

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



UNDERGRADUATE RESEARCH:

THE USE OF AUTHENTIC MATERIAL BY TEACHERS TO ENHANCE THE
READING SKILL OF STUDENTS OF ADVANCED INTENSIVE ENGLISH I
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INTRODUCTION

This document contains valuable information about the undergraduate research work “The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I.” This investigation was carried out from April 2014 to December 2014. It provides detailed information on the use of authentic materials by teachers in the improvement of the reading skill to the advanced level students of Licenciatura en Idioma Inglés opción Enseñanza at the Foreign Language Department in the Main Campus of the University of El Salvador during the semester II, year 2014.

The research work comprises eleven chapters. Chapter one consists of the statement of the problem, with its historical framework, description of the problem, objectives to be achieved, research questions, justification to carry out the investigation and the delimitation of the problem. Chapter two is all about the theoretical framework. Chapter three describes the type of the study. Chapter four contains the hypotheses to verify as well as the conceptual and operational definition of variables.

Chapter five is made up of the research design. Chapter six has the population and the sample. Chapter seven consists in the data gathering process, with the research instruments and the data gathering plan. Chapter eight is the data analysis, with the data base, the statistical procedures and the analysis of data gathered through the application of the instruments. Finally, chapter nine, ten and eleven, with the findings, conclusions the researchers reached after the analysis and interpretation of the data in addition to the recommendations to promote further investigations on this topic.

I. STATEMENT OF THE PROBLEM

A. Historical framework

The theme of authentic materials has been researched in the teaching of English as a foreign or second language by several experts in the field in many countries in the last ten years; however, those investigations have been with different approaches. There is then, a rich variety of research papers nowadays on academic web sites, which are available to be read and studied by anyone who looks for getting information about authentic materials both in definition, uses, and many aspects about them, such as some achievements that have been obtained by applying them.

So, it can be cited the research work called “A STUDY ON THE IMPACT OF AUTHENTIC MATERIALS ON EFL STUDENTS’ ACHIEVEMENT, RETENTION AND OPINIONS REGARDING TWO GRAMMAR UNITS AT HIGH SCHOOL LEVEL” by Hacer Demircan in September, 2004 at the Middle East Technical University of Turkey. Its objective was to investigate the impact of authentic materials on the development of grammar knowledge, retention and opinions of ninth grade students as an English language learner, in comparison with traditional materials and textbooks or course books. This study was descriptive and used an inferential statistics analysis. Demircan concluded that the results suggested that the use of authentic materials activities contribute to students’ grammar knowledge and achievement positively as well as to their retention of the grammar subjects.

Another study that can be mentioned is “USING AUTHENTIC MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM: Teachers’ Perspectives in Saudi Arabia” by Enas Al-Musallam in 2006/2007 at King Saud University in Riyadh, Saudi Arabia. This research had as objective to provide a deeper understanding of foreign language teachers’ attitudes toward using authentic materials, focusing on both reading and listening skills. The population was fifteen female teachers working in the above mentioned university, who completed a survey questionnaire for the purpose of this

study. Al-Musallam worked with the descriptive approach and deduced that all of the teachers indicated positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reasons for such an attitude are to improve students' skills and expose them to the real language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes.

There is also a study named "BRINGING REAL LIFE ENGLISH INTO FOREIGN LANGUAGE CLASSROOMS: Language learners' views on the use of authentic and artificial materials in the English language learning classrooms" by Katri Pietilä at the University of Jyväskylä in Finland, Department of languages, 2009. This paper had the objective of examining the possible benefits that authentic material might have on learning a foreign language from language learners' point of view. Moreover, this study intended to look into the current position on the use of authentic materials versus artificial materials in today's English language classrooms. The intention was not to exclude either type of material, authentic or artificial, but rather the aim was to present the opinions and thoughts of language learners. The study was qualitative, and Pietilä gathered that the study show that language learners consider authentic material to be helpful in learning a foreign language. However, the learners feel that the help of the artificially created material is needed in order to learn a language in the classroom environment.

Although in many countries they have already carried out several researches and studies on the authentic materials, at the University of El Salvador it was only found a research work related to this topic. Karla Elizabeth Herrera Huezo wrote her undergraduate research, "*The effectiveness of using authentic materials to enhance Intensive Intermediate English I students' communicative competence*", in 2008. This work had as objective to determine to what extent the use of authentic material helps Intensive Intermediate English I group II students enhance their communicative competence. This descriptive research concluded that the implementation of authentic materials as a complementary tool in IIE I classes helps students broaden their lexicon

a little bit more, since they can use native speakers' expressions or idioms in their conversations or in any other speaking activity they are demanded to do in class.

Therefore, it can be said that this is a very important research topic to take into account since together with the above, most of the thesis carried out by students from the Foreign Language Department at this university are about *error correction, motivation, teaching methods, audio-visual aids, etc.*, though it can be mentioned that at this time four more research groups are working with the authentic materials topic but with approaches different than the one for this investigation, the topics are: "The use of authentic materials and its effects on the development of students' oral competence of students from intensive courses of Bachelor in English Teaching at the Foreign Language Department, University of El Salvador, year 2014", "Use of authentic materials in the English teaching- learning process in Intermediate Intensive II and Advanced English it of the Foreign Language Department of the University of El Salvador during the year 2014", "Use of authentic materials through Moodle platform to enhance the listening skill of students of intermediate intensive English I at the Department of Foreign Language of the University of El Salvador " and "Impact of the use of authentic material on the Reading proficiency of students from Reading and Conversation in English Courses at the Foreign Language Department of the University of El Salvador during the year 2014".

To conclude, it is noteworthy that the study of this topic is of much interest nowadays since in this year has increased its research on different approaches as it can be noticed with the research topics above, and of course, this will all improve the wealth of study of the University of El Salvador.

B. Description of the problem

It can be said that to be able to improve the reading skill at the Language Skill Development Area, teachers as well as students have a very useful tool which it is the authentic materials since these materials contains many advantages for the learners,

some of them are: having a positive effect on student motivation, giving authentic cultural information, exposing students to real language, relating more closely to students' needs, and supporting a more creative approach to teach.

It was known through a diagnosis made before the research that teachers from the Foreign Language Department of the University of El Salvador use authentic materials in the development of their English classes. So that, the research team looks for determining how the authentic materials are used by teachers when working with the reading skill. Also, it searches for knowing if teachers are informed with theory related to the appropriate use and many aspects to deal with authentic materials. To conclude, this topic is interesting to research since most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process.

C. Objectives

General objective

- To find out how the use of authentic materials is done by teachers of Advanced Intensive English I, from the Foreign Language Department, University of El Salvador, when developing the reading skill of the students of that level during the semester II, year 2014.

Specific objectives

- To determine how is the use of the authentic materials to reading by teachers.
- To determine which the most used technique in Advanced Intensive English I is for teachers to implement in nowadays classes when using authentic materials to develop the reading skill.
- To determine which the most used guideline in Advanced Intensive English I is for teachers when they use authentic materials in the improvement of the reading skill.

- To determine which the most consulted source in Advanced Intensive English I is for teachers when using authentic materials to improve the reading skill.

D. Research questions

This study investigated the use of authentic materials by teachers to enhance the reading skill of students of Advanced Intensive English I from the Foreign Language Department (FLD), whether the teachers' use is the one said by theory about it, the most used techniques and guidelines when using them, and sources they consult mostly. More specifically, this study aimed at answering the following research questions.

1. What is the role of a teacher of Advanced Intensive English I of the FLD when using authentic materials in developing the reading skill?
2. Do the teachers of Advanced Intensive English I of the FLD have a criterion for using authentic material in reading?
3. Do students of Advanced Intensive English I of the FLD work individual, in pairs, or groups when teachers implement authentic materials' activities in reading?
4. Do the teachers of Advanced Intensive English I of the FLD prepare games with the use of authentic materials? Which one(s)?
5. Do the teachers of Advanced Intensive English I of the FLD work the authentic materials texts following the steps: Pre-reading, While-reading and Post-reading?
6. Do the students of Advanced Intensive English I of the FLD process the authentic materials texts Top-Down and Bottom-Up ways?
7. How often do the teachers of Advanced Intensive English I of the FLD use internet materials to develop the reading skill in the class?

8. Do the teachers of Advanced Intensive English I of the FLD prefer articles from the internet or printed materials like: newspapers, magazines, brochures, circulars, pamphlets, menus, advertisements, instructional manuals, posters, etc?

E. Justification

The research team wanted to carry out an investigation about “The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I” since according to previous theory investigated by the research team. Those materials are defined as real life texts, not written for pedagogic purposes and which give the reader or in this case students, the opportunity to gain real information while increasing their motivation for learning by exposing them to “real” language”. Also it is important to mention the variety of advantages that these materials offers to the learners, like for example: according to Berardo (2006:64), he lists some of the advantages of using authentic materials as follows: 1) Having a positive effect on students motivation, which can be done by meaning of 2) the exposure of the real language: they are exposed to real discourse, as in videos of interviews with famous people, and this is considered other advantage as well; 3) to give authentic cultural information, this help students to learn not just the language but also the cultural behavior of native speakers; another advantage is 4) to relate more closely to students’ needs, it can be cited (Sanderson, 1999) who wrote that “Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.

As teachers, we are educators working within the school system, so education and general development are part of our responsibilities”. Besides, it can be said that authentic materials can encourage reading for pleasure because this type of materials are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in

class, and not only that but also there is a support for more creative approach to teaching when using authentic materials.

Therefore, this research carried out from April 2014 to December 2014, provides detailed information on methodology about the appropriate use of authentic materials since the research team showed the way how teachers of the Advanced level of Licenciatura en Idioma Inglés opción Enseñanza at the Foreign Language Department were using those materials when developing the reading skill because there is not any other study about this topic and by which it seeks to make a diagnosis research to be carried out further studies.

F. Delimitation of the problem

The topic that lead this research is “The use of authentic materials by teachers to enhance the Reading skill”, which was carried out at the University of El Salvador, Foreign Language Department (FLD), in the career of Licenciatura en Idioma Inglés opción Enseñanza, and in the Language Skill Development Area of the Advanced Intensive English I, semester II, year 2014.

The research team investigated information about the use of authentic materials in the development of the reading skill and by the meaning of that information, later on, there was graded the preparation of teachers from the FLD in the use of those materials, to have at the end of the instruments analysis some findings that point to conclusions and recommendations.

II. THEORETICAL FRAMEWORK

Language is an important part for the human being due to it is a mean to communicate ideas or thoughts and that communication can be done in many different languages. For many years, English has become a language many people concern. For that reason, the teaching learning process with English as a foreign language has become a very significant point to take into account. There is a great demand to learn English in the world and in our country nowadays due to better work offers and better payments if the employee speaks English. That is why there are several schools with bilingual classes at all; many universities and institutions provide the English languages with careers with the option to teach as well by considering the needs and demands in nowadays society.

This research paper focuses on the use of authentic materials by teachers to enhance specifically the reading skill of students of Advanced Intensive English I, and in this way, according to Alderson, his definition of reading is “...*an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed (2000:28).*” However, this meaning of reading differs from other author or people opinions, since for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. It is important to mention that reading always has a purpose, so it is something that it is done every day, like an integral part of the daily lives.

1.1 Definition of authentic materials

Consequently it is worth mentioning the definition of authentic materials, and in this case it can be said that there are a lot of meanings for authentic materials, like 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).

1.2 Reasons for using authentic materials

Nowadays each individual is facing fiercer competition in this century than ever before, for that reason it is needed to equip the learners with the modern qualifications today makes it compulsory to increase the quality and standard of education instructed to students. To achieve this necessity, teachers should be more creative with teaching their classes by implementing different and effective teaching-learning strategies in and out of class, and for doing the above and accomplish better understanding, teachers should establish an authentic learning environment and use authentic materials in class. It is said that the more there is a relationship with the real world where students live, the more a lesson gains authenticity, which is stated by Newmann and Wehlage (1993). Besides, there are listed some reasons further elaborated by Philips and Shettlesworth (1978), Clarke (1989), Peacock (1997) which are (cited in Richard, 2001):

1. They have a positive effect on learner motivation.
2. They provide authentic cultural information.
3. They provide exposure to real language.

4. They relate more closely to learners ' needs.
5. They support a more creative approach to teaching.

1.3 Types of authentic materials

In many of the consulted research they are mentioned some sources and authentic materials used by EFL/ ESL teachers. According to Gebhard (1996) some of his examples of authentic materials, which may serve as source material for lesson planning, are shown below:

1. Authentic Listening/ Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, inkblots, postcard pictures, wordless picture books, stamps, and X-rays.
3. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
4. Realia ("Real world" objects) Used in EFL/ESL Classrooms: coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

1.4 Advantages of using authentic materials

Even for some teachers it is needed extra time in planning classes with the use of authentic materials, this involved time is well worth it. Actually, using authentic materials provide with a variety of advantages. According to Brinton (1991), these materials and media can reinforce for students the direct relationship between the language classroom and the outside world. It can be mentioned that when lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself. This type of implementation offers students a valuable source of language input and they are not being exposed only to the language presented by the text and the teacher.

1.5 Disadvantages of using authentic materials

On the other hand, authentic materials have disadvantages that should be considered. By using authentic texts, language might be too difficult for learners and these situations could lead to decreased learner motivation and do not obtain the expected learning results. Besides, the use of authentic materials it is very time consuming for teachers to find right kinds and develop effective activities to meet the pedagogic purposes since selection these materials it is very important to get good results and accomplish the established objectives.

1.6 Criteria to choose authentic materials

The way of selecting authentic materials it is very important since the appropriate use of them can help teachers and students to obtain the objectives for the lessons. Therefore, according to McGrath (2002) there are eight criteria to be considered when choosing appropriate authentic texts. These are:

- 1) Relevance to course book and learners' needs
- 2) Topic interest

- 3) Cultural fitness
- 4) Logistical considerations
- 5) Cognitive demands
- 6) Linguistic demands
- 7) Quality
- 8) Exploitability

Besides to the above, as said by (Nuttal, in Sacha n.d.) there are three main criteria used to choose and access texts to be used in the classroom: "suitability of the content, exploitability and readability." By providing the definition for each of these criteria, it can be said that suitability is the regarded as the most important one, since it means that reading materials must arouse the learners' interest, meet their needs and motivate them. The criterion of exploitability stands for the way in which the text is used to develop the reading competence of learners, while readability refers to the difficulty and complexity of a text. It is recommended that the reading text must not contain too difficult or demanding words and structures; it should always to be related to the students' level, trying not to induce them to a decrease of motivation if they do not understand any learning situation.

It is stated two more important criteria according to Berardo (2006), that must also be taken into account by teachers when selecting authentic materials, which are: variety and presentation. So it is very important to use different types of texts which help to make the reading tasks more interesting for learners. Also, the presentation of those materials in an authentic context is a key element to attract learners' attention and interest, and which can be defined as using colored pictures, diagrams, photos, etc. Although some teachers differ that they cannot teach only using authentic materials, the suggestion is that they can teach the assigned tasks in the course book, but use authentic materials to support and enhance students' learning (Foppoli (2006)

1.7 Teachers' roles when using authentic materials

It is very essential the role a teacher plays in the teaching-learning process as well during the development of a class since they are in charge of create ideal settings to carry out a better students' learning. According to (Maley:1986) "Teachers can no longer be regarded as possessing sacrosanct knowledge which they dispense in daily doses to their docile flock". Therefore, there can be mentioned some important roles that teachers play mostly when using authentic materials.

- Controller: Based on the Jeremy Harmer (2004) definition, this role is when teachers are in charge of the class and of the activity taking place. Likewise, controllers take some specific rolls like for example of telling students things, organizing drills, reading aloud, and in various other ways exemplifying the qualities of a teacher-fronted classroom. However, Harmer (2004) states that there are times as well when acting as a controller makes sense such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session. Therefore, the role of controller is considered the most common teacher role in many educational contexts.
- Resource: This is a very important role that a teacher should play when using even authentic materials since many times with this kind of material students may ask how to say or write something or what a word or phrase means. In addition, there are some times when students might want to know information in the middle of an activity about that activity or they might want information about where to look for something, and it is where teachers can be one of the most important resources students have. Harmer (2004) suggests that what teachers should be able to offer is guidance as to where students can go to look for the information they need but it is essential to provide the help students require; otherwise they may begin to lose confidence in the teacher.

- Observer: According to Harmer (2004) teachers need to be able to work and observe simultaneously, listening, watching, and absorbing so that they can create the best kind of rapport between themselves and their students. Besides, by playing this role, teachers watch in order to judge the success of the different materials and activities which if it is needed, they can make some changes when using them in future lessons, so that, it can be said that teachers do not only observe students in order to give feedback. On the other hand, even when acting as controllers, giving feedback or organizing students, teachers need to be observing at the same time too.

III. TYPE OF STUDY

To carry out this research, it was used the descriptive study due to this type of study was which allowed the researchers the interaction with the population involved in the investigation. Descriptive studies imply surveys or interviews to gather the needed data. However, in this type of study it can be no interaction by means of observations to people or environments implicate in the data gathering process.

Therefore, it can be said that through the descriptive study the research team could determine and show the way teachers are using the authentic materials when developing the reading skill in the students of the advanced level. Its function was to describe how teachers of Advanced Intensive English I used this kind of materials, taking into account the place and during a period of time, which in this case were the Foreign Language Department, University of El Salvador during the semester II, year 2014.

The research design used in this investigation was non-experimental, trans-sectional design since data were gathered at a single time, with the purpose of describe variables, and analyze their impact and interaction in a given time.

The methodology applied in this research work was mixed, under the quantitative and qualitative approaches. These approaches carried out observations and evaluation of phenomena, established assumptions or ideas as a result of observation and evaluation conducted and demonstrated the degree to which the assumptions or ideas were justified, revised assumptions or ideas on the basis of evidence or analysis. On the other hand, the sample population was non-probabilistic criteria. And the techniques used were: observation, interviews and surveys with the help of instruments: observation guide, checklist and questionnaires.

IV. HYPOTHESES

A. Hypotheses

In the current work the research team wanted to carry out an investigation about the use of authentic materials by teachers from the advanced intensive English I courses from the Foreign Language Department at the University of El Salvador in the enhancement of the reading skills in the students. The hypothesis for this research work is that the teachers of Advanced Intensive English I were using the authentic materials during the semester II, year 2014, based on the theoretical criterion according to the theory and other researchers' recommendations when developing the reading skills in students of the advance I level.

B. Conceptual definition of variables

-Authentic materials: According to Nunan (1989): are “any materials which has not been specifically produced for the purpose of language teaching.”

C. Operational definition of variables

-Newspapers: Based on the Cambridge Dictionaries Online, it is a regularly printed document consisting of large sheets of paper that are folded together, or a website, containing news reports, articles, photographs, and advertisements.

-Magazines: According to the Dictionary.com, it is a publication that is issued periodically, usually bound in a paper cover, and typically contains essays, stories, poems, etc., by many writers, and often photographs and drawings, frequently specializing in a particular subject or area, as hobbies, news, or sports.

-Brochures: A definition found it in Wikipedia, the free encyclopedia, says that they are advertising pieces mainly used to introduce a company or organization and inform about products and/or services to a target audience. Brochures are distributed by radio, handed out personally or placed in brochure racks. They may be considered as grey literature. They are usually present near tourist attractions.

-Circular: is a printed sheet (such as an advertisement) that is given or sent to many people at the same time, according to the Merriam Webster Dictionary.

-Pamphlet: is an unbound booklet (that is, without a hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths (called a *leaflet*), or it may consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book, definition found in Wikipedia, the free encyclopedia.

-Menu: is a presentation of food and beverage offerings in a restaurant, according to Wikipedia, the free encyclopedia.

-Advertisement: According to the Merriam Webster Dictionary, it is something (such as a short film or a written notice) that is shown or presented to the public to help sell a product or to make an announcement

-Instruction manual: Based on the Collins Dictionary, it is a booklet or book, usually accompanying an appliance, device, computer game or vehicle, which contains written guidelines informing how to use it.

-Poster: A definition found in the Cambridge Dictionaries Online says that it is a large printed picture, photograph, or notice that you stick or pin to a wall or board, usually for decoration or to advertise something.

-Movies: According to Wikipedia, the free encyclopedia, they are also known as films, and are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn).

-Literature's books: are written material such as poetry, novels, essays, etc., especially works of imagination characterized by excellence of style and expression and by themes of general or enduring interest, definition from the Free Dictionary by Farlex.

V. RESEARCH DESIGN

At the beginning of this research work, pilot tests such as previous interviews were carried out to start to inquire about the research topic. The purpose of that was to collect information to initiate the development of the project profile and likewise to determine how accessible would be population for data collection.

As research instruments there were used an observation guide for the observations, which was divided into the three stage for the development of reading activities (pre-reading, while-reading and post-reading) and also there were separated the activities to be performed by the teacher and the students, which were marked as done or not. The research team' members used this instrument to determine how teachers of Advanced Intensive English I used the authentic materials when developing the reading skill of the students of that level in the Foreign Language Department, University of El Salvador during the semester II, year 2014.

There were elaborated a questionnaire guide to carried out the interviews to the teachers. Such interviews were made orally and were recorded to be used as reference when the analysis was realized. Likewise, this was performed to gather all possible information regarding to the methodology and to the way teachers used authentic materials.

Finally to administer the surveys to students a checklist was addressed to them which contained 19 statements related to the research topic with four options of answering. This instrument was conducted to gather specific data from the students' point of view and to triangulate with the observations and the teachers version about their use of the authentic materials.

It is important to mention that after gathering all the information and data from observations, surveys and interviews, a deep analysis of those instruments was made. The results obtained were used to make a triangulation between teachers' opinions

about how they use the authentic materials in the development of the reading skill, the observations, and the students' opinions about the same inquiry of the teachers' use of those materials.

VI. POPULATION AND SAMPLE

A. Population

This study was carried out in the Foreign Language Department of the Main Campus of the University of El Salvador, during the semester II, year 2014. In this investigation, the population was teachers of Advanced Intensive English I and students of that level, distributed into 3 groups.

B. Sample

The sample was non-probabilistic since there were obtained not all the permissions to administer the instruments, as interviewing just to 4 teachers of 8 of them that taught the Advanced Intermediate English I courses in the Foreign Language Department, and were made 3 class observations of 8 groups of class for that level, two of which were possible to two of the teachers interviewed. Also, there were administered surveys to 82 students distributed into 3 groups, which were one group of 23, the other of 30 and one group more of 29.

VII. DATA GATHERING PROCESS

A. Research instrument(s)

a) Guide for teachers' interviews:

UNIVERSIDAD DE EL SALVADOR
School of Sciences and Humanities
Foreign Language Department

Interview to Teachers

Objective: To gather information to carry out the research project called "The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I from the Foreign Language Department, University of El Salvador, Semester II, year 2014"

Instructions: Answer the following questions.

1. Do you consider important developing the reading skill of Advanced English students? Why?
2. Do you use authentic materials for developing this skill in your course?
3. What is the role of a teacher when using authentic materials in developing the reading skill?
4. Is there a criterion for using authentic material in reading?
5. Do your students work individual, in pairs, or groups when implementing authentic materials' activities in reading?
6. Have you ever prepare a game with the use of authentic materials? Which one(s)?
7. Do you work the authentic materials texts following the steps: Pre-reading, While-reading and Post-reading?
8. Do your students process the authentic materials texts Top-Down and Bottom-Up ways?
9. How often do you use internet materials to develop the reading skill in the class?
10. Do you prefer articles from the internet or printed materials like: newspapers, magazines, brochures, circulars, pamphlets, menus, advertisements, instructional manuals, posters, etc.?

b) Guide for students' surveys:

UNIVERSIDAD DE EL SALVADOR
School of Sciences and Humanities
Foreign Language Department

Encuesta dirigida a Estudiantes

Objetivo: Recolectar información para llevar a cabo el proyecto de investigación cuyo tema es: "The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I from the Foreign Language Department, University of El Salvador, Semester II, year 2014"

Indicaciones: Marcar con una "X" la opción que considere conveniente según la aseveración.

STATEMENTS	OPCIONES DE RESPUESTA			
	Siempre	Casi siempre	Algunas veces	Nunca
1-El maestro da indicaciones antes, durante y después de una actividad de lectura.				
2-El maestro promueve actividades de conocimiento previo de un tema antes de iniciar una lectura.				
3-El maestro controla la clase cuando trabajan con otros materiales que no son el libro de texto o Workbook.				
4-El maestro proporciona información significativa de ayuda para el desarrollo de una actividad de lectura antes de iniciarla.				
5-El maestro realiza actividades de predicción según el título de lecturas.				
6-El maestro anima a los estudiantes a través de indicaciones cuando trabajan con material que no es el libro de texto.				
7-El maestro verifica y amplía los conocimientos adquiridos en un ejercicio de lectura.				

8- El maestro promueve el trabajo grupal en actividades que no son con el libro de texto o Workbook.				
9- El maestro promueve el trabajo en pares en actividades que no son con el libro de texto o Workbook.				
10- El maestro promueve el trabajo individual en actividades que no son con el libro de texto o Workbook.				
11- El maestro presenta actividades de lectura de artículos de periódicos en Inglés.				
12- El maestro desarrolla actividades con revistas en Inglés.				
13- El maestro lleva a cabo actividades con circulares en Inglés.				
14- El maestro presenta actividades con folletos en Inglés.				
15- El maestro desarrolla actividades con menús en Inglés.				
16- El maestro lleva a cabo actividades con catálogos en Inglés.				
17- El maestro presenta actividades con anuncios en Inglés.				
18- El maestro desarrolla actividades con manuales de instrucciones en Inglés.				
19- El maestro lleva a cabo actividades con carteles en Inglés.				

c) Guide for observations of classes:

UNIVERSIDAD DE EL SALVADOR
School of Sciences and Humanities
Foreign Language Department

Guía de Observación

Objetivo: Recolectar información para llevar a cabo el proyecto de investigación cuyo tema es: “The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I from the Foreign Language Department, University of El Salvador, Semester II, year 2014”

Indicaciones: Marcar con una “X” la opción que considere conveniente según la aseveración.

<u>ACTIVITIES</u>	Students	Teacher
Pre-Reading	Student’s initiative and interaction is emphasized.	The teacher gives direction before, during and after reading.
	Work in contents prediction.	Teacher provides tasks intended to construct background knowledge.
	Work in activities of grammar and vocabulary.	Teacher controls the class.
	Scan for certain information such as simple vocabulary, times, places, dates, and locations	Teachers give students meaningful pieces of information that they would encounter in the reading.
While-Reading	Students work on their own.	The teacher encourages students through prompts, without giving answers.
	Students interact in the text.	Teachers take the learners through the reading.

	The student assumes total responsibility for developing reading ability.		Teacher aims at general perception.	
	Work in meaningful parts of selection.		Teacher encourages the learner to be flexible and active reader.	
Post-Reading	Learners discuss and analyze issues presented in the reading.		Teacher aims at comprehension check.	
	After interacting with the reading, reflect, argue and give their points of view.		Teacher verifies and expands the knowledge acquired in the reading.	
	Students write an essay or a summary.		There are questions that follow the text.	

B. Data gathering plan

There were elaborated letters for each teacher in charge of the 8 groups of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014, in which permission to administer the instruments was requested, and those instruments consisted of a class observation, survey for the group of students and an interview to teachers.

It is important to mention that the research group decided to choose students from Advanced I level since in that level the reading skill can be better developed with authentic material, those materials are suitable to use them with students in that level. Likewise, after gathering the information through interviews, surveys and observations, the researchers put the information in the data base to analyze the answers and get the results for the research questions.

VIII. DATA ANALYSIS

A. Data base

For the gathering of the data needed in the development of this research work, the research team elaborated three instruments to be administered to different population. First of all, there was a class observation to three groups of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014. Also, there were administered surveys to students, which could be possible just in three of the 8 enrolled groups, having 82 students as a total of population for that instrument, and distributed in one group of 23, the other of 30 and one group more of 29. Finally, the research team carried out interviews to four teachers of that level.

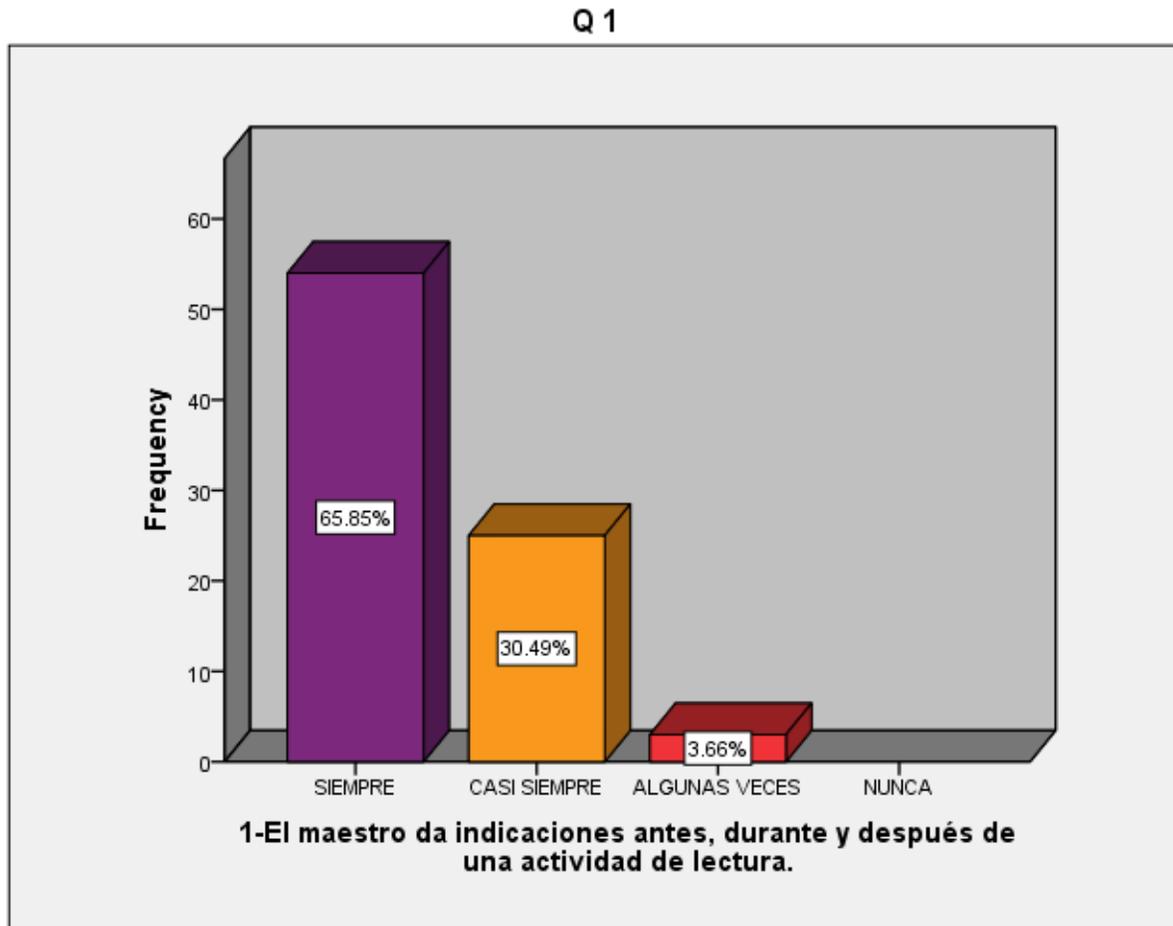
There was created a data base, elaborating a table for two of the instruments. So that, the teachers' answers for the interviews were typed in a chart for their better analysis. Likewise, there were introduced the data of each observation guide, which later were analyzed as well. On the other hand, the surveys of the students were worked in the IBM SPSS Statistics 20 program, where there were created graphics for some of the answers that mostly support this research.

B. Statistical procedures

In this study, it was used quantitative data, which was related to the data analysis of the survey and the observation guides. It is noteworthy that these instruments were made by using descriptive statistics. Therefore, the data was statistically analyzed to guarantee a level of reliability. Results provide clear evidence of how variables provide a significant contribution to the points made throughout research, and are presented below. Finally, it can be said that it was made the univariate analysis in order to measure the degree of relationship between variables.

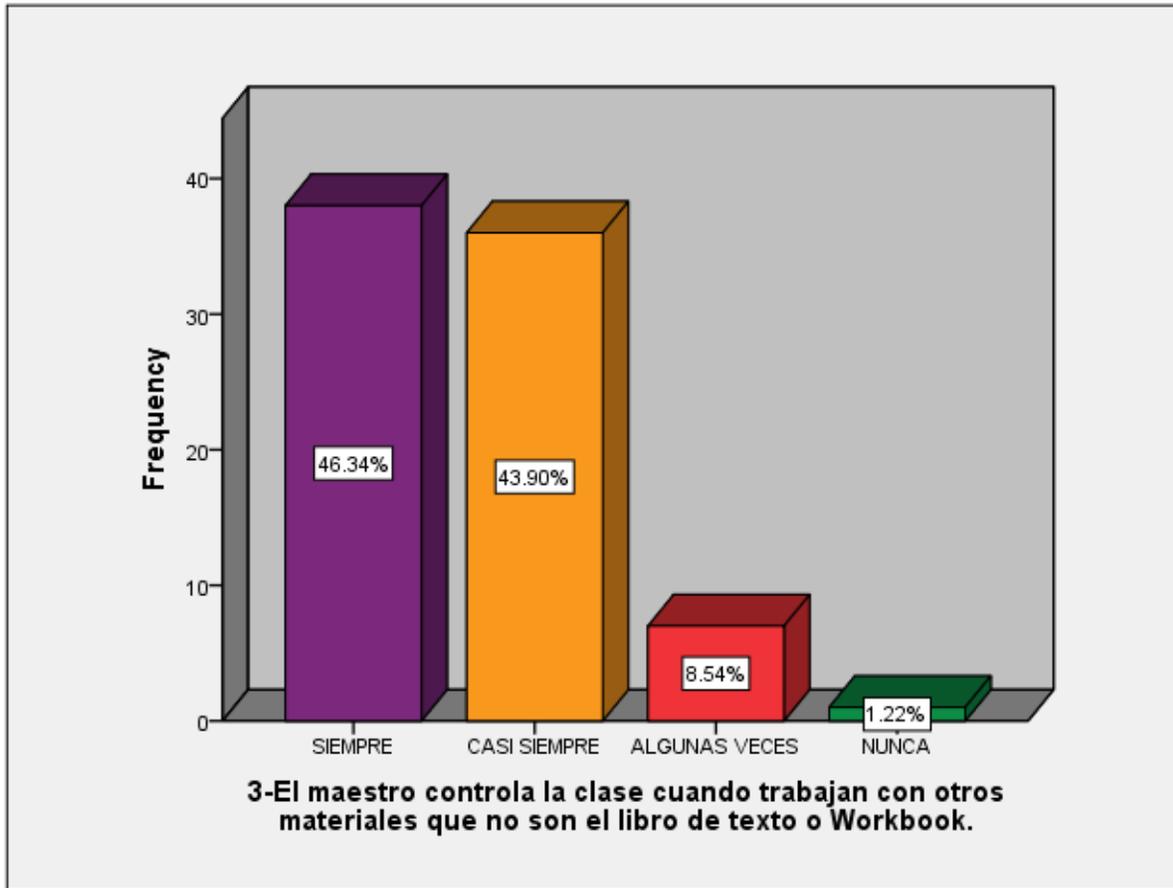
C. Data analysis

Univariate analysis



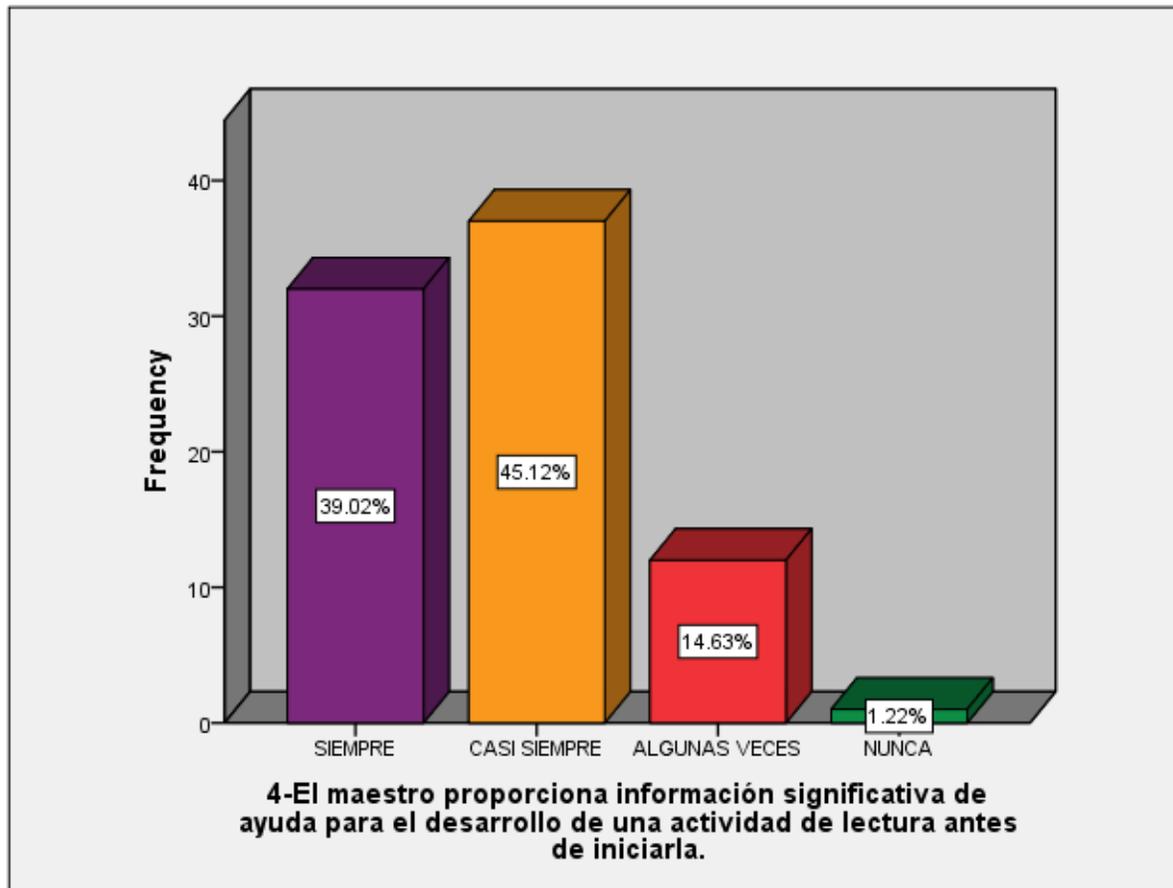
It can be observed that the frequency which teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 provide indications before, during and after reading activities is mostly always with a 65.85% and almost always with a 30.49%. It shows that teachers are like resources for students since they help students when needed.

Q 3



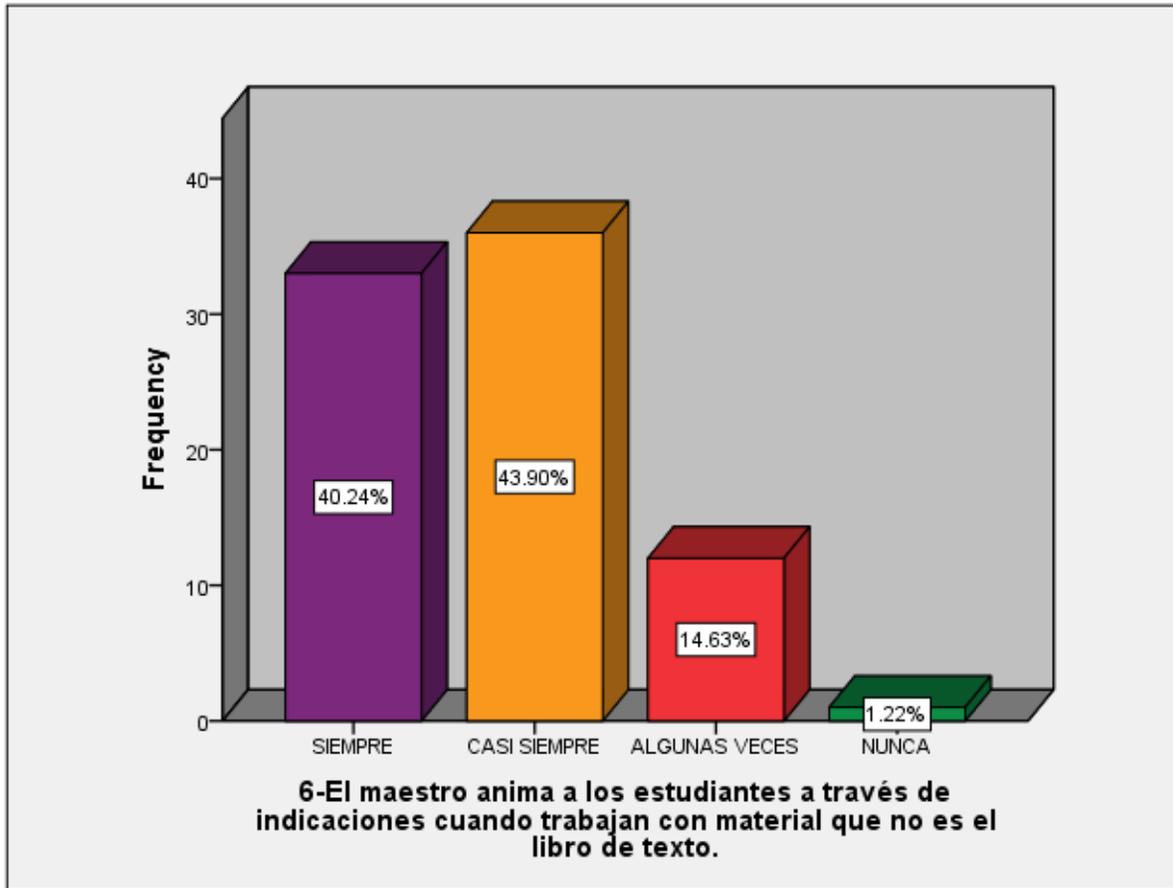
As shown in the graphic, teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 control the class when working with authentic materials in the frequency of always or almost always with a percent of 46.34% and 43.90% respectively.

Q 4



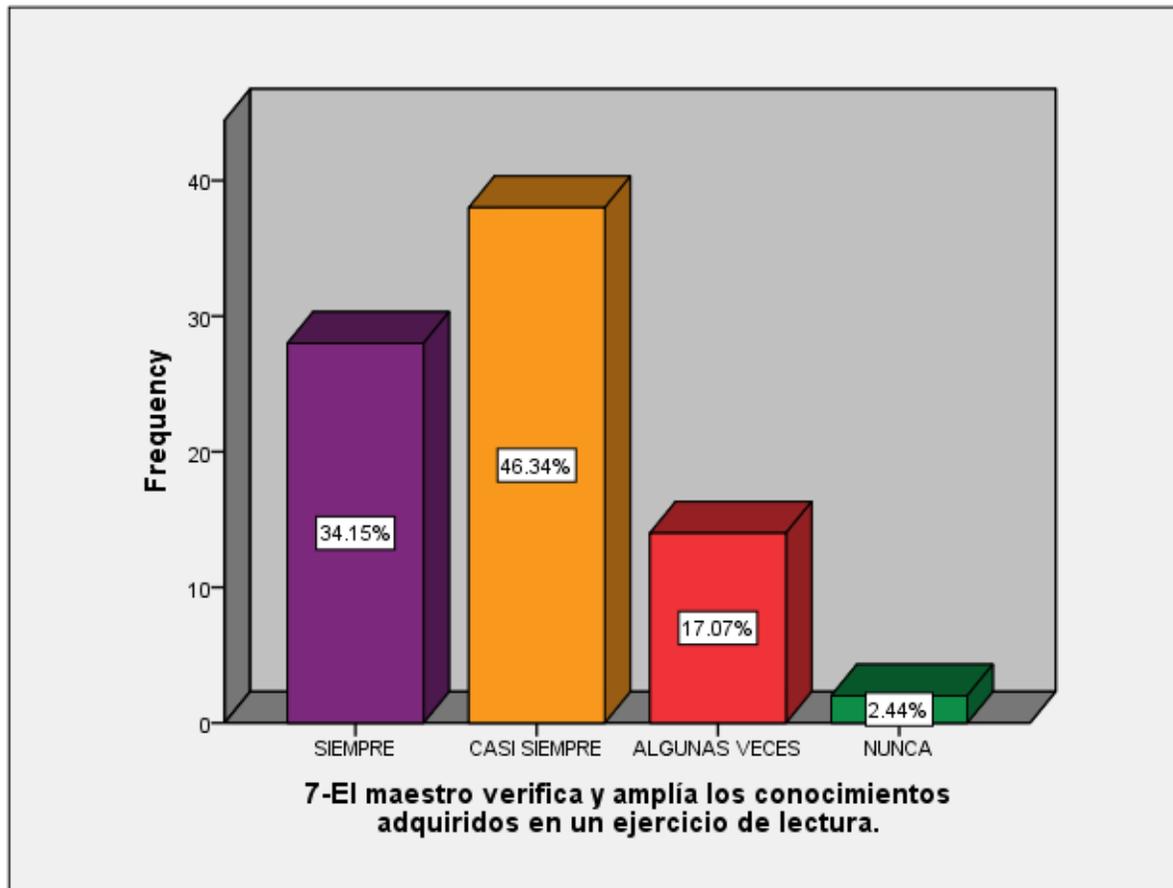
In the graphic can be observed that teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 always (39.02%) or almost always (45.12%) provide significant information that helps students to the development of a reading activity before to start, it means that teachers play the role of a resource for students.

Q 6



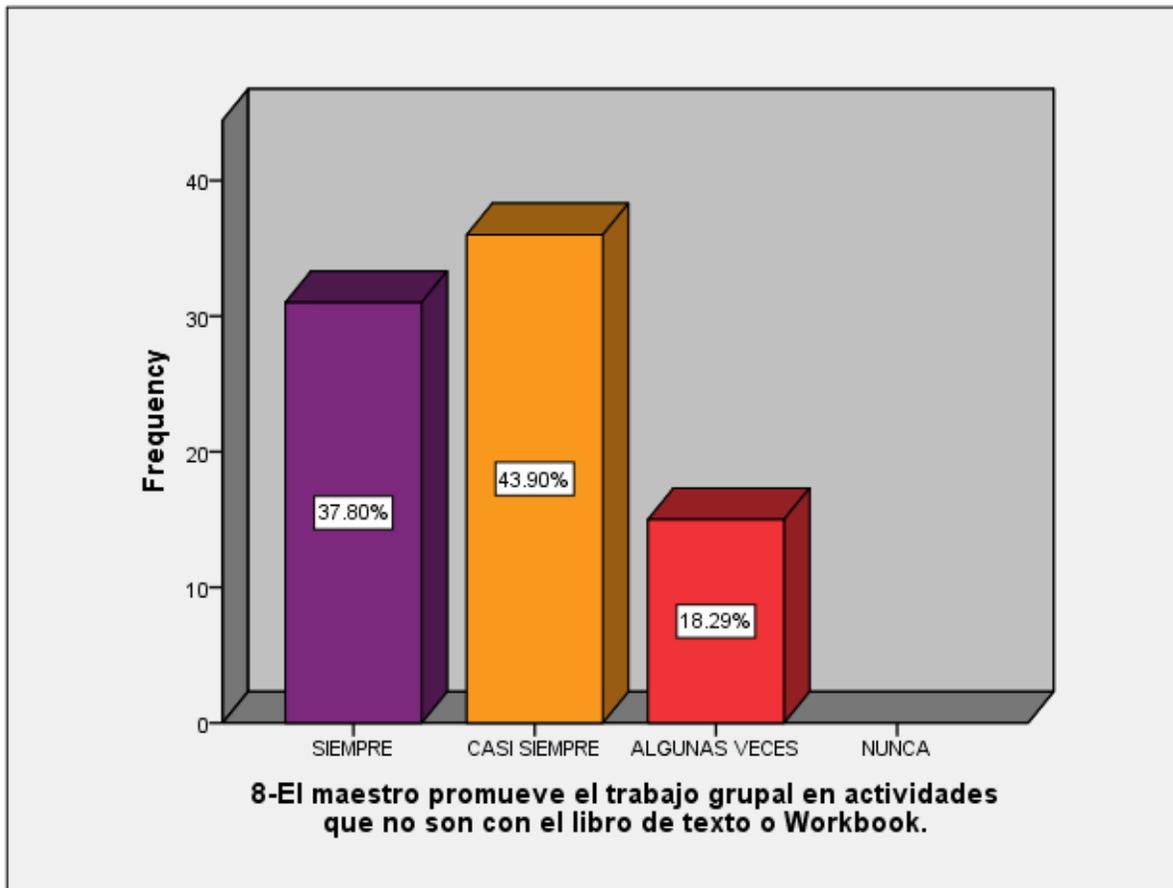
According to the students' opinions, this graphic shows that teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 always (40.24%) and almost always (43.90%) encourage them through indications when working with materials others than their text book. Therefore, it can be stated that teachers play the role of observer since they mostly are in charge of listening, watching, and absorbing so that they can create the best kind of rapport between themselves and their students, and also they encourage students to work by themselves to develop their skills.

Q 7



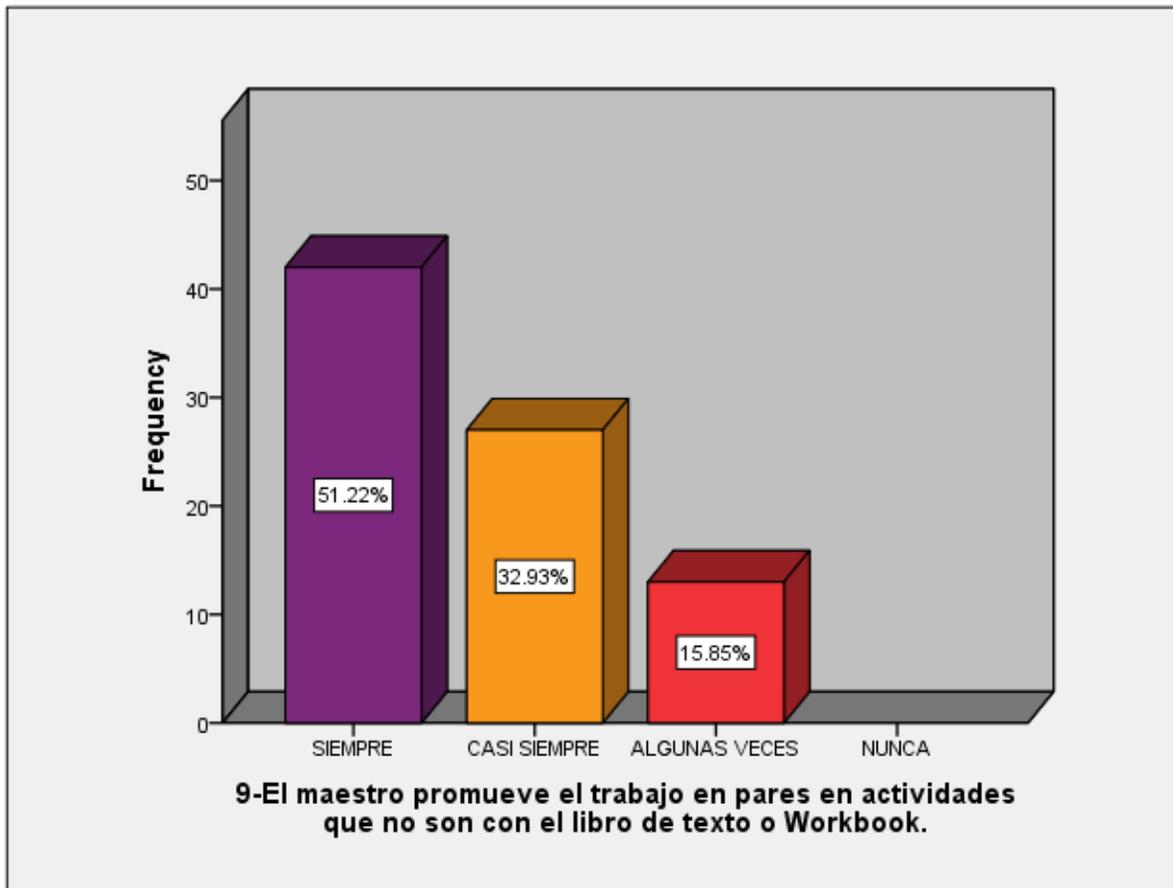
Due to the data above, it can be stated that teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 are observers in their classes since they verify and expand knowledge acquired in reading exercises with the frequency of always (34.15%) and almost always (46.34%).

Q 8



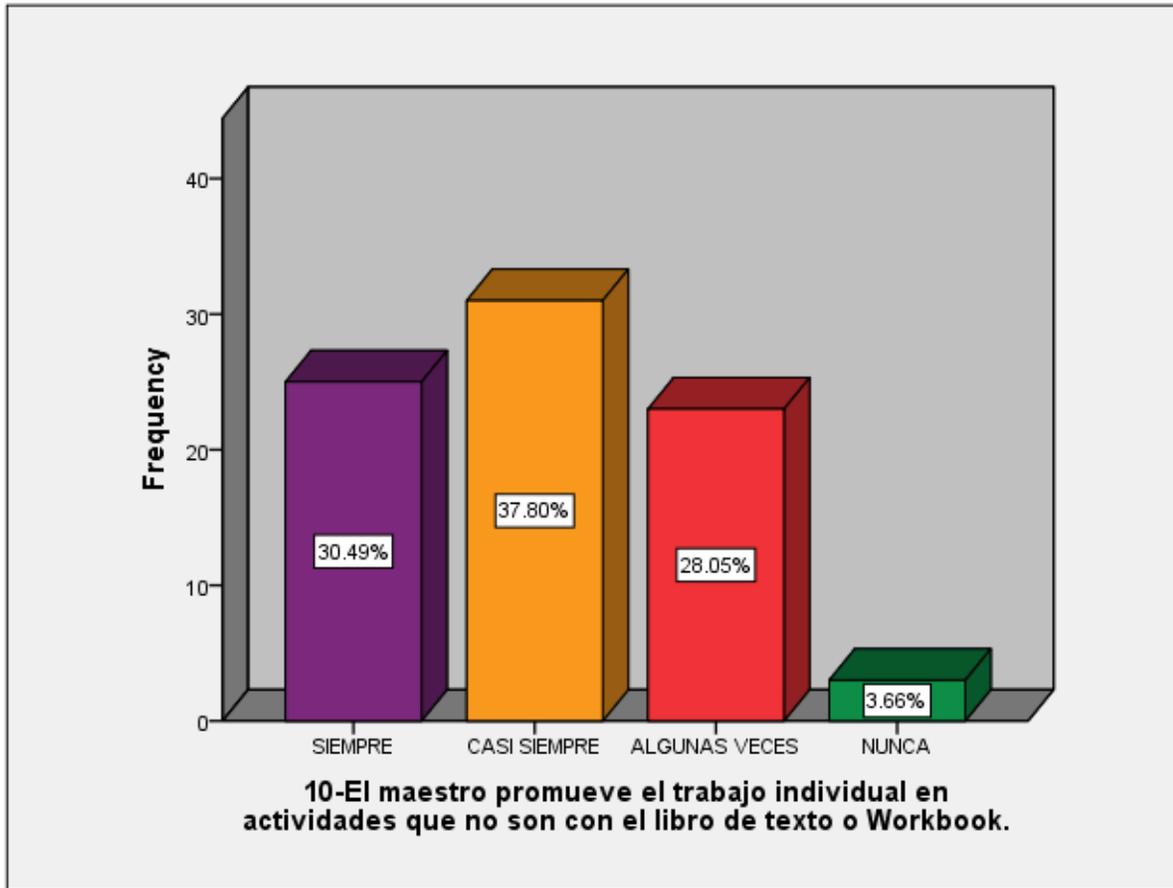
It can be observed that the frequency which teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 promote the group work in activities others than with the use of the traditional Students' book or Workbook is mostly always with a 37.80% and almost always with a 43.90%. It shows that teachers have students working mostly in groups.

Q 9



The information in the graphic shows that teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 promote the pair work when students work with their text book or workbook, with a frequency of always (51.22%) and almost always (32.93%). It means that pair work is a way that these teachers tend to use.

Q 10



According to the data above, teachers of Advanced Intensive English I from the Foreign Language Department, of the Semester II, year 2014 promote the individual work in activities that are not with their text book or workbook but not with a high percentage of frequency.

IX. FINDINGS

A. Hypotheses' test

Having as hypothesis for this research work that teachers of Advanced Intensive English I, from the Foreign Language Department, were using the authentic materials during the semester II, year 2014, based on the theoretical criterion according to the theory and other researchers' recommendations when developing the reading skills in students of the advance I level, the research team can stated that these teachers were using authentic materials by utilizing mostly their own criterion and considerations, however, they know about the theory related to this kind of materials.

B. Answers to the research questions

Based on the data collected, the research team did the analysis of different opinions and ideas about the research topic. Therefore, there were gotten the following answers:

1. What is the role of a teacher of Advanced Intensive English I of the FLD when using authentic materials in developing the reading skill?

It was found out that there was more than one role used by teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 when using authentic materials in developing the reading skill. As a result of this research, it can be said that teachers act as controllers, resources, and observers. Thus, they are controllers since they were in charge of activities with authentic materials when it was needed to provide announcements, give explanations, and when they led a question and answer session. Also, they are resources for the students while working in any activity with authentic materials, when helping them with their understanding even since the moment they choose the material that they are going to use because is when they take into account students' level in order to avoid students' frustration since is very important to keep students motivation in learning. Likewise, teachers have the role of observer during the

class when helping the students with the real vocabulary but encourage them to develop the communication among them.

2. Do the teachers of Advanced Intensive English I of the FLD have a criterion for using authentic material in reading?

According to the teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014' interviews, the research team realized that they have a brief conception about the existence of a criterion for using authentic materials, however they use authentic materials by applying their own criterion which is kind of similar to the one mentioned by McGrath (2002).

3. Do students of Advanced Intensive English I of the FLD work individual, in pairs, or groups when teachers implement authentic materials' activities in reading?

Based on the data gathered, teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 have their students working mostly in pairs, trios or small groups, which according to the theory in a study of Tungesh G.M. (2012), this kind of materials it is better to be worked with the communicative approach since students have information of real situations so they can share their opinions and because they can enjoy better the activity.

4. Do the teachers of Advanced Intensive English I of the FLD prepare games with the use of authentic materials? Which one(s)?

Based on the data that supports this research, most of the teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 use authentic materials just with activities and tasks and do not prepare games with these materials. However, the only game mentioned in one interview is the TIC-TAC-TOC: read and answer questions based on an authentic material text.

5. Do the teachers of Advanced Intensive English I of the FLD work the authentic materials texts following the steps: Pre-reading, While-reading and Post-reading?

According to data gathered, teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 think that it is important to follow those steps in order to get the real sense of the authentic materials text. For that reason, they do it most of the time, but it also depends on the time, content, and the kind of authentic material being used.

6. Do the students of Advanced Intensive English I of the FLD process the authentic materials texts Top-Down and Bottom-Up ways?

By analyzing the data gathered, it can be said that most of the time teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 ask students to process the authentic materials texts top-down and bottom-up ways but in some cases they try it due to the time, content and the kind of authentic material being used.

7. How often do the teachers of Advanced Intensive English I of the FLD use internet materials to develop the reading skill in the class?

Teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 use Internet materials as a useful source to get authentic materials, with a frequency of at least twice a week. According to the class' observation and surveys, they used different materials which were mostly from the Internet but also from other printed sources.

8. Do the teachers of Advanced Intensive English I of the FLD prefer articles from the internet or printed materials like: newspapers, magazines, brochures, circulars, pamphlets, menus, advertisements, instructional manuals, posters, etc?

With the information gathered, it can be said that teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 prefer both, articles from internet and printed materials since both are useful and have their advantages and disadvantages.

C. Most outstanding findings

1. The roles that a teacher of Advanced Intensive English I from the FLD, of the Semester II, year 2014 plays when using authentic materials in developing the reading skill are: controllers, resources, and observers.
2. Teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 have a brief conception about the existence of a criterion for using authentic materials and use authentic materials by applying their own criterion similar to the one mentioned by McGrath (2002).
3. Teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 tend to work with authentic materials mostly by having their students working cooperatively in pairs, trios and small groups.
4. Most of teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 use authentic materials in a formal way since they do not prepare games with these materials.
5. Teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 mostly use the technique of pre-, while-, and post-reading activities when working with authentic materials in reading. These activities are considered parameters to simplify a text and this can be carried out with the text related tasks which is proposed by Berardo (2006). Therefore, they do it as much as possible but depending on time, content, and type of authentic material is being used.

6. Most of teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 ask their students to process authentic materials texts Top-Down and Bottom-Up but students do not do it always.
7. The most consulted source of teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 when using authentic materials is the Internet.
8. Teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 use authentic Internet materials with a frequency of at least twice a week or more than that.
9. Teachers of Advanced Intensive English I from the FLD, of the Semester II, year 2014 prefer as articles from internet as printed materials since both are useful and have their advantages and disadvantages.

X. CONCLUSIONS

1. Teachers' roles

The three main roles that teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 play when using authentic materials to develop the reading skill of students are controller, resource and observer. Based on what Jeremy Harmer says about the role of controller, it can be affirmed that they act this role since they were in charge of activities with authentic materials when announcements needed to be made, when explanations were given, and when they led a question and answer session. And not only that but also they are a resource for the students while working in any activity with authentic materials since they helped them with their understanding even since the moment they choose the material they are going to use because is when they adequate it according to the students' level and in that way students cannot get frustrated which is very important to maintain the students motivation in learning as Harmer states. And they have also the role of observer since they help students with the real vocabulary and encourage them to develop the communication among them.

2. Criterion when using authentic materials

Teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 use authentic materials by applying their own criterion that is kind of similar to the ones mentioned by McGrath (2002) which are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability. The research team concludes that they have a brief conception about the existence of a criterion for using authentic materials.

3. Students work cooperatively the authentic materials

Teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 use authentic materials by having their students working cooperatively in pairs, trios and small groups. Based on the theory in a study of Tungesh G.M. (2012), this kind of materials it is better to be worked with the communicative approach since students have information of real situations so they can share their opinions and because they can enjoy better the activity. It means that the ideal way for students to work is in pairs, trios or even small groups. Therefore, according to the instruments used in the data collection process, the research team realized that teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 do what this theory says.

4. It is taught in a formal way with the authentic materials

Most of the teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 use authentic materials in a formal way since they do not prepare games with these materials. However, the theory suggests that teachers should be creative in nowadays classes to have a better achievement of objectives and attractive classes. For developing a class it could be included some games which can be also developed with the use of authentic materials, like for example the TIC-TAC-TOC: read and answer questions based on an authentic material reading. The previous example was provided by an interviewed teacher, while the others said that they have never prepared a game with this kind of materials, just activities or tasks.

5. Teachers' technique when using authentic materials

The technique that teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 mostly use is pre-, while-, and post-reading activities when working with authentic materials in reading. The previous activities are considered parameters to simplifying a text and this can be carried out with the text related tasks which is proposed by Berardo (2006). According to the teachers' opinions, it is important to follow those steps in order to get the real sense of the authentic materials text. For that reason, they do that most of the time, but it also depends on the time, content, and the kind of authentic material is being used.

6. Guideline to use authentic materials

Most of the teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 have as guideline to select the authentic materials according to the criterion they know, they adequate those materials to their students needs and level and they bring them to the classroom. There, teachers ask students to process texts in two ways, either Top-Down or Bottom-Up. Berardo (2006) wrote in his study "THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF READING" that Bottom-up processing is when the reader builds up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax, while Top-Down processing is the opposite, where a global meaning of the text is obtained, through "clues" in the text and the reader's good schema knowledge. It means that top-down is when predicting the meaning and bottom-up is when checking it and the two are therefore complementary ways of processing a text. Teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 considered that even they ask their students to do this, students do not do it always.

7. Teachers' sources of authentic materials

The most consulted source of teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 when using authentic materials is the Internet. Berardo (2006) mentions that sources of authentic materials that can be used in the classroom are infinite, and one of the most useful is the Internet, which he defines as a modern day reality that most students use and for teachers, there is easier access to endless amounts of many different types of material. Therefore, it can be concluded according to the instruments used in the data collection process that teachers of Advanced English I, from the FLD of the University of El Salvador, semester II of the year 2014 use Internet as a source to get authentic materials, however they also consult other printed sources as well, since they think that both types of sources are useful and have advantages and disadvantages.

XI. RECOMMENDATIONS

After the analysis of the results and by creating the conclusions for this research work, it can be recommended the following:

1. Teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 could implement some others roles at the moment of using authentic materials to develop the reading skill of students.
2. Teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 should take into account the criterion provided by authors about the use of authentic materials for better performance and results.
3. Teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 should continue having their students to work in cooperative way: in pairs, trios, and small groups when using authentic materials in class.
4. Teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 should try to implement some games with the use of authentic materials when developing the reading skill, so that, their classes can become more attractive and students can enjoy by having fun.
5. Teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 should continue using the technique of pre-, while-, and post-reading activities with authentic materials since these are parameters to simplify a text.

6. Teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 should continue using a guideline in the use of authentic materials to have good results in the reading skill.

7. Teachers of Advanced English I, from the Foreign Language Department (FLD) of the University of El Salvador, semester II of the year 2014 should continue taking advantage of the Internet since it is a modern tool and has an easy access to get authentic materials.

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ANNEXES: Annex A

A summarize of advantages and disadvantages of the authentic materials use is provided in the following table:

AUTHENTIC READING MATERIALS	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">-“Real” language exposure with language change/variation being reflected.-Students are informed about what is happening in the world.-Textbooks tend not to include incidental/improper English and become outdated very quickly.-The same piece of material can be used for different tasks.-Ideal for teaching/practicing mini-skills-skimming/scanning.-Contain a wide variety of text types, language styles not easily found in conventional teaching materials.-Encourage reading for pleasure, likely to contain topics of interest.	<ul style="list-style-type: none">-Often too culturally biased, difficult to understand outside the language community.-Vocabulary might not be relevant to the student's immediate needs.-Too many structures are mixed so lower levels have problems decoding the texts.-Special preparation is necessary, can be time consuming.-Can become outdated easily, e.g. news stories, articles.

From The Reading Matrix, Vol. 6, No. 2, September 2006, THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF READING, Sacha Anthony Berardo

Annex B -Research Project Proposal

**University of El Salvador
School of Sciences and Humanities
Foreign Language Department**



Research Topic: The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I from the Foreign Language Department, University of El Salvador, Semester II, year 2014

Research Group's members:

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University City, October 29th, 2014

I. INTRODUCTION

By meaning of this document the research group will show how important is to carry out an investigation about “The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I.” The investigation will be carried out from April 2014 to December 2014 and it will provide detailed information on the use of authentic materials by teachers in the improvement of the reading skill to the advanced level students of Licenciatura en Idioma Inglés opción Enseñanza at the Foreign Language Department in the Main Campus of the University of El Salvador during the semester II, year 2014.

The research proposal will consist of three chapters. Chapter I, it will include the statement of the problem, the justification for conducting the investigation, the objectives to be achieved, and the theoretical framework. Chapter II that will be made up of the analysis and interpretation of data gathered through the application of the instruments in regards to the use of authentic materials by teachers in the reading skill, the limitations and the discussion of results. Finally, chapter III, which will include the conclusions the researchers reached after the analysis and interpretation of the data. In addition, there will be the recommendations to promote further elaboration on this topic.

This proposal also include the methodology where is described the steps followed in order to carry out the data collection with interviews to teachers, survey to students and a class observation. Likewise, it will be presented the reasons of the use of each technique to record and analyze the data in this project, which will be collected to obtain the necessary information to complete the research.

To conclude, the research group considers with a lot of importance this investigation since it will comprise valuable information to teachers and students who can take advantage of it by meaning of the results and recommendations in this research work.

II. RESEARCH TOPIC

After revising literature about the chosen theme to carry out the research project, the researchers can say that it is an important work since it will be collaboration to the Foreign Language Department and the whole university as well due to there is not an investigation of this topic at least until these days in this institution. Also, the group looks

for contribute as with teachers as students when developing the reading skill which is much needed. For that reason the research theme is “The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I, from the Foreign Language Department, University of El Salvador, semester II, year 2014”

III. SUMMARY OF THE RESEARCH PROJECT

In this research proposal we talk about the authentic material and the different uses that teachers give them in class and the most important thing is how to apply in. In the research it is going to be followed a process in order to show the use of authentic material in class by teachers and it is going to be focused in the Advanced Intensive English students. Nowadays is very important to use them in order to be exposing to real context that can be beneficial to the language learning process to reading students .Use authentic materials can have many benefits everything depends of the teachers and we can get and find them everywhere. This research proposal is going to be descriptive and we use different techniques in order to get the information and at the end we present the result and the conclusion of this proposal. As group we expect that this research can help teachers to understand the benefits to use them specially the benefits that students get of them and do not forget that the students should be helped by their teachers to overcome the difficulties they encounter when they use in class.

IV. OBJECTIVES

General objective

- To find out how the use of authentic materials is done by teachers of Advanced Intensive English I, from the Foreign Language Department, University of El Salvador, when developing the reading skill of the students of that level during the semester II, year 2014.

Specific objectives

- To determine how the use of the authentic materials is done by teachers when working the reading.
- To determine which the most used technique in Advanced Intensive English I is for teachers to implement in nowadays classes when using authentic materials to develop the reading skill.
- To determine which the most used guideline in Advanced Intensive English I is for teachers when they use authentic materials in the improvement of the reading skill.
- To determine which the most consulted source in Advanced Intensive English I is for teachers when using authentic materials to improve the reading skill.

V. RATIONALE/JUSTIFICATION

The research group wants to carry out an investigation about “The use of authentic materials by teachers to enhance the Reading skill of students of Advanced Intensive English I” since according to previous theory investigated by the group, those materials are defined as “real life texts, not written for pedagogic purposes” and give the reader or in this case students, the opportunity to gain real information while increasing their motivation for learning by exposing them to “real” language. This investigation will be developed from April 2014 to December 2014 and it will provide detailed information on methodology about the appropriate use of authentic materials. The research group will show the way how teachers of the advanced level of Licenciatura en Idioma Inglés opción Enseñanza at the Foreign Language Department are using those materials to the improvement of the reading skill. Therefore, with this descriptive work that the research work looks for demonstrating the hypothesis that if teachers are using authentic materials according to the theory and if that is not the case, the research group will provide the information to take advantage of the important source that can be used in the teaching learning process and in this case specifically in the development of the reading skill.

VI. METHODOLOGY

The methodology was an important part in the investigation since it comprises all the procedures that were carried out in the project. Likewise, the design of the research was important as well to follow a line in the investigation. It can be mentioned that this was a mixed research because it was implemented a mixed approach by having quantitative and qualitative instruments. Also, it can be mentioned that the type of the study was descriptive due to the research group determined and showed the way teachers are using the authentic materials when developing the reading skill in the students of the advanced level.

In all investigation, it is important to consider who the involved people in the data collection are and in this research project the selection of the population was a key aspect to develop the research work. Therefore, it can be said that it was carried out three instruments to gather the needed data, which were: interviews to teachers, surveys to students and class observations, having as the setting the University of El Salvador and the phenomenon was the use of authentic materials by those teachers. So that, there were taken interviews to eight teachers that teach Advanced Intermediate English I courses in the Foreign Language Department and were eight class observations, a class for each one. Also, by having 32 students in 8 courses of that advanced level with a total of 256 students, there was considered a sample of students.

Besides it is important to mention that the research group decided to choose students from those courses of advanced level since in that level the reading skill can be better developed with authentic material, those materials are suitable to use them with students in that level. Likewise, after gathering the information through interviews, surveys and observations, the researchers put the information in statistic form to analyze the answers and get the results for the research question.

VII. EXPECTED RESULTS

The research group looked for obtaining the following results:

-Teachers of Advanced Intensive English I, from the Foreign Language Department, University of El Salvador, use authentic materials in the correct way as the theory recommends when developing the reading skill of the students of that level.

-To find out the most used technique in Advanced Intensive English I for teachers to implement in nowadays classes when using authentic materials to develop the reading skill.

-To find out the most used guideline in Advanced Intensive English I for teachers when they use authentic materials in the improvement of the reading skill.

-To find out the most consulted source in Advanced Intensive English I for teachers when using authentic materials to improve the reading skill.

VIII. RESOURCES

- Human Resources:
 - ✓ Research group's members
 - ✓ Assessor for the research project
 - ✓ Teachers
 - ✓ Students

- Material Resources:
 - ✓ Research documents
 - ✓ Previous papers about the theme of investigation
 - ✓ Books
 - ✓ Computers (network to investigate)
 - ✓ Photocopies (surveys)
 - ✓ Pens
 - ✓ Tape recorders (for any interview)

- Financial Resources:
 - ✓ Money to pay: network, photocopies, personal wastes of the researchers, to print the research work

IX. TIMETABLE

The research group went through the following activities in order to carry out the research project.

ACTIVITIES	TIME	DATE	PLACE	RESPONSIBLE
Redaction of the research topic	3:00pm	Mar. 4 th	-Lic. Oliva office	Research group's members and Lic. Oliva
First advice	4:00pm – 5:00pm	Apr. 22 nd	-adviser's office: Lic. Garay	Research group's members and Lic. Garay
Literature review	3:00-5:00pm	May 7 th , 14 th and 21 st	-UES Main Campus and UES library -cyber coffee -adviser's office: Lic. Garay	Research group's members and Lic. Garay
Project profile elaboration	Noon	From last week of May to July	-UES Main Campus	Research group's members
Designing conceptual framework	Noon	First week of Sept.	-meeting place -UES Main Campus -SKYPE Conferences	Research group's members and Lic. Garay

Introduction	Noon	October	-in front of FLD -SKYPE Conference	Research group's members and Lic. Garay
Questionnaire	Noon	Nov. 11 th	-in front of FLD	Research group's members and Lic. Garay
Survey	Noon	Last week of Nov.	-the FLD	Individual activity to each R. group's member
Data analysis	Noon	First and second week of Jan.	-in front of FLD	Research group's members and Lic. Garay
Conclusions	Noon	Third week of Feb.	-in front of FLD	Research group's members and Lic. Garay
Defense	-----	-----	-Foreign Language Department	Research group's members

X. REFERENCES

- Advantages and Disadvantages of Authentic Materials Use in EFL Classrooms (2011); <http://www.moluch.ru/archive/26/2844/>
- Using Authentic Materials in the Classroom (1981); *Vivian Cook Other writings*; <http://homepage.ntlworld.com/vivian.c/Writings/Papers/AuthMat81.htm>