"THE MOST COMMON AUTHENTIC MATERIALS APPLIED TO ADVANCED INTENSIVE ENGLISH II COURSES IN THE TEACHING ENGLISH MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2016"

PRESENTED BY:

LUZ DE MARÍA GRANDE QUIÑONEZ              GQ07002
FÁTIMA ERNESTINA MERINO CASTILLO            MC06081
SILVIA ELENA LÓPEZ ORTIZ                   LO07002

TO OBTAIN THE DEGREE OF
BACHELOR OF ARTS IN ENGLISH TEACHING

LIC. MANUEL ALEXANDER LANDAVERDE
RESEARCH ADVISOR

MAIN CAMPUS, DECEMBER 13TH, 2016
AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

RECTOR (acting as president)
JOSE LUIS ARGUETA ANTILLON

ACADEMIC VICE-RECTOR

ADMINISTRATIVE VICE-RECTOR (acting as vice-rector)
CARLOS ARMANDO VILLALTA

GENERAL SECRETARY
ANA LETICIA ZAVAleta DE AMAYA

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

DEAN
JOSE VICENTE CUCHILLAS

VICE-DEAN
EDGAR NICOLAS AYALA

SECRETARY
JOSE PORFIRIO ALVAREZ TURCIOS

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

HEAD OF DEPARTMENT
JOSE RICARDO GAMERO ORTIZ

COORDINATOR OF THE GRADUATION PROCESSES
MAURICIO SALVADOR CONTRERAS

RESEARCH ADVISOR
MANUEL ALEXANDER LANDAVERDE CASTILLO
Acknowledgements

By: Luz de María Grande Quiñónez

To God: for his mercy and blessings over my life, for giving the opportunity to complete this goal. He has been by my side up to now. Everything I have received, I owe him.

To mother: Berta Alicia Quiñónez for the most valuable gift I was ever given, Faith.

To my Godparents: for taking care of me when I lost my mother, for their important words that encouraged me to continue, for the values they taught me and all they did to help me. Thanks for their priceless support not only emotional but also economical in my life. I want to dedicate this victory to them.

To my brother: Oscar Esquivel for his advices, help, and economical support given to me in a very unconditional way. Thanks a lot for believe in me.

To our advisors: Thanks a lot to them for their patience, guidance, knowledge, understanding, and support provided to our research group.

To my teachers: I want to thank to all my teachers from the Department who were part of my learning process. Thanks and Tons of blessings to all of the teachers from the Foreign Language Department of the University of El Salvador.
Acknowledgements

By: Fatima Ernestina Merino Castillo

To God: For his strengths, help and blessings over me. He has been by my side up to now. I want to thank him for his wisdom, love and for all he has given me in spades.

To my mother: Maria Esperanza Castillo, for her moral and economical support along my academic formation. Thanks for the values she taught me and all she did to help me choose the right decision in the right moment.

To my daughter: Jesslyn Merino because she was my strength when I was weak. She has been my inspiration to carry out my graduation process. Thank you for being more than a blessing that God sent to my life as a gift from heaven. She helped me to accomplish this dream that I made true for her. I love you my beloved daughter.

To our advisors: Thank you Lic. Rolando Guzmán and Lic. Alexander Landaverde for your patience, support and the advice you gave us to finish this important achievement. Without their support, We had not finished the most important work done during the entire major.

To my teachers: Every teacher who shared their knowledge and time for me to learn all I know now. Thank you for being great, strict, and knowledgeable because you contributed to achieve my final goal. Thanks a lot and tons of blessings to all of the teachers from the Foreign Language Department.
Acknowledgements

By: Silvia Elena López Ortiz

To God: Psalm 34:4 Delight yourself in the Lord, and he will give you the desires of your heart. All strength, perseverance and knowledge along the development of the bachelor’s degree program and along this research work.

To my mom: María Alicia Ortiz, you were my support, my role model to obtain this dream. Thank you for your comprehension, love, advice and guidance. It was a long way but everything comes in the right moment, I have to say thank you mommy. I LOVE YOU!

To my beloved families and friends: For supporting me with their constant advice, and cheer me up when I needed it.

To my advisors: For guiding us through the learning, process wisely and for having contributed to achieve our final goal.

To my teachers: Thanks a lot and tons of blessings to all of the teachers from the Foreign Language Department for everything. Specially, Lic. Grace and Lic. Frank I learned a lot of you.
## ABSTARCCT

## INTRODUCTION

<table>
<thead>
<tr>
<th>CHAPTER I</th>
<th>..........................................................</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROBLEM</td>
<td>..................................................................................</td>
<td>12</td>
</tr>
<tr>
<td>1.1 Statement of the problem</td>
<td>........................................................................</td>
<td>12</td>
</tr>
<tr>
<td>1.2 Presentation of the problem</td>
<td>........................................................................</td>
<td>12</td>
</tr>
<tr>
<td>1.3 Objectives</td>
<td>..................................................................................</td>
<td>12</td>
</tr>
<tr>
<td>1.4 Research Questions</td>
<td>..................................................................................</td>
<td>13</td>
</tr>
<tr>
<td>1.5 Justification</td>
<td>..................................................................................</td>
<td>14</td>
</tr>
<tr>
<td>1.6 Scope of the work</td>
<td>..................................................................................</td>
<td>15</td>
</tr>
</tbody>
</table>

## CHAPTER II | .......................................................... | 17 |

<table>
<thead>
<tr>
<th>2. THEORETICAL FRAMEWORK</th>
<th>........................................................................</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Historical Framework</td>
<td>...............................................................................</td>
<td>17</td>
</tr>
<tr>
<td>2.2 Theoretical Framework</td>
<td>...............................................................................</td>
<td>19</td>
</tr>
<tr>
<td>2.3 Glossary of key terms</td>
<td>...............................................................................</td>
<td>25</td>
</tr>
</tbody>
</table>

## CHAPTER III | .......................................................... | 29 |

<table>
<thead>
<tr>
<th>3. METHODOLOGY</th>
<th>..................................................................................</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Type of study</td>
<td>..................................................................................</td>
<td>29</td>
</tr>
<tr>
<td>3.2 Research Design</td>
<td>..................................................................................</td>
<td>29</td>
</tr>
<tr>
<td>3.3 Universe and Sample</td>
<td>..................................................................................</td>
<td>30</td>
</tr>
<tr>
<td>3.4 Instruments and procedure of the Data collection Process</td>
<td>........................................................................</td>
<td>31</td>
</tr>
<tr>
<td>3.5 Validity and reliability</td>
<td>..................................................................................</td>
<td>33</td>
</tr>
<tr>
<td>3.6 Limitations</td>
<td>..................................................................................</td>
<td>33</td>
</tr>
</tbody>
</table>
CHAPTER IV .................................................................................................................. 34
4. DATA RESULTS ........................................................................................................ 34
4.1 Analysis and interpretation of the data .................................................................. 34
4.1.1 Observation method Findings .......................................................................... 34
4.1.2 Questionnaire Findings .................................................................................. 39
4.2 Global Analysis of the Research .......................................................................... 49
CHAPTER V .................................................................................................................. 53
5. CONCLUSIONS AND RECOMMENDATIONS ...................................................... 53
5.1 Conclusions .......................................................................................................... 53
5.2 Recommendations .............................................................................................. 56
5.2.1 Recommendations for professors .................................................................... 56
5.2.2 Recommendations for students ...................................................................... 56
5.2.3 Recommendations for future researchers ...................................................... 57
5.2.4 Recommendations for Foreign language department .................................... 57
CHAPTER VI .............................................................................................................. 59
6. BIBLIOGRAPHY AND APPENDIXES .................................................................. 59
6.1 Bibliographical References .................................................................................. 59
6.2 Appendixes .......................................................................................................... 60
ABSTRACT

Authentic materials are among the most important tools that a teacher can and must use in order to make the process of teaching go smoothly and effective in transmitting the necessary knowledge to all students. In order to know which are the most common authentic materials applied to Advance Intensive English II courses, the least common and how often are they used, the researchers conducted the research project: "THE MOST COMMON AUTHENTIC MATERIALS APPLIED TO ADVANCED INTENSIVE ENGLISH II COURSES IN THE TEACHING ENGLISH MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2016". The researchers designed two tools, a questionnaire and observation classes in order to identify the type of authentic materials used by teachers to improve the Teaching-Learning Process for students in the previous mentioned levels in the department.

To identify the type of authentic materials used and the frequency of usage of this materials, students who used of these resources to improve their learning completed a survey questionnaire for the purpose of this study, the researchers performed an observation checklist to confirm the results gathered about the authentic materials applied in advanced intensive English II courses used not only to improve the Teaching-Learning process, but also to expose students into a real context. 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 which are the most common materials applied and importance of the use of authentic materials stated
above bring to the English level process in order to expose students into a better way to improve their learning process and their major skills.
INTRODUCTION

This research Project focuses on the study of the most common authentic materials applied to Advanced Intensive English II students in English teaching major at the Foreign Language Department of the University of El Salvador during the semester I year 2016. The necessity of using authentic materials in the Foreign language Department lays on the improvement of the teaching-learning process that is the reason why the project focuses to find out the most common authentic materials applied in the courses, in order to incorporate to students into a real context. The present work includes six chapters.

Chapter I contains the statement of the problem, the objectives and the research questions, which guided the research group to develop this study. Also the justification, that explains the reason why this research was made.

Chapter II, the theoretical framework, deals with background information related to the topic of authentic materials, point of view about previous researches done by other practitioners who help the research group to do the investigation. As well, a glossary that makes easier the understanding of certain terms used in the research.

Chapter III, the methodology deals with the type of study, the research design, universe and sample, method and instrument to applied, and also contains a step by step the description of the procedure that the researchers followed in order to get the data and carry out this research study. In addition, the limitations presented through the investigation.
Chapter IV, analysis of the data in which it was presented the data results with their respective analysis and interpretations of the observation findings, the questionnaire findings, and the global analysis of the Research.

Chapter V, this chapter presents conclusions, recommendations for professors, students, future researchers and the Foreign Language Department.

Chapter VI, in the final chapter includes the bibliographical references, and questionnaire result graphic, the appendixes as a copy of the questionnaire used to gather the data of the sample and the observation checklist, timetable, and others.
CHAPTER I

1. PROBLEM

1.1 Statement of the problem

"The most common authentic materials applied to Advanced Intensive English II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2016"

1.2 Presentation of the problem

Nowadays in EFL classrooms either teaching English major or modern languages major at the University of El Salvador the most common source to teach English is the course book. And sometimes teachers also make use of supplementary materials. Many authors state that the use of authentic materials in classrooms in lower levels is not appropriate because students at this level do not have an extensive vocabulary as background knowledge to face with this kind of material in the classroom.

In this research project Advanced Intensive English II courses were selected. These courses were considered because students at these levels have been taught before or are being taught now through authentic materials such as songs, magazines, videos, and others. Some teachers agree that this type of material has been produced for the purpose of language teaching, and that is why they usually take it into account. Authentic materials can be used by teachers to help students develop their skills. On the other hand, authentic material could be used to lead students to experience real life communication.
Due that, authentic materials are beneficial to the learning process, but what are the most common ones that are applied in the EFL classroom in the language department. So that, it is important to know what are the most authentic materials applied to the Advance Intensive English courses in the foreign language department.

1.3 Objectives

1.3.1 General objective:
- To find out which authentic materials are applied to the Advanced Intensive English II courses.

1.3.2 Specific objectives:
- To identify the most common authentic materials applied in the Advanced Intensive English II courses.
- To identify the least common authentic materials applied in the Advanced Intensive English II courses.
- To determine how often the most/least authentic materials are applied in the Advanced Intensive English II courses.

1.4 Research Questions

1.4.1 Main research question
- Which are the authentic materials applied to the Advanced Intensive English II courses?
1.4.2 Subsidiary questions

- What are the most common authentic materials applied in Advanced Intensive English II courses?

- What are the least common authentic materials used in Advanced Intensive English II courses?

- How often are used the most/least common authentic materials applied in Advanced Intensive English II courses?

1.5 Justification

The present study started from the importance of use of authentic materials as helpful tools in the teaching-learning process, besides the fact that they can be used with different levels of proficiency, especially advance levels.

Some English teachers take advantage of this source. So with the development of this research project, there was an attempt to highlight the most common authentic materials used in the Advanced Intensive English II courses to achieve an effective learning. On the other hand, by doing this research the researchers studied and analyzed in depth the different types of authentic materials, apart from the course book use in the EFL classroom.
Besides that, part of our research’s social projection was to recommend and let English teachers know about the benefits of what is better to bring into the classroom. It means that when teachers use this kind of materials, English students are exposed to the language in real contexts or situations, and they learn not only the course book’s contents, but also language that is used in real communication and oriented to the content in study. In this way, teachers help students to become more competent in the use of the language and to improve their skills, something that is really difficult to achieve only with the use of a course book, students may learn a lot about grammar, vocabulary and writing exercises, but they do not have the opportunity to know and use vocabulary, idioms, and expressions that native speakers use. To have a better insight on how the use of materials such as movies, magazines, brochures, articles, books among others, makes students capable of using real language and be ready to use that language, not only in the classroom, but also in the real world.

The main purpose is that at the end of this research, after findings, some suggestions and ideas can be made that might help improving the use of the authentic materials. It is expected that the possible suggestions can benefit all those involved: teachers and specially students.

1.6 Scope of the work

This research was carried out in the Foreign Language Department of the School of Arts and sciences of the University of El Salvador with the three groups of Advanced Intensive English II scheduled for semester I-2016. The purpose of this investigation was
not to measure the effectiveness of the usage of the authentic materials in the students’ proficiency. Therefore, the students were not evaluated in regards to their performance in class; they were not exposed to any external factor. The research group did not interfered with the development of the class and did not assessed if the materials were appropriate to the level of the students or related to the topic that were taught. In addition, the financial investment was not an obstacle in the development of the project because, as stated before, it took place in the Campus. As for the time, each activity was planned and scheduled to be covered based on the Advanced Intensive English II Class Program for the semester mentioned to achieve the goals of the research. Besides, the researchers assigned the necessary time to develop the investigation successfully.

As mentioned before, the study was accomplished in the Advanced Intensive English II courses of the Teaching English Major semester I-2016; their classes were observed for four weeks. Each member of the research team used an observation checklist to take notes of what was observed. At the end of the observation stage, a questionnaire was applied to the students to complete the data gathering process. Both instruments, the observation checklist and questionnaire, were specially prepared to obtain responses to the research questions.
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 has always been a matter of controversy. In this respect, the present paper aims at reviewing the implementation of authentic materials in ESP contexts.

To this end, there will be a review of authenticity and authentic materials as opposed to textbook-based materials focusing on the nature and quality features as well as the approaches which advocate the use of authentic materials such as communicative language teaching (CLT) and Content-Based Instruction (CBI). Moreover, learners’ needs as one of the fundamental principles in ESP Interest in authentic materials has a history as long as 1890s and Henry Sweet (1899) is believed to be one of the first advocates who favored the use of authentic materials and discussed their benefits over contrived ones. He believed that natural texts “do justice to every feature of the language” while artificial materials include
“repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more essential” (Cited in Gilmore, 2004). The reappearance of authenticity according to Gilmore (2004) dates back to the discussion raised by Chomsky (1965) and Hymes (1972) who remarked that communicative competence does not only comprise the knowledge of the language but the need for contextualized communication. The climax of this view was seen in communicative language teaching.

As Lin (2004:26) puts it, from 1980s the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches. This is also mentioned by Guariento and Morley (2001) who believes that using authentic materials relates to the onset of communicative movements in which there was an attempt to simulate real world in the classroom. Many language teachers 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, etc)

Nowadays, Khaniya (2006:17) believes that: In the course of the decade, the use of authentic materials has become increasingly popular in learning situations ranging from traditional intensive ESL to language training for professionals. Particularly in the latter setting, he believes that a larger number of teachers are starting to identify the benefits of authentic materials and the options that such texts may provide. Thus, these options may be applied to diverse settings, learning objectives or tasks. As Bax (2003) states, for material developers and syllabus designers on one hand, and task based approaches and
communicative language teaching on the other, authenticity has played a focal role. According to Shomoossi and Ketabi (2007), hitherto, syllabus designers and materials developers used to base material development on the arrangement of the content materials and activities while ignoring authenticity criterion. Nevertheless, as Oxford (2001) cited in Shomoossi and Ketabi (2007) states some teaching practices such as multiple intelligences, cooperative learning, task-based learning, and content-based learning lead to authentic interaction in classroom. Richards (2001) referring to the facilitating role of authentic materials believes that communication which takes place in the class must simulate as much as possible the communication observable in the real world outside.

2.2 Theoretical Framework

During the past decades, teaching a foreign language has gained much more attention in most countries around the world. As a result, most of the instructors think that learning English as a second language has a big and important purpose “to use it in the real world”.

Nowadays, there is no doubt that today English teachers have a wide of teaching materials available to EFL- ESL classrooms to fit their needs. But this kind of material are commercially produced, the most common is the course book. This includes texts, audiotapes, workbooks, or videotapes with worksheets. This tendency occurs because a textbook is well-organized according to a syllabus and graded to the level of the course; that is why is easier to teach students step by step the language. That is why course books are considered artificial.
Nevertheless, there are some cases in which teachers look for ways to improve the teaching learning process implementing supplementary materials such as books, handouts, games, roleplays, etc. In the supplementary materials we find the authentic materials (Spratt, Pulverness & Williams, 2001). In any class teachers may have, they find the need to adapt particular information to their lessons with extra material that is more useful for improve or motivate. At the moment teachers start to implement authentic materials in classroom they observe the impact the real context has on students, they look a way to incorporate them more into lesson plans.

- What are authentic materials?

There are a lot of meanings for authentic materials, for example the definition provided by Nunan (1989): which consists in that authentic materials are “any material which has not been specifically produced for the purpose of language teaching.”, likewise Bacon & Finnemann (1990): provide a similar definition writing that these materials do not have been produced with pedagogical aims: “authentic materials are texts produced by native speakers for a non-pedagogical purpose.”

On the other hand, the conception of Rogers (1988), is that authentic materials are appropriate and good in terms of goals, objectives, learner needs and interest as well as natural in terms of real life and meaningful communication (Kilickaya, 2004). There are some other perceptions where authors state that nowadays it is recommended that the language presented in classes should be authentic: “It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition.” (Widdowson 1990:67).
- **Types of Authentic Materials**

  Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. Genhard (1996) classified authentic materials into three categories as follows:

  1. **Authentic listening-viewing materials**, such as TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, radio ads, songs, short stories and novels, documentaries.
  2. **Authentic visual materials**, such as photographs, pictures from magazines, paintings, street signs, postcards pictures, slides, stamps, picture books.
  3. **Authentic printed materials**, such as newspapers articles, advertisements, restaurant menus, song lyrics, brochures, catalogs, TV guides, comic books, greeting cards, maps, books.

- **Where do EFL-ESL teachers find authentic materials?**

  According to Gebhard (1996), there are unlimited sources for teaching materials. Teachers who live where English is a foreign language, it is very simple of searching. Even though, teachers with a not easy access can find them. For example, during a travel to English-speaking countries, teachers could pick up useful material that could be adapted for lesson; also, the internet is regarded as a very important and rich source for authentic materials; moreover, using common resources like TV and radio.
• Why use Authentic Materials?

According to Brinton (1991), authentic materials can reinforce for students the direct relationship between language classroom and the outside world. Gerbhard (996) sees authentic materials as a way to “contextualize” language learning. Authentic materials give students a big source of input, because they are not been focus on content presented by the text but also the meaning exposed in authentic materials.

• 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 (ibid). With the concern of textbook materials, unlike Tomilson and Velazquez who favor contrived materials in textbooks, Shrum and Glisan (1994:28) highlight that: Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented. (cited in Hwang, 2005)

Berardo (2006) refers to some of the characteristics pertaining to non-authentic materials as having an “artificial and unvaried” language, concentrating on the point that is to be taught, and including “false-text indicators” such as sentences which are formed perfectly, questions which are formed by grammatical structures and followed by a full answer, and structures which are repeated. These make the texts seem very unlike what the learners may face in the real world as the real language use reflection. He further claims that these texts cannot be used as a means of improving reading skills because they “read unnaturally” but still he is in the belief that they can be used when the teaching of language structures are concerned. Comparing authentic materials with written EFL materials, Hwang (2005) points out that the authentic materials are interactive, whereas, EFL textbooks are instrumental. She also insists that if a learner wishes to get to near-native proficiency, relying on carefully written materials for English teaching is not enough. Bell (2005) comparing simplified and contrived texts with authentic materials insists that although the burden that students have with simplified texts is less in understanding, authentic texts are advantageous since students face the real language written for and used
by the native speakers. Besides, simplification may sometimes be detrimental to understanding because of “grouping”. To define grouping Joiner (1984) brings an insightful example which shows that how important may authenticity be in understanding the target language for students. Joiner explains a situation in which a teacher adapts a menu for the classroom instruction and she decides to delete some of the words like Coca-Cola which she assumes there is no need to expose the learners to that word because they already know it. As Joiner argues, unlike the assumption made by the teacher, the word may be very useful in understanding the menu because for example a traveler may make an intelligent guess as to what the other words coming in the same grouping as Coca-Cola may mean and then the traveler may recognize the words come in the same grouping as drinks (Cited in Bell, 2005).

As Bell further explains grouping can be called as one of the natural cues that authentic materials provide which is very helpful in understanding the meaning of unknown words in a set. Having reviewed different views on textbook-based materials, (Beeching, 1982; Byrd & Reid, 1995; Hwang, 2005; Jioner, et al. 1989; Mueller, 2003; Porter & Roberts, 1981), Su (2007:23) concludes that textbook based materials are far from reflecting real language use and they are teacher-centered rather than learner-centered. Also learners are poorly motivated working with such materials. Criticizing non-authentic materials, Berardo (2006) criticizes non authentic materials for being unnatural and unlike what learners will encounter in real world. He believes that for teaching reading skills such materials are not suitable. Concluding from what we read in literature, it is comprehensible that practitioners magnify the use of authentic materials as a factor to improve learners’ motivation while at
the same time they do not repel the total use of materials specifically designed for language learners.

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

Although using authentic materials in teaching a foreign language is recommended by many researchers, we should ask ourselves whether it is appropriate for all students at all levels. One important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to demotivation and discourage learners from learning the target language. Kim (2000) and Kilickaya (2004) state that authentic materials can be used with advanced and intermediate level learners only. Other researchers such as Miller (2005) and McNeil (1994) have another view. They believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only benefit from the use of authentic materials, on one condition: that is, if they are used in the classroom in the same context that they were designed for, in the real world. Taylor (1994) mentions that: "a text can only be truly authentic in the context for which it was originally written.

### 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: The most authentic materials use in the Advanced Intensive English II courses of the University of El Salvador semester I- 2016. These key terms
will be mention through the development of the research project that will be referring to different aspects.

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

**Coding:** It is an interpretive technique that both organizes the data and provides a means to introduce the interpretations of it into certain quantitative methods.

**Data Analysis:** Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making.

**Data:** It is the recorded factual material commonly accepted in the scientific community as necessary to validate research findings.

**Database:** A database is a collection of information that is organized so that it can easily be accessed, managed, and updated. In one view, databases can be classified according to types of content: bibliographic, full-text, numeric, and images.

**Descriptive Statistics:** A set of brief descriptive coefficients that summarizes a given data set, which can either be a representation of the entire population or a sample. The measures used to describe the data set are measures of central tendency and measures of variability or dispersion.

**Descriptive study:** It is the type of study that provides an accurate portrayal of characteristics of a particular individual, situation, or group. It is also known as statistical research. These studies are means of discovering new meaning, describing what exists, determining the frequency with which something occurs, and categorizing information. Descriptive research is done with a specific research question in mind.
**Exploratory study:** It is a type of study conducted when little is known about the topic and previous theories or ideas do not apply. Exploratory research helps determine the best research design, data collection method, and selection of subjects. Exploratory studies can be extremely valuable in social research.

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

**Pilot test:** A pilot test is a method used to test the design and methods or instrument prior to carrying out the research. The purpose is not to collect data but to refine the process and instrument.

**Questionnaire research:** is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

**Reliability:** It is the ability of a person or system to perform and maintain its functions in routine circumstances, as well as hostile or unexpected circumstances.

**Research design:** Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project -- the samples or groups, measures, treatments or programs, and methods of assignment -- work together to try to address the central research questions.

**Research Instrument:** It is a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview, a research tool, or a set of guidelines for observation.

**Research Method:** The process used to collect information and data for the purpose of making business decisions. The methodology may include publication research, interview, surveys and other research techniques, and could include both present and historical information.

**Scientific article:** Written and published report describing original research results.
Survey research: A method of sociological investigation that uses question based or statistical surveys to collect information about how people think and act.

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

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.

Theoretical framework: A theoretical framework can be thought up as a map or plan. Researchers try to seek as much knowledge as possible about the topic under study, using the experiences and accounts of other sources. The theoretical framework contains all the relevant theory about the topic to be researched and it will be the foundation of the study.

Validity: Validity determines whether the research truly measures which it was intended to measure or how truthful the research results are.
CHAPTER III

3. METHODOLOGY

3.1 Type of study

The type of study of the project was descriptive since the purpose of it was to identify the most common authentic materials applied to Advanced Intensive English II courses of Teaching English Major; the study also tended to determine the frequency of the usage of authentic materials and classify them within categories. To answer the research questions of the project, the researchers used qualitative and quantitative methods. There was a necessity for mixing both in order to ensure a valid interpretation of the results obtained.

3.2 Research Design

The design of this research project was non-experimental. This is because it was not necessary to make any changes in the procedure of collection of data. The participants were studied naturally with no external variables. Advanced Intensive English II students completed the questionnaire without previous advice, no information was provided to them but the purpose of the study. They also were observed as they usually are in an everyday class.
3.3 Universe and Sample

For gathering the data and results, the research took place at the University of El Salvador in the Foreign Language Department in the semester I-2016, and the researchers choose the students of Advanced Intermediate English II courses as their sample.

At the beginning of the semester, there were scheduled eight different groups of Advanced Intensive English II; four groups for Teaching English major, three groups for Modern languages Major and one mixed. The project only took into account the four groups designated for Teaching English major that were expected with the capacity of 150 students in total.

The sample of this population was taken from all groups based on the principle of randomization so any member of the universe had a chance to be chosen. A questionnaire was used to collect the information in a probabilistic sampling by using the following formula:

\[ n = \frac{Z^2 \cdot p \cdot q \cdot N}{(N-1) \cdot E^2 + Z^2 \cdot p \cdot q} \]

\[ N = 150 \text{ population} \quad Z = 96 \text{ confidence level} \]
\[ P \text{ and } Q = \text{variability of the phenomenon studied} \quad P = 0.5 \quad Q = 0.5 \]
\[ E = \text{sampling error} \quad E = 0.05 \]

However, the sample was changed because according to the information provided by Academic Administration, two groups of Advanced Intensive English II of the Teaching
English major were joined. During different meetings with the coordinator of graduation processes, Lic. Alexander Landaverde, and the research advisor Lic. Rolando Guzman recommended taking as sample all students of the three groups of Advanced Intensive English II of the Teaching English major in order to enlarge the population to collect the information that the research required to get better results. The final sample: the ninety seven students registered in the three groups of Advanced Intensive English II of the Teaching English major semester I-2016.


The data was gathered during four weeks of semester I-2016. After the sample was selected, the respective permissions through letters for the teachers of the different groups were sent; so that, the data collection process was started. The research group took into account the techniques to be used. It was decided that the observation and the survey were going to be the techniques to be used, for both were prepared with items based on the objectives of the research, research questions and background information. The objective of using these two techniques was to get the results and obtain more reliable and valid information at the end of the research.

Once the instruments to be used were selected, they were designed, and applied. These instruments were an observation checklist and a questionnaire.

A. Observation checklist
First, the observation was carried out during four weeks in the months of May and July 2016. Three classes of the selected groups of the Advanced Intensive English II courses were observed with a total of sixty-four hours of observation were carried out, eight hours per week in each group. For this process, an observation checklist was used as an instrument. The researchers observed if the authentic material were applied in classes. In each observation checklists were also taken notes at that time on the different things observed. The research group coordinated the observation with the program and the schedule of the courses.

B. Questionnaire

Second, to design this instrument, it was necessary to read all the information from the background and the theoretical framework. For instance, all the information collected fulfilled one objective “to determine which are the most common the authentic materials applied to Advanced Intensive English II courses of the Teaching English major at the Foreign Language”.

The questionnaire contained the following: in the first part include information about the university, the name of the research project, the objective, the general instructions, gender and the meaning of authentic materials. The main body of the instrument contained fifteen items, based in the three categories according to Genhard (1996), authentic listening-viewing material, authentic visual material and authentic printed materials. The fifteen items divides in: Yes/No questions, tables with time frequency divided in always, usually, sometimes, rarely and never. The last two items were two open questions to get the valuable opinion of each student surveyed. It was decided to administer the questionnaire at the end of the four weeks observation.
3.5 Validity and reliability

In order to test the data gathering instrument and identify any future problem, a pilot test was passed, this pilot test was administrated randomly with ten students of English Teaching major at the Foreign Language Department at the University of El Salvador to verify that the subjects of study were capable of answering the items of the instrument as briefly and concisely possible. The pilot test was developed on April 26th, 2016. The pilot test was created with the purpose of getting comments, suggestions or questions about the different items contained in the questionnaire, in order to make sure all the items are clear and understandable, that was important to improve some of the items.

The instrument had fifteen items, each paper was checked to avoid future problem or confusion; this questionnaire was distributed to ten students of English Teaching major at the FLD, the time they took to answer the questionnaire was from five to fifteen minutes. After evaluate each item the researchers concluded that the instrument was able to answer the main objective of the project.

3.6 Limitations

- Time availability to provide the questionnaires to the students.
- Lack of interest from some students when answering the questionnaire.
- The sample needed to be modified since two of the groups of Advanced Intensive English II were fusion.
CHAPTER IV

4. DATA RESULTS

4.1 Analysis and interpretation of the data

4.1.1 Observation method Findings

Over the course of four weeks, three Advanced Intermediate English II courses of English Major were observed, with a total of sixteen classes in order to identify the authentic materials used by teachers inside the classrooms. Each group was observed eight hours per week, making thirty-two hours of observation. After observing and analyzing the observation checklist results, this is the analysis and interpretation:

**CHART 1**

<table>
<thead>
<tr>
<th>Authentic Listening Materials</th>
<th>Authentic Visual Materials</th>
<th>Authentic Printed Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV commercials</td>
<td>Photographs</td>
<td>Newspaper articles</td>
</tr>
<tr>
<td>Cartoons</td>
<td>Pictures from magazines</td>
<td>Advertisements</td>
</tr>
<tr>
<td>Short stories and novels</td>
<td>Paintings</td>
<td>Restaurant menus</td>
</tr>
<tr>
<td>Radio ads songs</td>
<td>Street signs</td>
<td>Lyrics to songs</td>
</tr>
<tr>
<td>Soap opera</td>
<td>Postcard pictures</td>
<td>Brochures</td>
</tr>
<tr>
<td>Comedy shows</td>
<td>Slides</td>
<td>Catalogs</td>
</tr>
<tr>
<td>Documentaries</td>
<td>Stamps</td>
<td>TV guides</td>
</tr>
<tr>
<td>News clips</td>
<td>Picture books</td>
<td>Comic books</td>
</tr>
<tr>
<td>Movies</td>
<td>Other:</td>
<td>Greeting cards</td>
</tr>
<tr>
<td>Other: Games</td>
<td></td>
<td>Maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Others: Card Games</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>Total</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>Total</td>
</tr>
</tbody>
</table>
Listening authentic materials leads the results with the 38%; documentaries, radio shows, songs, short stories and novels are the listening materials observed; teachers used projectors, computers and radios inside de classrooms. Authentic Printed Materials were also detected (33%) and were used almost the same number of times as the listening ones. Card games, newspaper articles and books were the ones recognized of this category. The least type of materials used was visual materials (29%); paintings got the higher percentage of this group. To conclude based in the observation analysis, the most common authentic materials used in Advanced Intensive English II courses are Authentic Listening Materials. However, it is important to highlight that the percentages of each of them are closed to each other; there is not a big difference, which shows that all types of authentic materials are being used almost equally.
According to this graph, documentaries are the most common listening authentic materials being used at Advanced Intensive English II courses (41%). On the other hand, only 14% of the listening materials used are short stories and novels. Meanwhile, 28% of the material used is songs; the use of songs is a remarkable way to learn or teach, for example, vocabulary (Gardner and Miller). At last, games are also identified during the observation (17%). In summary, the most common listening authentic materials that were identified during the observation were documentaries.
According with the results gathered in this graph, the visual source that was mostly used (43%) were paintings; they were analyzed in regards to their authors and characteristics. Post cards, pictures from magazines and slides were used the same number of times (14%) during the classes. These sources have been highlighted in teaching process because of their benefits to make students speak about what it’s been presented. A 15 % picture books were also brought to the classrooms; they are known to have that same benefit mention previously. To sum up, the most common visual authentic materials that were identified when observing were paintings.
In the graph, games have the high percentage (63%) of printed material used in Advanced Intensive English II; many of these games were card games or board games. They were full of questions for the students to answer and speak. Students also read Newspaper articles during the class (25%). The usage of such authentic material must be highlighted since it presents the national and international events of the different areas of the society. Students could discuss and express their opinions. Lastly, another printed material was recognized in the observation, they were books (12%). As final point, the most common authentic printed materials used were games.
4.1.2 Questionnaire Findings

**GRAPHIC 5**

2. Are authentic materials used in your English class?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td>73</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

**ANALYSIS:**
According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed about they use authentic materials in their English classes.
3. What kind of authentic materials are used in your English class? How often?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N°</td>
<td>%</td>
<td>N°</td>
<td>%</td>
<td>N°</td>
<td>%</td>
</tr>
<tr>
<td>Authentic listening materials</td>
<td>21</td>
<td>24%</td>
<td>32</td>
<td>37%</td>
<td>26</td>
<td>30%</td>
</tr>
<tr>
<td>Authentic visual materials</td>
<td>28</td>
<td>33%</td>
<td>26</td>
<td>30%</td>
<td>21</td>
<td>24%</td>
</tr>
<tr>
<td>Authentic printed materials</td>
<td>29</td>
<td>34%</td>
<td>27</td>
<td>31%</td>
<td>21</td>
<td>24%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>78</td>
<td>91%</td>
<td>85</td>
<td>99%</td>
<td>68</td>
<td>79%</td>
</tr>
<tr>
<td>TOTAL SURVEYS</td>
<td>86</td>
<td>91%</td>
<td>86</td>
<td>99%</td>
<td>86</td>
<td>79%</td>
</tr>
</tbody>
</table>
ANALYSIS:
According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed Concerning to the kind of authentic materials used in English classes and following Gerhard’s theory who classifies authentic materials into three categories, authentic printed, visual and listening, the most used category according to student’s opinion is authentic printed material with a 34% of the respondents who assure that teachers always make used of this type of materials. Other important category that follows this one is authentic visual with a 33% of used. This results show us that not only authentic printed materials are used by the teachers in their English classes, but also authentic visual as the most used. Then, a lower group of respondents (24%) said that authentic listening is used in their English classes. Nowadays, there is a variety of ways to have access to this type of materials to help students to engross their learning process not only in classes, but also somewhere else. To sum up, most of the respondents agreed about that printed and visual materials are always used in their classes.
4. What kind of authentic listening materials are used in your English class? How often?

- TV commercials
  - Always: 3%
  - Usually: 5%
  - Sometimes: 10%
  - Rarely: 24%
  - Never: 29%

- Cartoons
  - Always: 7%
  - Usually: 9%
  - Sometimes: 20%
  - Rarely: 29%
  - Never: 27%

- Short stories and novels
  - Always: 5%
  - Usually: 7%
  - Sometimes: 15%
  - Rarely: 24%
  - Never: 29%

- Radio ads songs
  - Always: 9%
  - Usually: 20%
  - Sometimes: 20%
  - Rarely: 15%
  - Never: 23%

- Soap operas
  - Always: 3%
  - Usually: 10%
  - Sometimes: 20%
  - Rarely: 13%
  - Never: 23%

- Comedy shows
  - Always: 13%
  - Usually: 10%
  - Sometimes: 22%
  - Rarely: 21%
  - Never: 30%

- Documentaries
  - Always: 13%
  - Usually: 13%
  - Sometimes: 20%
  - Rarely: 10%
  - Never: 16%

- News clips
  - Always: 15%
  - Usually: 14%
  - Sometimes: 28%
  - Rarely: 14%
  - Never: 30%

- Movies
  - Always: 12%
  - Usually: 3%
  - Sometimes: 14%
  - Rarely: 14%
  - Never: 27%

- Other (Dinamics games Records TV programs and Youtube videos)
  - Always: 3%
  - Usually: 0%
  - Sometimes: 0%
  - Rarely: 0%
  - Never: 0%
ANALYSIS:

In question number 4 from the questionnaire, have shown that students agreed with a 22% of the respondents that they always make used of documentaries as an authentic material. Furthermore, 15% of the students answered that they always used news clips as authentic materials. However, 12% of the students said that they always make used of movies, so that, it can be inferred most of students assured that teachers use that type of useful material to teach them. Although TV commercials, cartoon, short stories, novels, radio, songs, soap operas, comedy shows and other type of authentic materials got a lower number of percentages, all those materials are a very useful tool for teachers to improve student’s teaching learning process.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>ALWAYS N°</th>
<th>ALWAYS %</th>
<th>USUALLY N°</th>
<th>USUALLY %</th>
<th>SOMETIMES N°</th>
<th>SOMETIMES %</th>
<th>RARELY N°</th>
<th>RARELY %</th>
<th>NEVER N°</th>
<th>NEVER %</th>
<th>TOTAL N°</th>
<th>TOTAL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV commercials</td>
<td>3</td>
<td>3%</td>
<td>17</td>
<td>20%</td>
<td>18</td>
<td>21%</td>
<td>25</td>
<td>29%</td>
<td>23</td>
<td>27%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Cartoons</td>
<td>4</td>
<td>5%</td>
<td>6</td>
<td>7%</td>
<td>17</td>
<td>20%</td>
<td>22</td>
<td>26%</td>
<td>37</td>
<td>43%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Short stories and novels</td>
<td>9</td>
<td>10%</td>
<td>25</td>
<td>29%</td>
<td>21</td>
<td>24%</td>
<td>13</td>
<td>15%</td>
<td>18</td>
<td>21%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Radio ads songs</td>
<td>8</td>
<td>9%</td>
<td>17</td>
<td>20%</td>
<td>20</td>
<td>23%</td>
<td>17</td>
<td>20%</td>
<td>24</td>
<td>28%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Soap operas</td>
<td>3</td>
<td>3%</td>
<td>3</td>
<td>3%</td>
<td>11</td>
<td>13%</td>
<td>21</td>
<td>24%</td>
<td>48</td>
<td>56%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Comedy shows</td>
<td>3</td>
<td>3%</td>
<td>3</td>
<td>3%</td>
<td>11</td>
<td>13%</td>
<td>17</td>
<td>20%</td>
<td>46</td>
<td>53%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Documentaries</td>
<td>19</td>
<td>22%</td>
<td>18</td>
<td>21%</td>
<td>26</td>
<td>30%</td>
<td>9</td>
<td>10%</td>
<td>14</td>
<td>16%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>News clips</td>
<td>13</td>
<td>15%</td>
<td>11</td>
<td>13%</td>
<td>24</td>
<td>28%</td>
<td>12</td>
<td>14%</td>
<td>26</td>
<td>30%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Movies</td>
<td>10</td>
<td>12%</td>
<td>10</td>
<td>12%</td>
<td>23</td>
<td>27%</td>
<td>12</td>
<td>14%</td>
<td>31</td>
<td>36%</td>
<td>86</td>
<td>100%</td>
</tr>
<tr>
<td>Other (Dinamics, Games, Records, TV programs and Youtube videos)</td>
<td>3</td>
<td>3%</td>
<td>1</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4</td>
<td>5%</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>75</td>
<td></td>
<td>117</td>
<td></td>
<td>171</td>
<td></td>
<td>148</td>
<td></td>
<td>267</td>
<td></td>
<td>778</td>
<td></td>
</tr>
<tr>
<td>TOTAL SURVEYS</td>
<td>86</td>
<td>87%</td>
<td>86</td>
<td>136%</td>
<td>86</td>
<td>199%</td>
<td>86</td>
<td>172%</td>
<td>86</td>
<td>310%</td>
<td>86</td>
<td>100%</td>
</tr>
</tbody>
</table>
5. What kind of authentic visual materials are used in your English class?

- **Photographs**
  - Always: 20%
  - Usually: 21%
  - Sometimes: 26%
  - Rarely: 23%
  - Never: 17%

- **Pictures from magazines**
  - Always: 19%
  - Usually: 21%
  - Sometimes: 22%
  - Rarely: 12%
  - Never: 17%

- **Paintings**
  - Always: 13%
  - Usually: 14%
  - Sometimes: 22%
  - Rarely: 19%
  - Never: 17%

- **Street signs**
  - Always: 3%
  - Usually: 7%
  - Sometimes: 14%
  - Rarely: 15%
  - Never: 19%

- **Postcard pictures**
  - Always: 20%
  - Usually: 26%
  - Sometimes: 26%
  - Rarely: 20%
  - Never: 17%

- **Slides**
  - Always: 17%
  - Usually: 19%
  - Sometimes: 14%
  - Rarely: 15%
  - Never: 26%

- **Stamps**
  - Always: 9%
  - Usually: 17%
  - Sometimes: 16%
  - Rarely: 16%
  - Never: 21%

- **Picture books**
  - Always: 26%
  - Usually: 24%
  - Sometimes: 17%
  - Rarely: 21%
  - Never: 17%

- **Other (flashcards)**
  - Always: 2%
  - Usually: 0%
  - Sometimes: 0%
  - Rarely: 0%
  - Never: 0%
ANALYSIS:

According to the results of question number 5, the authentic visual materials most used in English classes are: picture books (26%), postcards (20%) and photographs (20%). Moreover, other important material with a 19% of the respondents is picture from magazine. Then, a lower group of respondents (13%) assure that they always use paintings. Besides, there were materials that achieved 9% (stamps), street signs (3%) and finally flashcards with a 2%. What can be inferred from this result is that teachers know the importance of the use of this kind of materials and that is the reason why they make used of it to teach their English classes.
6. What kind of authentic printed materials are used in your English class? How often?

- Newspaper articles: 13% Always, 42% Usually, 33% Sometimes, 12% Rarely, 20% Never
- Advertisements: 16% Always, 13% Usually, 20% Sometimes, 10% Rarely, 20% Never
- Restaurant menus: 28% Always, 8% Usually, 13% Sometimes, 23% Rarely, 13% Never
- Song lyrics: 23% Always, 8% Usually, 13% Sometimes, 23% Rarely, 13% Never
- Brochures: 20% Always, 5% Usually, 10% Sometimes, 12% Rarely, 20% Never
- Catalogs: 42% Always, 21% Usually, 13% Sometimes, 12% Rarely, 20% Never
- TV guides: 55% Always, 51% Usually, 65% Sometimes, 56% Rarely, 50% Never
- Comic books: 24% Always, 12% Usually, 12% Sometimes, 23% Rarely, 10% Never
- Greeting cards: 24% Always, 17% Usually, 17% Sometimes, 23% Rarely, 14% Never
- Maps: 55% Always, 43% Usually, 26% Sometimes, 43% Rarely, 50% Never
- Books: 50% Always, 50% Usually, 0% Sometimes, 50% Rarely, 50% Never

Other materials (Card Games and Short stories): 0% Always, 0% Usually, 0% Sometimes, 0% Rarely, 0% Never
ANALYSIS:
Agreeing with the 6th chart, 43% of the respondents consider that books are always used in their English classes. Then, 13% assures that newspaper articles are used to teach them. Furthermore, 10% of the respondents consider that greeting cards are more use. On the other hand, a lower group of respondents agreed that advertisements (8%), restaurant menus (5%) song lyrics (10%) brochures (2%) catalogs (3%) TV guides (2%) comic books (3%) and maps (8%) are used but with a lower percentage. To sum up, the results gathered can assure that authentic listening materials are always used to teach English.
The most common authentic materials applied to Advanced Intensive English II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2016.

To begin with and according to the results, the 85% (graphic 5) of the students stated that authentic materials are applied in their English classes; such result also confirmed that most of the students know what authentic material is and take advantages of these useful tools. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers. As stated before Genhard (1996) classified authentic materials into three categories as follows: Authentic listening-viewing material, Authentic visual materials and Authentic printed materials. When the students were asked what kind of authentic materials were applied in their Advanced Intensive English classes, they responded that the most common one applied in these courses are the authentic printed materials (graphic 6); the ones brought to the classroom were books that are assigned to read through the semester. Authentic listening materials were also commonly used according with the results, documentaries, short novels and news clips were always presented to the students with information and vocabulary ungraded to the course.

As a part of this study was to determine if teachers assigned homework in which students include the usage of authentic materials. For instance, the 66% of the students stated that they were asked for the teacher to use authentic materials to do homework (see Appendix A, graphic 8); teacher asked students to used listening materials in homework 39% (see Appendix A, graphic 9); these means that teachers are conscious about the importance of the use of this of materials and take advantage of the recourses students have at home; not only teachers by students considered that it is necessary that their tutors used authentic
materials in class. Moreover, students also used authentic material by their own (see Appendix A, graphic 10), although it was not requested to use them. It can be said that most of students understand the need of learning vocabulary from real tools, readings, visual resources, etc. The most common authentic materials that were used by the students outside the classrooms are visual authentic materials (see Appendix A, graphic 11), these are also the materials students like the most 49% (see Appendix A, graphic 12), the ones they like the least are printed materials 59% (see Appendix A, graphic 13). Lastly, the 41% of the advanced level students’ consider that authentic materials should be used since the beginning level.

4.2 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. Teachers and students are aware of the importance of the use of this helpful materials not only to increase the proficiency and improvement of the students’ skills, but also to expose to students into a more American context to exploit in a better way the abilities that students have to learn, something that is known that is difficult to achieve only with the use of the course book.

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. Although is know that numerous groups of students do not contribute to a successful teaching learning process, the use of authentic materials is in this way a useful tool that helps students to have a successful learning
process because they help students to motivate them to learn. On the other hand, the use of authentic materials helps teachers to have a better teaching process when it comes to have a successful learning need. Based on Nunan (1989) 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 through the use of authentic materials.

A further interesting and useful finding was that documentaries, picture books and books are some of the examples of the authentic materials mostly used by students in Advanced Intensive English II levels. Since out of these results, they pointed out the previous mentioned authentic materials, and activities involving them, increase their motivation to learn which at the end it would come up not only to improve their skills, but also to exposed them to the language in real context. Furthermore, authentic listening materials as songs, cartoons, radio news, etc., appeals to be the authentic materials that students like the most and authentic printed materials such as newspapers, train tickets and restaurants menus they like the least. 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.

Overall results from the learners’ questionnaire were found that the frequent use of authentic materials in Advanced Intensive English II students increase their vocabulary, improve their skills and increase their motivation. Miller (2005) and McNeil (1994) believe
that authentic materials can be used even with lower level learners. Students said that
teachers should find a way to apply this type of materials since beginning levels because
they consider that start from early levels help them to understand better the language, not
only because students consider they are capable to understand it, but also because it could
help them to accustomed to learn it from native context.

Results indicates 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 an useful tool and have
been used by a lot of outstanding people over the past two decades. Interest in authentic
materials has a history as a long as 1980s 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
on the discussion raised by Chomsky (1965) and Hymes (1972) who remarked that
communicative competences does not only comprise the knowledge of the language but the
need for contextualized communication.

Increasing vocabulary, grammar abilities and motivation, 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

The use of authentic materials in Advanced intensive English II courses was planned and executed in order to identify the most common authentic materials applied to advanced courses, how often were this material used and the material least used. First of all, the results got from the survey showed that most of them were used with almost the same percentage in each category. Comparing to the result gathered in observation class, we can highlight that one of the most used is authentic listening materials, although the three categories got almost the same percentage of used as students confirmed. So, teachers are conscious of the importance to use these helpful tools to improve the teaching-learning process. Moreover, those students said that the frequency that teachers applied these materials is constantly and variety, what make us conclude that teachers are aware of the different categories of authentic materials they can applied to teach their classes. Therefore, students agreed that using these materials in their English classes is important because it helps them to increase not only their vocabulary, but also to be directly exposed to the language. After analyzing the results gathered from the observation class and the survey applied to Advanced Intensive English II courses from the Foreign Language Department of the University of El Salvador, we can conclude the following:

- The three categories of authentic materials according to Genrad (1996) are authentic printed, visual and listening materials. These materials are very essential part of teaching and learning a foreign language as has been proven in this research, in which
most of the respondents were answered that teachers always do use of these materials in their English classes. Three of the most popular authentic materials applied according to students are: documentaries, picture books and books. The uses of them in class are of a great relevance in present time because it exposes students to real language. Comparing the results with the observation did in each group of classes, we can conclude that the most common authentic materials used in Advanced Intensive English II courses are Authentic Listening Materials, although taken into account students’ opinion it is important to mention that the percentages of each of them are closed to each other.

- 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 correlation with the social status, what make us think of the necessity to have free access to internet connection in order to use technology resources that allow students to stay in contact with authentic materials. According to the results gathered in survey and observation, students confirm that they are asked to do homework assignment using authentic materials which involve internet connection. According with the results we got in the observation did, in 27% of the homework assigned the teachers requested students to use authentic materials in their homework; websites, Facebook’s pages, blogs, scientific articles and documentaries are some examples. These results make us think that teachers are aware of the importance to assign homework using materials that help student to develop their skills outside the classroom.
• In order to provide meaningful learning as authentic materials offer meaningful information to the teaching-learning process, authentic listening materials is the category that students like the most and authentic printed materials that they like the least. Although both categories are important to expose to students to an American context, it is necessary to mention that students are aware of the importance that this materials provide.

• We can determine that the implementation of authentic materials has a positive impact on the teaching learning process because it is know that the more motivated students receive the Foreign language, the better they are going to produce it. That is why students consider that teachers should use authentic materials in class to be exposing to native speakers and improve their skills.

• It can be concluded that using authentic materials in teaching a foreign language is recommended by many researchers, we must have in mind the learners’ level. As Kim (2000) and Kilickaya (2004) states that authentic materials can be used with advanced and intermediate levels learners only, students consider that teachers should find a way to apply this materials from beginning levels because they think that starts from an early level is better to understand the language, not only because students consider they are capable to understand it, but also because it is easier to learn. This point of view is supported by McNeil (1994) and Miller (2005) who believe that authentic materials can be used even with lower level learners. Teachers must be aware that they can only
benefit from the use of authentic materials if they are used in the classroom in the same context that they were designed for, in the real world.

5.2 Recommendations

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

5.2.1 Recommendations for professors

- Teachers should keep using authentic materials with students as they do now with advanced intensive English courses at the Foreign Language Department.

- 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.

- Teachers should make use of a variety of authentic materials not only to entertain students to motivate them during the class, but also to use it as a meaningful learning where students can improve their skills and increase their knowledge.

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 type of materials that their teachers at the Foreign Language Department use in the classroom and their purposes.

• Students should go beyond the materials that teachers use in the classroom; by searching themselves about some other possible choices in the case that materials used by teachers 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 at the moment of using them in the classroom.

5.2.3 Recommendations for future researchers

• Future researchers of the Foreign Language Department of the University of El Salvador should continue investigating about researches that include the effects of using authentic materials to improve their knowledge of English. Also, they should research the possibility of using this type of materials in intermediate and lower levels, not only to improve all the major skills (listening, writing, Reading and speaking), but also to improve the teaching-learning process.

5.2.4 Recommendations for Foreign language department

• The Foreign Language Department at the University of El Salvador should make sure that teachers own the appropriate classroom conditions, for example, the Wi-Fi
connection in each classroom to have access to authentic visual materials through internet in order to implement the different types of authentic materials suggested by many researchers to improve the major skills in each student.

- The Foreign Language Department should provide students with the appropriate tools such as free computer centers, free internet connection in the classrooms, and subscription to English magazines for students to read for pleasure, all of this, in order that students use this tools to get authentic materials not only in classrooms, but also outside it for students to use it for pleasure and being autodidactic.
CHAPTER VI

6. BIBLIOGRAPHY AND APPENDIXES

6.1 Bibliographical References


APPENDIX A: Questionnaire results

GRAPHIC 1
GENERAL INFORMATION

GENDER

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>51</td>
<td>59%</td>
</tr>
<tr>
<td>MALE</td>
<td>35</td>
<td>41%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
<td>100%</td>
</tr>
</tbody>
</table>

ANALYSIS:
Concerning to the gender of the population took as sample to answer the questionnaire; the 59% of the respondents were female. Furthermore, 41% were male. Although it is no relevant to know about the gender of our respondents, this information help us to mention that all those students are going to be the 100% of our population.
1. Did you already know what an authentic material is before reading the meaning above?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

**ANALYSIS:**

According to this graph, it has shown that a big part of the sample population (85%) knew what authentic material is before reading the meaning. On the other hand, only 14% answered that they did not know the meaning. What can be implied from this result is that students have a previous knowledge about the meaning of authentic material.
2. Are authentic materials used in your English class?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td>73</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

**ANALYSIS:**

According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed about they use authentic materials in their English classes.
3. What kind of authentic materials are used in your English class? How often?

- **Authentic printed materials**
  - Always: 34%
  - Usually: 31%
  - Sometimes: 24%
  - Rarely: 5%
  - Never: 6%

- **Authentic visual materials**
  - Always: 33%
  - Usually: 30%
  - Sometimes: 24%
  - Rarely: 8%
  - Never: 5%

- **Authentic listening materials**
  - Always: 24%
  - Usually: 37%
  - Sometimes: 30%
  - Rarely: 7%
  - Never: 1%
ANALYSIS:

According to this chart, from students point of view 85% answered that they use authentic materials in their English classes. Besides, 15% do not use authentic materials. Nevertheless, they know what authentic material is, students can take advantages of that useful tool whether they want to learn in class or by themselves. In summary, most of the students agreed Concerning to the kind of authentic materials used in English classes and following Gerhard’s theory who classifies authentic materials into three categories, authentic printed, visual and listening, the most used category according to student’s opinion is authentic printed material with a 34% of the respondents who assure that teachers always make used of this type of materials. Other important category that follows this one is authentic visual with a 33% of used. This results show us that not only authentic printed materials are used by the teachers in their English classes, but also authentic visual as the most used. Then, a lower group of respondents (24%) said that authentic listening is used in their English classes. Nowadays, there is a variety of ways to have access to this type of materials to help students to engross their learning process not only in classes, but also somewhere else. To sum up, most of the respondents agreed about that printed and visual materials are always used in their classes.
4. What kind of authentic listening materials are used in your English class?
How often?

- **Always**
- **Usually**
- **Sometimes**
- **Rarely**
- **Never**

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV commercials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cartoons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short stories and novels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio ads songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soap operas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comedy shows</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News clips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Dinamics games Records TV programs and Youtube videos)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- TV commercials: Always - 29%, Usually - 24%, Sometimes - 21%, Rarely - 9%, Never - 3%
- Cartoons: Always - 26%, Usually - 24%, Sometimes - 29%, Rarely - 20%, Never - 21%
- Short stories and novels: Always - 29%, Usually - 23%, Sometimes - 28%, Rarely - 3%, Never - 3%
- Radio ads songs: Always - 9%, Usually - 23%, Sometimes - 3%, Rarely - 13%, Never - 10%
- Soap operas: Always - 56%, Usually - 53%, Sometimes - 24%, Rarely - 13%, Never - 12%
- Comedy shows: Always - 30%, Usually - 22%, Sometimes - 16%, Rarely - 10%, Never - 10%
- Documentaries: Always - 28%, Usually - 15%, Sometimes - 14%, Rarely - 14%, Never - 12%
- News clips: Always - 30%, Usually - 28%, Sometimes - 14%, Rarely - 15%, Never - 13%
- Movies: Always - 36%, Usually - 27%, Sometimes - 14%, Rarely - 14%, Never - 12%
- Other (Dinamics games Records TV programs and Youtube videos): Always - 0%, Usually - 0%, Sometimes - 0%, Rarely - 0%, Never - 3%
**ANALYSIS:**

In question number 4 from the questionnaire; have shown that students agreed with a 22% of the respondents that they always make used of documentaries as an authentic material. Furthermore, 15% of the students answered that they always used news clip as authentic materials. However, 12% of the students said that they always make used of movies, so that, it can be inferred most of students assured that teachers use that type of useful material to teach them. Although TV commercials, cartoon, short stories, novels, radio, songs, soap operas, comedy shows and other type of authentic materials got a lower number of percentages, all those materials are a very useful tool for teachers to improve student’s teaching learning process.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
<th>TOTAL</th>
<th>TOTAL SURVEYS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N°</td>
<td>%</td>
<td>N°</td>
<td>%</td>
<td>N°</td>
<td>%</td>
<td>N°</td>
</tr>
<tr>
<td>TV commercials</td>
<td>3</td>
<td>3%</td>
<td>17</td>
<td>20%</td>
<td>18</td>
<td>21%</td>
<td>25</td>
</tr>
<tr>
<td>Cartoons</td>
<td>4</td>
<td>5%</td>
<td>6</td>
<td>7%</td>
<td>17</td>
<td>20%</td>
<td>22</td>
</tr>
<tr>
<td>Short stories and novels</td>
<td>9</td>
<td>10%</td>
<td>25</td>
<td>29%</td>
<td>21</td>
<td>24%</td>
<td>13</td>
</tr>
<tr>
<td>Radio ads songs</td>
<td>8</td>
<td>9%</td>
<td>17</td>
<td>20%</td>
<td>20</td>
<td>23%</td>
<td>17</td>
</tr>
<tr>
<td>Soap operas</td>
<td>3</td>
<td>3%</td>
<td>3</td>
<td>3%</td>
<td>11</td>
<td>13%</td>
<td>21</td>
</tr>
<tr>
<td>Comedy shows</td>
<td>3</td>
<td>3%</td>
<td>9</td>
<td>10%</td>
<td>11</td>
<td>13%</td>
<td>17</td>
</tr>
<tr>
<td>Documentaries</td>
<td>19</td>
<td>22%</td>
<td>18</td>
<td>21%</td>
<td>26</td>
<td>30%</td>
<td>9</td>
</tr>
<tr>
<td>News clips</td>
<td>13</td>
<td>15%</td>
<td>11</td>
<td>13%</td>
<td>24</td>
<td>28%</td>
<td>12</td>
</tr>
<tr>
<td>Movies</td>
<td>10</td>
<td>12%</td>
<td>10</td>
<td>12%</td>
<td>23</td>
<td>27%</td>
<td>12</td>
</tr>
<tr>
<td>Other (Dinamics games Records TV programs and Youtube videos)</td>
<td>3</td>
<td>3%</td>
<td>1</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>75</td>
<td>117</td>
<td>171</td>
<td>148</td>
<td>267</td>
<td>778</td>
<td></td>
</tr>
<tr>
<td>TOTAL SURVEYS</td>
<td>86</td>
<td>87%</td>
<td>86</td>
<td>136%</td>
<td>86</td>
<td>199%</td>
<td>86</td>
</tr>
</tbody>
</table>
5. What kind of authentic visual materials are used in your English class?

- **Photographs**: 24% Always, 21% Usually, 17% Sometimes, 19% Rarely, 23% Never
- **Pictures from magazines**: 26% Always, 23% Usually, 19% Sometimes, 12% Rarely, 21% Never
- **Paintings**: 22% Always, 14% Usually, 13% Sometimes, 7% Rarely, 20% Never
- **Street signs**: 14% Always, 9% Usually, 7% Sometimes, 3% Rarely, 20% Never
- **Postcard pictures**: 30% Always, 26% Usually, 20% Sometimes, 15% Rarely, 19% Never
- **Slides**: 24% Always, 26% Usually, 19% Sometimes, 14% Rarely, 24% Never
- **Stamps**: 15% Always, 17% Usually, 16% Sometimes, 9% Rarely, 9% Never
- **Picture books**: 24% Always, 21% Usually, 17% Sometimes, 12% Rarely, 2% Never
- **Other (flashcards)**: 0% Always, 0% Usually, 0% Sometimes, 0% Rarely, 0% Never
ANALYSIS:

According to the results of question number 5, the authentic visual materials most used in English classes are: picture books (26%), postcards (20%) and photographs (20%). Moreover, other important material with a 19% of the respondents is picture from magazine. Then, a lower group of respondents (13%) assure that they always use paintings. Besides, there were materials that achieved 9% (stamps), street signs (3%) and finally flashcards with a 2%. What can be inferred from this result is that teachers know the importance of the use of this kind of materials and that is the reason why they make used of it to teach their English classes.
6. What kind of authentic printed materials are used in your English class? How often?

- Newspaper articles: 23% Always, 28% Usually, 20% Sometimes, 13% Rarely, 8% Never
- Advertisements: 36% Always, 33% Usually, 20% Sometimes, 13% Rarely, 8% Never
- Restaurant menus: 13% Always, 28% Usually, 20% Sometimes, 13% Rarely, 8% Never
- Song lyrics: 6% Always, 23% Usually, 23% Sometimes, 12% Rarely, 3% Never
- Brochures: 2% Always, 21% Usually, 12% Sometimes, 14% Rarely, 6% Never
- Catalogs: 55% Always, 42% Usually, 51% Sometimes, 10% Rarely, 2% Never
- TV guides: 65% Always, 56% Usually, 65% Sometimes, 10% Rarely, 2% Never
- Comic books: 15% Always, 13% Usually, 15% Sometimes, 12% Rarely, 6% Never
- Greeting cards: 3% Always, 12% Usually, 12% Sometimes, 17% Rarely, 3% Never
- Maps: 55% Always, 43% Usually, 44% Sometimes, 17% Rarely, 10% Never
- Books: 50% Always, 50% Usually, 50% Sometimes, 50% Rarely, 50% Never
- Others (Card Games and Short stories): 50% Always, 0% Usually, 0% Sometimes, 0% Rarely, 0% Never
ANALYSIS:

Agreeing with the 6th chart, 43% of the respondents consider that books are always used in their English classes. Then, 13% assures that newspaper articles are used to teach them. Furthermore, 10% of the respondents consider that greeting cards are more use. On the other hand, a lower group of respondents agreed that advertisements (8%), restaurant menus (5%) song lyrics (10%) brochures (2%) catalogs (3%) TV guides (2%) comic books (3%) and maps (8%) are used but with a lower percentage. To sum up, the results gathered can assure that authentic listening materials are always used to teach English.
ANALYSIS:
According to the results gathered in this chart, 66% of the respondents said that they have ever been asked to use authentic materials in order to do a homework assignment. Nevertheless, 34% of the sample population answered that they have not ever been asked by their teachers to use it. What can be said out of this information is that students are been exposed to an American context through the use of authentic materials. Also, it can be noticed that teachers are been used of this important tool to improve the students’ teaching learning process.
8. If your answer is YES. Which of these kinds of authentic materials have you ever been asked to use in order to do a homework assignment? How often?

- **Authentic printed materials**
  - Always: 32%
  - Usually: 18%
  - Sometimes: 32%
  - Rarely: 7%
  - Never: 12%

- **Authentic visual materials**
  - Always: 32%
  - Usually: 28%
  - Sometimes: 19%
  - Rarely: 7%
  - Never: 14%

- **Authentic listening materials**
  - Always: 39%
  - Usually: 23%
  - Sometimes: 23%
  - Rarely: 7%
  - Never: 9%
ANALYSIS:

Using authentic materials in class is an essential tool that helps students to improve their teaching learning process. As chart 8 shows in the following ways: 39% always have been asked to use listening materials to do a homework assignment. Furthermore, 32% of the respondents said that they are asked to use authentic printed materials. Also, with a 32% students assure that they are asked to use authentic visual materials. What can be inferred from these results is this chart corroborate that teachers are using authentic materials in order to ask students to develop a homework assignment, what means that teachers are conscious about the importance of the use of this kind of materials.
9. Have you ever used authentic materials by your own outside the classroom?

According to the graph, the 86% of the students stated that they have used authentic materials by their own outside the classrooms. On the other hand, only 14% of them do not used authentic materials as personal sources.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

**ANALYSIS:**

According to the graph, the 86% of the students stated that they have used authentic materials by their own outside the classrooms. On the other hand, only 14% of them do not used authentic materials as personal sources.
10. If your answer is YES. What kind of authentic material do you use by your own outside the classroom? How often?

- **Authentic printed materials**
  - Always: 31%
  - Usually: 15%
  - Sometimes: 26%
  - Rarely: 9%
  - Never: 19%

- **Authentic visual materials**
  - Always: 24%
  - Usually: 45%
  - Sometimes: 16%
  - Rarely: 5%
  - Never: 9%

- **Authentic listening materials**
  - Always: 34%
  - Usually: 32%
  - Sometimes: 26%
  - Rarely: 1%
  - Never: 7%
ANALYSIS:

Based on the previous graph, there was a variety of answers in regards to the kind of authentic materials they used by their own. For the Authentic printed materials, 31% responded that they always used these. A 15% stated that they usually used printed materials. The 26% answered that they sometimes used this kind of materials; at last, the 9% answered rarely and 19% responded that they never used printed materials. For the visual materials, 24% of the students stated that they always used visual materials; the 45% responded that they usually used visual sources. Moreover, the 16% stated that they sometimes used such type of materials. Finally, a 5% of the students said they rarely use them and the 9% responded that never used visual materials. For the listening materials, the 34% of the students that took the survey answered that they always used listening materials; the 32% answered usually; the 26% stated that they sometimes used listening materials and the 1% of the students stated they rarely used this materials; at last, the 7% never used listening materials.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
<th>TOTAL</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic listening</td>
<td>25</td>
<td>34%</td>
<td>24</td>
<td>32%</td>
<td>19</td>
<td>26%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Authentic visual</td>
<td>18</td>
<td>24%</td>
<td>33</td>
<td>45%</td>
<td>12</td>
<td>16%</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>Authentic printed</td>
<td>23</td>
<td>31%</td>
<td>11</td>
<td>15%</td>
<td>19</td>
<td>26%</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL SURVEYS</td>
<td>66</td>
<td>68</td>
<td>50</td>
<td>12</td>
<td>26</td>
<td>12</td>
<td>12</td>
<td>16%</td>
</tr>
</tbody>
</table>

| TOTAL SURVEYS            | 74     | 89%     | 74        | 92%    | 74    | 68%   | 74        | 16%        | 74         | 35%      | 74       |
GRAPHIC 12

11. Choose one kind of the authentic materials that you like the most.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Authentic listening materials</td>
<td>37</td>
</tr>
<tr>
<td>Authentic printed materials</td>
<td>7</td>
</tr>
<tr>
<td>Authentic visual materials</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

ANALYSIS:

In this graph, the kind of authentic materials students like the most are visual materials (49%). The 43% of the students prefer listening materials and only the 8% of them prefer printed authentic materials.
ANALYSIS:
The authentic materials students like the least are printed materials (59%). In regards to authentic listening materials only the 28% of the students stated they dislike such materials. At last, the 13% of the students stated that they do not like visual authentic materials.
13. Are authentic materials related to the topics in your English classes?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

**ANALYSIS:**

As it was shown in previous graphs, authentic materials were used in the classrooms. According to this graph, the 85% of the students answered that the materials bring to the classroom are related to the topics. The 15% stated that the materials are not related to the topics.
14. At which level do you consider authentic materials should be used in class?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>35</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>25</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Advance</td>
<td>26</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS:**

According to the graph, 41% of the students consider that authentic materials should be used in the beginning levels. The 29% consider that these types of materials should be used until intermediate levels. The 30% thinks that authentic materials should be brought to the classrooms in advanced levels.
Why?

- Beginner
- Intermediate
- Advance

- Easier to learn
- It's necessary
- Learning is faster
- Right level, right English material
- Start from an early level is better
- Students are capable to understand
- Students are capable to understand
- To challenge students
- To have a critical thinking
- To motivate
- To see more grammar
- To see more vocabulary
- To understand better the language
- To use them from the beginning
- Not answered

- 8% Beginner
- 3% Intermediate
- 9% Advance
- 9% Beginner
- 9% Intermediate
- 12% Advance
- 9% Beginner
- 9% Intermediate
- 12% Advance
- 6% Beginner
- 3% Intermediate
- 8% Advance
- 8% Beginner
- 4% Intermediate
- 8% Advance
- 6% Beginner
- 3% Intermediate
- 6% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 24% Beginner
- 20% Intermediate
- 24% Advance
- 12% Beginner
- 12% Intermediate
- 12% Advance
- 0% Beginner
- 12% Intermediate
- 12% Advance
- 0% Beginner
- 4% Intermediate
- 4% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
- 0% Beginner
- 0% Intermediate
- 0% Advance
<table>
<thead>
<tr>
<th>WHY?</th>
<th>BEGINNER</th>
<th>INTERMEDIATE</th>
<th>ADVANCE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N°</td>
<td>%</td>
<td>N°</td>
<td>%</td>
</tr>
<tr>
<td>Easier to learn</td>
<td>2</td>
<td>6%</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>It’s neccessary</td>
<td>1</td>
<td>3%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Learning is faster</td>
<td>1</td>
<td>3%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Right level right English material</td>
<td>3</td>
<td>9%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Start from an early level is better</td>
<td>7</td>
<td>20%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Students are capable to undersatnd</td>
<td>3</td>
<td>9%</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Students are capable to understand</td>
<td>3</td>
<td>9%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>To challenge students</td>
<td>2</td>
<td>6%</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>To have a critical thinking</td>
<td>1</td>
<td>3%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>To motivate</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>To see more grammar</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>To see more vocabulary</td>
<td>0</td>
<td>0%</td>
<td>6</td>
<td>24%</td>
</tr>
<tr>
<td>To understand better the language</td>
<td>4</td>
<td>11%</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>To use them from the begging</td>
<td>4</td>
<td>11%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>not answer</td>
<td>4</td>
<td>11%</td>
<td>6</td>
<td>24%</td>
</tr>
<tr>
<td><strong>TOTAL SURVEYS</strong></td>
<td>35</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ANALYSIS:**

Students provided a variety of responses in regards to the reason authentic materials should be used in each level; the ones with more percentages are the followed ones: the 20% stated that it should be in beginner levels because is better to start from an early level. The 24% responded that it should be in intermediate levels to see more vocabulary. For advanced levels, students stated that it the right level to used authentic materials.
15. Do you think that it is necessary that your teachers use authentic materials in class?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td>81</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86</td>
</tr>
</tbody>
</table>

ANALYSIS:
According to the graph, the 94% of the students think that it is necessary that the teachers use authentic materials in class. Only the 6% stated that it is not needed.
Why?
ANALYSIS:

Based on the previous question, the students answered the reason why they think it is necessary that the teachers use authentic materials in class. The 2% answered that is a **Good resource to learn**. The 1% said it is a **Good tool to teachers**. The 3% consider it is **no necessary**. The 2% consider the authentic materials make the **learning process is easier**. The 15% stated that it helps **To comprehend better**. The 24% answered **To expose students to native speakers**. The 20% of the students thinks that the materials should be used in the classrooms **To improve the skills**. The 3% answered that the usage of authentic materials it is needed **To make classes more interesting**. The 2% responded **To reinforce teaching methods**. The 3% of the students answered that the materials are necessary **To use in real life**. Lastly, the 3% responded that these materials are **Useful to develop a topic**. The 19% of the students that took the survey do not answered the question.

<table>
<thead>
<tr>
<th>WHY?</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N°</td>
<td>%</td>
<td>N°</td>
</tr>
<tr>
<td>Good resource to learn</td>
<td>2</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Good tool to teachers</td>
<td>1</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>It is no neccessary</td>
<td>0%</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>The learning process is easier</td>
<td>2</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>To comprehend better</td>
<td>13</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>To expose students to native speakers</td>
<td>21</td>
<td>24%</td>
<td>0%</td>
</tr>
<tr>
<td>To improve the skills</td>
<td>17</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>To make classes more interesting</td>
<td>3</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>To reinforce teaching methods</td>
<td>2</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>To use in real life</td>
<td>3</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Useful to develop a topic</td>
<td>3</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>not answer</td>
<td>14</td>
<td>16%</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL SURVEYS</td>
<td>81</td>
<td>94%</td>
<td>5%</td>
</tr>
</tbody>
</table>
APPENDIX B: Letter Addressed to the teachers

Ciudad Universitaria, marzo 2016

Lic. Mauricio Contreras
Docente de la cátedra Inglés Avanzado Intensivo II
Presente.

Respetable Maestro Mauricio:

Reciba cordiales saludos. Aprovecho la oportunidad para solicitarle su valiosa colaboración en el sentido que las alumnas Silvia Elena López Ortiz LO07002, Luz de María Quiñonez GQ07002 y Fátima Ernestina Merino Castillo MC06081, que actualmente se encuentran desarrollando su proceso de grado bajo mi asesoría, para que puedan observar la clase y administrar un instrumento de investigación pertinente al estudio que ellas realizan a una muestra de 30 estudiantes del curso que usted se encuentra impartiendo. El tema en estudio es “The most common authentic materials applied to Intensive Advanced English II courses of Teaching English Major of Foreign Language Department of the School of arts and Sciences of the University of El Salvador, Semester I-2016”.

Parte de esta petición consiste en permitir al grupo o miembros de éste, realizar una observación durante 4 horas clases por dos semanas (de mayo a junio del presente). Posteriormente, ceder los últimos 20 minutos de una clase durante la unidad 7 para poder administrar un instrumento de recolección de datos de tipo cuestionario. Finalmente, le comento que el diseño de esta investigación es no-experimental por lo que el grupo no será expuesto a ninguna variable externa, por el contrario la observación se llevará a cabo sin interferir con el desarrollo natural de la clase.

Agradeciendo de antemano por su valiosa colaboración, me suscribo.

Cordialmente,

F.________________________________
Lic. Rolando Guzmán.
APPENDIX C: Observation checklist for students

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

Undergraduate Research

"THE MOST COMMON AUTHENTIC MATERIALS APPLIED TO ADVANCED INTENSIVE ENGLISH II COURSES IN THE TEACHING ENGLISH MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I-2016"

Checklist
Guide for the observation method

**Objective:** To find out the most common authentic materials used in Advanced Intensive English II courses in the teaching-learning process.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>WEEK #1</th>
<th>WEEK #2</th>
<th>WEEK #3</th>
<th>WEEK #4</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>T W T F</td>
<td>T W T F</td>
<td>T W T F</td>
<td>T W T F</td>
<td></td>
</tr>
</tbody>
</table>

**Authentic Listening Materials used in class**

1. TV commercials
2. Cartoons
3. Short stories and novels
4. Radio ads songs
5. Soap opera
6. Comedy shows
7. Documentaries
8. News clips
9. Movies
10. Other:

**Authentic Visual Materials used in class**

11. Photographs
12. Pictures from magazines
13. Paintings
14. Street signs
15. Postcard pictures
16. Slides
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Stamps</td>
</tr>
<tr>
<td>18</td>
<td>Picture books</td>
</tr>
<tr>
<td>19</td>
<td>Other:</td>
</tr>
</tbody>
</table>

### Authentic Printed Materials used in class

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Newspaper articles</td>
</tr>
<tr>
<td>21</td>
<td>Advertisements</td>
</tr>
<tr>
<td>22</td>
<td>Restaurant menus</td>
</tr>
<tr>
<td>23</td>
<td>Lyrics to songs</td>
</tr>
<tr>
<td>24</td>
<td>Brochures</td>
</tr>
<tr>
<td>25</td>
<td>Catalogs</td>
</tr>
<tr>
<td>26</td>
<td>TV guides</td>
</tr>
<tr>
<td>27</td>
<td>Comic books</td>
</tr>
<tr>
<td>28</td>
<td>Greeting cards</td>
</tr>
<tr>
<td>29</td>
<td>Maps</td>
</tr>
<tr>
<td>30</td>
<td>Books</td>
</tr>
<tr>
<td>31</td>
<td>Others: games</td>
</tr>
</tbody>
</table>

### Extra information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Activities were related with the topic</td>
</tr>
<tr>
<td>33</td>
<td>The teacher asked to use authentic materials in order to do a homework assignment</td>
</tr>
<tr>
<td>34</td>
<td>Any authentic materials were used in class</td>
</tr>
</tbody>
</table>
APPENDIX D: Questionnaire for Students

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

Research Project Topic: "The most common Authentic Materials applied to Advanced Intensive English II courses in the Teaching English Major at the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador, Semester I-2016"

Objective: To find out the most common authentic materials used in Advanced Intensive English II Courses in the teaching-learning process.

General directions: Please, read carefully each item, and then check the option that best responds each question. Check more than one when necessary.

Please enter your gender

Male □ Female □

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

1. Did you already know what an authentic material is before reading the meaning above?
   YES □ NO □

2. Are authentic materials used in your English class?
   YES □ NO □

3. What kind of authentic materials are used in your English class? How often?
   * Check more than one

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic listening materials</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic visual materials</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic printed materials</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. What kind of authentic listening materials are used in your English class? How often?
* Check more than one

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV commercials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cartoons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short stories and novels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio ads songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soap operas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comedy shows</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>News clips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (which one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What kind of authentic visual materials are used in your English class? How often?
* Check more than one

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures from magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paintings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street signs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postcard pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stamps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (which one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. What kind of authentic printed materials are used in your English class? How often? * Check more than one

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restaurant menus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Song lyrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalogs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comic books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeting cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Have you ever been asked by your teacher to use authentic materials in order to do a homework assignment?

YES [ ] NO [ ]

8. If your answer is YES. Which of these kinds of authentic materials have you ever been asked to use in order to do a homework assignment? How often? * Check more than one

<table>
<thead>
<tr>
<th>Material</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic listening materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic printed materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Have you ever used authentic materials by your own outside the classroom?

YES [ ] NO [ ]
10. If your answer is YES. What kind of authentic material do you use by your own outside the classroom? How often? * Check more than one

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic listening materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic printed materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Choose one kind of the authentic materials that you like the most.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic listening materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic printed materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Choose one kind of authentic materials that you like the least.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic listening materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authentic printed materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Are authentic materials related to the topics in your English classes?

YES  [ ]  NO  [ ]

14. At which level do you consider authentic materials should be used in class?

Beginner  [ ]  Intermediate  [ ]  Advanced  [ ]

Why? ____________________________________________

15. Do you think that it is necessary that your teachers use authentic materials in class?

YES  [ ]  NO  [ ]

Why? ____________________________________________

Thank you!
See you later, Alligator!
After a while, Crocodile!
Gotta go, Buffalo!
See you soon, Raccoon!
Be sweet, Parakeet!
Take care, Polar Bear!
In a shake, Garter Snake!
Hit the road, Happy Toad!
Can’t stay, Blue Jay!
Bye-bye, Butterfly!
Give me a hug, Ladybug!
Toodle-loo, Kangaroo!
Time to scoot, Little Newt!
’Till then, Penguin!
Adios, Hippos!
Hasta manana, Iguana!
Give me a kiss, Goldfish!
Get in line, Porcupine!
Out the door, Dinosaur!
On the bus, Octopus!
To your house, Quiet Mouse!

Our school day now ends. So goodbye, my Dear Friends!
EXAMPLE 2

If you could "dis-invent" one thing, what would it be?

What would be a terrible name for a new celebrity perfume?

What is your best advice for how to make a million dollars?

What is your greatest hidden talent?
EXAMPLE 3
Answer while watching! Answer the following questions while watching the episode. All the questions are in chronological order.

1. In what year is the story set?
   a) 2030
   b) 2003
   c) 2011
   d) 2005

2. How does Marshall screw things up?
   a) He proposes to Ted.
   b) He is going to propose to Lilly.
   c) He is moving away.
   d) He hurt his knee and found a ring.

3. What does Barney want Ted to wear to the bar?
   a) A sweater
   b) A tie
   c) A suit
   d) A blazer

4. What is Barney’s favourite game?
   a) Suit up!
   b) Lebanese girls
   c) Wait for it!
   d) Have you met Ted?

5. What academic year is Marshall studying?
   a) 2nd year of law school
   b) 2nd year of college
   c) 3rd year of law school
   d) Marshall does not study.

6. Why doesn’t Marshall want to open the champagne bottle?
   a) Because he hates champagne bottles.
   b) Because he is scared of champagne bottles.
   c) Because he has never done it before.
   d) Because he hurt his hand.

7. Where is the pop tart?
   a) Under the sink
   b) On top of the fridge
   c) Behind the kitchen table
   d) Under the fridge
8. What does the taxi driver think Marshall did?
(a) The taxi driver thinks Marshall kissed Lilly on her eye.
(b) The taxi driver thinks Lilly hit Marshall.
(c) The taxi driver thinks Marshall hit Lilly.
(d) The taxi driver thinks Lilly is a pirate.

9. What does Robin do for a living?
(a) She plays the ukulele for Metro News One
(b) She is a reporter for Metro News One
(c) She is a television star in New York.
(d) She is a ballerina in a famous play.

10. Why is Barney disappointed with Ted?
(a) Because Ted doesn’t want to go play laser tag with him.
(b) Because Ted really wants to go play laser tag with him.
(c) Because Ted tells Barney he will never wear a suit.
(d) Because Ted tells Barney he is his best friend.

**TRUE or FALSE**
Are the following statements True or False? Write your answer on the answer sheet.

11. Robin has five dogs. **TRUE / FALSE**
12. Robin loves to eat olives. **TRUE / FALSE**
13. Robin wants a blue French horn for over her fireplace. **TRUE / FALSE**
14. A crazy guy wants to jump off the Manhattan Bridge. **TRUE / FALSE**
15. Ted did not kiss Robin because he had bad breath. **TRUE / FALSE**
16. According to Barney, playing laser tag is awesome! **TRUE / FALSE**
17. Marshall gave Barney a signal to kiss him. **TRUE / FALSE**
18. Robin convinced the crazy guy not to jump. **TRUE / FALSE**
APPENDIX F: Additional information observed in class.

Activities were related with the topic

<table>
<thead>
<tr>
<th>Related to the topic</th>
<th>No related to the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>9</td>
</tr>
</tbody>
</table>

The research group also noticed that from the activities that were presented using authentic materials only 9 were related to the topic that was studied; only in 37% of the total classes observed.
It was also important to review if students were using authentic materials outside the classrooms, especially when asked to do homework. According with the graph, in 27% of the homework assigned the teachers requested students to use authentic materials in their homework; websites, Facebook’s pages, blogs, scientific articles and documentaries are some examples.
## APPENDIX G: Chronogram

<table>
<thead>
<tr>
<th>General meeting</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Informational meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of the topic</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group discussion about prior readings of the use of authentic materials</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition of the objectives</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition of schedules for group meetings</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing the thesis profile 1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis advisor meeting</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing the thesis profile 1.2</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis advisor meeting</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing the thesis profile 1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defense of the research profile</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group meeting: looking for literature sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting: discussion about sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor checking theoretical framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refining the theoretical framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor final checking theoretical framework</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision of the instrument</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration data collection instruments</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of letter to teachers and instrument</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advisor checking letter and instrument</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor meeting about data collection stage</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters delivering and data collection stage</td>
<td>x x x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of the data</td>
<td>x x x x x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report to advisor about data analysis stage</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refining chapter IV</td>
<td>x x x x x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation to new thesis advisor</td>
<td>x x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection of authentic materials</td>
<td>x x x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor meeting and final report</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation project defense (advisor)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of final graduation project defense</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final graduation project defense</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final report</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>