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



**THE USE OF AUTHENTIC MATERIALS AND ITS EFFECTS ON THE DEVELOPMENT OF STUDENTS' ORAL COMPETENCE OF STUDENTS FROM INTENSIVE COURSES OF BACHELOR IN ENGLISH TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR, YEAR 2014.**

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

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# INTRODUCTION

This document presents valuable information about the undergraduate research project. This investigation started in March and it provides detailed information on how the implementation of authentic materials as a complementary tool helps students to develop their oral competence. This project starts by reading the information about the authentic materials and its importance in the learning process. This report contains the components about the process of the investigation. First, it contains the statement of the problem where it is explained the historical framework, the description of the problem, the research question, the justification and the delimitation of the problem. Next, the theory is explained in the theoretical framework. After that, it is explained the type of study of the research. Then, the hypotheses are presented; these are assumptions about the phenomenon under study. Then, the research design where it is explained how the investigation was carried out. In addition, the population is presented and it shows the groups that participated in the investigation. After that, the data gathering process shows the instruments that were used in this research and the steps that were followed to collect the data. Then, the data analysis is presented where it is explained the different analysis carried out in this research project: univariable, bivariable and a comparative chart about the data gotten from the three instruments. Moreover, the findings show the hypotheses' test and how the research questions were answered. Finally, the conclusions and the recommendations are presented.

# I. STATEMENT OF THE PROBLEM

## A. Historical Framework

The issue of using authentic materials in language classrooms has been influential over the past two decades. Moreover, many practitioners involved in foreign language teaching and research have argued about the benefits of using authentic materials (Shrum & Glisan, 2000;Paltridge, 2001; Guariento & Morley, 2001; Kelly & Kelly &Offner & Vorland, 2002).These benefits may range from highlighting comprehension, presenting real language, providing opportunities to introduce cultural issues, to enhancing motivation, and creating language awareness. However, the use of authentic materials in learning contexts has always been a matter of controversy.

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

As Lin (2004:26) puts it, from 1980s the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches. This is also mentioned by Guariento and Morley (2001) who believes that using authentic materials relates to the onset of communicative movements in which there was an attempt to simulate real world in the classroom. Many language teachers (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 (2006:17) believes that in the course of the decade, the use of authentic materials has become increasingly popular in learning situations ranging from traditional intensive ESL to language training for professionals. Particularly in the latter setting, he believes that a larger number of teachers are starting to identify the benefits of authentic materials and the options that such texts may provide. Thus, these options may be applied to diverse settings, learning objectives or tasks. As Bax (2003) states, for material developers and syllabus designers on one hand, and task based approaches and communicative language teaching on the other, authenticity has played a focal role. According to Shomoossi and Ketabi (2007), hitherto, syllabus designers and materials developers used to base material development on the arrangement of the content materials and activities while ignoring authenticity criterion. Nevertheless, as Oxford (2001) cited in Shomoossi and Ketabi (2007) states some teaching practices such as multiple intelligences, cooperative learning, task-based learning, and content-based learning lead to authentic interaction in classroom. Richards (2001) referring to the facilitating role of authentic materials believes that communication which takes place in the class must simulate as much as possible the communication observable in the real world outside.

According to Francisco Rodriguez MsD, professor of the Foreign Language Department at the University of El Salvador, the role of authentic materials in the Foreign Language Department classrooms is considered very important to enhance students' motivation to produce the target language. He expresses that whatever the material is presented in written texts or audiovisual materials, they help students be immersed in the real usage of the language. A few teachers in the Foreign Language Department, who teaches Intensive English levels, consider that the use of authentic materials is very important in class; for that reason, some of them usually take into account the use of them into the classroom. To mention some examples, in a written form: magazines, newspapers, books, articles; or in an audiovisual way as: videos, news programs, sitcoms, conferences, interviews, etc.

These data, including opinions and facts regarding the research problem, have been gathered through some interviews carried out to Francisco Rodriguez MsD, and Lic. Claudia Vides de Guzman, both professors of the Foreign Language Department, who were interviewed since they have some experience with the use of authentic materials in English classes at the Foreign Language Department. Therefore, by doing those interviews, it was known in a better way how teachers consider the use of authentic materials in the Foreign Language Department.

## B. Description of the problem

Nowadays in EFL classrooms the most common source to teach English is a course book; some teachers use this tool as the only source they have to develop most of the topics. Besides that, students need to complete the exercises in this book as well. And sometimes teachers make use of supplementary material but rarely use authentic material. Foreign Language Department does not count with a variety of authentic materials so, every teacher needs to find out and use authentic materials according to their own willingness and commitment with their students. The usage of authentic material only depends on teachers' interest for having students learn something else apart from what books present.

Some teachers agree with the idea that this type of material has not been produced for the purpose of language teaching, and that is why they do not usually take it into account. On the other hand, authentic material can be used to lead students to experience real life communication, even though these materials are not included in the curricula.

 In the syllabus, teachers present the topics to be studied in a specific English course, and those are adapted according to the course book's content. So, the students´ level of output is affected because authentic input is not provided by teachers, since teachers mostly use calibrated materials and little or none authentic material in classes. Also, authentic materials could be used by teachers to help students develop two main skills, speaking and writing. Therefore, it is important to consider the use of both, the course book and the authentic materials.

## C. Objectives

General objective:

To find out to what extent the use of authentic materials helps students to reach a better oral competence from intensive courses of Bachelor in English Teaching at the Foreign Language Department in the University of El Salvador 2014.

Specific objectives:

- To measure the contribution that the use of authentic materials in the classroom makes in students´ understanding of different English contents in real contexts.
- To assess the influence of authentic material in the students' oral performance.
- To analyze the effects that the use of authentic materials makes in students´ learning.

## D. Research question

How does the use of authentic materials influence in the development of students' oral competence?

Subsidiary questions:

1. How does the use of authentic material allow students to get better input and complementary content to the course book?
2. What is the influence of authentic materials in the students' use of English language?
3. What are the effects that the use of authentic materials produces in students´ learning?
4. What is the contribution of using authentic materials in the classroom?

### E. Justification

Nowadays, authentic materials have become a good and useful source in the teaching-learning process, besides the fact that it can be used with different levels of proficiency, especially intermediate and advanced English levels. However, not all English teachers take advantage of this source. So, this research project seeks to establish the degree of effectiveness of working with authentic materials in the Intensive Courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador year 2014. It is important to highlight the fact that to achieve an effective learning, it is really necessary to make use of different sources, apart from the coursebook. On the other hand, by doing this research the importance of using authentic material in an EFL classroom is studied and analyzed in depth; so that English teachers could be informed about the benefits that using authentic materials bring into the classroom.

In addition, with the development of this project, Krashen's theory is being emphasized in order to explore in a better way the study that is being carried out. Krashen's theory focusing on the input hypothesis is emphasized since it answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level i" must receive comprehensible input that is at "level i+1. So, it means that the input students receive in class can contain language structures a little beyond of the complexity students already manage in the language, but that they are able to understand by using the contexts of the language and their knowledge of the world.

It is important to mention that when a good use of authentic materials occur the input that students receive is better and therefore, it makes a big change in their oral competence. Moreover, it is necessary to have a better insight on how the use of materials such as movies, magazines, brochures, articles, books among others, makes students capable of using real language and be ready to use the language, not only in the classroom, but also in the real world. To finish, the findings of this

research study offer teachers useful information about the possible outcomes of enhancing communicative competence by using authentic materials.

### F. Delimitation of the problem

This research project took place in the second semester of the current year in which two groups from the Language Skill Development Area were taken as the sample of the investigation group zero-three from the Intensive Intermediate English I, and the group zero-three from Advanced Intensive English I. Both groups were from Bachelor in English Teaching at the Foreign Language Department, University of El Salvador year 2014.

Even though the results obtained from this investigation are based on the groups mentioned above; they will be important and useful information for the teachers at the Foreign Language Department at the moment of making decisions about the different resources to bring to the class.

## II.    THEORETICAL FRAMEWORK

**The input hypothesis**

The input hypothesis answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level I" must receive comprehensible input that is at "level I+1." "We acquire, in other words, only when we understand language that contains structure that is "a little beyond" where we are now." This understanding is possible due to using the context of the language we are hearing or reading and our knowledge of the world. (Krashen, 1981, p.2)

Nowadays, the most common source in EFL classrooms is the course book. This tendency occurs because a textbook is well-organized according to a syllabus and graded to the level of the students; then it becomes easier for the teacher to teach students step by step the knowledge they need to acquire. Nevertheless, there are cases in which teachers look for ways to improve the teaching learning process using supplementary materials such as books, handouts, games, etc. In the category of supplementary materials the authentic materials were found. (Spratt, Pulverness& Williams, 2001) Even when some teachers do not find authentic materials important in the classroom, the Communicative Approach supports the usefulness of this type of material. That is why in this approach activities that involve students in real communication are fundamental (Harmer, 2005). "The late 1980´s and 1990s saw the development of approaches that highlighted the fundamentally communicative properties of language, and classrooms were increasingly characterized by authenticity, real-world simulations and meaningful tasks" (Brown, 2001, p.42).

So, our concern is to provide students with tools that help them have a good language performance in and outside the classroom.

**What are authentic materials?**

According to Peacock 1997 (as cited in Tame, 2009), authentic materials are "materials that have been produced to fulfill some social purposes in the language

community". Authentic materials are appropriate and good in terms of goals, objectives, learners´ needs and interest as well as natural in terms of real life and meaningful communication. Harmer, in his book "The practice of English Language Teaching" (1991) defines authentic texts as real "text designed for the speakers of the language while not for language students, but for the speakers of the language in question". Those authors, and others, who support the use of authentic materials share a common idea which is "exposure", in other words, it is the benefit that students receive from being exposed to the language through materials that can help to face the real life and not only traditional methods of learning the second language.

**What would English classes be without authentic materials that complement the course book?**

There are different materials that teachers can bring into the classroom to show students examples of language produced by native speakers for communication in real contexts. For example:

Spoken sources: weather forecasts, airport and station announcements, interviews, debates, songs, TV programs, news, movies, radio broadcasts, and videos.

Written sources: recipes, train timetables, application forms, newspaper articles, advertisements, menus, magazines, internet, brochures, comics, literature (novels, poems and short stories), web pages, leaflets, flyers, posters, maps, travel guides, catalogs (Cook, 1981).

According to Brown (2001) in his book Teaching by Principles "Language is a system for the expression of meaning; primary function-interaction and communication". Therefore, with this variety of materials, referring to spoken and written authentic sources, teachers can assign students meaningful tasks that will help them develop their speaking and writing skills in a better way.

**Why should teachers use authentic materials?**

There are many reasons why teachers should use authentic materials in the classroom. First, making reference to the restrictions course books can have. Course

books could follow the same sequence; sometimes, they do not have enough practice activities and often they do not have variety of activities. That is why students and the teachers can feel unmotivated. So, the use of authentic material is a good idea to implement in the classroom. Furthermore, when using authentic material there is a cross-cultural awareness, it means that students are learning not the target language but also cultural aspects of many countries. In addition, when teachers bring authentic materials into the classroom students increase their knowledge about the language, since there they find vocabulary, expressions and grammar structures that are not included in textbooks (Cook, 1981). Besides that, according to Harmer´s work (as cited in Laudari, 2011) the use of authentic material helps learners in the following three ways:

> 1. It helps them become better readers and better learners that ultimately help them produce good language.
>
> 2. The acquisition will be better and faster.
>
> 3. Students feel triumphant over their accomplishment because the skills that they acquire make them feel that they can handle the situations in the real life too. (Laudari, 2011, p. 1)

Therefore, all the reasons that have been mentioned before support the use of authentic sources in the classroom.

**How to select authentic materials?**
There are some factors that teachers should take into account when choosing the authentic material they will use. First, the material should be motivating to the students, and the practice that will be done with them should be motivating as well. So, teachers should choose materials that are appealing to students´ interests and needs. Second, teachers have to use things which are as up-to-date as possible or which are of historical interest. Since teachers take old fashion materials into the classrooms, students will not be willing to participate what would affect their learning. Thirdly, the authentic materials must be linked to the aspects that are being studied; it

can be related to the grammar points or functions such as shopping, banking, and getting a job, eating out, etc. Therefore, the factors that have been mentioned before are the ones that teachers should consider at the moment of selecting authentic sources.

**When to use authentic materials?**

Probably some teachers may have the idea that authentic materials can be used just in intermediate and advanced levels, but certain authentic materials can be used with lower levels. For instance, teachers can use menus, audio and video advertising, short news broadcasts, leaflets, etc. When using these materials, teachers have to consider the task they are going to assign; it should be simple and meaningful. A good way to help beginners work with this type of materials is to pre-teach key vocabulary that they need to know. On the other hand, at higher levels the list of materials teachers can use include longer articles, four or five minutes TV or radio news reports, among others. So, authentic sources can be used in any level, yet teachers have to select the right material according to the students´ level (Shepherd, 2004).

**How to use authentic materials?**

To take advantage of authentic materials, teachers should know how to use them. According to Baird´s work (as cited in Al-Musallan, n.d) "authentic materials must be used in accordance with students´ ability". As it has been mentioned before, authentic materials are not graded for the class; however, it does not mean that teachers cannot choose materials according to the students´ level. So, it means that teachers can take into consideration if students can deal with certain material or not, because there are some problems that students can face when they are exposed to this type of materials. For instance, the most common problem that learners face using authentic materials is that they find unknown language, being specific unknown vocabulary. Then, referring to these cases teachers should know how to guide students when they experience this situation; telling them that they do not have to understand everything, that the best strategy to deal with unknown language is to apply reading techniques such as guessing word meaning and making inferences.

Besides that, teachers should know that a very important aspect to consider when presenting authentic materials is the task students will carry out after being exposed to the authentic source. That is why the exercises, questions or any other task students are assigned must be well constructed in order for them to be effective. It means that teachers should assigned tasks that are organized in a way that students can understand what they are going to do and how they are going to do it; for example, using multiple choice, one word answer, or any other type of exercises or tasks regardless students´ level and their abilities (C. Kelly, L. Kelly, Offner &Vorland, 2002).

**Benefits of using authentic materials**

There is no doubt that today English teachers have a lot of choices in terms of teaching materials. To choose them it is necessary to keep in mind that teachers should focus students' attention not only on vocabulary and grammar structures, as traditional methods, but prepare them for real communication where the knowledge of culture is sometimes very important. Thus the use of authentic materials can help solve this issue. According to Alejandro Martinez, M.A., authentic materials provide some of the following benefits:

- Students can face real contexts, as in videos and interviews of famous people.
- Authentic material keeps students informed about news around the world, this add an educational value.
- The material can produce a sense of achievement.
- Books, articles, newspapers, and so on are not conventional teaching materials, for that reason it could produce deferment language styles.
- The same piece of material can be used under different activities if the tasks are different.
- The use of the authentic material creates an ideal teach/practice mini-skills.
- Authentic materials encourage students reading for pleasure. (Martinez, 2002, paragraph 2)

Using authentic materials is not an easy alternative; however, it is a convenient way of improving not only students´ general skills, but also they increase their confidence while speaking the foreign language in real situations. Besides that, by using authentic materials teachers have learning outcomes that they would not have just using the course book. Nevertheless, authentic material sources have to be used once in a while, when teachers find the necessity to reinforce the content of the course book. These materials must be carefully selected and controlled and the exercises out of them must be well-constructed and have a specific purpose in students´ learning.

**What is oral competence?**

Oral competence is defined as the ability to form abstract sentences that are produced and adapted to circumstances at the moment of speaking according to Bygates (2006). Therefore, making rapid decisions and contributions that adequately fit the situation. On the other hand, O'Maley and Valdez (2004) say that oral competence refers to an ability to understand meaning between two or more speakers. Yet another definition by Brown and Yule (2002) considers oral competence as an interactive process where a meaning is built on by producing and receiving processed information.

**Oral competence in English intensive courses**

The syllabus refers to some important guidelines to be taken into consideration in the development of Intermediate Intensive English I courses. It states that the professor will provide opportunities for students to practice the target language, in this case English, by presenting grammar patterns, vocabulary and accents which are not familiar for students. In order to achieve this, the professor will make use of textbooks and hand-outs; but, they will also make use of authentic sources such as: magazines, internet downloads newspapers and videos to make students from this course progress in the development of their oral competence and be in contact with real language as well.

Also, according to the syllabus for Advanced Intensive English I, this course provides students with opportunities to develop their language competence through tasks and activities that will enable students to reach a high level in each of the four language skills: speaking, reading, listening and writing.

Furthermore, when students get a high level of proficiency, they will be expected to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Also, it will be expected that they exchange, check and confirm information and deal with less routine situations. Besides that, students at this level can produce simple connected text on topics, which are familiar, or of personal interest and describe experiences, events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The syllabus also refers to some important points that have been taken into consideration in the development of the Advanced Intensive English I courses. It states that this is a proficiency oriented English course in which materials, in-class and out activities and error correction will aim at helping students to use the target language for authentic communication. However, the professor will make use of authentic materials such as: magazines, lyrics, newspapers, videos, etc. to give students the opportunity to have contact with real language. Also, the teacher will set real-life-like situations so that students have the chance to use the target language to express their own opinions and share their knowledge and experiences.

## III.   TYPE OF STUDY

A correlational study was carried out for this research project. A correlational study is a quantitative method of research in which there are two or more quantitative variables from the same group of subjects. In this research a relationship between two variables are explained and the main goal of this study was to measure the degree of relation between the influence of using authentic materials and the students´ language competence. That is why a correlational study was carried out because two variables were taken into account. It measured how the two variables were related to the same subject. The variables were: The use of authentic materials (Independent Variable) and its effects on the development of students' oral competence (Dependent Variable). In this correlational study, some aspects of the phenomenon under study were presented, such as why to use authentic materials, when to use them, what they are, how to choose them, and their influence on students´ oral competence.

# IV.  HYPOTHESES

1. The use of authentic materials in the classroom helps students to achieve a better understanding of the target language.

| Independent variable: | Dependent variable: |
|---|---|
| *Authentic materials* | *A better understanding of the target language* |
| **Conceptual definition:** Texts designed for the speakers of the language while not for language students, but for the speakers of the language in question | **Conceptual definition:** Comprehension students show by giving appropriate responses when they are exposed to real language |
| **Operational definition:** They was measured by taking into account which authentic materials have been used | **Operational definition:** This variable was measured through the results gotten from the data collection instruments: survey, interview to teachers and observation |

2. The use of authentic materials leads students to develop a better oral competence efficiently.

| Independent variable: | Dependent variable: |
|---|---|
| *Authentic materials* | *A better oral competence* |
| **Conceptual definition:** Texts designed for the speakers of the | **Conceptual definition:** Good output from the students (fluency, |

| language while not for language students, but for the speakers of the language in question. | accuracy, good use of vocabulary, idioms, and grammar). |
|---|---|
| **Operational definition:**<br><br>They was measured by taking into account which authentic materials have been used | **Operational definition:**<br><br>This variable was measured through the observation process in the intensive courses, by observing the effects that the use of this type of material has on students' oral performance. |

# V.    RESEARCH DESIGN

The term "design" refers to the plan or strategy that helps the researcher to answer the research questions. This design determines what the researcher must do to achieve the research objectives, to answer the research questions and to analyse the certainty of the hypothesis.

In this project, the research design that was conducted is "the non-experimental", since the variables were not manipulated and the investigators observed phenomena as given in its natural context, and then the complete data was analysed. Also, the participants were observed in their real environment, so data could not be manipulated.

A non-experimental research can be divided into trans-sectional and longitudinal studies. In this case, a trans-sectional correlational research was developed and it has as objective to describe the relationships between two or more variables in a determined moment. As it was established in the type of the study, the correlational type has to show how the relationship between the uses of authentic materials and its effects on the development of students' oral competence are interrelated. Besides, descriptions were also given but not of individual variables, but of their relationships. All in all, it is necessary to highlight that the two variables were described to know the relationship both had between them and how they were interrelated.

# VI.    POPULATION AND SAMPLE

## A. Population:

The selection of the population and sample of this research was Non-probabilistic Sample since it was oriented to two specific groups of the English intensive courses. A non-probabilistic Sample was not a product of a randomized selection process. In a non-probabilistic sample population is usually selected on the basis of their accessibility or by the purposive personal judgment of the researchers. The total population to carry out this research was: four groups of Intensive Intermediate English I and the four ones from Advance Intensive English I, having a total of two hundred twenty six students.

| Groups | Subjects | No. of Students | Schedule | Days |
|--------|----------|-----------------|----------|------|
| 01 | **Intensive Intermediate English I** | 19 | 6:15 – 8:00 a.m. | Monday to Thursday |
| 02 | | 33 | 10:00 – 12:00 m. | Monday to Thursday |
| 03 | | 36 | 1:00 – 3:00 p.m. | Monday to Thursday |
| 01 | **Advanced Intensive English I** | 26 | 6:15 – 8:00 a.m. | Tuesday to Friday |
| 02 | | 37 | 10:00 – 12:00 m. | Tuesday to Friday |
| 03 | | 40 | 1:00 – 3:00 p.m. | Tuesday to Friday |
| 07 | | 35 | 5:00 – 7:00 p.m. | Tuesday to Friday |
| **Total  of students** | | 226 | | |

## B. Sample

The sample of this research was conducted with the group zero-three from the Intensive Intermediate English I; in this group there were thirty-six students. The other

was the group zero-three from Advanced Intensive English I; in this group there were forty students. Both groups were from Bachelor in English Teaching at the Foreign Language Department, University of El Salvador year 2014, having a total of seventy-six students.

These courses were chosen taking into account some criteria. For example, the students' characteristics as units that represented the entire population and that they were the most suitable and convenient to work with. Also at these levels, students needed to receive a lot of "appropriate" input so that the skills they were developing in the use of the new language was developed in the best way possible. The focus of this study was the development of the students' oral skill in the learning process by using authentic materials, according to the syllabus of these subjects all the groups were exposed to the authentic materials. Besides that, the schedules of the courses were chosen because classes from both groups were at the same time but different days. Also, the two groups selected as the sample for this research were the ones that had more students. Finally, the teachers who were in charge of these courses approved this research proposal and they agreed to participate in it.

| Groups | Subjects | No. of Students | Schedule | Days |
|--------|----------|-----------------|----------|------|
| 03 | **Intensive Intermediate English I** | 36 | 1:00 – 3:00 p.m. | Monday to Thursday |
| 03 | **Advanced Intensive English I** | 40 | 1:00 – 3:00 p.m. | Tuesday to Friday |
| **Total of students** | | **76** | | |

# VII.   DATA GATHERING PROCESS

## A.  Data gathering plan

The data collected took some steps. First, the researchers interviewed the two professors teaching the two selected intensive courses. This interview had six questions where the teachers provided their comments. Then, it was necessary to investigate how many groups and students were in those courses at the Foreign Language Department based on the registration process that had recently took place and then select the amount of students that were going to represent the sample of this research. Then, a survey was administrated to the sample selected, they were from a group from Intensive Intermediate English I and a group from Advanced Intensive English I. After that, there was an observation process. In order to do it, a check list was used as a tool to gather necessary and important information that contributed to this investigation to confirm the results gotten from the interviews and the survey. Finally the results were analyzed to get the answer to the research question of this research. The observation process last twelve hours and the two groups from the intensive courses were observed.

## B.  Research instruments

In order to get the data, three types of instruments were used. The first one was an interview administered to the teachers in charge of the groups that participate in the research. The second one was the survey that students form Intensive Intermediate English I and Advanced Intensive English answered according to their experiences on the use of authentic materials in class. The last instrument was used to observe different classes in order to verify the information gotten from the two previous instruments.

**Teachers' interview structured**

**"The use of authentic materials and its effects on the development of students' oral competence of students from intensive courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador year 2014"**

**Objective:** Find out to what extent the use of authentic materials helps students to reach a better oral competence

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

1. Do you use authentic material frequently in class? And why?
   _____
   _____
   _____

2. What type of authentic materials do you use?
   _____
   _____
   _____

3. What is the perception students have about the authentic materials used in class? Are they easy or difficult to understand for students?
   _____
   _____
   _____

4. Does the use of authentic materials facilitate the teaching and learning process? And how?

_____
_____
_____

5.  Does the use of authentic materials motivate the students to use the target language and participate in class?

_____
_____
_____

6. What are some effects/outcomes of using authentic materials in class?

_____
_____
_____

7. In what part of the class, presentation, practice or production, do you use authentic materials?

_____
_____
_____

8. What types of activities are develop based on the authentic materials?

_____
_____
_____

***University of El Salvador***

***School of Arts and Sciences***

***Foreign Language Department***

**Survey for the students**

**"The use of authentic materials and its effects on the development of students' oral competence of students from intensive courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador , year 2014"**

**Objective:** Find out to what extent the use of authentic materials helps students to reach a better oral competence

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

**Directions**: Select the option that best applies to you in each question and/or statement.

**Gender:** M ☐    F ☐    **Intermediate course** ☐    **Advanced course** ☐

<u>**Part I.  Authenticmaterials**</u>

1. Did you know the meaning of authentic materials?    YES ☐    NO ☐

2. Does your teacher take authentic materials into the classroom?  YES ☐    NO ☐

3. What kind of materials does your teacher bring into the classroom?

| Magazines | ☐ | Menus | ☐ | Films | ☐ |
| Interviews | ☐ | Brochures | ☐ | Others | ☐ |
| Newspaper articles | ☐ | Advertisements | ☐ | | |

4. How often does your teacher use authentic materials in class?

Never ☐           Rarely ☐

Sometimes ☐          Always ☐

5. What kind of authentic materials do you prefer your teacher use in the classroom?

Magazines ☐          Menus ☐          Films ☐

Interviews ☐          Brochures ☐          Others ☐

Newspaper articles ☐          Advertisements ☐

6. What is your opinion about the materials the teacher takes into the classroom?

Interesting ☐          Boring ☐

Good ☐          Very good ☐

7. Is it easy to understand the language presented in the authentic materials?

YES ☐          NO ☐

8. Does the use of authentic materials help you to understand better the contents/topics in class?

YES ☐          NO ☐

## Part II.  Considerations about the use of authentic material

9. Does the use of authentic material encourage you to participate, share your ideas and ask about the topic in class? YES ☐          NO ☐

10. Does the authentic material used by the teacher fit properly into the topic/ lesson being developed in class?          YES ☐          NO ☐

11. Do you consider the implementation of authentic materials in class 'useful' for you to know and     understand how language is used in other contexts of real life communication?

YES ☐          NO ☐

12. Do you learn new vocabulary and grammar patterns when you use authentic materials?

YES ☐          NO ☐

13. Do you think that listening to native speakers helps you to improve your pronunciation when using listening exercises? YES ☐          NO ☐

14. Do the authentic materials that the teacher uses in the classroom fulfill your language needs and interests?          YES ☐          NO ☐

15. Do you prefer to read English authentic texts rather than the reading passages in the textbook?          YES ☐          NO ☐

16. Do you consider important to combine the use of a course book with the use of authentic sources in order to develop your oral competence in a better way?

YES ☐          NO ☐

## Part III. Using authentic materials in class

17. Does the use of authentic materials encourage you to speak in English in class?

YES ☐          NO ☐

18. Do you feel English class is motivating when authentic materials are used?

YES ☐          NO ☐

19. Do you consider important the use of authentic materials in class?

YES ☐          NO ☐

20. How do you consider your learning process when using authentic materials in class?

Very difficult ☐          Difficult ☐

Easy ☐          Very easy ☐

21. Does the use of authentic material help you to improve your English fluency?

YES ☐          NO ☐

22. Does the use of authentic material in the classroom have a good effect in your oral skill?

YES ☐          NO ☐

23. Does the use of authentic materials in class help you to have a good oral performance in and outside the classroom?          YES ☐          NO ☐

24. What are the effects of using authentic materials in class?

Helps you to improve your oral skill ☐

Helps you to improve your reading skill ☐

Helps you to improve your grammar ☐

It does not help in anything in your learning process ☐

25. Do you recommend the authentic materials for your next English classes?

YES ☐          NO ☐

**UNIVERSITY OF EL SALVADOR**
**SCHOOL OF ARTS AND SCIENCES**

**FOREIGN LANGUAGE DEPARTMENT**

### Class observation guide

**Objective:** To find out to what extent the use of authentic materials helps students to reach a better oral competence from the intensive courses of Bachelor in English Teaching at the Foreign Language Department in the University of El Salvador, year 2014.

| CRITERIA | YES | NO | OBSERVATION |
|---|---|---|---|
| The teacher uses authentic material in class. | | | |
| The students participate in the activities using authentic material. | | | |
| The students speak English during the activities using authentic materials. | | | |
| The authentic materials are appropriate for the topic. | | | |
| The students seem to be motivated to speak in English when authentic material is being used. | | | |
| The authentic materials used in class are interesting for the | | | |

| | | | |
|---|---|---|---|
| students. | | | |
| The teacher gives clear instructions before developing the activities using authentic materials. | | | |
| The students participate at the moment of asking questions or eliciting information | | | |
| The authentic materials used in class are appropriate for the students' level of proficiency. | | | |
| Do all the tasks based on the authentic material encourage students to participate and speak in English? | | | |
| Do the students have problems understanding the content of the authentic material? | | | |
| Is the authentic material used in the different stages of the PPP process? | | | |

# VIII. DATA ANALYSIS

## A. Statistical Procedure

To analyze the data, the first step to be followed was a careful revision of the survey to identify any problem and to familiarize with the information. Second, to organize in codes, assign numbers to the different questions and categories. These categories were gotten from the different aspects that have been included in the theoretical framework. The third step was to take the data into a data base, in this case SPSS, creating a data base which is based on the questions and answers of the survey (variables), and inserting the data into the charts; in which each row was assigned for a single question and each column was assigned for the answers of each question. Finally, since the data were quantitative, in order to analyze them, some graphics were done. After that, each question of the instrument was done, it means univariate analysis took place; and also by comparing two variables, bivariate analysis was done as well. (Serpa& Rojas, 2012)

## B. Data analysis

In this section it is presented three different analyses: the univariate analysis, the bivariate analysis and a comparative chart. The first one was the analysis in detail of the graphs one by one to have a general idea of the students' answers through the survey. The second one was the analysis of the graphs taking into account two variables which were related and the correlation that one of the variables had over the other one was studied; and the last one was a chart in which the results of the three instruments were compared. These analyses helped to get a final result and the answers to the research questions.

# 1. UNIVARIATE ANALYSIS

## Graph 1. Gender
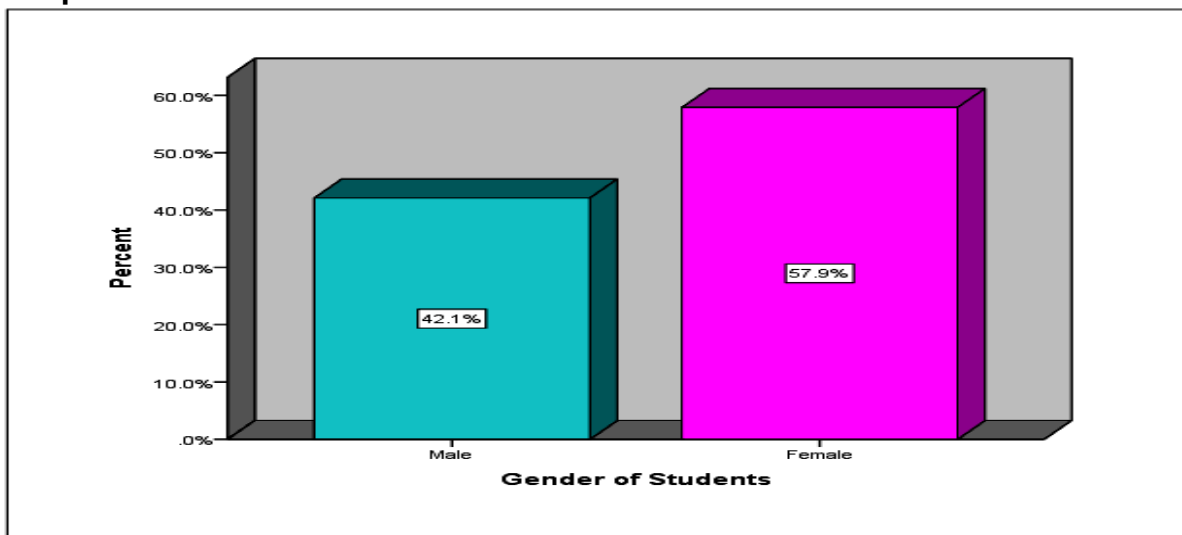
As it is shown in this graph, most of the opinions were given by female that represented the 57.9% of the students. While, 42.1% of the students represented male population.

## Graph 2. Course
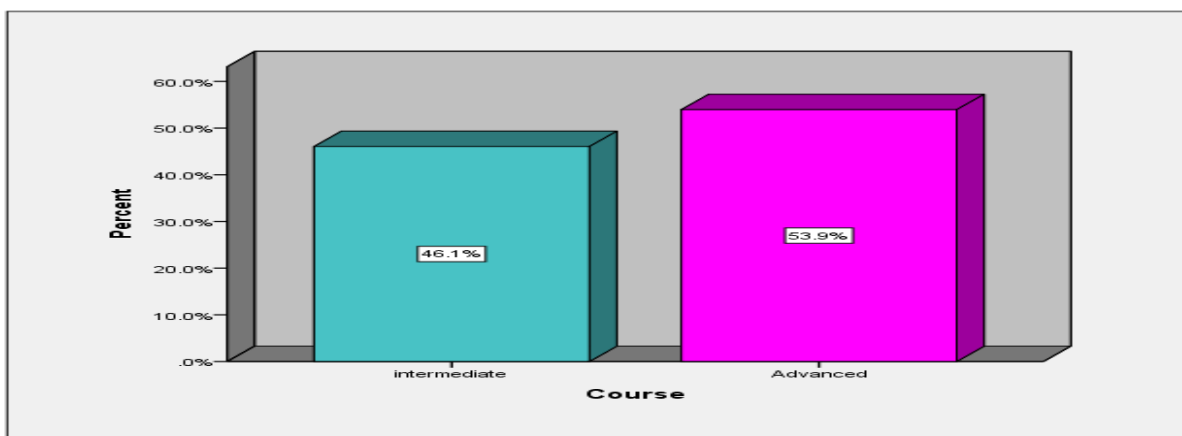
As it can be seen in this graph, the students from Advance Intensive English I represented most of the population, in this case, the 53.9% of students. While the students from Intermediate Intensive English I represented the 46.1% of the population taken for this research.

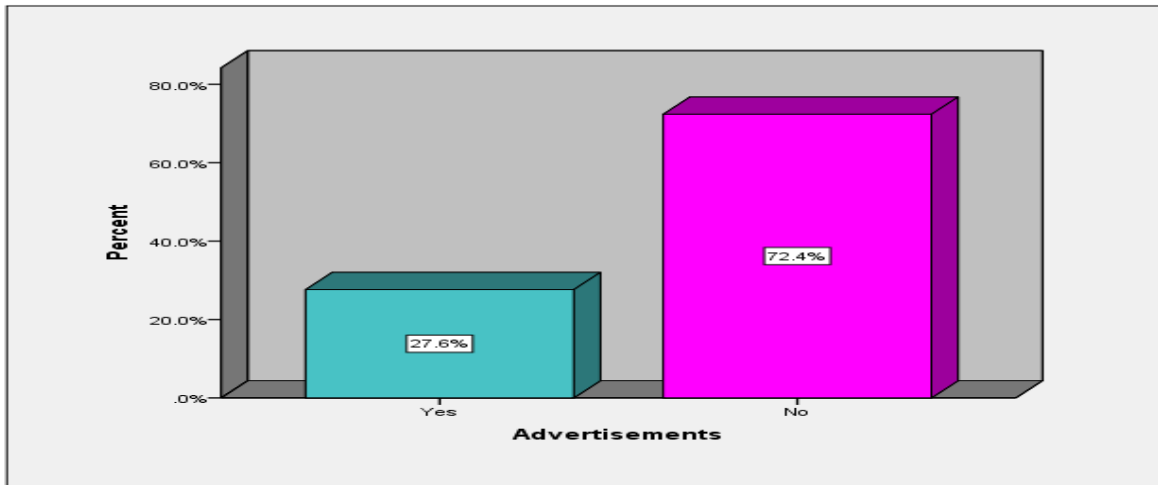**Graph 3. Did you know the meaning of authentic materials?**
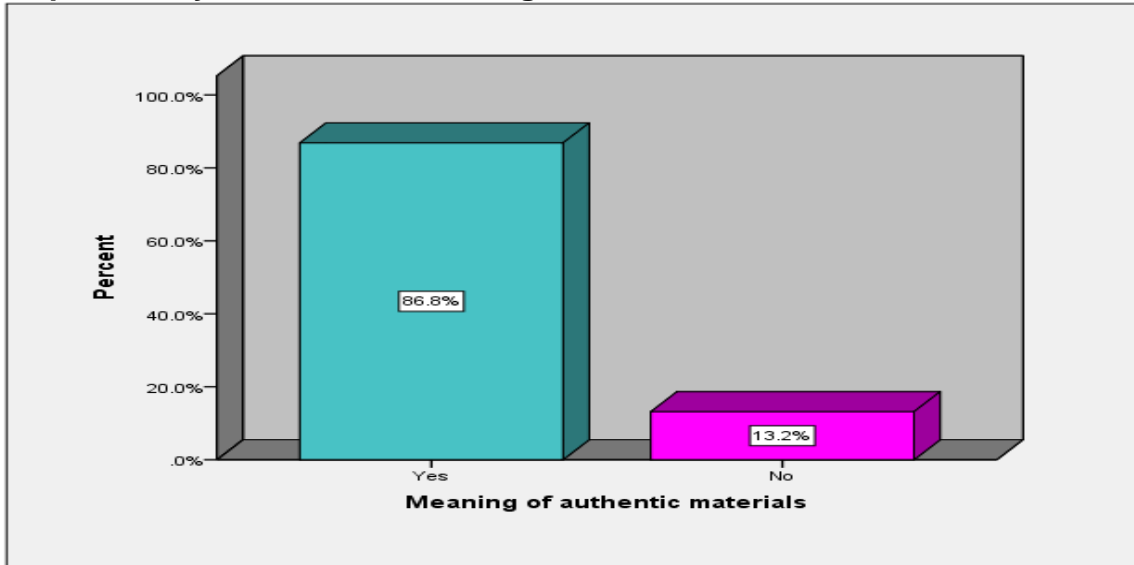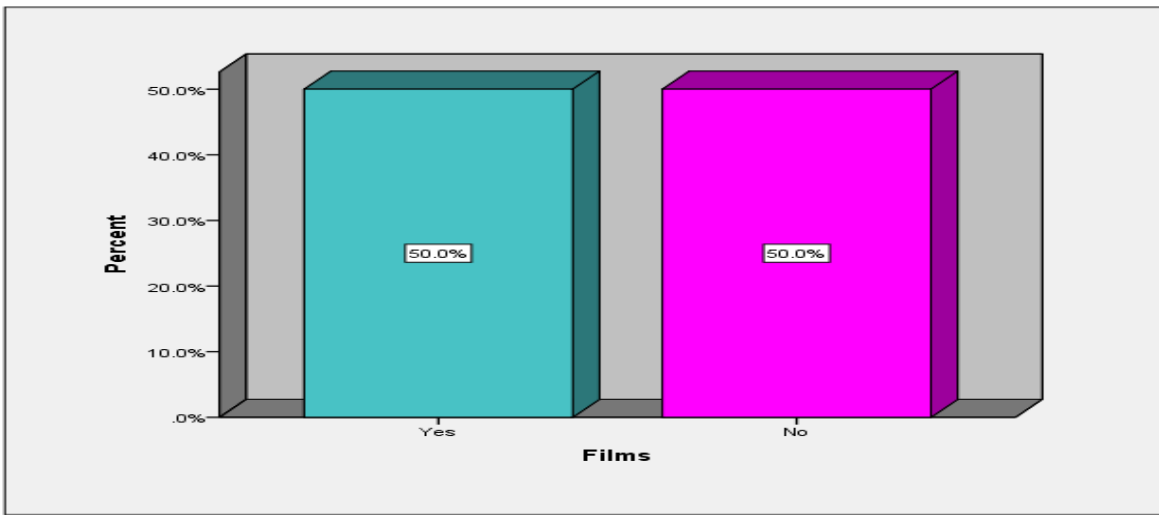


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it can be noted, most of the students , in this case, 86.8% already knew the meaning of authentic materials and just 13.2% of the population did not know the meaning of this kind of materials.

**Graph 4. Does your teacher take authentic materials into the classroom?**
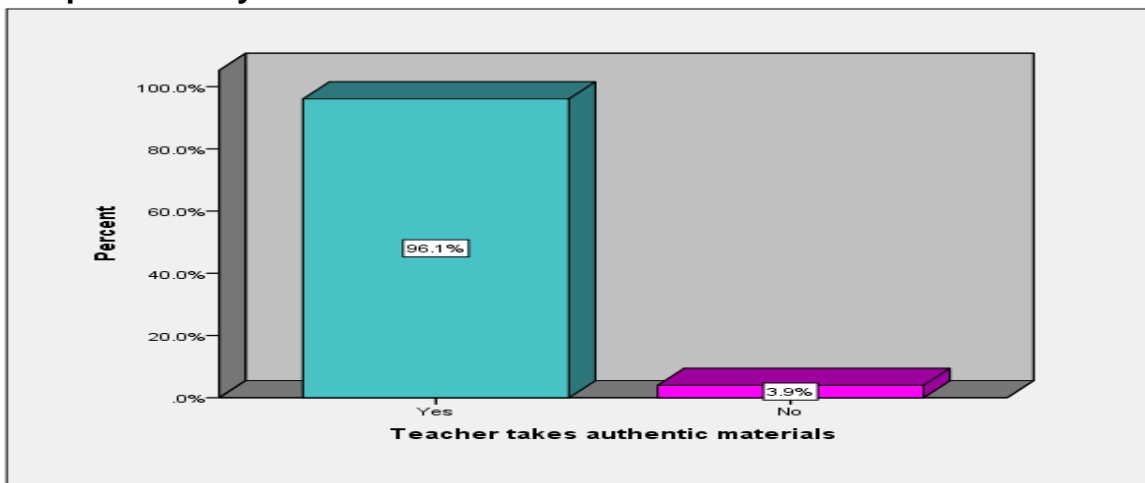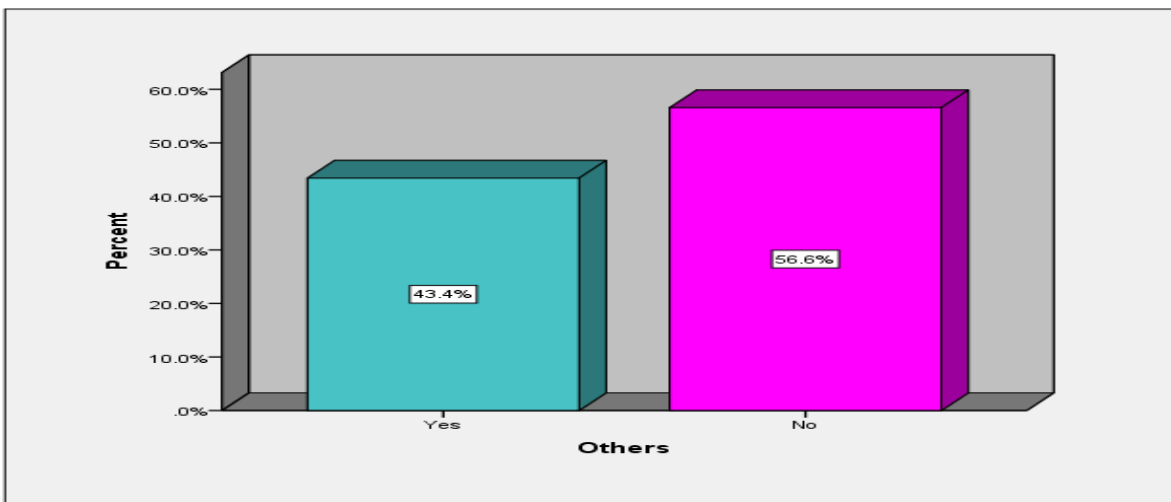


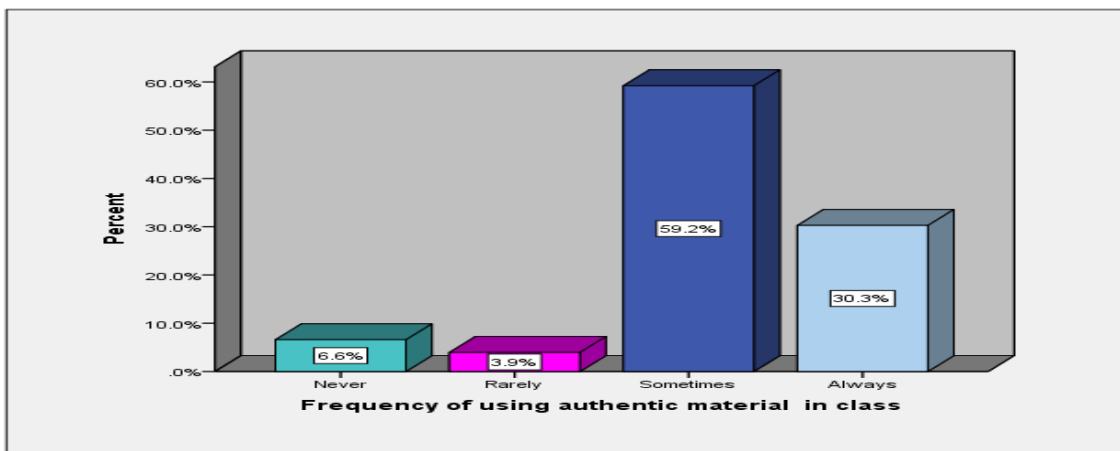Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As this graph represents, 96.1% of the students said that the teacher takes authentic materials into the classroom. However, 3.9% of the population said that their teacher do not take this kind of sources into the classroom.

**Graph 5. What kind of materials does your teacher bring into the classroom?**
   **A. Magazines**
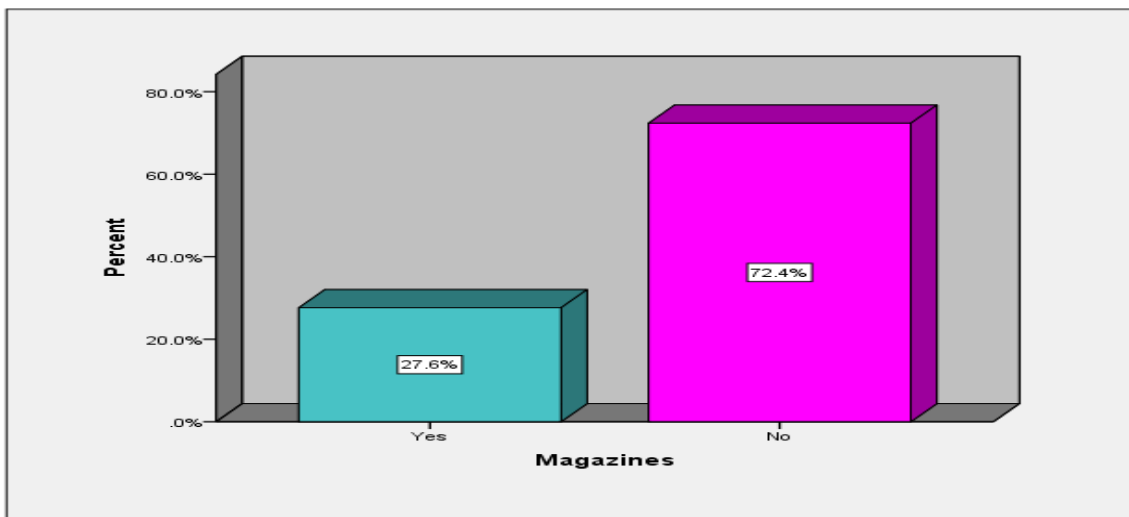
In this graph, it can be noted that 27.6% of the students selected the option "magazines" as the kind of material that the teacher brings into the classroom.

**Graph 6.**

   **B. Interviews**
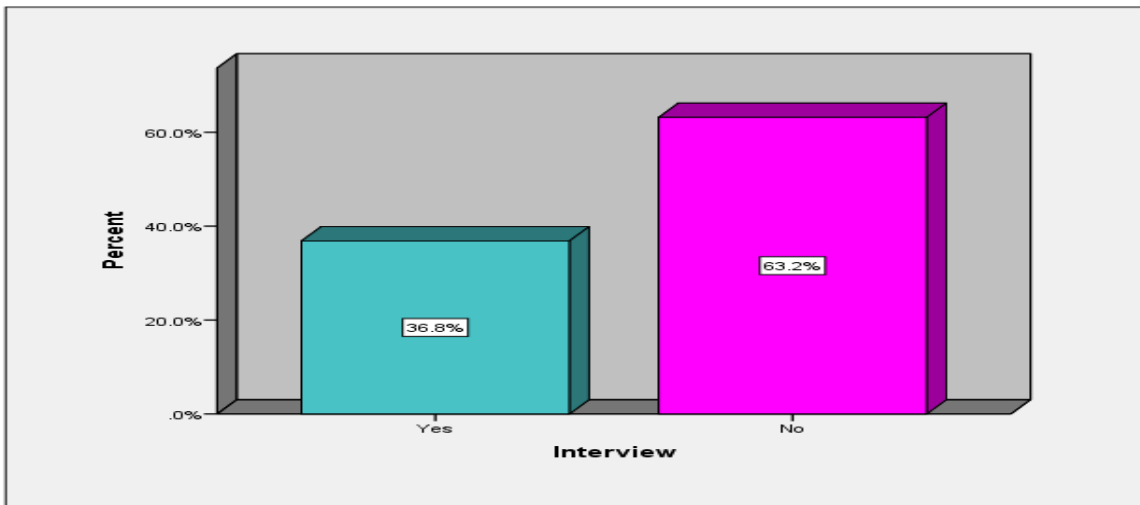
As it is represented in this graph 63.2% of the students selected the option "interview" as one of the authentic materials the teacher uses into the classroom.

**Graph 7.**

### C. Newspaper articles
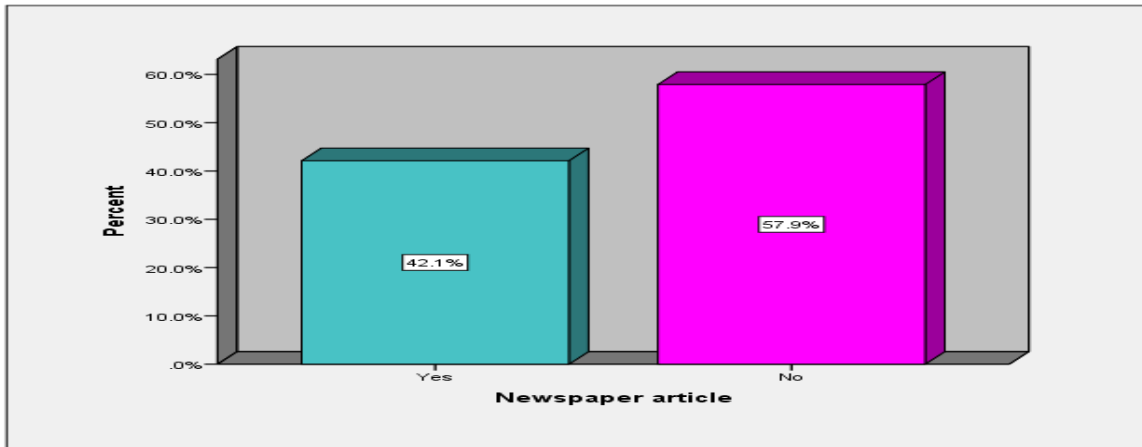
As observed in this graph 42.1% of the students chose "newspaper article" as one of the options of authentic materials used into the classroom. However, 57.9% of the students do not chose this option; therefore this kind of material is not used in their English classes.

**Graph 8.**

### D. Menus
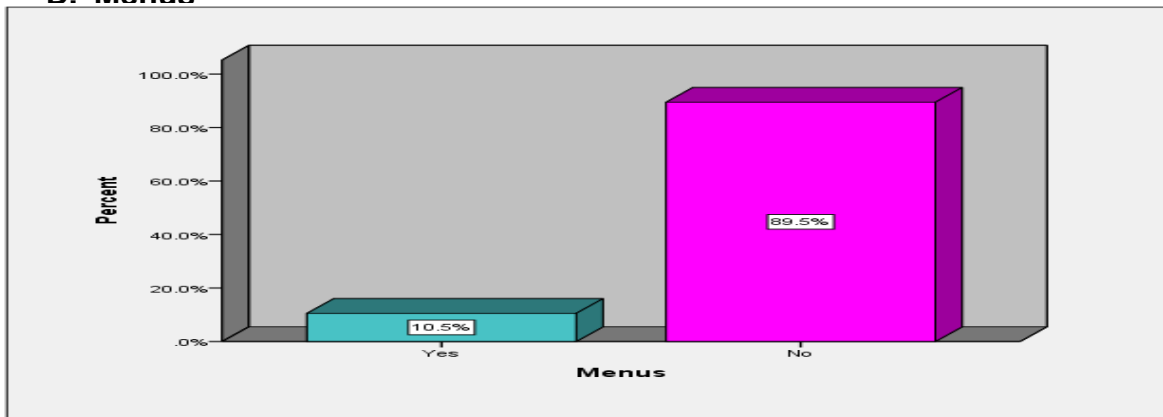
As it can be seen most of the students, in this case, 89.5% expressed that "menus" are not brought and used into the classroom. However, 10.5% of the students expressed that "menus" are brought by the teacher into the classroom.

**Graph 9.**

### E. Brochures
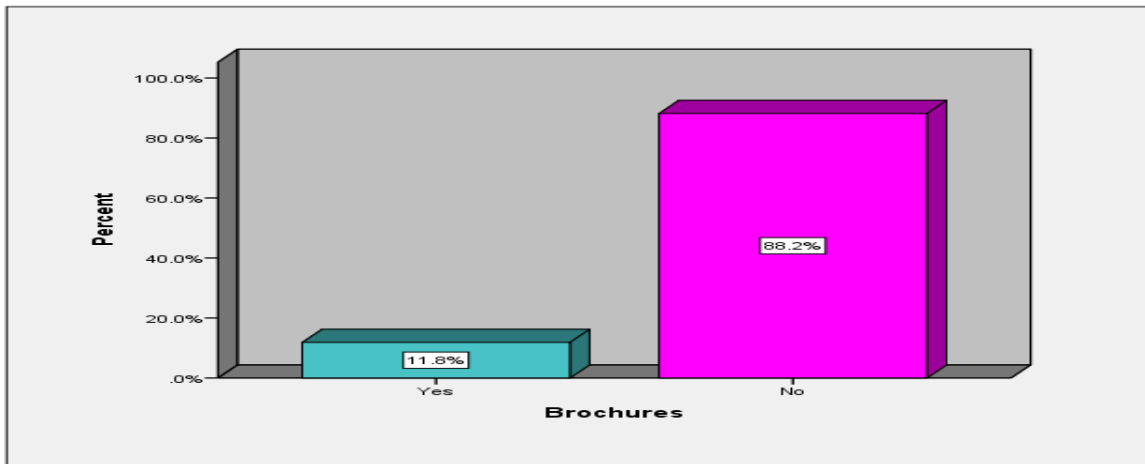
As it can be noted, 88.2% of the students selected "brochures" as materials that the teacher does not bring into the classroom and 11.8% answered that their teacher takes brochures as an authentic source into the classroom.

**Graph 10.**

### F. Advertisements

In this graph, it is observed that 72.4% of students expressed that "advertisements" are not brought by the teacher into the classroom, but; 27.6% of the students said that the teacher takes advertisements as an authentic source into the classroom.

**Graph 11.**
   **G.  Films**

As it is seen in this graph, 50% of the population expressed that "films" are brought by the teacher into the classroom; while the other half said the teacher does not bring this kind of authentic source into the classroom.

**Graph 12.**
   **H.  Others**

As it is shown in this graph, 43.4% of the students expressed that the teacher takes authentic sources different from the ones before mentioned.

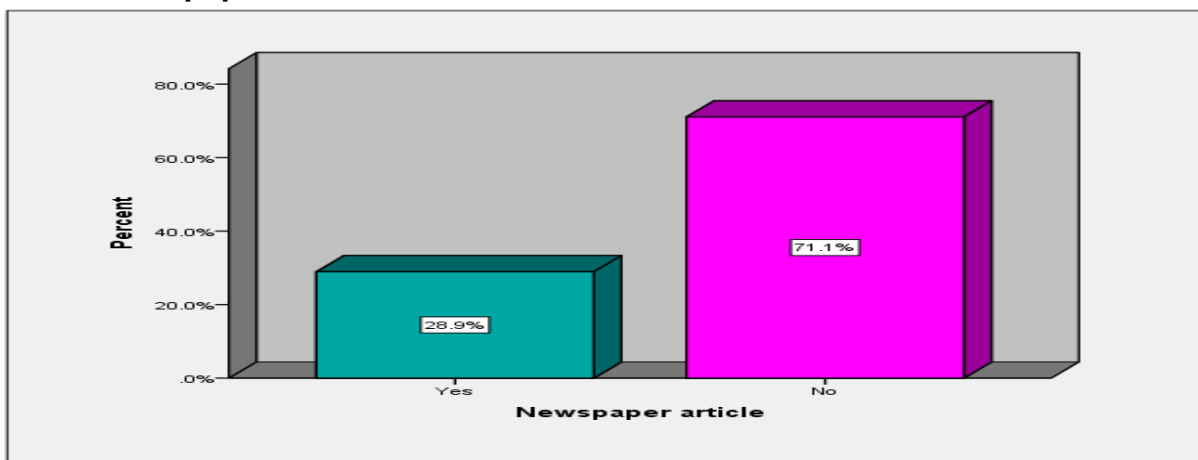**Graph 13. How often does your teacher use authentic materials in class?**



Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014.

As this graph represents 59.2% of the students said that authentic material is used "sometimes" in class, while 30.3% of them expressed that the teacher "always" uses authentic material in class and 6.6% of them said this kind of sources is "never" used in class. While a few students, in this case, 3.9% said authentic materials are "rarely" used by the teacher.

**Graph 14. What kind of authentic materials do you prefer your teacher use in the    classroom?**

**A. Magazines**
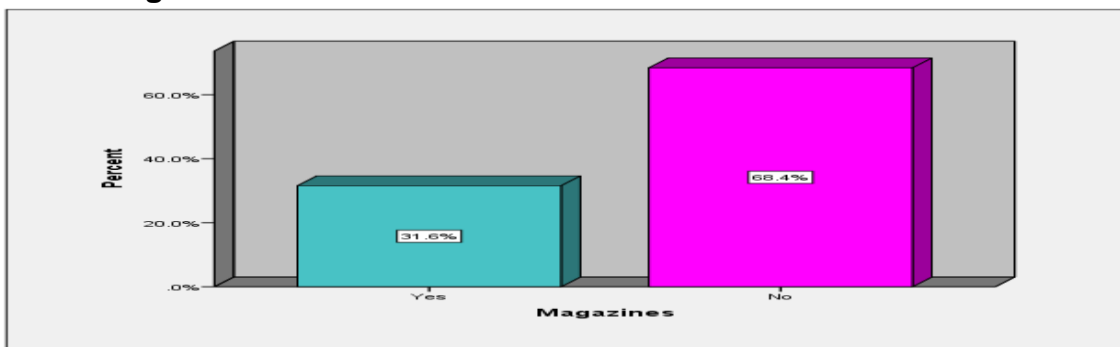


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it is shown in this graph that 31.6% of the students expressed that they prefer "magazines" as authentic material the teacher uses in class. But, 68.4% of them do not show preference for this kind of sources.

41

**Graph 15.**

### B. Interview
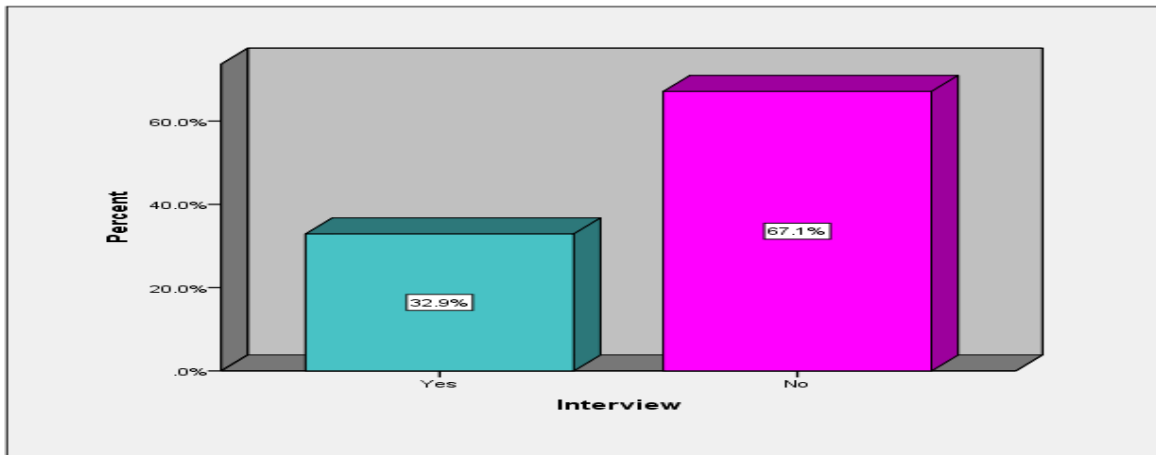
This graph represents that the 32.9% of the students prefer "interviews", as authentic source used in class, however; 67.1% of the students did not consider this one as their favorite.
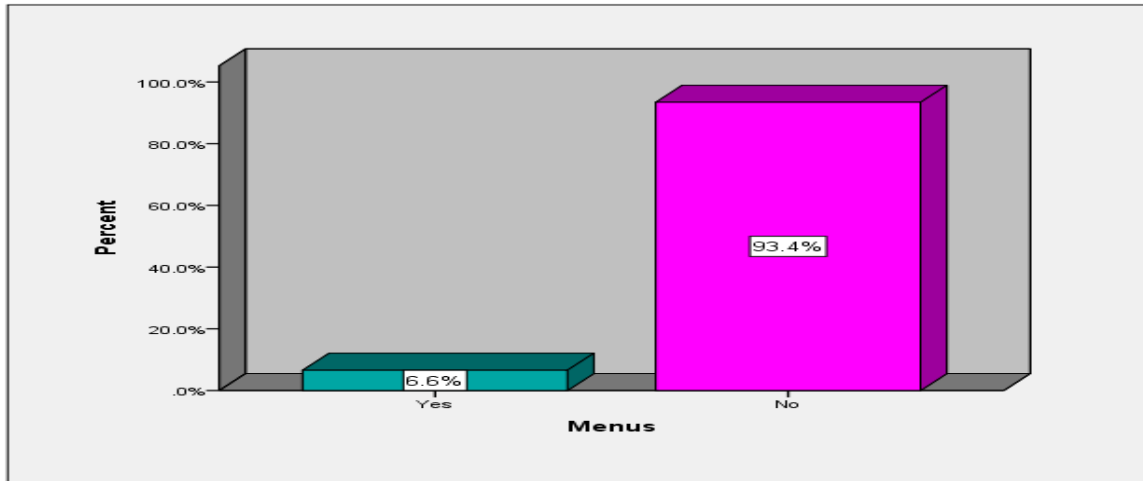
**Graph 16.**

### C. Newspaper article

This graphic shows that the 28.9% of students prefer "newspaper article" in the class as authentic material and the 71.1% did not selected newspaper articles as their preference.
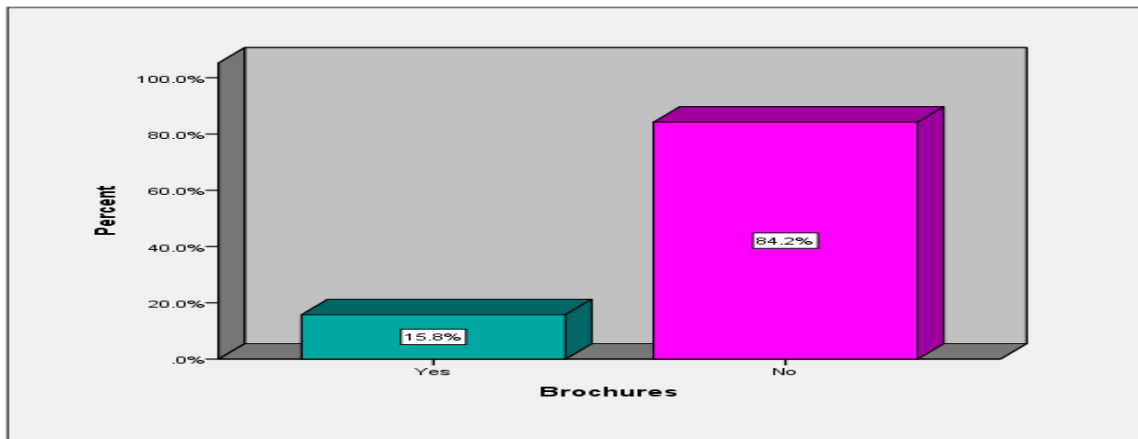
**Graph 17.**
   **D. Menus**

This graph represents that the 6.6% of the students answered that they prefer "menus" as authentic materials used in the class and the 93.4% of the students answered that they do not prefer this type of material.
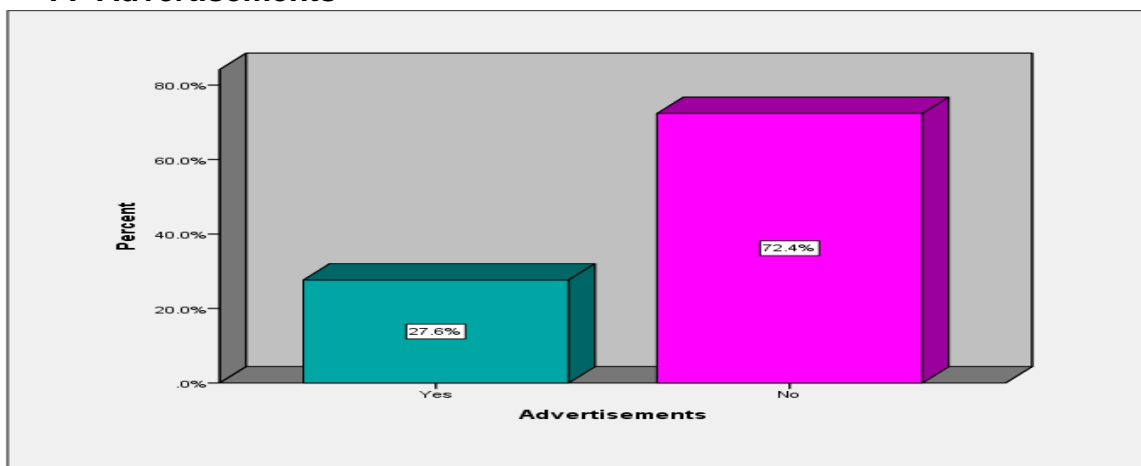
**Graph 18.**
   **E. Brochures**

As it is noted in this graph 15.8% of the students said that they prefer the teacher brings "brochures" to the class, on the other hand the 84.2% said they do not prefer them.
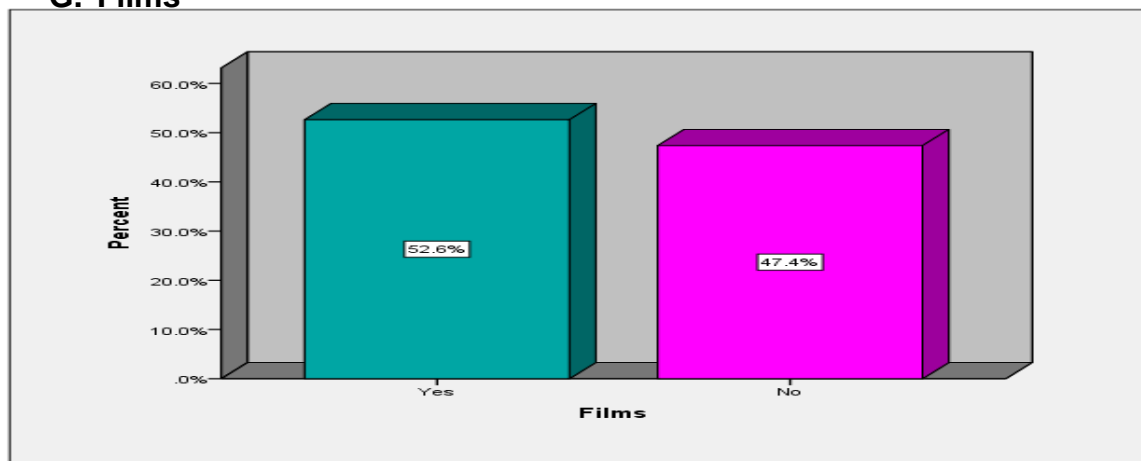
**Graph 19.**

### F. Advertisements

It is represented in this graph that "advertisements" was selected for the 27.6% of the students that participated in the survey and the 72.4% did not select advertisement as their preference.
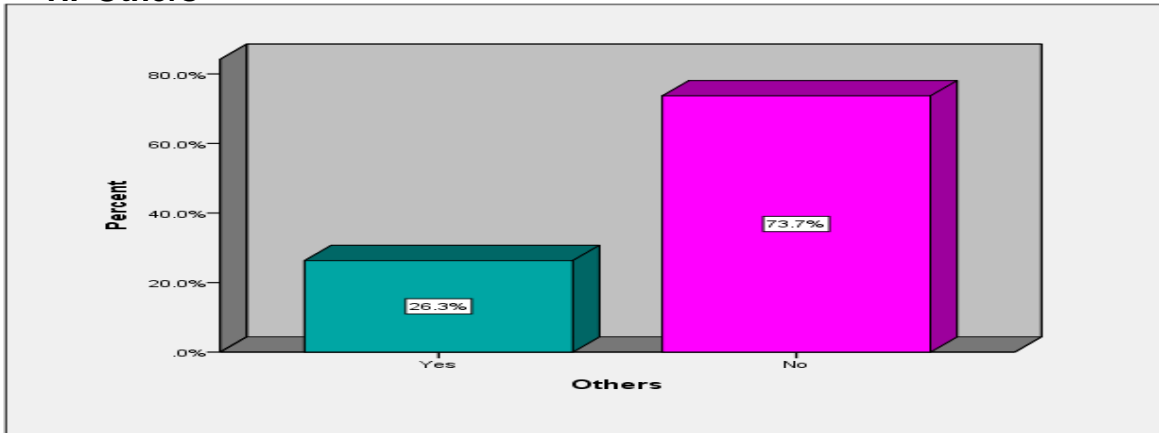
**Graph 20.**

### G. Films

It is noted in this graph that "films" was chosen for the 52.6% as one of the authentic material students prefer to use in class and the 47.4% of them did not choose this authentic material as their favorite.

**Graph 21.**
   **H. Others**

As it can be seen in this graph, the 26.3% of the students selected "other" as their preference of authentic materials the teacher uses in the classroom, and the 73.7% of them did not select this type of materials as their preference.

**Graph 22. What is your opinion about the materials the teacher takes into the classroom?**
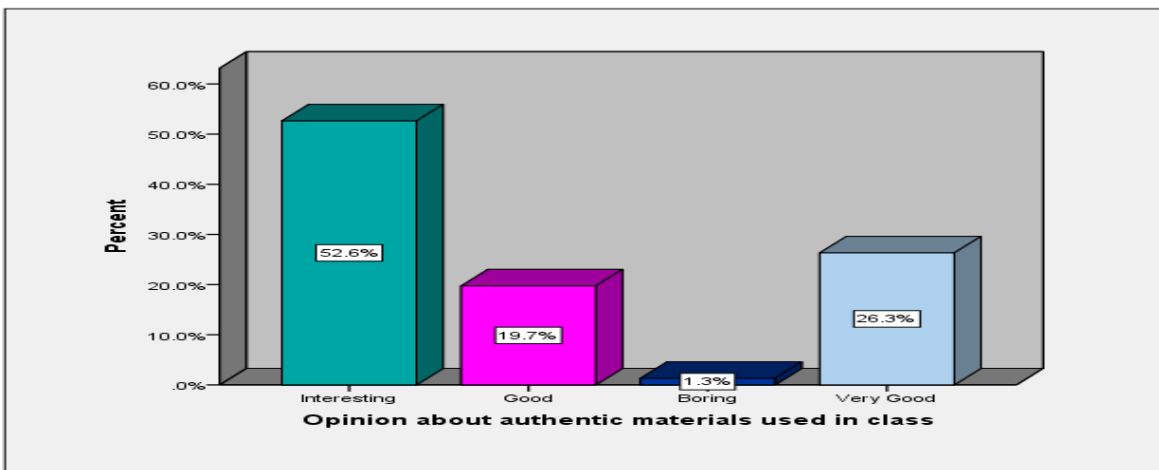
This graphic shows that the 52.6% of the students considered that the material the teacher takes into the classroom is "interesting"; while the 19.7%said that it is "good"; the 1.3% of them answered that the material is "boring" and the 26.3%considered is "very good".

**Graph 23. Is it easy to understand the language presented in the authentic materials?**
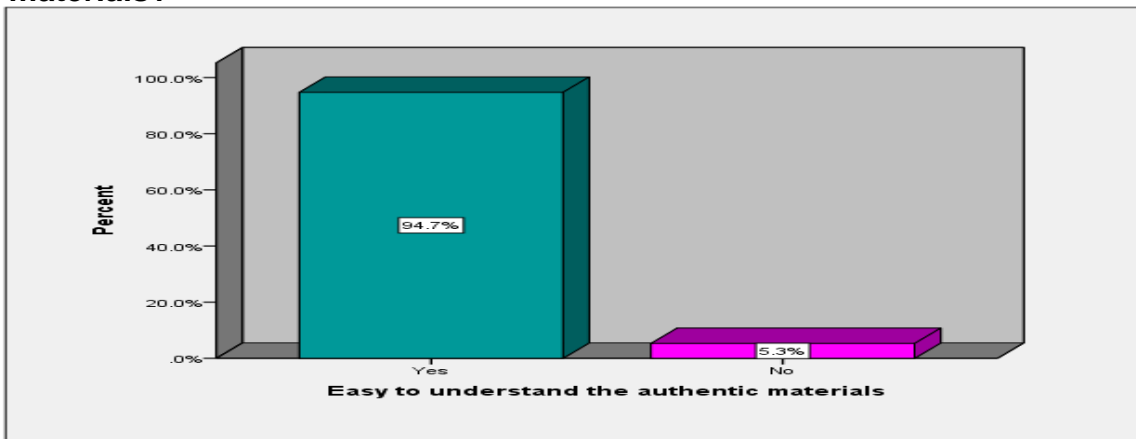
As it can be represented in this graph the majority of the students think that the language presented in the authentic materials is easy to understand since that the 94.7% said "yes"; on the other hand the 5.3% expressed that it is not easy to understand.

**Graph 24. Does the use of authentic materials help you to understand better the contents/topics in class?**
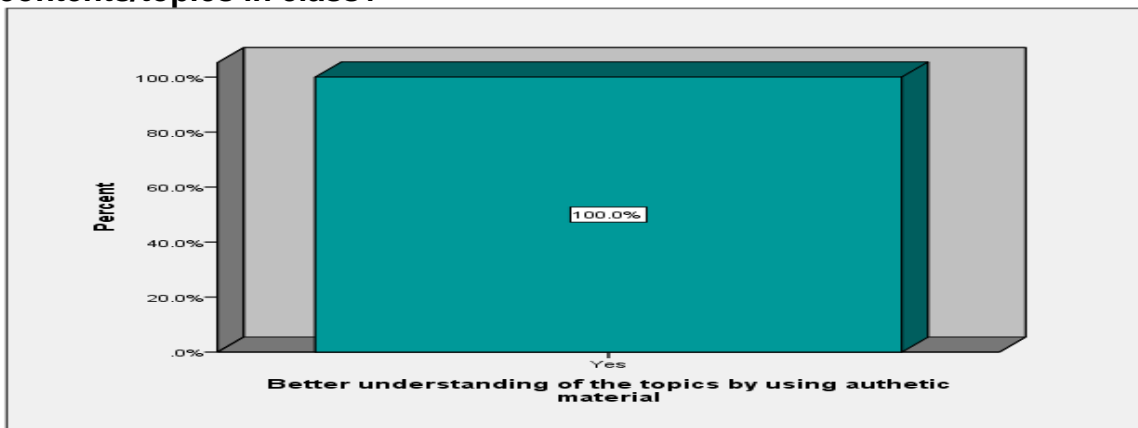
The graphic shows that all the students consider that the use of authentic materials help them to understand better the topics studied in class since the 100% answered "yes" and none of them said "no".

**Graph 25. Does the use of authentic material encourage you to participate, share your ideas and ask about the topic in class?**
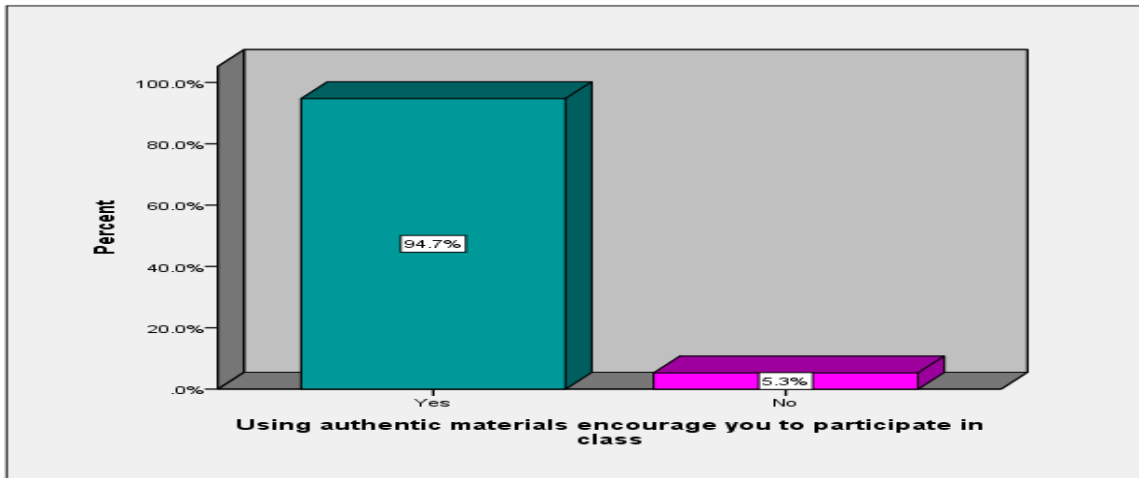
As it is shown in this graphs, the 94.7% of the students answered that the use of authentic materials encourage them to participate more and share their ideas in class and only the5.3% of them said "no".

**Graph 26. Does the authentic material used by the teacher fit properly into the topic/ lesson being developed in class?**
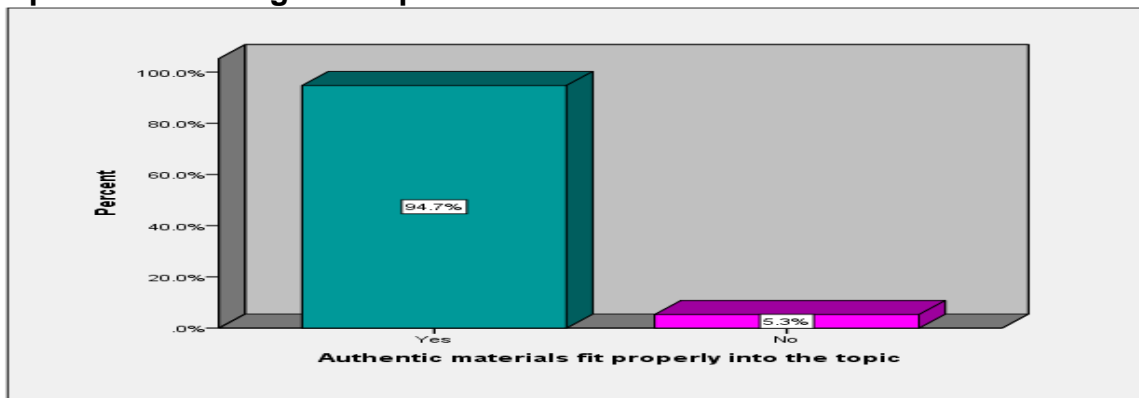
This graphic shows that the 94.7% of the students considered that the authentic material used by the teacher fit properly into the topic/lesson being develop in class but the 6.3%of them do not considered the same since their answer was "no".

**Graph 27. Do you consider the implementation of authentic materials in class 'useful' for you to know and understand how language is used in other contexts of real life communication?**
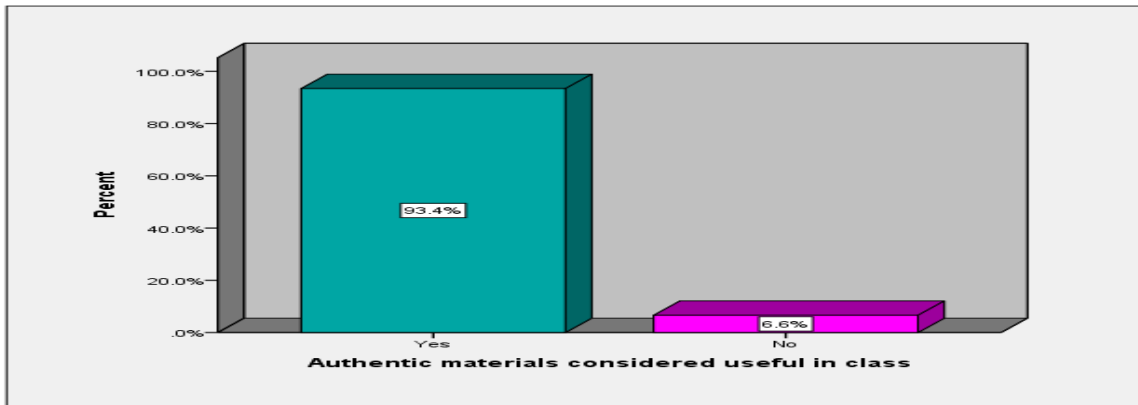
It can be noted in this graph that many of the students considered that the implementation of authentic materials in class is useful to know and understand how the language is used in other contexts of real life communication since the 93.4% answered yes and the 6.6% of them answered "no".

**Graph 28. Do you learn new vocabulary and grammar patterns when you use authentic materials?**
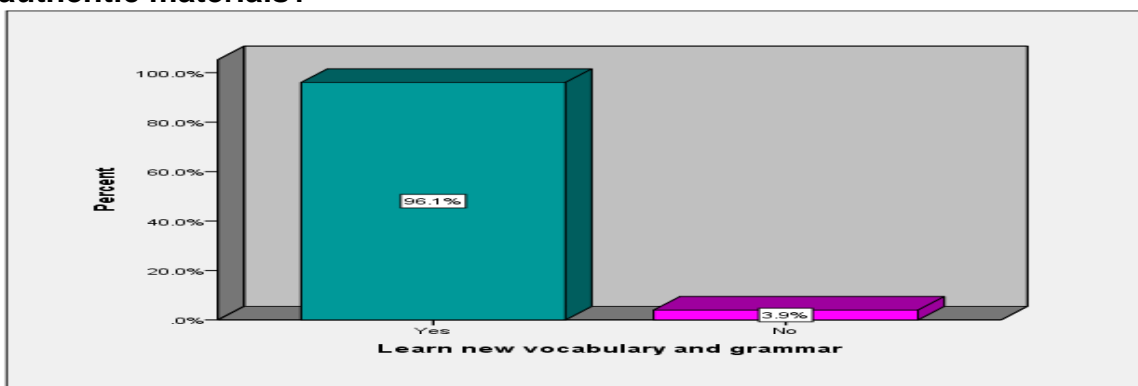
This graph shows that using authentic materials students learn new vocabulary and grammar patterns. The 96.1% of them selected "yes" and just few, represented by the 3.9%,did not consider the use of authentic materials as a way of learning new vocabulary and grammar.

**Graph 29. Do you think that listening to native speakers helps you to improve your pronunciation when using listening exercises?**

In this graph it can be seen that the 92.1% of the students considered that listening to native speakers help them to improve their pronunciation when using listening exercises, on the other hand the 7.9% of them did not consider that listening native speaker help them to improve their pronunciation

**Graph 30. Do the authentic materials that the teacher uses in the classroom fulfill your language needs and interests?**
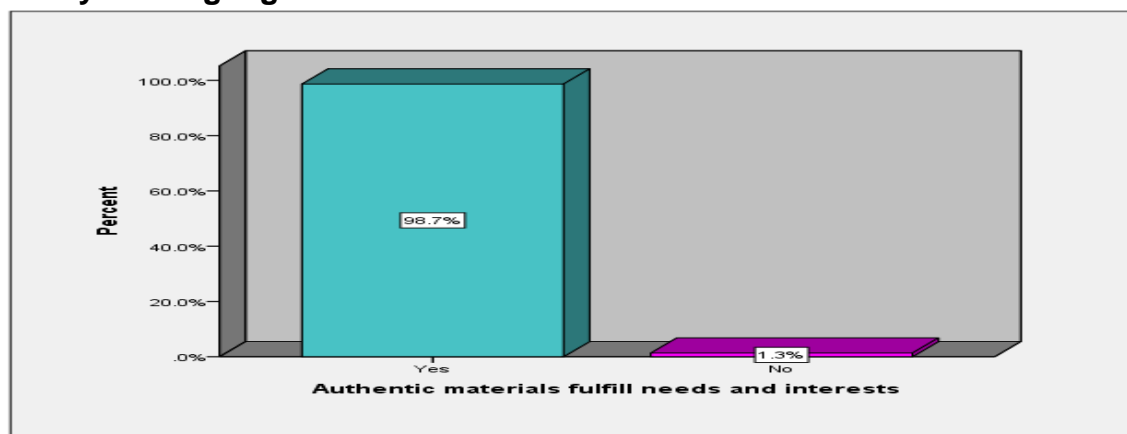
This graph shows that the 98.7% of the students said that the authentic material the teacher uses in class fulfill their language needs and interest and just the 1.3% of them did not have the same opinion as they selected the option "no".

**Graph 31. Do you prefer to read English authentic texts rather than reading passages in the textbook?**
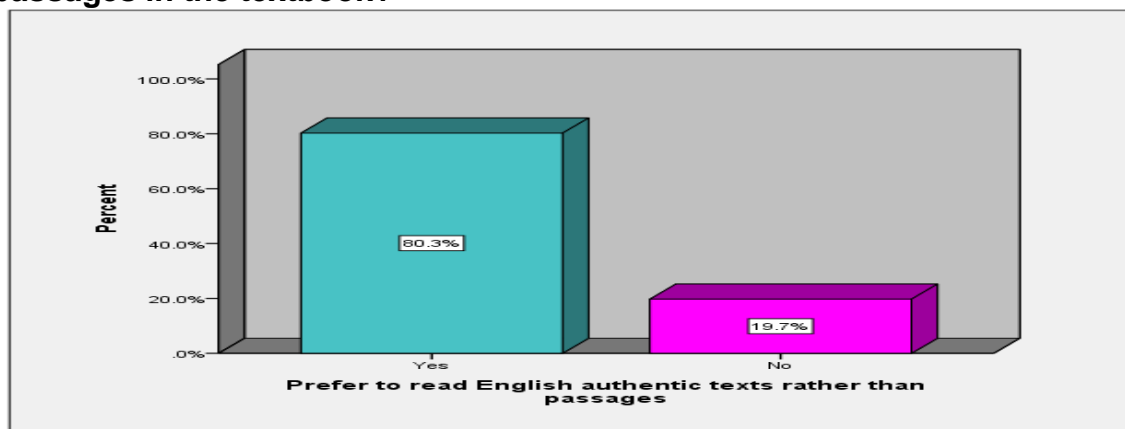
As it can be seen in this graph, 80.3% of students prefer to read English authentic texts rather than reading passages in the textbook. While 19.7% of them do not prefer to read passages in the textbook.

**Graph 32. Do you consider important to combine the use of a course book with the use of authentic sources in order to develop your oral competence in a better way?**

As this graph represents, the 96.1% of the students considered important to combine the use of a course book with authentic sources. However, 3.9% of the students did not consider it important in order to develop their oral competence in a better way.

**Graph 33. Does the use of authentic materials encourages you to speak in English in class?**
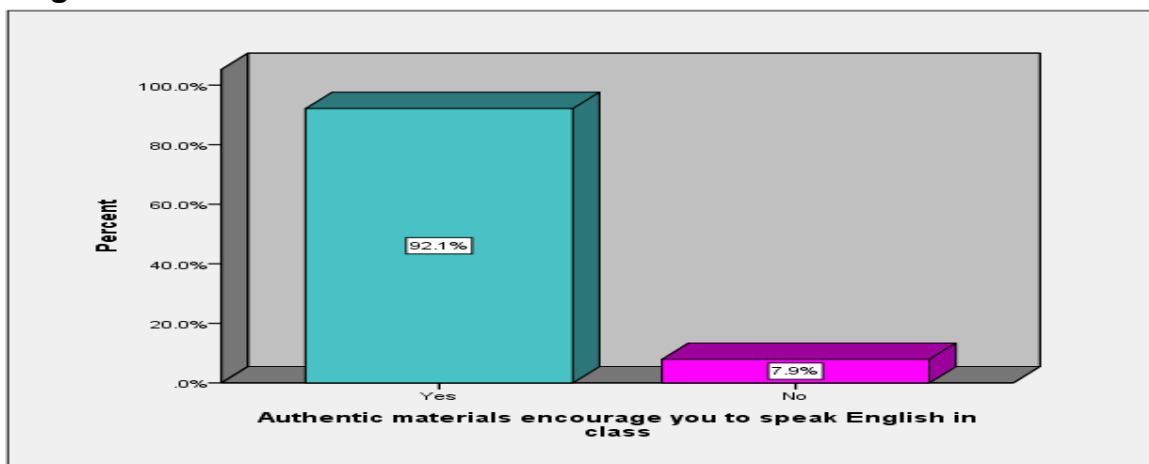


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it is shown in this graph, 92.1% of the students agreed with the idea that the use of authentic materials encourages them to speak English in class. However, 7.9% of the students were not in agreement with this idea.

**Graph 34. Do you feel English class is motivating when authentic materials are used?**
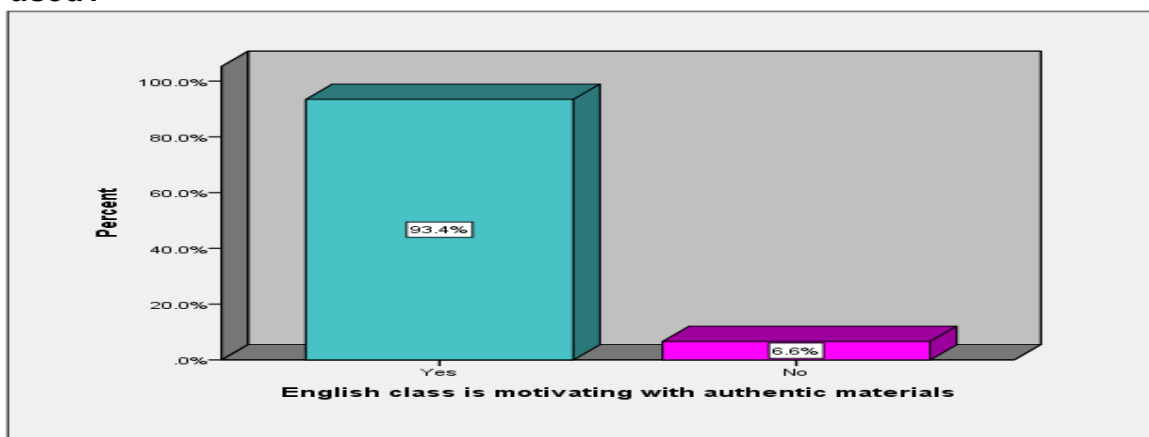


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it is represented in this graph, 93.4% of the students considered the English class is motivating when authentic materials are used, but 6.6% of students did not consider it this way.

**Graph 35. Do you consider important the use of authentic materials in class?**
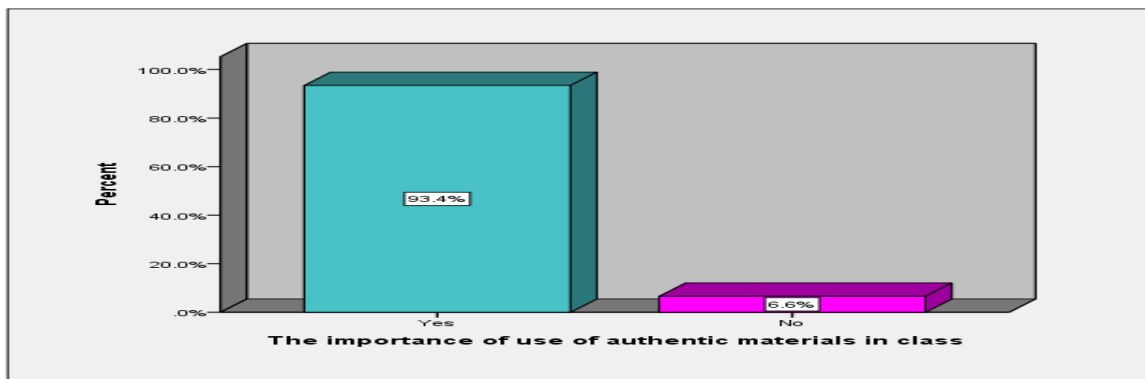


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it can be seen in this graph that 93.4% of the students considered important the use of authentic materials in class. While 6.6% of them answered "no" so, for this students it does not have the same importance.

**Graph 36. How do you consider your learning process when using authentic materials in class?**
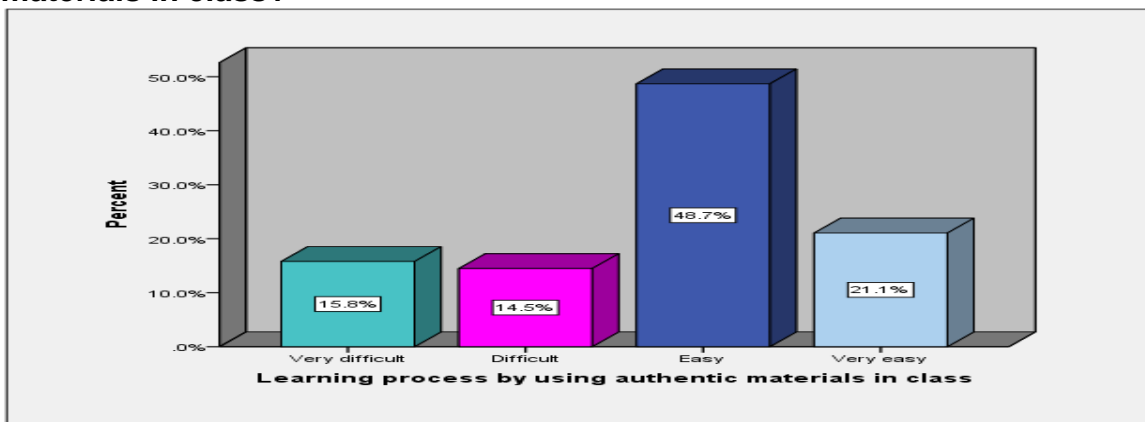


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it can be noted in this graph, 15.8% of students considered that their learning process was "very difficult" when using authentic materials in class. While 14.5% expressed that their learning process was "difficult" when using this kind of materials. However, 48.7% of the students considered their learning process "easy" when using authentic sources in class. And, 21.1% expressed that their learning process when using this kind of material was "very easy".

**Graph 37. Does the use of authentic material help you to improve your English fluency?**
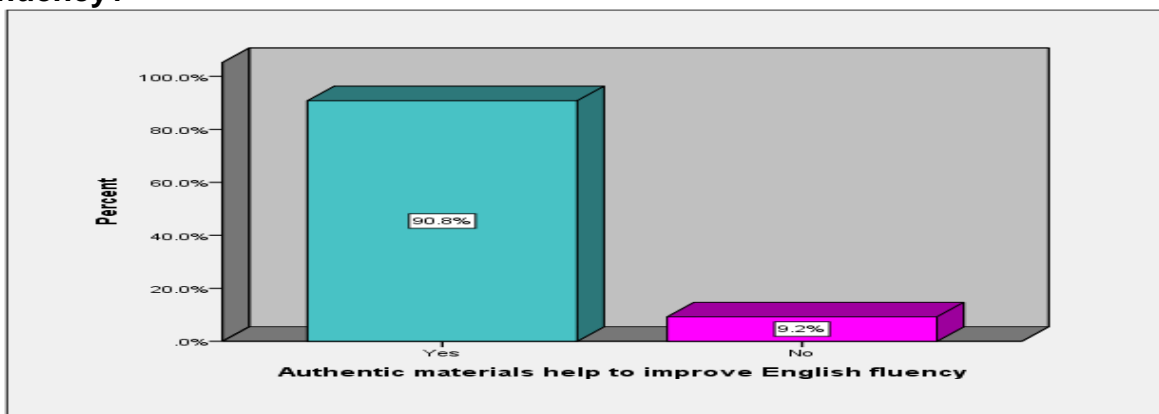
In this graph, it can be noted that 90.8% of the students agreed with the fact that the use of authentic materials help them to improve their English fluency. But, 9.2% of the students did not think the same. They answered "no".

**Graph 38. Does the use of authentic material in the classroom have a good effect in your oral skill?**
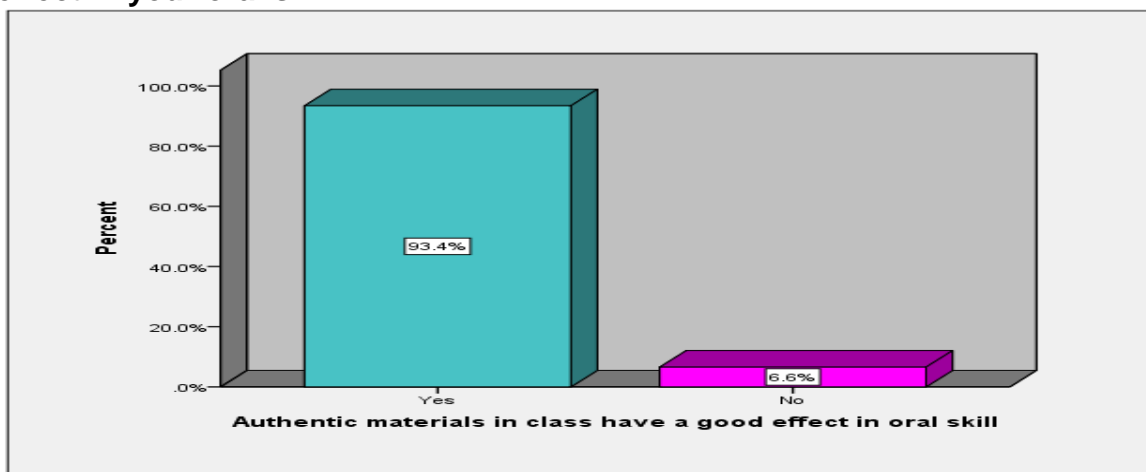
As it is represented in this graph, 93.4% of the students think that the use of authentic material in the classroom has a good effect in their oral skill. But, 6.6% of the students did not consider it the same way. For them, the use of this kind of material does not have a good effect in their oral skill.

**Graph 39. Does the use of authentic materials in class help you to have a good oral performance in and outside the classroom?**



Percent

100.0%
80.0%
60.0%
40.0%
20.0%
.0%

94.7%

5.3%

Yes                                      No

**Authentic materials in class help to have a good oral performance in and outside the classroom**
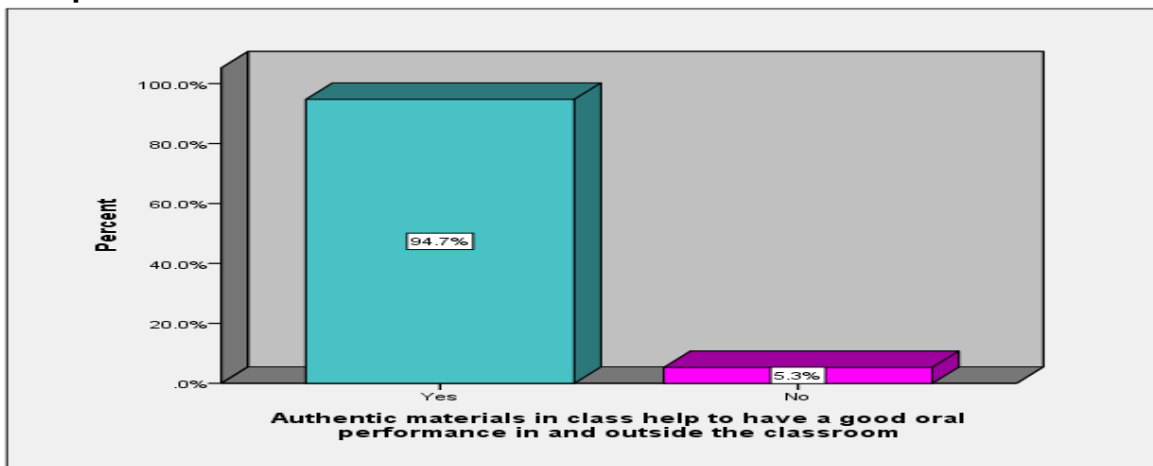
As it can be noted in this graph, 94.7% of the students considered that the use of authentic materials in class help them to have a good oral performance "in" and "outside" the classroom. However, 5.3% of them did not consider it the same way.

**Graph 40. What are the effects of using authentic materials in class?**

**A. It helps you to improve your oral skill.**



Percent

80.0%
60.0%
40.0%
20.0%
.0%

76.3%

23.7%

Yes                                      No

**Improve oral skills**

In this graph, it can be seen that 76.3% of the students considered that one of the effects of using authentic materials in class is that it help them to improve their oral skill. But, 23.7% did not think the same way.

54

**Graph 41.**

### B. It helps you to improve your reading skill

In this graph, it can be noted that 53.9% of the students considered that one of the effects of using authentic materials in class is that it helps them to improve their reading skill. On the other hand, 46.1% did not think the same way.

**Graph 42.**

### C. It helps you to improve your grammar

As it is shown in this graph, 51.3% of the students considered that one of the effects of using authentic materials in class is that it helps them to improve their grammar. But, 48.7% did not agree with it.

**Graph 43.**

## D. It does not help in anything in your learning process
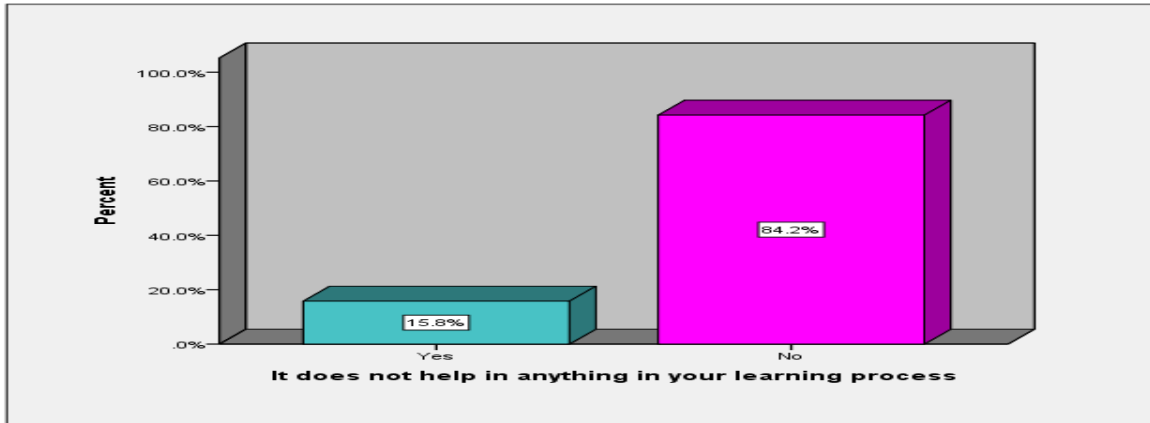


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

In this graph, 15.8% of the students agreed with the idea that the use of authentic material in class does not help in anything in their learning process. But, 84.2% of them answered "no". For this 84.7% the use of it can help in a certain way in their learning process.

**Graph 44.Do you recommend authentic materials for your next English classes?**
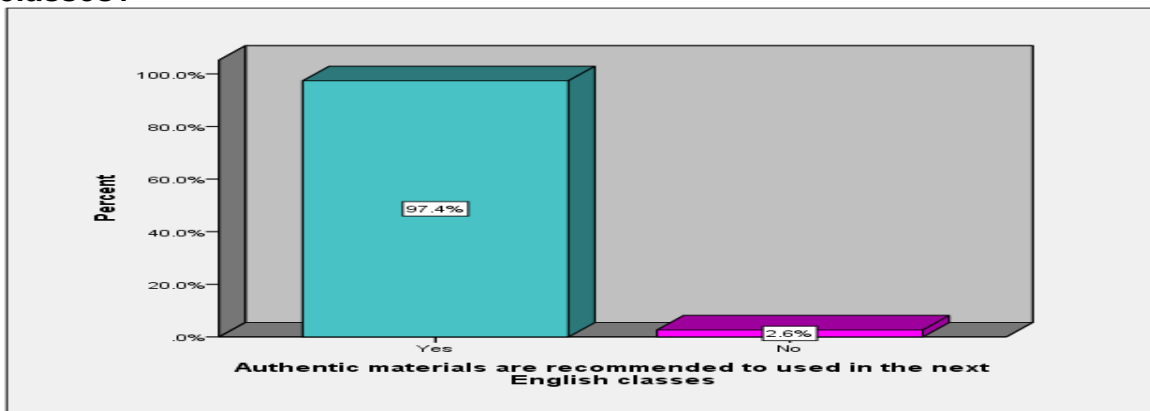


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it is shown in this graph, 97.4% of the students said that they recommend authentic materials for their next English classes. However, 2.6% of them did not recommend this kind of material for the next English classes.

## 2. BIVARIATE ANALYSIS

**Graph 1. Does your teacher take authentic materials into the classroom? How often does your teacher use authentic materials in class?**
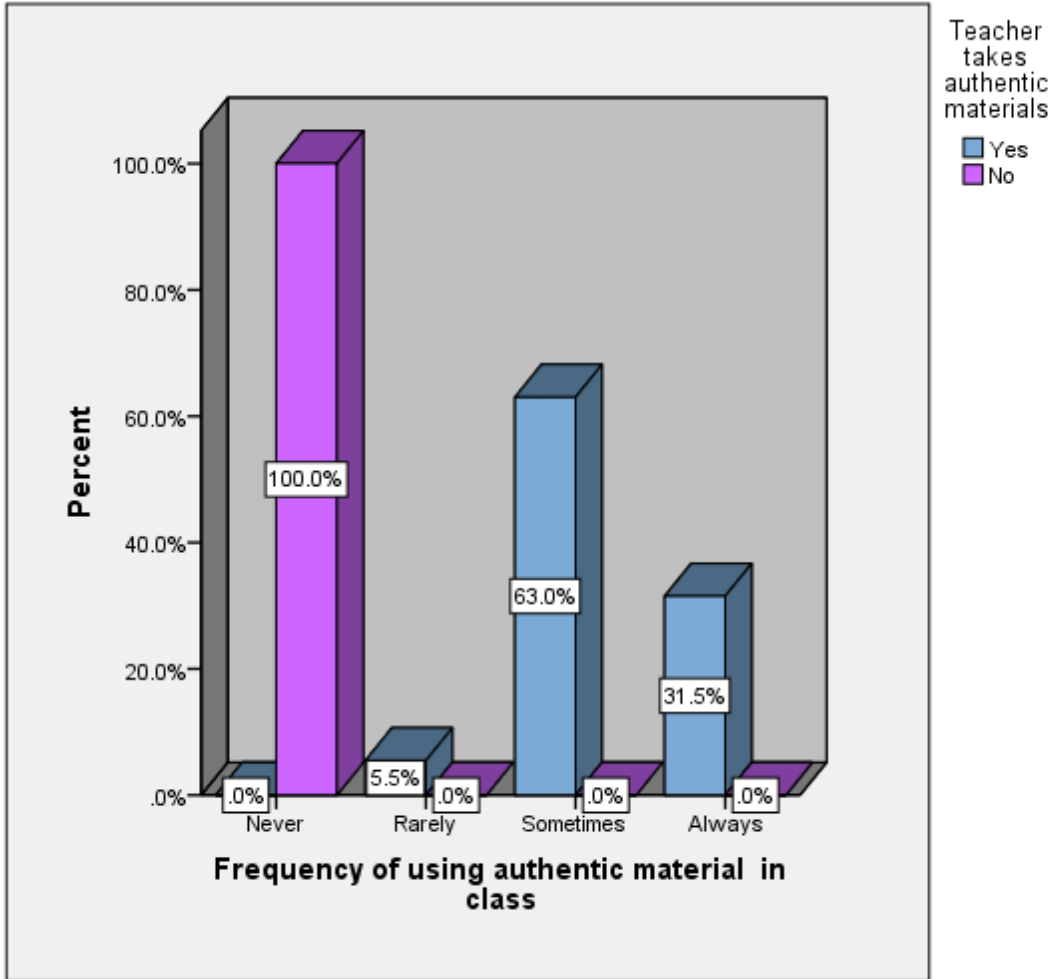
This graph shows that the 100% of the students who said that the teacher does not take authentic materials into the classroom also said that the teacher "never" takes authentic materials into the classroom. Also, this graph shows that the students who said that the teacher takes authentic material in the classroom; the 5.5% of the them said that "rarely", the 63% said "sometimes" and the 31.5% said that the teacher "always" use authentic materials in the class.

**Graph 2.Does the use of authentic materials help you to understand better the contents/topics in class? Is it easy to understand the language presented in the authentic materials?**
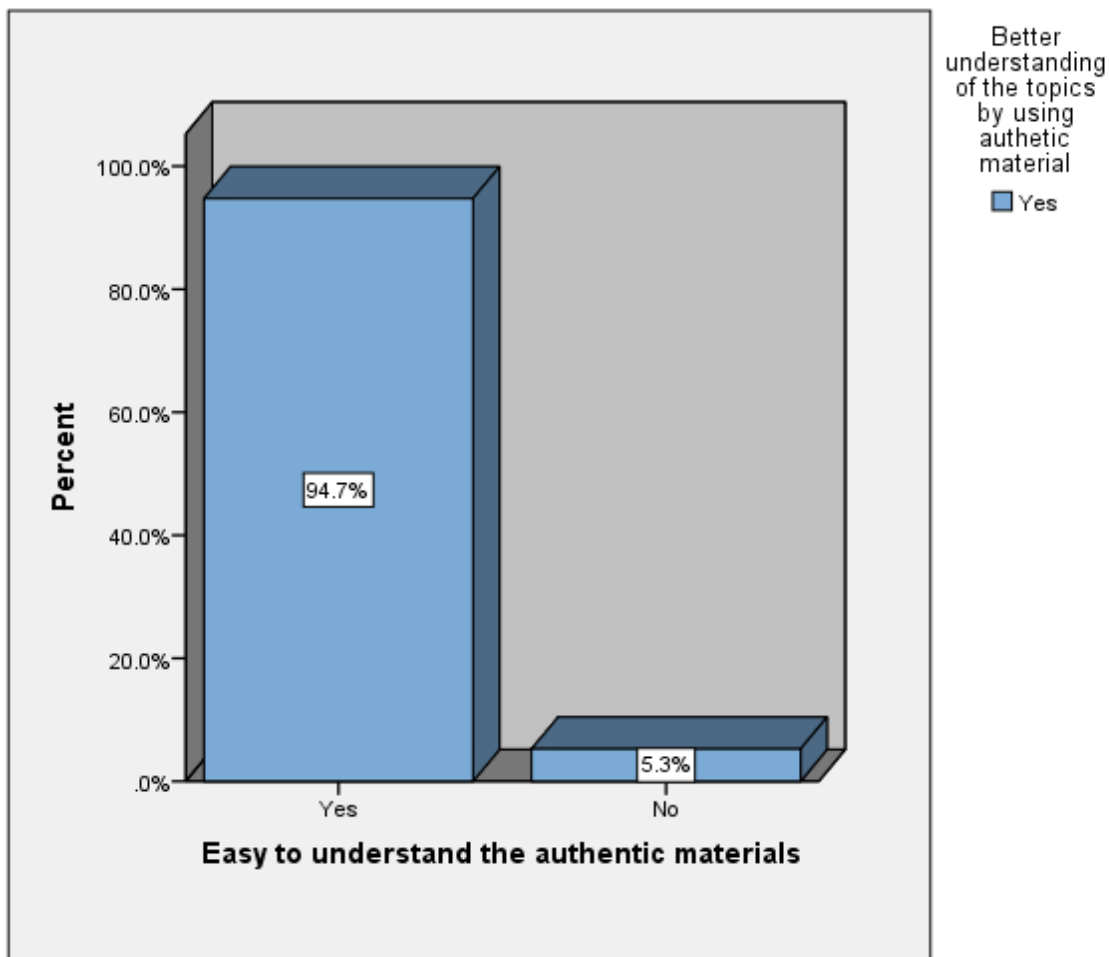


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

It can be seen in this graph that the 94.7% of the students that said the use of authentic materials help them to understand better the topics in class, also said that the language presented in these materials is easy to understand and just 5.3% of them did not have the same opinion because they said that it is not easy to understand the authentic materials used in class.

**Graph 3.Does the use of authentic material encourage you to participate, share your ideas and ask about the topic in class? Do you feel English class is motivating when authentic materials are used?**
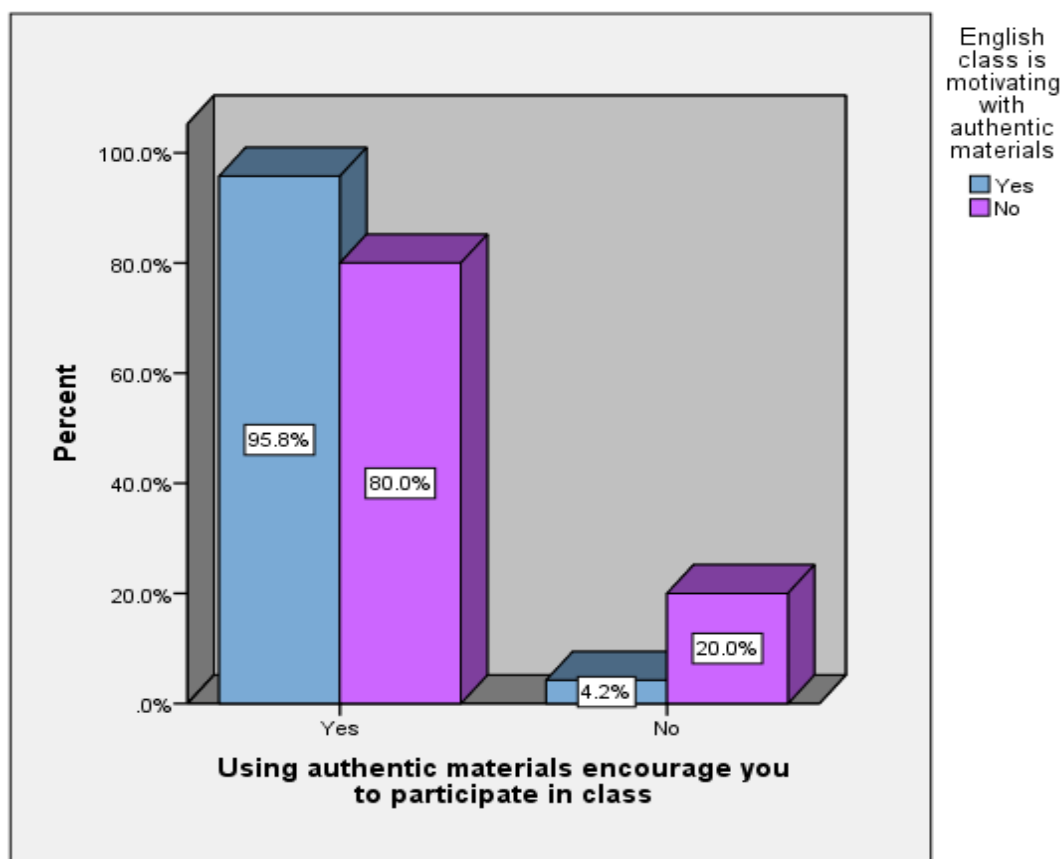


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it can be seen in this graph, the 95.8% of the students who said that the English class is motivating when using authentic materials also said that using this type of material encourage them to participate and share their ideas in class and just 4.2% of them said that it does not encourage them to participate in class. It can be also seen that 80% of the students who answered that the English class is not motivating when using authentic materials said that they participate in class and just 20% of them said that it does not encourage them to participate in class. It can be seen in this graph that there is a contradiction in the students' answers.

**Graph 4. Do the authentic materials used by the teacher fit properly into the topic/ lesson being developed in class?  Do the authentic materials that the teacher uses in the classroom fulfill your language needs and interests?**
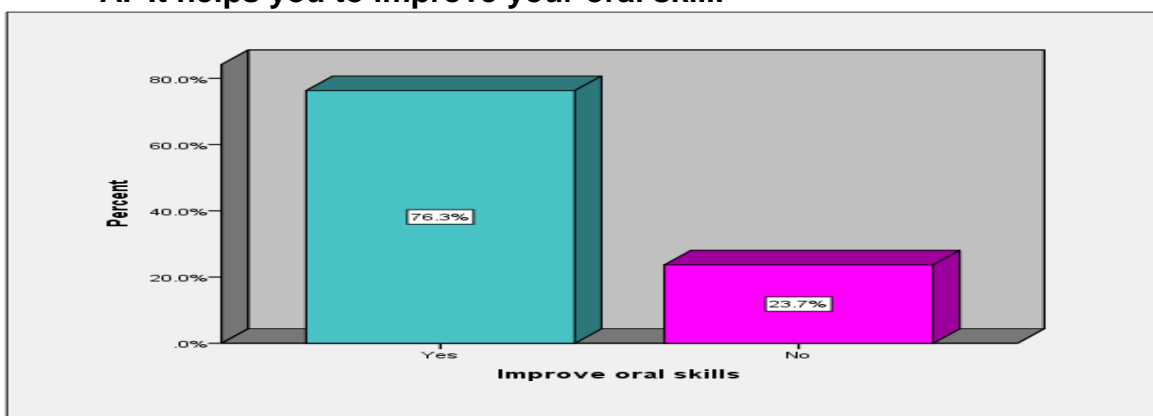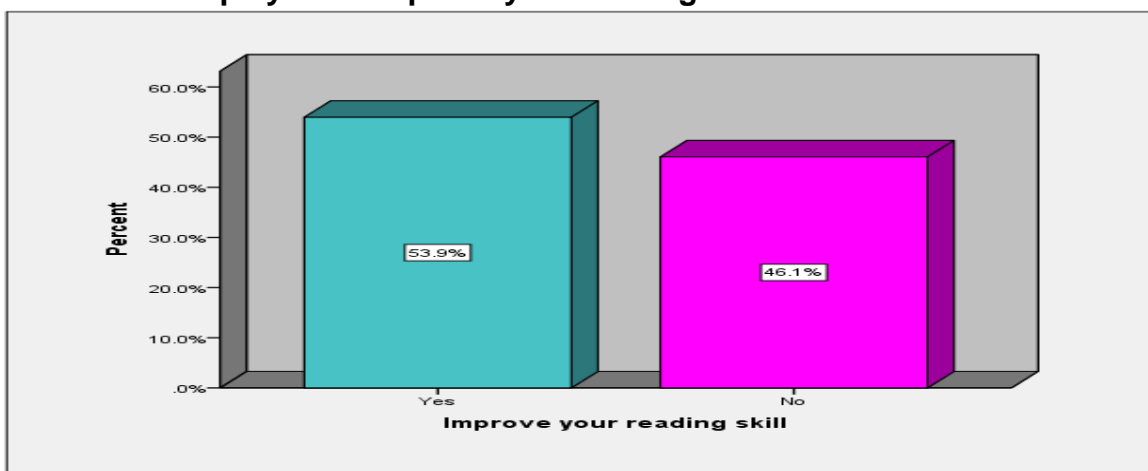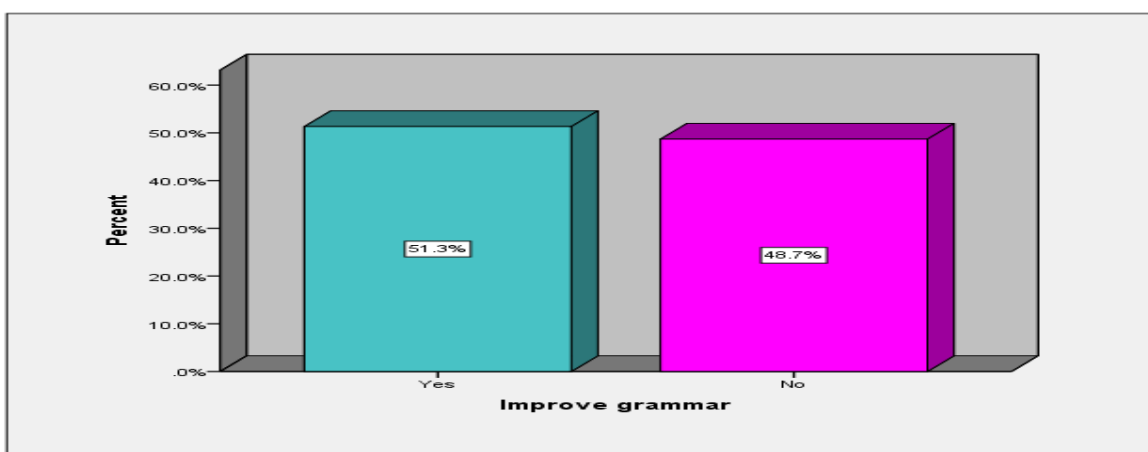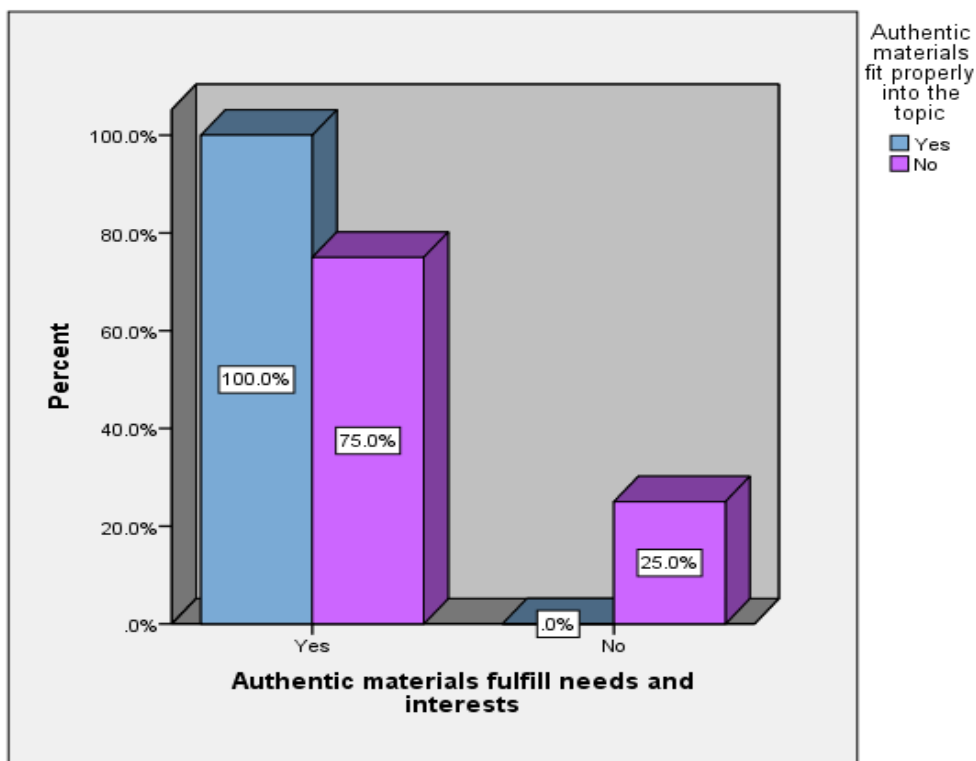


Source: Questionnaire administered to students from the groups 03 of Intermediate Intensive English I and Advanced Intensive English I at the University of El Salvador, Semester II-2014

As it can be seen in this graph, 100% of the students who considered that the authentic materials that teachers use fit properly into the topic/lesson being developed in class, also said that the authentic materials used in class fulfill their needs and interests. Besides that, the 75% of the students who said that the authentic materials that the teacher uses do not fit properly into the topic/lesson being developed in class agreed with the idea that the authentic material that the teacher uses in class fulfill their language needs and interests and just 25% of them said that the authentic materials used by the teacher do not fulfill their needs and interests. It can be noted a contradiction in the results with the students who considered that authentic materials do not fit properly into the lesson but that they fulfill their needs and interests.

**Graph 5. Do you consider the implementation of authentic materials in class 'useful' for you to know and understand how language is used in other contexts of real life communication?  Do you learn new vocabulary and grammar patterns when you use authentic materials?**
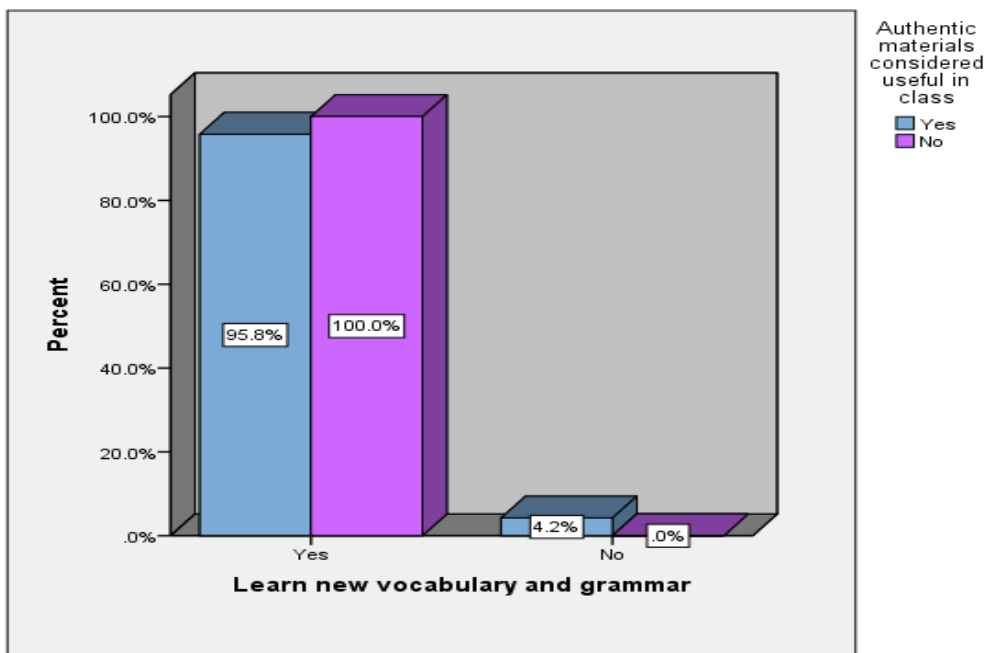
As it is represented in this graph, the 95.8% of the students considered the implementation of authentic materials in class "useful" for them to know and understand how language is used in other contexts of real life communication; they also said that they learn new vocabulary and grammar patterns when this type of sources is used in class and just the 4.2% of them considered it in a different way. They expressed that they do not learn new vocabulary and grammar patterns when authentic materials are used. Also, the 100% of the students who did not considered the implementation of authentic materials in class "useful" expressed that they learn new vocabulary and grammar patterns when authentic materials are used. This graph shows a contradiction in students' answers because they did not consider the authentic material useful in class, but they confirmed that learn new vocabulary and grammar patterns.

**Graph 6. Does the use of authentic materials encourage you to speak English in class? Does the use of authentic materials in class help you to have a good oral performance in and outside the classroom?**
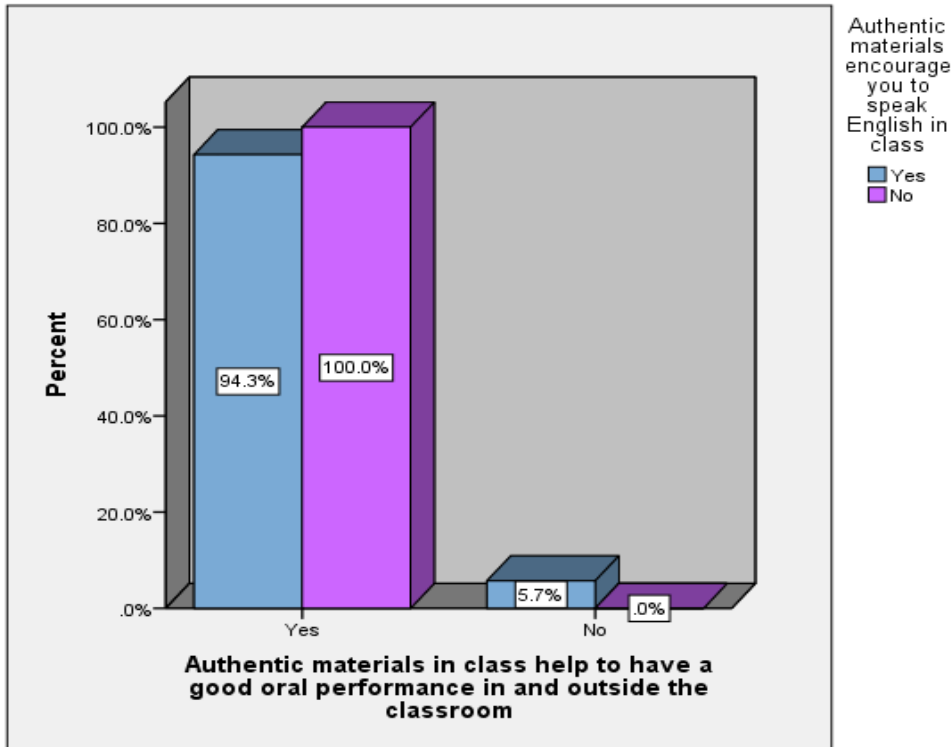
As it is shown in this graph, the 94.3% of the students who expressed that the use of authentic materials encourages them to speak English in class considered that using authentic materials in class help them to have a good oral performance in and outside the classroom.  And just 5.7% of students said that the use of this kind of materials does not help them to have a good oral performance in and outside the classroom. However, 100% of the students who considered that the use of authentic materials in class does not encourage them to speak English in class said that these materials help them to have a good oral performance in and outside the classroom. It can be noted a contradiction in the results of this variable, since the students who said that the use of authentic materials does not encourage them to speak English in class expressed that it helps them to have a good oral performance in and outside the classroom.

### 3. COMPARATIVE CHART

| TEACHERS INTERVIEW | SURVEY FOR THE STUDENTS | CLASS OBSERVATION |
|---|---|---|
| Teachers considered they sometimes use authentic materials to teach the contents in the class. | Students' answers reflected that the teachers sometimes use authentic materials in the class. | During the observation process it could be observed that teachers make use of authentic materials "sometimes". Since in out of twelve hours that were observed, they used it in eight of them. |
| In their classes, they usually use authentic materials like videos, music videos, TV commercials, articles, and magazines articles. | According to the students the most common materials the teacher uses are: newspapers articles, films, videos and magazines articles but they prefer films. | The most common authentic source used by the teacher was "the video". It was nice to see those videos which were related to the topic that students were studying in class. Notably, teachers chose "videos" which fit perfectly into the topic. |
| Teachers believed the use of authentic materials motivates students to participate in class. | They considered that the use of authentic materials encourage them to participate and share their ideas in class. | When teachers made use of authentic sources students participated more and even they paid more attention. |

| They considered the use of authentic materials help students to be in contact with real language. Therefore, they improve their vocabulary and pronunciation. | Students' answers show that the use of authentic materials is useful to understand the target language in contexts of real life communication. Besides, they learn vocabulary, grammar, pronunciation and other aspects of the language that students need to explore and acquire. | As it was observed in classes, when authentic language was presented students looked really interested in learning how the new expressions or grammar patterns worked. |
|---|---|---|

The information contained in this chart, evidences that all the data collected from the three different sources (teachers, students and class observation) is reliable. Since it could be seen that teachers' opinions and experiences are really related to what students perceive about the use of authentic materials and the positive outcomes and benefits of using authentic sources have been seen in the real setting (the classroom) at the moment these materials were implemented in class.

## IX. FINDINGS

### A. HYPOTHESES' TEST

**Research hypotheses:**

- **The use of authentic materials in the classroom helps students to achieve a better understanding of the target language.**

After this long process of the research project, this hypothesis was proven based on the analysis of the results gathered from the instruments (teachers' interview, survey for the students, and class observations) used in the project which proved the hypothesis proposed was right. It does not mean that students do no understand the English language by using the course book, but it is important that they be exposed to authentic language, so that they can understand the language contained in authentic sources and at the same time produce good language. These types of sources complement the content of a course book, in this sense; students learn more vocabulary and grammar patterns. Besides that, the classes observed proved this statement. Students seemed to understand the target language in a better way when the teacher uses authentic materials in class, for example: music videos, magazine articles, newspaper, etc. Furthermore, it was clear that the independent variable that is "authentic materials" affects directly the dependent variable which is "a better understanding of the target language, this contribute more to prove this hypothesis is right.

**Does the use of authentic materials help you to understand better the contents/topics in class?**
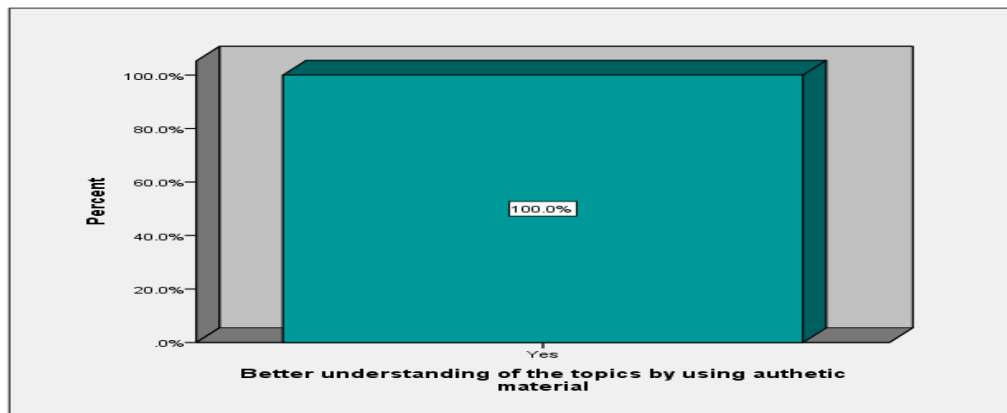
The previous graphic shows that all the students consider that the use of authentic materials help them to understand better the topics studied in class since the 100% answered "yes" and none of them said "no".

- **The use of authentic materials leads students to develop a better oral competence efficiently.**

The second hypothesis was proven as well as the first one, by analyzing the results of the research instruments. Exposure to authentic materials leads students to develop their language competence efficiently. Most of the students said it and also it was observed that they improve their fluency, they feel more motivated to speak English in class, and they become more competent in the use of the language when the teacher uses authentic sources in class because students receive appropriate input and then they can produce a good output. This is because they are in contact with real language and in this way; they learn the vocabulary and grammar patterns used in real life situations. That means this hypothesis is also proven right in this research project.

**Do you consider important to combine the use of a course book with the use of authentic sources in order to develop your oral competence in a better way?**

As this graph represents, the 96.1% of the students considered important to combine the use of a course book with authentic sources. However, 3.9% of the students did not consider it important in order to develop their oral competence in a better way.

## B. ANSWERS TO THE RESEARCH QUESTIONS

**How does the use of authentic materials influence in the development of students' oral competence?**

Subsidiary questions:

1. **How does the use of authentic material allow students to get better input and complement the content of the course book?**

The use of authentic materials in an EFL classroom has a great contribution in the teaching- learning process. As many English teachers know it is necessary to work with a course book since it helps to know what learners need to get in a specific level of proficiency when learning English. However, it is not enough to achieve an effective learning. One of the biggest contributions is that the use of authentic materials exposes students to real language and helps them to become competent in the use of the English language when facing real situations. Besides that, most of the students from the sample of this research have expressed that the use of authentic materials is helpful in their learning process.

2. **What is the influence of authentic materials in the students' use of English language?**

The influence of authentic materials in the students' use of English language is that students are able not only to manage and use the language they learn from the course book, but also to deal with authentic sources such as: newspaper articles, films, information from brochures and magazines, videos, among other sources. Therefore, the use of authentic materials is a good influence for them since after they have been exposed to them; they can understand and use the language this kind of material provides with.

3. **What are the effects that the use of authentic materials produces in students´ learning?**

The effects that the use of authentic materials have in students´ learning are really positive and have a great impact in the way students acquire and use the English language.

Moreover, some of the effects that the use of this kind of materials has in an EFL classroom can be mentioned:

- Students' answers reflected that the use of authentic materials help them to improve their oral competence and express their ideas in class.
- Students expressed that they learn new vocabulary when teachers take authentic materials into the classroom.
- Using authentic materials help the students to understand better the contents and topics studied in class.

Even though, this kind of materials can be challenging and difficult sometimes; the proper use of it, referring to the frequency of use and manner, causes good results in students´ learning.

4. **What is the contribution of using authentic materials in the classroom?**

The use of authentic materials in the classroom has a big contribution in the teaching learning process. According to the results in this research, the students from Intensive Intermediate English I and Advanced English I from Bachelor in English Teaching at the Foreign Language Department, can improve not only their oral competence but also they learn vocabulary and grammar patterns. Besides that, students work in the development of their listening and reading skills by using authentic sources.

## C. MOST OUTSTANDING FINDINGS

- When authentic materials were implemented in the Intensive courses, Advanced English I and Intermediate English I, the way students responded to their learning process was different since they participated more in class and asked more about the topic.

- Probably authentic materials cannot be used in every single class since it is not easy for teachers to find the authentic material that fit into every single unit or topic, but at least teachers took these sources for the production stage most of the time, as seen in the observation, which was very good because the use of authentic sources really motivated students to speak English in class.

- As it was observed in the classes at the Foreign Language Department, students really liked that teachers use these type of material in classes, since the use of them encourage students to speak English and as a result, it helps them to improve their oral competence. Students also expressed it in the survey.

- Authentic materials are not only a good source to facilitate the teaching-learning process in the classroom, but they are also important for students since when they are exposed to them, students increase their knowledge about the target language.

# X.    CONCLUSIONS

The implementation of authentic materials in class certainly impacts students' learning process and oral performance of target language users. This was proved through this research which was developed during some months of hard work, constant effort, and deep analysis of the data gotten in the data collection process. After having finished this research project, it can be concluded that:

- Teachers who are in charge of groups zero-three Intermediate Intensive English I and group zero-three Advanced English I make a careful revision and selection of the authentic materials they are going to use in the classroom, which is really important because in this way students can take advantage of the authentic materials used in class.

-  When authentic materials are implemented in the Intermediate Intensive English I and Advanced English I courses, it is possible for students to know and understand how language is used in other contexts of real life communication.

- As it was observed in classes when students are exposed and immersed in contexts of real life communication, it influences positively in their learning since they are challenged to learn more about the complexity of the target language. And eventually they will respond better when they have the necessity to face real life situations.

- The use of authentic materials in the Foreign Language Department helps students to feel confident and encouraged to practice the new language, and also, it helps them to have a good oral performance "in" and "outside" the classroom.  This is a good outcome in their learning process because it is not always easy for students to achieve a good oral performance.

- The use of authentic sources in the Intermediate Intensive English I and Advanced English I courses has a great impact in the way students acquire the

new language and also it takes students beyond of what they are supposed to learn in a specific level of proficiency.

# XI.    RECOMMENDATIONS

After having carried out this research on the use of authentic materials and its effects on the development of students' oral competence, it is important to mention some recommendations.

**For teachers:**

- Continue exposing their students to any type of authentic material whenever possible.

- Continue choosing authentic materials that appeal to students´ interests and needs.

- Continue using supplementary sources (in this case authentic materials) and not to focus just on the course book.

- Substitute course books activities, every time they do not fulfill students´ needs, and use authentic sources when teachers consider they will provide a better input.

- Continue planning activities that can be useful and interesting which can be handled by students.

- Make students conscious about the importance of working with authentic materials, since they will help them to improve their oral competence.

**For students:**
- Take advantage of authentic materials whenever they have the opportunity to work with them.
- Look for authentic sources outside the classroom, such as newspaper articles, magazines, interviews, films, etc. that can help them to improve their skills in the English language.
- Encourage themselves to read for pleasure, buying books about their topics of interest in order to learn vocabulary, be exposed to grammar patterns and

improve their reading skill. As well as to increase their knowledge about the target language.

- Attend meetings in conversation clubs for them to have the opportunity to listen to native speakers and practice their English.

- Struggle when working with authentic materials, since sometimes students can give up because these materials tend to be challenging and somehow complicated.

- Be aware of the importance of using authentic materials in and outside the classroom in the learning process of the target language.

**For the Foreign Language Department:**
- Bring more authentic materials to the library like: magazines, newspapers, comics, and others sources that help students and teachers to keep in contact with the target language use in different contexts.

- Implement more activities online where students can be exposed to different listening and reading activities and have the opportunity to listen to native speakers.

- Create different type of clubs like: movie, music, cooking club where students can bring authentic materials, which are on their interests, and share them to their classmates using the target language.

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# Annexes

**Teachers' interview structured**

**"The use of authentic materials and its effects on the development of students' oral competence of students from intensive courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador year 2014"**

**Objective:** Find out to what extent the use of authentic materials helps students to reach a better oral competence

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

9.  Do you use authentic material frequently in class? And why?

    _____
    _____
    _____

10. What type of authentic materials do you use?

    _____
    _____
    _____

11. What is the perception students have about the authentic materials used in class? Are they easy or difficult to understand for students?

    _____
    _____
    _____

12. Does the use of authentic materials facilitate the teaching and learning process? And how?

_____
_____
_____

13. Does the use of authentic materials motivate the students to use the target language and participate in class?

_____
_____
_____

14. What are some effects/outcomes of using authentic materials in class?

_____
_____
_____

15. In what part of the class, presentation, practice or production, do you use authentic materials?

_____
_____
_____

16. What types of activities are develop based on the authentic materials?

_____
_____
_____

**Survey for the students**

**"The use of authentic materials and its effects on the development of students' oral competence of students from intensive courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador , year 2014"**

**Objective:** Find out to what extent the use of authentic materials helps students to reach a better oral competence

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

**Directions**: Select the option that best applies to you in each question and/or statement.

**Gender:** M ☐   F ☐   **Intermediate course** ☐   **Advanced course** ☐

## Part I.  Authentic materials

3. Did you know the meaning of authentic materials?           YES ☐   NO ☐

4. Does your teacher take authentic materials into the classroom?  YES ☐   NO ☐

3. What kind of materials does your teacher bring into the classroom?

| Magazines ☐ | Menus ☐ | Films ☐ |
| Interviews ☐ | Brochures ☐ | Others ☐ |
| Newspaper articles ☐ | Advertisements ☐ | |

6. How often does your teacher use authentic materials in class?

Never ☐          Rarely ☐

Sometimes ☐          Always ☐

7. What kind of authentic materials do you prefer your teacher use in the classroom?

Magazines ☐          Menus ☐          Films ☐

Interviews ☐          Brochures ☐          Others ☐

Newspaper articles ☐          Advertisements ☐

26.     What is your opinion about the materials the teacher takes into the classroom?

Interesting ☐          Boring ☐

Good ☐          Very good ☐

27.     Is it easy to understand the language presented in the authentic materials?

YES ☐          NO ☐

28.     Does the use of authentic materials help you to understand better the contents/topics in class?

YES ☐          NO ☐

## Part II.  Considerations about the use of authentic material

29.     Does the use of authentic material encourage you to participate, share your ideas and ask about the topic in class? ☐          ☐

30. Does the authentic material used by the teacher fit properly into the topic/ lesson being developed in class?          YES ☐          NO ☐

31. Do you consider the implementation of authentic materials in class 'useful' for you to know and    understand how language is used in other contexts of real life communication?

YES [ ]          NO [ ]

32. Do you learn new vocabulary and grammar patterns when you use authentic materials?

YES [ ]          NO [ ]

33. Do you think that listening to native speakers helps you to improve your pronunciation when using listening exercises? YES [ ]    NO [ ]

34. Do the authentic materials that the teacher uses in the classroom fulfill your language needs and interests?          YES [ ]    NO [ ]

35. Do you prefer to read English authentic texts rather than the reading passages in the textbook?          YES [ ]    NO [ ]

36. Do you consider important to combine the use of a course book with the use of authentic sources in order to develop your oral competence in a better way?

YES [ ]          NO [ ]

### Part III. Using authentic materials in class

37. Does the use of authentic materials encourage you to speak in English in class?

YES [ ]          NO [ ]

38. Do you feel English class is motivating when authentic materials are used?

YES [ ]          NO [ ]

39. Do you consider important the use of authentic materials in class?

YES ☐          NO ☐

40. How do you consider your learning process when using authentic materials in class?

Very difficult ☐          Difficult ☐

Easy ☐          Very easy ☐

41. Does the use of authentic material help you to improve your English fluency?

YES ☐          NO ☐

42. Does the use of authentic material in the classroom have a good effect in your oral skill?

YES ☐          NO ☐

43. Does the use of authentic materials in class help you to have a good oral performance in and outside the classroom?          YES ☐          NO ☐

44. What are the effects of using authentic materials in class?

Helps you to improve your oral skill ☐
Helps you to improve your reading skill ☐
Helps you to improve your grammar ☐
It does not help in anything in your learning process ☐

45. Do you recommend the authentic materials for your next English classes?

YES ☐          NO ☐

**Class observation guide**

**Objective:** To find out to what extent the use of authentic materials helps students to reach a better oral competence from the intensive courses of Bachelor in English Teaching at the Foreign Language Department in the University of El Salvador, year 2014.

| CRITERIA | YES | NO | OBSERVATION |
|---|---|---|---|
| The teacher uses authentic material in class. | | | |
| The students participate in the activities using authentic material. | | | |
| The students speak English during the activities using authentic materials. | | | |
| The authentic materials are appropriate for the topic. | | | |
| The students seem to be motivated to speak in English when authentic material is being used. | | | |
| The authentic materials used in class are interesting for the | | | |

| | | | |
|---|---|---|---|
| students. | | | |
| The teacher gives clear instructions before developing the activities using authentic materials. | | | |
| The students participate at the moment of asking questions or eliciting information | | | |
| The authentic materials used in class are appropriate for the students' level of proficiency. | | | |
| Do all the tasks based on the authentic material encourage students to participate and speak in English? | | | |
| Do the students have problems understanding the content of the authentic material? | | | |
| Is the authentic material used in the different stages of the PPP process? | | | |

**Structured interview for teachers**

**"The use of authentic materials and its effects on the development of students' oral competence of students from intensive courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador year 2014"**

**Objective:** Find out to what extent the use of authentic materials helps students to reach a better oral competence

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

**Licda. Claudia Vides de Guzmán**

1. Do you use authentic material frequently in class? And why?
   *I wouldn't say that I use them frequently but I use it so I sometimes use it. Since I'm working with intermediate, sometimes it is difficult to adequate the content of the material to the level of the students so when I find material that is appropriate for the students' level I try to use it.*

2. What type of authentic materials do you use?
   *I usually brig articles to the class, I bring commercials, last class I brought a video to the class which is not intended for a teaching purposes. Let see pictures, I use a lot of pictures, but mostly I would say short articles and aids.*

3. What is the perception students have about the authentic materials used in class? Are they easy or difficult to understand for students?
   *At the beginning for them is hard but I guess if we simplify the task for them to do, I think it is easier for them to assimilate the material. But at the beginning it's kind of hard for them. They try to translate every single word if the find a*

*word, they don't continue, they start asking and I ok that's not the intention but students tend to do that so it's kind of hard.*

4. Does the use of authentic materials facilitate the teaching and learning process? And how?
   *Well, probably in my opinion, I don't think it facilitates it. But at least, it helps students to be in contact with authentic language use, in a way that it facilitates the language teaching process. I guess, in a way, it's kind of hard for teachers, hard for teachers to plan, hard for teachers to explain, hard for teachers to have students not focused in every single word but into what you want them to do with the language. So, the good thing is that they are exposed to authentic language use. The challenge is for teachers; to adequate, to plan and see the way in which you can bring the material to class and have no matter what level of students you have, you have adequated that material for students. I think, that's the challenge for teachers.*

5. Does the use of authentic materials motivate the students to use the target *language and participate in class?*
   *I would say "yes", but they mostly like videos, well the T.A that they have in this moment. If you bring them material which is going to be attractive to them, you know, according to their own needs and their own likes, I guess it would motivate them, it would. But sometimes, it can frustrates them, for example, if you bring a listening like an authentic conversation or a Tv commercial and you just play it to them. They would become frustrated, that's why I said you have to simplify the task for them, and that's the challenge.*

6. What are some effects/outcomes of using authentic materials in class?
   *Well, I would say that they can learn new expressions, expressions used by native speakers. It helps them to improve their pronunciation and they learn a lot of vocabulary. At the same time, they are exposed to the structure of the language (grammar) without thinking on the structure. So, I guess that works out. But, you know, it's also hard because there are sometimes expressions that are not familiar to them, well, most of them I would say, or the language that is used it's not used with accuracy. So, they say: "But teacher, you said this is the correct structure and here it says…" and I say, oh… but that's the way… you know, it's kind of hard for them. Even though, it's helpful because that's what they're going to be exposed to in the future.*

7. In what part of the class, presentation, practice or production, do you use authentic materials?
   *I use them in all the stages; we use it as a warm up, presentation, practice and production stage.*

8. What types of activities are develop based on the authentic materials?
   *Well, I use to work with speaking activities also with reading for example if I bring an article, a short add I have students practice like scanning, skinning ad later on I have a follow up activity where they have to do a short presentation base on the reading, share with their classmates information gap activities and so on*

**Structured interview for teachers**

**"The use of authentic materials and its effects on the development of students' oral competence of students from intensive courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador year 2014"**

**Objective:** Find out to what extent the use of authentic materials helps students to reach a better oral competence

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

**Lic. Balmore Lipe**

1. Do you use authentic material frequently in class? and why?
   *Yes. I use authentic material quite often in my classroom due to the fact of course that it helps students to face real language to know more vocabulary, expressions, idioms and to be in contact actually with the environment of English; not only in the oral way but also to improve others skills in students that sometime we cannot reach through control material or control activities pretty much that why I use them very often.*

2. What type of authentic materials do you use?
   *Manly what we use are internet article, magazines articles, videos from internet, sometimes music, sometimes some extracts form talk shows or other types of materials like visual materials.*

3. What is the perception students have about the authentic materials used in class? Are they easy or difficult to understand for students?
   *At least with this level that we are discussing right now, it tends to be a little more challenging for them due to the fact that the topics that we are discussing*

*are not everyday topics, we are now talking about globalization; we are also talking about environmental problems and issues around the world; certainly are topics that we do not handle or that we do not discuss everyday with our friends when we are outside the classroom in contrary or facing authentic materials that talks about those topics tends to be a little bit more challenging for them however they are able to manage them and handle them.*

4. Does the use of authentic materials facilitate the teaching and learning process? And how?

   *That's a very interesting question. I don't know if it could facilitate the process of teaching and learning. It seems it helps of course because it introduces at different area that puts the students in real content and it certainly helps to gain objectives such as high level oral proficiency, new vocabulary, and probably some other skills that students wouldn't develop as well if they only have just the material or the audio of the book include we wouldn't be able to reach the level they are expected on them. Probably, it does not facilitate learning but it does help acquiring objectives in terms of levels of oral proficiency and other skills not only oral.*

5. Does the use of authentic materials motivate the students to use the target language and participate in class?

   *Absolutely I have to agree with that, the contact they have with real information with real English makes them feel like they are prepared .Actually to be in contact with real conversation not the topic they certainly do not use every day and they feel definitely motivated when they are actually understanding something that they know, they could see or could repeat the activity in their houses like for example we watched a news report, they know they can do it at home by having that contact in the class, they can repeat it in the house and that's motivate them not only to improve but also know more but some other things they probably don't know at the moment. So yes I would say yes it encourage in students' desire.*

6. What are some effects/outcomes of using authentic materials in class?

   *Well, we may have positive, probably, more than negative effects. We may encounter it encourages students to know more about different topics, encourage the level of discussion students have, and at this level , we can certainly improve the way they express their ideas, support their ideas and also, defend their ideas. It helps a lot if we lead those exercises through an oral acquisition. And it leads to a very nice environment to express new ideas*

*and to create new language. And, among those, the most obvious improvement that students can have is in vocabulary, pronunciation, listening skills, fluency and some others. It's a great help!*

7. In what part of the class, presentation, practice or production, do you use authentic materials?

*Well, you see it really depends on what you are teaching and how you're teaching it. Most of the time, definitely, we will use it as a production activity, by reading some material, discussing it and providing opinions. We have sometimes used it as an introduction or the presentation part of the class, so that they have an idea about the whole structure in context and they can get an idea about what we're going to discuss in class. So, there isn't any specific part that has been planned for authentic material. It can be used definitely for the presentation, as for practice or production.*

8. What types of activities are develop based on the authentic materials?

*As I said: discussions, debates, expressing opinions, analyzing pretty much those are the most used when we use authentic materials.*

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

UES

### INTENSIVE INTERMEDIATE ENGLISH I PROGRAM

1. **GENERAL ASPECTS**

   1.1. COURSE NAME **INTENSIVE INTERMEDIATE ENGLISH** I

   1.2. CODE **IIE 214**

   1.3. PRE-REQUISITE INTENSIVE BASIC ENGLISH

   1.4. CREDITS **8**

   1.5. MAJOR STUDY PLAN **Licenciatura en Idioma Inglés (Plan Modificado 1999)**

   1.6. ACADEMIC YEAR AND SEMESTER **II – 2014**

   1.7. LEVEL AND AREA **First Academic Year / Language and Skills Development Area (LASDA)**

   1.8. ACADEMIC UNIT TEACHING THE SUBJECT **Foreign Language Department**

   1.9. SCHOOL **Science and Humanities**

   1.10.    DURATION OF THE SEMESTER **16 weeks**

   1.11.    NUMBER OF WORKING HOURS AND WEEKS **16 weeks/160 hours**

   1.12.    DATE AND AGREEMENT OF THE C.S.U. STUDY PLAN **70-99-2003 (17-08-2001)**

   *1.13.* PROFESSOR(S)

   | | | |
   |---|---|---|
   | Lic. Ricardo Garay | **01** | (6:15am-8:00am) |
   | Lic. Rolando Guzmán | **02** | (10:00am-12:00m) |
   | (course coordinator) Licda. Claudia Vides | **03** | (1:00pm-3:00pm) |
   | Lic. Grace Gomez | **04** | (5:00pm-7:00pm) |
   | Lic. Miguel Carranza | **05** | (6:15am-8:00am) |
   | Lic. Ricardo Cabrera | **06** | (8:00am-10:00am) |
   | Lic. Mauricio Contreras | **07** | (3:00pm-5:00pm) |
   | Lic Mathew Alvarado | **08** | (5:00pm-7:00pm) |

## 2. COURSE DESCRIPTION

Intermediate Intensive English I is the second of five English language courses addressed to the students in B. A. in Teaching English and also to the B. A in Modern Languages. Instruction in this course will take students from the A2 proficiency level, according to the Common European Framework (CEFR) guidelines. This course will promote the development of the communicative competence by developing the four macro skills: Listening, Speaking, Reading, and Writing. In addition, the grammar, vocabulary, and pronunciation sub-skills will be promoted in the classroom to make sure effective communication is achieved.

## 3. GENERAL OBJECTIVES

At the end of this course, students will have consolidated an elementary level of proficiency described in the A2 CEFR guidelines:

Students:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need and can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure,

## 4. METHODOLOGY

Communicative language teaching makes use of real-life situations that need communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the other methods or approaches which rely on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

Teachers in communicative classrooms will find themselves talking less and listening more `becoming active facilitators of their students' learning. The teacher sets up pedagogical tasks and real-life tasks, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

There will also be two tasks that will be carried out throughout the semester. Another important aspect will be homework assignments; ICTS may be used to enhance the development of the language skills.

Open Min 2 textbook and workbook by    Macmillan Publishers, 2010 will be covered mainly during this semester.

## 5. EVALUATION

| | |
|---|---|
| Quizzes    (3) | 15%[1] |
| Task 1 | 10% |
| Task 2 | 10% |
| Homework | 10% |
| Mid-term Exam | 25%[2] |
| Final Exam | 30%[3] |
| | 100% |

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[1] 5% each
[2] Oral=60%; Written=40%     (Written40%:  Grammar=10%, Writing=10%, Reading=10%, Listening=10%)
[3] Oral=60%; Written=40%     (Written40%:  Grammar=10%, Writing=10%, Reading=10%, Listening=10%)

## 5. CLASSROOM POLICIES

1. **CLASS PARTICIPATION AND USE OF ENGLISH:** Students' active participation is required. English must be spoken inside and outside classes.

2. **CLASS TIME:** Students are required to come to class on time. No later than 10 minutes. Students are required to be in class the complete period. Once students are inside, there is no excuse to go out, unless they get sick.

3. **COURSE MATERIALS:** It is MANDATORY for all students to have their own required materials for attending classes.

4. **HOMEWORK ASSIGNMENT DUE DATES:** Students must turn in their homework assignments on the due dates; excuses are NOT accepted unless they are valid ones – a certified sickness or death of a close relative. Points offs will be deducted for late submissions.

5. **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. It has happened.

6. **MISSED EVALUATIONS:** Requests presenting a genuine written justification for missed evaluation should be made within the next three days following it.

7. **CELL PHONES:** Cell phones interrupt class; therefore, no cell phones are allowed during the 100-minute class: Students must set them in vibration mode.

8. **PERMISSION FOR OTHER ACTIVITIES RELATED TO OTHER COURSES DURING THE ENGLISH CLASS TIME** is strictly prohibited.

9. **NO GROUP CHANGES ARE ALLOWED.**

10. **You can consult the teacher before or after the class, and you can make an appointment to discuss major academic issues.**

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

### ADVANCED INTENSIVE ENGLISH I

## GENERAL INFORMATION

Subject:                    ADVANCED INTENSIVE ENGLISH I

Code:                       IAI114

Pre-requisite:              Intermediate intensive English II

Credits:                    8

Major:                      Licenciatura en Idioma Inglés, Opción Enseñanza/
                            Lenguas Modernas

Academic Year:              II-2014

Level and Area:             Third academic year, Macro-skills Development area

Academic Unit in Charge:    Foreign Language Department

School:                     Sciences and Humanities

Course Length:              16 weeks

No. of working hours/weeks:     16 weeks, 160 hours

Date and C.S.U. agreement of

curricular program:         70-99-2003 (v-2.8) August 17th, 2001

Schedule:                   Instructors:

| | | |
|---|---|---|
| 01 | 6:15 – 8:00 | Licda. Iveth Henriquez |
| 02 | 10:00-12:00m | Lic. Rene Hernandez |
| 03 | 1:00-3:00 | Lic. Balmore lipe |
| 04 | 6:15-8:00 | Lic. Alex Landaverde |
| 05 | 10:00-12:00m | Licda. Carolina Ramos |
| 06 | 1:00-3:00 | Lic. Miguel Mata |
| 07 | 5:00-7:00pm | Lic. Wilber Alexander Bruno |

## COURSE DESCRIPTION

Advanced Intensive English I is the fourth of five English language courses addressed to B.A. English Teaching and Modern Languages students. Instruction in this course will take students to the first level (B1) of the Independent User Band described in the Common European Framework Scale (CEFR).

This course will provide language development and practice through tasks and activities that will enable students to reach the B2 level in each of the four language skills: Listening, Speaking, Reading, and Writing. Each of these skills will be addressed discretely (attending to their subcomponents) and globally (attending to their communicative intent) to provide both the analytic and experiential language learning balance required for effective development of the target level of proficiency.

In addition, the grammar and pronunciation sub-skills will be promoted in the classroom to make sure effective communication, at the level previously mentioned, is achieved. This effective communication will be reached by giving students the opportunity to analyze and experience language in use.

## OBJECTIVES

### General

1. Reach the B1 level of proficiency described in the CEFR ( Common European Framework of Reference for Languages: Learning, Teaching and Assessment)

| B1 General Description |
| --- |
| Students will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They will also be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken.  Students at this level can produce simple connected text on topics, which are familiar, or of personal interest and describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |

**SPECIFIC**

At the end of the course students will be able to:

## Concerning listening

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
- Understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent
- Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured
- Can understand simple technical information, such as operating instructions for everyday equipment.
- Can follow detailed directions.

## Concerning Reading

- Read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- Understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
- Scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
- Identify the main conclusions in clearly signalled argumentative texts.
- Recognise the line of argument in the treatment of the issue presented, though not necessarily in detail
- Recognise significant points in straightforward newspaper articles on familiar subjects.

## Concerning Speaking

- Communicate with some confidence on familiar routine and non-routine

- Exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
- Exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.
- Enter unprepared into conversation of familiar topics.
- express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

## Concerning Writing

- Convey information and ideas on abstract as well as concrete topics.
- Check information and ask about or explain problems with reasonable precision.
- Write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
- Take messages communicating enquiries, explaining problems.
- Write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.

## CONTENTS

| Unit Name | Functions | Grammar | Vocabulary |
|---|---|---|---|
| 1- Identity | -Talking about individual and group identity -Comparing past and present habits -Agreeing and disagreeing -Discussing wishes -Evaluating stereotypes | -Progressives -used to and would for habits -wish + would/ wouldn`t -would always / never for past habits | -Phrases for agreeing and disagreeing -text types ( newspaper articles, novels, etc.) -Identity (individualism, conformity, outsiders, stereotypes, etc.) |
| 2- Global Views | -Talking about globalization -Discussing global citizenship -Giving opinions about | - stative verbs -repeated and double comparatives -More or less as | -Globalization - new media (blog, vlog, broadband -global citizenship |

| | | comparatives | |
|---|---|---|---|
| | multinational corporations<br>-Giving opinions on new media<br>-Describing gradual changes | | |
| 3-<br>Fame and Fortune | -reporting anecdotes<br>-talking about moods and feelings<br>-discussing fame<br>-clarifying misunderstandings<br>Evaluating and argument | -Reported speech- past tense shifts<br>-reported speech modals<br>-Time and place word changes | -Ways to become famous<br>-positive qualities<br>- Fame (celebrity, fifteen minutes of fame, hero, etc.) |
| 4-<br>Ups and Downs | -Talking about moods and actitudes<br>-Talking about hypothetical situations in the past<br>-describing regrets<br>-thanking others<br>-praising others | -noun clauses as objects<br>-third conditional<br>Modals other than would | -Describing mood<br>-noun suffixes<br>-health (physiological effect, stress hormones, prescription, etc.)<br>Business ( behind schedule, within budget, market research , etc.) |
| 5-<br>Water, water everywhere | -Describing a place of business<br>-discussing the business of water and water use<br>-Talking about environmental issues<br>-suggesting alternatives<br>-explaining reasons for and purposes of things | -The passive- including the present and past perfect passive<br>-expressions of purpose<br>-by+ agent | -The business of water<br>-environmental issues<br>-units of measurement- liters, gallons, ounces, etc. |
| 6-<br>Guardians of tradition | -Describing a tradition in your country<br>-Giving opinions about traditions and rituals<br>Evaluating company models<br>Describing personal rituals<br>Making suggestions | -Verb+ gerund<br>-verb +object + infinitive<br>- be used to vs. used to<br>-Sentence structure | -Institutional traditions<br>-Verbs for personal rituals<br>-work life ( unstructured job, work/eat at ones desk, page someone, etc.) |
| 7-<br>Designed to Please | Talking about logos and brands<br>-discussing design and designers<br>-Describing sequence of events in people`s lives<br>-Using distancing language | The ING form<br>-The present perfect vs. -past perfect progressive<br>By + time expressions | Design<br>Phrasal verbs<br>Product design: concept, illustrate, rough sketches, etc. |

| | Using comparisons to explain differences | | |
|---|---|---|---|
| 8-<br>Justice for All | Identifying and giving opinions about world problems<br>-Talking about inequality and social injustice<br>-Making suggestions to help others<br>- discussing rights and responsibilities | Quantifiers<br>-Noun clauses as subjects<br>-recycle can / could /should/ would/ few /a few/ little / a little with count and non count nouns | Social issues<br>-Social Justice International aid : provide / give aid /at war / fair trade<br>-unemployment; unemployed/ close down / benefits , etc. |

## COURSE METHODOLOGY

This is a **proficiency oriented** English course in which materials, in-class and out-class activities, and error correction will aim at helping students to use the target language for authentic communication. Besides the course materials, the teacher will make use of authentic materials such as magazines, lyrics, newspapers, videos, etc. to give students the chance to have contact with real language. In addition, the mastery of grammatical structures will give students the opportunity to make an efficient use of the different language functions that will make the learning of the target language not only meaningful but also rewarding and effective. The teacher will set real-life-like situations to give students the opportunity to use the language to express their own opinions and share their knowledge and experiences.

Activities will range from controlled accuracy-based activities (FORM: drills, transformation exercises, fill-in the blanks exercises, scrambled sentences and the like) to fluency-based communicative activities (MEANING AND USE: role plays, problem solving activities, discussions, relaying interaction activities, writing journals, task based activities, etc.). Along the same line, errors will be corrected, mainly, during controlled practice activities, where the focus is on accuracy (form), and self-correction or peer-correction techniques should be implemented to encourage students to solve their own problems with the new language. Teacher correction should be used only when self-correction and peer-correction techniques do not work. In addition, during the development of communicative activities, teachers should concentrate on what students say (message, communication) and use correction techniques only when the error affects the message the students try

to convey. Students will also carry out extensive reading, which will help them to improve their competence in the language.

## EVALUATION
Assessment Scheme

This new assessment scheme aims at finding a balanced way of measuring what students know about the language and how they use this knowledge to establish effective communication with other speakers of English. To achieve this, it is necessary to use a mix of Traditional Assessment and Alternative Assessment instruments.

**Traditional Assessment** instruments are the pen and paper quizzes or exams we use to measure how well the contents taught have been LEARNED by the students. In this type of assessment students have to find or provide the only one possible correct answer for a specific question, and there is very little room- if any- for students to be creative with the language.

**Alternative Assessment** instruments provide students with the opportunity to use English in real communicative situations. In this type of activities, students show how well they can USE the language to solve a problem, complete a task or a project, make a presentation on a given topic, participate in debates on topics of their interest and many more.  In other words, they have prove the have the competencies to perform a task- When using alternative assessment techniques, teachers must provide students with a set of guidelines that include the communicative objective of the activity and a detailed list of steps to produce the expected output. In addition, students have to be given a rubric with a detailed description of the criteria or standards by which they will be judged or graded. The guidelines and the rubric have to be given to the students the moment the activity is assigned.

**Traditional Assessment**       **40%**

2 exams       30%

Homework and in-class Part       10%

**Alternative Assessment**       **60%**

Oral task 1 (mid term)       20%

Writing task 1 (mid-term)       10%

Oral task 2 (final)       20%

Writing task 2 (final)       10%

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*100%*

## CLASSROOM POLICIES

1. **CLASS PARTICIPATION AND ATTENDANCE:** Students' active participation is required. Attendance will be checked at the beginning of the class period and tardiness after 15 minutes from the beginning of the class will be considered as an absence. **The student who is absent on any given day will be responsible for finding out from his/her classmates about the material seen in class and whether there was any assignment to be completed for the following class.**

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 presenting a genuine written justification for missed evaluation should be made within the next three days following it. Excuses are NOT accepted unless they are valid ones – a certified sickness or death of a close relative.

4. **COURSE MATERIALS:** It is MANDATORY for all students to have their own required materials for attending classes. **Students who fail to do so will be asked to leave the classroom until they get it.**

5. **HOMEWORK ASSIGNMENT DUE DATES:** Whether they have attended class or not, it is the students' responsibility to turn in their homework assignments on the due dates during or at the end of the class period.

6. **Students who do not have 75% of attendance will not be given tests.**

7. **<u>NO GROUP CHANGES ARE ALLOWED.</u>**

## BIBLIOGRAPHY

Course Textbook: Rogers, Mickey and Taylore-Knowless Steve, MasterMind 1, students' book, Workbook, and other supplementary materials, MacMillan Publishers Limited 2011

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- Ur Penny, Grammar Practice Activities, A practical guide for teachers, Cambridge University press,1992.
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