

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



Universidad de El Salvador
Hacia la libertad por la cultura

**THE USE OF AUTHENTIC MATERIALS IN THE TEACHING-LEARNING
PROCESS IN THE INTERMEDIATE INTENSIVE ENGLISH I AND ADVANCED
INTENSIVE ENGLISH I AT THE ENGLISH FOREIGN LANGUAGE
DEPARTMENT DURING THE YEAR 2014**

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ABSTRACT

In order to know if the use of authentic materials influences the speaking and writing performance in Teaching-Learning Process while learning a new language, the researchers conducted the research project: "The use of authentic materials in the teaching-learning process in the Intermediate Intensive English I and Advanced Intensive English I at the Foreign Language Department of the University of El Salvador during the year 2014" The researchers designed two tools, a questionnaire and an interview in order to identify as much as possible how the lack of authentic materials might affect the Teaching-Learning Process for students in the previous mentioned levels in the department.

To recognize the students who made use of these resources to improve their learning and which ones did not, the researchers administered some questionnaires and performed some interviews to confirm how important the use of these materials in Teaching-Learning Process is. With all this information, the researchers organized the data in tables and represented it in graphs that facilitated the analysis and final interpretation of the results. At the end, the researchers provided conclusions and recommendations about the importance that the use of authentic materials stated above bring to the English level process regarding the writing and speaking skill.

INTRODUCTION

This research project focuses on the study of the description about the importance the use of authentic materials has that impacts on the Speaking and Writing skills of the students in Intermediate Intensive English I and Advanced Intensive English I students at the Foreign Language Department in the University of El Salvador during the year 2014. With this project, the researchers corroborated if the use and exposure of the students to authentic English materials does improve their speaking and writing performance in their Teaching-Learning Process.

The present work includes six chapters. The first chapter, statement of the problem, contains a brief description of the problem under study. It also contains the main objectives that the researchers pursued in order to analyze the oral and writing performance that the students have, the justification and the scope of the work. Chapter II, the theoretical framework, deals with background information related to the topic of language proficiency in the speaking and writing skills, as well as information on how to improve them and different methodologies that have been used to develop them and increase active vocabulary.

Chapter III, the Methodology, deals with the methodological design, contains a step by step the description of the procedure that the researchers followed in order to get data and carry out this research study. Chapter IV, analysis of the result in which it was presented the data gathered with their respective analysis per each instrument, and also the global analysis for the questionnaires, the global analysis for the interviews and finally a global of global analysis in which the group presents the final conclusions regarding the data gathered that successfully matched the research questions and theoretical framework. At the end the objectives were reached. By the end of this project, the research group presents the

researchers' conclusions, recommendations, and appendixes. In the appendixes, the researchers included a copy of the instruments they used to gather the data from the population. It was also included acknowledgments, University authorities' names and the respective timetable pertinent to the Research Project.

CHAPTER I

1. PROBLEM

1.1 Statement of the problem

The use of authentic materials in the Teaching-Learning process in the Intermediate Intensive English I and Advanced Intensive English I at the Foreign Language Department of the University of El Salvador during the year 2014.

1.2 Presentation of the problem

Each year lots of students decide to study either teaching English or mother languages bachelor at University of El Salvador; nowadays, the English language has been a good tool aimed to improve the people`s quality life and because of this students decided to study this language to take advantage of it. However, the Foreign Language Department every semester welcomes to many students who are learners of English or French among other languages, but the research project is focused on the English language; mainly on the authentic materials that teachers use in the classroom with the purpose of providing not only an authentic, but also an effective teaching to the students form the department. Moreover, many authors state that this usage is not appropriate in lower levels because students at this level do not have a high amount of vocabulary words to comprehend complex words or textbooks. Regarding this matter, this research project is focused on intermediate and advanced students who have a considerable amount of words stored as background knowledge to deal with materials provided by teachers in the classroom.

In such a way, there are materials that were not designed to teach and are called authentic materials. In the classrooms, teachers usually make use of songs, videos, textbooks, magazines, stories, among others trying the way to expose students to the real language; therefore, this research is focused on those materials that teachers use in the Foreign Language Department aimed to provide an effective teaching to the students. In this research project two groups of students from the Foreign Language Department were selected being these: Intermediate Intensive English I and Advanced Intensive English I aimed to carry out the research about the types of authentic materials that teachers use in the classroom. These levels were selected because it is considered that students at these levels have been taught before or are being taught now through authentic materials such as songs, magazines, videos,

among others. Due to this fact it is thought they will be able to answer successfully the instruments designed for this project.

1.3 Research question and areas

1. How does the use of authentic materials expose students to real language?
2. What is the impact of the use of authentic materials in the Teaching-Learning Process to improve their Speaking and Writing skills in the Intermediate Intensive English I and Advance Intensive English I of the Foreign Language Department?
3. How effective are authentic materials in the Teaching-Learning Process to increase vocabulary?
4. How does the lack of authentic materials affect the Speaking and Writing proficiencies?
5. What is the relevance and importance of the use of authentic materials to achieve high proficiency speaking and writing level as well as competent Linguistic level?

1.4 Objectives

1.4.1 General Objective:

To describe the use of authentic materials through the speaking and writing skills of the Intermediate Intensive English II and Advanced Intensive English II students from the Foreign Language Department in order to show the importance and the impact that the use of this type of materials has in the teaching-learning process.

1.4.2 Specific Objectives:

- ✓ To describe the impact of using authentic materials in Intermediate Intensive English II and Advanced Intensive English II students.

- ✓ To show the importance of using authentic materials in the classrooms of the Intermediate Intensive English II and Advanced Intensive English II at Foreign Language Department .

- ✓ To determine the effectiveness of using authentic materials through the speaking and writing skills of the Intermediate Intensive English II and Advanced Intensive English II students at Foreign Language Department .

1.5 Justification

The present study starts from the importance that authentic materials have in the Teaching - Learning process. Since authentic materials were not designed to teach, they are considered very effective in such a process. Nowadays in the classrooms, teachers decide carefully the type of materials to be used in classes. The purpose of the present research is to describe and analyze how effective and efficient authentic materials are, taking into account the speaking and writing skills. Through authentic materials students are exposed to real English, teachers at the Foreign Language Department tend to include in their lesson plans activities involving materials such as books, listening exercises, cartoons, some videos, songs, documentaries, radio, among others to catch the students 'attention and that they feel they are learning real English.

The research group is interested in searching about the importance of using authentic materials in the Foreign Language Department, in order to show the impact to their usage through the speaking and writing skills. 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 EFL (English as a Foreign Language) to language. Particularly in the latter, he believes that a large number of teachers are starting to identify the benefits of authentic materials and the option that such texts may provide.

According to Miller (2003) there are many sources in which people can find sorts of materials regarding speaking and writing skills such as newspapers, magazines, TV, videos, radio, literature, and Internet. Another author's opinion is the following, what can be considered, by Alejandro G. Martinez, M.A., Mexico City, some of the advantages of using authentic materials are that learners will be exposed to real discourse.

Having these authors' opinions and reasons, it has been determined to do research about the description use of authentic materials in the Teaching - Learning process; so as, taking into consideration the speaking and writing skills in those levels.

1.6 Limitations

- ✓ Lack of knowledge of some students.

- ✓ Lack of information.

- ✓ Time availability from some teachers, some students and research group members.

- ✓ Lack of interest from some students when answering the questionnaire.

1.7 Scope of the work

This research was carried out in the Department of Foreign Languages of the University of El Salvador with the students of Intermediate Intensive English I and Advanced Intensive English I during the year 2014 since they were in a conversational level and were supposed to have intermediate and advance proficiency that make them be capable to develop English conversations to show a good level in the speaking and writing skills. In this study, the financial investment was not an obstacle in the development of the project because, as stated before, it took place in the Campus. Time is important; therefore, each of the activities that were necessary to be carried out in this study was carefully planned and set in specific time to achieve the goals of the research. Besides, it was necessary to highlight that the researchers assigned the necessary time to develop the investigation successfully.

Additionally, this research focused on the speaking and writing skill. Therefore, the researchers used specifically the results of the interview and questionnaire. Thus, the researchers did not use any other evaluation administered during the semester. The researchers decided to work with the Intermediate Intensive English I and Advanced Intensive English I students of the Foreign Language Department of the University of El Salvador, during the year 2014; however, the students who answered a questionnaire (questionnaire for the Intermediate Intensive English I students) and interview (interview for Intensive Advanced English I students) became the sample of the selected population. Moreover, to give more reliable information about the students speaking skill since Advanced students were the ones more familiarized with the topic, the researchers selected five students from the advanced levels to answer both instruments. For those who did not actually had any idea of what these materials were, the group presented a helping page that included images of some of the examples of what authentic materials are to support the students so that they provided their best answers.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Historical Framework

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

These benefits may range from highlighting comprehension, presenting real language, providing opportunities to introduce cultural issues, to enhancing motivation, and creating language awareness. However, the use of authentic materials in learning contexts such as ESP (English for Specific Purposes) has always been a matter of controversy. In this respect, the following research aims at reviewing the implementation of authentic materials in ESP contexts which in the learning environment, it would become learning English as a Foreign Language.

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

As Lin (2004:26) puts it, from 1980s the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches. This is also mentioned by Guariento and Morley (2001) who believes that using authentic materials relates to the onset of communicative movements in

which there was an attempt to simulate real world in the classroom. Many language teachers believe that authenticity has proved its beneficial role in language teaching and there is no argument regarding this, (Shrum and Glisan, 2000; Richards, 2001; Kilickaya, 2004). Through time, authentic materials have been enhanced by experience, appropriate and constant usage of them that such materials have become more useful as well as an important tool for teacher to use them as complementary materials to make the teaching –learning process more effective and meaningful. As previously reviewed, authentic materials have been used for many decades and have become an important tool in the teaching-learning process. They have not only been useful for teaching English but also the large amount of languages around the world. 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 EFL (English as a Foreign Language) to language. Particularly in the latter setting, he believes that a larger number of teachers are starting to identify the benefits of authentic materials and the option that such texts may provide. Thus, these options may be applied to diverse settings, learning objectives or tasks. As Baz (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 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 the 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.

English for Specific Purposes (ESP)

With the advent of communicative language teaching there appeared a change in focus from English as a system to be studied to English as a means of communication in syllabus design. Hence, content selection was done based on learners' communicative needs (Carter & Nunan, 2001). In the same vein, courses which aimed at meeting the students'

needs and objectives and which were consequently tailored to students' needs and objectives were developed which took the name "English for Specific Proposes". Having begun in 1960s, ESP (English for specific purposes) is considered as one of the most significant areas in language teaching field which was in reality teaching languages towards learner's needs in order to economize the instruction of the language and for the optimization of the learning process (Farhady 2005:8). Hence, ESP is designed to build up students' skills in order to enable them to communicate in English language and the materials that are included are basically chosen based on the learners' area of professional expertise. (Tarnopolsky, 2009) Another teaching/learning process corresponding to ESP and advocating the use of authentic materials is content-based instruction. This approach according to Tarnopolsky (2009) is primarily based on some principles. The first principle is ensuring the systematic selection of the content of the course in a way to develop learners' professional knowledge. The second criterion is "ensuring professional authenticity of learning materials". The features of such materials include rendering professional content information, having been prepared by native speakers who are professionals in the field, and having been prepared for native speakers who are also professionals in the area of the content. Accordingly, materials which may be used are genuine texts. The third feature of content-based teaching, and as Tarnopolsky (2009) swans the "focal principle", is the authenticity of professional-related learning activities in ESP classes. Harding (2007) emphasizing the use of authentic materials provides some guidelines for ESP teachers for the approach they need to take and some does and don'ts as follows:

- Think about what is needed.
- Understand the nature of your students' subject area or vocation.
- Spend time working out their language needs in relation to the subject.
- Use contexts, texts, and situations from the students' subject area.
- Exploit authentic materials that the students use in their specialism or vocation
- Make the tasks authentic as well as the texts
- Motivate the students with variety, relevance, and fun.

- Try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

However, ESP as a learner centered approach to teaching English, which is mainly based on learner needs and purposes for studying English, seems a very suitable platform for the implementation and introduction of authentic materials. The selection of authentic materials and the topics can be based on the assessment of learners' needs. Thus without losing time which is a very important issue in ESP courses the learners will be directly taught the materials they need in the real world which also includes the learners' job settings.

Authenticity

Morrow (1977) defines authentic text as the language produced by a real speaker or writer for a real audience which is expected to express a real message. Rogers & Medley (1988) move further and look at the terms authenticity and authentic as used for describing oral and written language samples that are the reflection of language forms which are used naturally and appropriately based on the cultural and situational context. Nunan (1989) and Jordan (1997) concentrate on the issue of purpose and state that authentic is any material which has not been specifically produced for the purpose of language teaching. For Harmer (1991) also authentic materials are the texts designed for the native speakers which are real and not initially designed for language learners. Lee (1995) considers authenticity in texts which are not produced for teaching purposes but for a real communicative purpose. By this, he means that the writer of a text intends to convey a message to the reader. However, throughout the history of English language teaching, according to Tatsuki (2006:1) "authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices". MacDonald et al. (2006) contend, if there is a correspondence between the texts used in the classroom and types of texts used outside the classroom then it is possible to call such texts authentic. However, according to Kilickaya (2004) "what is common in these definitions is exposure to real language and its use in its own community". Furthermore, Mishan (2005) prefer to set some criteria for authenticity rather than defining the term. According to her "authenticity" is a factor of the:

- Provenance and authorship of the text.
- Original communicative and socio-cultural purpose of the text.
- Original context (e. g. its source, socio-cultural context) of the text.
- Learning activity engendered by the text.
- Learners' perceptions of and attitudes to, the text and the activity pertaining to it"

McDonald Mentions: The authentic role of the classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as socially motivated and socially situated activity.

2.2 Theoretical Framework

Authentic materials vs. textbook-based materials

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

Tomilson (2001) believes that since the contrived materials focus on the target form or structure they can be more helpful to learners although he further claims that if meaningful exposure to language is aimed authentic materials better prepare learners. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers. Constructed materials are advantageous because they use more familiar structures and words. These are more appropriate when a new grammatical structure is to be introduced or reinforced. However there are disadvantages seen for constructed materials such as being less interesting and not introducing real world reading to learners (Horwitz, 2008). She further states that when there is an aim of intensive reading both authentic and constructed materials are advised to be used while for extensive reading authentic materials are preferred. With the concern of textbook materials, unlike Tomilson and Velazquez who favor contrived materials in textbooks, Shrum and Glisan (1994) highlight that:

Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented. (Cited in Hwang, 2005) Berardo (2006) refers to some of the characteristics pertaining to non-authentic materials as having an "artificial and unvaried" language, concentrating on the point that is to be taught, and including "false-text indicators" such as sentences which are formed perfectly, questions which are formed by grammatical structures and followed by a full answer, and structures which are repeated. These make the texts seem very unlike what the learners may face in the real world as the real language use reflection. He further claims that these texts cannot be

used as a means of improving reading skills because they “read unnaturally” but still he is in the belief that they can be used when the teaching of language structures are concerned. Comparing authentic materials with written EFL materials, Hwang (2005) points out authentic materials are interactive, whereas, EFL textbooks are instrumental. She also insists that if a learner wishes to get to near-native proficiency, relying on carefully written materials for English teaching is not enough.

Learning English as Foreign Language

In the process of English learning, the main goals are to reach a proficient conversational level that demands certain abilities from the students, and an optimum writing level so that students can communicate their ideas, not only talking about them but also writing them, putting into practice all the knowledge that they have acquired previously. Those abilities are acquired through the implementation of different methods and strategies that facilitate the students to get the competence to use vocabulary and grammar in any situation. The use of resources that includes the authentic material contributes to develop these abilities; however, there are many resources are not always available for the students, nor are they used by most of the teachers in their classes.

This research study deals with the development of proficiency and vocabulary in the speaking and writing skills of the students of the Intermediate Intensive English II and Advanced Intensive English II of the University of El Salvador. Thus, it is important to take a look at the different strategies and techniques that teachers employ in order to better their students’ oral and written abilities and how the use authentic material can increase students’ speaking and writing proficiency and expand their vocabulary.

For many years, there has been a tacit assumption among foreign language educators and administrators that language programs cannot be expected to bring students any further in the classroom than the advanced high level. Consequently, few teachers have much experience in teaching students at the superior level, yet there is a growing awareness of the need to do so (Leaver & Shekhtman 2002).

The researchers consider that such assumption must be approached, and that the teaching paradigms have to facilitate the learning of the target language. To do that, it is

necessary a more vertical way to teach the language in a communicative manner making use of the resources like those with which this project deals.

The use of authentic materials in the classroom has a great importance not only for students but also for teachers. Teachers decide to select the appropriate material for the student's needs, and then they determine if the selected material is suitable or not for students' learning. To have a very concise idea about what the authentic materials mean, it is important to provide a definition, based on Nunan (1989 as cited in Adams, 1995) the authentic materials were not designed for teaching but they are used to cover some social purpose in the language exposure in different contexts. Nowadays the use of authentic materials in the classroom is being an important tool and resource for teachers. According to Mc Neil (1994) and Kilickaya (2004) "The use of authentic texts is now considered to be one way for increasing students' motivation for learning since they give the learner the feeling that he or she is learning the real language, the target language used by the community that speaks it". It has a big impact in the Teaching- Learning process because it gives the opportunity to teachers to select the appropriate sorts of materials according to the students' needs using these materials students will have the opportunity to deal with real language, and it will increase the students' motivation to continue learning and adapting themselves to such materials. The use of these materials is considered effective in the Teaching- Learning process, but it is necessary to point out when they should be introduced and it is very important to determine in which levels they should be implemented. What can be considered by Kilickaya (2004) and Kim (2000) is that the practice of using authentic materials should be used in higher levels, for example Intermediate and Advanced because they have a considerable level of vocabulary to understand or deal with those materials. However, they are not recommendable to use them in lower levels because learners face lack of vocabulary and they are still recognizing some structures; according to this reason, they will feel frustrated and de-motivated if they are exposed to authentic materials. A task for teachers is to select the materials that will fulfill the students' needs but according to Bernardo (2006) "There are three criteria for choosing authentic texts: Suitability of content, exploitability, and readability". According to Bernardo (2006) "Suitability of content indicates that the texts should catch the students' interest as well as be appropriate to their needs and abilities. Exploitability refers to how the text can be used to develop the students' competences, and finally, readability refers to the language of

the text including the amount of new vocabulary and grammatical forms”. It is not an easy task for teachers to select the most appropriate types of materials for each skill; here this matter focuses only the texts materials and their selection not pointing out the other skills. Since the research project will be focused on two main skills such as Speaking and Writing, it will leave apart the other two taking into consideration that all of them are equally important. Speaking and Writing are two skills that are connected because they are the two productive skills. In a way, students tend to speak the way they write; in other words, Speaking and Writing are usually linked each other. According to Lee (1995) “a variety of text types must be selected such as articles, advertisements, weather forecasts, interviews, poems, and radio talks”. It is regarding the selection of text materials. In accordance to Miller (2003) is that there are many sources in which people can find different sorts of authentic materials regarding Speaking and Writing skills such as newspapers, magazines, TV, video, radio, literature, and Internet. There are a lot of sources in which teachers can decide or choose that authentic Material that are appropriate for the students’ needs and abilities. It is not recommendable as it was said before to use this kind of materials in lower levels because students are still in the learning process struggling with the language, its structure, and lexical forms. Therefore, these Materials should be used in higher levels where students have a considerable amount of vocabulary and are able to comprehend grammatical forms. It is really important to point out that the use of such materials may benefit learners in some cases but in others, it will have negative effects somehow, but it is thought that they will help students to acquire a higher level of proficiency in some activities developed in the classroom and sometimes such usage won’t get the expected results. To know more about this issue is very important to know the advantages and disadvantages of using authentic materials in the classroom. What can be considered, by Alejandro G. Martinez, M.A., Mexico City, some of the advantages is that learners will be exposed to real discourse, it means students will have the opportunity to be familiar with the target language by listening conversations of native speakers of the focused language, another advantage is that those materials help students to be aware of what is happening in the world, it means the ability to adapt students to different contexts of the real life. Another advantage focuses on textbooks emphasizing that they do not include improper English; the type of English that they contain is academic and reliable English with the purpose of giving a hand to learners to get involved with real English.

Martinez states “books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials”. Some of the disadvantages pointed out by the author before mentioned and some other writers whose names are not revealed in this paper are: The vocabulary may not be appropriated to cover the students’ needs and abilities, the structures found in some of the authentic materials like newspapers, books, etc. are designed to deal with different types of situations, so that the grammatical structures are mixed and could have some problems of comprehension and understanding for lower levels. Another disadvantage is that the design of the materials should be prepared before exposing students to them so it will avoid time consuming in the classroom.

It was an overview of the use of authentic materials but in a general way, since the research will be focused on two main skills such as Speaking and Writing, it is really important to point out some of the benefits that this use will produce in EFL Classrooms (English as Foreign Language). What Martinez considers in his overview is that in the Speaking skill resources like, the access to Internet can benefit English learners but the question is how? The answer is quite simple, by having access to Internet; not only English learner but also learners of other languages can get in touch with real native speakers of the target language. In addition, they can communicate with them just for having a very concise idea about the real English spoken by native people of the language. Throughout, learners will acquire the real pronunciation, some idioms and slangs among other things. Another benefit lies in the access to Internet for teachers. By using the Internet, they can look for many different kinds of authentic materials on the web taking into account the students’ needs, abilities and ways of learning. As a result, it won’t be an easy task for teachers to select those materials that are appropriated for them, some of the authentic materials that teachers use in the classroom can be a radio interview, a novel, a movie’s review, etc. Now considering the other skill which is Writing, where the abilities for learners in written speech are developed, according to Martinez in his overview, he states “Working with texts a teacher can benefit learners” but how? The answer is that in this way learners will have the opportunity to read stories, biographies, news; then, the teacher may ask them to summarize the stories in their own words that they have read in a piece of paper before to write their own biography and write

the most important events that have happened recently in the news. In this way the Writing skill will be developed through authentic materials.

Once stated the advantages and disadvantages of using these materials in EFL Classrooms (English as a Foreign Language), it is of great importance to define in which context or contexts such materials will be used. The creation of them for EFL Classrooms implies to take into consideration what the students either EFL (English as a Foreign Language) or ESL (English as a Second Language) can do, things they find interesting and what things motivate them in the learning process of English. It is a must for teachers to change or modify the materials in order to fulfill the students' needs or abilities, but it is really important to adapt materials to those that already exist but here the question is how? According to Prof. Larry M. Lynch, bi-lingual writer, "using existing materials may save time, effort, and expenses in acquiring new English as Foreign Language material or materials for teaching or learning another language". What was learned by reading this author was that the creation of authentic materials for EFL/ESL Classrooms can take too much time so he indicates that it is necessary to adapt the new materials to those that already exist in order to save time, not to spend too much money, and considering the availability of time that teachers have, but there is a controversial issue with this position of adapting the new materials to those that already exist, according to Prof. Larry M. Lynch, such materials include " Unsuitable material level, the materials can be too difficult, too long or short, , use of grammar or language, explore relevancy, adapt for specific use, and adapt to student learning styles". In accordance to Prof. Larry M. Lynch article, taking into account the reasons before stated is that adapting materials to those that already exist could have disadvantages instead of benefits in some cases but it is necessary to specify about each reason to explain the causes.

Unsuitable material level, this means that teachers may have lots of existing materials that do not fulfill the learners needs.

The other reason is too difficult, if the learners are in lower levels, they may find difficult to comprehend some materials such as passages and others but teachers in cases like these need to modify the vocabulary to the basic or other more understandable in order that lower levels students comprehend the materials to which they are exposed.

The next reason is too long or short, there are some activities in the classroom that need to be performed taking into account the timing factor so if teachers provide a Writing or Speaking task by using some materials like a biography or an oral interview to students, they need to think about the amount of time that learners will have to carry out those activities. The next reason is use of grammar or language, learners will find difficult to comprehend some grammar structures found in reading passages and therefore, it will be a very complex task to be performed by the learners; for this reason, it will be necessary to make some adjustments to these materials by adding some explanations, definition of words, and glossaries below the piece of paper given to learners but it is not recommendable to expose them to those materials without any instruction.

Another reason is to explore relevancy; teachers must work or select the most relevant materials or search for those that are recently used in an effective way in other places where teaching is a priority. That is in order to provide students an efficient learning through the use of the newest materials or the most relevant used nowadays.

The next reason is adapt for specific use. Whenever teachers provide to students with some materials to be studied or performed in class, they have a purpose in mind that may be the development of some grammatical exercises or writing an essay paper. Teachers have to adapt those materials that will be used in class to complete a task that students will perform in it; in other words, teachers will select the materials to fulfill the students' tasks for the development of the teaching-learning process in the classroom.

The last reason is adapt to student's learning style, " Student learning style may be an important factor in the success of teaching and may not necessarily reflect those that teachers recommend" says Jack C. Richards, noted linguistics professional and author of the Interchange EFL/ESL series course books. Not all of the students have the same way of learning, one of them learn from one way and others in many different ways, what teachers do in cases like these is to change the methodology of the tasks for instance a discussion task becomes a grammar task, etc.

They were the main reasons that Prof. Larry M. Lynch indicates that are controversial when adapting the new materials to those that already exist.

Now considering the audience involved in the use of authentic materials, the main audience is non-native or users of the language that in this case is the English language. Based on the article Teaching ESL-EFL: Using authentic material in the classroom, is that there are many ways to look for authentic materials that will simplify life to teachers in case that they do not want to spend too much time searching on the Internet to find the appropriate materials for learners, some of the examples of these materials that are probably used in the classroom are: Travel brochures, menus, maps, newspapers, magazines, pamphlets, advertisements, and tourist information. They are some of the materials that teachers can take to the classroom without not searching far, but according to the article before mentioned, “The use of authentic materials in the classroom will be effective by following the next tips:

Those are some tips that can be very helpful for teachers in order to provide an effective use of them in the classroom therefore, what can be considered by the article Teaching ESL-EFL: Using authentic material in the classroom regarding the tips is the following:

1. Use recent material that is not dated: It is important not to date the materials because students will not find those materials relevant and they will feel unmotivated considering those materials too old, teachers need to bring to the classroom recent materials.
2. Choose materials that you can find several copies of: It is very important to make several copies of the materials that will be used in the classroom and it is recommendable to print off several copies and keep them in a safe place and use them when possible therefore, students will find the materials authentic and they will feel motivated with them.
3. Choose relatively short/concise material: The idea here is to select or create materials that include specific information and very concise if learners are forced to deal with long and unclear materials, they will show a lack of motivation to use them. The purpose of it is to select short and very concise materials that are understandable including specific information and details.
4. Laminate or choose material that will withstand over time: It is relevant to pay a special attention to the materials that are being used because over time they could be damaged or broken due to this issue teachers must laminate or keep them in a safe place to avoid spending too much money.

5. Choose material that is appropriate for the age level. The materials should be selected or designed according to levels of learning or age, it is not recommendable to use authentic materials in lower levels because learners are still dealing with the basic structures or vocabulary and they do not have a high level of vocabulary yet to comprehend the different structures that will be found in some materials.

6. Questions/exercises to accompany the activity: It is quite necessary to determine the level of the learners to design or formulate questions/exercises that will be performed in the classroom, if the learners are beginners, the teacher can ask them to look for some simple information in a reading task such as dates, places, vocabulary, among other basic things but in higher levels students can summarize in their own words a story.

7. Have students work in groups: Most of the authentic materials are designed to work in groups so it will be of great importance to group students to carry out some activities based on real life such as asking for some information to a tour guide, going to the restaurant, inviting someone to go to the movies, among others.

8. Introduce authentic materials to the class: This is the last tip point it out in the article Teaching ESL-EFL: Using authentic material in the classroom, here in this tip teachers should explain learners what is the definition and purpose of using authentic materials in the classroom. Based on the article Teaching ESL-EFL: Using authentic material in the classroom, teachers must take into account the previous mentioned tips in order to provide an effective teaching process to the students.

Authentic Material to use Content words and Structure Words

As a relevant element of acquiring a new language, it's imperative to take into account, some useful techniques required for a better understanding of the levels of authentic materials such as content and structured words, active and passive vocabulary, and the like. Furthermore, students should know how these techniques are implied in any authentic Material tools according to Grammar rules. Additionally, this type of vocabulary becomes an important tool for the learner while staying in touch with authentic materials. For example, student identifying what content words and structure words are begins an essential part to increase their vocabulary which is one of the most important elements authors point out.

Peacock, 1998, “Having a large amount of vocabulary is the key for success when learning a foreign language.”

To begin with the importance of vocabulary, the research project highlights techniques, topics, and important elements that the students must be aware of. As follows, it is mention why it is important to deal with those topics, and what author makes the information remarkable to be studied.

Content words

Content words are usually nouns, verbs, adjectives, and sometimes adverbs. Those words allow us to make an image of anything in our minds of what is the meaning of the word. They are the keys for a better understanding when using Authentic materials, so that, students have to be aware of it when improving their skills. Consequently, students have to ensure the acquisition of this type of knowledge, due to the relevance they have in the Teaching-Learning Process. With this in mind, the improvement of Speaking and Writing skills carries to a significant relationship among those skills and content words, because are irreplaceable elements in the Teaching-Learning Process.

Structure-class words

Subsequently, authentic materials have another important type of element that complements the previous matter of content words: Structure-class words. This type of words, sometimes called function words, are words that signal how content words relate to each other in a sentence. There are far fewer structure-class words than content words. In general, it is necessary to memorize lists of words that belong to the various parts of speech in the structure-class category. Bearing this in mind, structure-class words complement the function of content words in the improvement of Speaking and Writing skills.

Passive vocabulary

A learner’s passive vocabulary is the words that he or she understands but do not use yet, as a result, this type of vocabulary is implicit in the authentic materials applied for students’ Teaching-Learning Process. Furthermore, passive vocabulary can be defined as language items that can be recognized and understood in the context of reading or listening.

Additionally, passive vocabulary knowledge involves perceiving the form of a word while listening or reading and retrieving its meaning. Then, how can passive vocabulary be reduced so that the active vocabulary increases? To discover that, it is necessary to discover the effect that the level of exposure that the Intensive Intermediate English II and Intensive Advanced English II students have to resources such as authentic material, and how the population under study uses those resources to improve their speaking and writing skills.

Size (breadth), depth and strength

The breadth of vocabulary knowledge is defined as vocabulary size, or the number of words and meanings of which a learner has at least the minimum knowledge (Qian, 1999). Therefore, one of the objectives of authentic materials is to increase the amount of vocabulary words that students acquire during their learning process. Minimum knowledge of a word's meaning is defined as the ability to recognize its most frequent meaning. The total number of words a student knows in this way is the learner's breadth of vocabulary knowledge or their vocabulary size.

The depth of vocabulary knowledge refers to how well a particular word is known (Nation, 2001). In other words, the depth of a learner's vocabulary knowledge is determined by his or her knowledge of various aspects of a given word, such as its meaning, especially polysemy and synonyms, and its sensitivity to collocations and associations (Qian, 2004).

While vocabulary knowledge is said to constitute a continuum with difficulty hierarchies from passive to active vocabulary knowledge, the degree of vocabulary knowledge is referred to as "strength".

Active vocabulary

Active vocabulary is items which the learner can use appropriately in speaking or writing. Many learners feel a need to improve in the area of active vocabulary. Taking this into account, teachers are bound to apply the most appropriate elements in their planning, regarding to authentic materials they will use. However, in the mother tongue as well as in a foreign language, it is usual to have a far larger passive vocabulary than an active one. Another name which active vocabulary may receive is productive vocabulary. Productive

vocabulary knowledge, on the other hand, means to express a meaning through speaking or writing and retrieve and produce the appropriate spoken or written word form (Nation, 2001).

Indicators for active vocabulary

When figuring out what vocabulary is active, there might be some indicators that can be taken into account when planning the use of authentic materials for the class, and one concept that can be used is: “knowing a word”. For “knowing a word”, a person has to fulfill the following indicators:

1. To understand it when it is written and/or spoken.
2. To recall it when necessary.
3. To use it with the correct meaning. This includes an awareness of where a particular word’s range of meaning (semantic field) may differ from its translational equivalent in another language.
4. To use it in a grammatically correct way.
5. To pronounce it correctly.
6. To know which other words can be used with
7. To write it correctly.
8. To use it appropriately, in the right situation. e. g. to know that ‘kanai’ meaning ‘wife’ should only be used to refer to one’s own wife and not the wife of another.
9. To be aware of a words’ positive or negative connotations.

The researchers focused this project on how the students’ vocabulary can be increased, and how they can use the new vocabulary when they face the oral and written examinations in their Intensive Advanced English II courses. At the same time, it is important to know if students use the correct connotations of the words, and if they use them in the appropriate context when producing the language.

Average of active and passive vocabulary

It is mandatory for the teacher to know how to select the most appropriate authentic materials according to student’s needs. A native speaker of a language can understand many more words than they actively use. Some people have a passive vocabulary up to 100,000 words, but an active vocabulary between 10,000 and 20,000. In foreign language learning,

an active vocabulary of about 3000 to 5000 words and a passive vocabulary of about 5000 to 10,000 words is regarded as the intermediate to upper intermediate level of proficiency taking into consideration the content words and structure words.

So the job for the teacher is to guide the students to those words which will help them add to their active vocabulary, and to distinguish those words from the much larger number of passive items. At the beginning of language learning, all the words which are taught must be acquired for active use, later, at intermediate and advanced levels, most of the words students meet will only be needed for passive use.

Vocabulary on the continuum

Most researchers nowadays develop lexical knowledge as a continuum consisting of several levels and dimensions of knowledge, starting with superficial familiarity with a word and ending with the ability to use the word correctly in free production (Nation 2001; Laufer & Goldstein, 2004). Vocabulary on the continuum may shift from passive to active vocabulary when being properly activated. Learners start using words, try new meanings, forget words, abandon words that have no use, revise words, etc. Therefore, the view of a continuum appropriately expresses the dynamic complexity of vocabulary knowledge. Thus, passive vocabulary knowledge involves a process from form to meaning and productive vocabulary knowledge involves a process from meaning to form.

Importance of vocabulary

Vocabulary is obviously a very important element within a language as the majority of meaning is carried lexically, and, therefore, something to be taken into consideration both in second and foreign language teaching- though not the only one that conveys meaning. Definitely, there are other elements to take into account like grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-verbal kinds of communication such as kinesthetic communication-signs and gestures.

When learning a language, the focus of attention can not only be on learning vocabulary, but according to McCarthy (1990), no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communications in an L2 just cannot happen in any meaningful way.

Sometimes vocabulary is not so emphasized when learning a language since most of learning processes focus on communicative competence or “functions, notions and communicative strategies” (Dubin and Olshtain, 1986) rather than on teaching vocabulary.

Thus, students and teachers should be aware of the importance of this element since sometimes the focus of attention is on grammar, paying little attention to vocabulary.

What vocabulary to teach

When addressing this question, one has to take into account the choice of the course book, the syllabus design, or other factors. The teachers should be concerned about the different criteria used when designing a syllabus and materials, the ones followed in making decisions about vocabulary content in language courses, and what the objectives of these particular decisions are. Otherwise, it becomes difficult to evaluate syllabi and materials, to understand why particular vocabulary is to be taught as well as to explain to learners why they must learn particular words (McCarthy, 1990).

Teaching vocabulary

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that educators have to be remembering about the way new lexical items are presented. It also requires the educators to take into account the current level of vocabulary of his students. If teachers want students to remember new vocabulary, students need to learn it, practice it, and use it in context. Teachers must make sure students have understood the new words, which will be remembered better if introduced in a “memorable way” (Hubbard, Jones, Thornton, and Wheeler, 1983). Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision though there is a chance that the vocabulary is not new to some of the students in the class. That is why elicitation is so important (Jeremy Harmer, fourth edition).

The researchers consider that, if vocabulary is presented properly, students will learn it easily. Thus, it is important that teachers use resources such as authentic materials to build up meaningful vocabulary in their students, and prevent them from forgetting it easily, so that students have the best tools to learn and memorize the words, and they can show a real improvement in the productive skills this work deals with.

Vocabulary presentation techniques

Gairns and Redman (1986) suggest the following types of vocabulary presentation techniques:

Visual techniques

These regard to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids (Zebrowska 1975:452). Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

Verbal explanation

This regards to the use of illustrative situations, synonymy, opposites, scales (Gairns and Redman, 1986), definition (Nation 1990) and categories (Allen and Valette, 1972).

Use of dictionaries

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like. French Allen (1983) perceives them as “passports to independence,” and using them is one of the student-centered learning activities.

Crosswords

Making use of crosswords may be useful when you are teaching vocabulary since a person is presented with some definitions, and the task is to look for the meaning. This can be more useful when students have been exposed to the vocabulary. In this way, students remember the vocabulary studied during a certain time in class. Crosswords may help in the process of internalizing the word’s meaning.

Word circle

This activity allows to the learners to discover the language and its relationship by themselves, determining the association of some words to create compound nouns. The idea in this activity is to teach to the learners about the word formation and the different kind of words that can be associated each other, the methodology of this activity is the following:

In this, a circle is formed with several words. One word is placed in the center of the circle, and the rest is placed around that word. The focus of this activity is to create compound nouns. Students determine in which ways a word can be combined to form compound nouns. For example, if the word in the center is TV, and some of the words forming the circle around it are star, set, series, and screen. Then, some possible compound words may be TV set, TV star, TV series, and TV screen. Thus, compounding is another way to teach vocabulary and to increase students' vocabulary.

Word map

The idea in this activity is to teach to the learners the relationship of the words and in this way, it will help them to increase their vocabulary knowledge. The activity has to do with the following:

Word mapping focuses on the relationship some words have. This way to teach vocabulary involves students' knowledge on how words can be related. For example, a word map of school will include the word school as a central word or starting point. Then, some other words related to school can be added – teachers, students, classrooms, board, desks, chairs, markers, chalk, eraser, CD player, windows, doors, fan, etc. When teaching vocabulary through word mapping, the teachers have to highlight the importance of creating a relationship between objects. In the school example, the relationship between the vocabulary is that the vocabulary is presented in a school, so “airport” does not belong to this word map since it cannot be found physically in school. This way of presenting vocabulary helps students remember it by creating a mental map of relationship among things.

Word recognition

The purpose in this activity is to teach vocabulary to learners and at the same time, learners will have the possibility to practice the real pronunciation of some words that will be found in materials such as stories or readings, this activity will be developed as follows:

In this way of teaching vocabulary, students are given some vocabulary written on some cards. It can be a set per students or a set per group. Then, the teacher starts by telling a story or reading a paragraph that contains the words that were given to the students. Then, the students' task is to recognize the vocabulary as they hear it in the story or the paragraph. This way of teaching vocabulary involves the recognition of words or vocabulary from the spoken form to the written one. This is helpful since words in English are not written as they are pronounced, so it requires the students' knowing not only the written form or meaning of the word but also the oral recognition of vocabulary.

Description to definition

The purpose of this activity is to allow the learners to use their language so that, they will have the opportunity to practice what they have learned up to date, here the teacher will give the chance to them to describe basic words with the idea of using their English. The methodology of this activity is the following:

In description to definition the focus is on explaining word meaning before telling the definition. The teacher has to make sure that the students know somehow the vocabulary for this to work perfectly. Students are given an oral or written description of a certain word. The students' task is to figure out the definition of the given description. For example, a description of "house" could be "a place where people live", "a building or part of a building which is used for a special purpose". After giving this description or explanation of the word, the students can tell what the definition is. This can be useful to review some vocabulary and to prevent students from forgetting the studied vocabulary.

Teaching vocabulary with Songs

The idea of this activity is to develop the listening skill to the learners and by providing them with song's lyrics, they will acquired new vocabulary to their knowledge, to have a better idea about this activity, it is necessary to read the following:

This way of teaching vocabulary is one the students' favorite ways of learning since most of students love music. In this, listening recognition to the vocabulary is required, for students will listen to a song to get some vocabulary. For carrying out this, the teacher can prepare a worksheet with the lyrics of the song. In the worksheet, some words are erased, so students fill in the blanks with the words they listen. Then, the teacher can reinforce the activity by explaining the unknown vocabulary or by providing scenarios where the vocabulary can be practiced. This fill-in-the blanks activity is not the only one to teach vocabulary through songs since there might be more ways of using songs to teach vocabulary.

Strategies to learn vocabulary

The aim of this is to help learners to be aware of the different ways or strategies in which they can learn new vocabulary. The teacher will provide them with some sources that may be useful in the acquisition of it.

Certain strategies may be taking into account in regards to learning vocabulary. Nowadays some schools have some available digital tools and media. These two can be used to improve vocabulary learning in a way that will interest students and provide scaffolds and context.

eVoc

Some teachers apply this strategy to their learners with the intention that they can get in touch with technology, and it is a good tool for teachers because they can go beyond the texts and printed materials, the definition of an eVoc is the following:

An eVoc strategy is an electronic, or technology based, strategy that teachers can use to develop students' vocabulary learning and interest in words. People use the term *eVoc* both to highlight that the strategies rely on digital tools and resources and to suggest the *evoking* of learning potential that is possible when technology and media are part of the instructional mix.

Direct vocabulary

The aim of teachers in this strategy is to ask learners to look for new vocabulary or unknown words in a reading material, and then the teacher will ask them to write down those words in a journal, the students can look them up in a dictionary in order to increase their vocabulary knowledge. To know more about this strategy is necessary to mention the following:

Direct vocabulary instruction is essential, but research indicates that students with well-developed vocabulary learn many more words indirectly through reading than from instruction (Cunningham & Stanovich, 2001; Nagy & Herman, 1985). Two strategies that encourage children to read widely and deeply are to provide an array of reading materials that capitalize on their interests and to set aside time for reading during the school day and at home (Trelease, 2006). Conversations about their reading with adults and peers also strengthen students' word learning (Biemiller & Boote, 2006).

In this strategy, the student might be given the freedom to choose an interesting reading for him or her. Then, the students can be asked to look for the different unknown words found in the reading. The outcome of this strategy may be really good since students' interest in the book will lead them to know more vocabulary. Later on, the teacher's task is to reinforce that vocabulary by proving scenario where the words can be used. One way to assess this strategy is by asking students to write a short journal of what they have read and to write the new words they have found. By putting into practice this strategy the students' vocabulary level may increase.

Real English to teach vocabulary

The purpose of teachers in this stage is to teach vocabulary by exposing to learners to the real English by means of using authentic materials.

When teaching vocabulary, a variety of resources can be used. This material, for instance, is created specifically to teach English at conversational levels, and the material may include some necessary vocabulary according to the English level of the students. Nevertheless, material that is not designed to teach – authentic material- can be also used to teach vocabulary. This authentic material is helpful since some of the vocabulary used every day

by English speakers does not come from academic books but from podcast, TV series, music, movies, and so on. Some people might look this as an important way of learning new vocabulary or expressions that can be useful when talking with a person. In the internet, a person can find lots of different resources to learn vocabulary, for example, podcast, music videos, music, readings and so on. Additionally, a person can be exposed to real English while watching movies, soap operas, sitcoms, and the like, and as stated before, by reading books that are not designed to teach English, a person can get to know more vocabulary.

Use of English textbooks to enhance the speaking skill and expand vocabulary in EFL students

The intention of using textbooks in the classroom is to increase the learners vocabulary through the use of authentic textbooks which contain passages, some dialogues, short stories, among others activities that learners will have to perform in class in order to improve the speaking skill.

Those who have already discovered the joy of books, however, are hooked for life. And as others become aware of the vast array of books available, they too will find that unrivaled knowledge and pleasure await them between the covers of books' (Beckert, 1992).

Sometimes, it is really hard for teachers to get students to read, and there are many factors which will not be mentioned in this research study that influence the students' dislike towards reading. On the other hand, it is important that teachers learn how to use different activities, practices, etc in order to motivate students to read and enjoy what they read."Reading forces us to look at words that we might not have seen or heard recently at the pub. In fact, language in children's books is likely to be more sophisticated than your average conversation" (Stansberry, 2009)

Use of cable TV to improve the oral proficiency in EFL students

The purpose of using cable TV in EFL students is to expose them with real English in which they will be able to store idioms, slangs, and other advanced grammatical structures found in the different TV programs. The task for teachers is to select the content of cable TV programs, sitcoms, and movies that will be used in the teacher's lesson plan.

Based on the opinion of (Muller- Hartmann, 2004) “media materials can provide authenticity to the classroom and the outside world”.

What can be considered by reading Muller- Hartmann is that learners feel more motivated when are exposed to the real English, listening to native voices in cable TV programs. Considering the use of cable TV, learners preferred to set apart the reading skill and they preferred to watch the following channel:

Jane Sherman (2003) stated that the eye is more powerful than the ear. It is almost obvious that students prefer watching sitcoms, T.V programs, movies, etc., rather than reading. This is another interest that teachers have to reinforce in students. In one research done by Vilma Tifani, 2009 to a group of students, they were asked what channel they liked the most and why; the results that were gotten were the followings:

They liked the channel called Top Channel because:

- It has a lot of information.
- It is a powerful and trustworthy station.
- It is attractive, entertaining, informative, and serious.
- It gives quick and exact information in different fields.
- News is of high quality, quick and fresh.
- The staff is very professional and well qualified.
- It uses advanced technology.
- It gives a lot of interesting documentaries.
- It has a wide range of programs, etc.

All the considerations above have to be taken into account by the teacher in order to get material that will benefit and contribute to the learners’ proficiency through the exposition of real English. This resource is a little bit difficult to use since the teacher has to pay attention to the content of cable TV programs, sitcoms, and movies that will be used in the lesson plan. Some of the advantages that help improve proficiency by the use of this resource are: it helps students to learn new idioms or slangs in context, it helps students get familiar with formal

and informal English which they need to be aware of; through listening to native speakers, students picture in their minds a model that they have to imitate in order to produce the language with fluency. The resource Cable TV is used instead of saying just “television” because the programs to which students have access in cable TV are broadcasted in English. On the contrary, typical programs with no cable TV are usually translated to the mother tongue. Thus, the use of cable TV programs, films, documental, sitcoms and the like becomes a strong helper in the improvement of the speaking skill of an ESL student.

The most common and useful Authentic materials

There is some available authentic Material to consider as valid resources that can help in the Teaching-Learning Process and is more often used during this process. This type of authentic Material is very useful and is the basis for most teachers that apply them in their planning; some of these tools are TV, videos, literature and the internet as a source of getting more authentic materials.

Importance of TV resource as Authentic Material

Thanks to the new era of technology, TV has become an important tool in the application of authentic materials. It's more common to be used at schools by including it in the planning and putting into practice. Such practice has a lot of advantages for the students. First, it encourages students to learn English via authentic multi-media online resources and in an intriguing way. Second, all the teaching materials are up-to-date which prove to be convenient and resourceful for both, teachers and students. That means all students can watch the videos again at home in order to revise all the facts and information of the provided content by themselves.

Besides, from enriching students' English vocabulary and lexical power, and enhancing their listening skills, it also increases students' awareness of social issues in the place students are learning. All students need to complete comprehension, sentence-making exercises along with reflective writing. Thus, all these help to provide an end product for the students in learning English through using TV content.

Of course, it is important to note that “Learning English with Fun” is always the major aim of all the elements in acquiring knowledge. “Learning English through TV content” can be a very enjoyable process for students as they can read and listen to English in a more comfortable and authentic atmosphere. In this way, the English lessons can help to motivate students to learn with anticipation and interest.

TV shows that are available to use as authentic materials

In order to use TV programs as authentic materials, it’s mandatory to know what types of them are available to be taken into account for educators when planning their lessons:

- **Sports**

Programs featuring sports or sporting events. Examples: ESPN, Match of the Day, The Football League Show, Super Bowl, Sunday Night Football.

- **Sitcoms**

Amusing TV series about fictional characters. Also known as a situation comedy.

Examples: Two and a half men, Anger management, The Big Bang Theory, Friends, etc.

- **Documentary**

A TV program that documents real life events. Examples: Panorama, Stephen Fry in America, Long Way Round, Life on Earth.

- **Soap**

Also known as a Soap Opera. A fictional drama about people’s daily lives. Examples: Easterners, Holly Oaks, The Bold and The Beautiful, All My Children.

- **Cartoon**

A program that features animated characters. Examples: The Simpsons, Family Guy, American Dad, South Park.

- **Travel or Holiday**

A show that features holiday destinations. Examples: The Travel Show, Wish you were here.

- **Kids/Children's**

TV programs produced for children. Examples: Bob The Builder, Sesame Street, Hannah Montana, Scooby Doo, Johnny Bravo, Barney and his Friends, Teletubbies.

- **Drama**

Fictional TV stories, featuring actors. Examples: CSI, Holby City, Lie To Me, House, Lost, 24, Game of Thrones.

- **Makeover**

A show that helps people change their image or lifestyle. Examples: Extreme Makeover, The Swan, Gok's Fashion Fix.

- **News**

A show that reports world events as they unfold. Examples: News at Ten, CNN Newsroom, 60 Minutes.

- **Cookery**

A program hosted by famous chefs, who teach people how to cook. Examples: Ready Steady Cook, Gordon Ramsay's F Word, Jamie's Ministry of Food.

- **Reality TV** A "Fly on the wall" show, featuring real people. Examples: Celebrity Big Brother, So You Think You Can Dance, Dancing on Ice, American Idol, Britain's Got Talent.

The use of videos as Authentic Material tools for the Teaching-Learning Process

Videos have a very close-relationship with TV programs, since is the way students interact each other in the classroom with those programs. Educators have a variety of video materials to apply in their planning; these materials are taken straight from the TV programs. In contrast to watching TV or cable TV, videos are more tractable regarding to interaction, since teachers are able to manage them according to the convenience of student's needs.

Besides TV programs, there are other video categories to take into account, such as tutorial videos, recipes and cooking, fit and training videos, movies, video clips, and the like.

Importance of using videos as Authentic materials in teaching

When learners watch a movie or TV program, superficial and even deep feelings and emotions are elicited, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. These emotions are often triggered or heightened by the mood created by specific visual scenes, the actors, and/or the background music. A video can have a strong effect on students' mind and senses. It is so powerful that students may download it off the Internet or order the DVD from any international electronic commerce company along with the CD soundtrack, so learners can relive the entire experience over and over again. This attraction to videos extends to movies, TV programs, commercials, and music videos. Quite possibly those students eventually may want DVDs of their classes.

Learning outcomes of videos as Authentic Material

According to Ronald A. Berk, there are twenty potential outcomes that educators can exploit:

1. Grab students' attention;
2. Focus students' concentration;
3. Generate interest in class;
4. Create a sense of anticipation;
5. Energize or relax students for learning exercise;
6. Draw on students' imagination;
7. Improve attitudes toward content and learning;
8. Build a connection with other students and instructor;
9. Increase memory of content;
10. Increase understanding;
11. Foster creativity;
12. Stimulate the flow of ideas;
13. Foster deeper learning;
14. Provide an opportunity for freedom of expression;

15. Serve as a vehicle for collaboration;
16. Inspire and motivate students;
17. Make learning fun;
18. Set an appropriate mood or tone;
19. Decrease anxiety and tension on scary topics; and
20. Create memorable visual images.

Videos and the brain

There is a lot of information on the topic of the brain. However, the primary interest here is only on how a video is processed in students' brains to facilitate learning. Going deeper in the importance of videos as authentic materials, it is important to take into account the core intelligences as described by Gardner. (Gardner, 1983, 1993, 1999, 2005; Gardner & Hatch, 1989; Kagan & Kagan, 1998; Marks-Tarlow, 1995; Williams, Blythe, White, Li, Sternberg, & Gardner, 1996), verbal/linguistic, visual/spatial, and musical/rhythmic are core intelligences in every student's brain.

Authentic materials

One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio-Hadley, 1993). But some of the problems are determining what authentic materials are, why it is important to use authentic material in the classroom, and what are the sources for authentic materials? Taken from Peacock (1997), the definition of authentic materials is the materials that have been produced to fulfil some social purpose in the language community. Martinez (2002) defined that "authentic" would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for". The definitions of authentic materials are slightly different in literature. What is common in these definitions is 'exposure to real language and its use in its own community'. Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (p. 467). Harmer (1991), cited in Matsuta (1991) defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. Jordan (1997, p. 113) refers to authentic texts as texts that are not written for language teaching purposes.

Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001, p. 347).

Advantages of using Authentic materials in language teaching.

(Philips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001):

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

We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language. These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. In this section, the advantages of using authentic materials in language teaching will be explored, and also the drawbacks of using them will be discussed.

There are many references to authentic materials in the language teaching literature (Martinez, 2000; Nunan, 1999; Spelleri, 2002; Widdowson, 1990). Those authors who support the use of authentic materials share a common idea which is “exposure”. By using authentic materials in the classroom, even when it is not in an authentic situation, it still provides the learners with many significant advantages (Martinez, 2000). He summarized several benefits of using authentic materials. The first one is that by using authentic materials, students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general ideas. As in the OPI, ACTFL guidelines to test a proficiency level states: Intermediate-level listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. The second advantage he addresses is that authentic materials keep students informed about what is happening in the world, so

they have an intrinsic educational value. Many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials (by which I mean materials produced specifically for language learners, e.g. exercises found in course books and supplementary materials). A third Advantage, as language change is reflected in the materials so that students and teachers can keep abreast of such changes. Changes in linguistic and learning theory suggest that culture can be used as an important element in language classrooms, but many students say that they do not want to learn about the culture of the target language. This might be because of the fear of assimilation into what they perceived as something strange to them. Also, misrepresenting cultures by reinforcing popular stereotypes and constructing these cultures as monolithic, static 'Others', rather than as dynamic, fluid entities might result in failure in making cultural content an effective element in language learning and teaching (Guest, 2002). The next advantage addressed advantage mentions that reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening, e.g. basically, students listen to news reports and they are asked to identify the names of countries, famous people, etc. The penultimate advantage refers to the different authentic materials such as books, articles, newspapers; and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling. Lastly, authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics of kinds of authentic materials to be used in class. As a result, learners will keep high motivation and interesting in language teaching through these meaningful interactions with the materials. Nunan (1999) also supports,

The use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and makes learning and using language more meaningful, and, ultimately, easily for students” (p. 212)

Spelleri (2002) makes a more practical case for using authentic materials with her adult immigrant learners. She argues that authentic materials offer real language that is contextually rich and culturally pertinent. These materials have a high interest value because of their relevance and because there are at least three layers of learning embedded within them: language learning, cultural insights, and practical application. Authentic materials can customize what textbooks have to make generic because of mass marketing consideration. They can help learners “bridge the gap from the classroom lesson to real life by making immediate use of classroom lessons in their lives” (Spelleri, 2002. p.3). By exposing learners to authentic language can help them develop their predication skills and improve their strategies for dealing with uncertainty in understanding or using target language.

The drawbacks of using authentic material in language teaching.

However, there are drawbacks to using authentic materials in their raw form without adaptation or support. Gardener and Miller (1999) mentioned several disadvantages. The first disadvantage is the complexity of the language. ACFEL Guidelines states the following: Novice-level listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and “basic” courtesies or levels. Authentic materials may be too culturally biased or too difficult to understand outside the language community thereby making them inaccessible to beginners or elementary learners. The second disadvantage is the learning burden. Authentic materials may contain items, particularly vocabulary, which are of low frequency and of peripheral use to the learner and may never be encountered again. The third disadvantage is that in learning contexts where authentic target-language materials are not readily available, obtaining them can be time consuming and frustrating. Martinez (2002) also mentioned two other weaknesses of using authentic materials. One is that some authentic written materials have so many different vocabularies coming from slangs and idioms that are part of the environment; that is very hard for the learner to understand. The other is that the materials can become out-dated easily, such as news in newspapers or magazines. The last disadvantage to mention in the research is time consuming. Depending on the type of activity or authentic Material to use in the class, it has to be selected carefully as means of complement the pedagogical information, Peacock, 2001. Due to these reasons, some

teachers may be frustrated by selecting and preparing these authentic materials for their learners.

Regardless of the drawbacks above of using authentic materials, our teachers are enthusiastic and take advantage of the benefits and use them properly and in sufficient quantities, we may motivate our learners (Gardner & Miller, 1999). There are many sources of authentic materials (Gardner & Miller, 1999), such as newspapers, magazines, user manuals, leaflets and brochures, TV and radio programmes, videos, literature, songs, etc.

Richards (2001, p. 253) points out that alongside with these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. There comes the question of when authentic materials should be introduced and used in a classroom; in other word, can we use authentic materials regardless of the students' level?

Using Authentic materials: At what level?

Guariento & Morley, (2001) claim that at post-intermediate level, the use of authentic materials is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. Matsuata (1999) states that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students. Taken from the ACTFL guidelines, the proficiency level for an intermediate student establishes the following: Intermediate-level students can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. As well, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a

reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocution, or a significant amount of hesitation.

English for academic purposes

Importantly, it is quite necessary to mention that during the English major at the University of El Salvador, students are getting ready not only for learning English a Foreign Language but also learning how to teach the language. Then, the question, what if the learner is able to speak English but is not able to teach or vice versa? It is undeniable that content knowledge of a discipline is indispensable for effective teaching. Also, it is true that an individual's characteristic pattern of thinking, acting, and relating (i.e. personality) cannot be appreciably altered by an education department's curriculum. However, to assert that content knowledge and personality are the only two qualities of an effective teacher would be an untested assumption. Although personality cannot be taught, specific characteristics and behaviours can be isolated and developed. Without teacher education research, the traits and strategies of effective teachers would not be identified. History is replete with exceptional teachers like Jesus, Socrates, and countless others in professions like medicine, engineering, law, and architecture who did not study "how to teach." These are teachers who simply presented and present of plenitude of their knowledge and force of their personalities, Max Malikov (2006). In Malikov's book: *Are Teachers Born or Made? The Necessity of Teacher Training Purposes*, teacher education is concerned with identifying instructional strategies that work, and training prospective teachers in the application of those strategies.

Linguistic and English skills equally important

Concluding the above information; in fact, it is equally important for an English learner to have a balance on their English and Linguistic skills knowledge and aptitudes. To be able to teach and make use of authentic materials, as well as, to employ them in the teaching-learning process for enhancing the Speaking and Reading skills is high relevant to first be conscious of the equally balance a teacher must have in their linguistic and English skills and knowledge. Becoming a teacher seems a challenge for many students. This is because they do not feel comfortable when they have to speak to an audience; therefore, they feel unable to accomplish the goals and steps to follow in the lesson plan when teaching a

class, meeting the challenge of internal aims, Pearson, third book edition, 2001. Having to perform a game, give instructions, provide extra explanation, or even follow the lesson plan accordingly among others are some examples of what triggers English teacher learners to fail reaching the aims previously established through the same lesson plan. Then, it comes a second question, how well are students being trained pedagogically to be ready to teach a foreign language? The assumption that a teacher's effectiveness will improve over time with repetition is an untested hypothesis. Teacher education provides for improvement by teaching teachers how to formulate plans for instruction and evaluate the resulting classroom experiences. The repetition of ineffective teaching leads to entrenchments in bad practice, not improvement. While it is probable that lecturers will improve with repetition and research in their disciplines, teaching involves more than lecturing. Certainly, primary and secondary teachers are not mere lecturers, Max Malikov (2006).

Some students might think that they have chosen the wrong career since they were just thinking on learning a foreign language and never focused on how to teach which it is the subject matter in the major. Pointing out students' mistakes after teaching a class is not the best way to well train them. It is necessary to approach the language teaching and aspects such as language theory, learning and instruction. Michael J Wallace in "Teaching Foreign Language Teachers", the wisdom of the profession resides in an experienced professional practitioner: Someone who is expert in the practice of "craft". The young trainee learns by imitating the experts' techniques, and by following experts' instructions and advice (hopefully what the expert says and does will not be a conflict.) By this process, expertise in the craft is passed on from generation to generation. According to Stones and Morris (1972), this was how teaching practice was traditionally organised until about the end of the Second World War in 1945. The master told the students what to do, show them how to do it and the students imitated the master. This training procedure was called "sitting with Nellie", Nellie being an expertise worker who had been doing these routine tasks for years. They also remarked that mistakes were used for them to learn in a positive way.

In this constantly developing society, there are many factors that actually contribute for a student to waver of performing new things that may contribute to their professional development. Many students might have the knowledge on how to develop a class while

some others might feel inefficient to perform a task at the moment of teaching. Consequently, the lack of the use of authentic materials might be an important reason why student do not develop the necessary skills for them to learn in an equally balanced way. Thereupon, the use of authentic materials is an important and relevant tool, source, and step when teaching a Foreign Language. Peacock, 2007 this is to enhance not only the Speaking and Writing skill, but also to be trained to teach the language.

Verbal/linguistic: Learn by reading, writing, speaking, listening, debating, discussing, and playing word games. This interaction remarks the improvement of speaking skills.

Visual/spatial: Learn by seeing, imagining, drawing, sculpting, painting, decorating, designing graphics and architecture, coordinating color, and creating mental pictures.

Musical/rhythmic: Learn by singing, humming, listening to music, composing, keeping time, performing, and recognizing rhythm. These activities allow students to achieve a better level of speaking due to its nature of practicing.

These three intelligences are part of that unique profile of strong and weak intelligences that every student possesses, so that educators are able to take some advantages by knowing about them. According to Zull, (2002) neuroscience research has confirmed the physical difference in the neuronal networks of each student's brain. Instructors can only work with what each student brings to the classroom.

This pluralistic view of the mind permits faculty to think of exposing their students to a wide range of learning strategies. Veenema & Gardner, (1996) assert that drawing on from four to six intelligences allows virtually every student to use their strength intelligences as well as to strengthen their weaker ones. Videos can tap verbal/linguistic and visual/spatial, and even musical/rhythmic.

Goleman's (1998) emotional intelligence is also tied to videos. Intrapersonal involves self-reflection, self-direction, self-motivation, controlling impulses, planning, independent study, and metacognition; interpersonal emphasizes relating, cooperating, empathizing, teaching, leading, connecting with others, resolving conflicts, and social activities. Video

clips can be used to communicate with learners at a deeper level of understanding by touching their emotions.

Literature as a source of Authentic Material

According to Joanne Collie and Stephen Slater in his book *Literature in the Language Classroom*: “The criteria of suitability clearly depend ultimately on each particular group of students, their needs, cultural background and language level”. What can be considered by reading Joanne Collie and Stephen Slater is that the type of literature, or the materials based on this should be selected and analyzed before exposing students to those materials, but they have to be classified according to the criteria stated before. It is really necessary to determine the types of books to be used by the learners based on their interests, emotions, and real life. Those that are not relevant will not catch the student’s interests and motivation. A good strategy that is considered really useful for teachers in the classroom with the aim of capturing the students interest and motivation is the following: According to Collie and Slater, “give the class a brief summary of three or four possibilities; perhaps with short extracts from the text, and then choose the one they find the most appealing”. In accordance with the authors previously mentioned, teachers must establish a good rapport with their students with the purpose of knowing their likes and dislikes, and in this way provide them with an effective teaching.

As soon as students select the type of literature materials they prefer such as novel or a play, teachers need to find strategies to introduce those materials to the students. What can be considered from Collie and Slater; is that the types of materials that teachers pretend to use in the classroom need to be classified and determined according to the student’s needs, interests, and preferences to catch their motivation and as a result the class will be a good environment of learning.

Use of the Internet as a source to improve the speaking performance of ESL students

The implementation of the Internet use as a source to help students improve their speaking performance involves the search for materials that are called “authentic” because they were not created for educational purposes. Those materials can be podcasts, news, songs, videos, etc. that will later be used to expose students to real English.

The use of this resource and the inclusion of it in the daily class demands time, and that is why some teachers do not even think of using this resource to help the students speaking and reading proficiencies improve. Motivation takes place in this aspect since many students have access to it, but most of the time this source is not used as a way to improve the oral and written proficiencies and vocabulary expansion but for other purposes. Here, the teacher has to look for ways to motivate students who have access to the Internet to use it accurately and to take advantage of it at least in a set schedule.

According to Tifani (2009) “The Internet helps students and teachers to compare and classify information, to induce and deduce ideas, to analyze errors, to abstract concepts, to analyze perspectives, to gather information, to work in teams, etc. The Internet is an excellent tool for locating the latest news not yet published. The Internet has three characteristics that distinguish it from traditional classroom materials such as books, supplementary readings, videos and films. The information on the Internet is extensive, dynamic and readily accessible. Acknowledging these characteristics will provide a better understanding of the potential as well as the challenges this new instructional tool offers to teachers.”

Teachers have been using online communication in the language classroom for more than ten years now from an investigation of the experiences of dozens of teachers around the world who have used the internet in language teaching, Warschauer 1995;1995; 1996; 1996. A few common guidelines emerge that can assist teachers in successfully planning and implementing network based learning projects consider carefully your goals.

There are several possible reasons for using the internet in language teaching. One rationale is found in the belief that the linguistic nature of online communication is desirable for promoting language learning; it has been found, for example, that electronic discourse tends to be more lexically and syntactically complex than oral discourse, Warschauer 1996, and features a broad range of linguistic functions beneficial for language learning, Chun, 1994 Kemern, 1995 Wang 1993. Another reason for using the internet is that creates optimal conditions for “learning to write” since it provides an authentic audience for written communication, Janda 1995. A third possible reason is that it can increase students’ motivation, Warschauer 1996. Taken from Peacock’s book edition, two quasi experimental studies directly address the question of learner’s motivation from authentic materials. Gonzales (1990) researched the effect of authentic materials on learners’ attitude, motivation,

and culture of language achievement. Another reason is the belief that learning computer skills is essential to students' future success. This reason suggests that it is only a matter of using the internet to learn English but also of learning English to be able to function well on the internet.

Think about Integration

Most teachers who have used the internet have started out with some kind of simple key pal computer pen pal exchanges, and most teachers who have used these exchanges have felt something lacking. In other words, there is no more reason to expect a significant educational outcome from simply creating a pen pal connection than there is from simply bringing two students into a room and asking them to talk. Over time, greater involvement on the teachers' part in creating learning activities that create sufficient linguistic and cognitive demands on the student is needed to get maximum benefit from internet exchanges. And as a number of people have noted, this teacher intervention is most successful when it brings about activities and projects that are well integrated into the course curriculum as a whole. Bruce Roberts the coordinator of the Intercultural E-mail classroom connections (IECC) program explained this point well:

There is a significant difference in educational outcome depending on whether a teacher chooses to incorporate email classroom connections as: an ADD ON process, like one would include a guest speaker, or an INTEGRATED process, in the way one would include a new textbook. The e-mail classroom connections seems sufficiently complex and time consuming that if there are goals beyond merely having each student send a letter to a person at a distant school. The ADD-ON approach can lead to frustration, and expected academic results the necessary time and resources come from other things that also need to be done. On the other hand, when the e-mail classroom connection processes are truly integrated into the ongoing structure of homework and classroom interaction, then the results can be educationally transforming (Warschauer 1995a p 95)

Of course, there are many ways that internet activities can be integrated into the overall design and goals of a course (Sayers 1993 for a good overview). For example, the use of

blogs, social networks with academic purposes among others. Also, the teacher can work with students to create research questions which are then investigated in collaboration with foreign partners' students and long distant partners can work collaboratively on publications. Or students can use exchange partners as experts to supply information on vocabulary, grammar, or cultural points which emerge in the class. Again, the choice has to be made by the classroom teacher, preferably in ongoing consultation with the students. Nevertheless, as Roberts suggests above, it does behoove the teacher to think about how to integrate online connections into the class rather than adding these connections on top of the rest of the classroom activities in a disconnected fashion.

Do not underestimate complexity

Most English teachers, even those who consider themselves computer novices, have several relative advantages when learning to use the internet. They are in most cases skilled at English, experienced at typing or keyboarding, and have some basic computer literacy. For example, they probably have at least used a computer for word processing. EFL students, on the other hand, at least in some cases may lack these basic pre-requisites. Though we have had students who are quite experienced with computers, we have also had students who had seldom used a computer; lacked basic knowledge such as how to operate a mouse or open a folder; and lacked the vocabulary reading and listening skills to follow instructions for using the computer. Beyond these issues of learners' preparation, there are a number of other complexities in introducing internet-based activities in the EFL classroom. Activities in a single class may be dependent on scheduling the computer lab, and on students' finding computers outside the class time to continue their activities. Hardware and software can malfunction and computer systems can be down. Students' schedules might not permit them to return to the computer lab at a time when computers are available to complete their assignments. Exchanges between classes are even more complex. The partner class might have absent students or might not meet in a particular week due to holidays or other activities.

None of these potential problems mean that internet based activities shouldn't be used. But, in attempting to integrate online teaching, the best is not to be overly ambitious in the beginning. A situation which overwhelms both, students and teacher in technical difficulties

is not likely to bring about the desired results. It is better to start small and to create the kinds of activities which have a direct purpose and are well-integrated into the classroom goals' if these activities prove successful, you can build from there and attempt a more ambitious plan the following semester.

Provide necessary support

Mindful of the complexities which can arise in internet usage, teachers need to provide support sufficient to prevent students from being overwhelmed by difficulties. This kind of support can take numerous forms: creating detailed handouts that students can refer to when class is finished and the teachers' personal help is not accessible building; technology training sessions into the class schedule not only in the beginning but on an ongoing basis; working with the computer center to set up logon log-on systems and other procedures which are as simple and intuitive as possible; assigning students to work in pairs or groups, both in and out of the lab, so that they can provide assistance to each other; providing details to the students about how and when they can get assistance from technology specialists or others on campus outside of class; and being available to help students at times when they are most likely to need it.

Involve students in decisions

The concept of a learner-centered curriculum (Nunan, 1987 predates and has broader significance, than the internet-enhanced classroom. However, this concept seems particularly important when considering network-based teaching.

First of all, as indicated above, network-based teaching involves a number of special complexities. It will be difficult, indeed, for a teacher to be fully aware of the impact of these complexities without regular consultation with students. This might involve anonymous surveys, class discussions, or similar means of involving students in expressing their opinions about the process of implementing technologies.

Beyond that though the nature of computer-mediated communication is that it creates opportunities for more decentered- interaction (Warschauer, 1996; Turbee & Roberts 1996)

Although the authentic materials are important and relevant to have a successful teaching-learning process, teachers and learners have to be aware on how to use them effectively. This might sound controversial to the topic in study; however, there are many authors who argued that the overuse of authentic materials is not appropriate for students due to the complexity they have when they are basic learners; there have been others who agreed in the fact of mixing pedagogical material with authentic material to make it more effective for students to learn. The Top Notch book Summit for high college degree students, for example, shows writing activities in which students are exposed to real language by presenting information in a paragraph from the United States cultures. The activity consists in first to rewrite the paragraph. By rewriting it, students have to understand what the paragraph is about to be able to talk about it; in that way, students are not only being exposed to real language and culture but they are also practicing their Writing and Speaking skills. Under this premise, as there are many authors who are in agreement of using authentic Material, there will be others who do not strongly agree in the fact of using them. For this reasons, some advantages and disadvantages are presented in the project as follows.

2.3 Glossary of key terms

Along the research project information, there will be key words that could lead the reader to better understand the topic under study: Use of authentic materials in the Intermediate Intensive English II and Advanced Intensive English II levels of the University of El Salvador during the year 2014. These key terms will be mention through the development of the research project that will be referring to different aspects.

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

Active vocabulary: These are items which the learner can use appropriately in speaking or writing.

Continuum: Anything that goes through a gradual transition from one condition, to a different condition, without any abrupt changes.

Content-based Learning: Here goes a summary explaining how Content Based Learning works. Content Based Learning is a language teaching approach in which a language is learnt by means of the students' analysis of different materials in the target language about any topic.

Communicative-based Approaches: The Communicative-based teaching approach provides students with a more hands-on and fun learning atmosphere which encourages them to further develop their second language abilities.

Communicative Competence: The ability to use the language. Gaining such competence involves acquiring both sociolinguistic and linguistic knowledge and skills, in other words, the ability to use the language fluently, accurately, appropriately, and effectively.

Communicative Approaches: Approaches to language teaching which aim to help learner to develop communicative competences (i.e. the ability to use the language effectively for communication). It includes over teaching of language and functions in order to help learner to develop the ability to use them or communication. A strong communicative approach relies on providing learner with experience.

Content words: These are words such as nouns, most verbs, adjectives, and adverbs that refer to some object, action, or characteristic.

Meaningful Learning: It refers to the concept that the learned knowledge (let's say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). For understanding this concept, it is good to contrast meaningful learning with the much less desirable, rote learning. Rote learning is where you memorize something without full understanding and you don't know how the new information relates to your other stored knowledge.

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

Multi-media: It refers to content that uses a combination of different content forms.

Musical/rhythmic: Learn by singing, humming, listening to music, composing, keeping time, performing, and recognizing rhythm.

Learning-process: It is the process of assimilating information with a resultant change in behavior.

Lexical form: It is an abstract unit representing a set of word forms differing only in inflection and not in core meaning.

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

Improper English: Not in accordance with accepted standards, especially of morality or honesty.

Task-based Approach: This refers to materials or courses which are designed around a series of authentic task which give learners experience of using the language in ways on which it is used in the “real world” outside the classroom.

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

Structure-class words: These are words that signal how content words relate to each other in a sentence.

Passive vocabulary: It is called to the understood vocabulary but is not put into practice.

The breadth of vocabulary: It is the number of words and meanings of which a learner has at least the minimum knowledge.

Social issues: This refers to an issue that influences and is opposed by a considerable number of individuals within a society.

Verbal/linguistic: Learn by reading, writing, speaking, listening, debating, discussing, and playing word games.

Visual/spatial: Learn by seeing, imagining, drawing, sculpting, painting, decorating, designing graphics and architecture.

CHAPTER III

3. METHODOLOGY

3.1 Method

The study of this research project is “Descriptive” because the purpose of it is to establish the characteristics of the description of the use of authentic materials in order to be able to show the effectiveness of their usage through the speaking and writing skills. According to the complexity of the objectives and the information, the research is going to be developed as “study of independent variables”; that is why, the variables of the research will be stated in the objectives of the study. Due to the nature of information to answer the research problem, it will be both “qualitative and quantitative” to present the results of the research. This research will describe the use of authentic materials in order to show the impact and effectiveness authentic materials have in the speaking and writing skills for the Intermediate Intensive English I and Advanced Intensive English I students from the Foreign Language Department of the University of El Salvador.

3.2 Sample/participants

The group will do the research taking into account the Intermediate Intensive English I and Advanced Intensive English I to describe the use of authentic materials in order to show the effectiveness of Teaching - Learning process through Speaking and Writing skills. The sample will be probabilistic because it will be selected from a population based on the principle of randomization or chance, also the sample will be stratified because it will be taken out from a population of students and then this process will be carried out randomly within each stratum.

The formula to calculate the variance of the sample:

N= POPULATION

N= SAMPLE

$$N = \frac{S^2}{V^2} = \frac{\text{Variance of sample}}{\text{Variance of population}}$$

$$S^2 = P(1-P)$$

$$V^2 = (0.015)^2$$

$$N = \frac{n^2}{1 - n^2/N}$$

The type of research was non – experimental

Because the research implies the procedure of collection of data without making changes, here the phenomena will be studied as they occur naturally and no external variables are introduced, questionnaires are used in this type of research to gather data and they will be considered done of the possible instruments in the research project. The type of Non-experimental research design will be descriptive because that`s the main point in this research: To describe the use of authentic materials in the Foreign Language Department, and the groups are already made therefore the members of the research group will go just to do the interview and pass the questionnaires.

3.3 Data Collection Instrument

The group will make use of two instruments to collect the data from the sample. The first will be a questionnaire. To design this instrument, the levels of the ACTFL Guidelines will be taken into account to measure proficiency in relation to what can and cannot do with the language and the technique that the group will use is frequency usage in order to use numbers, at the end the type of data obtained will be quantitative because it has to do with numbers. The other instrument will be an Oral Interview, here the group will interview the sample with the purpose of measuring the proficiency of the students about how well they speak. The group will follow the phases of the Oral Proficiency Interview (OPI) which are warm-up, the level check, the probes, and the wind-down. At the end the type of data that will be obtained will be qualitative because different answers and opinions from the sample will be obtained.

3.4 Data Collection Procedure

The group handed in questionnaires to the Intermediate Intensive English I and Advanced Intensive English I Students. At the same time, a global sample of 15 students are interviewed about authentic materials knowledge, use in class and as an instrument to be used with speaking and writing skills.

There was set up agreements with the teachers in charge of the groups that were associated with the research questions, so that, these groups were part of the second semester of the year 2014. The groups were from the subjects:

- Intermediate Intensive English I
- Advanced Intensive English I

3.5 Data Analysis

With the obtained results, the data will be analyzed with a program called IBM SPSS, which is software of predictive analytics. Some of the questions are from the type “close”, on the other hand, other items make students feel free to choose more than one option, due to the nature of the question. Something important to take into account about this stage is the relation between the issues such as speaking and writing skills, motivation, and practice.

CHAPTER IV

4. ANALYSIS OF THE DATA

4.1 Data results

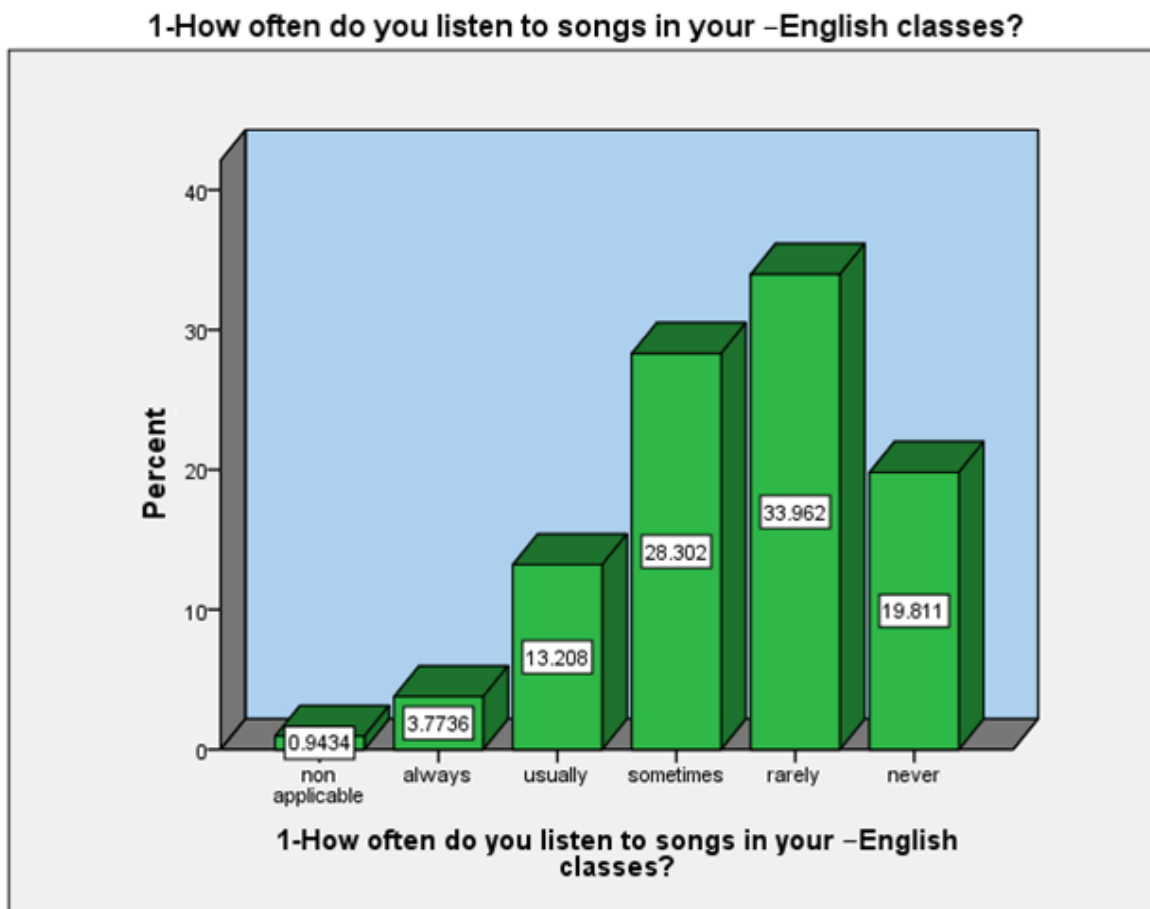


chart 1

According to this graph, the third part of the sample (33.96%) rarely listens to songs in their English classes. The use of songs is a remarkable way to learn or teach, for example, vocabulary (Gardner and Miller). On the other hand, only 3.77% use this resource most of the time. This leads to different points of view such as 13.21% usually use songs, sometimes 28.30%, rarely 33.96% and never 19.81%. Agreeing to some students, teachers sometimes tend to avoid the use of songs in classes; meanwhile, 19.81% pointed out teachers never use them, and the 13.21% usually use this important tool, songs. What can be implied from this result is that teachers have an average use of songs in classes.

2-Do you consider listening to songs is a good way to enrich you vocabulary?

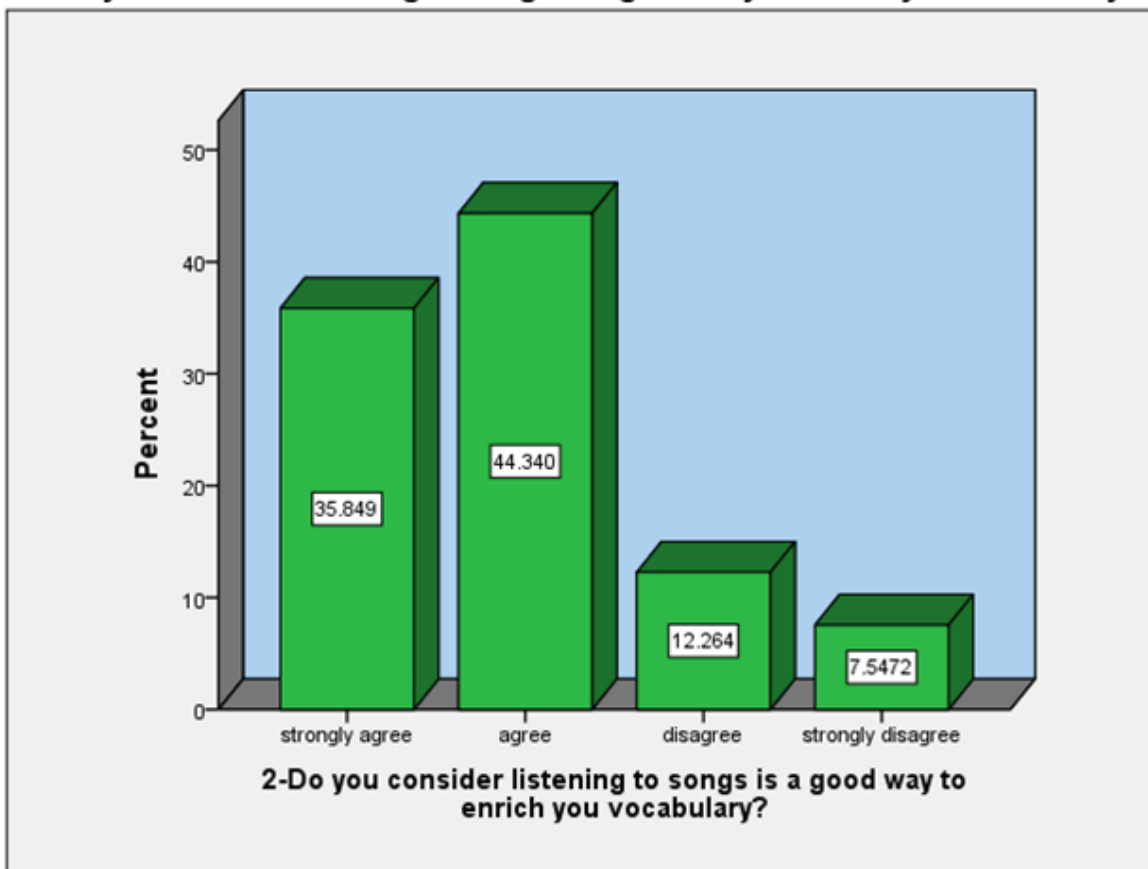


Chart 2

According to this chart, from the students' point of view 35.85% strongly agree that listening to songs enrich their vocabulary; besides 44.34% agree the latter. Nevertheless, 12.26% disagree and 7.55% strongly disagree. Under this premise, it is consider that students are mainly aware that enriching their vocabulary is going to be developed just by listening to songs which has become a useful tool for them in order to practice their Speaking and Writing skills and for other purposes. Nowadays, students can take advantage of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed about the importance of listening to songs to enrich the vocabulary.

3- Do you think listening to songs helps you to improve your Grammar knowledge?

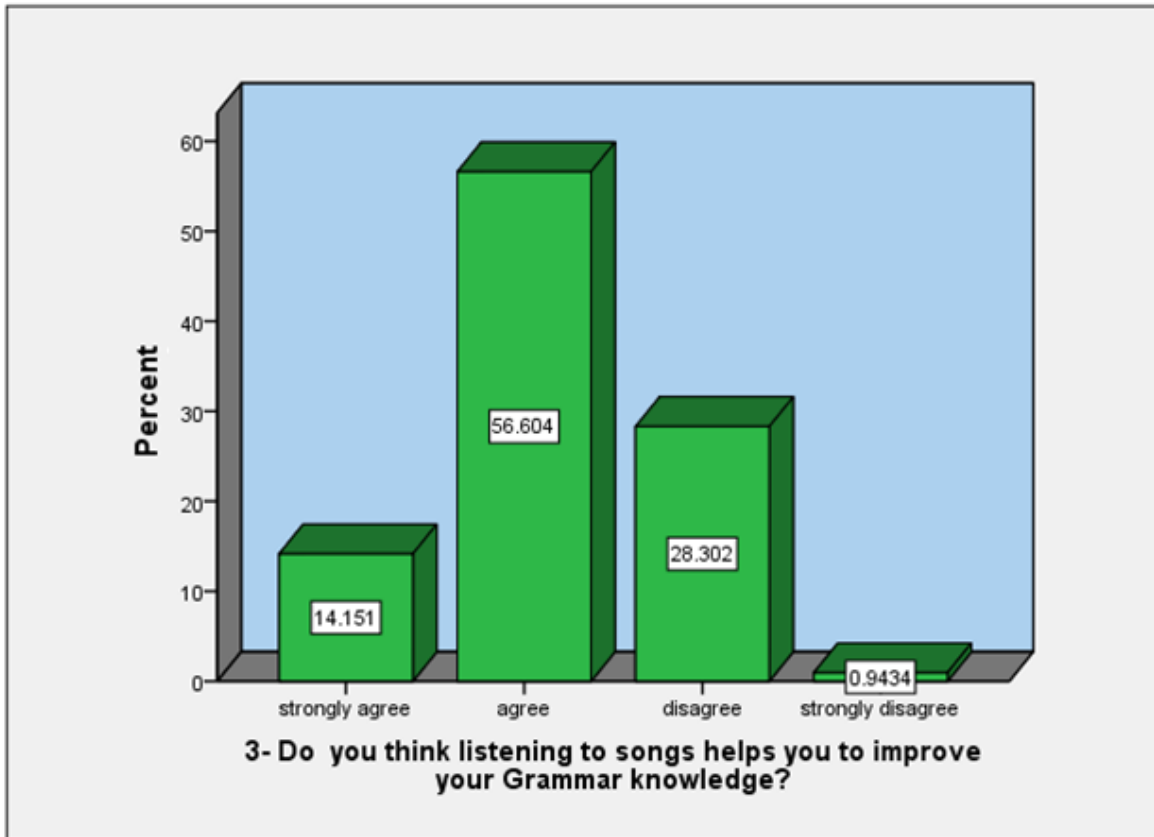


Chart 3

In question number three from the questionnaire; have shown that 14.15% of students strongly agree that listening to songs helps them to improve their Grammar Knowledge. Furthermore, 56.60% agreed the previous statement. However, 28.30% consider the opposite to this question and 0.94%, so that, it can be inferred most of students listen to music in order to improve their grammar.

4. How often do you watch English videos in class?

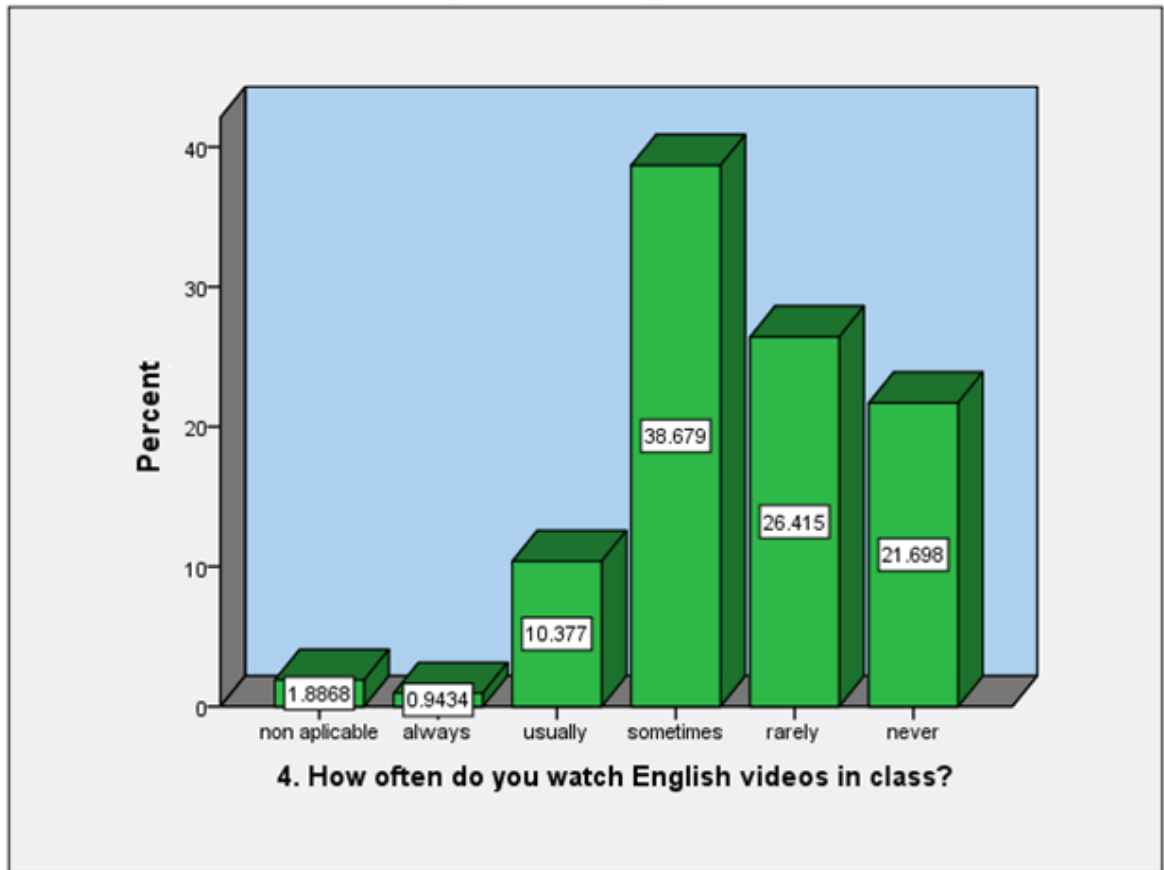


Chart 4

According to the results gathered in this chart, 0.94% always watches videos in class; besides, 10.38% of the sample usually does the activity, 38.68% sometimes and 26.42% rarely do. Yet, 21.70% of the sample population never watches videos. What can be said out of this information is that students are aware of the difficulties to access to multimedia sources at the Foreign Language Department. Also, it can be noticed that students are aware, even though, they do not practice this important tool, it is essential for their Teaching-Learning Process.

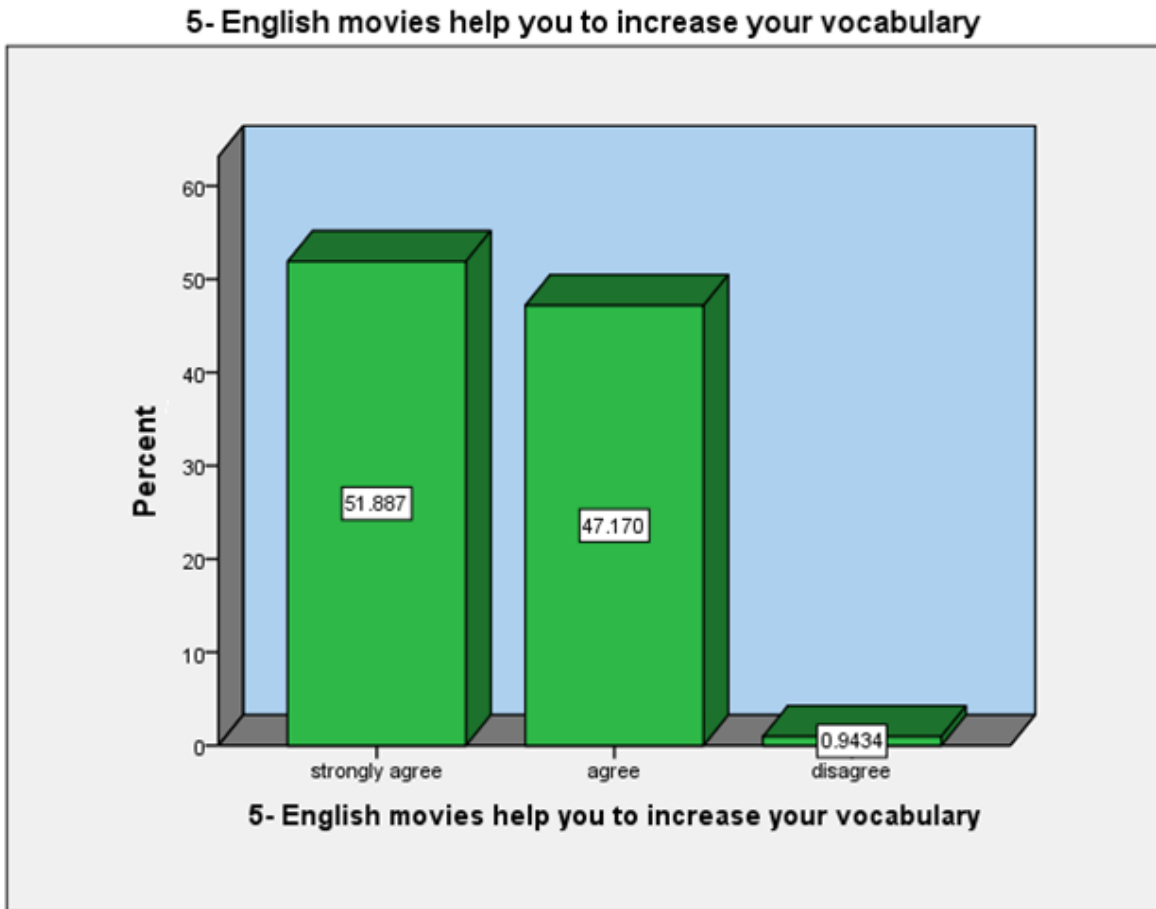


Chart 5

Regarding to the graph 5.1, from the students' point of view 51.89% strongly agree that movies increase their vocabulary, also 47.17% with this entry. Nevertheless, 0.94% disagree. Under this principle, it is considered that students know that movies increase their vocabulary. Today, there is a variety of ways they have access to movies to help themselves to engross their vocabulary not only in class, but also somewhere else. To sum up, most of the students agreed about the importance of watching movies to increase their vocabulary.

6-Watching to English movies helps you to improve your English knowledge in the ways of:

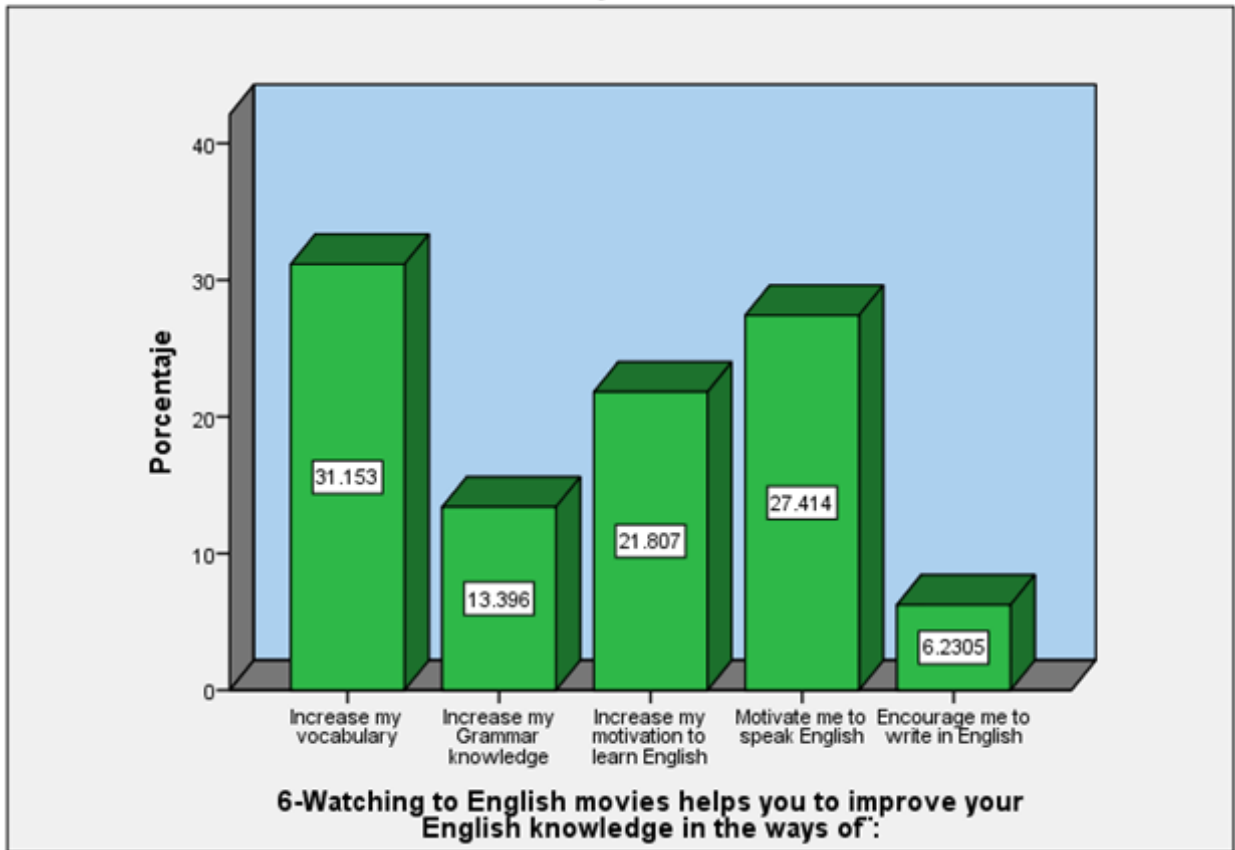


Chart 6

In this chart, watching to English movies helps students to improve in the following way: 31.2% said helps them to increase their vocabulary. In addition, 27.4% are motivated to speak English; after that, 21.8% feel motivated to learn English; then 13.4 %assert that it increases their grammar knowledge. In the end, just the 6.2% consider that encourages them to write in English.

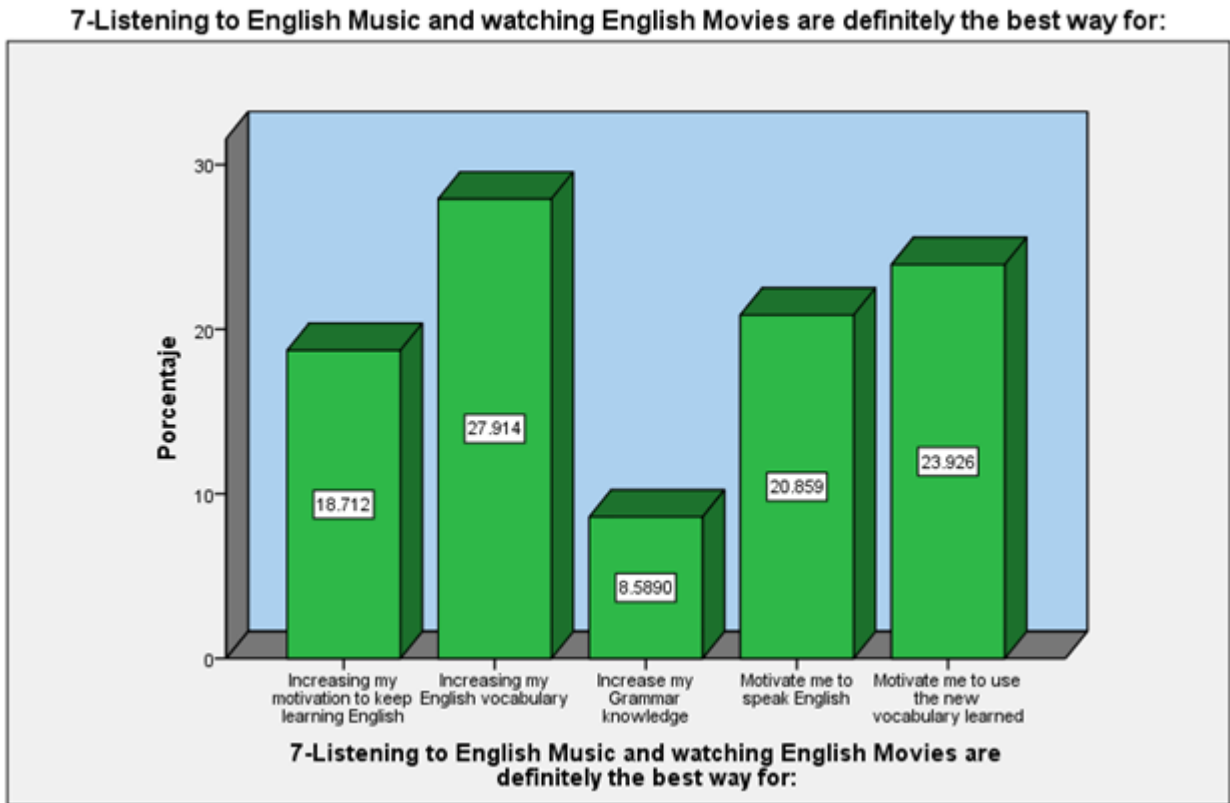


Chart 7

By listening to English music and watching English movies, this chart reflects that, 27.9 % of students increase their vocabulary. Secondly, 23.9 % feel motivated to use the new vocabulary learned; after that, the 20.9 % of the sample are motivated to speak English; while 18.7 % increase their motivation to keep learning English. Finally, only the 8.5 % believe that it increases their grammar knowledge.

8- How often do you watch documentaries and news in your English classes?

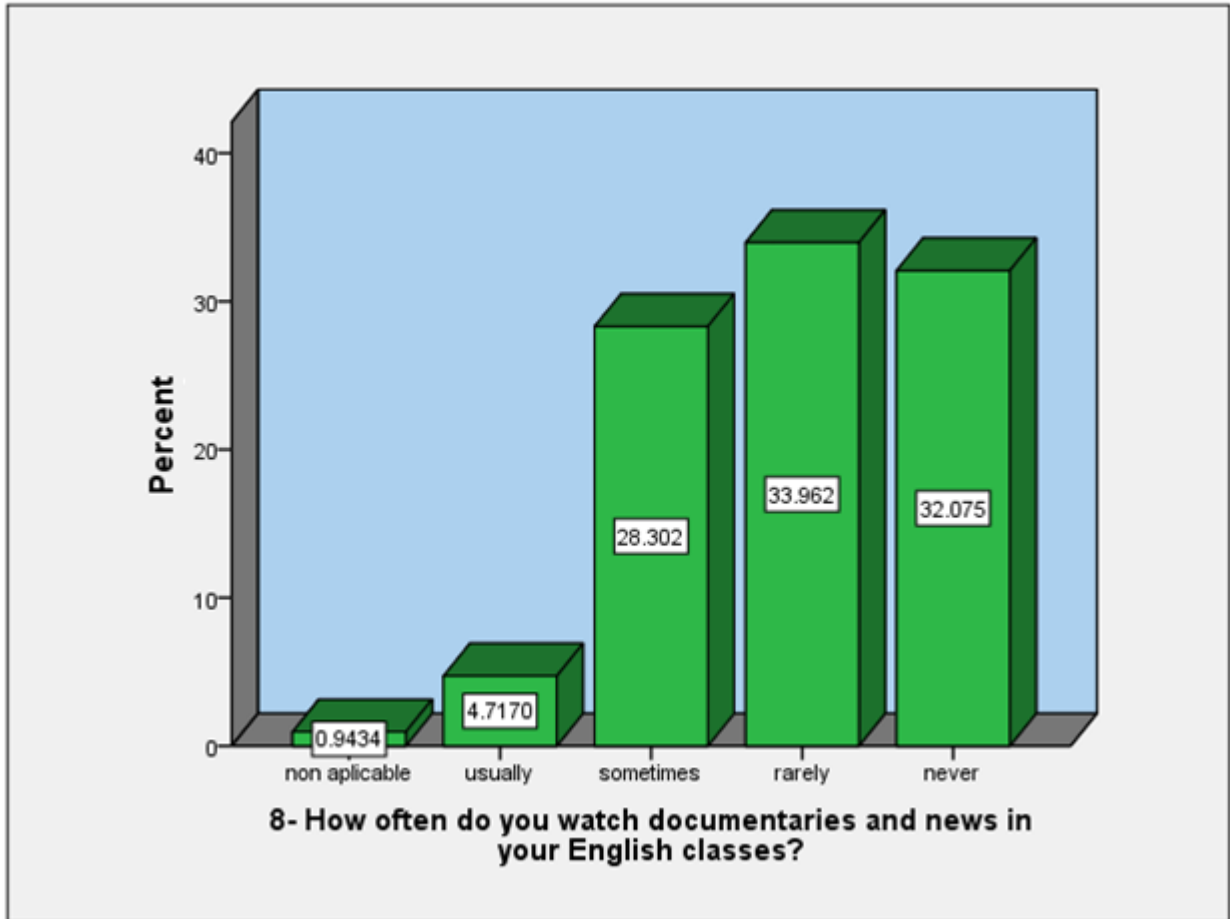


Chart 8

According to the results in the above chart which states: “How often do you watch documentaries and news in your English classes?” 33.9 % of the sample population rarely do those activities; then, 32.08 % never watch neither documentaries nor news in English. After that, 28.3 % said that they do sometimes this activity. Subsequently, just the 4.7 % usually accomplish those activities; finally, only 0.9 % didn’t answer this question.

9-In what way do you consider watching English documentaries and news contribute to the improvement of your English knowledge?

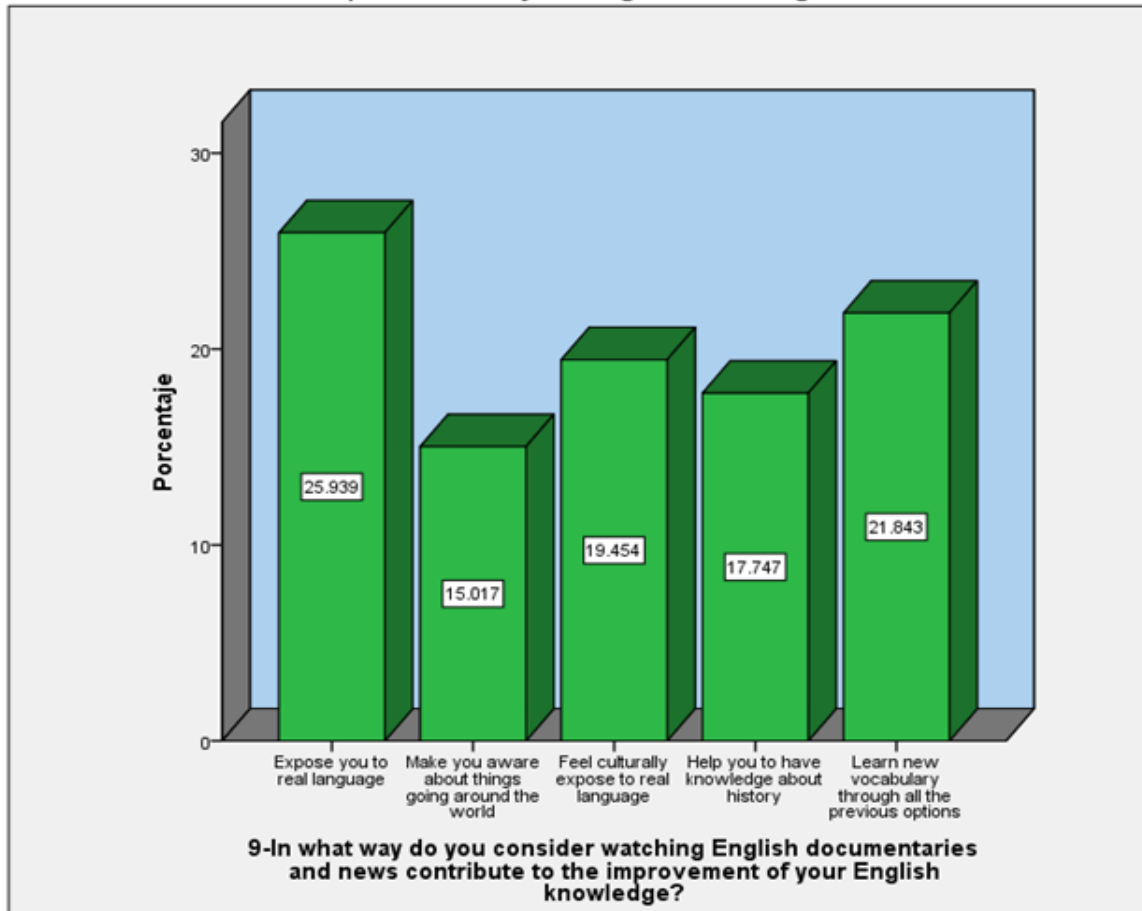


Chart 9

Watching English documentaries and news contribute to the students' improvement in the following ways: 25.9 % expose them to real language. Afterwards, 19.4% of the students feel culturally exposed to real language; 17.7% help them to have knowledge about history. Besides, 15.01% aware them about thing going around. To conclude 21.8% of the population answered they learn new vocabulary through all the previous given options.

10-In what way do you consider watching English documentaries and news contribute to the improvement of your English knowledge?

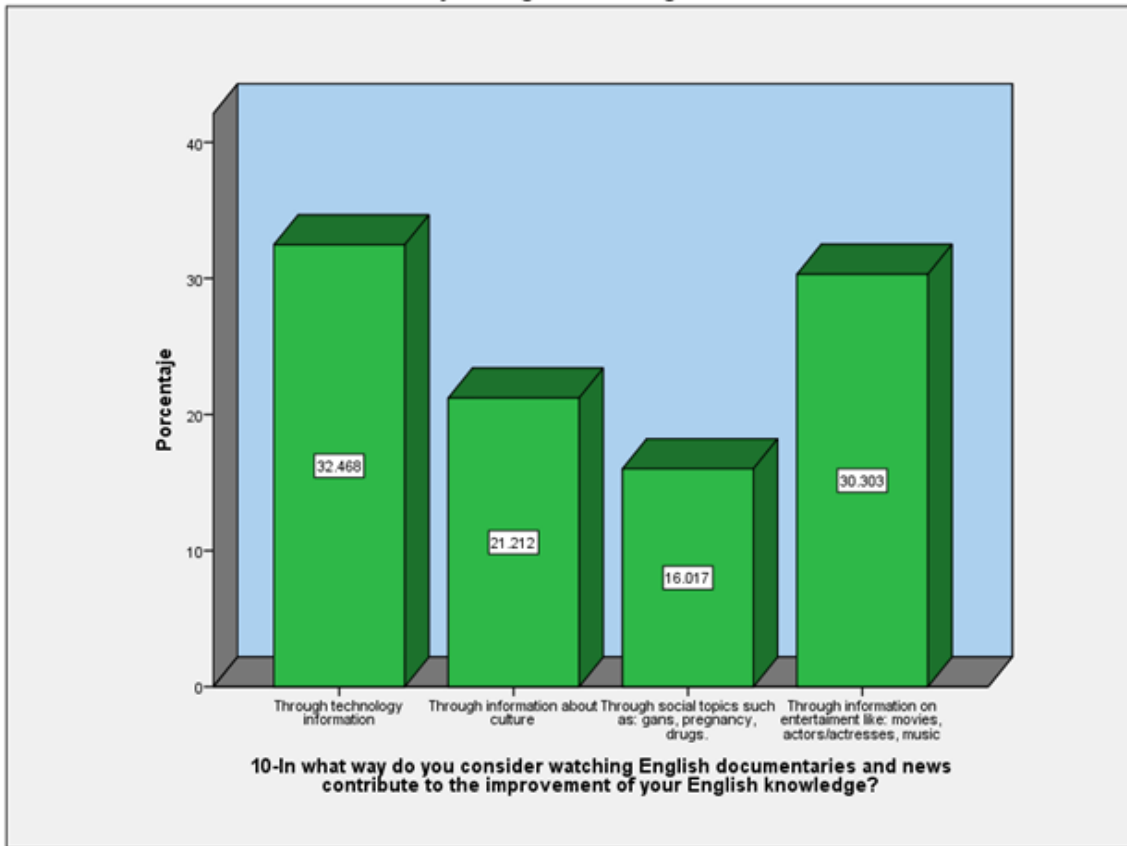


Chart 10

Agreeing with the 10th chart, 32.46 % of respondents consider that watching English documentaries and news contribute to the improvement of their English knowledge through technology information. Then, 30.3 % thinks that the improvement is achieved through information on entertainment like: movies, actors, actresses and music. Furthermore, 21.21 % of respondents think that the improvement is succeed through information about culture. In conclusion, 16.01 % emphasize that the improvement is better through social topics, such as gangs, pregnancy, drugs, and the like.

11- How often do you use textbooks' topics in your English classes to create a discussion

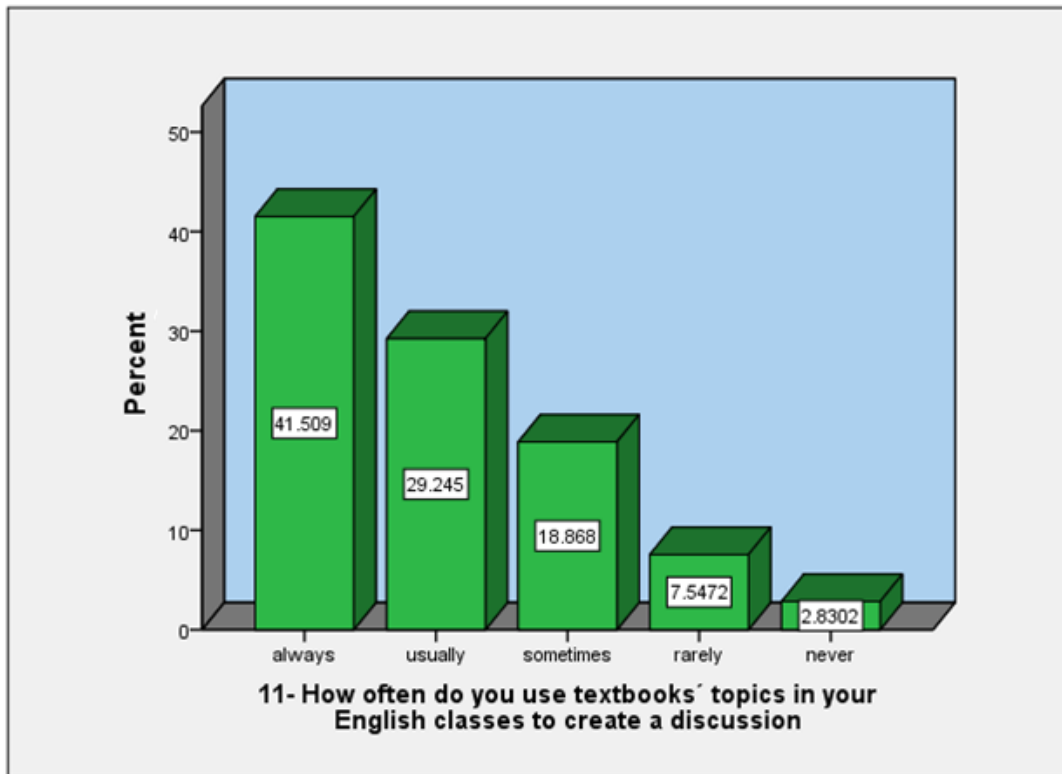


Chart 11

Creating discussions in class is an essential activity that helps students to practice their speaking skill. As chart 11 shows in the following way: 41.51% always use textbooks to create discussion activities in class. The majority of the sample population agreed their teachers do discussions; besides 29.35% answered they usually do. Furthermore, 18.87% sometime have this activity to develop their speaking skill. On the other hand, 7.55% rarely have discussion and just 2.83% agreed that they have never had a discussion activity in their English class using textbooks.

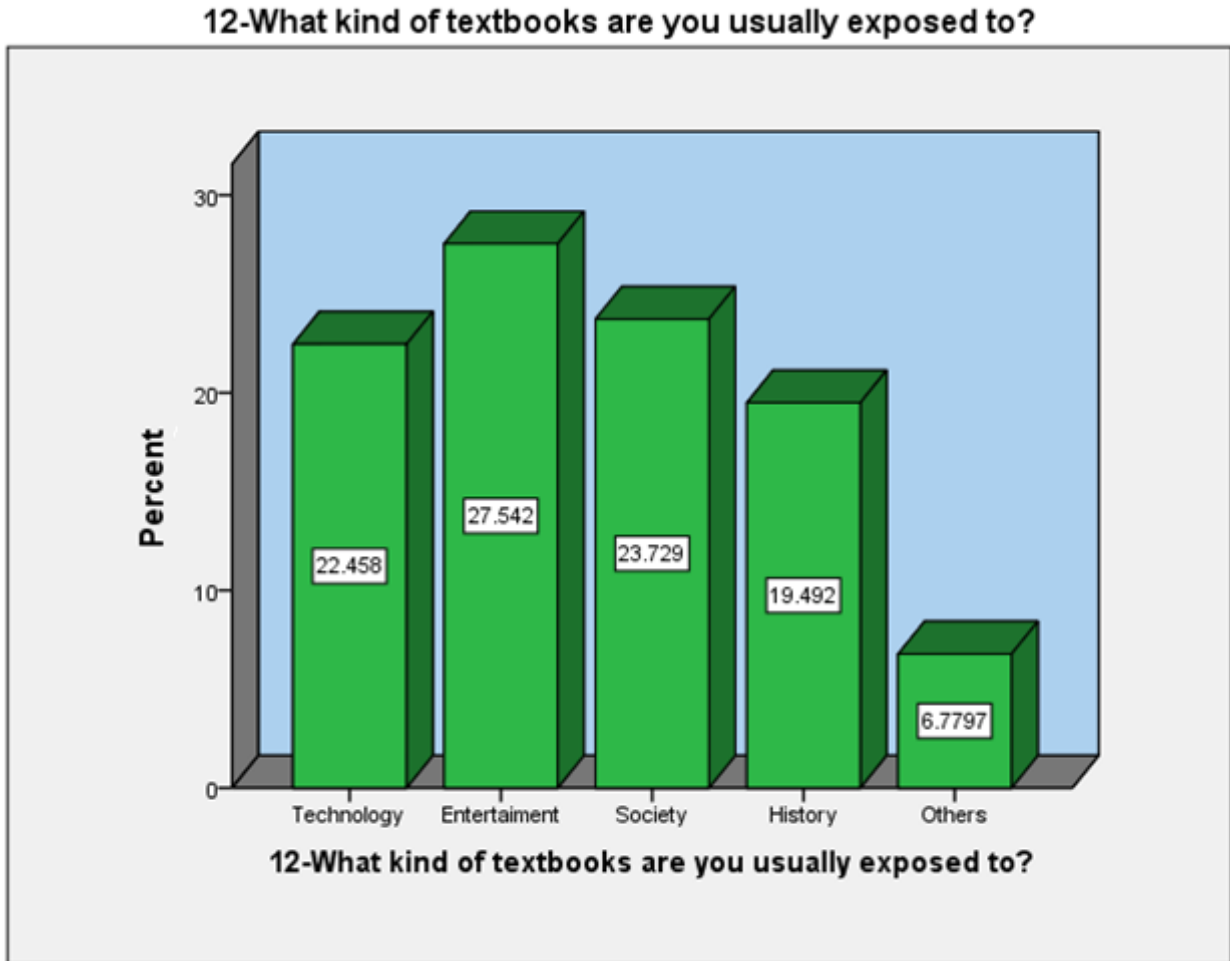


Chart 12

According to the results of the question: “What kind of textbooks are you usually exposed to” most of respondents answered that 27.5 % of the books are related to entertainment, then, 23.7 % of the textbooks are related to society. Moreover, 22.5 % said that textbooks rely on technology. Furthermore, 19.4 % of them are about history. At the end, only 6.7 % didn’t answer, meaning they are unsure about the kind of textbook they practice with.

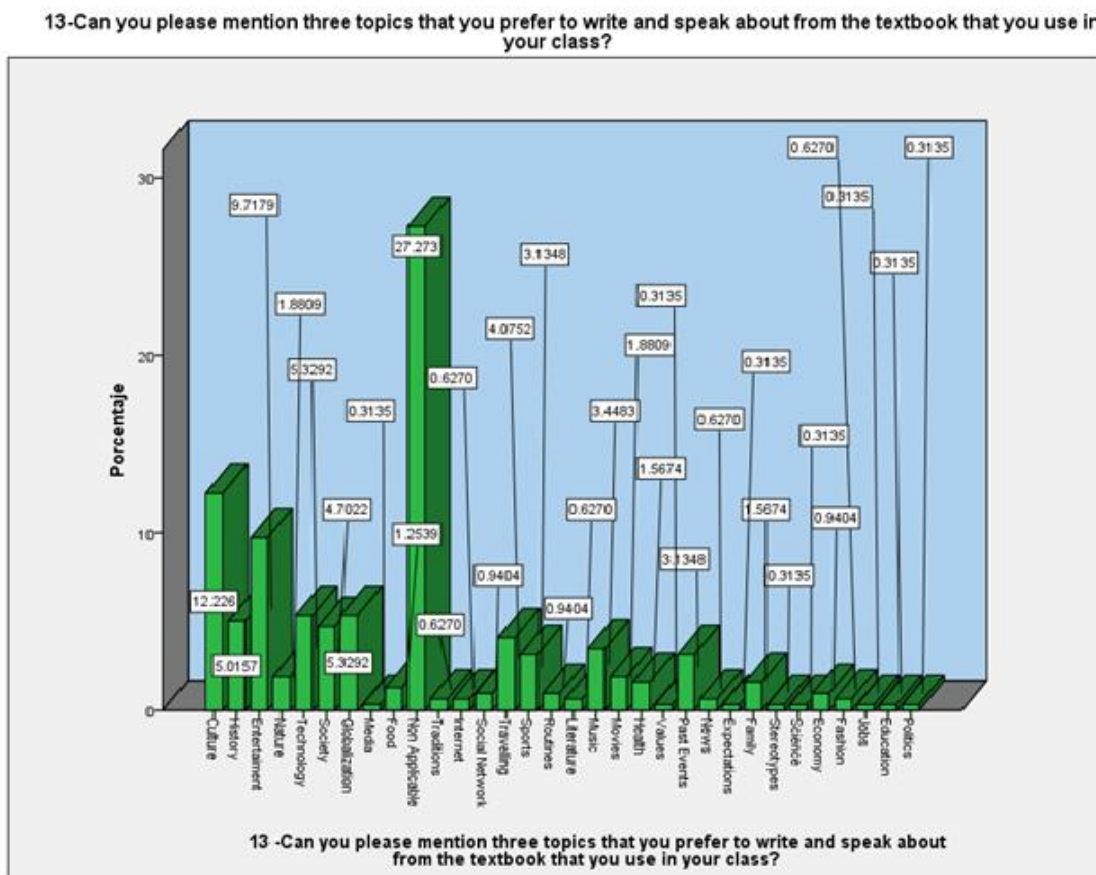


Chart 13

Concerning to the topics that students prefer to write and speak about from the textbooks they use in class, the most preferred areas by students are: Culture (12.2 %), and Entertainment (9.72 %). Moreover, other important topics with a percentage less than 9 % and more than 4 % to speak about are: Globalization (5.33 %), technology (5.33 %) and history (5.02 %). Then, a lower group of respondents assure that favorite topics to speak about are: society (4.7 %), travelling (4.08 %), and music (3.45 %), past events (3.13 %), sports (3.13 %), movies (1.88 %), nature (1.88 %), family (1.57 %), health (1.57 %), and food (1.25 %). Besides, there were topics that achieved less than 1 %, such as economy (0.94 %), routines (0.94 %), social network (0.94 %), fashion (0.63 %), internet (0.63 %), literature (0.63 %), news (0.63%), traditions (0.63 %), education (0.31 %), expectations (0.31 %), jobs (0.31 %), media (0.31 %), politics (0.31 %), science (0.31 %), stereotypes (0.31 %), and values (0.31 %). Finally, 27.27 % didn't answer, maybe they are not conscious of the different areas in the textbooks which means, need to be more aware of it in the future.

14-Select the kind of Authentic Materials that your teachers are using in the classes.

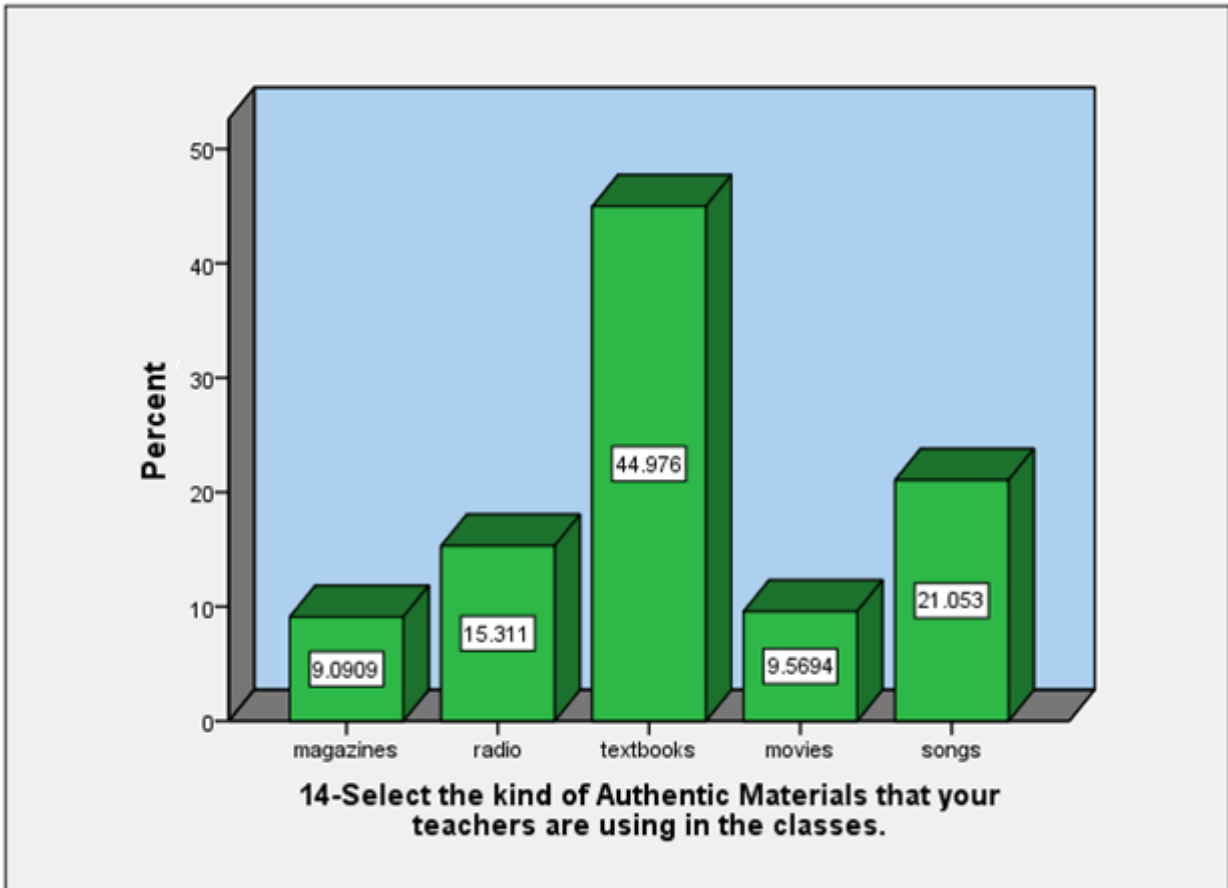


Chart 14

According to the chart 14, most of students use the authentic materials that is implicit in textbooks resulting in 44.9 %; after that, 21.1% of students agreed that teachers use songs as authentic materials. Next 15.3 % said that teachers use the radio as an extra tool in the class; in addition, 9.5 % of responses state that movies are played in their classrooms. As a final point, just the 9.09% of students said that magazines are used as authentic materials in their classrooms.

15-Do you consider that the use of Non-Authentic Materials is very effective in the learning process?

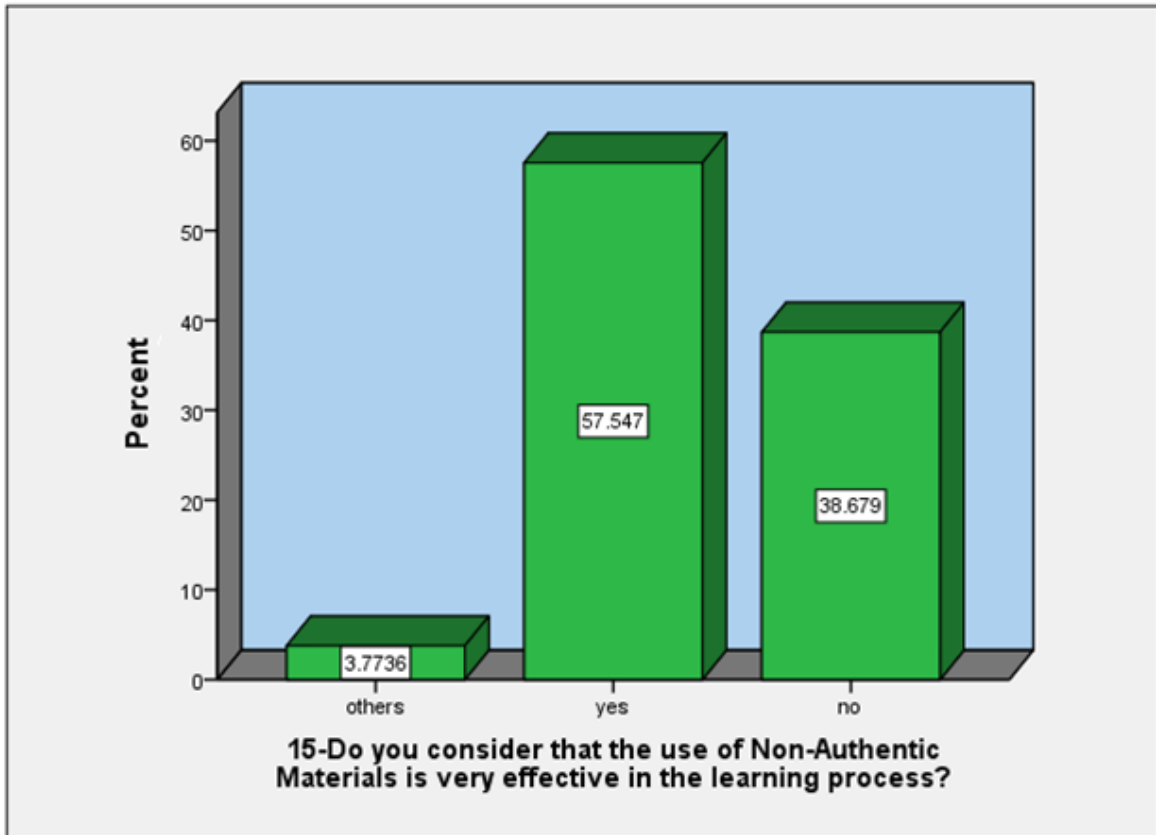


Chart 15

In order to get a better analysis, chart 15 express the effectiveness of Non-authentic materials experienced by students, so that, 57.55 % of students consider the effectiveness of Non-authentic materials in the learning process. Then, 38.68% do not reflect the same thought; then, 3.77 % didn't answer. Finally, the results of this chart corroborate the effectiveness of Non-authentic materials as complement of authentic materials.

16-Do authentic reading materials contain difficult language in terms of vocabulary items and Grammar?

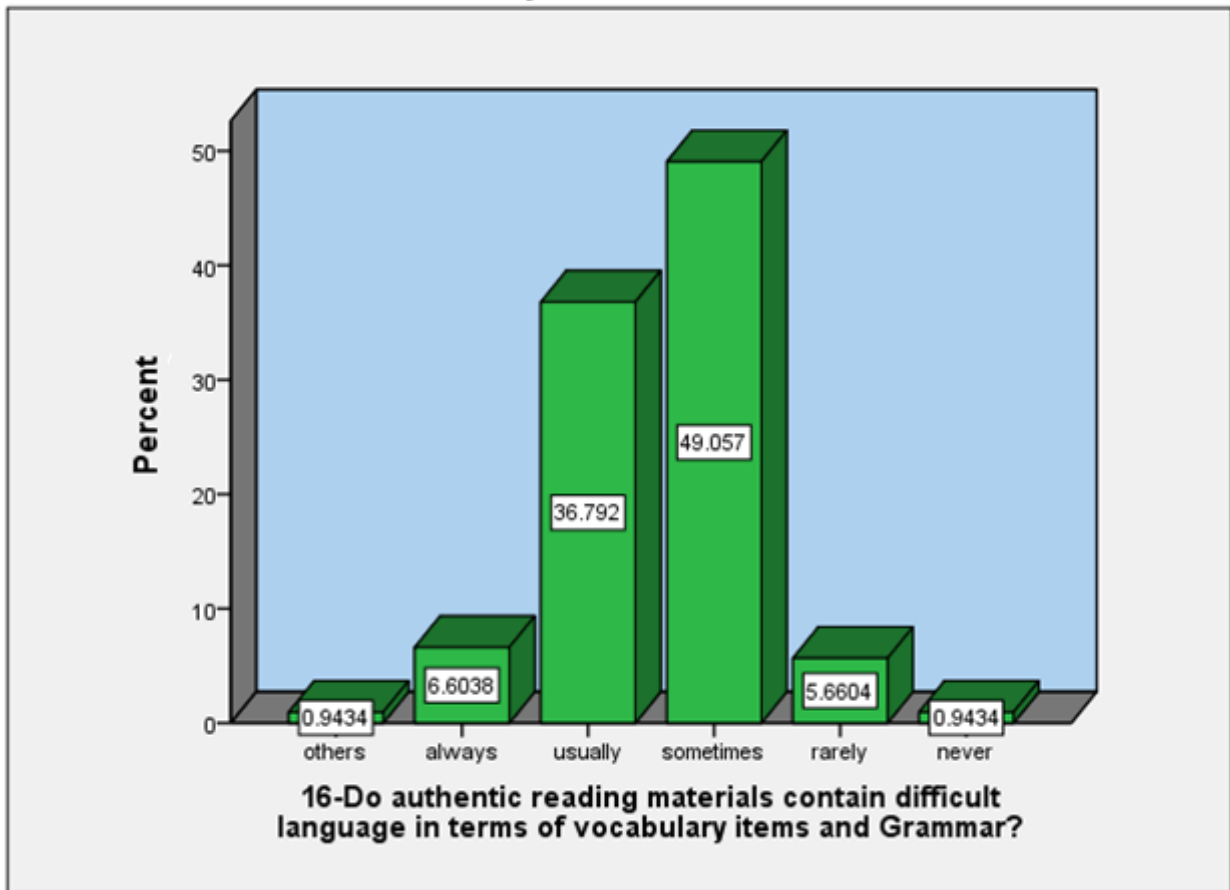


Chart 16

In the chart 16, 49.05 % of students think that authentic reading materials sometimes contain difficult language; 36.7 % of respondents said that usually face hard language items and Grammar; besides, 6.6 % which always meet difficulty language in terms of vocabulary items and Grammar. Moreover, 5.6 % of students said that authentic reading materials rarely contain difficult language. In other words, 0.9 % of students think that authentic reading materials never contain difficult language which is the same percentage (0.9 %) whom didn't answer.

17-At which levels do you consider Authentic Materials should be introduced?

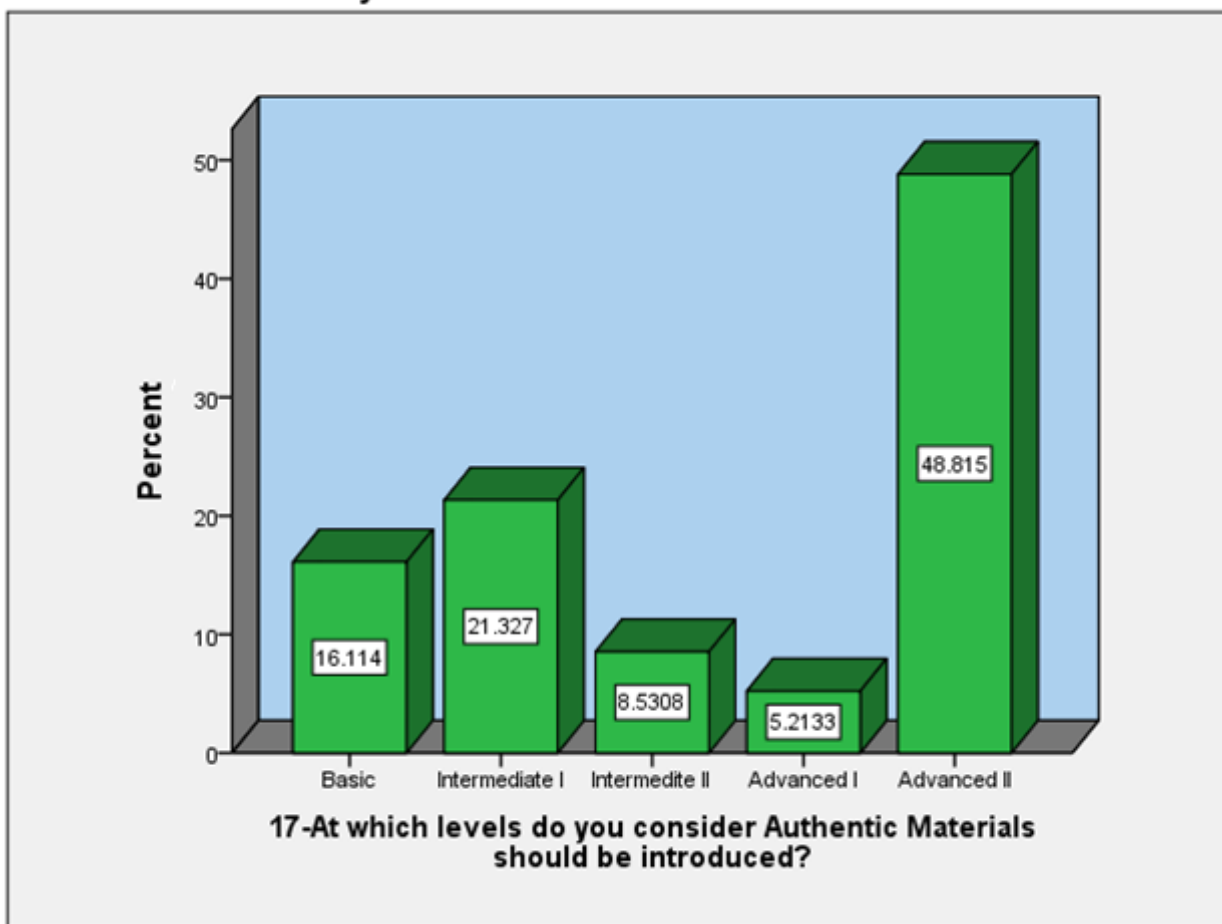


Chart 17

Agreeing to the question: “At which levels do you consider authentic materials should be introduced”, the chart 17 exposes the following results: 48.8 % of respondents think that authentic materials should be introduced at the Advanced II level. Then, 21.3 % agreed that it should be introduced at Intermediate I level. After that, 16.1 % accorded that it should be introduced at Basic level. Moreover, 8.5 % declared that it should be introduced at Intermediate II level. Finally, 5.2 % demanded that it should be introduced at Advanced II.

18-In which skill do you consider your teachers make more use of Authentic Materials?

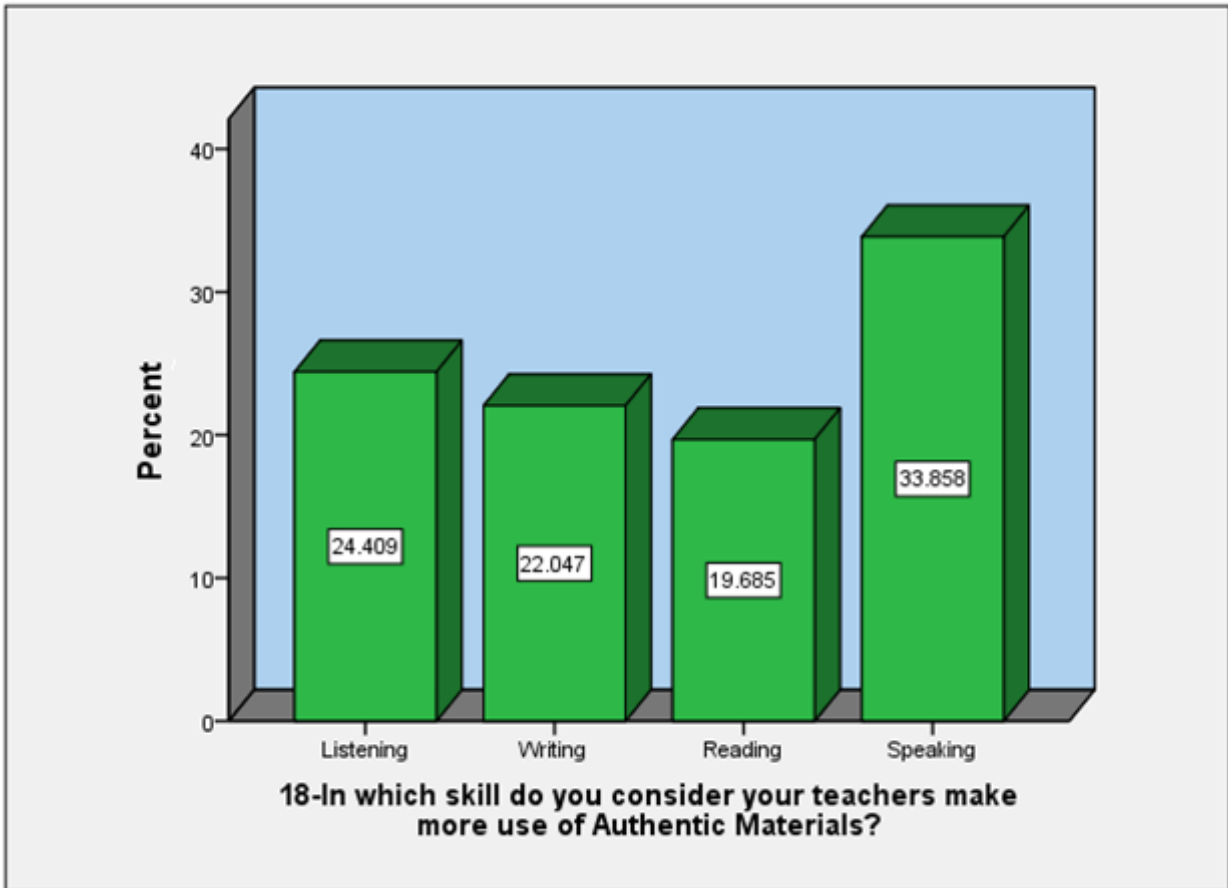


Chart 18

Considering the skills where the teacher make more use of authentic materials, 35.9 % of students agreed that it is in the speaking skill in their class; 24.4 % answered in the listening skill; 22.04 % agreed in the writing, and just 19.7% stated that they make more use in the reading skill.

19-Do you think that it is appropriate that your teachers use Authentic Materials in class?

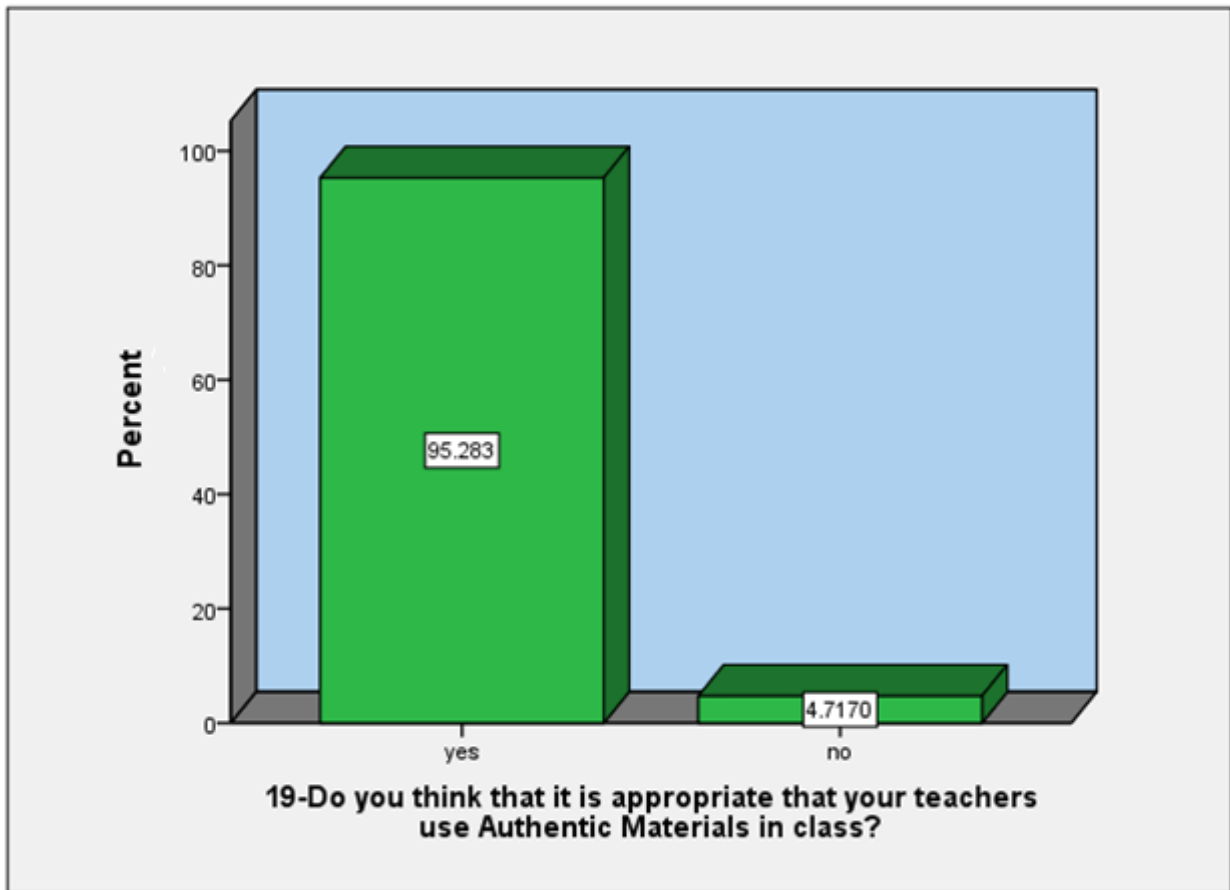


Chart 19

Out of results in graphic 19 the following results were: gathered: 95.3 % agreed that it is appropriate that their teachers use authentic materials in class. Whereas, 4.7% answered there are against that this is taking in consideration that the use of authentic materials are very complex in lower English levels.

20. Do you think Authentic Materials provide useful idioms and vocabulary for improving the speaking skill?

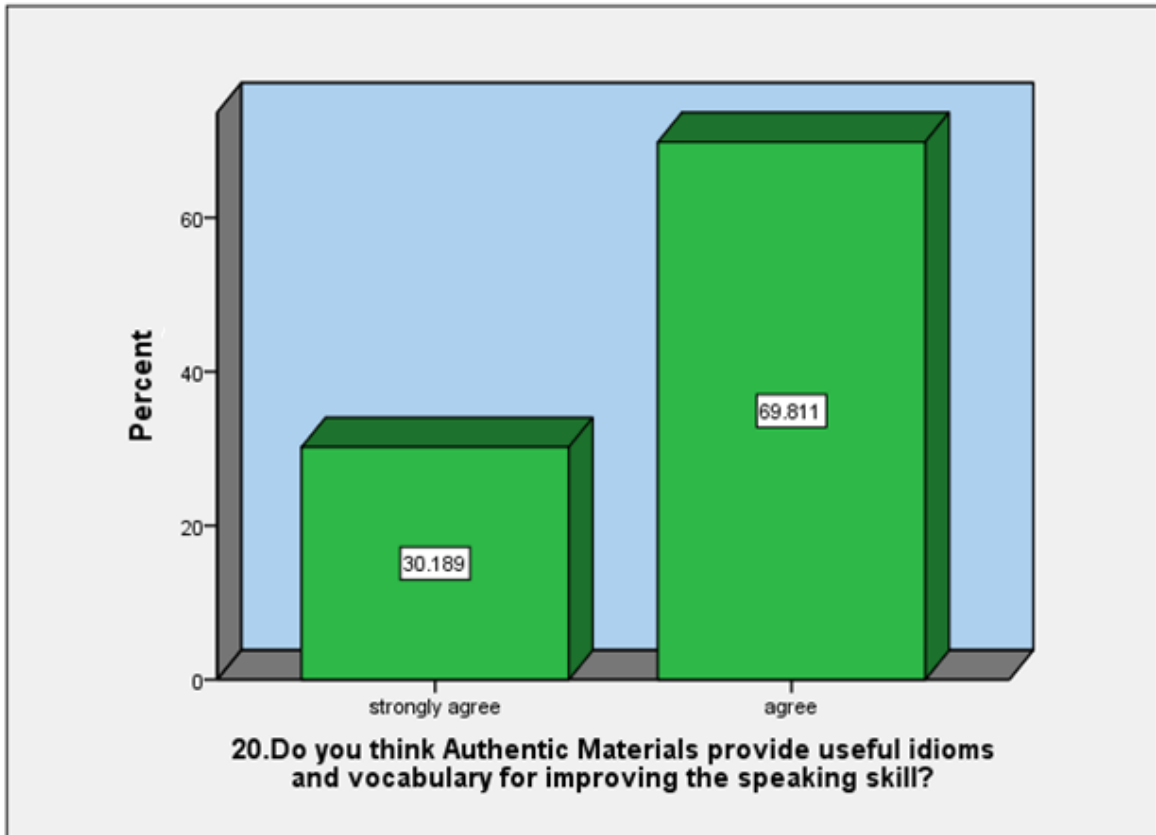


Chart 20

Watching videos according to these results is part of the activities they always do in classes. It shows 43.40% answered they always watch videos. 31.13% usually watch videos in class while just 24.53% sometime see videos. The gathered results out of this charts impact the importance of the use of authentic materials by watching videos in class meaning this is an important tool to use in order to have an effective teaching learning process.

21-Do you consider necessary to watch videos in class for increasing vocabulary?

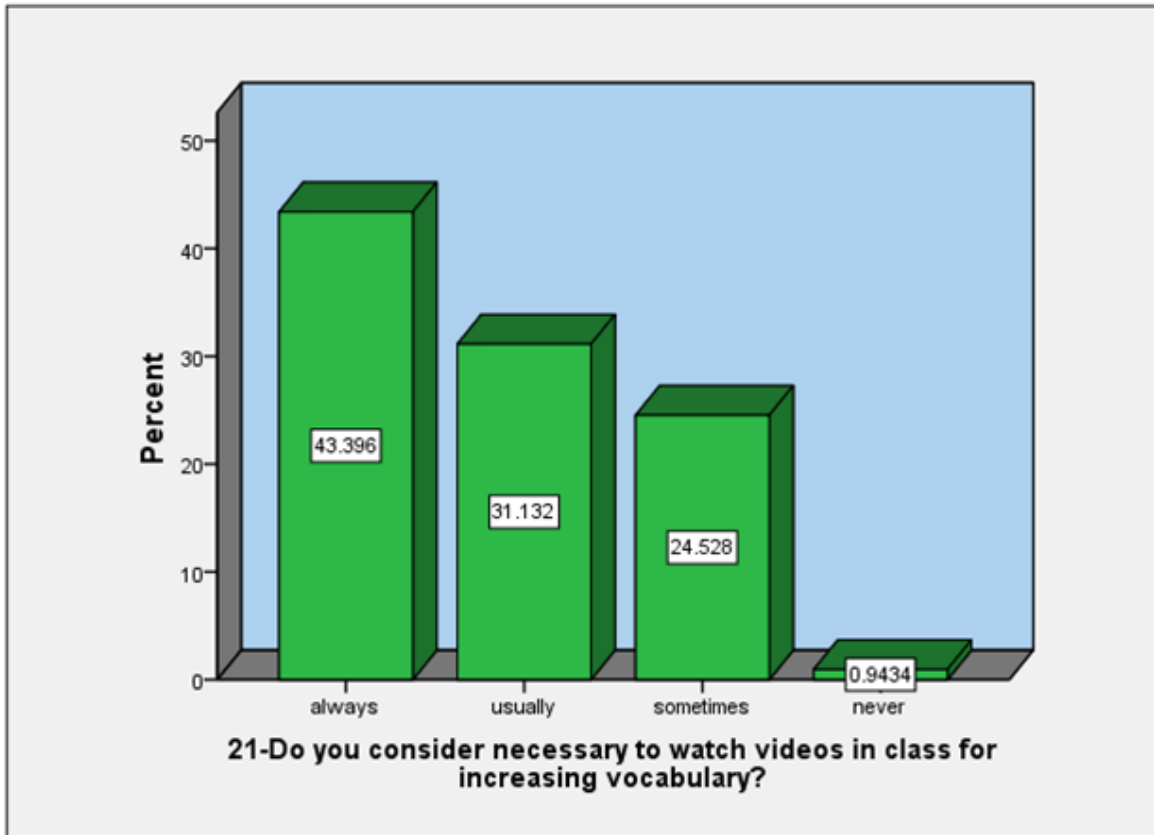


Chart 21

The idea here was mainly to discover if they themselves make use of authentic materials with the purpose of learning which only 37.74% answered positively. Indeed, most of them disagreed using any TV program to learn something related to the teaching learning process when developing any content in class. This chart resulting in 62.26% of the sample population.

22- Have you ever been asked by the teacher to watch any TV program considered as authentic material in order to do a homework assignment?

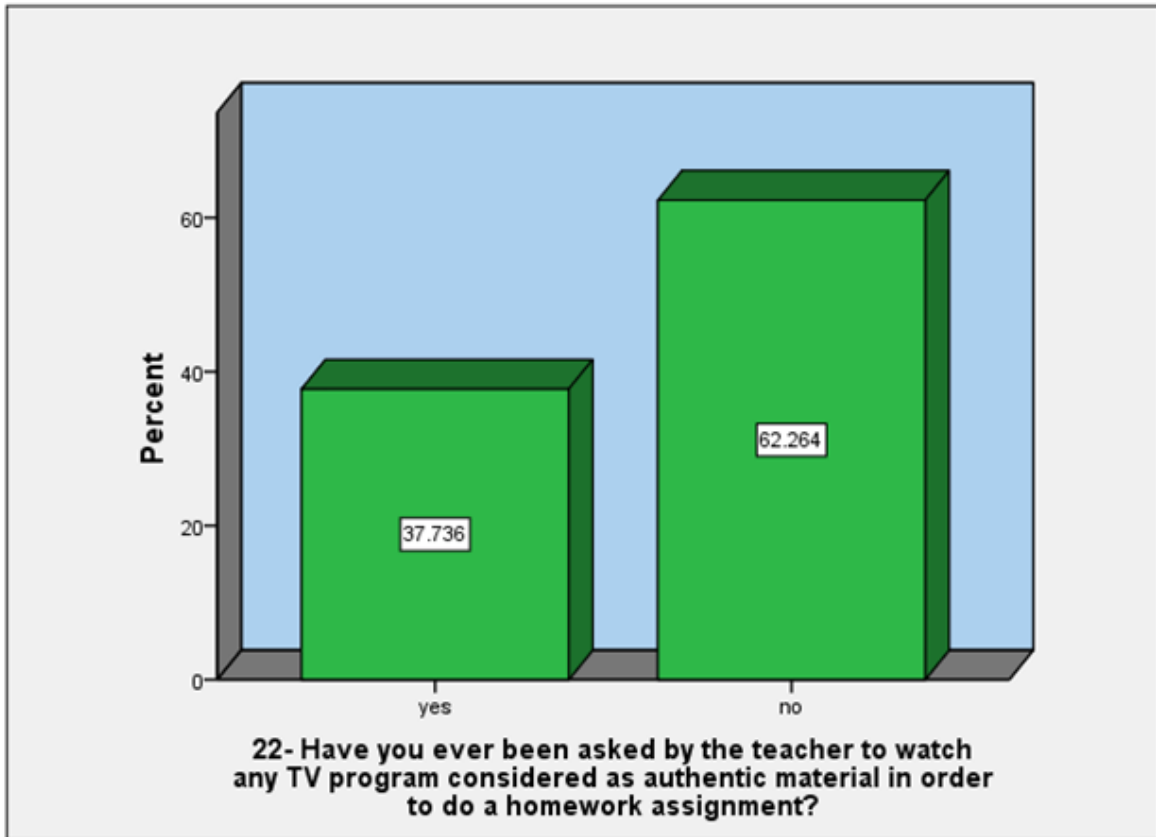


Chart 22

From these results, it is evident that these groups of students barely use this tool with the purpose of learning something new putting apart if teachers ask them to do it. Starting from the point of view that we learn things unconsciously, they seem to watch TV just for fun or entertainment and do not look forward using this as a source of enhancing the teaching learning process. Getting only 37.74% of the students answered positively; whereas, 62.26% answered in a negative way.

23- Has the teacher taken the group class to the Foreign Language Department Lab?

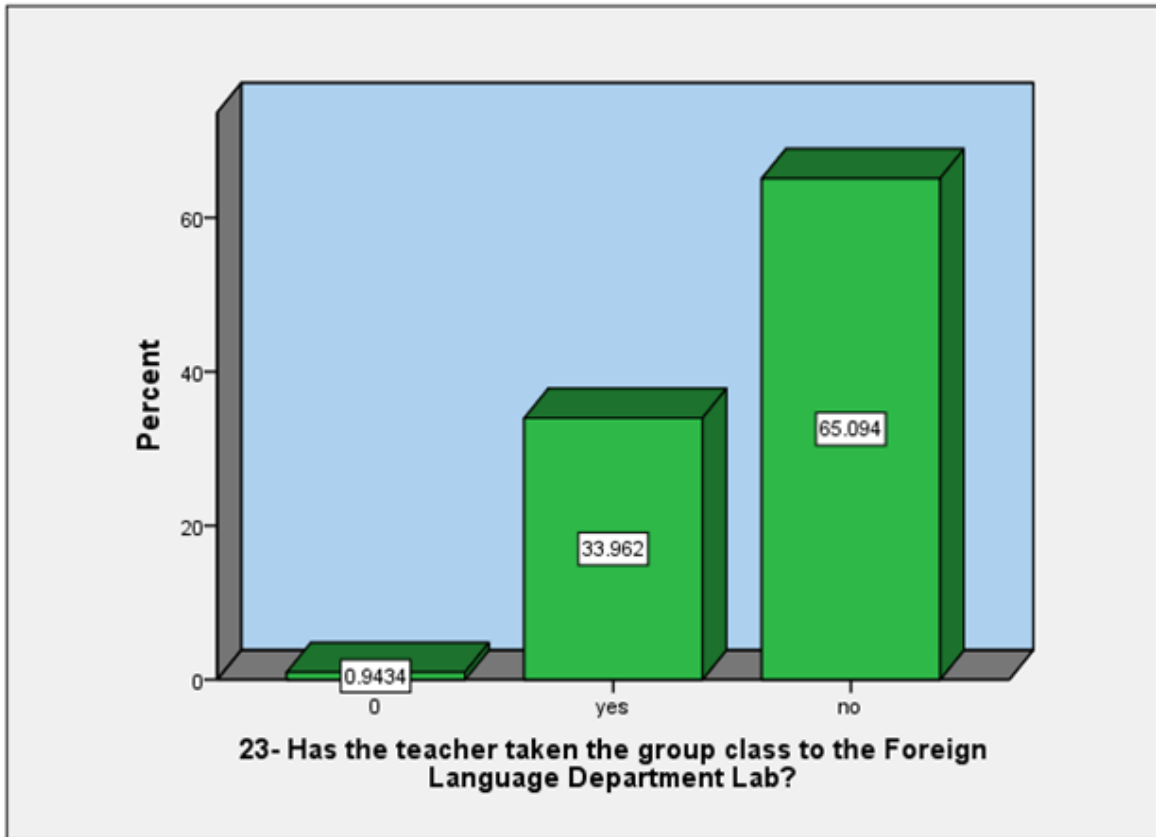


Chart 23

Time consuming is one of the reasons why teachers do not usually take their students to the English lab having in consideration that the Intermediate is an early stage level in which they are intended to learn from the book. As in the following result, the graph shows the following data: 65.09% have never gone to the lab; whereas, 33.96% have once gone to the lab. Just 0.94% didn't answer this question.

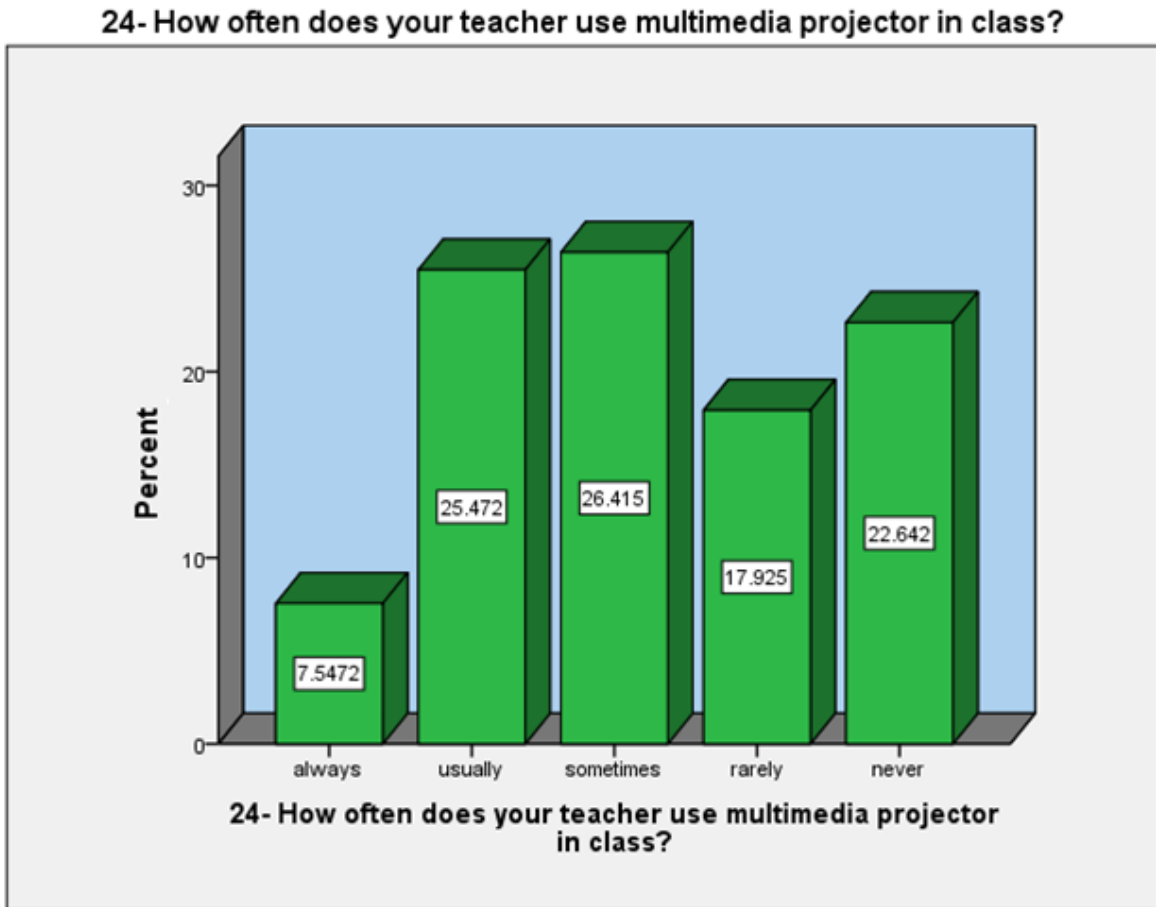


Chart 24

The frequency in which students are exposed to the multimedia projector tool is described as follows: 7.5% always use the multimedia projector; secondly, 25.47% use the multimedia projector; then, 26.42% sometimes receive the class with this tool. On the other hand, 17.92% rarely use the multimedia projector while 22.64% answered they never use the multimedia projector.

25-How often does the teacher use the projector for presenting Authentic Materials such as movies, documentaries or news reports

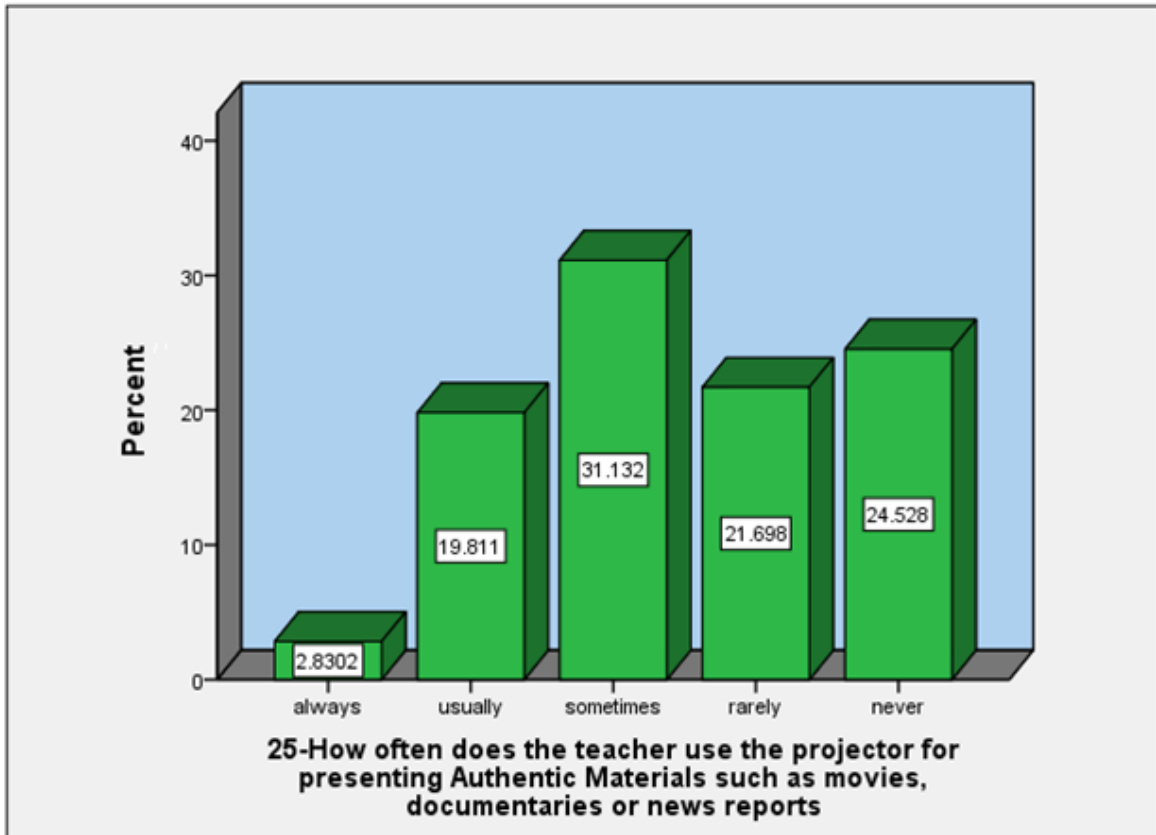


Chart 25

At the beginning of the analysis of the chart 25, it is evident that 31.13 % of students sometimes have experienced the use of the projector in class; moreover, a 24.5 % have never experienced it; another 21.7 % rarely experienced. Furthermore, 19.8 % usually have been witnessed the use of it in terms of presenting authentic materials. As a final point, only the 2.8 % have always experienced the use of this tool in class for presenting authentic materials.

26- Students feel more confident when doing pair work with Authentic Materials

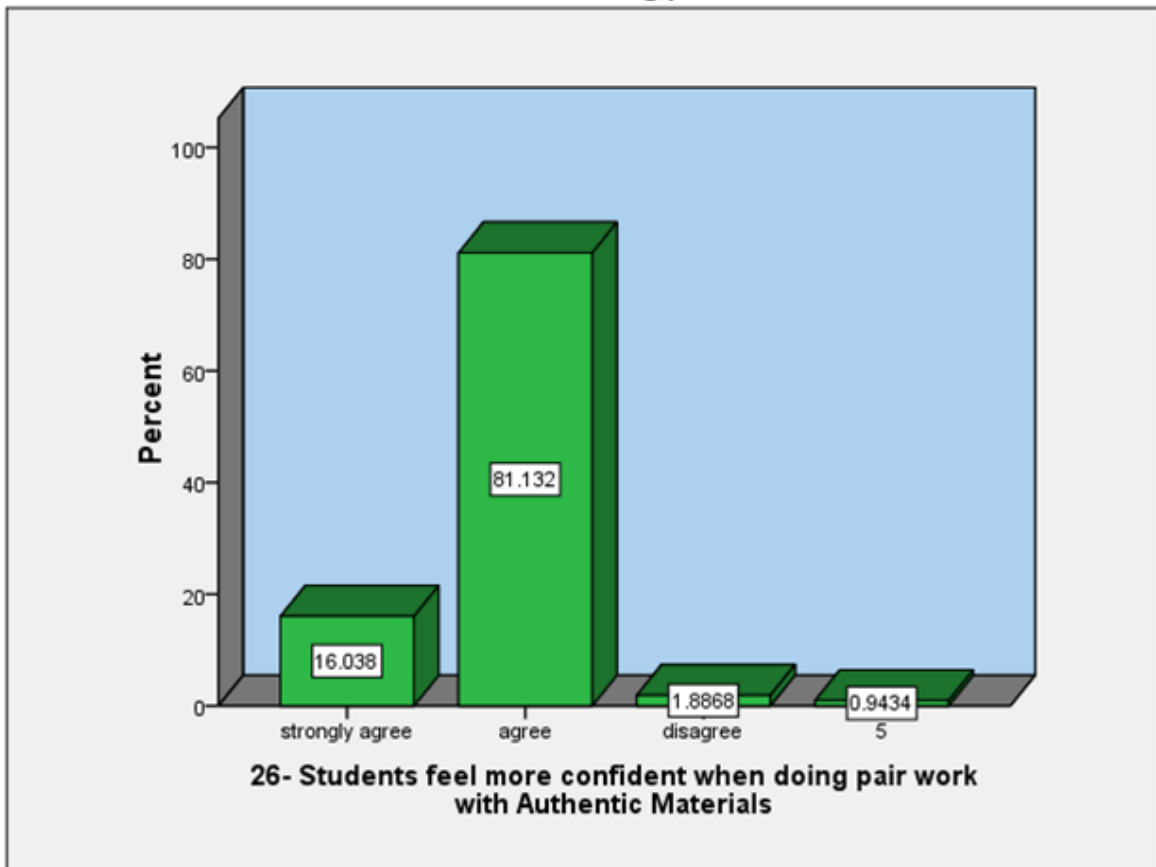


Chart 26

In the regard of the question: “Students feel more confident when doing pair work with authentic materials” 81.1% agreed with this statement. Then, 16.04 % strongly agree with this request; on the other hand, the amount of people in disagreement with this idea, according to chart 26, is 1.89 % (disagree), and 0.94 % (strongly disagree).

27- How often do you put into practice the new vocabulary you learn with Authentic Materials?

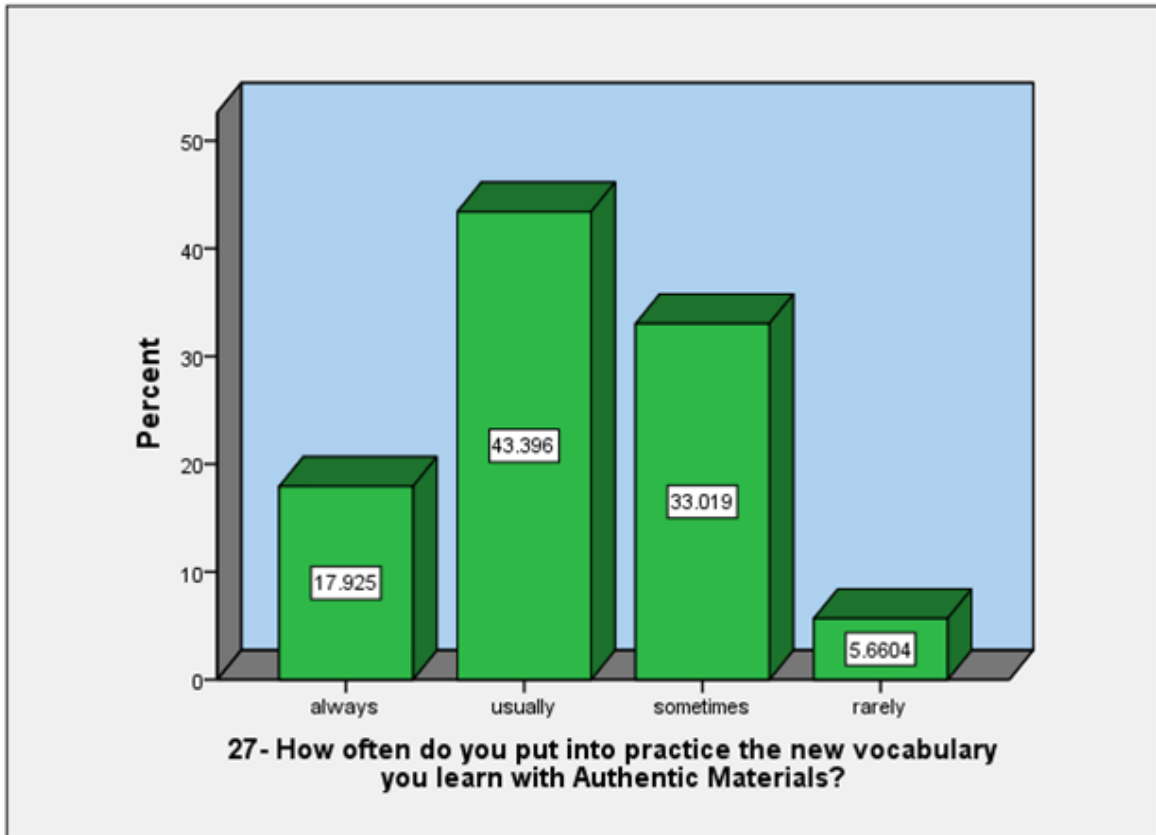


Chart 27

Regarding to the new vocabulary learned with authentic materials, the chart 27 shows that 43.4 % of respondents usually put it into practice. Secondly, 33.02 % sometimes put it into practice. Furthermore, 17.92 % of students always put into practice the new vocabulary. To close, only the 5.66 % rarely put it into practice after been learned.

28- Do you consider that the use of Authentic Materials by the teacher is entertaining and funny?

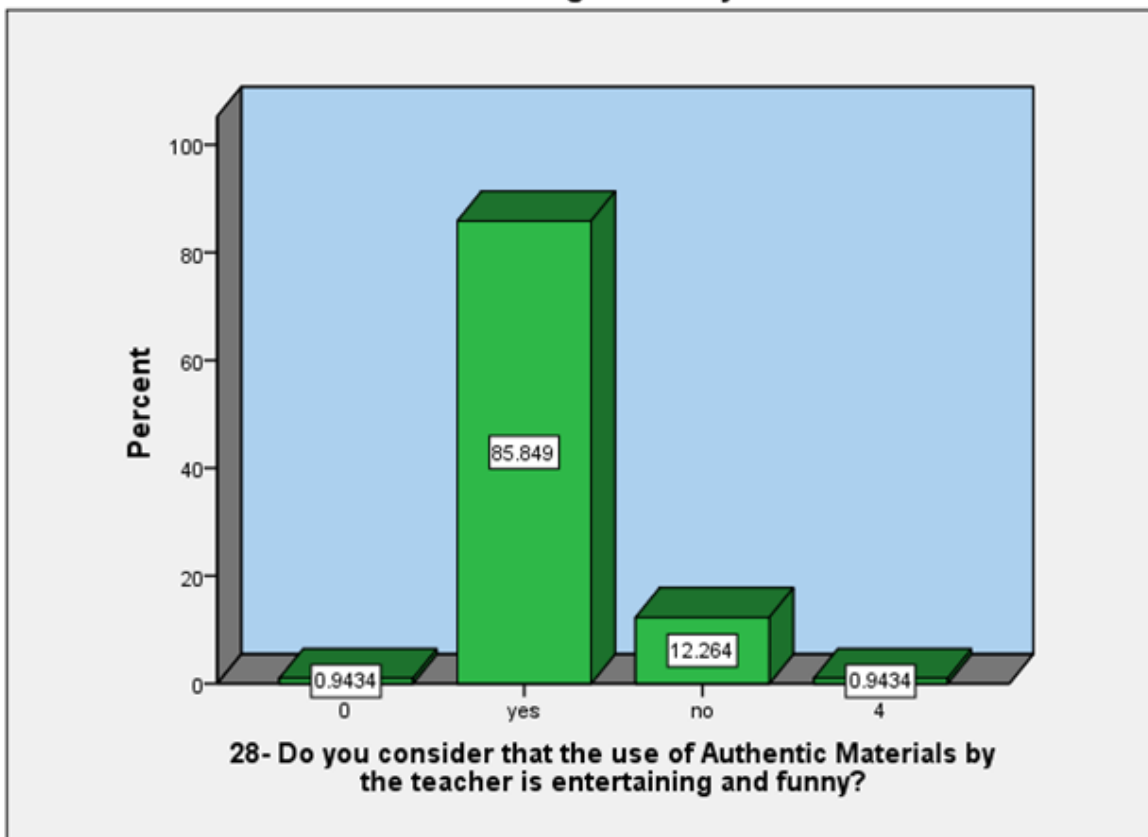


Chart 28

According to the chart 28, most of students consider that the use of authentic materials by the teacher is entertaining and funny (86.79 %); on the other hand, only 12.26 % do not share the same idea. To conclude, 0.94 % didn't answer this item, meaning that authentic materials have extra motivation anytime teachers present them.

29- Which of the following Authentic Materials do you access via cable or internet for enhancing your writing and speaking skills?

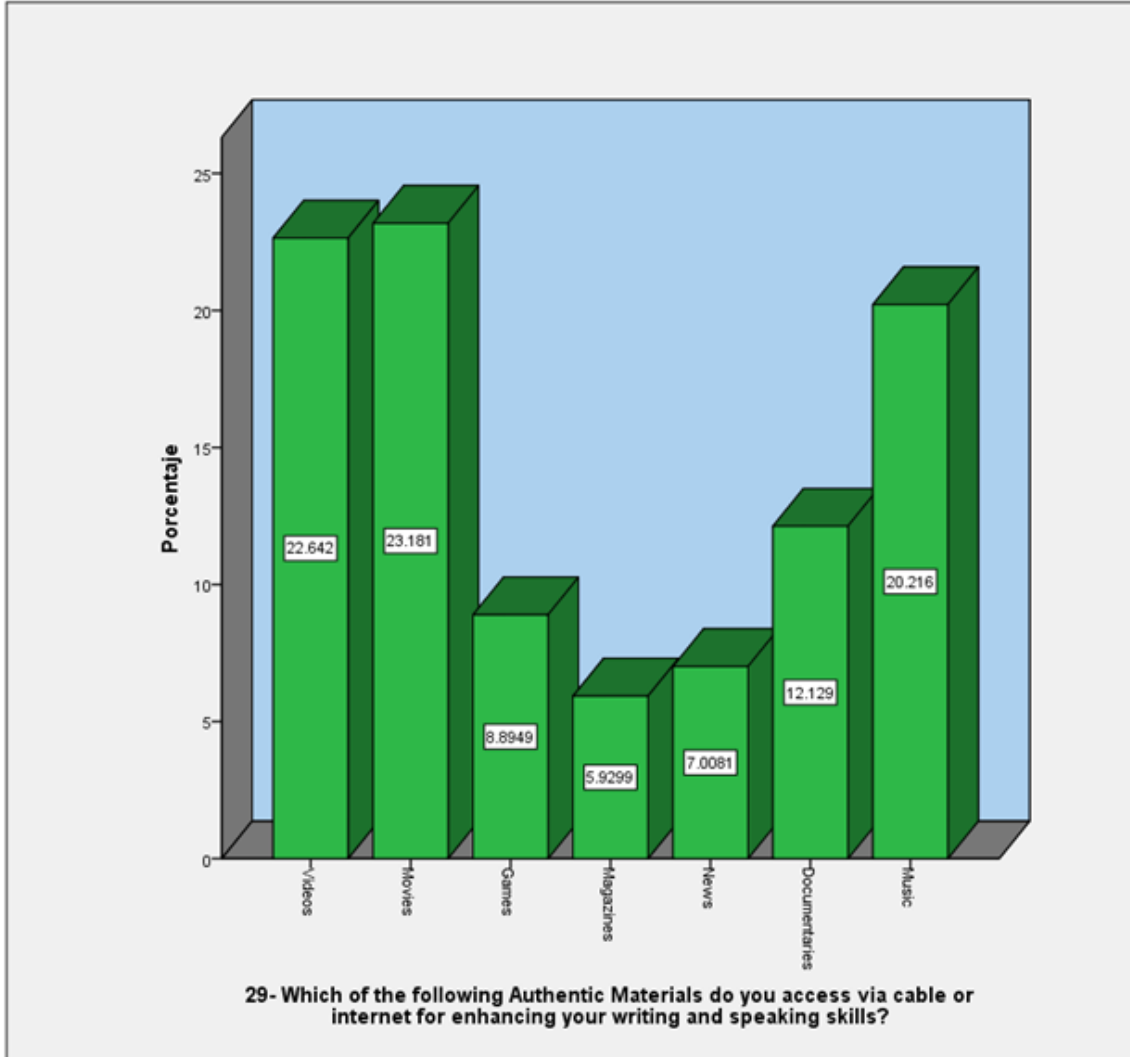


Chart 29

Out of the given examples of authentic materials in chart 29, the students access the following via cable or internet for enhancing their writing and speaking skills as necessary: 23.2% use movies; 22.6% watch videos; 20.2% listen music; 12.1% documentaries. Just 8.9 % play games and 7.0% watch news. All in all, 5.9% use magazines. As stated in this result, all the mentioned authentic materials in this project are used by the students in any way putting apart the frequency they use a specific authentic material, they use authentic materials to enhance not only their speaking and writing skill but also their learning process.

30-Can you mention three different types of Authentic Materials that you consider are very useful and effective in your learning process?

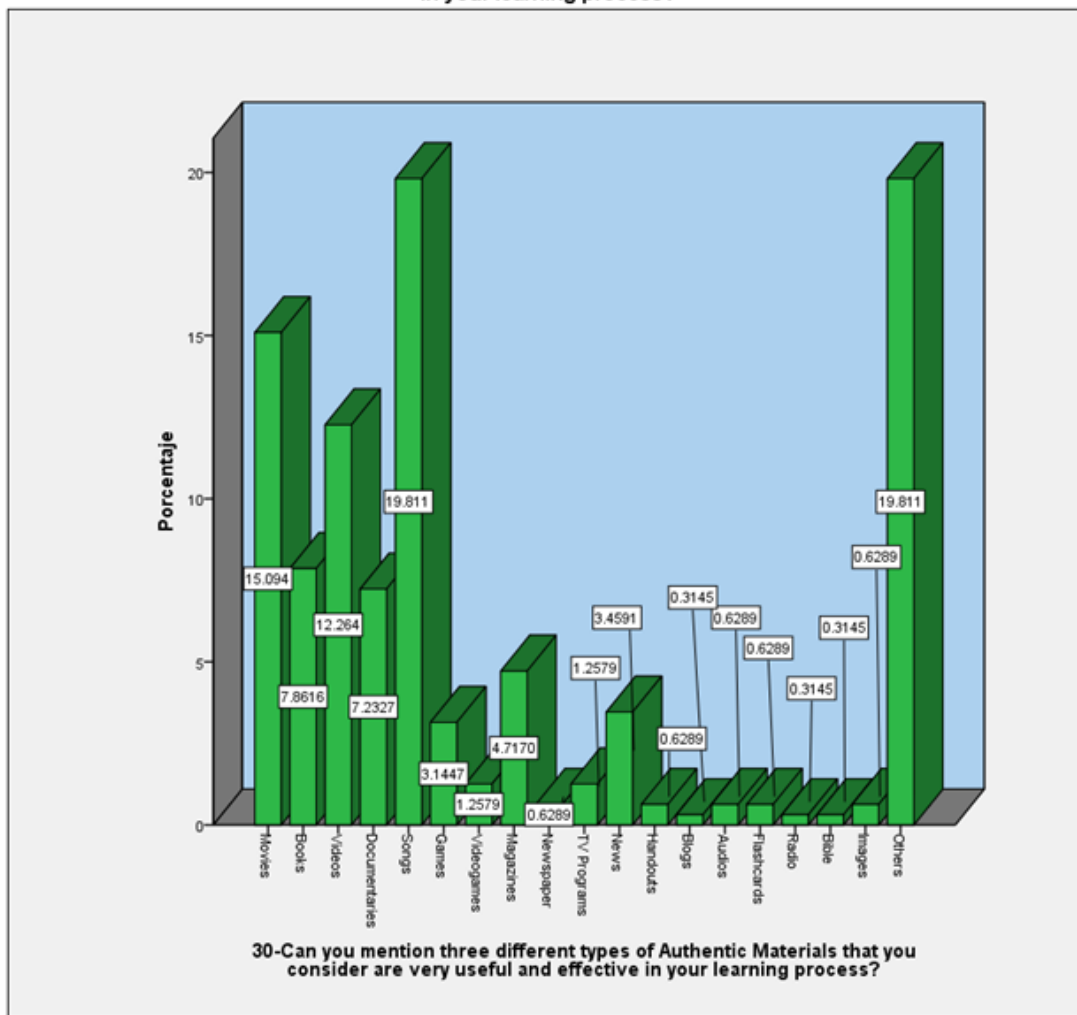


Chart 30

Considering the 30th question and the results showed in the chart 30, the most useful and effective types of authentic materials to be used in the students' learning process are: songs (19.81 %), movies (15.09 %), and videos (12.26 %). After that, a lower percentage of students consider useful and effective other topics such as: books (7.86 %), and documentaries (7.23 %). In addition, other authentic material with low percentage of preference by students it is showed in chart 30, like magazines (4.71 %), News (3.45 %), games (3.14 %), TV Programs (1.25 %). After that, handouts, blogs, audios, flashcards, radio, Bible and images got less than 1 %. To finish, 19 % didn't answer according to chart 30, meaning that not all students are conscious upon the importance of a specific authentic material.

Table 2.1 Interview answers

| INTERVIEW QUESTIONS | Student 1 Erick Castillo | Student 2 Edgardo Lopez | Student 3 Carlos Sigifredo | Student Eliseo Portillo | Student 5 Ernesto Alvarado |
|---|--|--|--|--|---|
| 1.Are you familiarized with the term authentic materials and their usage? | Yes, I am. | Yes, I am. I began to use authentic materials when I was in basic level. | Yes, I am. | Yes, I am. | Yes, I am. |
| 2.In few words, can you briefly explain what you understand about authentic materials? | For example in the university when the teacher asks to buy the original book not photocopies, especially in English courses. | authentic materials are those materials that are selected according to levels. | authentic materials are original materials designed with the purpose of teaching in a good way to the student. | The materials used to explain the class, also those materials that teachers use to make students understand fast. | authentic materials can be helpful to teach a class and for students to understand better. |
| 3.Taking as a reference: "Authentic materials expose to real language" Can you mention some of the materials that are being used in your classes? | -Books (open mind) - Canyon - Listening exercises - games | - Books - Internet resources such as articles and worksheets - Songs | - Listening exercises - Cartoons - Some videos | - Games - Pictures about globalization - Textbooks (master mind) | - Listening exercises - Videos - Cartoons (through cartoons students learn in a very funny way) |
| 4.How effective do you think the English textbooks are? | Some books tend to be boring, they are effective but they have grammar structures difficult to understand, and they do not have many exercises. | The English textbooks are effective because they discuss updated issues and they are modern and they make easier the learning. | English textbooks are not effective because they have a mixture of skills and each student is good at only one skill and other students in other skills. | Textbooks are not effective because they do not have enough things necessary for the learning process and teachers should give extra materials. | Yes, they are definitely effective because in those textbooks we not only learn grammar but also about topics like global warming, globalization, and nature. |
| 5.How effective and efficient do you consider authentic materials in your learning process? | Yes, they are effective, I studied English before taking the major and I considerer that books used in the academy were better than those used in the major. | They are efficient, I have learnt a lot and the topics are relevant and interesting and that motivates to learn even more. | Yes, they are effective and efficient because they have other areas in which we can focus for example, visual and kinesthetic activities, and reading activities. | They are effective because sometimes some materials have pictures and they are helpful to understand the context or the words that are on the pictures that seem to be hard to understand. | They are very effective and teachers should use them in all of the classes, because they catch the attention of students and students learn more. |
| 6.Please mention some topics, at least five, that motivate you practice your speaking skill: | - videogames - Sports - Use of Internet - English grammar - Hobbies | - Activities in the past - Dreams and expectations - Tourist destinations - Globalization - Likes and dislikes | - Family - Environment - Customs - Globalization - Culture | - Globalization - Movies - Politics - Sports - Education | - Movies - Music - News - Friends - Internet |
| 7.Do you consider the frequent use of authentic materials helps you to increase your English vocabulary? | Yes, of course. Internet is one of the most used because when I access to Internet I have the opportunity to read articles and through this I increase my reading vocabulary and I find extra information on it. | Yes, because most of the vocabulary we know are used by teachers, students learn many words from the book. | Yes because teachers can add some words and new vocabulary on cartoons just for having a better understanding about vocabulary, when listening students are exposed to real language like idioms, etc. | Yes, of course. Everybody learns by different ways like watching videos, watching pictures, and reading good books like my own experience. | Yes, definitely. Most of the teachers use them with the purpose of increasing our vocabulary knowledge. |
| 8.What kind of topics do you feel motivated to write about: mention five and why? | - Memorable days - Horror stories - Tales - Video games - Technology | - My dreams - Things I will do after graduation - Hobbies - Preferences - Favorite food | - Politics - News - Violence - Gangsters life - Psychological issues | - Politics - Culture - Education - Palestine war - Pollution | - Homework - Documentaries - Stories - Environment - Violence |

Table 2.2 Interview answers

| INTERVIEW QUESTIONS | Student 1 Maritza | Student 2 Marta Julia Maravilla | Student 3 Rodrigo Paredes | Student 4 Jose Gonzales | Student 5 Reyna Borja |
|--|---|---|--|---|---|
| 1. Are you familiarized with the term authentic materials and their usage? | Yes | Yes | yes | Yes | Yes |
| 2. In few words, can you briefly explain what you understand about authentic materials? | I think authentic material are some, well, something that help you to say more easy a Topic or a subject and is for teacher to explain better. | I understand that there are like kind of tools to help a person to learn better or to develop their skills in other languages or in a specific area in the studies. | The materials that expose me are the music because you can follow the letters of the song and then you feel that you can understand, you know from heart and pay attention to them there are word that related to the life, the routine. I understand the lyrics it's not too hard, but the most common used in the movies because the people in the scene of the movie and you can know different ways the people are living their lives, and that's an example on how you have to use tour English all the time not just with the person that didn't know. You have to make the English part of your life. | I think they are important to us because they can help us to learn more vocabulary to do the class more attractive to us. | I prefer songs to learn English because we can see the letters. And I know how to do the compositions of the lyrics, and also to learn the song at the same time and we can repeat the words and to improve the pronunciation. And movies it's right also to learn. |
| 3. Taking as a reference: "authentic materials expose to real language" Can you mention some of the materials that are being used in your classes? | Videos, pictures, I don't know ... If dynamics are Authentic materials and presentations of power points as some of them that I remember. | Listening to songs sometimes reading some textbooks for example Kayat and sometimes the teacher assigns us to watch videos. He does both sometimes, he does in the class and sometimes he assigns us to do it at home. | The textbook is a tool that we use and it is necessary because there are topics that I've never seen before and some of them I learned in the past but I have to remember the kind of topic it is because you can say "oh, I learned this" but if the teacher show you something that you didn't saw previously but you don't remember would be an extra information in detail about what do you want to learn. | For example, an exposition about a topic. Conditionals. | He use some audios with listening and he does some dynamics or activities to play in the class and he makes group to talk about some topics for the day. And makes group and we discuss about something that he puts a topic in the board and we have to talk about that. Yes all the day he brings topics. |
| 4. How effective do you think the English textbooks are? | I think our textbook is nice because I can understand every topic and also I think they have Grammar parts and they are good ones because sometime the teacher can think of and I can go to my text book and think of these topics in a better way. | Well I think it's an easy way. So I think different from 1 to 10, 9. Well everything depends on how you use it because sometimes we just use it in the class and at the home we forget it. It's important to learn Grammar. | They affect me in all the things because it's not necessary that you have a book all the time if you listen to music or watch a movie in your house or you can see publicity in the streets is English and that's influent in your English learning. They are effective for me. | The textbook is not effective. I don't like it because for me is boring because it is not attractive for me. I don't like the activities from it. | I think it is easy to understand and I like that book and in the workbook we have some exercises to do like for example for habits and yesterday we did he exercise with "wish", "would/wouldn't" and also "used to" and they are used to talk about habits in the past, but it is another form to talk about things that we didn't before our childhood. |

The Use of authentic materials at the Foreign Language Department

| | | | | | |
|--|--|---|---|---|---|
| <p>5. How effective and efficient do you consider authentic materials in your learning process?</p> | <p>Well, personally I think they are so effective because with my textbook I can learn and I can practice in my house, and also with the other I can understand better the message of topics in a better way. Meaning what I learn in the class.</p> | <p>They are very important because when I am at home I love listening to music. I learn pronunciation and new vocabulary also when I am watching videos, it's really important to use these kinds of materials.</p> | <p>Well, the things that I more use are the MP3 and the computer and there are a lot of publicity that is in English, even that I don't want to learn English, there are in the world many ways to show the English if you didn't know anything about what is about you're lost.</p> | <p>For example I listening radio in English and so I listen songs in English to learn vocabulary, like movies but in classes we don't have the opportunity to expose a real language I think.</p> | <p>It is good to listen the songs and also read. I like to read histories it improves my pronunciation and yes increase my vocabulary.</p> |
| <p>6. Please mention some topics, at least five, that motivate you practice your speaking skill:</p> | <p>Well, I don't know what but I like culture topics for example when we are talking about identity or some cultural or about culture and new technology because for me it's important to learn more about because it's progressive in our world and as well I think that is really important to know about and because we have technology everywhere.</p> | <p>About fashion, about makeup and what else?... Famous people. Yeah, I like to speak about social problem, but technology no.</p> | <p>A topic important is it the knowledge because I like to know what I'm saying r what is about things or the other one is the relationships because you met new people you have to talk to them and you fell you are in the same level, not English, of the person you will get lost. The one would be the social groups. Politics is boring for me. Technology for me is the most necessary because something that we use and a tool for learn and for take a little fun.</p> | <p>I like to talk about technology, about movies, about music.</p> | <p>Hobbies, food, (watching television) and also listening to music.</p> |
| <p>7. Do you consider the frequent use of authentic materials helps you to increase your English vocabulary?</p> | <p>Yes, I think is because our teacher Alex, he teaches a lot of vocabulary with teacher{s materials and for me it is important to have accuracy when you talk and, well, I think all of these authentic materials help me to increase my vocabulary I learn new words new meanings, for example, when I watch a movie.</p> | <p>For example when we are reading a book like a novel or something like that we learn structure, new vocabulary different things that may be we have never seen in the learning process, so they are really helpful.</p> | <p>The teacher uses the books use a projector for show images and a little videos for see the structure and how create the appropriate sentences or different the kind of tone and the Grammar.</p> | <p>Of course actually I talk a friend in the US to learn vocabulary, I talk to an old friend he has almost ten years living at the US.</p> | <p>I write the words that I don't know and after I repeat and sometimes I record the words and after I listen them. I have a list of words but I don't know how many. Sometimes I delete and after I repeat the words that are difficult for me and I also listen it again.</p> |
| <p>8. What kind of topics do you feel motivated to write about: mention five and why?</p> | <p>Personally, when I have to talk about my life and also when are some social things, I don't know why, but I like social thins and well I think social things like a journal I write like mu preference when I listen to music I try to understand the words and sometime I don't understand and search for the lyrics.</p> | <p>About personal life, social problems, environment, nature because I think is easy to me and I know vocabulary about it.</p> | <p>Most common the Grammar things because there are more complicate. Poetry. I like that kind of stuff. And the literature, a little bit.</p> | <p>About technology, and nothing else.</p> | <p>Histories, romantic histories, about social problems. I don't know but I like to write about famous people</p> |

Table 2.3 Interview answers

| INTERVIEW QUESTIONS | Student 1 Denisse | Student 2 Josseline | Student 3 Jesus | Student 4 Carlos | Student 5 Enrique |
|--|---|---|---|---|--|
| 1. Are you familiarized with the term authentic materials and their usage? | Absolutely no, I don't know what is the meaning | No, absolutely no. | Yes I am I am familiarized with that kind of things. | Yes, well that kind of materials sometimes are not common but it is very useful to the the learning | Yes I guess. |
| 2. In few words, can you briefly explain what you understand about authentic materials? | Are the materials that teachers use for helping us to understand better the topic, for example use videos, music or cartoons. | authentic materials are the tools that we can use for improve our knowledge , and also I think for example with watching cartoons or watching movies in English I can increase my vocabulary I think that the authentic materials are the tools or materials that we can use for improve our English. | Yes, for example the laboratory. | authentic materials are those materials kind of tool to make learning way easy for example, that kind of material is not used in the class because the student can use it at home too. | it's when you're talking about material that we can touch, materials that we can by in a photocopy I guess. |
| 3. Taking as a reference: "Authentic materials expose to real language" Can you mention some of the materials that are being used in your classes? | The last semester we use to see Friends, a TV show, we use to listen some romantic music and some and we had to sing the songs. | We use documentaries, also songs and videos about the topic we are studying. | I think those kind of material are really important, because we can prove our knowledgement with that kind of material. | For example, the teacher use projectors, radio, that the most common tools that the teacher use to help. | Book, materials, we got the copies I said, also the library, could be, I think that I have been using watching videos listening exercises but documentaries and cartoons I wasn't used before in the class because I guess that the teacher doesn't achieve. |
| 4. How effective do you think the English textbooks are? | I don't think they are effective, I think it's better to do the class more than we can talk to the classmates and that we can read the material, because if the teachers just use the textbooks we don't have more interaction. | I think they are really effective because for example If you don't know the explications of the teacher you can read your book and you can understand better. | We use audios and sometimes the teacher gave us photocopies and we watch videos too. | Well, I think their use it's very effective the teacher use the books to check up the books report, I think about if the book is agree with the learner of the knowledge that the student has.. | The English? I think that 50% I guess because you can get grammar knowledge, phonetic knowledge but you don't talk about it you just read and get the information, you could be a mastering grammar but sometimes the pronunciation and things like that goes in the same way. |
| 5. How effective and efficient do you consider authentic materials in your learning process? | They are effective because when we use authentic materials we can understand more, and I think it's efficiently because we have more resources in order to get the idea. | For me are really effective as I said before because I can improve my knowledge and my vocabulary I guess, for me are really efficient and effective. | I think talking about the percentage, 80% a good effect. | I think that is a good way to facilitate the learning process, because sometimes when you read a book it is a kind of bored, but if you see any video you learn easier than read a book. | I think that they are important in a part of than getting knowledge but I think that could be more practice than just authentic materials and textbooks, it could be more practice, it could be more effective. |

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|--|--|--|--|--|---|
| <p>6. Please mention some topics, at least five, that motivate you practice your speaking skill:</p> | <p>Songs, family videos, the teacher brings topics that we can develop in the class, social issues, and may be games in the classroom, to do exercise.</p> | <p>Topics... yes about politics, can be learned, entertainment about news in the world thinks that happens in the world.</p> | <p>Well, I think for example, the book that the teacher are using is named Mastermind and I think it's a kind of book interesting and effective.</p> | <p>For example, the last class that was a topic that was very interesting it was about globalization we saw some videos we heard some listening and then we had to talk about the globalization.</p> | <p>Communication with another people interaction, I really like to know another people, this is a motivation and also getting knowledge about the people because they have something to teach me so if we speak I can get the knowledge, there are three, I think that could be politics, motivate.</p> |
| <p>7. Do you consider the frequent use of authentic materials helps you to increase your English vocabulary?</p> | <p>Sure yes, because when, for example, if we see a video we can see how a native English speaker use what our classmates we don't use like slang.</p> | <p>Definitely, because I think authentic materials catch my attention in different ways that usually, for example, I get custom to learn from the book but with this authentic materials we can learn in a different way it's more attractive.</p> | <p>Globalization, politics, how to get a job. Yes I think that, because remember the word of the books are very different for us and that I think that kind of material are very interesting because those ones have a really different time vocabulary a lot.</p> | <p>This it help us very often because when you see any documentary you are thinking about you're watching and hearing ideas but you know knew words, that helps to increase the knowledge.</p> | <p>Not completely at all, textbooks have a lot of vocabulary but you can get more knowledge in another ways, speaking you can get can get more knowledge, more vocabulary.</p> |
| <p>8. What kind of topics do you feel motivated to write about: mention five and why?</p> | <p>About, we were studied about global , maybe about social media, music, entertainment and about important people, famous people.</p> | <p>Topic, for example about politics here in El Salvador, delinquency and also about problems in the world.</p> | <p>I would like to write about social problems because nowadays in El Salvador those problems are very terrible and another topic could be about our health, different kind of workout, sometime, just that.</p> | <p>Music it's very common , there are many topics, for example, in my opinion , globalization, I read something about that listening something like that and I want to any videos about that topic .</p> | <p>In fact I write about a lot of things I really like to write but I think the things I motivate could be myself because I want to write myself, history, if I read about the history I memorize, thing that inspired me I write it down it could be a memory I really love to write songs, and also chart history I like to write related to something that happen to me or something that just I fell in my mind, something like that.</p> |

4.2 Analysis and interpretation of the data

4.2.1 Questionnaire Findings

To what extent does the importance and essential use of authentic materials in the teaching learning process for students in the Foreign Language Department and influences the development and enhancement of the speaking and writing skills?

To begin with and according to the results, the speaking skill hasn't been taken seriously by most of students, because the responses point out to a low use by them, despite it is a significant element, positive responses are not the most in the sample. After that, it seems that students have not a clear goal regarding use of authentic materials, for instance, in the chart 6, only a quarter of responses agreed that English movies can help them to improve this skill; in the next question (chart 7) the fifth part of responses rely on music and movies as the best way for learning the speaking skill; however, almost 70 % of respondents on chart 20 think that authentic materials can provide useful idioms and vocabulary for improving the given skill. It is clear the early stage level that most of students demonstrate, since are not conscious of all linguistic structure that are part of all subjects.

As a significant part of this study, Grammar issue is another element that is implicit in the research, being measured in three major items. First of all, the importance of songs for students has to do a lot when talking about Grammar, most of them have assumed that is a very important way to learn English Grammar; perhaps, the very nature of songs and music structure allows students to have access to a better learning environment (Chart 3). Another possible scenario of the important relationship of songs and Grammar, lies on the availability through technology, which permits them to stay in touch not only with the music, but also with the modern trends that guide students to practice at the same time they are enjoying their musical activity. Despite of that, Grammar has not been taken in the same way by respondents regarding to watching English movies, because only the 13 % of responses attribute this activity as a good way to learn it (chart 6). This result can be motivated by the availability of movies as authentic material, possibly in contrast with the wide accessibility that music has, i.e. a student is able to listen to music while driving a car, but is not capable to do the same with a movie. So that, it can be said that most of respondent prefer to enjoy a movie instead of trying to learn Grammar while they are watching. To conclude this idea,

Grammar is not a relevant element to be learned by most of students, according to chart 7, in which only the 8 % thinks that listening to music and watching movies would enhance their Grammar knowledge.

Concerning writing skill, students from this sample said that authentic materials are not a motivation for writing. First, writing is not a well-developed skill that students are custom to in El Salvador. Young people, as most people of this sample, are interested in other activities than in writing. In relation to the chart 6, respondents do not think that watching English movies will encourage them to write in English, because only 6.23 % feel inspired to do it. To corroborate the latter results, in the 13th question, only 12.22 % choose culture as a topic with the major result (chart 13), supporting this, the fact that 27.27 % didn't answer; meaning that most of the sample don't have interest in writing in English. To conclude this idea, it is necessary to use authentic materials in order to encourage students to better writing tradition.

Another essential element tested in this research is vocabulary. According to chart 2, students think that listening to songs will enrich their vocabulary, since 80.19 % answer in a positive way. Then, 99.06 % believe that watching movies can enrich their vocabulary, which is an affirmative tendency to vocabulary matter. Furthermore, students ponder that watching English movies will help them to improve their English knowledge, in terms of vocabulary, this can be proven in the chart 6, because most of responses (31.15 %) agreed that fact. Besides the previous responses, 21.84 % of students said that watching documentaries will help them in regards of vocabulary (chart 9). Consequently, 27.9 % of respondents believe that listening to English music is the best way for learning vocabulary, due to the massive practice that listening to music conveys (chart 7). After that, 99 % of the sample reflect that authentic materials provide useful idioms and new vocabulary, continuing with the positive tendency that authentic materials induce regarding to new English vocabulary. To conclude the vocabulary matter, 74.53 % agreed that it is necessary to watch videos in class in order to learn more vocabulary (chart 21).

Finally, these results have made evident the significant role that motivation has in the regard of learning with the use of authentic materials, as shown in chart 7, only the 18.71 % feel motivated when using authentic materials, implicating the lack of knowledge that

students have towards them. As a final point, students should be able to count on authentic materials as an extra way to keep learning, since it is easy to understand its meaning and for its wide variety of tools and samples that are increasing day-to-day.

4.2.2 Interview Findings

After analyzed and compared the interviews with the Research Questions confirm the responses are positive, the group carried out the following analysis in the Intensive Intermediate English I and Intensive Advanced English I students. Emphasizing that the analysis of all the answers are based on the Research Questions, Theoretical Framework with the use of the authors included in the project to back up the results.

In relation to the question number one, the results have been obtained from the students as follows:

Since the whole population is very familiar with the term authentic Material, according to the results obtained, when teachers use books, listening exercises, cartoons, some videos, textbooks, songs documentaries, radio, and TV show, students feel motivated to learn because they have the opportunity to be exposed to the real English; since they are adopting consciously the right accent, the correct use of grammar structures, and discover the variety of topics that can be used in their learning process; they state that by using the materials before mentioned they can learn in a very funny way and the exposure to the real English will be authentic based on the opinion of (Muller- Hartmann, 2004) “media materials can provide authenticity to the classroom and the outside world”. What can be considered by reading Muller- Hartmann is that learners feel more motivated when are exposed to the real English, listening to native voices in cable TV programs.

Regarding the second question the result was the following:

What is the impact of the use of authentic materials in the teaching learning process to improve the Speaking and Writing skills in the Intermediate Intensive English I and Advanced Intensive English of the Foreign Language Department?

Based on the results obtained, students state that the use of authentic materials is very effective and efficient in their learning process, taking as a reference English textbooks, they think that English textbooks have a lot of topics which are relevant and interesting for an effective teaching and learning; in addition, when teachers bring pictures to the class, they point out that they are really helpful to understand the context or the words that are on them,

also students state that when they are exposed to any video, they can learn easier than when reading a book because they have the opportunity to improve their knowledge and vocabulary in order to speak. According to Miller (2003), there are many sources in which people can find different sorts of authentic materials regarding Speaking and Writing skills such as newspapers, magazines, TV, videos, radio, literature, and Internet. The use of authentic materials in the classroom has a big impact for improving students speaking and writing skills, taking as a main reference the sources before mentioned.

The best answers for how effective are authentic materials in the teaching learning process to increase vocabulary.

According to the results obtained, the whole population that was interviewed agrees that the frequent use of authentic materials helps them to increase their English vocabulary, materials and sources such as Internet, books, cartoons, videos, pictures, TV show programs, and movies, provide them the possibility to increase their vocabulary knowledge and make their learning more effective and efficient; this is based on the results obtained from the population. Those who have already discovered the joy of books, however, are hooked for life. And as others become aware of the vast array of books available, they too will find that unrivaled knowledge and pleasure await them between the covers of books' (Beckert, 1992).

According to (Beckert, 1992) the use of books facilitate students to increase their vocabulary knowledge through reading passages, some dialogues, and short stories. In this way students will improve not only their vocabulary knowledge but also they will develop some strategies to improve their Speaking skills.

The related answers for question number four, how does the lack of authentic materials affect the Writing and speaking proficiencies? It is concluded as follows:

Based on the results gathered in this research, if students are not exposed to real language, they will not develop a good background knowledge of vocabulary; it will impede they are competent in the writing and speaking proficiencies. According to the results gathered, the use of authentic materials in the classroom will ease the students learning because at first, they will feel motivated to learn and those materials catch their attention and also they feel they are exposed through a variety of sources which contain real English; on the contrary, if they feel they are not exposed through a variety of authentic materials, they will feel the classes uninteresting and boring, some mistakes of Writing and Speaking will be notice whenever they are in a determined situation. According to Mc Neil (1994) and Kilickaya (2004) “The use of authentic texts is now considered to be one way for increasing students’ motivation for learning since they give the learner the feeling that he or she is learning the real language, the target language used by the community that speaks it”.

The conclusion related to question five is: What is the relevance and importance of the use of authentic materials to achieve a high proficiency speaking and Writing level as well as competent linguistic level?

Based on the results obtained, the use of authentic materials is a good tool for students to achieve a high proficiency in the Speaking and Writing skills, and in this way to be very competent in linguistic level. According to the results; through textbooks some grammatical structures will be understood better in case that the teacher did not explain that in the right way. In textbooks a lot of dialogues, short stories, and reading passages are found, it means that the vocabulary knowledge is increased and it gives the key for students to improve their speaking skill by discussing the different topics found on them.

What can be considered, by Alejandro G. Martinez, M.A., Mexico City, some of the advantages of using authentic materials are that learners will be exposed to real discourse, it means students will have the opportunity to be familiar with the target language by listening conversations of native speakers of the focused language, another advantage is that those materials help students to be aware of what is happening in the world, it means the ability to adapt students to different contexts of the real life. Another advantage focuses on textbooks emphasizing that they do not include improper English; the type of English that they contain

is academic and reliable English with the purpose of giving a hand to learners to get involved with real English.

As the major conclusion out of the interview implemented to the intensive Advanced I level students, the research group points out that the research questions were answered through the results successfully. The main purpose of the data collection instrument, the interview was to back up the research questions with the responses obtained from the population; some authors' references were included with the aim to make the research more reliable. The whole population is familiarized with the term authentic materials and some examples such as cartoons, songs, textbooks were mentioned; when they were asked about the definition of the term, they said that are those materials that teachers bring into the class with the purpose of making the learning process more real and expose them to the real language.

4.3 Global Analysis of the Research

In the light of these findings, the overall results indicate that authentic materials contribute to the enhancement of the Teaching-Learning Process. Since students are exposed to them, the significance of their learning process increases to the point that they feel motivated, in many ways, to learn a foreign language.

In this constantly developing Teaching-Learning Process at the Foreign Language Department, there is a need for looking different ways to teach due to the amount of students coming in to the major year by year. The numerous groups of students each teacher needs to work with might be, on one hand, a disadvantage to have a successful learning process. On the other hand, the use of authentic materials can help them have a better teaching process when it comes to have a successful learning need. Based on Nunan (1989 as cited in Adams, 1995) the authentic materials were not designed for teaching, but they are used to cover some social purpose in the language exposure in different contexts. Nowadays, the use of authentic materials in the classroom is being an important tool and resource for teachers and students. The main purpose of this is enhancing and improving the teaching learning process.

A further interesting and useful finding was that videos, pictures, music, and textbooks are some of the examples of the authentic materials mostly used by students in Advance Intensive English I levels. Since out of these results, they pointed out the previous mentioned authentic materials, and activities involving them, increase their motivation to speak English which at the end it would come up not only in practicing their speaking skill, proficiency under study, but also improving any time they are motivated to speak. Furthermore, the topics that appeal to be more interesting to write about were found as fashion, famous people, social topics, technology and nature, for example that would include the use of the authentic materials they have already agreed are interesting and motivators for their learning process. It is of great importance to have into consideration the authentic materials they feel comfortable with since this is a way of having a successful Teaching-Learning Process.

The generalizability of the results is limited by the small scale of the study of the level of learner as stated in the interviews in which they could barely explain what authentic materials are whether because they lacked vocabulary or they simply did not know what the

meaning of the term was. Also, they seemed to be fossilized by the mistakes they were never corrected in early stages or lower levels. This, somehow, limited the group, at first, to get clear results. Ignoring the limitations the group had such as the time, the lack of importance and in some cases the lack of knowledge from the students towards the topic, the results show authentic materials are extremely helpful not only in their learning process in general but also in their academic daily life. These materials reinforce and develop their Speaking and Writing skills through the access and exposition to them. The globalization of the information plays a great role since most of the professors have access to those materials in terms of knowledge. In contrast to the sources such as TVs, computers, and projectors, or the internet, for example, where the materials are taken from, teachers at the Foreign Language Department have sometimes lack of access to authentic materials.

Overall results from the learners' questionnaires was found that the frequent use of authentic materials in Intermediate Intensive English I and Advance Intensive English I students increase their vocabulary, improve their pronunciation, and increase their motivation to practice the proficiencies under study, Speaking and Writing. Peacock, 1998, "Having a large amount of vocabulary is the key for success when learning a foreign language." Starting from this theory and taking in consideration the results gathered from students, to have a numerous range of words in learners' vocabulary is the core of learning a new language with the purpose of expressing their ideas by making a good use of the language. Through these instruments, it was observed that music, videos, movies, news, and documentaries are some of the authentic materials better perceived by the sample population. These not only allow them the access to listen to a native speaker and enhance their pronunciation but also to increase their vocabulary due to the variety of words that include idioms and slangs coming from English native speakers.

Results indicate that overall information that the given authentic materials in the instruments are positively accepted by students, and according to the information gathered though the research project despite of the disadvantages that authentic materials might have, such as time consuming, being the most common one. Authentic materials are essential and play an important role in the Teaching-Learning Process. As these materials have been developed through time, authentic materials have been a useful tool and have been used by a

lot of outstanding people since the 19th century. Interest in authentic materials has a history as long as 1890s and Henry Sweet (1899) is believed to be one of the first advocates favored the use of authentic materials and discussed their benefits over contrived ones. The reappearance of authenticity according to Gilmore (2004) dates back 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.

Increasing vocabulary, grammar abilities, motivation; motivate them to speak and write English; increase their motivation to keep learning more about the language under study are some of the characteristics that students acquire when using authentic materials, despite how much they learn, at the end they do not have the same impact in every person, but every person learn through the use of these materials. Exposing students to real language, aware them about things around the world, expose them to other cultures, and have knowledge about history are some of the advantages students have as there are many sources through the ones they can get authentic materials. Even though there are disadvantages through the use of authentic materials, there are even more advantages by the use of these important tools, and there is an endless variety of ways authentic materials can be implemented only limited by the creativity or the lack of this one from the ones who want to approach them.

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

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

There are many components to be taken into account when researching about the importance of authentic materials in the Teaching-Learning Process:

Two of the most popular authentic materials are English music and English movies. According to the ACTFL (American Council on The Teaching of Foreign Languages) in some levels of speaking skill, students acquire more components to increase their levels of proficiency. The latter has been proven in this research, in which most of responses were answered in a positive way, supporting the importance of authentic materials in the development of the language.

The use of authentic materials in class deals with several components that allow students to learn in a more efficient way with enjoyable environments, i.e. the real components found in documental or news reports, the use of them in class are of a great relevance in present time; this was proven in the present research in which a quarter of students agreed that watching English documentaries expose them to real language.

One of the most relevant ways in which students are motivated through the use of authentic materials is watching to English movies as presented in this research, it has proven that increases their vocabulary level and improves their speaking skill.

The use of authentic materials is closely related with a worthy development of the language learning process of students at the Foreign Language Department of the University of El Salvador. This proficiency has a correlation with the social status of students since not all of them have access to technology resources that allow them to stay in contact with authentic

materials. Even though, most teachers do not trust in assignments to be completed at home, according to the findings of the present research, in which two thirds of students haven't been asked for watching TV programs considered as authentic materials for homework assignment purposes.

Starting from the selected authentic materials by professors, textbooks are the most common of this category used in the Intermediate Intensive English I, and Advanced Intensive English I levels of the Foreign Language Department of the University of El Salvador.

The use of the resources at the Foreign Language Department Laboratory is underestimated according to the results obtained in the research, which shows the reduced usage of it. Most of teachers must take it into account due to the comfort the English lab has for presenting authentic materials to students; in contrast, two thirds of the sample are not using it.

In order to provide meaningful learning, as authentic materials offer meaningful information in the Teaching-Learning Process, listening to music is an activity that impacts students acquiring grammar skills. In this way, this research presents necessary information in which authentic materials are relevant and effective tools to provide meaningful learning; therefore, effective teaching.

The fact of mixing techniques and different kind of authentic materials is, in most of cases, the key of success in the Teaching-Learning Process. As presented in this project, for instance, listening to English music, and watching English movies are remarkably outstanding to keep students motivated. Despite of all other skills that can be developed and authentic materials that can be used to teach and learn, it is concluded that the more motivated student receive the Foreign Language, the better they are going to produce it.

5.2 Recommendations

5.2.1 Recommendations for professors

- ✓ Professors should keep using authentic materials with students as in most cases at the Foreign Language Department.

- ✓ Professors should take students to the English laboratory more often to watch videos, listen to audios, and the like, to take advantage of the technological resources. In that way, they will keep promoting meaningful Teaching-Learning Process up to now.

- ✓ Professors should keep on using interesting topics that make students feel motivated to write about; they will benefit students because they will improve their writing skills in a reliable environment.

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

5.2.2 Recommendations for students

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

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

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

- ✓ Students should be more curious to find out the advantages and disadvantages they will have, whether they are taught through authentic materials or not to demonstrate a good attitude to write and speak in class depending on the topics given by their professors.

CHAPTER VI

6. BIBLIOGRAPHY AND APPENDIXES

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6.2 Appendixes

6.2.1 Letter Addressed to the teachers

Ciudad Universitaria, jueves 21 de agosto de 2014.

Lic. Miguel Mata

Docente de la cátedra Inglés Intermedio Intensivo I
Presente.

Respetable Maestro Miguel Mata

Reciba cordiales saludos. Aprovecho la oportunidad para solicitarle su valiosa colaboración en el sentido que las alumnos **David Calderón** con carné CV04005, **Rigoberto Soriano** con carné SM00025 y **Breny Cabezas** con carné CH06050, que actualmente se encuentran desarrollando su proceso de grado bajo mi supervisión, puedan administrar un instrumento de investigación pertinente al estudio que ellos realizan a una muestra de **10** estudiantes del curso que usted se encuentra impartiendo. El tema en estudio ha sido denominado “The use of authentic materials in the teaching-learning process in the Intermediate Intensive English I and Advanced Intensive English I at the English Foreign Language Department during the year 2014 ”. Parte de esta petición consiste en ceder al grupo o miembros de éste, los últimos 20 minutos de la clase, para poder administrar un instrumento de recolección de datos de tipo cuestionario.

Agradeciendo de antemano su valiosa colaboración, me suscribo.

Cordialmente,

F. _____

MsD. Ana Carolina Ramos de Gómez

6.2.2 Questionnaire for students

University of El Salvador

Foreign Language Department

School of Arts and Sciences



Universidad de El Salvador
Hacia la libertad por la cultura

Research Project Topic: The use of authentic materials in the teaching-learning process in the Intermediate Intensive English I and Advanced Intensive English I at the English Foreign Language Department during the year 2014.

Objective: With the following survey, it is pretended to find out the effectiveness the use authentic materials has by the teachers in the Foreign Language Department in the teaching-learning process to enhance the Speaking and Writing proficiencies.

General directions: Please, read carefully each item, and then check the option more appropriate to your experience. Check more than one when necessary.

1. How often do you listen to songs in your –English classes?

always usually sometimes rarely never

2. Do you consider listening to songs is a good way to enrich you vocabulary?

strongly agree agree disagree strongly disagree

3. Do you think listening to songs helps you to improve your Grammar knowledge?

strongly agree agree disagree strongly disagree

4. How often do you watch English videos in class?

always usually sometimes rarely never

5. English movies help you to increase your vocabulary:

strongly agree agree disagree strongly disagree

6. Watching to English movies helps you improve your English knowledge in the following ways. (Choose more than one if necessary)

- Increase my vocabulary
- Increase my Grammar knowledge
- Increase my motivation to learn English
- Motivate me to speak English
- Encourage me to write in English

7. Listening to English music and watching English movies are definitely the best way for:

(Choose more than one if necessary)

- Increasing my motivation to keep learning English
- Increasing my English Vocabulary
- Increase my Grammar knowledge
- Motivate me to speak English
- Motivate me to use the new vocabulary learned

8. How often do you watch documentaries and news in your English classes?

always usually sometimes rarely never

9. In what way do you consider watching English documentaries and news contribute to the improvement of your English knowledge? (Choose more than one if necessary)

- Expose you to real language
- Make you aware about things going around the world
- Feel culturally exposed to real language
- Help you to have knowledge about history
- Learn new vocabulary through all the previous options

10. If authentic materials contribute students being exposed to real English, in what way do you feel you learn the most and the best to improve your speaking skills? (Choose more than one if necessary)

- Through technology information
- - Through information about culture
- - Through social topics such as: gangs, pregnancy, drugs, etc.
- -Through information on entertainment like: movies, actors/actresses, music, etc.

11. How often do you use textbooks' topics in your English classes to create a discussion?

- always usually sometimes rarely never

12. What kind of textbooks are you usually exposed to? (Choose more than one if necessary)

- Technology
- Entertainment
- Society

-History

-Other

If other, mention which one: _____

13. Can you please mention three topics that you prefer to write and speak about from the textbook that you use in your class?

— _____

— _____

— _____

14. Select the kind of authentic materials that your teachers are using in the classes.

magazines radio textbooks movies

songs

15. Do you consider that the use of Non-authentic materials is very effective in the learning process?

yes no

16. Do authentic reading materials contain difficult language in terms of vocabulary items and Grammar?

always usually sometimes rarely never

17. At which levels do you consider authentic materials should be introduced?

Basic Intermediate I Intermediate II Advanced I

Advanced II

18. In which skill do you consider your teachers make more use of authentic materials?

Listening Writing Reading Speaking

19. Do you think that it is appropriate that your teachers use authentic materials in class?

Yes no

20. Do you think authentic materials provide useful idioms and vocabulary for improving the speaking skill?

strongly agree agree disagree strongly disagree

21. Do you consider necessary to watch videos in class for increasing vocabulary?

always usually sometimes rarely never

22. Have you ever been asked by the teacher to watch any TV program considered as authentic material in order to do a homework assignment?

Yes No

23. Has the teacher taken the group class to the Foreign Language Department Lab?

Yes No

24 How often does your teacher use multimedia projector in class?

always usually sometime rarely never

25 How often does the teacher use the projector for presenting authentic materials such as movies, documentaries or news reports?

always usually sometimes rarely never

26 Students feel more confident when doing pair work with authentic materials.

strongly agree agree disagree strongly disagree

27 How often do you put into practice the new vocabulary you learn with authentic materials?

always usually sometimes rarely never

28 Do you consider that the use of authentic materials by the teacher is entertaining?

Yes No

29 Which of the following authentic materials do you access via cable or internet for enhancing your writing and speaking skills?

videos movies games

Magazines News Documentaries Music

30 Can you mention three different types of authentic materials that you consider are very useful and effective in your learning process? Please, explain briefly.

6.2.3 Interview for Students

1. Are you familiarized with the term authentic materials and their usage?
2. In few words, can you briefly explain what you understand about authentic materials?
3. Taking as a reference: “Authentic materials expose to real language” Can you mention some of the materials that are being used in your classes?
4. How effective do you think the English textbooks are?
5. How effective and efficient do you consider authentic materials in your learning process?
6. Please mention some topics, at least five, that motivate you practice your speaking skill:
7. Do you consider the frequent use of authentic materials helps you to increase your English vocabulary?
8. What kind of topics do you feel motivated to write about: mention five and why?

6.2.4 Timetable

| ACTIVITIES | February | | | | March | | | | April | | | | May | | | |
|---|----------|---|--|---|-------|--|---|---|-------|---|---|---|-----|---|---|---|
| General meeting | X | | | | | | | | | | | | | | | |
| Informational meeting | | X | | | | | | | | | | | | | | |
| Choosing the topic | | | | X | | | | | | | | | | | | |
| Defining the topic | | | | | | | X | | | | | | | | | |
| Group meeting | | | | | | | X | | | | | | | | | |
| Group meeting | | | | | | | | X | | | | | | | | |
| Visit to the US Embassy | | | | | | | | | X | | | | | | | |
| Group discussion about prior readings of the use of authentic materials | | | | | | | | | | X | | | | | | |
| Definition of the objectives | | | | | | | | | | | X | | | | | |
| Definition of schedules for group meetings | | | | | | | | | | | | X | | | | |
| 1 st Thesis Director meeting | | | | | | | | | | | | | X | | | |
| Editing the Research's Profile 1.1 | | | | | | | | | | | | | X | | | |
| 2 nd Thesis Director meeting | | | | | | | | | | | | | | X | | |
| Editing the Research's Profile 1.2 and 1.3 | | | | | | | | | | | | | | | X | |
| Editing the Research's Profile 1.4 | | | | | | | | | | | | | | | | X |
| Defense of the Research Profile | | | | | | | | | | | | | | | | X |

| ACTIVITIES | June | | | July | | | August | | | September | | | | |
|---|-------------|----------|----------|-------------|----------|----------|---------------|----------|----------|------------------|----------|----------|----------|----------|
| Agreement to the Board for approval topics | X | | | | | | | | | | | | | |
| Group meeting: looking for literature sources | X | | | | | | | | | | | | | |
| Group meeting: discussion about sources | | X | | | | | | | | | | | | |
| Group meeting: Self presentation | | X | | | | | | | | | | | | |
| Advisor checking Theoretical Framework 1.1 | | | X | | | | | | | | | | | |
| Refining the Theoretical Framework | | | X | X | | | | | | | | | | |
| Advisor checking Theoretical Framework 1.2 | | | | | X | | | | | | | | | |
| Refining the Theoretical Framework | | | | | | X | X | | | | | | | |
| Advisor Final checking Theoretical Framework 1.3 | | | | | | | | X | | | | | | |
| Elaboration Data Collection Instrument | | | | | | | | | X | X | | | | |
| Presentation of Letter to teachers and Instrument | | | | | | | | | | | X | | | |
| Advisor checking Letter and Instrument | | | | | | | | | | | X | | | |
| Advisor meeting about Data Collection Stage | | | | | | | | | | | X | | | |
| Letters delivering and Data Collection Stage | | | | | | | | | | | X | X | X | |
| Data Analysis Stage | | | | | | | | | | | | | X | X |
| Report to Advisor about Data Analysis Stage | | | | | | | | | | | | | | X |

| ACTIVITIES | October | | | | November | | | | December | | | | January | | | | |
|---|----------------|----------|----------|----------|-----------------|----------|----------|----------|-----------------|----------|----------|--|----------------|----------|----------|--|--|
| Data Analysis stage | X | X | X | | | | | | | | | | | | | | |
| Advisor meeting | | | X | | | | | | | | | | | | | | |
| Refining Chapter IV | | | | X | X | X | X | | | | | | | | | | |
| Advisor meeting and Final Report | | | | | | | | X | | | | | | | | | |
| Graduation Project Defense (Advisor) | | | | | | | | | X | | | | | | | | |
| Final Report | | | | | | | | | X | | | | | | | | |
| Preparation of Final Graduation Project Defense | | | | | | | | | X | X | X | | X | X | | | |
| Final Graduation Project Defense | | | | | | | | | | | | | | | X | | |