place the 10% represents the use of video with the lowest percentage of frequency.

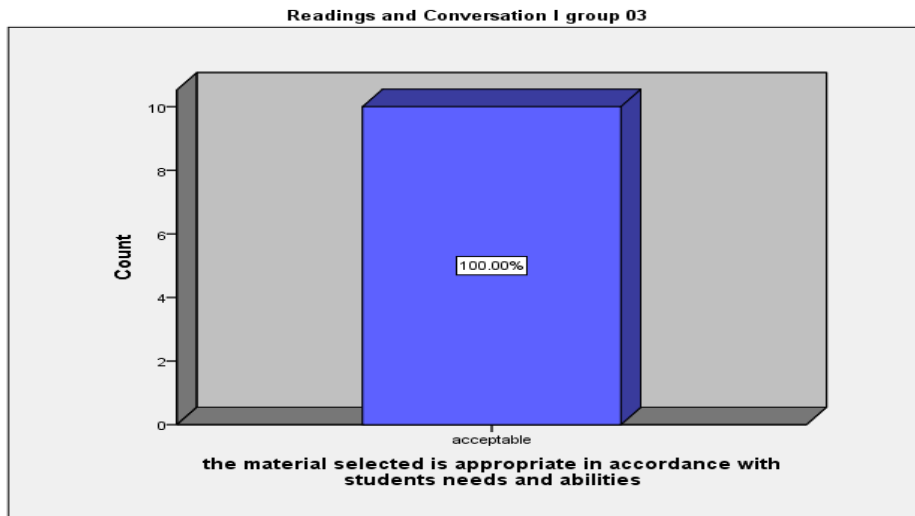


Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: The graph above suggests whether if the teacher made use of an introductory activity to engage students into the lesson or not. In this case, it seems that most of the lessons lacked an introductory activity specifically the 60% of the lessons observed. On the other hand, there was a good part of the time (40%) in which the teacher devoted time to have an introductory activity such as; a warm up, a short discussion, etc. This was beneficial for students.

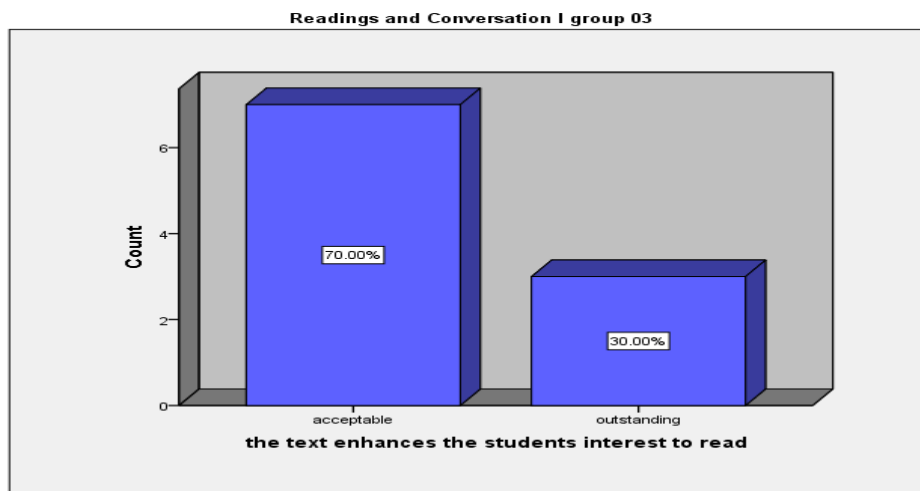
A. SELECTION OF AUTHENTIC MATERIAL

Suitability:



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

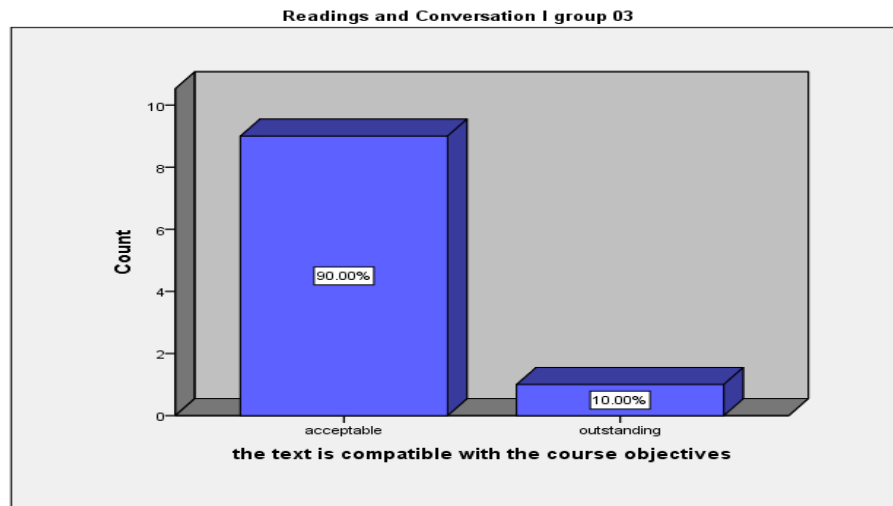
Analysis: For this category, the graph presents that the 100% of the time the authentic material selected was “acceptable” in accordance with students needs and abilities, this in terms of suitability which is an important aspect in the selection of authentic material.



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

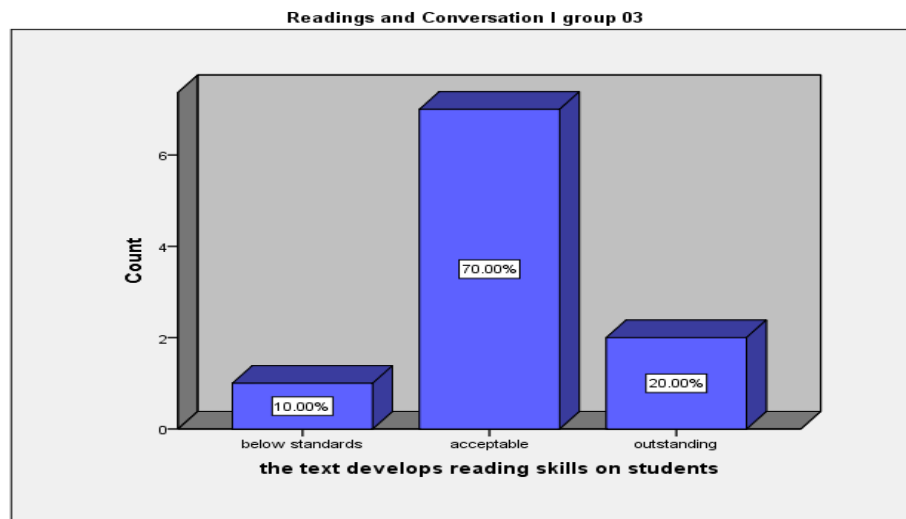
Analysis: This graph reflects to what extent the authentic texts selected enhanced students interest to read. On one hand, the 70% of the material was “acceptable”, this means that the material was appropriate but not as much as to enhance a great interest to read. On the other hand, the 30% of the material was “outstanding” in other words, the material contained relevant topics that aimed students to do further reading

Exploitability:



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

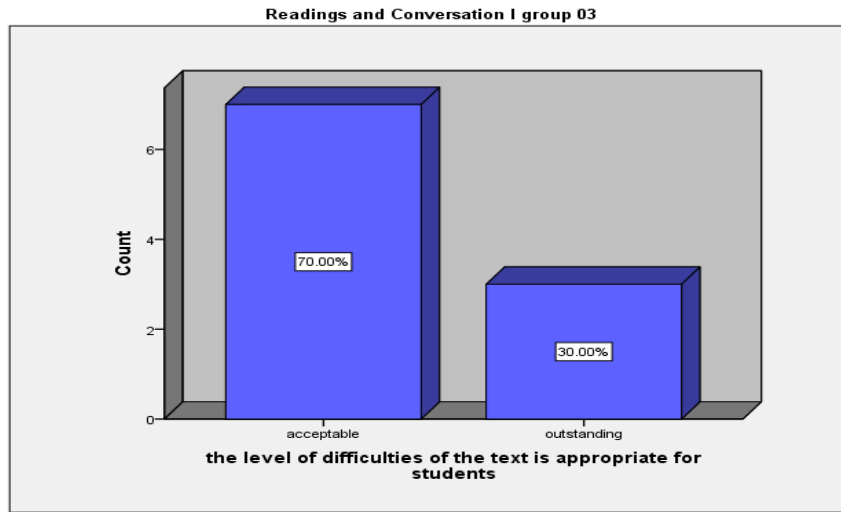
Analysis:For this group, the graph suggests that the 90% of the material presented was “acceptable “it means it was compatible with the course objectives. In terms of exploitability. The other 10% of the material was considered “outstanding “since it fulfilled the aims of the course in the reading area.



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

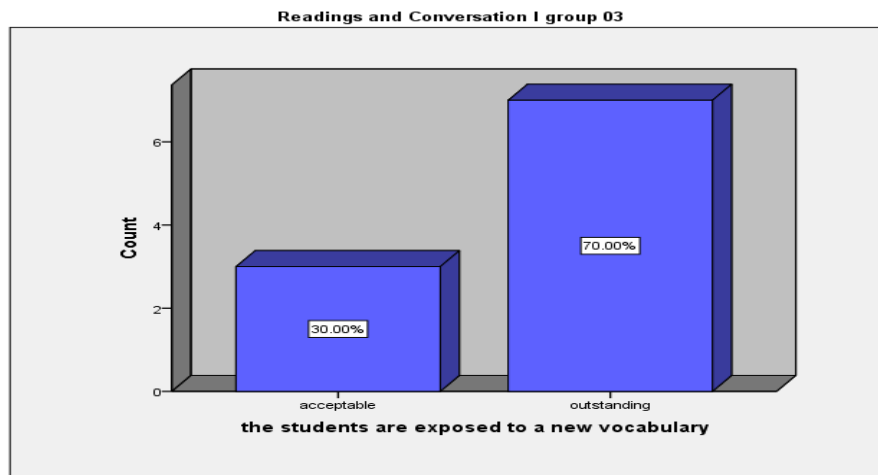
Analysis:In terms of developing reading skills on students the 70% of the material selected was “acceptable”, since most it allowed students to practice reading skills, such as; skimming, scanning, guessing meaning from context and finding the main idea. Followed by the 20% of the material that fit the “outstanding” criteria because it fully developed reading skills on students from this course. In contrast, the 10% of the material was “below standards” because the text did not develop the students reading skills as it was expected.

Readability:



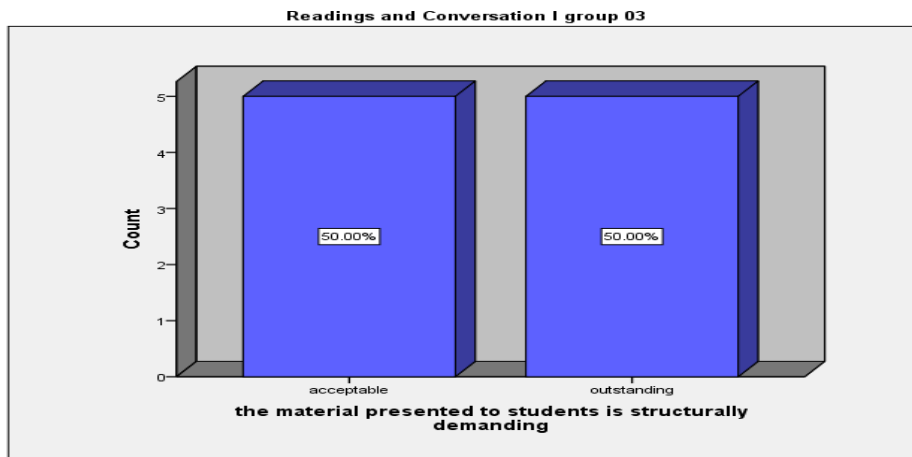
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: According to the bar graph, the majority of texts presented to students (70%) were “acceptable” in terms of the level of difficulty; in other words, texts were readable and understandable for students. Whereas, the 30% of the texts to what students were exposed during the observation phase were “outstanding”, it means they were totally appropriate for students.



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

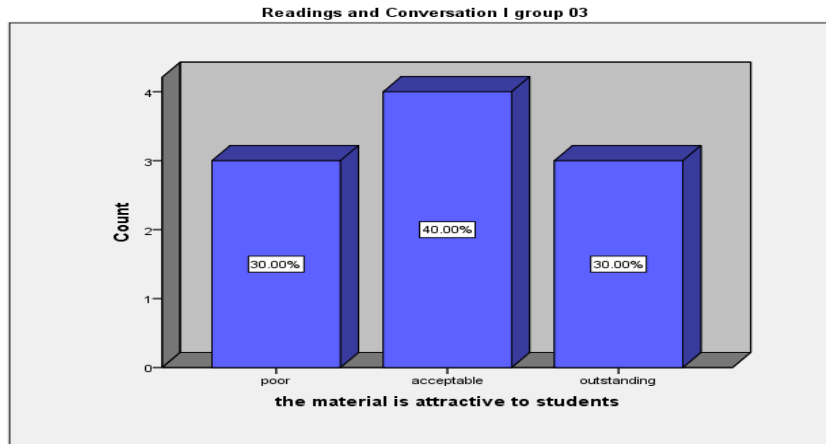
Analysis: For this group, most of the texts to which students were exposed (70%) were “outstanding”, in terms of providing lots of new vocabulary related to the topics in study. On the other hand, the 30% of the texts were “acceptable”, since even though they provided new vocabulary it was not very relevant in comparison to others.



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

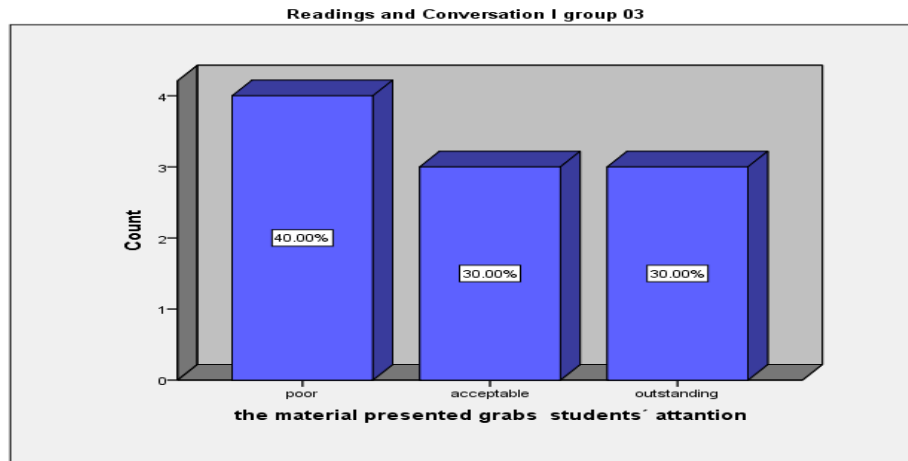
Analysis:Regarding to the complexity of structures founded within the authentic texts were “outstanding” because the structures within them were appropriate not too demanding for students. In second place, the graph shows that the 50% of the texts were “acceptable”, it means they were a little too demanding for the level of students.

B.PRESENTATION:



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

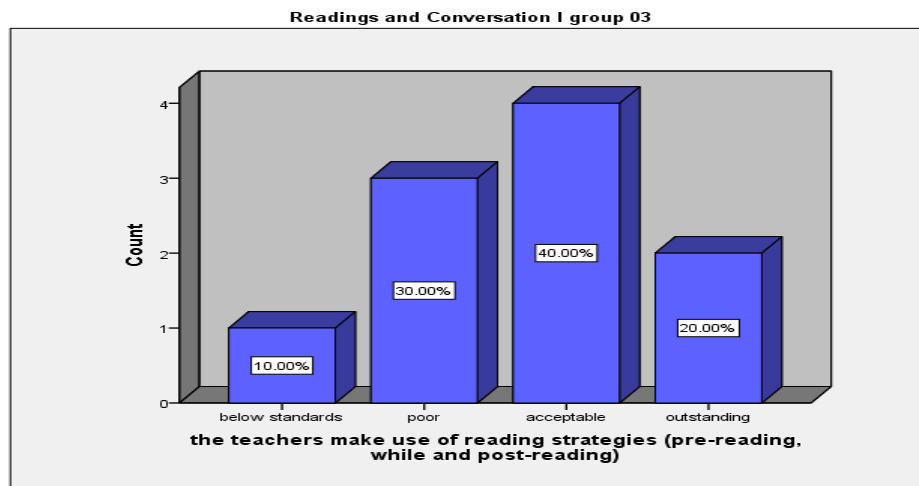
Analysis:Concerning to the presentation of the material, the graph shows that the 40% of materials were “acceptable” in terms of attractiveness for students; this might be due to the format in which the materials were presented, or it if contained images, colors, etc. This followed by the 30% of the material that fit the “outstanding” criteria in terms of presentation. Finally an equal proportion (30%) represents material in the “poor” criteria since they lacked an attractive presentation which becomes a key factor when engaging the reader interest in texts.



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

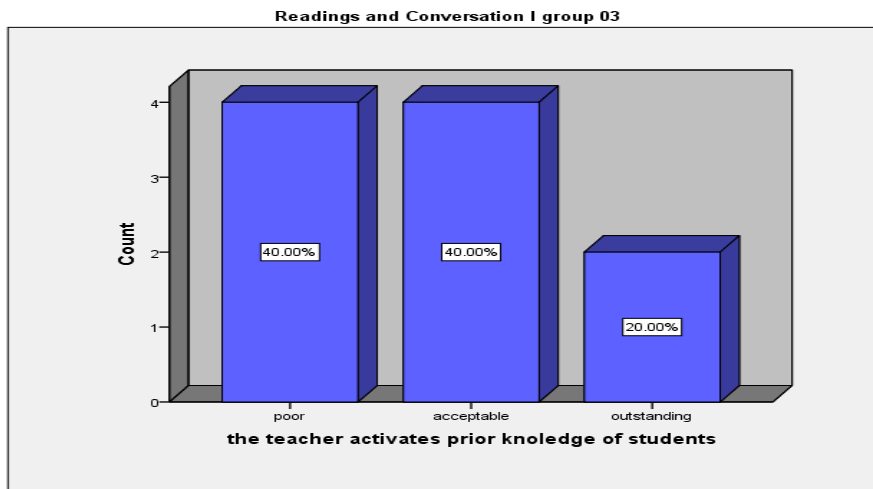
Analysis: Another important aspect to consider, in respect to the presentation of the material is if it grabs students attention. In this case, the graph shows that most of the times the material presented were “poor” representing the 40%. On the contrary the 30% of the material presented in class was considered to be “acceptable” and finally an equal portion of material was considered “outstanding” since the observer perceived the change in the students’ attitude towards the material, in this case, a positive attitude.

A. TEACHERS’ METHODOLOGY:



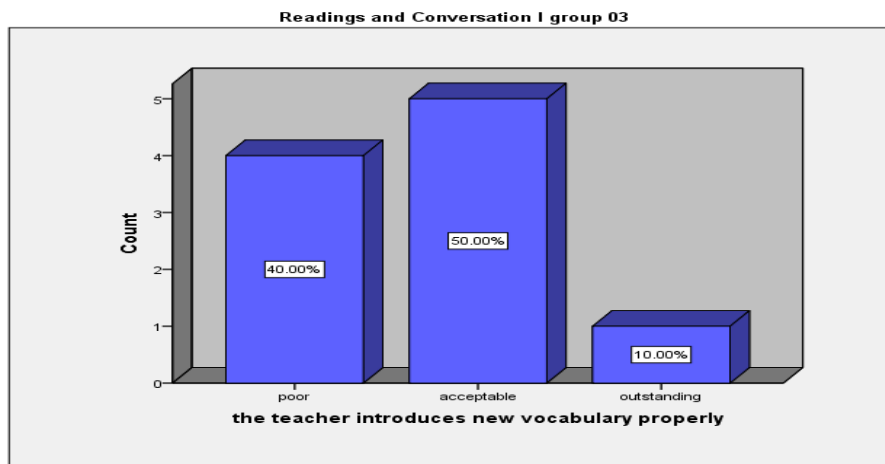
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: According to what the graph reflects, almost half of the time (40%), the teacher made use of reading strategies such as; pre-reading, while-reading and post-reading. Followed by the 30% of the time in which teacher used either one or two reading strategies. Then the 20% of times all these strategies were applied appropriately fitting the “outstanding” criteria. Finally, the 10% that indicates “below standards”, this because the teacher didn’t applied any strategies at all.



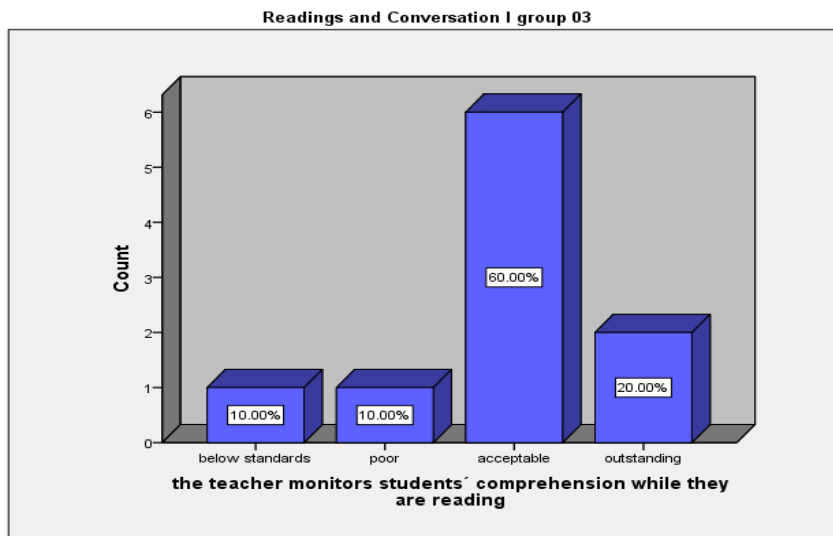
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: The graph above shows when the teacher activated prior knowledge of students. In this case the 40% of the time the way in which the teacher activated prior knowledge was “acceptable”. Whereas, the 30% reflects the times in which the teacher did an excellent job in activating prior knowledge positioning in the “outstanding” criteria. This was done through discussions and activities in order to get students notions in the topic about to be studied or reviewed. Finally, a high percentage (40%) of times, teacher activated prior knowledge “poorly” or did not activate it at all.



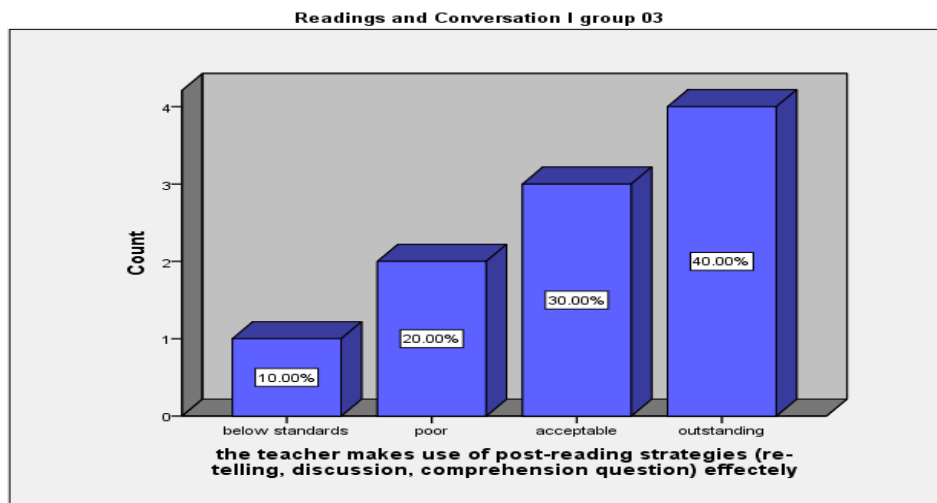
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis: Another important aspect in regard to teacher’s methodology when presenting authentic material is the accurate introduction to new vocabulary. In this sense, the graph shows that the majority of the time (50%), the way in which the teacher introduced the new vocabulary was “acceptable”. Then the 40% of time teacher did “poor” in this area or lacked the introduction of new vocabulary. Finally, only the 10% of times the introduction of the new vocabulary was considered “outstanding” by the observer.



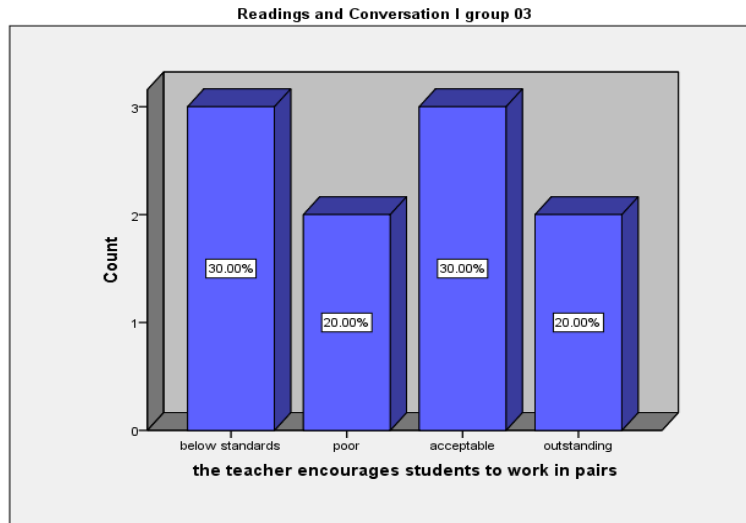
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:In terms of monitoring students' comprehension, the bar graph shows that the 60% of time teacher monitoring was "acceptable" from the observer's perception. This followed by the 20% of times in which the observer found the teacher monitoring "outstanding". Then the 10% of times was considered "poor" and an equal part of the time (10%) teacher did not monitor students at all, therefore, it fit the "bellow standards" criteria.



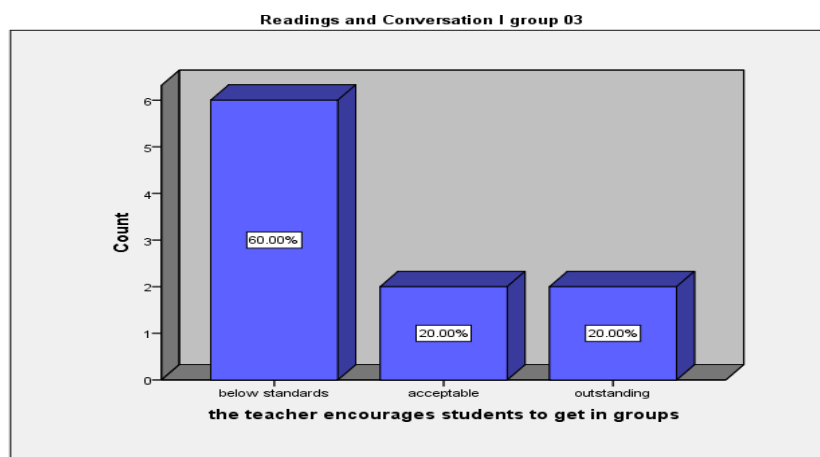
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:The bar graph suggests that the 40% of times when teacher made use of post reading strategies was considered "outstanding". Followed by the 30% of times that were considered "acceptable". Then, the 20% of times teacher did "poor" when using this kind of reading strategies and finally the 10% of times the teacher did not used post reading strategies therefore fits the "below standards" criteria.



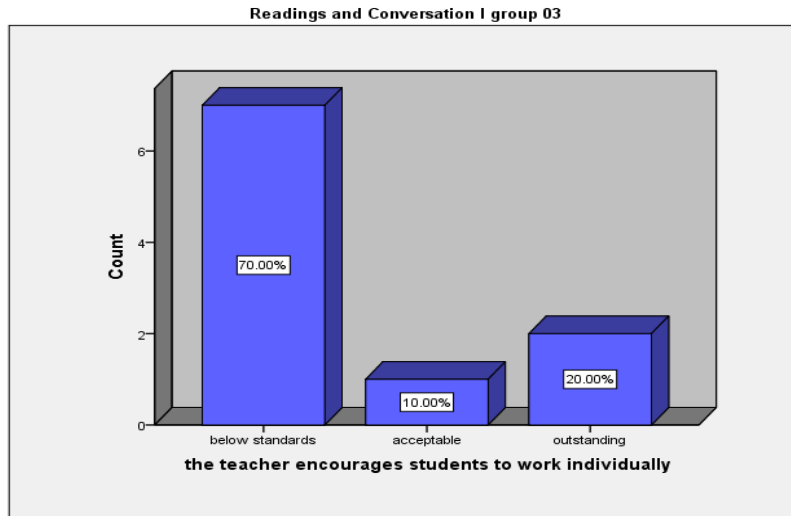
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:For this group, the observer noticed that students were not asked to work in pairs in every single lesson, in this sense, the times that students were encouraged to work in pairs makes the 30% considered “acceptable”, this followed by the 20% of times in which was considered “outstanding” based upon the type of tasks they asked to do and the results obtained. Then the same portion (30%) of times teacher did not require students to work in pairs so it corresponds the “below standards” criteria. Finally, the 20% of times this activity was considered “poor” by the observer.



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

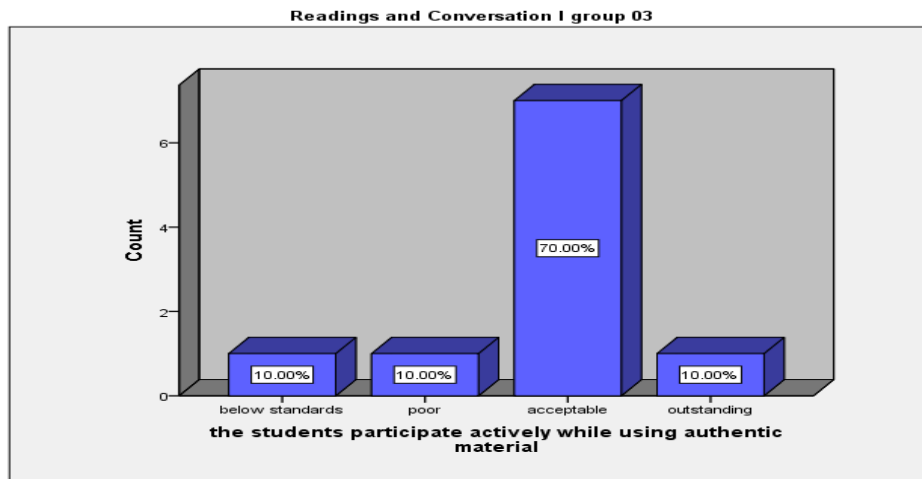
Analysis:The results obtained in the graph indicate that the 60% of time the teacher did not asked students to work in groups positioning in the “below standards” criteria. Then the 20% of times when teacher asked students to do this it was considered “acceptable”. Finally, just the 20% of the times when teacher did it was perceived as “outstanding”



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

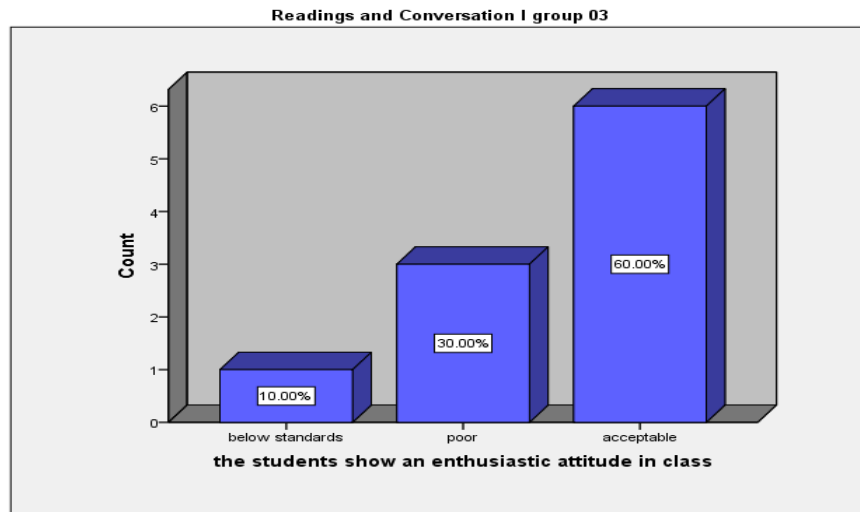
Analysis:As the bar graph shows most of the times teacher did not encourage students to work on their own so that, it reflected the 70% and corresponds to the “below standards” criteria. This, against the 20% of times in which the observer perceived that this activity was “outstanding”. Finally, the 10% of times when teacher asked students to work individually it was considered “acceptable”.

D.STUDENTS’ ATTITUDE TOWARDS AUTHENTIC MATERIALS:



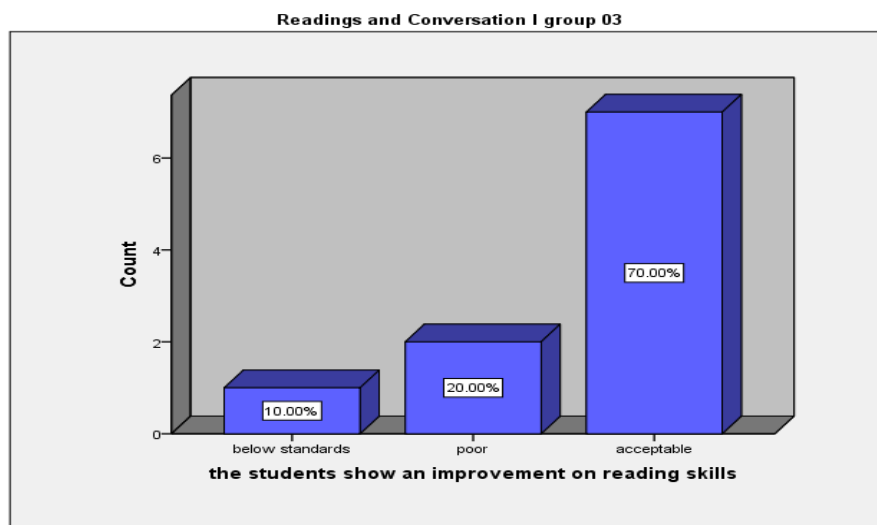
Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

Analysis:In respect to the students participation while the teacher used authentic material, the observed considered “acceptable” in a 70%, since most of the time students were eager to participate in all the activities. Then the level of participation show same proportion from “below standards” and “poor” to “outstanding” getting a percentage of 10% each.



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

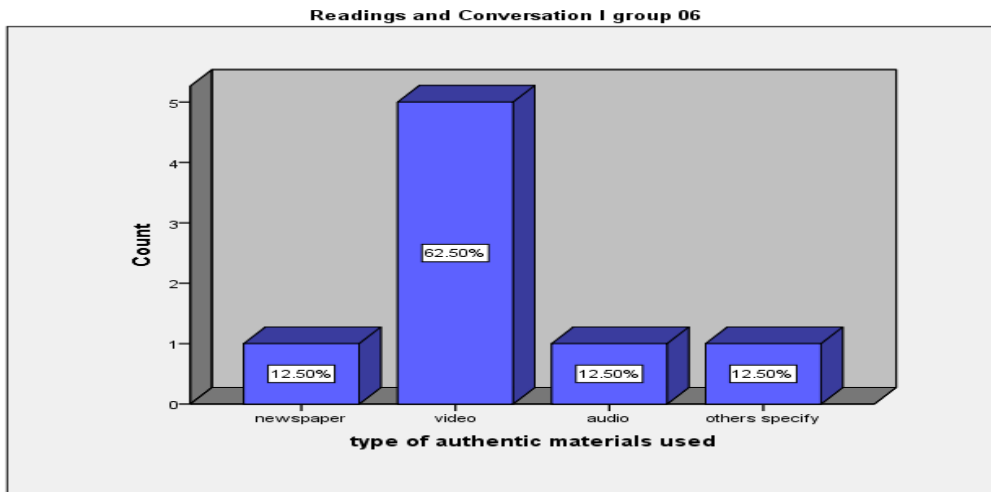
Analysis:The graph above shows that the majority of the time (60%) the attitude of the students was considered “acceptable” when being exposed to authentic material, this might be due to the fact that that they were willing to participate in all the activities, and expressed their opinions related to the topics studied. This against the 30% of times in which students’ attitude was perceived as “poor”. And finally, the 10% corresponds to the times in which students’ attitude seemed to be “below standards”



Source: Non-participant observation guide applied to Readings and Conversation I in English Teaching at the Foreign Languages Department at the University of El Salvador.

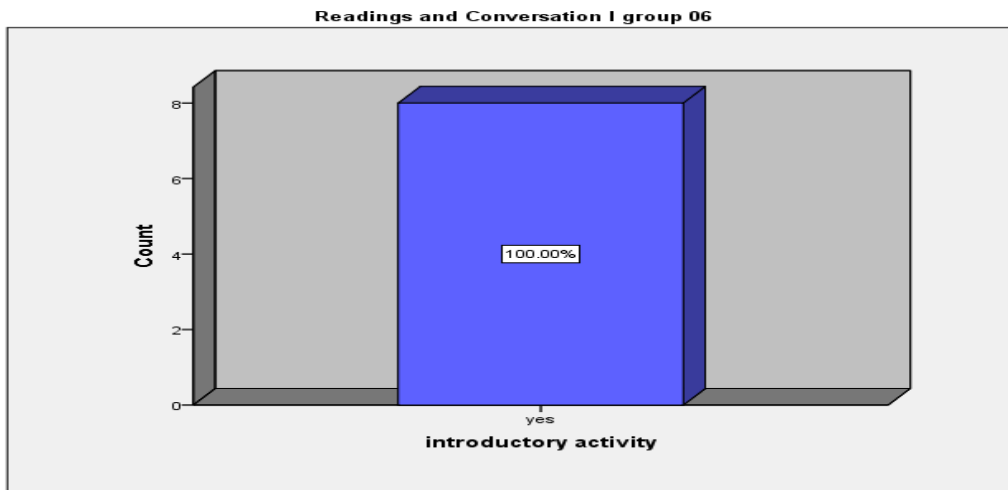
Analysis:The results obtained from the observation period reflect an improvement on the students reading skills in a 70% considered “acceptable”. Students seemed to be using the reading techniques, a better comprehension of texts and read faster. On the contrary the results show that in a 20% students did not improve much fitting in the “poor” criteria. Finally in a 10% students did not reflect an improvement in reading skills at all.

ANALYSIS: NON-PARTICIPANT OBSERVATION GUIDE GROUP 06



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

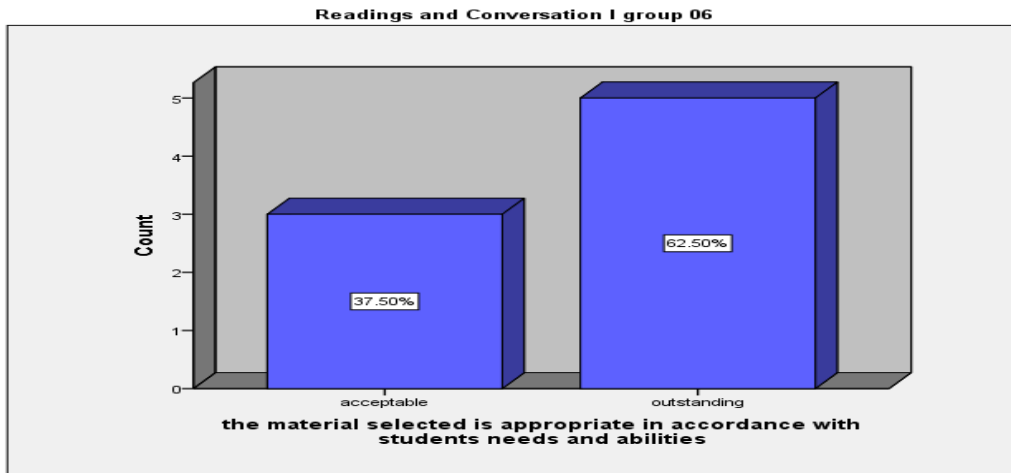
Analysis: According to this bar graph, it is appreciated that the most outstanding type of authentic materials is video since it represents the 62.50% of this group 06. It does not mean that newspaper, audio and others are not used because they have 12.50% each one.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

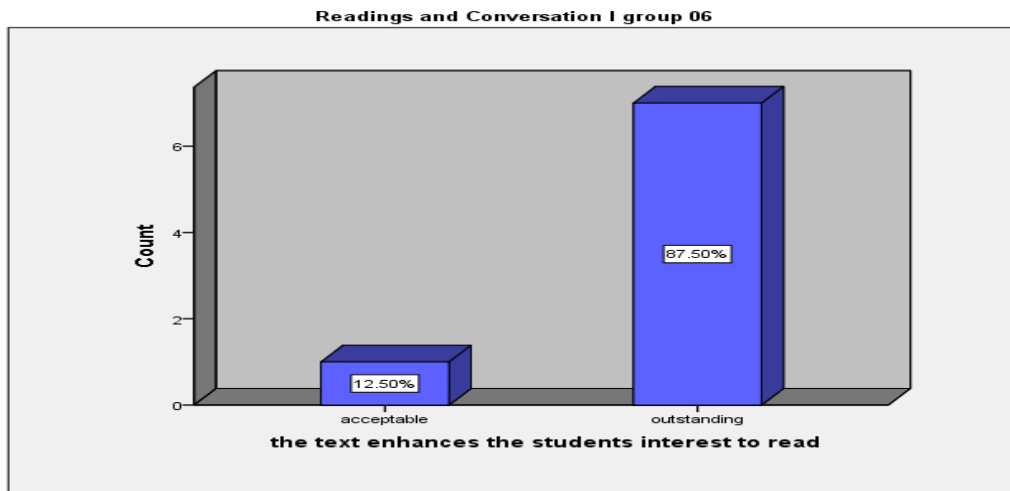
Analysis: Based on the observation guide, the teacher made use of an introductory activity in order to begin the class since in this graph the introductory activity represents a 100% it means that in every class observed the teacher made use of this.

A. SELECTION OF AUTHENTIC MATERIAL : Suitability



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

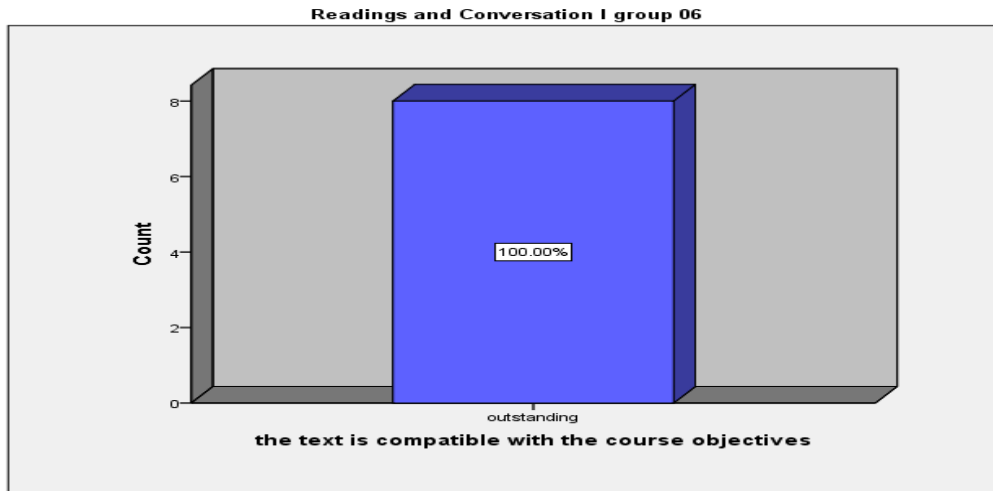
Analysis: In this graph, it is observed that the type of material selected in classes is appropriate for students’ needs and abilities. Based on the observation guide, acceptable and outstanding are the highest criteria; so that, as it is points out on the graph acceptable represents 37.50% and outstanding points out 62.50% which is the highest percentage.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

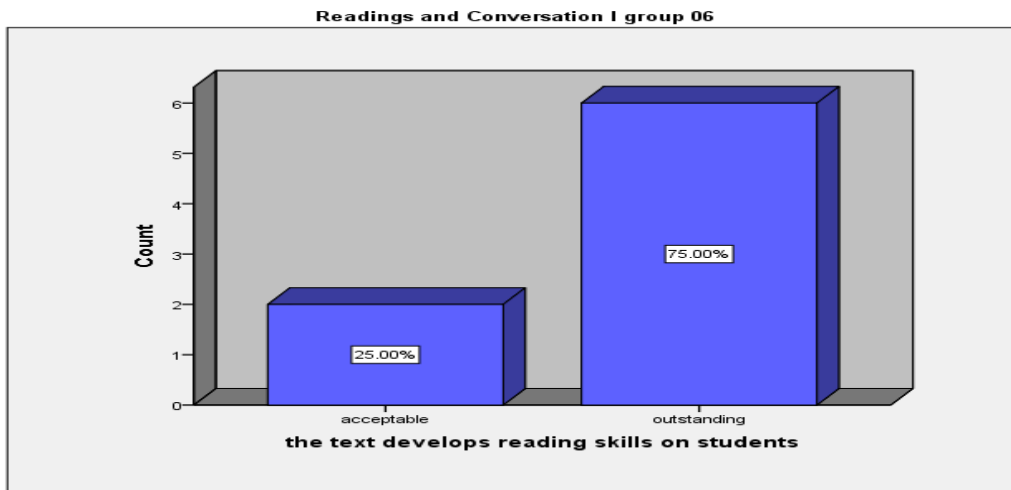
Analysis: Based on this finding, it seems that texts enhance the students’ interest to read since outstanding points out an 87.50% of the percentagewhileacceptable shows a 12.50% of the score. In other words, the texts provided to students fulfill the students’ needs.

Exploitability:



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

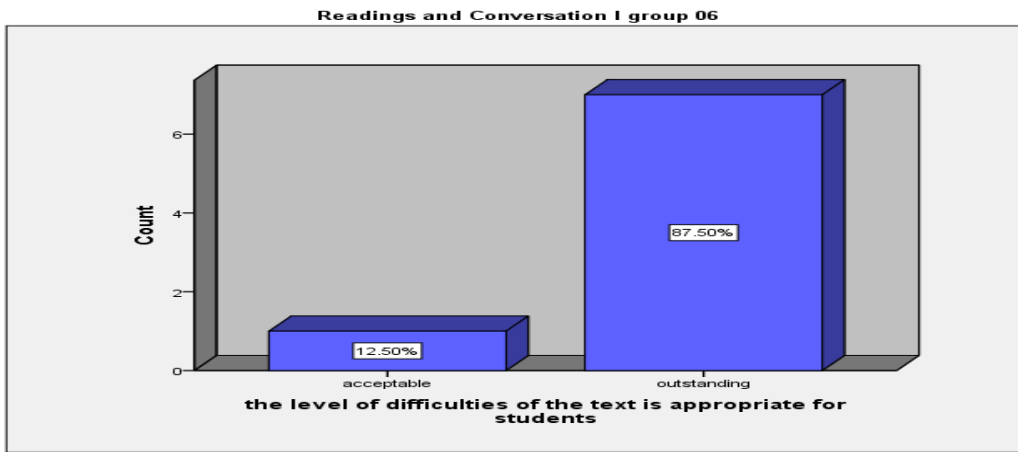
Analysis: In this graph, it can be observed that the text is compatible with the course objective since outstanding, which is the highest criteria, has 100% of the score. It means that the materials provided to students show an improvement in their reading skill.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

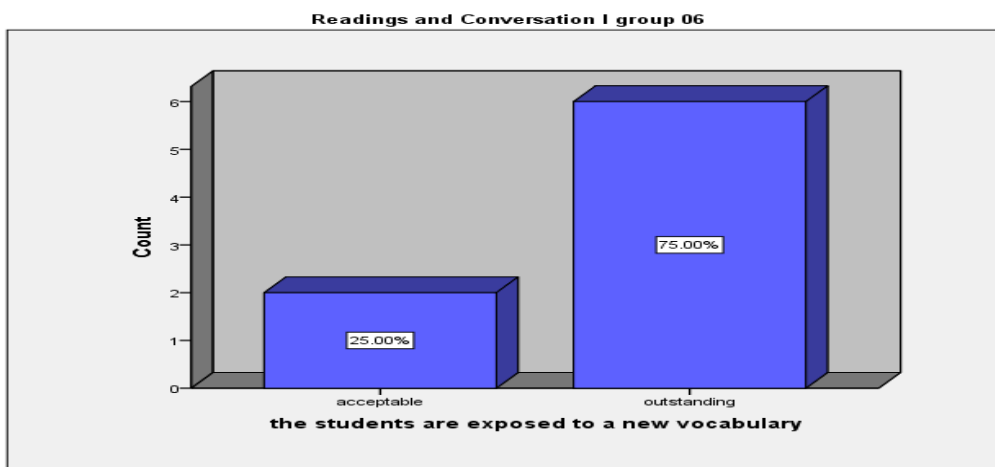
Analysis: According to the graph, it is observed that texts develop reading skills on students because outstanding represents a 75% while acceptable points out 25% of the criteria observed through the classes. It means that texts fulfill the students' expectations.

Readability:



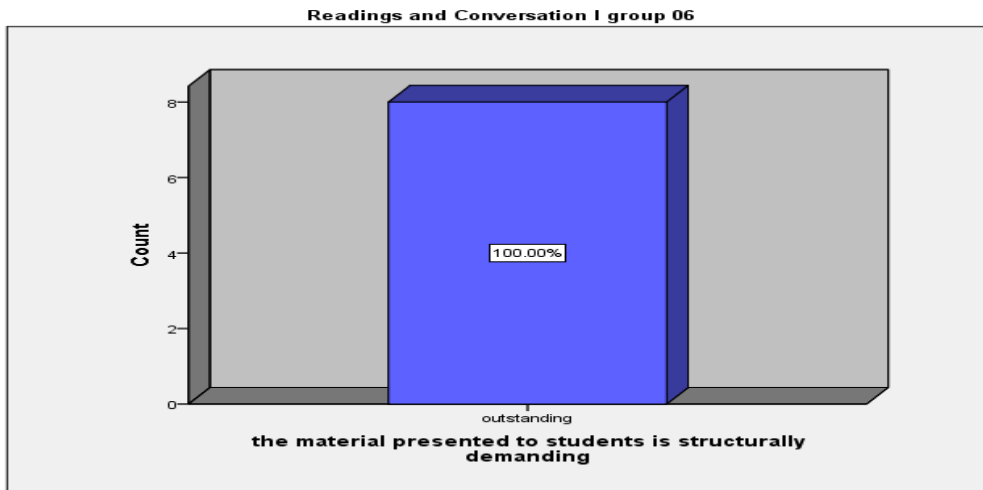
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis:Based on these findings, it can be appreciated that the level of difficulties of the text is appropriate to the students’ level since outstanding represents the highest score which is 87.50% while acceptable shows a 12.50% of the percentage. That means that students were exposed to new vocabulary.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

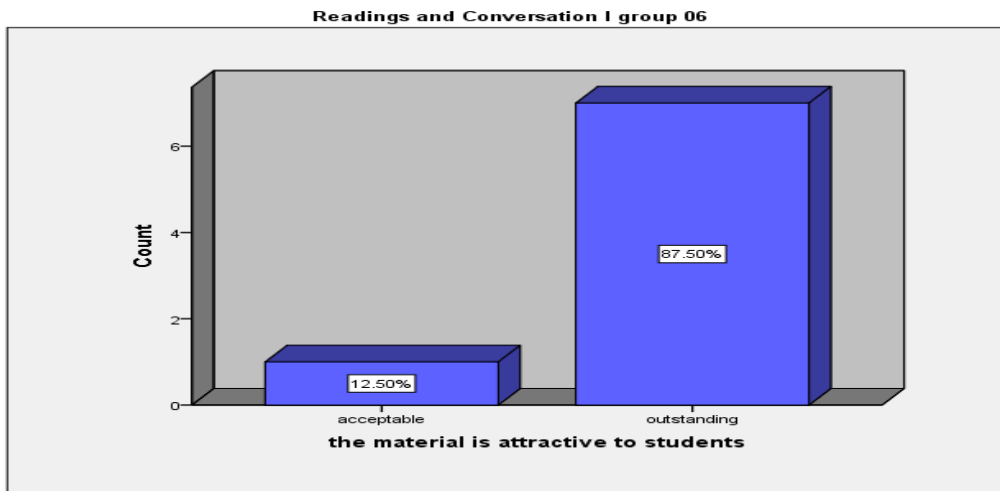
Analysis:According to this graph, it is observed that students are exposed to a new vocabulary since outstanding gets the highest score while acceptable gets 25% of the score. Based on this, it can be said that authentic texts help students in the acquisition of new vocabulary.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

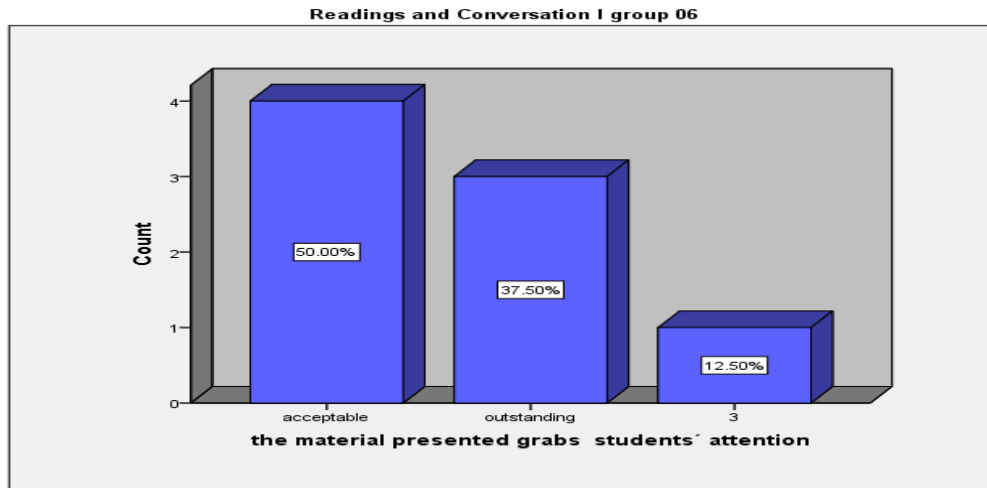
Analysis: Also in this graph, it can be said that the material presented to students is structurally demanding; besides that, outstanding shows a 100% of the score. For that reason previously mentioned, authentic texts are considered a meaningful tool in order to fulfill the students' needs.

B. PRESENTATION:



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

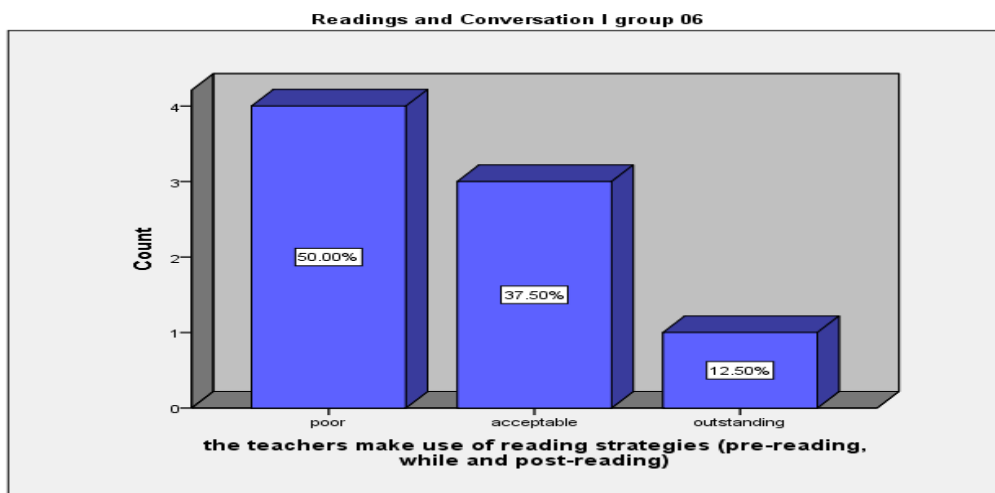
Analysis: This bar graph shows a significant result in relation to the material studied in class since these authentic materials are crucial and attractive for students. In addition, as it is observed on the graph that outstanding shows an 87.50% of the score while acceptable gets a 12.50% of the score.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

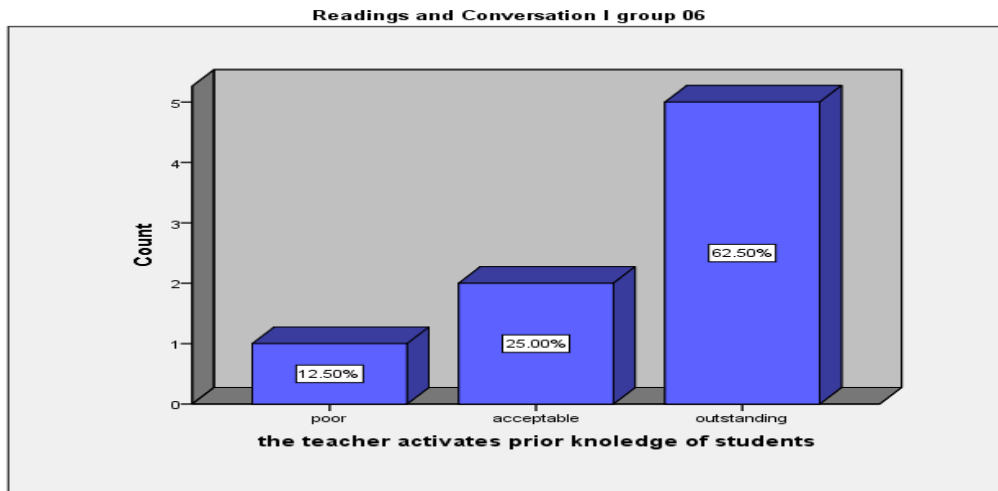
Analysis:Based on this significant result, it can be appreciated that there are some materials that grab the students' attention more since acceptable got the highest score which is 50%, and outstanding shows a 37.50% of the score while poor got 12.50% of the score.

C. TEACHERS' METHODOLOGY:



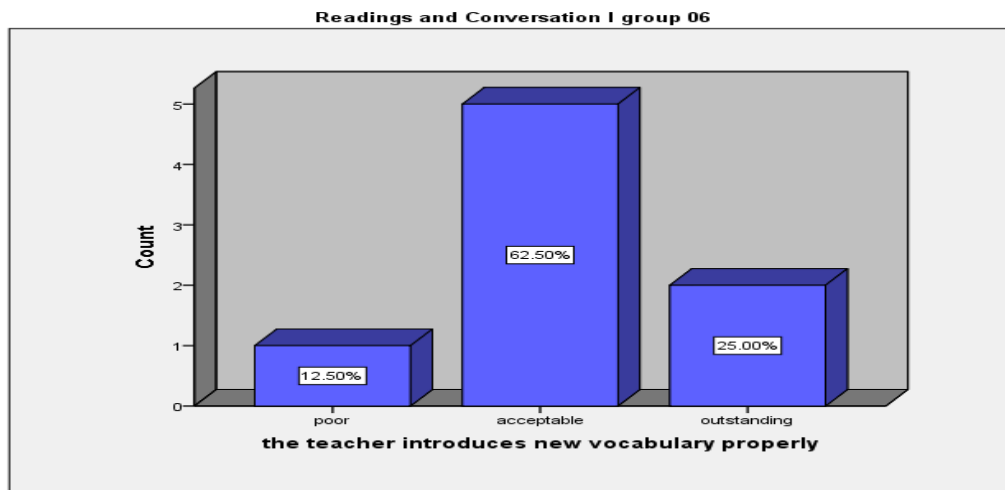
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis:According to this bar graph, the results show some differences regarding to the scores; why, because the use of reading strategies do not show a significant finding since outstanding just represents 12.50% which is the lowest score. Acceptable points out a 37.50% which means, sometimes, they are used. So, the highest score for this chart is poor which shows a 50% the score of reading strategies.



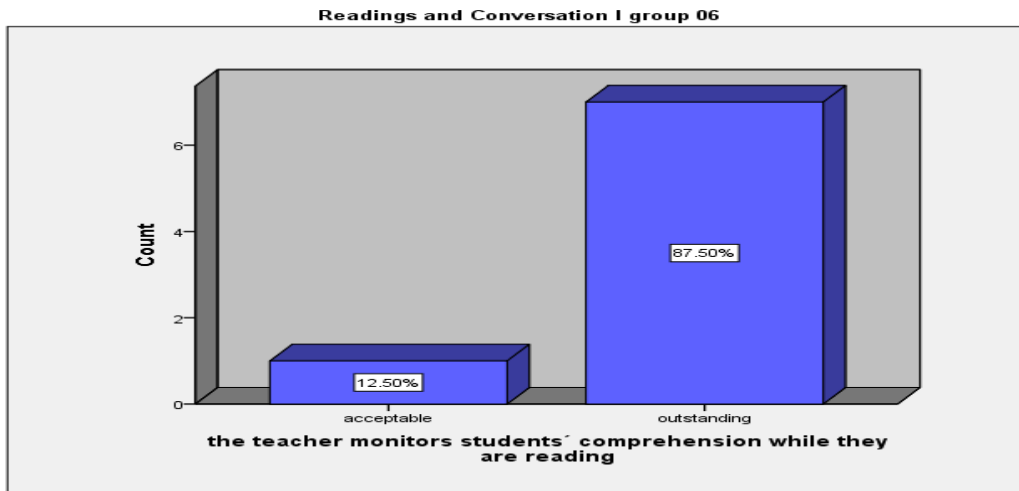
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis: In this bar graph, the results are considered acceptable because outstanding shows the highest score and acceptable represents a 25% of the score. In that way, teacher activates prior knowledge of students; however, poor shows an important score which is 12.50% it means that in some cases activating prior knowledge of students is missing.



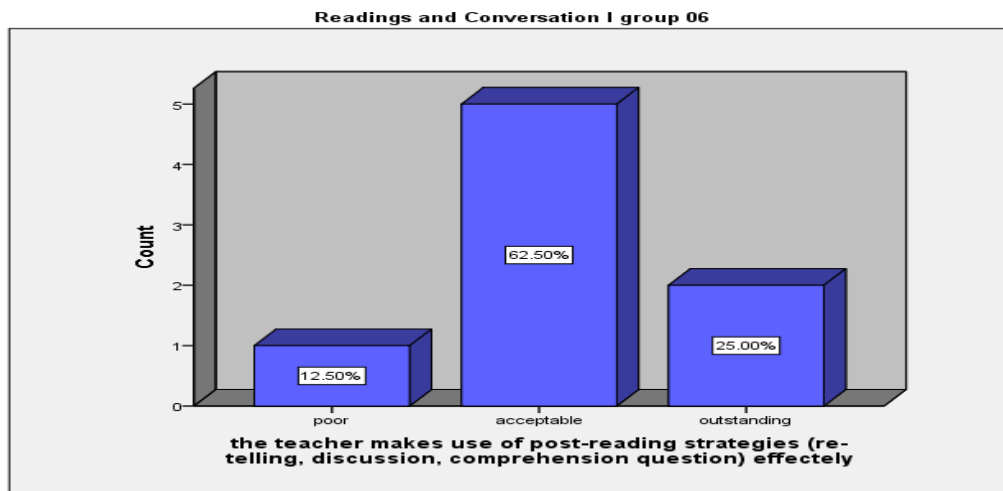
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis: According to this bar graph, the highest score is acceptable which shows a 62.50% and outstanding just represents a 25% of the score while poor got a 12.50% of the score. Based on these results, it can be said that sometimes new vocabulary is introduced properly.



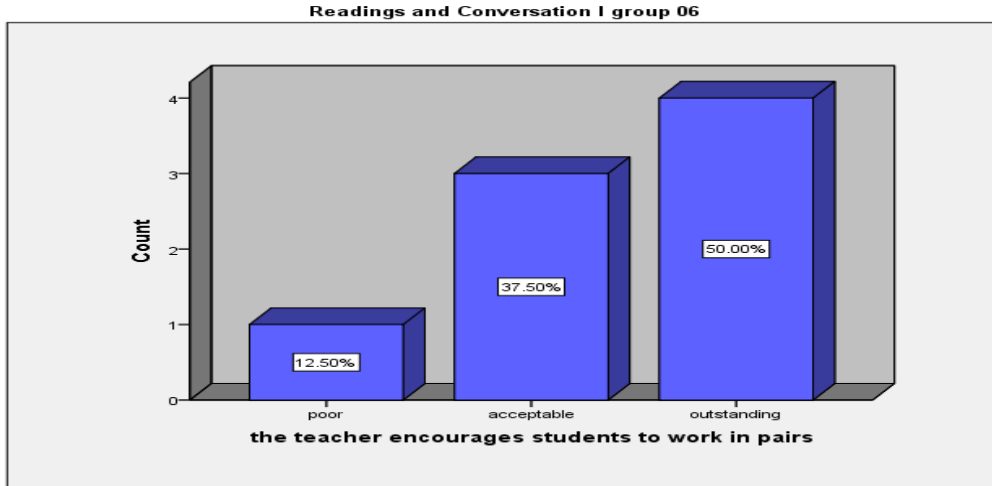
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis: According to this bar graph, it seems that teacher monitors students' comprehension while they are reading. Therefore, outstanding shows a significant result which is an 87.50% of the score while acceptable points out a 12.50% of the score.



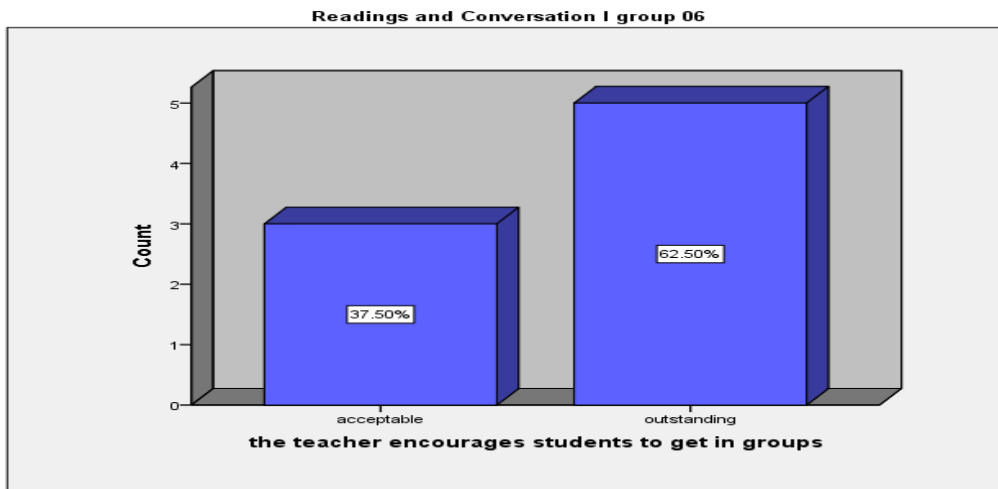
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis: Based on this bar graph, the highest score is acceptable which shows a 62.50% of the percentage while outstanding represents a 25% of the score and poor points out a 12.50% of the score.



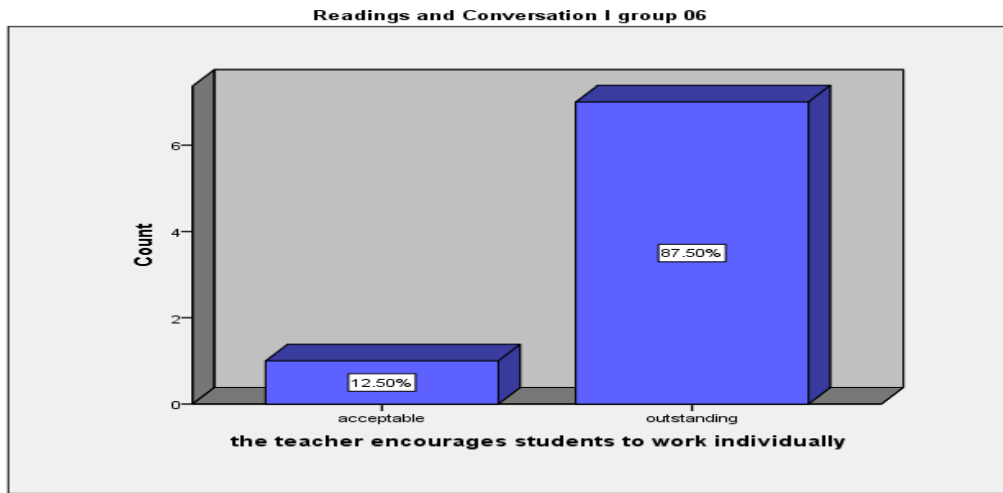
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis:Based on this bar graph, the teacher encourages students to get in groups frequently. The chart shows the highest scores which are outstanding (62.50%) and acceptable (37.50%). Also, the results got from the observation guide show a meaningful finding.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

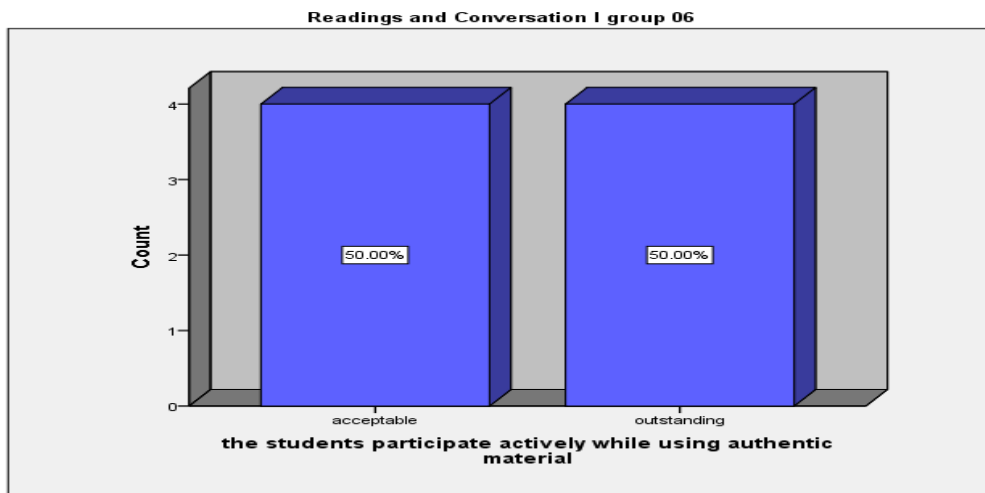
Analysis:In this bar graph, it is seen that teacher encourages students to work in pairs due to the fact that the highest score is outstanding which is 50% and acceptable shows an improvement of 37.50% of the score while poor just 12.50% of the score.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

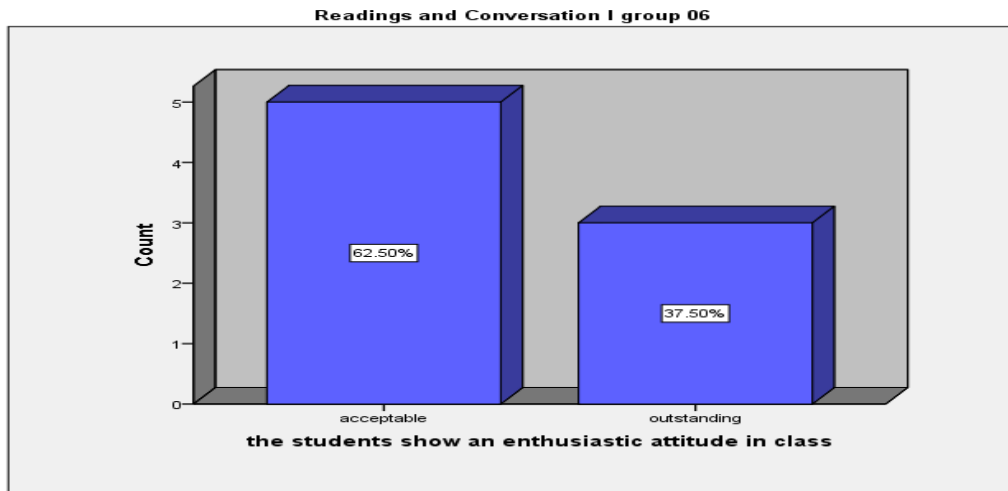
Analysis:with regard to the individual work in this bar graph of group 06, it seems that the highest percentage is outstanding which represents an 87.50% while acceptable represents a 12.50% of the score. This bar graph shows that the individual work was used as a tool to develop reading activities during this class.

D. STUDENTS' ATTITUDE TOWARDS AUTHENTIC MATERIALS:



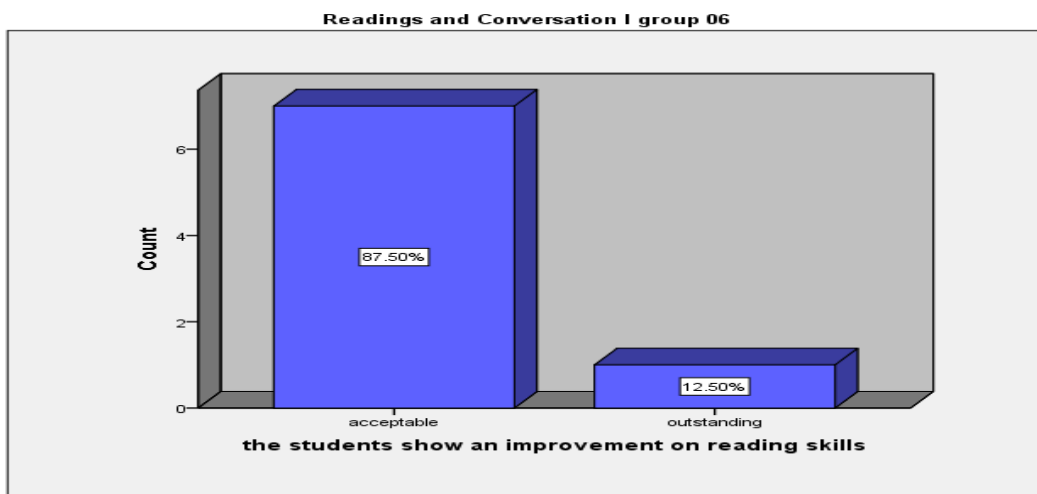
Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis:Based on this bar graph, the results show such meaningful findings because outstanding represents a 50% as well as acceptable got 50% of the score. This is because the majority of students really like to participate and enjoy reading as well speaking.



Source: non-participant observation guide applied to Readings and Conversation I in Modern Languages at the Foreign Languages Department at the University of El Salvador.

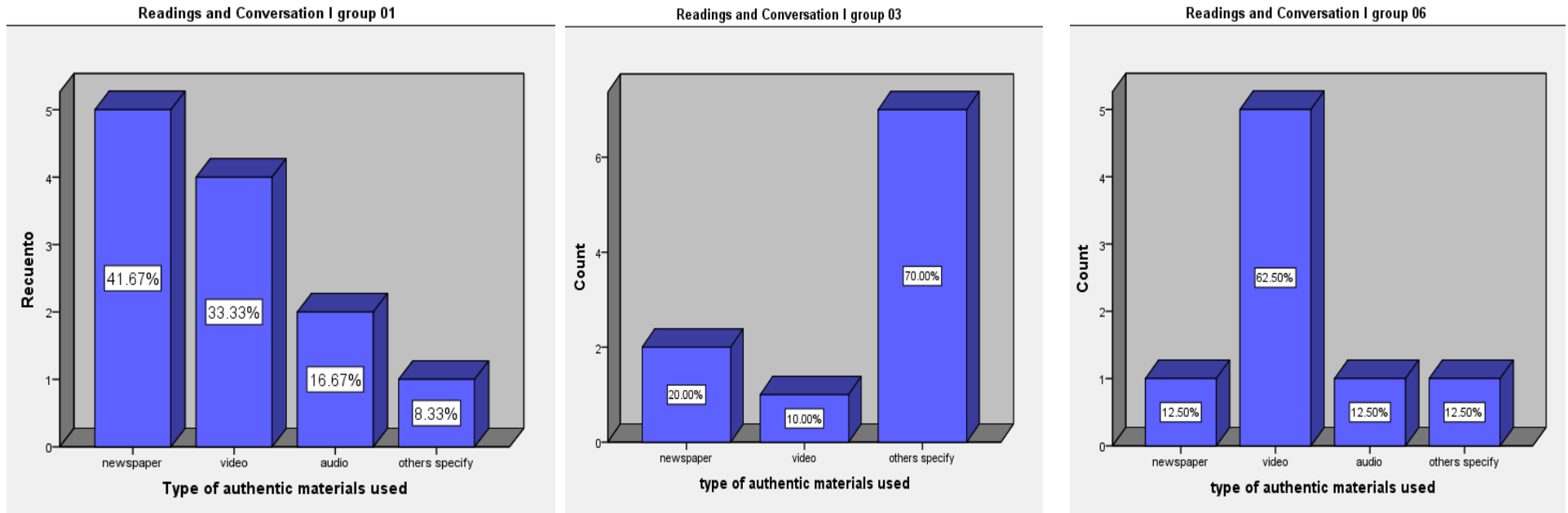
Analysis: In this bar graph, it is seen that students show an enthusiastic attitude through the class. The highest score is acceptable because it shows 62.50% of the score while outstanding represents a 37.50% of the score.



Source: non-participant observation guide applied to Readings and Conversation I course in Modern Languages at the Foreign Languages Department at the University of El Salvador.

Analysis: Based on this bar graph, it can be said that the highest score is acceptable since it shows an 87.50% of the score while outstanding shows a 12.50% of the percentage. In this way, those students who attended classes frequently show a significant improvements than those who do not.

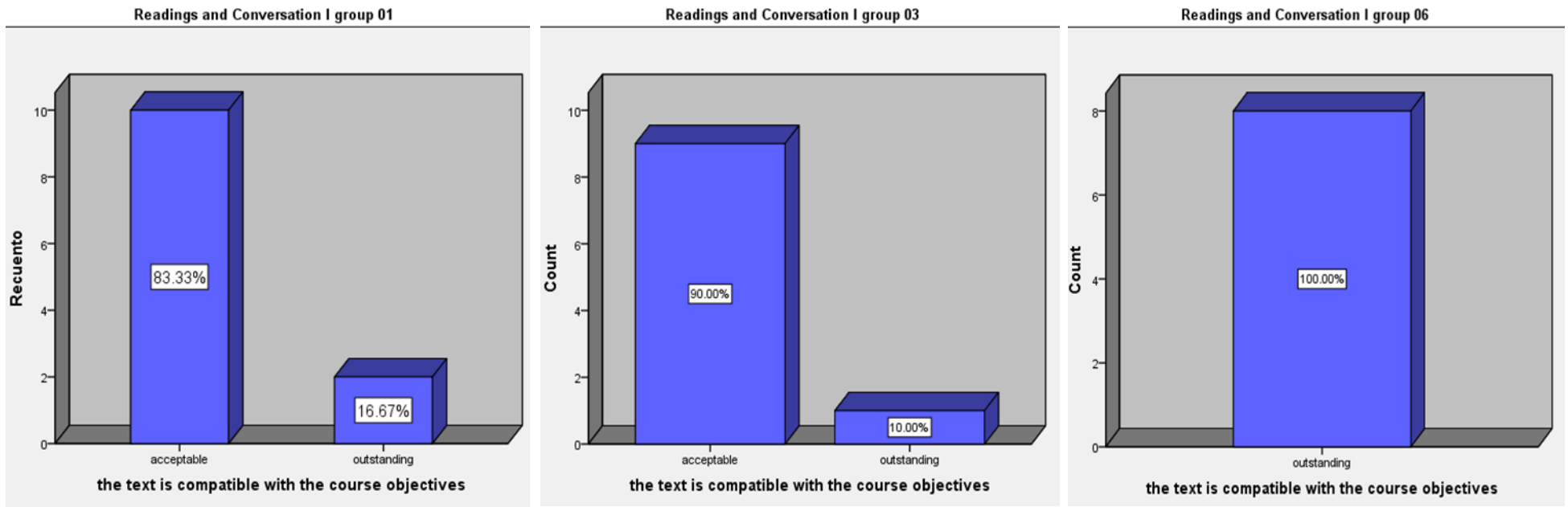
UNIVARIATE ANALYSIS: COMPARISON AMONG GROUPS 01, 03 AND 06 FROM READINGS AND CONVERSATION I.



Analysis:

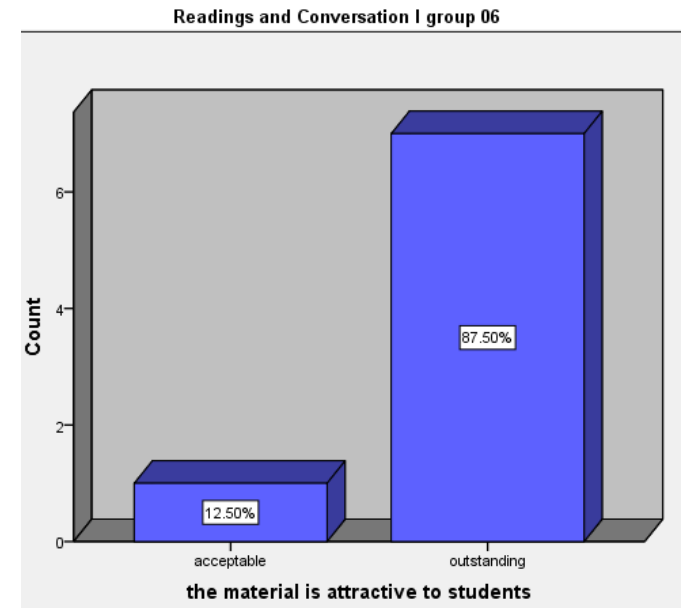
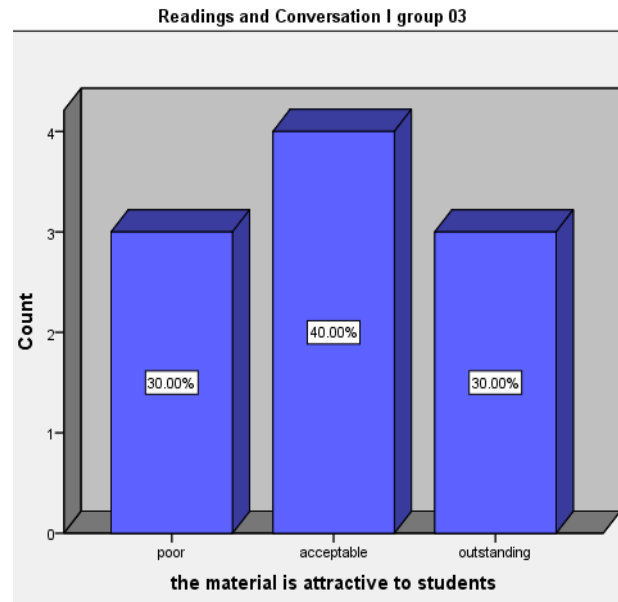
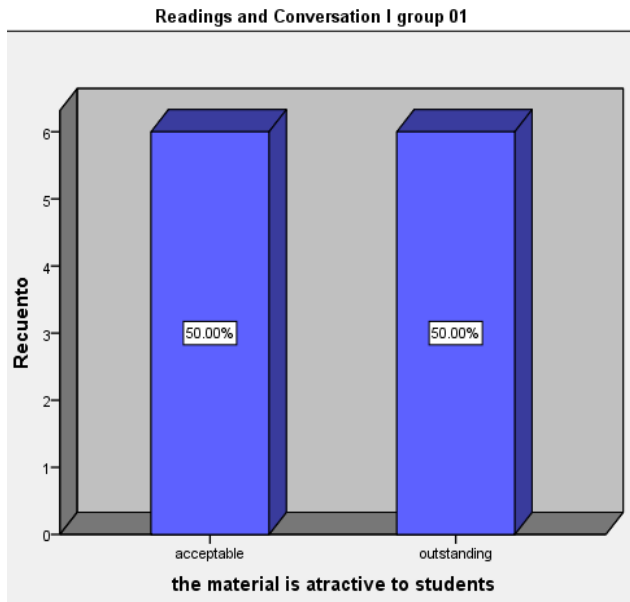
Regarding to the results gathered from Readings and Conversation I groups (01, 03 and 06), it can be seen that the type of authentic materials used have some differences in each group since in group 01 newspaper has the higher position (41.67%) while group 03 and 06 newspapers have a low score; in other words, in this group, newspapers were more used than group 03 and 06. However, it is appreciated that videos in group 06 has a higher score in comparison with group 01 and 03 which is 62.50% it means that videos in group 06 were more used since group 01 and 03 only have (33.33%) and (10%) as it can be seen on the bar graph. Finally, in group 03 is the opposite because others materials has a higher score (70%) while group 01 and 06 have a low range (8.33%) and (12.50%).

In short, it can be said that teachers have some preferences on the material used to teach class but the most important thing is that the three of them make use of authentic materials.



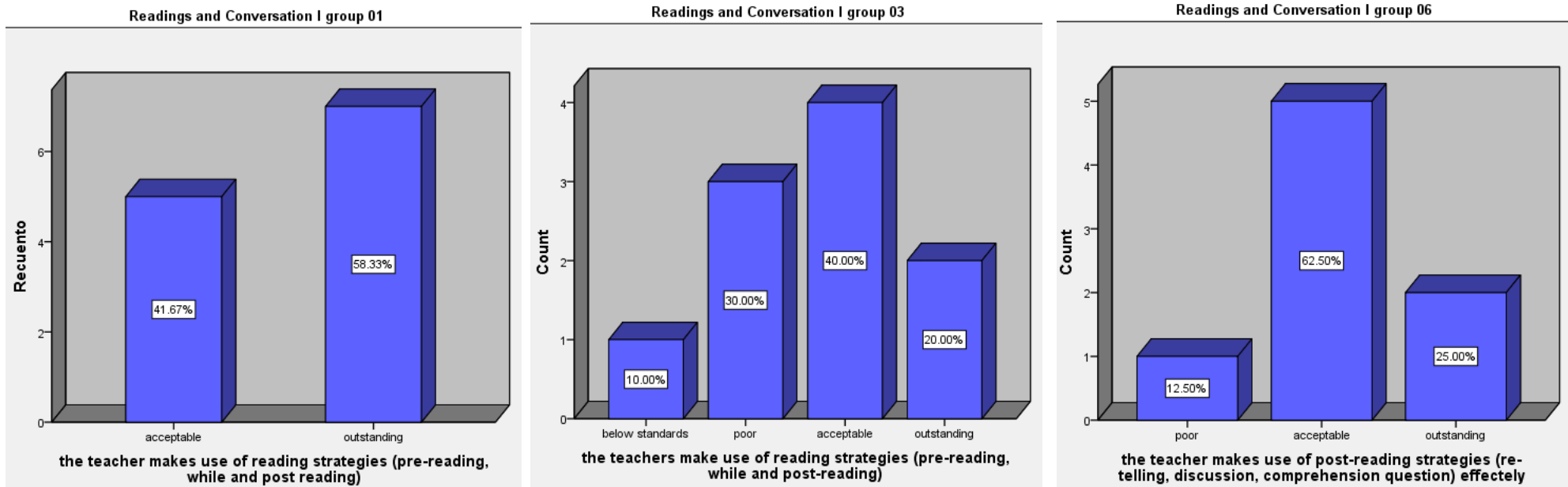
Analysis:

In the bar graphs above, it is inferred that the texts are compatible with the course objectives because the three groups 01, 03 and 06 show a positive finding. In the first group, as it is seen on the bar graph acceptable got an (83.33%) while outstanding got a low score (16.67%) it means that it has a positive result. The same occurs with the third group since acceptable got a (90%) while outstanding got (10%) of the score. On the other hand, the group with the highest percentage is 06 because outstanding got the 100%. That means, the three groups show a positive result regarding the compatibility of the texts with the course objectives.



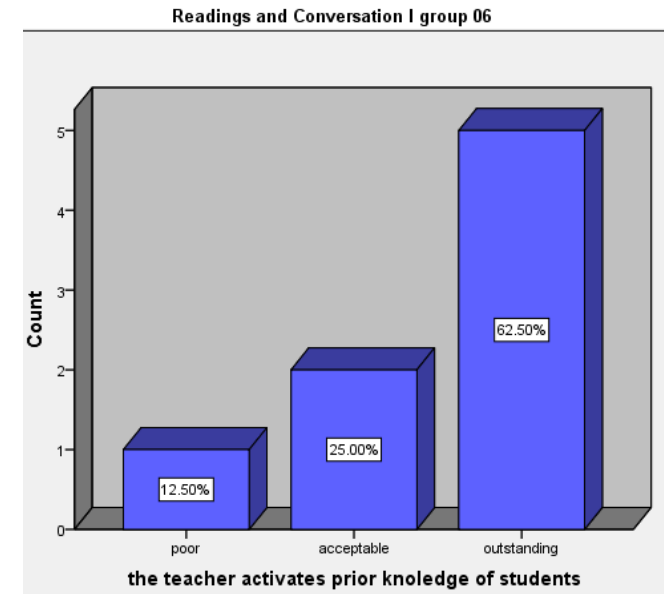
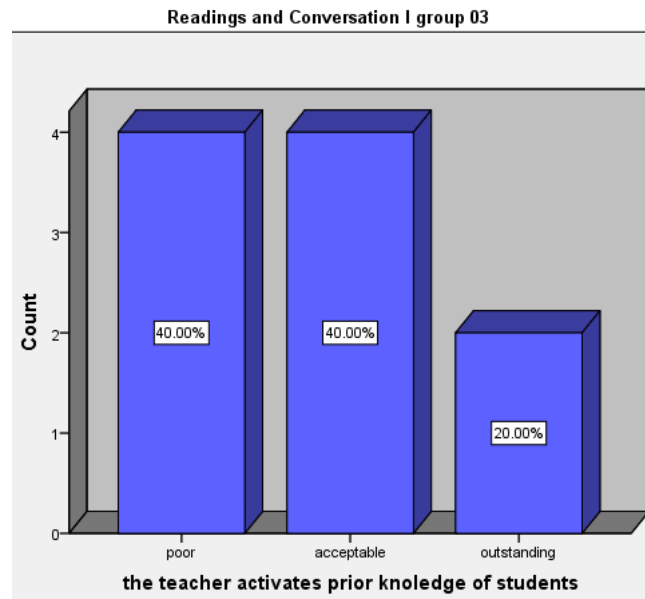
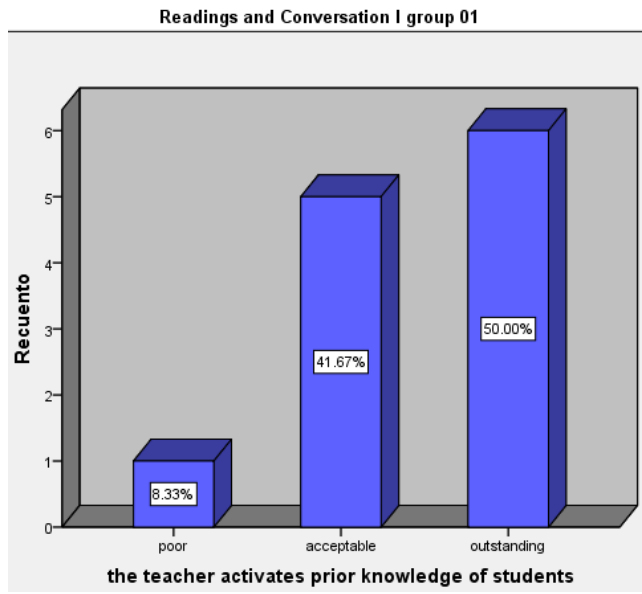
Analysis:

Respecting, the results of the bar graphs it can be said that the three groups 01, 03 and 06 got meaningful results because group 01 as it is appreciated on the graph got the same percentage (50%) for both acceptable and outstanding which is considered that the material is attractive to students. in group 03, the score shows some differences because acceptable only got a (40%) and outstanding got (30%) while poor got (30%) of the percentage. However, group 06 got the highest percentage since outstanding got an (87.50%) and acceptable got (12.50%) of the percentage. Indeed, it is considered that the materials provided to students were attractive to students since the graphs can reflect a meaningful finding.



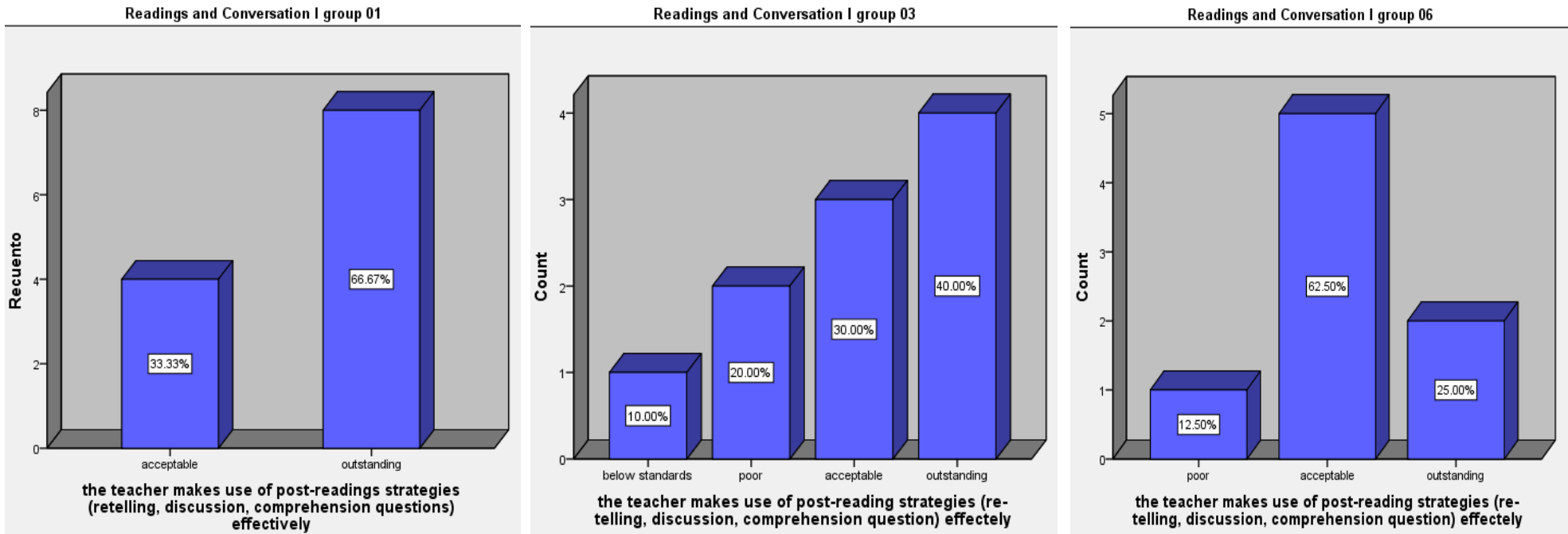
Analysis:The graphs for the three groups suggest that teachers in charge of the subject devoted time to include reading strategies such as, pre-reading, while- reading and post –reading, in their lessons. These strategies are an effective complement when using authentic texts in order to enhance reading proficiency. In most of the cases this was considered as “acceptable” from the observers’ perspective, reaching a percentage of 41% in group 01, 40% in group 03 and 62% for group 06.

In second place observers considered the teachers usage of reading strategies as “outstanding” obtaining a percentage of 58% in group 01, 20% for group 03 and 25% for group 06. In contrast there were occasions in which observers perceived the use of reading strategies as “poor” from the part of teachers getting 30% for group 03 and 12,5% for group 06. Finally there is a low percentage that represents the times in which the teacher did not use reading strategies at all,this is the case for group 03 that was considered “below standards” 10% of the time.



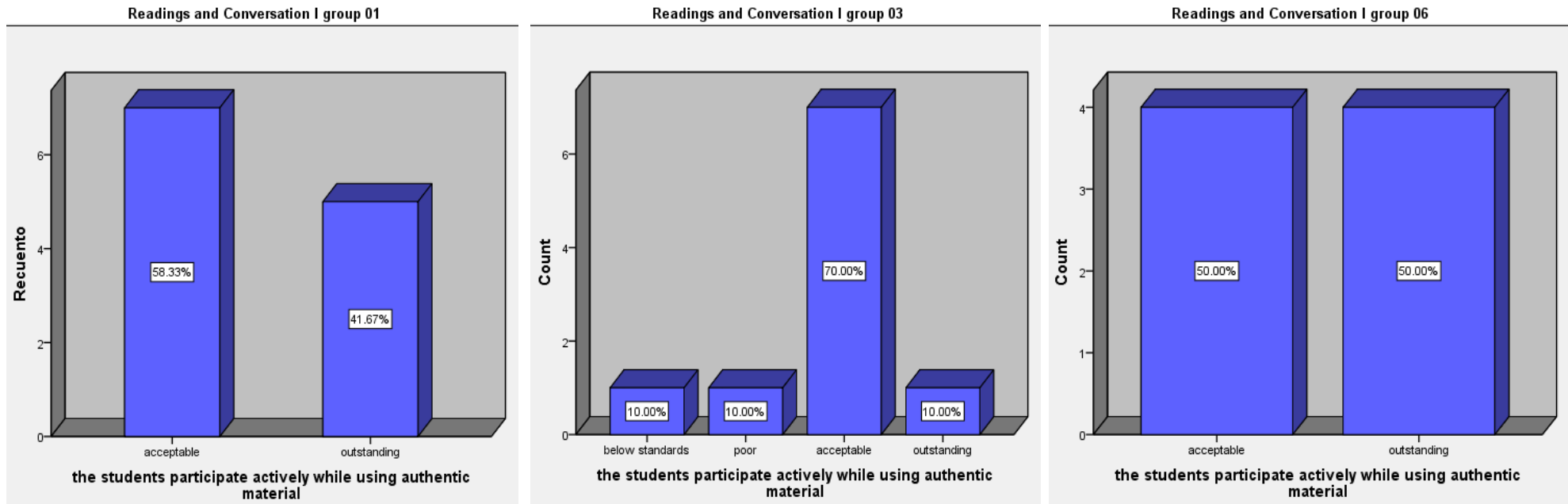
Analysis: The graphs above coincided in the fact the teachers activated prior knowledge of students before introducing a new topic, or start a discussion which is very good for students. In this way, observers from groups 01 and 06 perceived this activity as “outstanding” getting percentages of 50% and 62% respectively.

Yet, there were times in which the activation of prior knowledge was considered “acceptable” from the observers’ point of view, this was reflected in the percentages obtained; 41% for group 01, 40% for group 03 and 25% for group 06. Nevertheless in two of the groups there were times in which the activation of prior knowledge was not included in the lessons or was not effective. Those times it was considered “poor” with the 8% in group 01 and the 12% in group 06.



Analysis: Concerning to the use of post reading strategies effectively, observers from the three groups perceived this as “outstanding” in the majority of the lessons. For instance, group 01 got a percentage of 66%, group 03 got 40% , while group for just the 25%. In addition to this, sometimes the use of reading strategies was viewed as “acceptable” with a similar percentage for groups 01 and 03 (33% and 30% respectively) different in comparison to the percentage got in group 06 that is 62%.

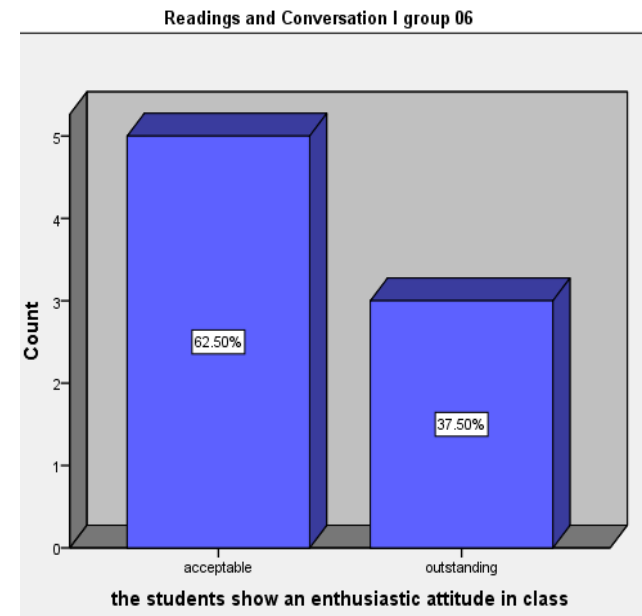
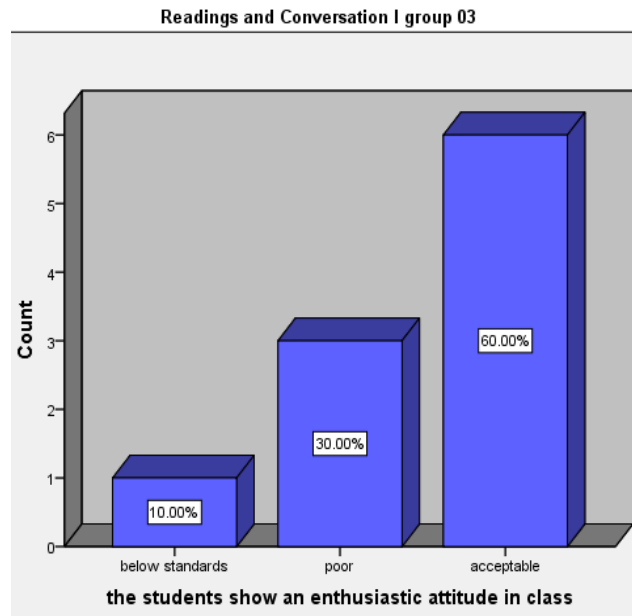
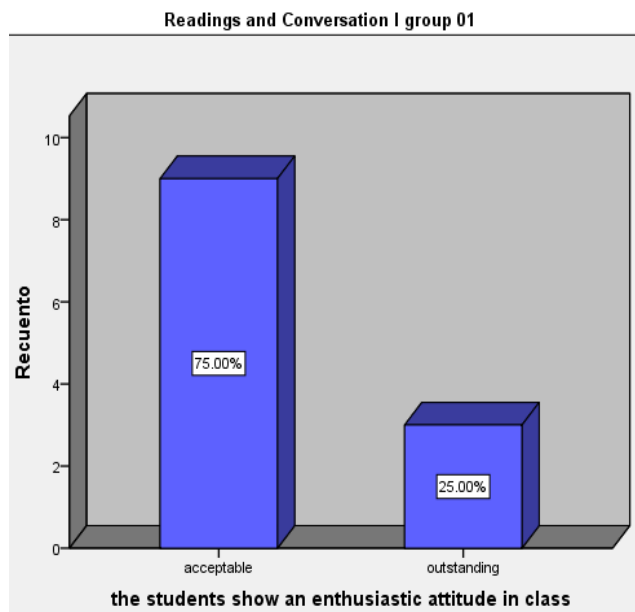
Moreover, two of the observers found this activity as “poor” as it is demonstrated in group 03 and 06 getting 20% and 12% respectively. Finally, just group 03 reported a percentage of 10% that represents the “below standards” category.



Analysis:

Based on the results from the observation applied to groups 01, 03 and 06 from Readings and Conversation I, in terms of participation by students in classes while using authentic materials; the bar graphs reveal that in the three groups the level of participation from students in the majority of classes was acceptable being this of 70.00% in group 03; 58.33% group 01 and 50.00% in group 06 followed by the outstanding criteria with the 50.00% in group 06; 41.67% group 01 and only the 10.00% for group 03.

Finally, it can be concluded that the use of authentic materials in classes has a considerable impact in relation to students' participation.



Analysis:

According to the results obtained from the observation guide applied to groups 01, 03 and 06 in Readings and Conversation I course in relation to student’s attitude towards authentic materials, the bar graphs above reveal that from the three groups observed the students’ attitude in class was in the acceptable range, being this of 75.00% for group 01; 62.50% in group 06 and 60.00% group 03 in the major part of the treatment period followed by the outstanding criteria with 37.50% in group 06 and 25.00% in group 01.

Finally, it can be concluded that authentic materials contribute in a way to generate on students a positive attitude in classes in relation to the learning process of a foreign language.

BIVARIATE ANALYSIS: Pearson’s Correlation

Correlation coefficient obtained from the pre-test and post-test scores.

Readings and Conversation I group 01		scores got by students in the pre-test	scores got by students in the post-test
scores got by students in the pre-test	Pearson Correlation	1	.691**
	Sig. (2-tailed)		.000
scores got by students in the post-test	Pearson Correlation	.691**	1
	Sig. (2-tailed)	.000	
N		24	24

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis:

The correlation coefficient Obtained in the relation of the reading proficiency pre-test and post-test scores gained by students from Readings and Conversation I group 01 is .69 which is considered “high/substantial” in accordance to a list of guidelines for interpretation of the strength of the correlation coefficients (see table below). In addition to this the 2-tailed testing reveals that the correlation is significant at the 0.01 level.

Interpretation of correlation coefficients.

Correlation Interpretation

- .00 - .20 Negligible to low (a correlation of 00 would be defined as “no correlation)
- .20 - .40 Low
- .40 - .60 Moderate
- .60 - .80 High/substantial
- .80 – 1.00 Very high (a correlation of 1.00 would be defined as a “perfect correlation”)

Correlation coefficient obtained from the pre-test and post-test scores

Readings and Conversation I group 03		Score got by students in the pre-test	Score got by students in the post-test.
Score got by students in the pre-test	Pearson Correlation	1	.565*
	Sig. (2-tailed)		.028
	N	15	15
Score got by students in the post-test	Pearson Correlation	.565*	1
	Sig. (2-tailed)	.028	
	N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

Analysis:

The chart above represents the correlation coefficient resulting from the pre- test and post-test scores obtained by students from Readings and Conversations I group 03 majoring in English teaching which is, .56 this correlation is considered as “moderate” according to the interpretation of correlation coefficients. Furthermore, the 2-tailed testing shows that the correlation is significant at the 0.05 level.

Correlation coefficient obtained from the pre-test and post-test scores.

Readings and Conversations I group 06.		scores got by students in the pre-test	scores got by students in the post-test
scores got by students of Readings and Conversation I pretest	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.002
	N	16	16
scores got by students of readings and Conversation I posttest	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.002	
	N	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis:

In respect to the correlation coefficient derived from the scores obtained in the reading proficiency pre- test and post-test. The results show a correlation of .70 which is considered to be high/ substantial. In other words the scores got in both test are highly related one another. In addition to this, the 2 tailed testing suggest that the correlation is significant at the 0.01 level.

SEMI- STRUCTURED INTERVIEW ANALYSIS FROM READINGS AND CONVERSATION I STUDENTS

Question 1: What are authentic materials for you?

This question was oriented to determine the notions that students have about authentic materials expressed in their own words. In this question most of the interviewees expressed that authentic material were created to inform and entertain people. In addition to this, some of them said those materials were taken from real life and that their function was not teaching a language. Therefore, from these opinions the researchers perceived that students have an idea of what authentic materials are. However, they don't know exactly, their role in teaching a foreign language, or even ignore the types of materials in existence.

Question 2: Have your teachers used authentic materials in previous courses? Which ones?

For question two the aim was to make students recall the times in which they were exposed to authentic materials and to identify the types of materials employed by the teachers in previous courses along the English Teaching major.

In this case, the majority of the interviewed students said that they actually remember the use of authentic in previous courses, in fact, some of them said that they have used them since they began studying the major in the different English courses. Moreover, they mentioned some of the materials such as; newspaper articles and YouTube videos.

Question 3: What do you think about the use of authentic texts within the Readings and Conversation I course?

This time the research team pretended to find out students appreciation of the use of authentic materials in the course. In accordance to their responses most of them agreed that it was a good idea and that it was interesting, also they said it was a good way to discover new vocabulary. Furthermore, students share the opinion that they feel motivated when using authentic materials, what is more one of them mentioned.

“We feel motivated and you think that you are part of the language and the culture of that country” (Zulma Moreno, student majoring in Modern Languages).

Question 4: How do you think that authentic materials influence on your reading performance? In which aspects?

For question number four the idea was to know if authentic materials influenced students reading performance. In this way, students claimed that they were influenced mostly by the acquisition of lots of new vocabulary, also they highlighted that they were able to applied reading techniques when using this type of materials and become more knowledgeable in different topics.

In this regard, Yvette Quintanilla, a student majoring in English Teaching who is currently taking the subject in group 03 said; “It helps me to know more about topics I have never heard”.

Question 5: Does your teacher provide the course with authentic materials out of class (virtual platform)? Explain.

Here the intention was to figure out if students were provided with authentic material out of class. In this case two groups from Readings and Conversation were using the social network Facebook, actually those groups have created a group in order to be in contact with the teacher while a group of Modern Languages used Moodle as a virtual platform to be in contact with those materials out of class.

Question 6: What type of homework assignment are you given through the virtual platform and how often?

The idea here was to know what type of homework assignment were students given through the virtual platform and the frequency in which they were asked to a task using authentic materials virtually.

According to the interviewees responses the assignments given varied from one group to another. Some of them were asked to watch a video in order to discuss it in class, others said they had to read articles in order to answer a reading control test later on, or just receive instructions about further tasks.

Question 7: In your opinion, do you consider that authentic material helped you in the acquisition of new vocabulary?

In respect to the acquisition of new vocabulary most of the participants agreed that they did, they got lots of new vocabulary from authentic texts presented in the course. In fact, some of them recognized that it lead them to try to guess the meaning of several words within the texts. Mario Beltran, a student taking the subject this semester pointed out;

“Authentic material forced me to learn a lot of new vocabulary”.

Question 8: In general, do you consider that authentic materials helped you to improve your reading fluency and reading comprehension?

Based on students’ responses for this question, researchers can infer that authentic materials helped them to get more vocabulary which in turns enhances reading comprehension. Moreover, students consider that they were able to apply the reading techniques studied at the very beginning of the course such as; skimming, scanning, guessing meaning from context, etc. Finally students claimed that authentic materials are useful as reading became an easier and faster activity for them.

SEMI- STRUCTURED INTERVIEW ANALYSIS FROM READINGS AND CONVERSATION I PROFESSORS

Question 1: What are authentic materials for you?

Based on the teachers' answers, in the first question which is what are authentic materials for you? It can be said that authentic materials are all kind of sources that teachers can use for having students understand some topics taken from real context. That means, this information that students get from newspaper, magazines and videos has the purpose to inform students. On the other hand, one teacher added a meaningful complement for this question. She said that authentic materials have not been designed for a teaching purpose because these materials can be found in every situation.

Question 2: Do you think that using authentic materials is crucial in learning a foreign language?

The research group asked teachers if they consider that authentic materials are crucial in learning a foreign language and they answered yes, since teachers agreed that authentic texts can be relevant to students. Besides this, teachers consider that authentic materials help students to improve their skills (reading, writing, listening and oral). In short and based on their testimonies and experiences, authentic materials give students the chance to get more vocabulary and to improve their comprehension as well.

Question 3: What type of authentic material do you prefer to use in your classes and why?

Teachers were asked about what type of authentic materials they prefer to use in classes and they agreed that it depends on the purpose they are teaching. Based on this, one teacher pointed out some relevant topics already used in Readings and Conversation I such as; happiness, economics, magazines and surrogacy. Those are taken from the web and those topics for sure are written by experts. Of course, it is crucial to detail the most common sources used in Readings and Conversation I such as; newspaper articles, magazines, videos and authentic books.

Question 4: What criteria do you follow in the selection of authentic materials?

According to the teachers' answers, the first criteria followed to select authentic materials is the "level of students" since teachers agreed that is very important to look for information that can be understood by students or at least students can show interest to this information. Also teachers pointed out that students who are attending Readings and Conversation I have already finished the five levels of English; it means, as teachers said, they are supposed to have reached the level C1 according to the common European Framework of reference (CEFR). So, the material should be selected based on these criteria.

Question 5: In your opinion, which are the benefits that authentic materials provide on students reading competence?

It is appreciated that authentic materials have some benefits since as teachers pointed out if students compare what they have to study in a book which is not authentic and then they get informed about what is going on in real life with other issues, problems and situations that happen around the world, for sure students will realize this updated information with new vocabulary used in those articles is even more relevant and motivational in terms of feeling of achievement than those from books with limited vocabulary. Besides that, students get used to listen to videos which are essential to improve their listening skill since it is considered another benefit.

Question 6: Do you consider that the implementation of authentic materials in the Readings and Conversation I course has an advantage over using the traditional approach (course book)?

In accordance to this question which is related to the advantages to the implementation of authentic materials; in a way, teachers agreed that authentic materials have some advantages over using the traditional approach. Based on this, the first advantage is that teachers have some freedoms to choose the materials they think students will be interested in because the idea is to motivate them to participate more. Also as one teacher pointed out, students are not submitted in a book because

books are restrictive and very limited. So in that way, vocabulary found in authentic materials is more expanded than the ones from the book. Indeed, books usually follow stages and that can be considered boring or simply students can show not interest.

Question 7: Based on your experience, which have been the students reaction towards the exposure to authentic materials?

According to the teachers' answers it can be said that students have some reactions specially to participate as teachers said "they are very eager to participate" it means that most of students have a positive reaction because when students read they want to participate and they get involved in some discussions as well. However, teachers added that at the beginning it is kind of difficult because some of them did not participate. In this sense, it can be said that it depends on the topic students are studying as one teacher mentioned that a topic related to animals can be more attractive than others that students can feel less motivated for expressing their opinion. In fact, through the participation students can demonstrate they are eager to read about a new topic given by a teacher.

Question 8: In general, which has been your appreciation to the implementation of authentic materials in the course?

Regarding to this information gathered from teachers it can be appreciated that teachers make use of authentic materials because students show an interest to the topics they are working with. Even though, looking for authentic materials means more work for teachers since they need to look for those materials appropriate for students. but as one teacher mentioned, if teachers take the time in advance they could be ready at the beginning of the unit in order to prepare this kind of materials for students, with the purpose of expanding new vocabulary and reading comprehension as well.

RESULTS AND CONCLUSIONS OF THE INTERVIEW QUESTIONS ADDRESSED TO STUDENTS AND PROFESSORS OF ENGLISH TEACHING AND MODERN LANGUAGES OF READINGS AND CONVERSATION I COURSE AT THE FOREIGN LANGUAGE DEPARTMENT

Based on the interview questions administered to teachers and students of English Teaching and Modern Languages of Readings and Conversation I linked to group 01, group 03 and group 06 have demonstrated that the implementation of authentic materials into the class have a meaningful impact that give the chance to the research group not only to analyze the current subject which is Readings and Conversation I, but also to give an academic contribution over using authentic materials for subsequent Readings and Conversation courses.

With regard to the interview results gathered from teachers and students, it can be mentioned that both results point out that authentic materials have been good inputs not only in Readings and Conversation I but also in previous courses of English teaching. First because teachers have more freedom for looking for those authentic articles such as newspapers, magazines and videos that are oriented to the students' expectations that is why, students are enthusiastic to read and to participate as well since it is something new to the students and give them the opportunity to go beyond and acquire new vocabulary. In that way, Students feel motivated and eager to participate. On the other hand, teachers detailed that authentic materials have some advantages in a way. Why in a way, because looking for new information means that teachers have to follow some criteria like the source of the article and the level of students. In other words, teachers have to verify if those articles are appropriate to them and also if the texts fulfill the course objectives even though this means more time consuming for teachers.

When referring to the homework assignment out of class, students mentioned that teachers made use of virtual platform and social networks like Facebook. So it can be inferred that those were created with the purpose to encourage students to read for checking some new vocabulary before attending classes. Same occurred with videos, students watched it before going to classes for making some discussions. In

addition to this, students were required to answer some questions about different topics studied in classes (animals, surrogacy, happiness, economics in the 21st century and biotechnology) and read articles in order to answer a reading control test in classes.

For those reasons previously mentioned it can be said that authentic materials really help student to learn new vocabulary and facilitate their reading comprehension. Also, students show an interest towards authentic texts by demonstrating their participation in classes and out of class.

IX. FINDINGS

A. Hypotheses’ test

In order to test the hypothesis formulated at the beginning of the current undergraduate research project, the following hypothesis is followed:

The use of authentic materials influences on a significant way the reading proficiency level of students of Readings and Conversation I course.

For the purpose of testing the research hypothesis, the researchers administered a standardized pre-test to assess the level of reading proficiency of students from Readings and Conversation I. This test was administered before the treatment period in the three groups that were selected for this study. Then the same test was administered as a post-test to assess the level of reading proficiency of students after being exposed to authentic materials.

The results gathered from both, pre-test and post-test were submitted to the Pearson’s Correlation Coefficient to find out if it was a correlation between the tests.

Correlation coefficient obtained from the pre-test and post-test scores.

Readings and Conversation I group 01		scores got by students in the pre-test	scores got by students in the post-test
scores got by students in the pre-test	Pearson Correlation	1	.691**
	Sig. (2-tailed)		.000
scores got by students in the post-test	Pearson Correlation	.691**	1
	Sig. (2-tailed)	.000	
N		24	24

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation of correlation coefficients.

Correlation Interpretation

- .00 - .20 Negligible to low (a correlation of 00 would be defined as “no correlation)
- .20 - .40 Low
- .40 - .60 Moderate
- .60 - .80 High/substantial
- .80 – 1.00 Very high (a correlation of 1.00 would be defined as a “perfect correlation”)

The correlation coefficient obtained in the relation of the reading proficiency pre-test and post-test scores gained by students from Readings and Conversation I group 01 is .69 which is considered “high/substantial” in accordance to a list of guidelines for interpretation of the strength of the correlation coefficients (see table below). In addition to this the 2-tailed testing reveals that the correlation is significant at the 0.01 level.

Readings and Conversation I group 03		Score got by students in the pre-test	Score got by students in the post-test.
Score got by students in the pre-test	Pearson Correlation Sig. (2-tailed) N	1 15	.565* .028 15
Score got by students in the post-test	Pearson Correlation Sig. (2-tailed) N	.565* .028 15	1 15

*. Correlation is significant at the 0.05 level (2-tailed).

The chart above represents the correlation coefficient resulting from the pre- test and pos-test scores obtained by students from Readings and Conversations I group 03 majoring in English teaching which is, .56 this correlation is considered as “moderate”

according to the interpretation of correlation coefficients. Furthermore, the 2-tailed testing shows that the correlation is significant at the 0.05 level

Readings and Conversations I group 06.		scores got by students in the pre-test	scores got by students in the post-test
scores got by students of Readings and Conversation I pretest	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.002
	N	16	16
scores got by students of readings and Conversation I posttest	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.002	
	N	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

In respect to the correlation coefficient derived from the scores obtained in the reading proficiency pre- test and post-test. The results show a correlation of .70 which is considered to be high/ substantial. In other words the scores got in both test are highly related one another. In addition to this, the 2 tailed testing suggest that the correlation is significant at the 0.01 level.

To conclude, after having submitted the obtained results to Pearson’s Correlation the results reveal that statistically there is a significant (high/substantial) correlation between the pre and post –test scores obtained by the students of Readings and Conversation I group 01 and 06 whereas group 03 obtained a moderate correlation.

In other words, the researchers rejected the null hypothesis and asserted the research hypothesis. Therefore, it can be concluded that authentic materials has a positive influence on students’ reading proficiency.

B. Answer to the research questions

General Question:

What is the impact of the use of authentic materials on the students reading proficiency in English language?

In order to answer this current research question, it will be necessary to go deeply to the results gathered from the instruments: pre-test and post-test, non-participant observation guide and semi-structure teachers and students’ interview.

In the first place, it is inferred that pre-test and a post-test have not shown the expected improvement. The following charts reveal the data obtained from pre and post-test mean and standard deviation for each group tested.

Pre and post-test findings for group 01

	Scores got by students of Readings and Conversation I pre-test	Scores got by students of readings and Conversation I post-test
Mean	2.75	3.04
N	24	24
Std.Deviation	.608	.751

Table representing the mean and standard deviation in the Reading Proficiency Pre-test and post-test for group 01.

The table above shows that there is a short difference (0.29) between the scores got by students in the pre-test being this of 2.75 and 3.04 for the post-test. In respect to the standard deviation, it seems that for the pre-test students’ scores were more consistent showing a standard deviation of .608, whereas for the post-test the standard deviation increased being this of .751, this suggests that this time students’ scores show more variability in relation to the mean.

Pre and post-test findings for group 03.

	Scores got by students of Readings and Conversation I pre-test	Scores got by students of Readings and Conversation I post-test
Mean	2.87	2.67
N	15	15
Std. Deviation	.516	.816

Table representing the mean and standard deviation in the Reading Proficiency Pre-test and post-test for group 03.

The results represented on the chart above in relation to the pre-test and post-test scores obtained by students from Readings and Conversation group 03. The mean for the pretest was 2.87, whereas for the post-test students' scores experienced a decrease of 0.2 obtaining a mean of 2.67. On the other hand, the standard deviation for the pre-test was .516, while in the post-test the standard deviation was .816, in this sense, students' scores showed more consistence in the pre-test in comparison to what they showed in the post-test in relation to the mean. In other words, students' performance was better in the pre-test than in the post-test.

Pre and post-test findings for group 06

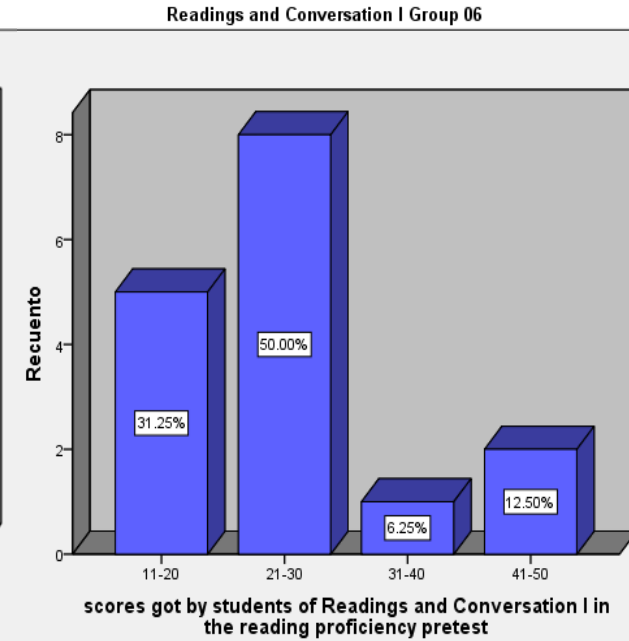
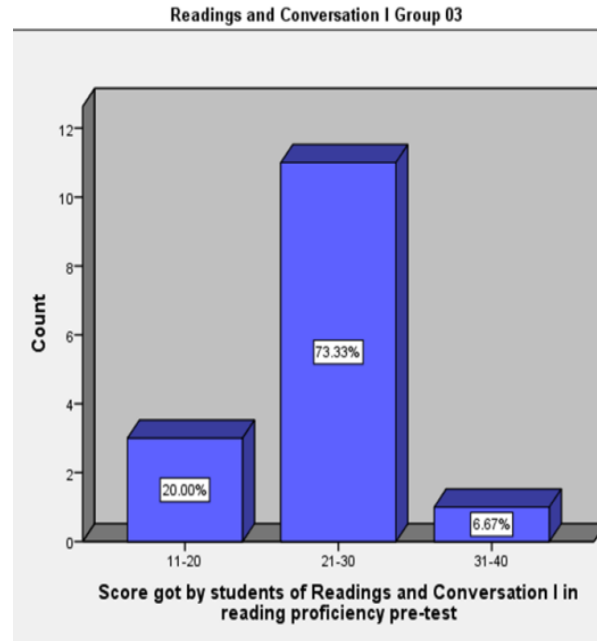
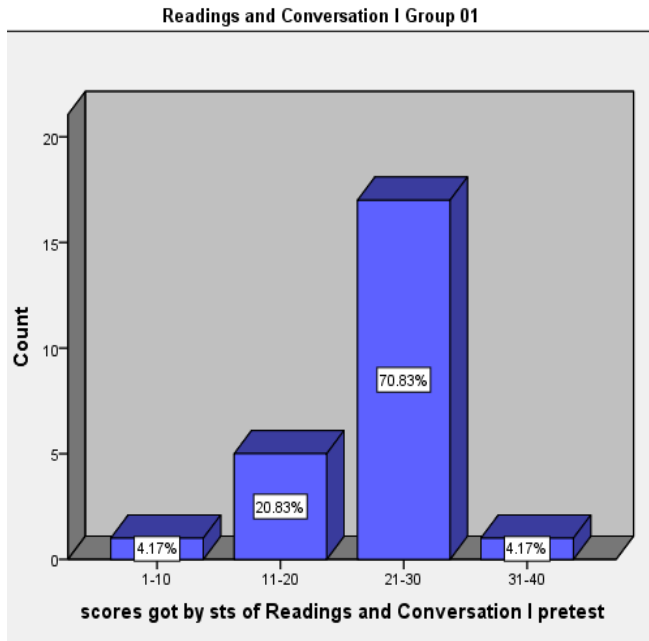
	scores got by students of Readings and Conversation I pretest	scores got by students of readings and Conversation I posttest
Mean	3.00	2.94
N	16	16
Std. Deviation	.966	1.181

Table representing the mean and standard deviation in the Reading Proficiency Pre-test and post-test for group 06

The results represented on the chart above in relation to the pre-test and post-test scores obtained by students from Readings and Conversation group 06. The mean for the pretest was 3.00, whereas in the post-test students' scores decrease of 0.6 obtaining a mean of 2.94 .On the other hand, the standard deviation for the pre-test was .966, while in the post-test the standard deviation was 1.181, in this sense, students' scores showed more consistence in the pre-test in comparison to what they showed in the post-test regarding to the mean. In other words, students' performance was better in the pre-test than in the post-test.

In addition to this, the graphs below will be useful to answer this research questions

PRE- TEST RESULTS FOR GROUPS 01,03 AND 06.

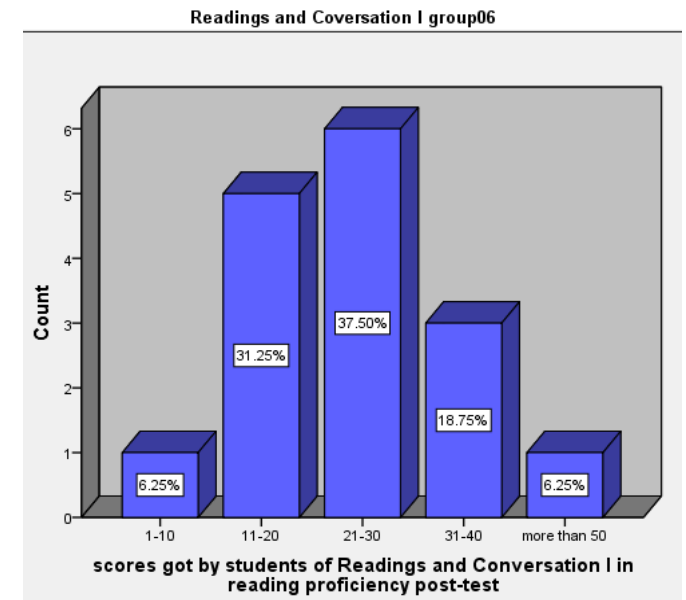
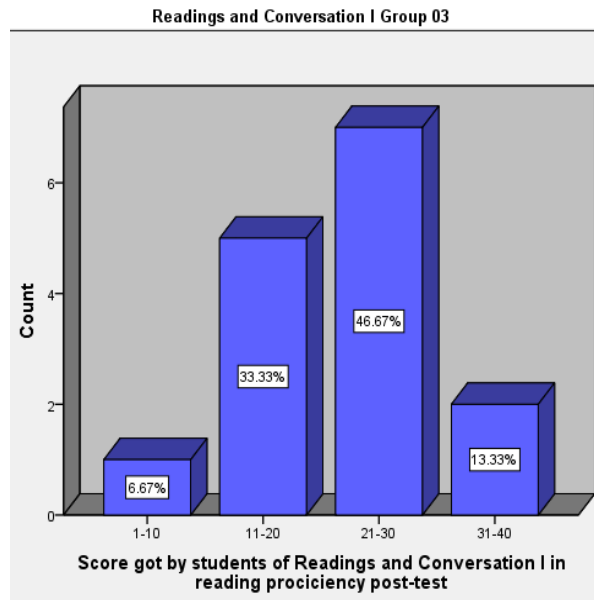
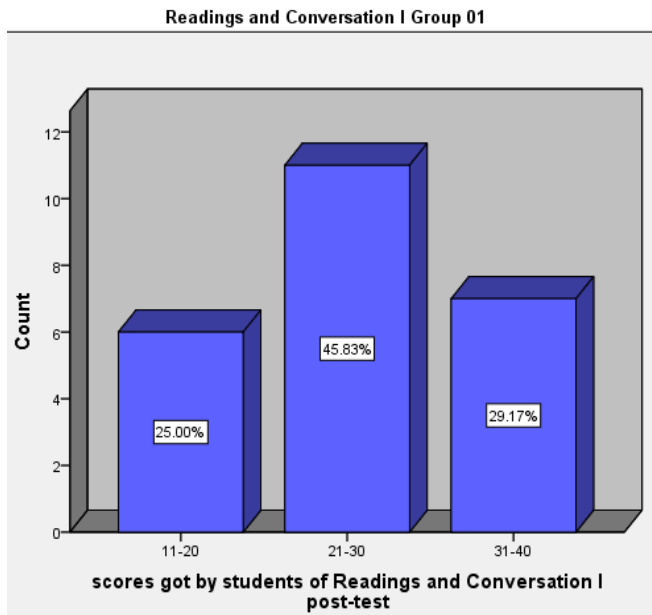


Analysis:The current graphs present the scores gained by students from Readings and Conversation I groups; 01, 03, 06 in the reading proficiency pre-test. The results obtained revealed that the students' scores in the three groups predominated the range from 21 to 30 scores, which meant that most of the students were far from the C1 level of reading proficiency prior to the treatment.

In second place, some students positioned in the range from 11 to 20 scores with a percentage of 20.8%; 20.0% and 31.2% respectively. Furthermore, just a short percentage of students (4.1%, 6.6%, and 12.5% respectively) who participated in the pre-test obtaining scores ranging from 41- 50 scores in comparison to the rest they showed a better performance in reading.

Finally, it is important to highlight that students scored higher in part one and four (multiple matching) that measure students ability to find specific information in a text quickly and accurately. In contrast, most of them had trouble answering part two (gapped text) that corresponded to the ability to understand text structure and to identify sequence of ideas and part three (multiple choice) deducing word meaning in a text.

POST- TEST RESULTS FOR GROUPS 01,03 AND 06.



Analysis: The results in the bar graphs above show the scores obtained in the reading proficiency post-test by the students of Readings and Conversation I groups 01, 03 and 06. According to this, it can be said that the predominant score in the three groups was in the range of 21-30 being this of 45.83% for group 01; the 46.67% in group 03 and the 37.50% in group 06. At the same time, some of the students obtained 11 to 20 scores with a percentage of 33.33%; 31.25% and 25.00% while just a 6.25% who participated in the post-test obtained the highest score of more than 50 in comparison to the rest they showed a better performance in reading after the treatment period.

Hence, it can be inferred that based on the results, the range of 21-30 in the post-test remained the same score from the pre-test showing again that the students had the same difficulty answering the test; being these in part 2 (understand text structure) and part 3 (detailed understanding of a text)

Finally, it can be concluded that in relation with the impact of authentic materials on the reading proficiency of students from Readings and Conversation I course do not have the higher incidence that researchers expected at the end of the treatment. Since the variation in the scores between the pre and the post test was not sufficient as to conclude that reading proficiency of students increased.

ANSWER TO THE RELATED RESEARCH QUESTION 1

Does the implementation of authentic materials in Readings and Conversation I course become an alternative over using the traditional approach?

Respecting to this question, it can be said that the implementation of authentic materials can become an alternative over using a text book specially, in Readings and Conversation I and II courses. In accordance to the responses to a question included in the interview for teachers that was;do you consider that the implementation of authentic materials in the Readings and Conversation I course has an advantage over using the traditional approach (course book)?Teachers expressed that they have more freedom to select those topics appropriated to the level of students. Also, students get interested in knowing more about language that people use nowadays. In contrast, books usually follow stages of a specific chapter related to a specific topic. In addition, students are not submitted in a book since books are strict and very limited in order to learn academic English.

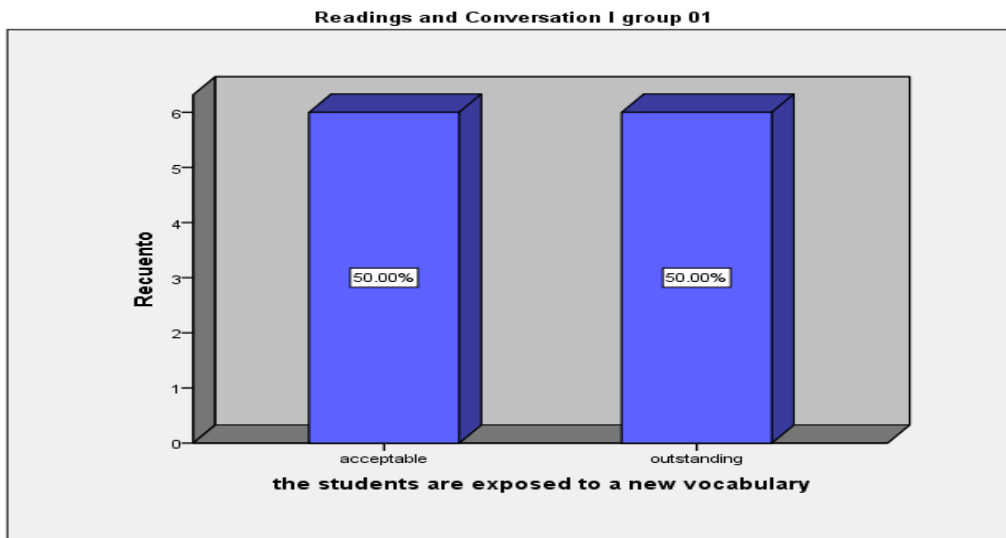
Whereas, using authentic materials students learn real language and update information as well that fulfills a social purpose such as teaching a second language.

ANSWER TO THE RELATED RESEARCH QUESTION 2

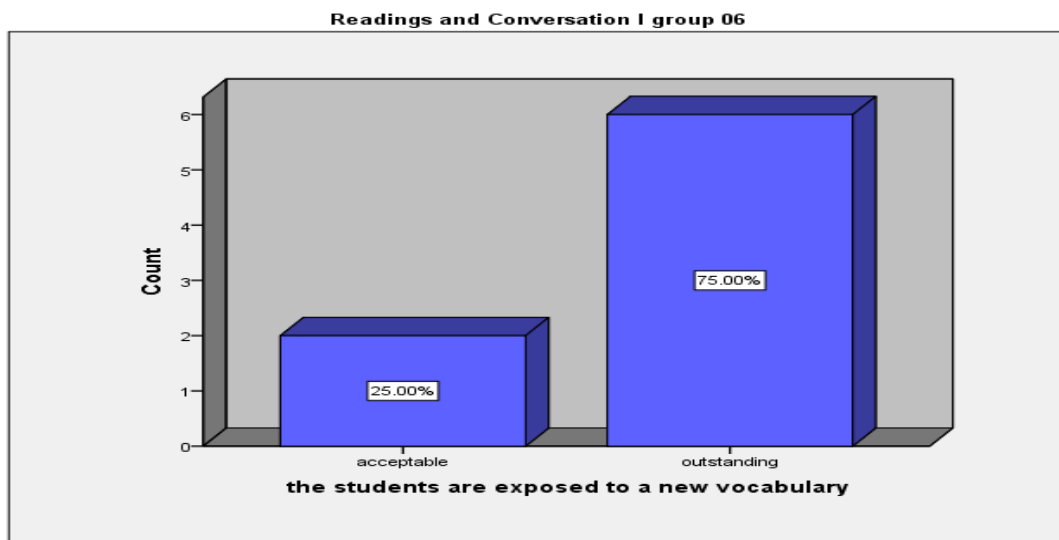
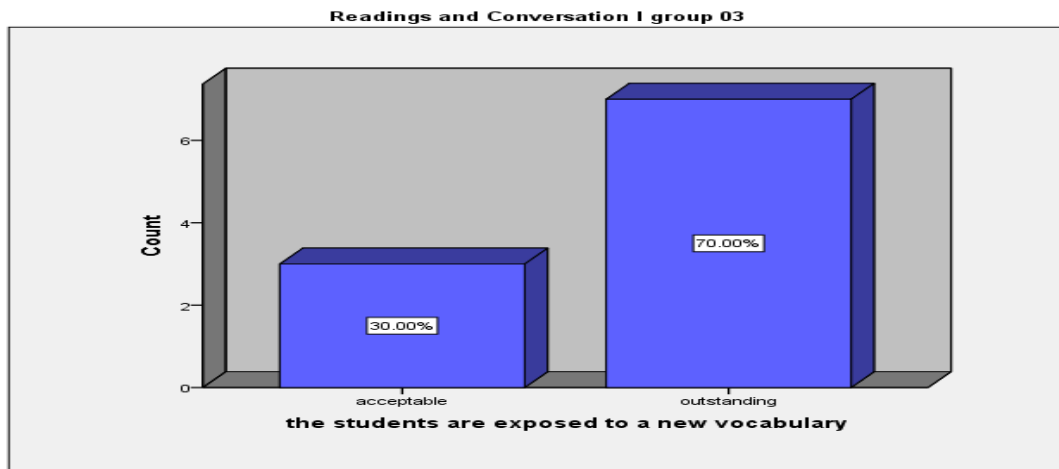
Does the exposure to authentic materials expand the vocabulary of Readings and conversation I students?

The answer to this question was confirmed through the interview addressed to the students from Readings and Conversation I. For instance, question seven of the interview was; in your opinion, do you consider that authentic material helped you in the acquisition of new vocabulary? The responses that the interviewees provided to this question revealed that most of the students got a lot of new vocabulary from authentic materials. In fact that is one of the issues that students highlighted most about the use of authentic materials within the course.

In addition to this, results obtained in the observation guides re states the fact that students were exposed to new vocabulary.



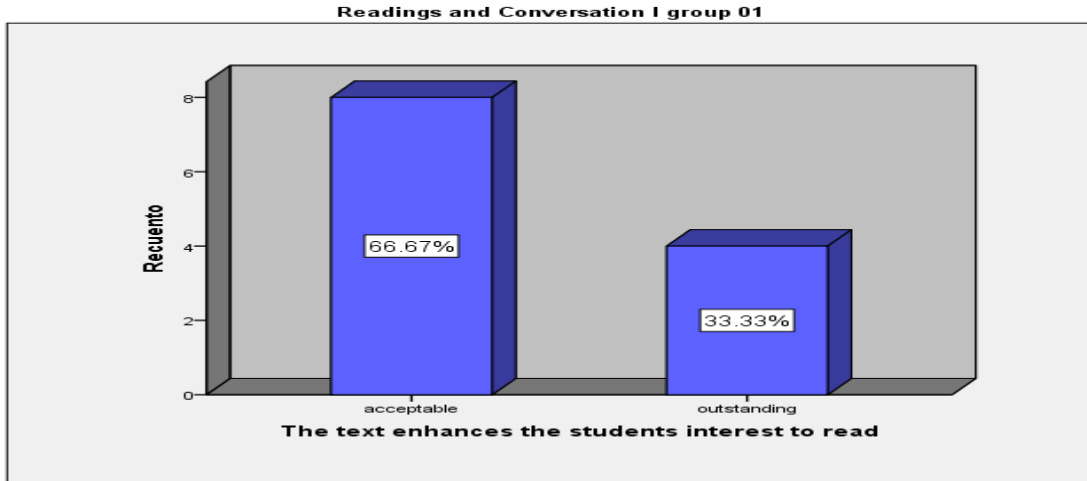
For, instance the graph above presents the results got in relation to the exposure of new vocabulary in students from group 01. It shows that in fact students were exposed to new vocabulary which in turns was considered as “outstanding” 50% of the time. Similar percentages apply for groups 03 and 06. 70% and 75% respectively



ANSWER TO THE RELATED RESEARCH QUESTION 3

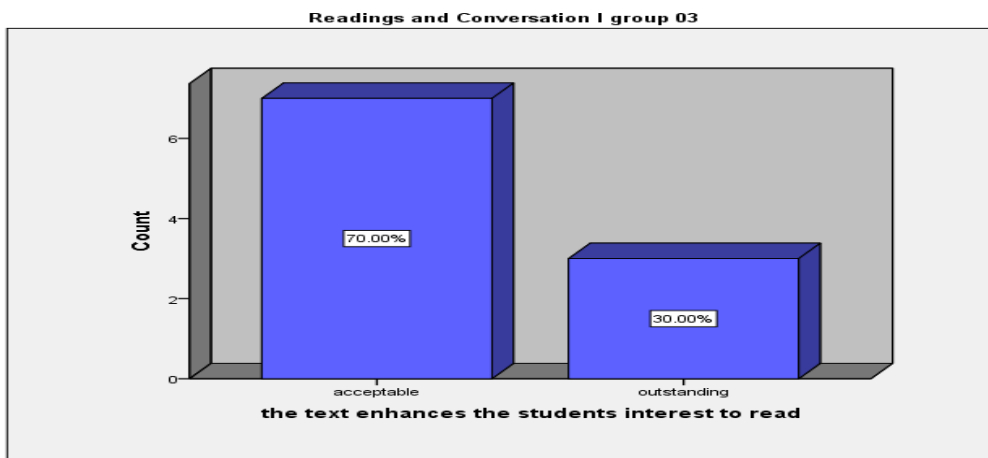
Do authentic texts really stimulate the students' interest for reading?

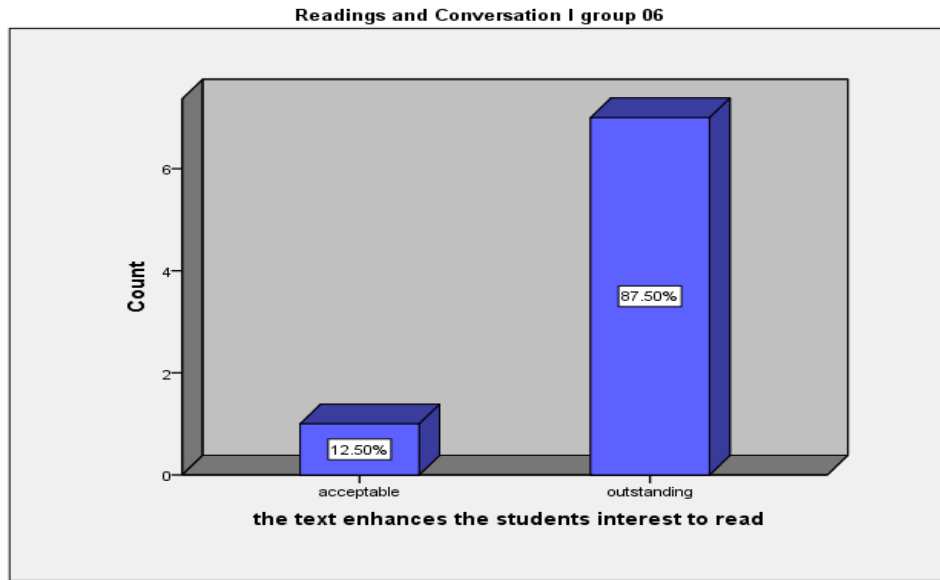
The research team found the answer to this question during the observation phase, this was registered in the observation guide and it is presented in the graphs below.



During the observation period students' interest for reading was perceived as "acceptable" 66% of the time and "outstanding" the 33% of the time. This was confirmed also in the students' attitude towards most of the topics presented in its authentic format. Students seemed willing to participate and look for more information on the topics being studied. As showed in the graphs below, same behavior applies for groups 03 and 06.

For group 03, students' interest to read was viewed as "acceptable" the 30% of times, while the 70% of times it was considered as "outstanding". Finally for group 06 texts were considered as "outstanding" in terms of enhancing students interest to read the 87% of the times , whereas the 12% of times this was perceived as "acceptable".





X. CONCLUSIONS

Through the development of this undergraduate research project and from the data gathered, the researchers have concluded the following:

- Even though results gathered in this investigation were not as significant as they were expected, they are very acceptable considering that this modality (using authentic materials, instead of a course book) is being included in the Readings and Conversation courses.
- Students from Readings and Conversation I courses have difficulty regarding readings abilities such as, understanding the structure and progression of a text, identifying a logical sequence of ideas, understanding linking words and discourse features. Moreover, students presented troubles deducing meaning from context and understanding small but important differences in meaning.
- Students proved strengths in the ability to find specific information on a text quickly and accurately.
- The implementation of authentic materials as alternative tool of Readings and Conversation I helps students to expand their lexicon, since students can use native speakers language and also, in the application of reading techniques.
- The research team perceived that students were motivated while they were being exposed to authentic materials.
- The systematic and organize teacher's work contributed in the selection of the appropriate authentic materials to be presented in the Readings and Conversation I courses.

XI. RECOMMENDATIONS

Having conducted this undergraduate research project on the use of authentic materials and its impact on the students reading proficiency from Readings and Conversation I course of the majors of Licenciatura en Idioma Inglés and Licenciatura en Lenguas Modernas, semester II 2014 at the University of El Salvador, the researchers recommend the following:

To students:

- Students should devote more time reading authentic text to develop reading habits in order to increase their reading competence.
- Readings and Conversation I students must apply the reading techniques by practicing them when dealing with authentic materials.
- Students should take advantage of the technological resources like internet, web sites, virtual platform, etc. so they can find updated authentic materials such as videos, magazines, newspaper articles, e-books that will be beneficial to them in the learning process of the target language.

To professors:

- The research group encourages teachers to keep on using authentic materials in future courses of Readings and Conversation to enrich their teaching methodology so that their classes turn to be more engaging and appealing to students.
- Teachers should include the use of authentic materials for Readings and Conversation II oriented to reinforce the reading techniques that students studied in the previous course of Readings and Conversation.

- The researchers agreed that it is necessary that teachers encourage students to read more by using real language in which authentic materials are involved.

To the Foreign Languages Department:

- The researchers consider that the Foreign Languages Department should request to the United States Embassy and international institutions to provide with authentic materials with the purpose to allow teachers to include in their curricula.
- Authorities from the Foreign Languages Department should open a reading room with authentic materials, so that students can improve their reading skills.
- The Social Service Coordinator of the Foreign Language Department should design a project in which students interested in working in their social service could develop reading clubs in which authentic materials would be included.

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APPENDICES

APPENDIX 2

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



READINGS AND CONVERSATION I COURSE PROGRAM

GENERAL INFORMATION

Subject Name :	READINGS AND CONVERSATION I
Course Code :	LCI114
Pre-Requisite :	ADVANCED ENGLISH II
Credits (Hours) :	4
Year / Semester :	2014 / Semester II
Major Study Plan :	Licenciatura en Idioma Inglés, Opción Enseñanza Licenciatura en Lenguas Modernas, Especialidad en Francés e Inglés
Level And Area :	4th Year / Language and Skills Development Área
Academic Unit	
Teaching The Subject :	Foreign Language Department
Duration :	16 WEEKS
Course Teachers :	GROUP 01 Lic. Francisco Antonio Rodriguez GROUP 02 Licda. Yvette Henríquez GROUP 03 Lic. René Hernández GROUP 04 Licda. Magaly Abrego GROUP 05 Lic. Mathew Alvarado GROUP 06 Lic. Juan Carlos Cruz

GENERAL COURSE DESCRIPTION

The Reading Approach: The Readings and Conversation I course aims to develop the learners' skills in reading, vocabulary building and critical thinking using a variety of reading texts and other materials. In this course reading is viewed as a multistage process in which both learners' background knowledge along with previous preparation and self-study play a significant role in the effectiveness of the course. One of the main targets of the course is to help learners develop reading fluency and reading comprehension. In order to develop the ability to read smoothly and

effortlessly, students are initially introduced to the basic reading techniques and are taught to read chunks of texts instead of words, to track their reading progress and to avoid using the dictionary when encountering unfamiliar words for the first time.

The Speaking Approach: As the course emphasizes speaking as the second target skill, it is developed through class discussions, debates, direct questions, group work, role plays and integrated tasks. In this course students are expected to have already developed oral proficiency in the language; therefore, the aim of the course is to make students react to the texts they read, to criticize them, and to incorporate the target vocabulary into their speech.

COURSE METHODOLOGY

Given that this is the first part of the two Reading and Conversation courses, aimed at developing reading and speaking abilities at an advanced level, during the first two weeks of the course the students will be introduced to the concept and application of the basic reading techniques. Those two initial weeks will also be used to introduce the students to the concept and mechanics of public speaking, guided discussions, the use of Moodle (for those groups having the blended system), and debates.

There will be no structured book to follow. Instead, there is a list of major units/topics that will be explored, developed and discussed. The reading aspect of this course will take texts from different information sources (from newspapers, videos, magazines, etc.) that deal with specific aspects of the general topic, and they will all be presented in the virtual classroom. The speaking aspect of the course will be covered through guided discussions, presentations, debates and public speaking (speeches) which will be carried out in the classroom periods. The latter are aimed at building up the students' confidence, developing their speaking skill and improving their critical thinking skill.

During the first two weeks of the course, the students will be introduced to the foundational reading techniques, how to be a good public speaker and the debate mechanics, while the following 12 weeks will be destined for the discussion of major topics; there will also be a total of 2 weeks that have been programmed as evaluation periods during the semester.

The major units/topics that will be studied (explored, discussed and investigated) will be:

- 1. Animals**
- 2. Surrogacy**
- 3. Economics in the 21st century**
- 4. Biotechnology**
- 5. Happiness**

There will be two main aspects evaluated:

Reading - The reading phase will be evaluated according to the two main types:

a. Extensive reading - This will be evaluated by the reading of a book from which they will have to present partial advances, either orally (as a short video clip) or in writing (as a written report).

b. Intensive reading - This will be evaluated in combination with the oral activities, since the students will have to have read beforehand: 1. For them to have source information as an information/vocabulary input about the major units/topics, and 2. For them to have an opinion about the topics explored.

Speaking - The speaking phase of the course will be evaluated using different modalities, and will derive from the study/exploration/investigation of each major topic:

- | | | |
|------------------------|---|---|
| a. Guided discussions | } | BASED ON MAJOR TOPICS PROGRAMMED |
| b. Speeches | | |
| c. Debates | | |
| d. Conversation groups | | |
| e. Oral presentation | } | FINAL EXTENSIVE READING PROJECT PRESENTATION |

GENERAL OBJECTIVES

At the end of the course, the students are expected to:

1. Be able to read and understand a wide variety of types of reading, including text with graphics, diagrams, tables, photographs, blogs, etc.
2. Develop visual and textual literacy.
3. Develop strategies such as using background knowledge, applying “top down” and “bottom up” reading process, recognizing relationships with a paragraph, and distinguishing facts from opinions.
4. Strengthen oral speech through the use of high frequency words from the readings, oral tasks, debates and discussions.

SPECIFIC OBJECTIVES At the end of the course,

REGARDING READING: The students are expected to:

- Understand the gist of entire passages
- Identify the main idea of texts and paragraphs
- Find factual details
- Identify the meaning of reference in the text
- Understand the meaning of vocabulary in context
- Infer someone’s intention or opinion
- Detect the author’s purpose

REGARDING CONVERSATION/ORAL EXPRESSION: The students are expected to:

- To enrich vocabulary.
- To take an active part in discussions and debates, and to be able to state and defend their opinions clearly, convincingly and articulately.
- To give short presentations related to the readings of the course.

SUGGESTED WEEKLY TIMETABLE (16-WEEK PERIOD)

WEEK No.	MAJOR TOPIC	ACTIVITY	PROFESSOR IN CHARGE
1	Reading Techniques	- Reading techniques: 1 <ul style="list-style-type: none"> • Scanning, • Skimming, • Previewing and Predicting,¹ • Vocabulary Knowledge, 1 • Topics, Topics of Paragraphs, • Main Ideas, 1 • Making Inferences, • Summarizing¹ • Patterns of Organization,¹ 	*
	How to be a good public speaker		
2	Debate mechanics		
3		- Debate mechanics - Speech delivery, ¹	
READING TECHNIQUES EXAM			
4	TOPIC 1:		Yvette Henríquez
5	Animals		
6	TOPIC 2:		René Hernández
7	Surrogacy		
MID TERM WEEK			
9	TOPIC 3:		Mathew Alvarado
10	Economics in the 21 st Century		
11	TOPIC 4:		Magaly Abrego
12	Biotechnology		
13	TOPIC 5:		Frank Rodriguez
14	Happiness		
15-16	FINAL BOOK PRESENTATIONS		

EVALUATION SYSTEM

Taking into consideration that the minimum number of evaluations is 5, evaluations have been distributed as follows:

EVALUATION 1	EVALUATION 2	EVALUATION 3	EVALUATION 4	EVALUATION 5	EVALUATION 6
Reading Techniques Exam	Mid-term Exam	Reading controls	In-class Participation & Debates	Book advances (2)	Final book presentation
20%	20%	10%	20%	10%	20%
BASED ON EACH MAJOR UNIT/TOPIC (INTENSIVE READING)				BOOK (EXTENSIVE READING)	

CLASSROOM RULES

1. **CLASS PARTICIPATION:** Students' active participation is required both in class as well as in any virtual forum the teachers may prepare.
2. **IN-CLASS STUDENTS' BEHAVIOR:** At the teacher's discretion, the students who show a disruptive behavior or refuse to participate in the class activities may be asked to leave the classroom.
3. **MISSED EVALUATIONS:** Requests for missed evaluation should be made presenting a genuine written justification, within the next 72 hours following it. Otherwise, evaluations **will not be made up.**
4. **COURSE MATERIALS:** It is **mandatory** for all students to have their own required materials for class.
5. **HOMEWORK ASSIGNMENT DUE DATES:** Students must turn in their homework assignments on the **DUE DATES**; excuses are **NOT** accepted unless they are valid, documented ones.
6. **BEGINNING OF CLASS:** The classroom might be closed five minutes after the beginning of the class. Late comers may not be allowed to come in for class.
7. **STUDENTS WHO WORK:** Students who have a job will comply with all the regulations and policies established for the course. No special concessions will be given.
8. **GROUP CHANGES:** No group changes are allowed under any circumstances.
9. **USE OF CELLPHONE:** Cellphones should be off or in vibration mode during class hours. Students are allowed to use the cellphone only for academic purposes such as looking for information on the internet or using cell phone dictionaries; any other use is not authorized.

REFERENCES / RESOURCES

BOOKS

- More Reading Power. Beatrice S. Mikulecky / Linda Jeffries.

THE WEB

- http://www.olympic.org/uk/index_uk.asp
- [http://science.natioanlgeographic.com/science-health-and-human-body/human-body/skin-article.html](http://science.nationalgeographic.com/science-health-and-human-body/human-body/skin-article.html).
- <http://animals.nationalgeographic.com/animals/mammals/giant-panda.html>

APPENDIX 3
READING PROFICIENCY TEST



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



Research Project: Impact of the use of authentic materials on the reading proficiency of students from Readings and Conversation I at the Foreign Languages Department of the University of El Salvador during the year 2014.

Major: Licenciatura en Idioma Inglés Opción Enseñanza.

Objective: The aim of the present reading test is to assess the reading proficiency level of students in accordance with the Common European Framework of Reference (CEFR).

Directions: read carefully the following readings and translate the answers to the separate answer sheet.

PART 1

Answer questions **1-12** by referring to the newspaper article about university students and the Jobs they have chosen. Indicate your answers **on the separate answer sheet**.

For questions **1-12**, answer by matching the opinions expressed with the people listed (**A-E**) on the right below.

Some of the choices may be required more than once.

Note: When more than one answer is required, these may be given **in any order**.

Which person

stopped work after a short time?	1	
has a full-time temporary job?	2	
had to do something unwillingly because of a poor financial situation?	3	
misses friends on the course?	4	5
has not left university yet?	6	A Matthew Bashford
finds an alternative to a job with a salary?	7	B Mike Hale
feels confident about finding a job?	8	C Pete Fulford
found it difficult to get on with colleagues?	9	D Kelly Moore
is not very ambitious with regard to future jobs?	10	E Rebecca Jones
found a job easily?	11	
learnt a lot from a job?	12	

Rites of passage

Welcome to the world of work! How do students make the transition from campus to career?

THERE are aspects of student life that most graduates will happily leave behind; not many will miss writing essays at two in the morning, or cramming for exams. But for some students the only thing more daunting than doing a degree is finishing one. "Students have it easy" – it's one of those irritating things that people say. It's even more irritating when they turn out to be right.

Giving up student status means renouncing the laid-back lifestyle and three-month summer holidays. Instead, there is a soul-destroying search for work to look forward to. So are this year's graduates ready for the transition?

Matthew Bashford graduated a year ago from the University of Humber with a degree in Business Studies. "It's awful," he says. "It makes you want to go back and be a student again. You find it difficult to get work in the first place, and when you do, it's menial stuff and the office politics are a nightmare – it's not easy to make friends." On top of that, full-time employment has not brought the deluge of cash Matthew expected. "After the increase in rent, bills, and income tax, I was better off as a student than I am now in terms of disposable income," he says. He is still seeking a permanent position.

For others, it is not only finding the job that is a

problem, but also accepting the responsibility that goes with it. Mike Hale left Hertfordshire University with a law and economics degree. Lack of money meant he was forced back home which felt "like a regression", and he found it hard to adjust to the nine-to-five routine. "The thing is," he says, "college is so free and easy that even the thought of doing 40 hours a week is a bit intimidating. But you can't fight it, you've got to earn money. You have to become part of the system."

After working for nine months as a guitar technician, Mike had saved enough money to go travelling, an increasingly common choice for college leavers. But those who take the backpacking route have to start at the bottom of the career ladder when they return. Mike solved this problem by starting his own business.

Another common problem is that leaving university means losing the structure that a degree course provides. Pete Fulford, who left Coventry University with a BSc in industrial project design two years ago, says, "I got a bit depressed because there was a lot of camaraderie on my course, we were a very close-knit group. There was this institution that I was a part of, and then it was gone. It left a kind of void."

A year after leaving Brighton

with a degree in design history, Kelly Moore was going through similar emotions. She said, "Going to lectures, being part of the system, it gives you a sense of security, and you lose that when you leave."

Not all students are daunted by the rite of passage from university to the jobs market. Rebecca Jones, a student of French and German from Liverpool University, is looking forward to leaving college and earning some money. She will take "any job going" to pay off her debts, although long-term career plans are vague. She mentions returning to France, where she spent part of her degree, and that she would be disappointed if she didn't use her language skills. "You don't know what it's going to be like until you get there, do you?"

Maybe not, but it is possible to plan. Those who have coped best are those who have thought about the difficulties they might face and are open to the diverse range of opportunities that may arise.

"I knew it was going to be hard," says Kelly, "but I had a game plan. I wanted to get a job that would help me pay off my debts, and I started applying as soon as I finished my course. I was offered a job as a personnel manager on the day I graduated. It certainly wasn't my ideal position, but it was an absolutely brilliant experience. It taught me self-discipline, how to organise myself and a great deal about the workplace. My advice is, don't just hope that something will come along, start planning what you're going to do as early as possible. It makes it so much easier."

PART 2

For questions 13-18, you must choose which paragraphs A-G on the next page fit into the numbered gaps in the following newspaper article. There is one extra paragraph which does not fit in any of the gaps. Indicate your answers **on the separate answer sheet**.

A CONSUMING ADDICTION

Shopping used to be nothing more than a way of obtaining food, clothing and other necessities of life. Today, however, shopping symbolises the materialistic culture of western society and its popularity as a leisure activity reflects the rise of consumerism.

13

Having more money has meant spending patterns have changed. While traditional models of economic behaviour assume that consumers are rational and weigh up the costs and benefits before making a purchase, anyone who has ever walked into a shop and left five minutes later with a new jacket and £80 less in their wallet knows that this theory does not always hold true.

14

Her research on consumer behaviour identified impulsive buying as an attempt by shoppers to bolster their self-image, particularly for those who suffered from so-called compulsive buying or shopping addiction, a condition that affects 2 to 5 per cent of adults in the West.

The three-year study compared excessive buyers to a similar group of ordinary consumers. Excessive shoppers were more materialistic and believed that buying goods was a pathway to success, happiness and identity. "Excessive buying is a coping strategy to fill the gaps between how shoppers feel about themselves and the person they want to be," Dr Dittmar said.

15

Her research also reveals that certain types of goods are more likely to be bought on impulse than others. Those most frequently reported – clothes, jewellery, ornaments – are closely related to self-image and appearance. This finding is contrary to usual theories about impulse shopping, which explain it as a short-term gratification winning out over longer-term concerns such as debt.

16

In other words, shoppers were more willing to wait for "low impulse" goods such as kitchenware, than they were for clothes or other "high impulse" items. However, it was found that some of the 60 consumers asked to maintain a shopping diary for the study often regretted their impulsive purchases. Dr Dittmar said, "When people had explicitly bought for self-image reasons, regret was more likely to occur."

17

The conclusions drawn by Dr Dittmar about the treatment of compulsive shoppers are that prescribing anti-depressant drugs might solve the problem but only as long as sufferers continue to take them. Instead, they needed therapeutic help to address the underlying causes such as poor self-image.

18

"In no sense do *these people* directly force anyone to buy anything. But they are very sophisticated, making advertisements and shopping environments very seductive and playing on the idea that if you buy product X you will be much more attractive."

- A** Dr Dittmar said that the idea that consumers' impulsiveness differed, depending on the type of goods, was also supported by the finding that shoppers were less willing to delay gratification for items bought on impulse.
- B** But there are pitfalls, such as debt and addiction to buying. Addicts shop for shopping's sake rather than to buy what they need.
- C** Helga Dittmar, senior lecturer in psychology at Sussex University, has found that consumer goods are the material symbols of who a person is and who they would like to be.
- D** Her research also raises questions over the methods used to attract shoppers and encourage them to buy. Although advertisers and retailers increasingly appeal to consumers' self-image, Dr Dittmar said it was very difficult to argue that these factors were responsible for compulsive shopping.
- E** Although there were other ways of dealing with poor self-image, such as over-exercising or alcoholism, she said that shopping had become one of the most important strategies. This was especially true for women, who were three times more likely to be compulsive shoppers than men, as shopping was a socially approved activity, and allowed those who do not go out to work to get out of the house, Dr Dittmar said.
- F** But this finding was ambiguous because shopping addicts were more motivated by self-image than ordinary shoppers and were more likely to regret their actions. "It's not quite clear which way round this relationship goes, but there is a link between being very concerned with self-image goods and regretting impulse buying."
- G** This has been made possible by the 75 per cent increase in disposable income in the past 20 years. The number of credit cards in use has more than quadrupled, and the amount of outstanding consumer debt has almost tripled in the same period.

Read the following newspaper article and answer questions **19-24**. On your answer sheet, indicate the letter **A, B, C, or D** against the number of each question **19-24**. Give only one answer to each question. Indicate your answers **on the separate answer sheet**.

HEROES AND VILLAINS

WILLIAM CARLOS WILLIAMS

BY DAVID WIDGERY

The first thing any practising doctor who also writes gets asked is, 'How do you find the time?' A combined career ought, in theory, to be perfectly possible: writers and doctors are both only trained observers. And there is a distinguished list of literary medics. But almost all end up doing one or the other. And if they are any good as writers, the stethoscope takes second place. There never seems to be time to do both properly.

But William Carlos Williams, the great Modernist poet, succeeded. Williams, who was born in 1883 and died in 1963 after a series of strokes, was not only a prolific poet, critic, novelist and dramatist, but also a life-long, full-time general practitioner in Rutherford, New Jersey. Although he could have easily set up a private practice in Manhattan, he chose instead to work in a working class industrial township with many recent immigrants from Italy and Eastern Europe, who spoke little English.

His 'Doctor Stories' deal with crises understood by any contemporary inner-city GP: still birth, autopsy, patients who refuse examination or cannot understand reassurance, never-ending family consultations in broken English, the particular test of night-visiting. My visits are made to the concrete tower-blocks of Tower Hamlets in London's East End, and the new immigrants are from Vietnam and Bangladesh.

There is no other writer who deals with how to listen, how to care, how to be there at the moment of physical need. He must have jotted

these feelings down on prescription pad or notebook, then transcribed them on his laboratory typewriter, when hammering often awoke his children. 'By the time we assembled for breakfast, he had probably already done an hour's stint,' recalls his physician son William.

As much as his industry, I like his laconic tone. His tenderness is hard-edged, his humanism slightly cynical; best of all, he is never sentimental about the oppressed. And there is the sheer quality of his literary work.

Williams, whose mother was Puerto Rican, was only a second-generation English speaker, so he struggled to develop a truly American voice. His innovations were a simple way of writing with no similes and metaphors, using a syntax and rhythm based on lung breaths. It produced a wonderful, still woefully underrated body of work, ranging from the long love-poem 'Asphodel', to the haiku-like lilt in 'Pictures from Breugel'.

Williams is heroic because he was a prophet in his own land, because he reclaimed poetry from European-imitation academics and because he stayed a working doctor – and enjoyed it. 'I never felt', he wrote, 'that medicine interfered with me but rather that it was my food and drink, the very thing that made it possible to write.' So whenever I become disgruntled about the workload, I mutter a phrase of Williams's about one of his patients, which sums up my own mixed feelings about practising in the East End: 'her smile, with a shrug, always won me.'

- 19 How is William Carlos Williams unlike other literary doctors, according to David Widgery?
- A He enjoyed working as a doctor.
 - B His work as a doctor was a source of ideas for his writing.
 - C He managed to continue both careers for all his life.
 - D His powers of observation developed with his writing.
- 20 The problems that Williams encountered among his patients
- A were typical of the time.
 - B exist in similar settings today.
 - C have disappeared with advances in medicine.
 - D were specific to the region where he worked.
- 21 In which area is there a similarity between William Carlos Williams and David Widgery?
- A literary tastes
 - B temperament
 - C family origins
 - D working environment
- 22 When did William Carlos Williams do his literary work?
- A at night
 - B after evening surgery
 - C during the afternoon
 - D in the early morning
- 23 According to David Widgery, the reputation of William Carlos Williams
- A is now higher than it has ever been.
 - B is not as high as it deserves to be.
 - C has declined since his death.
 - D has been overshadowed by that of his contemporaries.
- 24 Regarding his own medical work, David Widgery
- A fails to find it challenging.
 - B sometimes wishes he had less to do.
 - C continues practising for the sake of his patients.
 - D finds it interferes with his aims as a writer.

PART 4

Answer questions **25-42** by referring to the information members of the Brett family give about their education. Indicate your answers **on the separate answer sheet**.

<p>For questions 25–42 choose your answers from the list of family members (A–D). Some choices may be required more than once.</p>		
<p>Which family member</p> <p>says fellow-pupils expected to find jobs near where they lived? 25</p> <p>had potential that was not realised early? 26</p> <p>regrets the lack of career choice? 27</p> <p>suffered from hostility from people of the same age? 28</p> <p>had an education that did not continue to secondary level? 29</p> <p>did mental arithmetic? 30</p> <p>passed an examination to go on to secondary education? 31</p> <p>had parents who suffered financially to support his / her education? 32</p> <p>was prevented by the school from doing the desired choice of subjects? 33</p> <p>changed schools during secondary education? 34</p> <p>had teachers who treated boys and girls in the same way? 35</p> <p>recognised the benefits of a different learning approach? 36</p> <p>had to study with the constant fear of expulsion? 37</p> <p>exceeded the school's expectations? 38</p> <p>used technology to communicate with pupils in another country? 39</p> <p>failed an important exam? 40</p> <p>had decided on a profession before leaving school? 41</p> <p>was forced to study a favourite subject outside school? 42</p>	<p>A Freda</p> <p>B Brian</p> <p>C Mike</p> <p>D Elizabeth</p>	

An English Family, 80 Years of Schooling

Freda Brett, 85

I started school when I was four. I didn't learn anything at my first school, we just played. Then we moved and I went to a school a mile from home – I used to walk with my brother, the roads were safe then. The headmaster really was a cruel man, he used to beat the boys. I was about eight when we moved again and I went to another school where I was very happy. I don't think we learnt all that much – we did reading, writing, arithmetic, history and geography. The boys did gardening and the girls did needlework and housewifery. The whole school was in one room, divided into classes. We sat in rows of wooden desks facing the teacher who would write on the board and ask questions. We learnt to add up in our heads – they can't do that now. We never got any homework. We had singing lessons but no piano. There were nature lessons but no art lessons. Only two people went on to secondary education in my time. We had no ambition, but our parents never put us forward either. I suppose it was as much as they could do to support us. I wish we had the opportunity to have done more – there were not the chances there are now. We never had any special training for anything specific at school.

Brian Brett, 65

Discipline was enforced by fear at my first school. The headmaster was very brutal. The teachers tended to be elderly spinsters. Most learning was by rote. There wasn't a great deal of individual attention, and no homework. School was very much divorced from your home and parents.

We were a very poor family. It was a grind just to stay alive. You had no expectations really. Everyone worked locally. Each year the top class was entered for the county scholarship exam for grammar school in Stowmarket. Only one place each year went to someone from my school, and I got it. My parents had to make a great financial sacrifice to send me there. My fees were paid for, but I needed things like a uniform which cost two or three weeks' worth of my father's wages. I got a free bus pass and was entitled to free school meals too, but that was looked upon by my parents as charity, so I

took sandwiches. If I hadn't got the scholarship, I would have gone to the area school and left at about 14. Instead, my parents signed a piece of paper saying I would stay until I was 16. They were aware it might lead to something better. It tended to mean you went from blue collar to white collar. I was an outcast among my own kind: virtually ostracised. It was very difficult, not being part of the troop that roamed the village.

We did English grammar and literature, chemistry, botany and religious education. French was compulsory. The girls did cookery and prepared school meals, the boys did woodwork. There were no visual aids. There was much greater discipline because there was always the threat of being expelled. It was a very narrow education.

Mike Brett, 42

I went to four different primary schools. I quite liked school, although I didn't know what was going on. My last year was spent in a middle-class urban school that was much more formal. There was a lot of rote-learning, and I was introduced to some subjects for the first time, such as classics. It was obvious that the 11-plus examination figured prominently in the school's thoughts. I think it was a shock to my parents, because it was also obvious that I wasn't going to pass it. They got me a private tutor, but I failed anyway. My father was very disappointed. All my friends bar one passed the 11-plus; that still hurts today. It was totally iniquitous. I felt a failure for years after that. Education for me was a dawning process: I was a late developer. My mother told me recently that when one teacher wrote: 'He will never achieve anything in life' in my report, I was determined to prove him wrong.

So I went to the secondary modern. Discipline was rigorously enforced. Some of the teachers were absolutely brutal. It was part of the culture of the institution. It was expected that everyone in my class would do O level examinations. I scraped five. My father was amazed. I was surprised, to be honest. I remember my parents visiting the school. There had been some discussion at home about my progress. I had another private tutor for a few years, so they were obviously interested and concerned. They thought of

education as a positive force in life, a passport. My mother in particular wanted me to have the opportunities she hadn't had. And by then I knew I wanted to teach.

We moved, and I applied for a place at Felixstowe Grammar School. The head wasn't too keen to take me, but I got in to do history, geography and economics A levels. One of my economics teachers was quite different from other teachers I'd had. He asked us to read things and discuss them. I found it much easier to learn that way. I even remember having a lesson on a fishing boat. But the other subjects were still taught formally from the teacher's notes, a very prescriptive approach.

The school wouldn't support my going to university. I was pointed towards teacher training. But then the A level examination results came out, the school changed its mind and gave me a reference, so I went to Lancaster University to read history and economics.

Elizabeth Brett, 14

Mum taught me to read before I went to school. I remember waiting for Dad to come home so that I could read to him; I used to love it. At school you had

reading cards to take home. You had to read three more pages of your book to your parents, then they had to sign a card to say you'd done it. I loved primary school. The thing I enjoyed the most was the music. I played the recorder in school concerts and started to learn the violin. We had penpals in Tasmania who we communicated with by computer. There was lots of painting. Most of my teachers made particular emphasis that boys and girls are equal: if one of the children made a sexist comment, the teacher always made sure they were stopped.

My present school is very big. You don't feel like an individual really. I had to decide on my GCSE examination options last month – it was really hard. I couldn't do what I wanted to do – music and two languages. They wouldn't let me, they insisted I took a course like home economics, child development or business. I could see the point but felt it was putting me behind in what I wanted to do. I'm having to do an extra evening class in music which means more work.

I don't know what I'd like to do afterwards – something to do with music. I want to go to university definitely. I'm proud of what my parents have done and I don't think they'd have got this far if they hadn't gone to university. I don't just want to leave school and get a job. I don't think I'd be ready to face the world. ■

ANSWER SHEET

Students' Name: _____ **Date:** _____

Course: _____

Directions: for each question circle the letter that contains the correct answer.

1	A B C D E F G H I
2	A B C D E F G H I
3	A B C D E F G H I
4	A B C D E F G H I
5	A B C D E F G H I
6	A B C D E F G H I
7	A B C D E F G H I
8	A B C D E F G H I
9	A B C D E F G H I
10	A B C D E F G H I
11	A B C D E F G H I
12	A B C D E F G H I
13	A B C D E F G H I
14	A B C D E F G H I
15	A B C D E F G H I
16	A B C D E F G H I
17	A B C D E F G H I
18	A B C D E F G H I
19	A B C D E F G H I
20	A B C D E F G H I

21	A B C D E F G H I
22	A B C D E F G H I
23	A B C D E F G H I
24	A B C D E F G H I
25	A B C D E F G H I
26	A B C D E F G H I
27	A B C D E F G H I
28	A B C D E F G H I
29	A B C D E F G H I
30	A B C D E F G H I
31	A B C D E F G H I
32	A B C D E F G H I
33	A B C D E F G H I
34	A B C D E F G H I
35	A B C D E F G H I
36	A B C D E F G H I
37	A B C D E F G H I
38	A B C D E F G H I
39	A B C D E F G H I
40	A B C D E F G H I

41	A B C D E F G H I
42	A B C D E F G H I
43	A B C D E F G H I
44	A B C D E F G H I
45	A B C D E F G H I
46	A B C D E F G H I
47	A B C D E F G H I
48	A B C D E F G H I
49	A B C D E F G H I
50	A B C D E F G H I
51	A B C D E F G H I
52	A B C D E F G H I
53	A B C D E F G H I
54	A B C D E F G H I
55	A B C D E F G H I
56	A B C D E F G H I
57	A B C D E F G H I
58	A B C D E F G H I
59	A B C D E F G H I
60	A B C D E F G H I

APPENDIX 4

NON PARTICIPANT OBSERVATION GUIDE TO BE APPLIED TO READINGS AND CONVERSATION I COURSES SEMESTER II-2014.

Topic: Impact of the use of authentic materials on the reading proficiency of students from Readings and Conversation I at the Foreign Language Department of the University of El Salvador during the year 2014.

General objective: To verify how the use of authentic materials influence the reading proficiency of students of Readings and Conversation I at the Foreign Language Department.

Group: _____ **Schedule:** _____ **Topic:** _____

Date: _____ **Observer's name:** _____

ASPECTS				
Type of authentic material used	Newspaper <input type="checkbox"/>	video <input type="checkbox"/>	Audio <input type="checkbox"/>	Other <input type="checkbox"/> Specify____
Introductory activity	Yes <input type="checkbox"/>	no <input type="checkbox"/>	What kind	
A. SELECTION OF AUTHENTIC MATERIAL Suitability:	CRITERIA			
	Below Standards	Poor	Acceptable	Outstanding
The material selected is appropriate in accordance with students needs and abilities				
The text enhances the students interest to read				
Exploitability:				
The text is compatible with the course objectives				
The text develop reading skills on students				
Readability:				
The level of difficulty of the text is appropriate for students				
The students are exposed to a new vocabulary				
The material presented to students is structurally demanding.				
B. PRESENTATION				
The material is attractive to students				
The material presented grabs students' attention				

APPENDIX 5

SEMI-STRUCTURED INTERVIEW TO BE ADMINISTERED TO READINGS AND CONVERSATION I PROFESORS SEMESTER II-2014.

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



Interview for professors

Objective: The present interview is aimed at gathering professors' opinions and impressions about how the implementation of authentic materials influence on the reading proficiency of students from Readings and Conversation I course.

1. What are authentic materials for you?

2. Do you think that using authentic materials is crucial in learning a foreign language?

3. What type of authentic materials do you prefer to use in your classes and why?

4. What criteria do you follow in the selection of authentic materials?

5. In your opinion, which are the benefits that authentic materials provide on students reading competence?

6. Do you consider that the implementation of authentic materials in the Readings and Conversation I course has an advantage over using the traditional approach (course book)?

7. Based on your experience, which has been the students reaction towards the exposure to authentic materials?

8. In general, which has been your appreciation to the implementation of authentic materials in this course?

APPENDIX 7

PROFESSOR'S INTERVIEW TRANSCRIPT FROM READINGS AND CONVERSATION I GROUP 06

QUESTION	
1. What are authentic materials for you?	Well, for me A.M is all kind of resources I think you can take it from real context those materials have not been designed for a teaching purposes and materials that you can find in every situation like brochures, things that mention at the supermarket and newspapers.
2. Do you think that using authentic materials is crucial in leaning a foreign language?	I think so, it is very important specially when we are not (in our case) in a different environment we have to look for those situations in which the language we are learning can be applied in real context even though is not real context but I think it is very important because you have different opinions more inputs and help to the development of oral skill.
3. What type of authentic materials do you prefer to use in your classes and why?	It depends on the class that I am teaching the purpose that I am teaching now, I am working on Readings and Conversation and I am using newspaper articles, articles taking from web, magazine from the web also videos that are related to some specific special life topics mainly I like to look for videos or articles that are written by expertise I think for me are good also we learn more vocabulary.
4. What criteria do you follow in the selection of authentic materials?	First all of, I look for information being written in an orient way and I think it provides more information for the students sometimes we have an idea about a specific topic but if we don't talk about it every day we have to get in inform some topics in which my students can learn something new and that I consider that can be influence for them.
5. In your opinion, which are the benefits that authentic materials provide on students reading competence?	Well, Besides they provide new information also they learn a lot some vocabulary that is used in those articles, interviews and also they can accustom with the different audios listening different readings I think it is easy to perceive it is not only the information about a new topic but making use of the language in real life or situation I think is a lot for the productive skill I think are going to be enhanced to look this type of material.
6. Do you consider that the implementation of authentic materials in the	I think so, because I think the main advantage being a teacher is a that we have some freedom to choose those topics that we think are interesting for the students and I think we motivate them to participate more if they feel like a kind of familiar with that topic that is influencing for them they are going to participate more they

<p>Readings and Conversation I course has an advantage over using the traditional approach (course book)?</p>	<p>are going to be more motivated themselves working with articles that are not in the book even though you try develop different activities based on the article you read in course book, books usually follow stages like a having the articles a chapter related to a specific topics and reading and comprehension subject vocabulary practice and depends on the English you in the course and this type of materials develop different type of activities also mainly having them working in groups, having discussion and since there are some topics that are new for them they feel more enthusiastic to participate when they have some doubts.</p>
<p>7. Based on your experience, which has been the students reaction towards the exposure to authentic material?</p>	<p>Well, I have different experience, at the beginning it is kind of... like a the students have some.... But, probably is because the study they have when we assign an article to read in advance they have difficulties to read before and sometimes at the beginning you face those situations in which you want to read more an article and they have to check the newspaper but then depending on the topic I think in that activity because is not the same like when we talk about animals it was kind of basic topic but we discuss animals form different point of view usually the animals are pets but they feel more constable or interested in expressing their opinions about that issue.</p>
<p>8. In general, which has been your appreciation to the implementation of authentic materials in the course?</p>	<p>Let me think well, I think it is because authentic materials have more positive aspects and of course it means more work for the teachers because they have to look for those materials appropriate for students and you need more time for checking and looking for appropriate videos,, especially when we are in the university we don't have the necessary tools we have do this at home but besides that I think this is a nice experience you can have the opportunity to have more interesting topic you can develop or provide activities for the classroom and I think students enjoy more sometimes I heard they are not even. Paying attention about the time is the topic they are interesting more about that and I think is new experience but of course this means that you have to take the time in advanced if it is possible before the course you start we have to be ready with the material for the first unit at least we because it is something good looking for the appropriate materials.</p>

APPENDIX 6

PROFESSOR'S INTERVIEW TRANSCRIPT FROM READINGS AND CONVERSATION I GROUP 01

QUESTION	
1. What are authentic materials for you?	Well, are those sources that teachers can use for having students to understand some topics in a video form; that means that this information that you got from newspaper, from magazines, authentic books, videos in you tube, some programs to inform students not only the information that is telling us but also real information in a written form or in oral form like videos I think.
2. Do you think that using authentic materials is crucial in leaning a foreign language?	Yes, of course, I guess we have found the reach of these; most of teachers use only the book. The book previously hand in for teaching English in the Department there are few teachers that are communicating this kind of authentic material that students understand the topic. This authentic material can give us a writer form of understanding and getting more vocabulary, you know, the slang they are using to speak the language and that is real information because there are testimonies and experiences that for example people from the videos, articles and news they are presenting can be relevant to students since it is something authentic, something real so I guess for sure that authentic material is crucial. Students can learn better the language they are acquiring.
3. What type of authentic materials do you prefer to use in your classes and why?	Well, usually I have the experience with authentic material given in teaching, that has been taken from internet and most of them are topics of happiness, with magazines, with economic, with surrogacy and it depends on the person that use the language some of them focus on animals Yeah those kind of things. But I prefer to use only that the things is the time you cannot introduce more material even though you can say to students to look for more information by looking for sources that can give more information that we can present.
4. What criteria do you follow in the selection of authentic materials?	First all of, it has to do with the level of students, that is very important we cannot give to students something lately. These students the ones that we have in Readings and Conversation I have finished the five level of English. So they are supposed to be in C1 or C2 I guess is C1 English for European Framework for measuring what the level is, so we have to. We pretend students know this level of English so the criteria that we mostly consider is the level of English they have or a little be more.
5. In your opinion, which are the benefits that authentic materials provide on students	First, they have to compare the things they have to study in a book which is not authentic and they get more inform about what is going on in real life with others issue; problem and situations that happen around that maybe they are part from this or at least they are connected with the topic that has to be with the situation that we face nowadays, that is another thing students get inform and they master a specific language that has to do with the issue students study in the book but

<p>reading competence?</p>	<p>language is completely different because if you pay attention there are not many things that the book present according the vocabulary they have to master but authentic material enriches the amount of language they have learned before. I guess that is another advantage these materials brings us.</p>
<p>6. Do you consider that the implementation of A.M in the Readings and Conversation I course has an advantage over using the traditional approach (course book)?</p>	<p>In a way yes, because students I guess get more interested in knowing more about the topic then they get interested in looking for information because they have to present it. Also, they learn more about the slang language they use. They are not submitted in a book everything is strict and very limited, this vocabulary can be more extended than the ones from the book presented. I think that is something else to do and I think students like this way. You know, I say in a way, in the other form I can say that the time is not enough for giving them authentic materials to enrich more what they have learned.</p>
<p>7. Based on your experience, which has been the students reaction towards the exposure to authentic material?</p>	<p>Well, they are very eager to participate in terms of opinion about what they see in videos reading to take the platform they study the material. Some of them do not do it I guess for sure they do not do it but mostly of students I guess students have reaction when they read they want to participate and they get involved in discussion when they want to give an opinion that occur in the reading, videos and listening, something that I have changed</p> <p>The motivation they feel when you take into an activity they are giving their opinion about something they are eager for giving their opinion sometimes when they debate when express their opinion they want to but sometimes there two or three students that want to participate at the same time. That demonstrate they are eager to participate in the discussion.</p>
<p>8. In general, which has been your appreciation to the implementation of authentic materials in the course?</p>	<p>It has been an interesting process for students since they show that are motivated and to express their opinion on the topics developed. Also, I appreciate that students learn authentic information and get real information about the issues discussed.</p>

APPENDIX 8

SEMI-STRUCTURED INTERVIEW TO BE ADMINISTERED TO READINGS AND CONVERSATION I STUDENTS SEMESTER II-2014.

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



Interview for students

Objective: the present interview is aimed at gathering students' opinions about the use of authentic materials on the reading proficiency of students from Readings and Conversation I course.

1. What are authentic materials for you?

2. Have your teachers used authentic materials in previous courses? Which ones?

3. What do you think about the use of authentic texts within the Readings and Conversation I course?

4. How do you think that authentic materials influence on your reading performance?

5. Does your teacher provide the class with authentic material out of class (virtual platform)? Explain.

6. What type of homework assignment are you given through the virtual platform and how often?

7. In your opinion, do you consider that authentic materials helped you in the acquisition of a new vocabulary?

8. In general, do you consider that authentic materials helped you to improve your reading fluency and reading comprehension?

APPENDIX 9

STUDENTS INTERVIEW TRANSCRIPT FROM READINGS AND CONVERSATION I GROUP 01

Group interview transcript
10:00 a.m.
Readings and Conversation I

group 01 8:00-
Licenciatura Idioma Ingles.

Questions	Erick Sánchez	Esmeralda Bermúdez	Jessica Escobar	William Hernández
1 What are authentic materials for you?	Maybe authentic materials for me is the material that teacher may handing with his own creativity in order to catch the attention of students.	I agree with my classmate. I consider that is the material that the teacher uses in order to know, to teach better in order to we understand better the topic.	Yeah, is the material that for example the handouts that he uses for us, eh because is not like. I think he prepare the handout for us in order of the topic and also for we understand better what we how to learn	yeah, I actually I had been reading about that, and I think that according to many teachers and also psychologists they said that authentic is not only that they say that authentic materials is all the materials that is not modified in order to teach better the and is emphasized on real situation and the real life, for me authentic material is that one that is not modified totally in order to get sts learn about it.
2 Have your teachers used authentic materials in previous courses? Which ones?	Mh, yes the teachers always had use it this kind of materials and the all levels of English that I have already taken, and each one was for me was really important and useful in order to learn.	In my case, I remember when I studied Intermediate English our teacher provided us some articles from newspapers according with the topic.	Yeah, in almost all the courses they use authentic materials. I remember basic English I and II also Intermediate I and II and advanced I and II	yeah, actually I think that In my case, I had been using the different kinds of authentic materials because of that ones that I had with the different teachers I mean you know probably in this case I jut remember that in the last semester the teacher asks us to read some newspapers from England the Huntington I think is the Huntington park, the new york times from united states and some others materials in turns that can be helpful in what we learn about the English.
3 What do you think about the use of authentic texts within the Readings and Conversation I course?	And also I think that is really useful in order to do easier the learning process of that, it's a grate motivator, of course.	I think is really important because as my classmate said, it is important to learn in this case a language through the reality I mean it is important to be in that world in order to understand better the language and also to motivate students	I agree with my classmate because when we use authentic materials in the classes we feel motivated and you think that you are part of the language and the culture of that country.	Well. I also I agree that authentic materials are good motivator in the learning process of students. You learn and discover new vocabulary and not only learn that the course book provide.

<p>4 How do you think that A.M influence on your reading performance? In which aspects?</p>	<p>I think that it depends in the way how the authentic material is structured by because there are some ... I do not details in that students focus in order to.. I don not if they can say that it is interesting or not is interesting for me so its depends.</p>	<p>In my case, I think that authentic materials can help us to develop more our reading performance because we can have some different sources from which we can practice some skills as the teachers in this course teaches us</p>	<p>Yeah and also I think that authentic materials are very important because as my partner said. He says is more real life so, it is useful in order we use that message.</p>	<p>Well, yeah actually what he pointed out is really interesting because I think that authors and the teachers needs to give their students material that is according with the group of the things to learn but more specifically I think these materials should be according with the level of students to help them in the learning process of a language.</p>
<p>5 Does your teacher provide the course with authentic materials out of class (virtual platform)? Explain</p>	<p>Yes, the teacher has provide authentic materials like worksheets, realia and also virtual platform and even social networks like Facebook in order to be always informed about the topic that we need to study in the coming classes or some topic studied before.</p>	<p>Yes, he has created a group in Facebook in which he uploads many videos and pages related to the topic studied in the class, and material for the activities programmed during the whole semester.</p>	<p>Yes, the teacher always prepares his classes with authentic materials. He provides some copies of authentic English. Besides that, he brings some interesting videos in class in order to help us. Furthermore, he is always posting a lot of information in our Facebook page in order to study more.</p>	<p>Yes, actually, he created a group of Facebook, where we have been uploading some information about the topics that were developed in class.</p>
<p>6 What type of homework assignment are you given through the virtual platform and how often?</p>	<p>Well, may be I am not sure about give some homework assignment through some virtual platform, but we have been using it for making reminds or suggestion about some interesting discussions that we provide in classes. Furthermore, we downloaded some information or reinforcement in order to study at home.</p>	<p>Watching a video in order to discuss it in class, read articles or texts in order to answer a reading control test in the class. Is not very often, just one a month.</p>	<p>Well, in the virtual platform that we use is a social network. He is always posting useful information for us. Also, he is always reminding us the homework assignment that we have to do.</p>	<p>Well, I remember we just recently had a debate in class, so he asked us to prepare some arguments about the topic he choose previously. Even, when Facebook is not totally a common platform like others, it is a good social network where the teacher can use it to help students.</p>
<p>7 In your opinion, do you consider that authentic materials</p>	<p>I agree with him , as he said authentic materials help to students to learn new vocabulary and some teachers said</p>	<p>I agree with them but I think that not only vocabulary but also another aspect that is the culture you can</p>	<p>I agree with that, and I think that one of the main advantages of read it is the vocabulary that we can get from them.</p>	<p>Actually, as I have already tell you I consider that is really helpful, why? because I mean the most you can read , the most you will learn from the vocabulary . so, I think that from my own experience I had</p>

<p>helped you in the acquisition of a new vocabulary?</p>	<p>always them said “the most you read the most you are going to learn” not only vocabulary but also comprehension it’s gonna be better.</p>	<p>read newspaper and some others documents that people have in the place in they live</p>		<p>acquire a lot of vocabulary that in the past i did not have it but now I think that at least I had acquired a lot of new vocabulary in this course with the newspapers articles etc.</p>
<p>8 In General, do you consider that authentic materials helped you to improve your reading fluency and reading comprehension?</p>	<p>Yes. Even some people said that read is very easy but may be if you are reading to get a good comprehension is difficult because is not only read even is what you comprehend about the message what the reading tell you and what you understand.</p>	<p>Well, as my partners said is very important and helpful because the vocabulary that you learn from an article and if you see in another articles the same vocabulary again that you learnt before you can understand easy and develop good comprehension. For me this experience was good.</p>	<p>I agree with her for me also was good because I developed more my reading comprehension.</p>	<p>Yes. I could say that my appreciation is probably a nine why? Because you need to obtain a high average on the level of reading. Then you have to take a TOEFL and some others exams to measure your skills.</p>

APPENDIX 10

STUDENTS' INTERVIEW TRANSCRIPT FROM READINGS AND CONVERSATION I GROUP 03

Group interview

group 03 3:00- 5:00 p.m.

Readings and Conversation I

Licenciatura Idioma Ingles

Questions	Ivette Quintanilla	Mario Beltrán	Juan Carlos Campos	Jaime Huezo
1. What are authentic materials for you?	I think authentic materials are the materials which are not prepared exactly for develop a class, but it is important information that is taking to give classes.	Authentic materials are the materials that we get from the real life. Example; newspaper, magazines ,etc.	The materials that are effective because are presented with a real and the native speaking world.	These are materials that are taken out from articles or real life events, these materials are used to help teachers develop their class.
2. Have your teachers used authentic materials in previous courses? Which ones?	Yes, they have use authentic materials, such as YouTube videos and other information.	No, they didn't.	Sometimes in English Advanced II.	I am currently taking the English and Conversation I course and this is the first time we are using this kind of materials. We are not using textbooks right now
3. What do you think about the use of authentic texts within the Readings and Conversations I course?	I think it's a good idea and helps students not only to improve the knowledge but also to analyze problem of the real life in our and other countries.	It is interesting because you can be aware of the things that are happen not only in El Salvador but also in other countries.	Are updated and excellent material but owing to our very traditional plan ,is a little difficult to understand quickly the topic, I have to read it once and once.	I think they are better in communicative functions than textbooks because we are not studying grammar rules but real life tasks.
4. How do you think that authentic materials influence on your reading performance? In which aspects?	I think it helps to me to know more about topics that I have never heard and also improves my vocabulary.	It influences on my vocabulary because every time that I read I need to look the meaning of several words on the dictionary.	In getting new vocabulary and to develop the native manner to read and the content.	They make me analyze the reading tasks it is not only fill in the blanks activities, textbooks are ok at the beginning but for using ones own criteria when reading I prefer authentic materials.
5. Does your teacher provide the course with authentic materials out of class (virtual platform)? Explain	Yes he does, he usually uses social networks such as facebook in order to post something about the class.	No he doesn't	Yes through facebook the teacher used to upload material	Yes, he does, he uses facebook for sharing information.
6. What type of homework assignment are you given through the virtual platform and often?	Usually he uses social network like facebook in order to give instructions about homeworks or if we have any doubt about the classes he clarify better.	He doesn't give us homework assignment he uses virtual platform to give us information about the homework.	To read books and instructions how to do homeworks and to share some short material.	More than homeworks he gives us instructions in order to finish our tasks.
7. In your opinion, do you consider that authentic materials helped you in the acquisition of a new	In my personal opinion I think authentic materials help me to acquire new vocabulary	Yes, I do authentic material forced me to learn a lot of new vocabulary.	Yes a little but is too difficult to set in our mind due to the difference with the traditional manner.	Of course,I have learned lots of new vocabulary using these authentic materials.

vocabulary?	because the contents contain a big amount of new words that I didn't know.			
8. In general, do you consider that authentic materials helped you to improve your reading fluency and reading comprehension?	I consider yes, it helps because we learn new vocabulary and I think its really useful.	Yes helped me to read real articles or newspapers.	Yes, in a way but not a lot.	As a whole, I say yes , it has made me learn some new skills, like scanning one of my favorite.

APPENDIX 11

STUDENTS INTERVIEW TRANSCRIPT FROM READINGS AND CONVERSATION I GROUP 06

Group interview
Readings and Conversation I

group 06 5:00-7:00 p.m.
LicenciaturaLenguasModernas

Questions	Karla Molina	Guillermo Rivas	Zulma Moreno	Xiomara Marilyn Avalos
What are authentic materials for you?	AM for me is the kind of material for looking information that has the purpose to inform people in order to make smart people about a problem in the society.	AM for me has been created to inform people for example newspaper, magazines that materials have been created to help people.	Those kind of articles have the purpose to inform people and at the same time to entertain, having those articles have been taken in order to for the people who are studying a different language because in that way they use more and specific vocabulary they use on their life that is real vocabulary that we can use that kind of vocabulary like newspaper.	Well, for me in my personal opinion I think that for example reading subjects are not using a specific book but we take some part of the book, paragraph, magazines and also newspaper and for helping us to understand a lot of things that we don't know as my partners mentioned before we don't know exactly a lot of vocabulary or the main purpose is to help people for students more knowledge in reading.
Have your teachers used authentic materials in previous courses? Which ones?	Yes, in previous lesson my last teacher used that kind of material others have worked with book in order to make more dynamic the class and also to create an activity in which we can increase their skills	Yes, they did my professor that I had used this kind of materials that can help us to know about some topics that maybe is in the book in a better way.	Yes, definitely, I have been used this kind of materials since I began the career and that is very good because not only use the book with the information in a test but we also get in contact with the reality we are living, in that way is easier for us to be in touch with the information that is happening in a real world.	Yes, but some of them yes, the rest of teachers they don't use sometimes and for that reason maybe you really love some areas; for example I remember in my basic English the teacher just followed the book and I got bored easily but I think is really important different thought in order to improve and help the knowledge of the student because you don't need in just to know in one area just reading or listening some of them they don't care about it but other teachers are really good, Some of them not they don't use this kind of material.
What do you think about the use of authentic texts within the R and C I course?	I think that is a good idea or a good way to give the class because you can learn a little be about the different subject and that why the class is as I mentioned before more dynamic or	I think that is a better good way to mention because they don't use a book, this kind of materials help us to know about this topic but in a better way.	I really like because we can know how a subject of a specific article to read because this kind of technique we have the option to look by ourselves more information regarding to the subject and in that way we improve and know more information regarding to the subject and we can participate more in class and give your opinion, I like very much and I would like that	Well, in English is a.. you know previously what kind of topic would be taken into account in a specific test sometimes because you try to relate some topics and it is easy to identify dome methodologies but sometimes we don't know the subject, they put it in a test hard vocabulary that for you is sometimes really hard to understand and for that reason you don't understand the text and you are really lost and you get a bad grade. For me

	maybe less boring.		all the teachers can apply this technique, specifically in French because we don't know how use it this, just in English.	sometimes is ok depend on you if you really love you can have this but is really hard.
How do you think that authentic materials influence on your reading performance? In which aspects?	I guess it depends of the kind of vocabulary you are reading because is an article related with a movie start something like that could be in which influence people, the main purpose is to be academic in order to help people with good condition about a topic.	I think this kind of authentic materials have a good influence for example our subject help us to know the way to read also a better way to write and read amazing something that way I think it has many influence.	This has a big influence because what really read is what we read on newspaper not only news papers we can also read on the webside different kind of information and not only in one language when we look for information regarding to whatever subject we have. In that case we can apply all the techniques we have learned in a course; for example in that way help a lot we learn more vocabulary we apply all the techniques and also we are interested in people.	Yes, of course, that help us to improve in many aspects for example to have a very fluency and vocabulary also, because it is not something just to read but we don't know exactly what kind of methodology or technique is used for me yes, and to use this kind of material help us because also because for example in reading area we know about the course, in United States we know about the customs and everything about that. That helps us a lot.
Does your teacher provide the course with authentic materials out of class (virtual platform)? Explain.	Yes, last semester my English teacher used a platform in order to provide us A.M related to the course. It was on the English class and I was agree on that method because you work in the class, he provided a lot ways, different videos we can read and provide different topics sometimes we need in the	I think the use of platform is a good idea to give us actually information not only about the book, that is why I think this use of platform I think give us more topics.	Actually, the application of this platform is very good. For me actually I have being using for one year during two courses and I really like, we have some options we can share our opinions about a specific subject, the teacher upload there and for that, we have to share opinions we have to read, we have to get information about the subject. We are learning and we are applying different techniques to different languages.	Well, the use of platform for me is a way to be in contact with others and that help us not only to be in contact but also to upload a lot of information. For example we can read in previously classes the article that the teacher gives us. In that way it helps us.

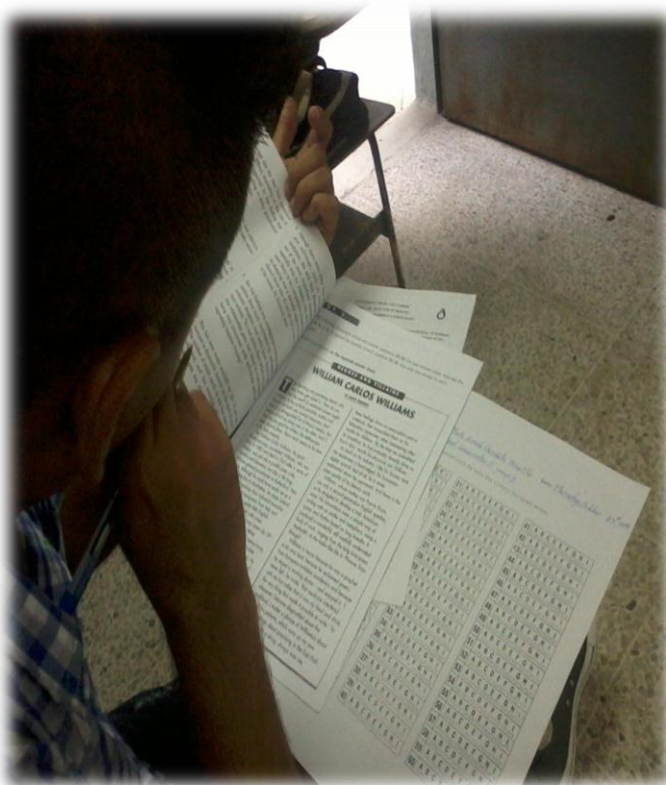
	<p>class to provide different information, that execution could help us to understand. So I agree on that technology because I think is a good way to upload different skills.</p>			
<p>What type of homework assignment are you given through the virtual platform and how often?</p>	<p>Well, I guess it is not frequently the use of those opinions on the web but I have different homework like preparing resume also expressing opinions about a different topic too and videos too I guess those have been the most common that I have made on the platform.</p>	<p>Well, as my classmate says this has usually sent by the platform; making summaries, videos, share information about any topic and maybe answer some questions about some topics.</p>	<p>Well, I have being using the platform in order to get in contact for some assignment and also as I said before making for us regarding to any subject. And last semester I use it for commenting some pictures and also I upload a picture for making comments about that.</p>	<p>Well, I have being using a platform for making some resumes, some readings and also if I have a question to the teacher I just send a message and also to get a personal information about my partners and that is easy to be in contact with them.</p>
<p>In your opinion, do you consider that authentic materials helped you in the acquisition of a new vocabulary?</p>	<p>Yes it is, because if we work with authentic text book we can learn more vocabulary according to the vocabulary that we are studying in written book and if we read more articles, magazines, newspapers that kind of materials I</p>	<p>Of course, this kind of A.M help us a lot because help us to know new vocabulary and not only new vocabulary also how the structure of a sentence is.</p>	<p>Yes, that help us a lot because if we don't know the place of a word we don't understand the subject of the main idea and if we understand the context at the end after reading some information we get line some new words for new vocabulary that we don't want to forget because we have learned that in a new way we understood the information and that is good because and that is good because the way we can learn more vocabulary and we can get more knowledge</p>	<p>Yes I am totally agree because it is our responsibility to read even though we are not taking a specific course to the university all the time we need to learn a lot of vocabulary we don't practice this kind of technique we can have a lot of ideas we can relate one ideas with another one for example if we provide a specific word we can relate with a synonyms and that is easy but sometimes when people read and have more vocabulary they have more fluency and they can improve easily and if you don't practice it can be difficult.</p>

	<p>guess is a new way to learn more vocabulary because if you see a word that you can't understand, immediately you search the meaning on that or you try to guess the meaning of that; so I guess it is another way to learn new vocabulary.</p>		<p>about a subject we are reading.</p>	
<p>In general, do you consider that authentic materials helped you to improve your reading fluency and reading comprehension?</p>	<p>Yes, because when you read sometimes there are more vocabulary that you don't know but if you are reading all the time you are learning new vocabulary after that reading or reading test or whatever thing to do in English or whatever language would be easy because you have more vocabulary as I said before related some words with others synonyms or antonyms in order to resolve or understand what you are reading.</p>	<p>In my opinion this kind of material help us a lot because when we read we learn new vocabulary and help us to understand also in the fluency as my classmate said if we read more often we get that fluency that why help us a lot.</p>	<p>We become more fluency when we read this kind of article because we practice grammar and all the reading techniques we have studied and if we apply all the techniques we can use the vocabulary and grammar we can be in touch with the language, just in that way.</p>	<p>Well, for me reading and comprehension and fluency is different because comprehension you can understand something in and you can explain easily but you can improve fluency if you practice every day but if you don't practice well you understand something but you can't explain it and that is common here in our career because some students are really smart in grammar but they are really lost in speaking. It is a little controversial because fluency depends on your practice and comprehension is different but it helps us if you take them that is helpful.</p>

APPENDIX 12

OBSERVATION PICTURES FROM READINGS AND CONVERSATION I GOUPS 01, 03 AND 06

STUDENTS ANSWERING THE PRE- TEST



INTRODUCTORY ACTIVITIES



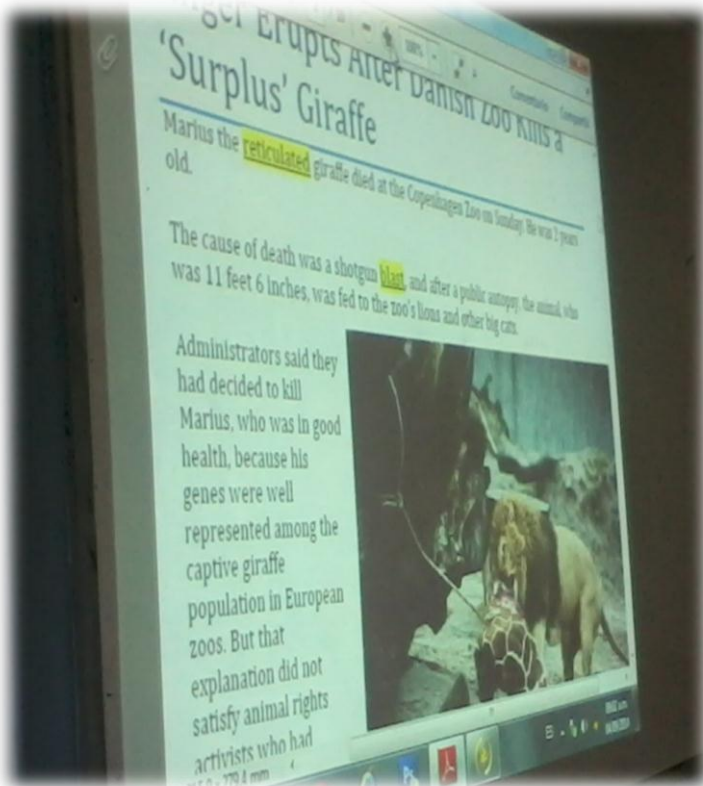
GROUP ACTIVITIES



PAIR WORK



IMPLEMENTATION OF AUTHENTIC MATERIALS



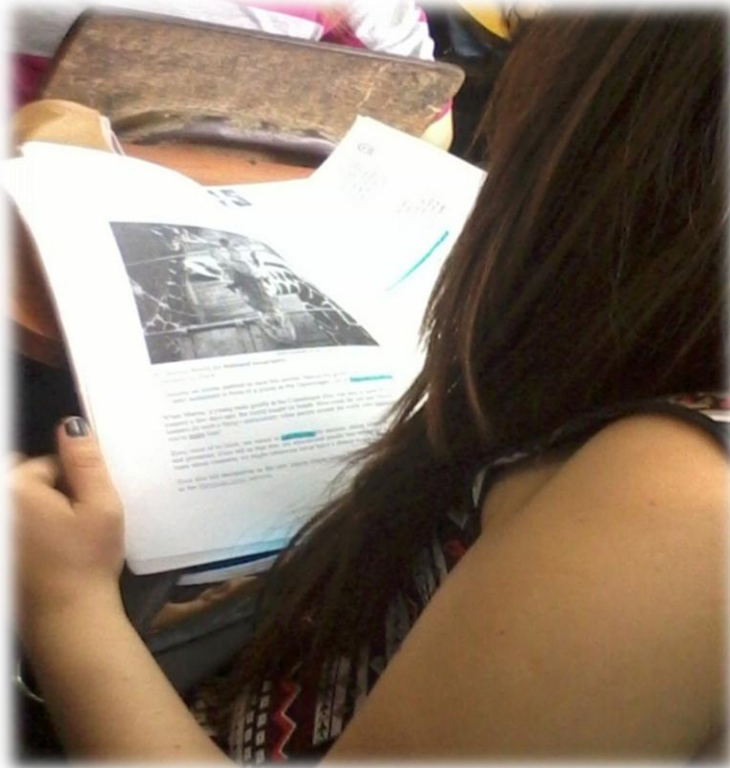
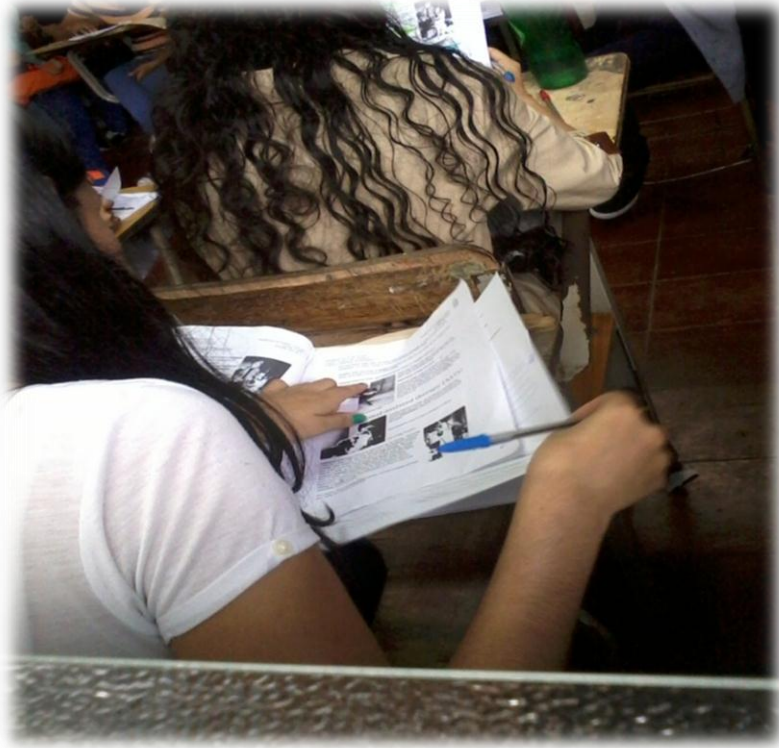




VOCABULAY: Find a definition and a synonym for the following words.

WORD	DEFINITION	SYNONYM
WELLNESS	The condition of good physical and mental health, especially when maintained by proper diet, exercise, and habits.	HEALTHY
ASTOUNDING	causing amazement and wonder	BEWILDERING
MOLD	A hollow form or matrix for shaping a fluid or plastic substance.	SHAPE
YOGIC	A system of medicine based on the theory that disturbances in the musculoskeletal system affect other bodily parts. any disease of a bone.	

WORD	DEFINITION	SYNONYM
OVER-PRESCRIBING	The act or practice of prescribing too many medicines.	PRESCRIBE
DECLINE	To express polite refusal.	REFUSE
SPRINKLE	To cause to take a liquid form or shape.	CELEBRATE
WITNESSES	The part of the accretion canal between the stomach and the anus.	WITNESSES
FLUX	May CHANGE on the number of the acid phosphates under the control.	



STUDENTS ANSWERING THE POST-TEST

