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“HOW CAN READING AUTHENTIC MATERIAL SUCH AS SHORT
STORIES, ARTICLES AND MAGAZINES SUCCESSFULLY HELP TO
TEACH ENGLISH IN YOUNG ADULT EFL CLASSROOMS?”

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I dedicate this piece of work to my family, my husband Edwin, my daughter Yazmeen, my son Edward, my mother and my best friend Angie because they are the ones who have inspired me to continue with my studies.

They have always encouraged, supported and helped me to continue with my studies in these years in order to obtain my Master's degree. But this thesis is mainly dedicated to my daughter Yazmeen because she looked up to me as a model to follow, and, with this degree, I want to show her that with effort and persistence, a person can achieve any goals.

“Just as treasures are uncovered from the earth, so virtue appears from good deeds, and wisdom appears from a pure and peaceful mind. To walk safely through the maze of human life, one needs the light of wisdom and the guidance of virtue.”

Buddha

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INTRODUCTION

“Learning language should not be an aim in itself – the ultimate aim is to be able to use language appropriately¹”

JUSTIFICATION

It is known and it is sadly true, that in our society, people do not like to read for pleasure as in other cultures. Sometimes, it is really difficult for teachers to make their students read, not only because it is difficult for them reading in another language, but also because they do not even read in their mother tongue.

We can say this because we have talked and interviewed our students from different courses of the university that we have worked at for more than eight years, and most of them say that they do not have time, that they just do not like to read, that they are really busy doing other activities, or they have just said that it is a boring activity.

Besides, if they do not read in their mother tongue because they do not like it, or they do not find the material interesting ,why do we think as teachers that they are going to read any material? Why are they going to read something that sometimes they do not even understand or is tedious for them?

Consequently, it is important for teachers to make their students develop good habits in reading, because teachers know and realize that with reading, students can learn the

¹ Eddie Williams, Reading in the Language Classroom, London, 1984, page 36.

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language that they are teaching in a better way, and it is going to be easier for students to learn the language and its culture just by reading essential material.

According to Harmer (2007) there are many reasons why getting students to read English texts is an important part of the teacher's job. First of all, as it is known, *reading is useful for language acquisition, and if they read more, they understand more, and they will be better at it*. Besides, if students read, they are not only going to have a positive effect on learning and increasing their vocabulary but also they will progress in Spelling and Writing.

Teachers have to realize and students have to understand that reading different kinds of texts provide good models of English writing; and, at different situations teachers can encourage students to focus on vocabulary, grammar, punctuation or show them the way we construct sentences, paragraphs and whole texts. Also, good reading texts can lead students to read interesting topics, motivate to group discussions and as a result have interesting classes.

Most of the time, students are given specific material to read (this is what really happens in the institution we work for), but nobody has ever asked them if they are interested in it or not. Reading is just another activity that should be done in class, but without any specific purpose. The teachers just tell the students to read the books that they are assigned to read and then teachers give quizzes about them.

Besides, teachers do not really practice other activities with the books (rather than the ones that the same books have) that the students have to read, because teachers need to

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finish with the program, and sometimes students do not even read the book because they do not have enough time, or they do not understand it, and make the other students who have read the book tell them what the book is about, without really understanding the book, or just knowing important facts of the text that may be questioned in quizzes.

PROBLEM PRESENTATION

Is literary material such as short stories, articles and magazines really helpful in teaching reading in the EFL classroom?

As it was explained, students are just given specific books which they may not be interested in reading in class. These books are given to teachers for the students by the coordinators or directors, and the teachers only follow instructions and tell the students what they have to read. We really think that students should have another option, and if they are not interested in reading a “boring book” as they say, they should be able to read other material in order to take advantage of the moment of reading and learning English in the classroom. Also, if the institution requires the students to read a book, they should give them at least the opportunity of choosing from different books or material, and not just read the ones that they are told to.

As teachers, we know that sometimes this activity of reading a specific book could be just to make students read something, and the institution does not think about the real needs of the students that are taking classes with it. Sometimes, the directors or coordinators just read the level of the book, i.e. if it is beginner, intermediate, or advanced, and with that information they decide which book the students are going to read. They do not really check if the book is interesting or not, or if it is relevant, and if it has valuable information for the learning process. They just make the decision, no matter what the students’ needs are.

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When we choose the correct reading material for our students, we have to take into account that it will depend on each particular group of students, and not the same material for all of them; that is, their interests, needs, cultural backgrounds, and language level. We have to choose materials that are significant to their life experiences, emotions or expectations, or we can also choose reading for specific purposes, basing our selection on the topics of the different careers that the students are studying.

Also, language difficulty should be considered when we choose a text, an article, etc, because the student has to enjoy the text and not struggle with it. If we are going to spend time doing this activity, it means it should be interesting, appealing and relevant, because the motivation that we are going to get out of this activity is not necessarily grades, but it could be the way the students feel towards reading, like enjoyment, happiness, suspense, or the pleasure of encountering their own thoughts and opinions about the material that they are reading.

OBJECTIVES

GENERAL OBJECTIVES

The principal objective of our research is to demonstrate that the use and implementation of interesting authentic material can be really useful in improving students' performance in EFL classrooms. That is to say, if we make our students participate or choose on what material they want to read with our supervision, it is going to be easier for the students to work with it, because they are going to be motivated and interested at the moment of reading. They are not just going to read something that they are forced to read in order to take quizzes. They are going to read something that they like and will learn through it. It is material that is going to be useful for students and teachers in the process of learning and teaching.

We as teachers have to be aware that there are various facts that are going to help us understand why reading and reading "authentic material" is important and helpful in our classrooms, and not just think that it is another activity that has to be done in the classroom, or that if we do not have enough time to finish with the program, we should better avoid this activity.

We will show other teachers and coordinators, and make them realize that there are other options in order to motivate students to read. There are not just only books for students as they are using right now. There is other material that we can use in class and that can be really rewarding at the moment of teaching.

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According to Collie and Slater (2004), the use of Valuable “Authentic Material”, Cultural Enrichment, Language Enrichment, and Personal Involvement are essential facts to understand why authentic reading material should be used in class.

“One of the main reasons might be that literature offers a bountiful and extremely varied body of written material which is “important” in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral.”²

Literatures is “authentic material”. By that we simply mean that most works of literature are not fashioned for the specific purpose of teaching a language. Recent course materials have quite rightly incorporated “authentic” samples of language – for example, travel timetables, city plans, forms, pamphlets, cartoons, advertisements, *newspaper or magazine articles*. Learners are thus exposed to language that is genuine and undistorted as can be managed in the classroom context.³

Collie and Slater (2004) also say that literature or reading “authentic material” offers plenteous and important material about essential human issues which could be encouraging and interesting for our students. Also, certain authentic material can go beyond time and culture because the meaning of the material does not remain static, and it can take the reader directly to another place and time.

² Joanne Collie and Stephen Slater, Literature in the Language Classroom, Cambridge, Eighteenth printing, 2004, page, 3.

³ Joanne Collie and Stephen Slater, Literature in the Language Classroom, Cambridge, Eighteenth printing, 2004, page, 3.

SPECIFIC OBJECTIVES

With well chosen reading texts, selected by the students themselves from a bank of material provided by the teacher, the investment of effort can be really rewarding so we would expect students to:

- Become more motivated.

One of the ways we can make them feel motivated is by letting them be part of the selection of the material. Normally, our students are unwilling to learn the language. Most of our students (in the institution where we work) are studying the language because they have to learn it, because it is part of their pensum, it is a requirement, and not because they like to learn it. For this purpose, when we finish our research we will give students questionnaires in order to know if their attitude towards learning English has changed.

- Improve their English

If we take advantage of the material that we want to use in class, that is “authentic material” and not the one (books) that is given to students as a requirement, and work with different activities in the class; we are going to examine if they like what they are doing, and as a result they improve their English.

- Understand the meaning, the message of the text and be able to infer the meaning from context, and learn more vocabulary.

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If they are interested in a specific topic, it is going to be easier for them understand what they are reading, and not just read because they have to, without getting the meaning of it. They will understand the whole meaning, and not the meaning of each word. Students will more successfully infer and deduce the meaning from the context and increase their vocabulary; in that way, they do not have to check the dictionary for every word that they do not understand. This will be practiced with the activities that are prepared for the class, and we will check if this takes place with the questionnaires that we are going to give them at the end of the research.

- Participate more in class.

Students will practice speaking with their classmates and teachers in activities as: presentations of the reading with different activities, such as the story pyramid, sequence chain using writing or role plays.

On the other hand, we also want with this thesis to demonstrate the coordinators that we do not have to use just reading books in our classrooms. We want to show them that students also have other options. “Authentic Material” is another option for the reading activity in the classroom. We want to make them realize that with this material, reading does not need to be another activity that can be avoided if there is no time to finish with the program. We will prove that with this material, students will enjoy what they are reading and doing, and as a result they will learn more in the classroom.

- Implement any necessary changes in the classroom related to material and teacher’s performance.

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Consequently, if *well chosen* reading texts are implemented, the investment of effort can be really rewarding and, at a productive level, the students will be more creative and adventurous, because they will appreciate the richness and variety of the language they are learning and trying to master and, with time, they will be able to use all the features that they are experiencing and learning, little by little. Furthermore, if necessary teacher's performance can also be improved, developed or changed.

HYPOTHESIS

Authentic reading material such as short stories, articles and magazines will improve students' performance in the EFL classrooms.

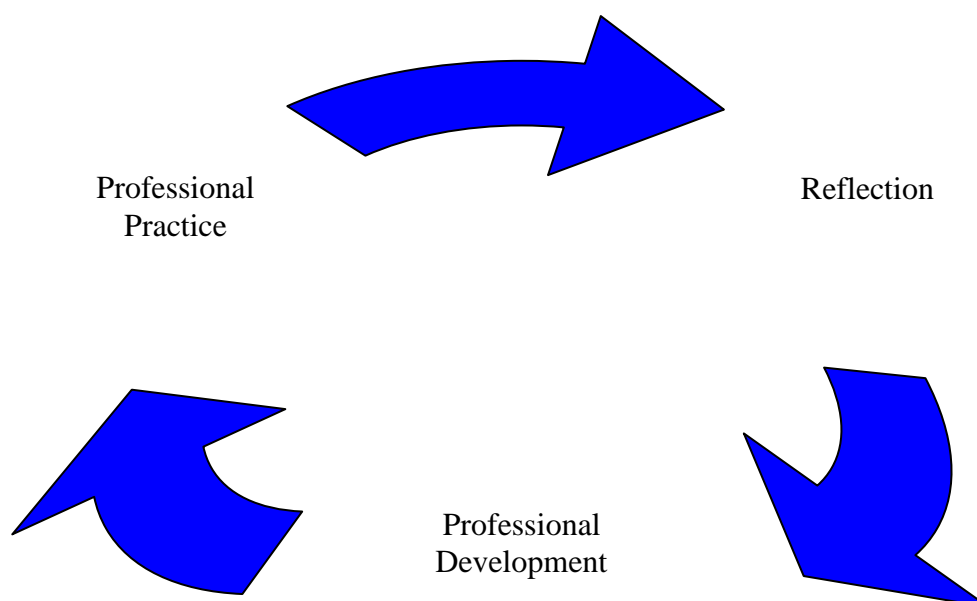
By using the correct material and activities, we are going to demonstrate that we as teachers can take advantage of Reading at the moment of the teaching and learning process in an EFL classroom. Besides, students have to be involved in making the decisions of what they are going to read in order to learn, and not just receive any material that can be boring for them and with no purpose for Reading in the classroom.

By questionnaires, we will also demonstrate that *Reading is not an important activity in our EFL classrooms*. This is a real fact that we should face in our institution, and it is a fact that we have to change in order to improve our teaching. At the same time, it is a tool that we can use in order to make the process of learning easier for the students.

RESEARCH METHODOLOGY

Our research will be an Action Research, which means that we will carry out the research in the classroom, in to order to improve not only our students' learning, but also our teaching in the classroom. With this research, we expect to see some positive changes in the teaching and learning process. As we learnt in classes, and according to Richards and Lockart (1994), *Action Research* is defined as teacher-initiated classroom investigation, which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices.

According to Wallace (2002), Action Research is a professional self-development method which involves the systematic collection and analysis of data related to practice. This is a process of reflection on professional action also called the “reflective cycle” which provides “tools for reflection” and professional development.



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As teachers we have to understand and accept that our expertise, knowledge and skills have to be always developing as we continue being teachers. This kind of research is essentially based on the way we, teachers reflect on our teaching and the possible changes that are going to take place in the future in our classrooms after the research. We as teachers have to be critical about ourselves and not unworried because self-development would not take place if we are not able to identify the need of it.

When we decided to use this type of research, is when we realize that we as teachers have a big problem with the activity of reading and the reading material that we use in our English classrooms. We noticed that the students do not like to use the books that they were given in order to read in class. Even though teachers did the activities that each reading book had (when there was time), the students did not feel motivated because they did not like to read this kind of material. They said that the books were boring. In addition, most of the teachers felt frustrated about this particular fact, so it was our interest to make something different in our class in order to improve this activity and get better results with our students.

For the purpose of this thesis, we will not just choose any material that they can decide on; for it, we will find something according to students' needs, interests and levels, practicality, and not something that we have received from directors or coordinators, or the editorial, that say that their material is the best for the students. Moreover, with this material, that is "authentic material," we will also check not only our students' improvement, but also our own teaching improvement.

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Furthermore, class activities are important in this process. Class activities are special activities that are going to be developed in class according to the material and topics studied in class. For this purpose, we will practice some activities such as the story pyramid, the sequence chain, oral presentations, and other activities in groups.

With these activities, they can practice their **speaking**, losing fear of talking in front of other students, or they can share their opinions first in little groups, and then with the whole class, helping each other to understand the text. They can also practice **vocabulary** by guessing the meaning from the context and not looking up words in the dictionary, correcting **pronunciation** among themselves, facing problems with **grammar** and structures, practicing **writing** and, after all, presenting the final results.

For example, the story pyramid is an activity where they can practice grammar, writing, by checking spelling and the functions of words, and creating comprehensive short sentences to develop the activity. This activity begins with one word in the first row; then, the students have to write in the second row two words and so on; at the end, they should have 6, 7 or 8 rows (it depends on the material), but with complete sentences, using the given text in order to give a summary of the magazine article, short story or newspaper article.

By practicing all these activities, it should be easier for them to learn English in the EFL classroom, because they will be reading what they like and what they are interested in and, with interesting activities; this is not just another boring activity that can be avoided if there is no time to finish with the program. This could be an activity that helps the teacher

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study and cover the topic of the program that he or she may need to cover, but with a different approach.

For the purpose of this thesis we will work with one of our English classes at the institution we work for. They are fifth level students (pre-intermediate). They are between twenty and twenty-three years old. They study different careers and have different interests. They study careers as: Gastronomy, Hotel Management, Computer Engineering, Food Engineering, etc.

First, we are going to have a short interview with them about their reading habits and their experiences with reading, not only in English, but also in their own language, (Spanish) to collect data, so we can have a baseline. Besides, we will give them a questionnaire about the interview that we had with them before, in order to have a record of their answers.

Second, as a reference, we will also have interviews and collect data from different teachers of different levels at the same institution. We will ask them how they use reading in their classes and, if they do, what activities are practiced in class. Besides, we will also ask them what they do if they do not have time for this activity, and if they just send the book that students have to read as a homework activity, or just tell us what they do in that situation or if they avoid the activity, because there is not enough time to finish with the program. Also, a questionnaire will be given to the teachers in order to have written data of their answers.

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Third, we will use different material in our class from the one that we have been working with, because the material that we have been using is the book itself with the activities that the same book has. We will choose the material based on our students' interests and try to show that if we as teachers choose the right material, we can make students read more and learn more, and that reading is a good tool for teaching.

The data collection in our research will be based on the questionnaires, different reading material that we are going to use, as well as the activities that we will develop for each material. We will use activities such as: the story pyramid, sequence chain activities, and oral presentations. Also, a weekly journal is going to be held to have a record of all the things that may happen in the classroom with the students, the used material and the teacher.

The research is going to be carried out in the place where the students have their classes, and that is in the institution that we work for. This research is also collaborative, because we will have the participation of other teachers that are also interested in the same topic and that will be part of this research. One of the teachers will observe the class and give her opinion about the class.

Besides, it is *really important and well worth spending some time* trying to obtain good articles to be used in class. A way to do this is by giving questionnaires based on tastes and interests of the students. So, for the purpose of this research, we are going to give our students a questionnaire in order to find out what they like or do not like to read.

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We will also give them different books of short stories, magazines, newspapers and internet articles, so they can choose what they want to read. Another option is to pick or choose some texts, and give the students a summary of each one, letting the students choose the one they find most appealing.

Furthermore, students should also use the target language; they should try to put themselves imaginatively into the target situation. Obviously, there will be some learners that may not yet possess a rich vocabulary, but they could be helped to express their responses either non-verbally or by making a limited linguistic repertoire to finish the activity. If the native language is used, it is not a disaster. It usually indicates that learners are enjoying the task and are engaged in it. So, we are not going to correct our students every time that we hear that they are using their L1. We will encourage them to use the target language as their partners do.

With all the material and activities that we will give them, we attempt to show that they will improve in their language learning by applying these different activities. Besides, we will choose the first and the last activity of the sequence chain, and have an error analysis of this data to see if students have improved in their learning. In addition, two oral presentations will also be chosen to check students' language improvement. Finally, the last activity of the story pyramid will be taken in order to see how they managed the corrected structures.

Moreover, we will also find out how they feel at the end of the level by giving further questionnaires. We will use tables and charts in order to show the results and tally them according to the answers of the questionnaires, and the collected material.

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According to Richards and Lockart (1994), *Action Research* usually consists of a number of phases which often recur in cycles: planning, action, observation and reflection. So, by this research, we intend to have some positive changes that have to be implemented in the teaching and learning process in our classroom, and help other teachers by implementing other ways of teaching English by using other reading material in classes.

CHAPTER I

THEORETICAL AND CONCEPTUAL FRAMEWORK

1. Definitions and Concepts

In this dissertation, we will clarify some of the concepts that we are going to be using in our thesis, such as: reading, authentic material, cultural enrichment, language enrichment, student autonomy, motivation, interaction, second language acquisition and others.

1.1. Second Language Acquisition

According to Rod Ellis (2005) Second Language Acquisition is defined as:

“L2 acquisition, can be defined as the way in which people learn a language other than their mother tongue, inside or outside the classroom, and Second Language Acquisition (SLA) as the study of this.”⁴

Ellis (2005) also says in his book and as it is known; nowadays, that people have to learn a second language or different languages not just because they like to learn them, but also, because it is a requirement to obtain a better education or better jobs. Learning a second language can help students and people to be successful in their future life.

⁴ Rod Ellis, Second Language Acquisition, Oxford, Fifth edition, 2005, page, 3.

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It is also important to mention other facts that Ellis (2005) points out about Second Language Acquisition. He says that, Second Language Acquisition is fairly a recent phenomenon and that it began in the second half of the twenty century. He also says that it has occurred because communication between people has expanded outside their local speech communities, so people have had to learn another language besides their mother tongue. Not only because they like it, but also because they need to.

According to Ellis (2005) one way to find out how learners acquire an L2 is to see what learners actually do, as opposed to what they think they do when they try to learn an L2. One way to do this is by collecting samples of the learner language. That is the language that students produce when they are asked to use L2. It could be in speech or writing, and analyze them carefully. He also says, that if samples are collected at different points in time, it may also be possible to find out how students knowledge has gradually developed.

Ellis (2005) states that Second Language Acquisition has not only focused on the communicative aspects of language development, but also on the formal features of the language that linguists have been concerned on. The focus has been on the grammar of L2. Most of the time, researches select specific grammatical structures and explore learner's ability to produce the selected structure and how it develops over the time.

1.2. Input

Another important factor that Ellis (2005) mentions in Second Language Acquisition is Input. Input is the samples of language to which a learner is exposed to. If there is no input, language learning cannot take place. That is why, and for the purpose of this thesis,

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we are using with our students “authentic material”, material that was written for native speakers, such as: magazine, internet and newspaper articles.

1.3. Learners’ cognitive mechanisms

We also have to keep in mind what Ellis (2005) says about L2 learners. He says that L2 learners carry a massive quantity of knowledge at the moment of learning an L2. That is, first of all, they already know a language (mother tongue) and we teachers expect them to use this knowledge when they learn another language. Second, learners or students know the world in which they live, so this fact will help them understand the input of L2. Besides, some learners can have knowledge of how language in general works, and this fact will also help them learning a new language. Besides, the learners have communication strategies which help them use effectively the L2 knowledge.

Another fact that is important according to Ellis (2005) is what it means when it is said that a learner has acquired a feature of the target language. He states that according to Schmidt and other researchers, they define acquisition in terms of whether the learner has patterns of language use that are similar to native speakers of the target language. Besides, there is also another important fact that has to be mentioned. That is, the use of fixed expressions or formulas. We cannot say that learners have acquired L2 if they use these formulas. They may use them but they do not really know how to use them productively.

Furthermore, Ellis (2005) hypothesizes that L2 acquisition involves different kinds of learning. For example, learners internalize chunks of language structure like formulas. Then, they acquire rules like the use of a specific linguistic feature in a particular context

and function. In other words, learners must engage with item learning and system learning. They follow particular patterns because their intellectual abilities are structured in such a way that this is the way they learn. Besides, these abilities regulate what learners take from the input and how they store the information in their brains.

On the other hand, according to Ellis (2005) the main way of researching L2 acquisition is by the collection and description of samples of learner language. This description is based on the errors learners make and how these errors change over time. It also may recognize developmental patterns with the description of the phases in the acquisition of particular grammatical features or it will observe the inconsistency found in learner language. For the sake and purpose of this thesis we are going to clarify these definitions:

1.4. Errors and Error analysis

Ellis (2005) says that it may sound awkward to focus on students errors and not on what they are doing correct; but in contradiction, with errors learners can learn by self-correction to correct the errors they make. Besides, it is useful for teachers to know the errors that learners have. This makes us, teachers think, why do learners make errors?

The first thing in analyzing errors is to identify them. To do so, we have to compare the sentences learners produce with what seem to be normal or correct. Those are sentences in the target language which correspond with them. Moreover, with this fact a question rises. How can teachers know that when a student or learner produce an unexpected form it is not just an unintentional slip of the tongue? It is known that even native speakers have errors

when they are tired or under pressure. To solve this matter, we need to clarify the difference between *Errors* and *Mistakes*.

1.5. Errors

According to Ellis (2005), Errors reflect gaps in learners' knowledge. Errors occur because the learner does not know what is correct. They just use a structure without knowing what he or she is doing.

1.6. Mistakes

On the other hand, mistakes reflect occasional lapses in performance. Mistakes occur because in some way the learner is unable to perform what he or she knows. The learner uses the structure many times and uses it correctly, but then he or she slips on the use of it.

Moreover, Ellis (2005) states that one way to distinguish errors from mistakes will be to check the consistency of learners' performance. If the learner constantly uses one structure with other like for example: "study" by "studied" this will show that the learner has a lack of knowledge, so this would be an error. Besides, if sometimes he or she writes or says "study" and sometimes "studied", this fact will suggest that the learner possess the knowledge of the correct structure and that he or she might slip using it, in this case it should be a mistake.

Another way to distinguish errors from mistakes should be by making learners correct their own statements. This is, if they are not able to correct their utterances, these should be errors, but if they do, these will be mistakes.

1.7. Describing errors

Errors can be identified into different types. First, they could be classified related to *verbs* and then identify the different kinds of *verb errors* like for example, the use of the simple present, simple past, etc. Second, could be identifying general ways in which learners' sentences are different from the target language. These could be: *omission*, which is leaving out an item in the sentence that is considered to be grammatical. Another can be *misinformation*, which is using one grammatical structure instead of another grammatical structure; and the last one is *misordering*, that is writing the words in a sentence in the incorrect order. According to Ellis (2005), this way of classifying errors help us diagnose learners' learning problems in their developing of SLA and to determine how changes in error patterns occur over time.

1.8. Explaining errors

Ellis (2005) also says that Errors are systematic and in a way predictable. He says that Errors can also be universal. This is because some learners go through a stage of learning where they may substitute one structure for another one, like for example: the simple form of the verb for the simple past form. Furthermore, he also states that not all the errors are universal. There are some errors that can be common only among learners who share the same mother tongue or have the same linguistic property.

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Also, there are some learners that overgeneralize forms. For example, they use the “ed” of the simple past with irregular verbs. With the verb “eat” they use “eated” instead of “eaten”. Other errors show the way learners make use of their mother tongue when they are learning L2, and they are known as transfer errors. Besides, no matter what type of errors learners make, they are involved in shaping the grammar that they are learning, and as result of this, they are creating their own rules.

Furthermore, the purpose of error analysis is to help learners learn a second language. Therefore, we need to evaluate learners’ errors. There are some errors that can be more serious than others because they can affect the process of communication. These errors are known as *global errors*, because they break the overall structure of an utterance. Besides, there are others that are known as *local errors* and they just affect a single element in the sentence, like for example the verb. These errors are less likely to produce any processing problems.

1.9. Sequence of Acquisition

It is clear that even the simplest structure has to go through a process of gradual progress. That is, when learners acquire a grammatical structure they do it gradually, until they acquire the native speaker rule. Besides, acquisition follows a U-shape course development. This is, learners may have a good level of accuracy and then they may seem to go back and forward, until they finally perform in accordance with the target language rule. When this fact takes place is when learners are reorganizing their knowledge in order to house their new knowledge; and this fact of reorganization is known as restructuring.

1.10. Language Aptitude

Ellis (2005) says that there is disagreement in the natural ability that the learner has for learning an L2. He says that it is believed that language aptitude has to do with intelligence, but also as a skill that the learner may have. Furthermore, Ellis (2005) also cites what John Carroll says about the components of language aptitude. They are:

- Phonemic coding ability, which refers to the ability to identify sounds of a foreign language that can be remembered later.
- Grammatical sensitivity, which refers to the ability that the learner may have to recognize the grammatical function of the words in sentences.
- Individual language learning ability, which refers to the ability to identify patterns of correspondence and relations between form and meaning.
- Rote learning ability, which refers to the ability to form and remember associations between stimuli. This is, the memory to storage and access the language.

1.11. Fossilization

Ellis (2005) defines Fossilization as the process responsible for the cessation of learning target-language competence. Not all learners reach the completion stage for all

grammatical structures. Many learners stop developing and will not reach entirely competence of L2. Learners will succeed in some target language norms, but not in others.

1.12. Interlanguage:

Another definition that has to be clear and that has to do with SLA is Interlanguage. According to Ellis (2005), some researchers consider that the systematic development of learner language reflects a mental system of L2 knowledge. This system is known as *Interlanguage*. This concept is one of the first attempts to explain L2 acquisition. Besides, this term was coined by the American linguist Larry Selinker, by knowing that L2 learners construct a linguistic system that is based on the learners' L1 and that is also different from it and also from the target language. Therefore, learners' Interlanguage is a unique linguistic system.

Ellis (2005) says that when learners build up a system of abstract linguistic rules which have to do with the comprehension and production of L2, is know as mental grammar, which is referred as Interlanguage. Also, learners' grammar is permeable and it can be influenced from outside by input and inside by omission or transfer errors which is the internal process. Besides, learners' grammar is also transitional. Learners can modify their grammar by adding or deleting rules or by restructuring the whole system, which leads to an Interlanguage continuum. This means that learners build up a series of mental grammars or interlanguages as they build up and improve their L2 knowledge.

1.13. Reading as a process

According to Williams (1984) reading is a process whereby one looks at and understands what has been written, but this definition of reading does not mean that a foreign learner needs to understand everything in a text. Besides, for some students, this activity could be really struggling, but is part of the teacher's job to decrease the student's stress level by using different strategies and activities.

He also says in his book that even though reading is defined as a process; the reader does not essentially need to understand everything in a text. He says that the reader is not a passive entity who only reads words or sentences; he points out that the reader is an active object that works on and with the text and that he or she can understand it, without checking every single word. Besides, reading research bears with the view that an efficient reader generally reads in groups of words and not word by word or letter by letter.

Besides, Williams also states that the readers can get many advantages out of the reading activity. For example, he or she can have a good knowledge of the writing system, get familiar with the combinations of letters in spelling of words helping him or her to recognize words; know the language itself, ability to interpret the written text, knowledge of the world as presupposed by the writer, and a reason for reading that determines his or her interests.

Furthermore, in the article, "Advanced Study of the Teaching of Secondary School Reading," they define Reading as the following:

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“Most of us think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time. But reading is actually a very complex process that requires a great deal of active participation on the part of the reader.⁵”

Reading is a psycholinguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening. Kenneth Goodman in Journal of the Reading Specialist. (1967)⁶

Unfortunately, for most teachers reading in the classroom, it is just another activity, and it is a passive process, not an active process, that we can take advantage of. We as teachers sometimes do not realize why reading is so important in class.

The meaning of reading can be different for many people. It may depend on the purpose and the use that is given to reading. That is, for example: if we as teachers want our students to recognize or identify the words of a reading; or if we want our students to practice pronunciation or speaking. But what we have to keep in mind is that we are not only interested in how our students pronounce the words, or if they recognize the word or not. What we also have to be interested in is in the message of the text that we are going to read is understood. We have to realize that our students should read because they may want to get something from the text, from the writing, and then with this piece of reading, we can work with different activities to make learning even more interesting.

⁵Advanced Study of the Teaching of Secondary School Reading, What is reading? Internet. http://www.indiana.edu/~1517/what_is_reading.html Access: May 26th, 2009

⁶Advanced Study of the Teaching of Secondary School Reading, What is reading? Internet. http://www.indiana.edu/~1517/what_is_reading.html. Access: May 26th, 2009

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As Nuttall (1989) says, it is presupposed that the readers that read a specific reading can be the intended readers for that text, and that is wrong. There are texts that are written for specific readers, and we, as teachers can not assume or presuppose that any text or reading material can be suitable for our students and learners.

It is equally easy to see that there may be problems for readers who do not share the relevant schema. The writer will not waste time spelling out facts and relationships that she assumes that are already in the reader's mind. So the reader may be left with too little information to make sense of the text. Either he does not have the schema at all or his schema is significantly different from the writer's.⁷

As we can see, this is one of the reasons why we should let our students choose from different material, under our supervision. Material, which they may know about, and material they may be interested in; and not only the one that is given to us to make them read in our classrooms.

To sum up, as Nuttall says in her book, the main view of reading is concerned with the meaning. With meaning and understanding of the text, we can do many activities in order to make learning more meaningful, like for example: using the sequence chain, story pyramid, oral presentations, or check special structures that are studied in our classrooms. We can really make a difference in our classrooms with meaningful reading and not making it just another activity in class that is part of the program; and if we, teachers do not have time for it; we have to avoid this activity.

⁷ Christine Nuttall, Teaching Reading Skills in a Foreign Language, Reed Educational and Professional Publishing Limited, Sixth edition, 1996 pag. 8

1.14. Reading Principles

According to Harmer (2007) there are some Reading principles that we as teachers have to take into account at the moment of reading a text in the classroom, which are:

1. *Encourage students to read as often and as much as possible.*

As Harmer (2007) says, the more they read, the better they get at it. As we can see, this principle is really important because *practice leads to perfection*; and if we choose the right material, material that they are interested in and that they choose, they are going to read more.

For the purpose of this thesis, we chose the material according to the students' interests. An interview and a questionnaire took place in order to choose this material. The decision was not taken just by the teacher's point of view. The students were the ones who decided on what topics they were going to read and worked with. The role of the teacher was to choose the material based on the students' interests and according to their English level, and also according to the syllabus and the program of the institution. It was not chosen randomly.

2. *Students need to be engaged with what they are reading.*

As stated by Harmer (2007) it is important that not only in class but also outside the normal classroom time, students should be involved in joyful reading. That is why we as

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teachers, have to put more emphasis on the material that we are going to choose for the reading activity and for our students. We have to keep in mind that if they enjoy the activity they would get as much pleasure from it as possible, and learn more.

The material was chosen based on the students' interests, so this fact motivates them to read a text about a topic that they were interested in. Consequently, if they like what they are going to read, they will be engaged with the reading activity. As we give them also autonomy and we involved them in choosing the type of reading they are going to use they feel more engaged with this activity.

3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Harmer (2007) says that it is important for students to study reading texts in class to see how language is used, but it is also essential to understand the meaning of the text, and give them the chance to reply to that message in some way, because it is important to know how they feel about it. Consequently, with this activity we can know how engaged the student is with the text and the language.

4. Prediction is a major factor in reading.

When people read in their own language, most of the time just by reading the heading of the article, magazine or the cover of the book, they have an idea or they can predict what

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they are going to read. Therefore, teachers in their classrooms should give their students “clues” so they can foretell what they are going to read.

As Harmer (2007) says, and what we have experienced in our classrooms, we as teachers cannot just give them the material and tell them to read. If we impose them any activity, they are not going to respond in a good way. We have to make them think, guess or give ideas about what they are going to read. In this way, we lead them into the reading and to be interested in the topic.

5. Match the task to the topic when using reading texts.

According to Harmer (2007) when the text that is going to be read has been chosen, teachers should think and choose on the best reading tasks, that is, the right kind of questions, and suitable activities before, during, and after the reading, because the most interesting text could be the most boring, if the activities are not well chosen. So, that is why the activities that we are going to use in our classrooms should be interesting and challenging.

6. Good teachers exploit reading texts to the full.

According to Harmer (2007), reading texts are full of sentences, words, ideas or descriptions, and if we as teachers just give the material to the students to read and then do not do anything with it, and change to another activity, there is no sense for it. Furthermore, good teachers integrate the reading text into motivating sessions, using the same topic for further discussions, or using a range of activities to bring the text to life. It

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also can be used for vocabulary, spelling, grammar or any activity that the teacher would like to implement in class.

In our classrooms and for the purpose of this thesis, we used the reading material to teach not only new vocabulary or speaking, but also we used it for grammar. We tried to take advantage of it and worked with the text in many fields because as we did not have a lot of time just for this activity, and also because we had to finish with the program we tried to make this activity, part of the program.

Unfortunately, we just have two months, that is approximately seven or eight weeks, to finish with all the material and the program, so we have to be careful on how we plan and develop our classes, in order to do all the activities that we want to do.

According to Williams (1984) one of the main purposes of using reading and of our thesis is to learn language and content from it. This means that, while students read a text, they will find and learn a lot of new language through reading. This means new vocabulary, guessing meaning from the context or using an English-English dictionary where they can increase vocabulary as they are looking up for the meaning of a word, and by using it, they will find the same word in different contexts making them realize the richness of a single word; understanding and getting new relevant information from the reading text distinguishing main ideas and details. Being able of realizing the functions of words and how the language is structured.

1.15. Different reading sources

According to Williams (1984), there are some reading materials that can be used in the English classroom like for example: integrated course books which include reading texts, supplementary reading comprehension and reading skills books containing texts and exercises, texts from “real life” often called “authentic” texts and “simulated authentic” texts.

Also, Nutall (1996) mentions in her book that teachers should keep in mind three criteria to choose the texts for the English classroom, and these are suitability of content, exploitability, and readability. But also, there are some other aspects that have to be considered at the time of choosing reading texts, and those are variety, authentic, simplified or specially written texts.

When Nutall (1996) refers to Suitability of content, she means that the text should interest the readers; they will be enchanted and delighted by it. If readers like what they are going to read, the task will be more rewarding. That is why nowadays, publishers or writers are writing books as: The Twilight Saga which contains books as: Twilight, New Moon, Eclipse, Breaking Dawn, by Stephanie Meyer, and the Harry Potter Saga, which are: Harry Potter and Sorcerer’s Stone, Harry Potter and The Chamber of Secrets, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Goblet of Fire, Harry Potter and the Order of the Phoenix, Harry Potter and the Half-blood Prince, Harry Potter and the Deathly Hallows by J.K. Rowling

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Furthermore, we as teachers would like to work with this kind of material in our classrooms, but unfortunately it is impossible, not because we do not like to work with these kind of books, but it is because of time. These books are big books, and if we sometimes do not have time to use the material that we are given to use in classrooms, imagine ourselves trying to do something with this material. Maybe, if we have some abstracts or summaries, it will be easier, but using the actual book is too much for an intensive course that lasts almost two months.

Nuttall (1996) in her book also refers to Exploitability, that is, facilitation of learning. This is one of the most important principles after interest. When a text is exploited, teachers use it to develop student's competence as readers. She also says that if a teacher cannot exploit a text, there is no use for teaching, even if the students enjoy reading it. So that is why, it is really important to know what the purpose of the text that teachers are going to use in class is.

Besides, Nuttall (1996) also mentions in her book the term Readability, which refers to the combination of structural and lexical difficulty. Teachers have to realize that the same text can be difficult for some students and easy for others. So, it is necessary to assess the right level for the students the teacher teaches; to do this, the teacher must first assess the level of the students themselves.

1.16. What is Authentic Material?

Collie and Slater state that authentic material is as follows:

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Literature is “authentic” material. By that we simply mean that most works of literature are not fashioned for the specific purpose of teaching a language. Recent course materials have quite rightly incorporated many “authentic” samples of language – for example, travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles. Learners are thus exposed to language that is as genuine and undistorted as can be managed in the classroom context.⁸

We as teachers have to realize that if we use *Authentic Material* in class, that is material that was written for native speakers, such as: short stories, articles and magazines; it is going to be easier for us to teach them what they will really see in an English speaking environment. This is the language that they will be exposed to, every time that they may face native speakers or people that speak this language. We, teachers will be working with authentic situations, that is authentic samples of language.

Further more, according to Clare Wardman (2009) in the article of academia.edu, and Tamo D (2009) in the article “The use of Authentic Material in Classroom,” say that authentic material could be used in accordance with the students’ level. It will depend on what the teacher wants to teach or read.

When Collie and Slater refer to valuable material, they are talking about *authentic samples of language*, like: short stories, newspapers, magazine articles, cartoons, advertisements and others. In this way, students are exposed to a type of language that is genuine, and they also deal with a language that was written for native speakers, as opposed to that specifically written for non-native speakers, gaining in this way familiarity with genuine linguistic uses, forms and writing modes like: irony, argument, narration, etc; and that teachers can manage in the classroom.

⁸Joanne Collie and Stephen Stephen. Literature in the Language Classroom. New York, Cambridge University Press, Eighteenth printing, 2004, page 3

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Nowadays, shared activities can be especially rewarding in helping the learner find a way into what is usually an intensely personal and private experience. That means that if we have students work in groups, a group can reduce the problems or doubts presented in an article, and students will not be afraid to talk or participate.

Besides, this also shifts the attention away from the text into a shared activity by the students, and also prepares them or makes them create a free risk-taking atmosphere in which they can explore their own reactions and interpretations of the text, and reread and consider the text on their own.

According to Collie and Slater (2004), if the material is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learners' linguistic and cultural knowledge. They say that it is important to choose material which is relevant to life experiences, emotions, or dreams of the learner.

According to Williams (1984), one of the sources of reading is "authentic texts". This term is used in the book to refer to any text that was not written specifically for language learning purposes. It is a text written to say something, to transmit a message, and not simply to exemplify language. He says that there is a great variety of this kind of texts, like for example: advertisements, newspaper and magazine articles, poems, short stories, novels, notes, postcards, letters, etc.

He also says that when teachers use these kinds of texts, they allow learners to experience the real instances of language use, and consequently, learners feel more comfortable and can deal and manage the text in a better way, giving them the sense of

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achievement and confidence. Another advantage of using authentic texts is the variety and availability of them and that it is possible to build up a teaching program based only on “authentic texts”.

On the other hand, he also gives teachers a few words of warning. He says that even though authentic texts show language that is used for real communication purposes, they will not magically lead to greater learning of language or language use. Besides, it also depends on the text that the teachers use. For example, if the text is written to give information about weather conditions, the text will be used only to practice vocabulary about weather, so the teacher has to be careful at the moment of selecting the material.

1.17. Cultural Enrichment

As teachers, we have to realize that going to a country or staying there to know about the people’s culture, is sometimes impossible. Most of our students do not have the chance of traveling to other countries, and sometimes, even teachers do not have the chance to go abroad and, in spite of this fact, they are teaching EFL students. But through authentic material, we can let students know about thoughts, feelings, customs, beliefs, preferences, and show them the real society of the other language.

Besides, if we had more time in class, we would make them also read historical literacy, or books like for example, Harry Potter, Lord of the Rings, Twilight, New Moon, we would let their imagination grow, and they would be immersed thinking about how life is or was or even they would be able to know about customs of that specific country, based on what they would be reading.

1.18. Language Enrichment

When students read a substantial text, they can gain familiarity with features of written language like: the formation and function of sentences, structures, how to connect ideas, etc. The first time, we are not going to introduce a grammar topic with this, but little by little, they will realize what they are reading and what they can do with it. They will also be able to make inferences from linguistic clues or deduce the meaning from the context; in that way, they do not have to check the dictionary for every word that they do not understand.

So, we can say that with *well chosen* pieces of works, the students will be more creative and adventurous, because they will appreciate the richness and the variety of the language they are learning and trying to master and, with time, they will be able to use all the features that they are experiencing in classes. While they are reading, they will also be learning.

1.19. Personal Involvement

Collie and Slater state that literary material can be useful in the language learning process because of the personal involvement it fosters the reader. This means that students will be eager to find out what happens at the end of the story, or he or she may feel close to some characters and maybe share their emotional responses. Engaging imaginatively with literary material enables learners to shift the attention away from the mechanical aspects of the target language. This fact will take place if the reader is well motivated and if the reading material is interesting. Furthermore, personal involvement in this context will be

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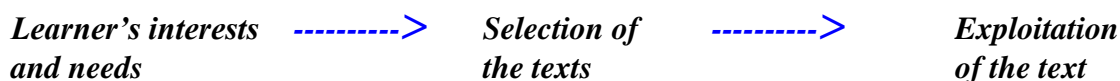
the interest or engagement that the reader or student will have with the text or material that he or she is reading.

1.20. What is Motivation?

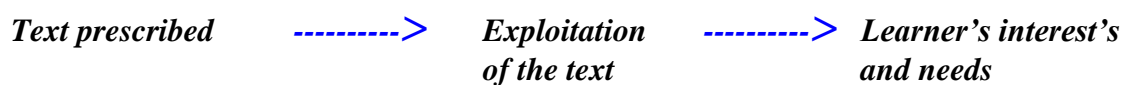
According to Williams:

Motivation, that is wanting to read, wanting to learn, is crucial.⁹

A good way of motivating learners is to know about: their wants, needs and interests, and then, select the texts and activities that are appropriate for the group.



He also mentions what really happens most of the times in Institutes, Universities, Schools, etc. Teachers are required to use a text book ordered by the authority of the institution, or sometimes the teacher does not have time and facilities to look for the correct material. In this case, the situation changes, and the learner's needs and interests are in a different position, that is:



⁹ Eddie Williams. Reading in the language Classroom. London, Macmillan Publishers, First published , 1984, page 36

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Online Education Support defines motivation as the following:

“Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.”¹⁰

Also, when teachers say that they have motivated students, it does not necessarily mean that they are going to always be thrilled or entirely committed to a task or, in this case, in Reading English material, but it means that by that motivation, the students will complete the given assignments or homework, even if these assignments or works are difficult or look as if they are not interesting.

Also, according to Online Education Support (2002), a distinction between a positive and negative motivation is made. They say that positive motivation is a response which includes enjoyment and optimism about the tasks that the student is involved in. On the other hand, negative motivation involves undertaking tasks because there are not positive outcomes, for example, failing a subject if tasks are not completed.

In addition, we like the idea of *students' participation*, which means that they are going to be involved in decision-making of the material that they are going to read in class, not only because they feel part of the class, but they will think that they are important at the time of making decisions in things that they should practice and learn.

On the other hand, according to Collie and Slater (2004), there are some ways to stimulate students' desire to read and encourage their response. For example: teachers

¹⁰Sue Lintern, Online Education Support, Motivation, Internet. University of South Australia <http://www.unisanet.unisa.edu.au/motivation/Pages/What%20is%20Motivation.htm>. Access: February 9th, 2011

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can maintain students' interest and involvement by using a variety of *student-centered* activities. There are some activities, like the story pyramid, sequence chain, inverted triangle, role plays, improvisation, creative writing, discussions, questionnaires and others, that we can normally use in our classrooms, and that can be *student-centered*, and which they can really enjoy and feel involved with. Also, with these activities, the teacher can also improve some students' weaknesses, in particular, in skill areas like speaking or listening, using written articles in classrooms.

One of the principal aims of all these activities is to let the student develop the benefits of communication and make him or her do other activities for language improvement within the context of suitable reading material. That is, that by sharing this material with the students, they are going to be stimulated, and they will acquire these benefits at the end of the level; and the teacher, by providing valuable material, makes a balance with the selection of activities and in presenting them with confidence.

1.21. What is Autonomy?

The Longman Dictionary of Contemporary English (1978) defines *autonomy* as the right of self-government or management of one's own affairs. Besides, autonomy in *learning* means to have more control over your own learning process. Autonomy in language learning means to have more control over the purposes of learning languages and the ways in which you learn them.

Also, according to Lingue in Piazza (2005), autonomy can also be described as a capacity to take the responsibility for, or control over your own learning. Autonomous

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Learning offers learners the freedom and opportunity to make decisions about the content, organisation and pace of their own learning.

With this concept of Autonomy, Authentic material such as short stories, articles and magazines will be chosen according to the students' interests and then we will take them to the class, so students can decide and have *autonomy* over what they want to read in the classroom under our supervision.

1.22. Interaction

With Reading and reading authentic material that should be meaningful to our students, we are interacting with them, we are sending and receiving all kinds of information, and the main purpose of all these activities is that students are learning the language in order to be able to communicate. According to Douglas Brown (2001), interaction is, in fact, the heart of communication; it is what communication is all about. People send and receive messages. People interpret them in context, negotiate with their meanings and also collaborate to accomplish certain purposes.

According to Brown (2001), *Interaction* is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. In our EFL classrooms, what we are doing is interacting. Using all the meaningful material and activities, students will be willing to interact losing the fear of being corrected, or to speak in front of other students. In this way, we as teacher will want to create a good atmosphere for the students and let them practice, letting them reach fluency, and not correcting every single word or participation.

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Wilga Rivers says (1987) that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. Even at an elementary stage, they learn in this way to exploit the elasticity of language.

Moreover, Brown (2001), in his book, *Teaching by Principles*, shows us some *Interactive Principles* that we, as teachers should take into account in the process of teaching and learning. They are the following:

1.23. Automaticity:

True interaction is there, if special attention is given to meanings and messages, and not to grammar and other linguistic forms.

1.24. Intrinsic motivation:

When learners are intrinsically motivated, there is no need of external rewards. This means, that learners can perform tasks or classroom tasks, because they are fun, interesting or challenging, and not because they anticipate some rewards from the teacher.

1.25. Strategic investment:

Interaction requires the use of strategic language competence to make certain decisions on how to say or write or interpret language, and to make repairs when communication pathways are blocked.

1.26. Risk Taking

Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being ignored, or rejected. In this case, the rewards are great, and worth the risks.

1.27. The language – culture connection:

The cultural loading of interactive speech as well as writing requires that interlocutors be completely versed in the cultural nuances of language.

1.28. Communicative Competence:

All the elements of communicative competence are involved in human interaction. Besides, all these elements should work together to have successful communication. Communicative Competence is the goal of a language classroom. This will be achieved if special attention is given to: language usage and not just usage, to fluency and not just

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accuracy, to authentic language and contexts and not to improvised contexts in the real world.

CHAPTER II

APPROACHES TO LANGUAGE TEACHING

For the sake of this thesis and the understanding of the readers of our thesis, we will also clarify some other concepts that we will be using along our work, and that are related to Educational Research and Research Methods in language learning:

2. Using different approaches

When we teach in our EFL classrooms, we can use different approaches, and we are going to mention some of the approaches that appeared some time ago and that are still used by some teachers nowadays. We are not saying that these are the ones that should be used in our classes. We are just clarifying the concepts of the ones that appeared some time ago, and that are important to know, in order to see which we can use or feel more comfortable with, at the time of teaching.

2.1. Approaches and Aims according to Collie and Slater

According to Collie and Slater (2004), they want to complement conventional approaches, and also diversify the repertoire of the classroom procedures, in order to stimulate students' desire to read and to encourage their response. Besides, the following aims have motivated them to develop the following activities:

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- Maintaining interest and involvement by using a variety of student-centered activities like: role play, improvisation, creative writing, questionnaire, discussions. With these activities, Collie and Slater say that the teachers will be able to identify students' weaknesses in particular skill areas like speaking or listening.
- Supplementing the printed page. With this activity, teachers can create a whole new world in the student's imagination. This is not just a page full of words; it is a page that can create a whole new world full of warmth and color.
- Tapping the resources of knowledge and experience within the group. According to Collie and Slater, pair group work is known as increasing learners' confidence in the foreign language, and also personalizing their contact with it. With this activity, students will be able to supply or give a correct meaning of an important word, or share the activity if they do not know the meaning of it. This activity, most likely leads to the creation of a risk-taking atmosphere, and makes the students think over the text and manage and work with it.
- Using the target language. With this activity, they want to give the students a great chance of using the target language in chosen activities. They will try to put themselves imaginatively into the target situation. Besides, there will be some difficulties, because some students would not have the richness and subtleness of vocabulary, but there are other ways of communication like non-verbal communication that can help students. Besides, if the students do not use the target language, and they use their native language, it would not be a disaster; it will indicate that the students are enjoying the task and that they are immersed in it.

2.2. Approach, Method and Technique

According to Douglas Brown in his book *Teaching by Principles*, he gave different definitions for all these words. He mentioned the definitions of these words according to Edward Anthony (1993), who said that method had three hierarchical elements named approach, method, and technique. First, he said that an **approach** was a set of assumptions dealing with the nature of language, learning and teaching. Then, a **method** was described as a general plan for a logical presentation of language based upon a selected approach.

Finally, **techniques** were the specific activities that took place in the classroom and that were consistent with a method, and consequently, they were in harmony with an approach as well. For example: At the *approach* level, a teacher could emphasize the importance of learning in a relaxed state of mind just above the threshold of consciousness. The *method* could resemble Suggestopedia. *Techniques* could include playing baroque music while reading a passage in the foreign language.

Then, according to Brown, Jack Richards and Theodore Rogers (1982, 1986) reformulated the concept of “method” and they were respectively renamed as: **approach**, **design and procedure**, but with a term that describes the three-step process which was called “**Method**”. According to them, it was a term for the specification and interrelation of theory and practice, because an **Approach** defines assumptions, beliefs, and theories about the nature of language and language learning. **Design** shows the relation of the theories to classroom materials and activities. **Procedures** are the techniques and practices that are the result of one’s approach and design. Today, the concept of separate methods is no longer a main issue in language-teaching practice. Instead, we refer to “*methodology*”

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as the umbrella term, reserving the term “*method*” for more specific clusters of compatible classroom techniques.

He also gives the definitions of some important terms like:

- **Methodology**, which refers to educational practices and any considerations that are involved in how to teach.
- **Approach**, which refers to the beliefs about the nature of language, the nature of language learning and the applicability of them.
- **Method**, which refers to classroom specifications for fulfilling linguistic objectives.
- **Techniques**, which refer to the variety of exercises, activities and tasks used in the language classroom to accomplish lesson objectives.

Having clear all these definitions and concepts of approaches, methods, techniques and methodologies, we are going to mention some methods that are used in the language classroom for language teaching.

2.3. The Grammar – Translation Method

In this method, classes were taught in the mother tongue and with little use of the target language. Also, the vocabulary was taught as isolated words in lists. The grammar

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that was presented was difficult, but it provided rules for putting words together, focusing on the inflection and form of words. Besides, difficult readings were used, and the meaning of the text was not important; they were just used as texts for grammatical analysis. Furthermore, translation was used in sentences without any context, and there was no practice of pronunciation. The main goal of this method is learning a foreign language through the reading of literature written in the target language.

2.4. The Direct Method

According to Brown, the basic thought of the Direct Method was similar to Gouin's Series Method, which was that second language learning should be more like first language learning, where lots of oral interaction took place, and the class was only conducted in the target language. Also, every day vocabulary and sentences were taught, and communication skills were based on question and answer exchanges between teachers and students. Besides, grammar was taught inductively, and new things were taught through modeling and practice. Moreover, vocabulary was taught through demonstration of objects and pictures, and also pronunciation and grammar were emphasized.

2.5. The Audio-Lingual Method

This approach is also an oral-based approach. This method drills students in the use of grammatical sentence patterns. That is that new material is presented like a dialogue where mimicry, memorization of set phrases takes place. Grammar is taught inductively, there is no grammar explanation, and vocabulary is limited to the class context. Tapes,

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language labs and visual aids are highly used and pronunciation is given great importance. There is almost no use of mother tongue, and successful responses are reinforced immediately.

2.6. Community Language Learning

According to Brown, and based on Curran's Counseling-Learning model of education that was extended to language learning contexts in the form of Community Language Learning, learning took place when students sat down in a circle and the teacher was outside of the circle. Then, the students first began to communicate in their native language. When there was an atmosphere of trust, communication was easier, because one of the students said something in his or her native language, and then the teacher translated the utterance in the second language, and the student then repeated the same expression in English as accurately as possible.

Afterwards, if there was a response to that utterance in the mother tongue, the teacher translated it again, and communication took place in that way. The conversation was taped so students and teacher could listen to it afterwards. The teacher's role in this approach was as a counselor, so students felt comfortable with the situation, and at the same time, the teacher encouraged student initiative and independence.

2.7. Suggestopedia

According to Brown (2001), this method was derived from Bulgarian psychologist Georgi Lazanov (1979), who said that the human brain could process great quantities of

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material if given the right conditions for learning, as a state of relaxation, using for this music, and giving control over to the teacher, being the person who facilitates the learning process. So, students trust in the teacher.

2.8. The Silent Way

In his book, Brown refers to Richards and Rodgers (1986:99) who summarized the theory of learning, after the Silent Way, when learning is facilitated when the learner creates and discovers, instead of remembering and repeating what is going to be learned. Also, learning takes place with the use of physical objects and by problem solving involving the material which is going to be learned. The Silent Way emphasizes discovery-learning procedures.

2.9. Total Physical Response

According to Brown (2001), who cites Asher (1977), the principles of child language acquisition were important. He noted that children who were learning their first language did a lot of listening before speaking, and that their listening was accompanied by physical responses. The TPR classroom then was based on a lot of listening and acting. Also, TPR was mainly used in the imperative mood; that was why commands were an easy way to get learners to move around doing what they were told to. For example, Stand up, Sit down, Touch your nose, etc.

2.10. The Natural Approach

According to Krashen (1982, 1997), the Natural Approach was aimed at the goal of basic personal communication skills, that is, everyday language situations, conversations, shopping, listening to the radio among others. The role of the teacher was to give students comprehensible input. The teacher was the source of information of the students. This approach has three stages:

- The preproduction stage where the development of listening comprehension skills takes place.
- The early production stages where there are a lot of errors because the student struggles with the language. The teacher pays attention on the meaning and not on the form. The teacher does not correct the student, only correction takes place if the errors block the meaning of the activity.
- The extended production where more complex activities take place. The objective of this stage is fluency, so teachers have to be very careful with corrections.

2.11. Communicative Language Teaching

According to Diane Larsen (2000), Communicative Language Teaching aims to apply the theoretical point of view of the Communicative approach by achieving communicative competence in the goal of language teaching, and by acknowledging the

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interdependence of language and communication. Teachers know that everything that is done in class is done with a communication purpose, and that students can use the language through communication activities such as role plays, games, etc. The teacher acts as a facilitator in setting up communicative activities, and as an advisor as well during the activities.

2.12. Other Approaches

We are going to mention some other approaches that teachers had to use in the past in contrast to the ones that we use in our classes. It is important to mention that nowadays, teachers have more autonomy in choosing and combining methods and approaches according to the students and the activities that the teachers want to do in classes.

2.12.1. The Structuralism Approach

The Structuralism Approach appeared, and it was concerned with the correctness of grammar form, and not with content of the text; so, teachers were concerned about the correct use of grammar.

Structuralism states that human culture is to be understood as a system of signs. Robert Schools defined structuralism as a reaction to modernist alienation and despair. Structuralists attempted to develop a semiology (system of signs). Ferdinand de Saussure was the originator of the 20th century structuralism, and evidence of this can be found in *Course in General Linguistics*, written by Saussure's colleagues after his death and based on student notes, where he focused not on the use of language (*parole*, or speech), but rather on the underlying system of language (*langue*) and called his theory *semiology*. However, the discovery of the underlying system had to be done via examination of the *parole* (speech). As such, Structural Linguistics are actually an early form of *corpus linguistics* (quantification). This approach focused on examining how the elements of language related to each other in the present, that is, 'synchronically' rather than 'diachronically'. Finally, he argued that linguistic signs were composed of two parts, a **signifier** (the *sound pattern* of a word, either in mental projection — as when we silently recite lines from a poem to ourselves — or in actual, physical realization as part of a speech act) and a **signified** (the

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concept or *meaning* of the word). This was quite different from previous approaches which focused on the relationship between words and things in the world that they designate (Roy Harris and Talbot Taylor, *Landmarks in Linguistic Thought*, 1st ed. [1989], pp. 178-179).¹¹

Also, according to Williams (1984), Structuralism refers to the way the language content is organized, progressing from simple to complex language structures, and using carefully controlled vocabulary, where words are chosen because they are common, or useful, or easy to teach.

According to Structuralist, speaking and writing are the most important of these skills, since to some extent they presuppose the other two. While Behaviorist, refers to the method by which the selected language is taught, where the emphasis is on repetition and drill.

2.12.2. The Communicative Approach

With the Communicative Approach that appeared in the late 70s and early 80s, literature as a teaching tool seemed completely unreachable. The tendency in the EFL classrooms was to teach “**usable, practical**” content, and any literary materials as novels, poetry and others, **were not accepted because they were not practical English**. But, on the other hand, Collie and Slater (2004) say that recent course materials have incorporated many authentic samples of English as: cartoons, advertisements, newspapers, magazine articles, and others; that is why we are focusing on the use of “authentic material” to prove

¹¹ **Structuralism. Monografias.com** <http://www.monografias.com/trabajos18/structuralism> Internet.
<http://en.monografias.com/Structuralism>

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that we can use it, and not only material that the students are forced to read and make them hate reading, in some cases.

Dorit Sasson says that the learning objectives for improving reading skills and understanding texts more comprehensively can be developed by students as they perform various tasks and activities; the activities that can be practiced before and after reading a specific material. Also, these activities are applied to expand the students' background, knowledge and skills, and may also be helpful with other subjects as well.

Its origins are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.¹²

Del Castillo also says that during this period, dialogues were used as a means of communication, and gave EFL students the necessary tools to communicate in the most practical manner which is, after all, the aim of most EFL courses.

2.12.3. Three phases of Reading

According to Williams (1984) there are three principles in this approach, these are: Pre-reading, While-reading and Post-reading. Pre-reading lets the teachers introduce and

¹² **The communicative Approach in English as a Foreign Language Teaching. Monografias.com**
<http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml>

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arouse learners' interest in the topic, motivate learners by giving a reason for reading, and provide some language preparation for the text. The teacher should ask him or herself for this activity if the students know about the topic, if they have any idea of it, or if this text is useful for them. The answers to all these questions will lead teachers in ways of introducing the text, and motivate learners to learn with it.

While-reading is a phase that draws on the text, it helps understand the writer's purpose, the text structure and clarify the text content. In this phase, the "comprehension exercise" at the end of the reading is a characteristic activity of this phase. Also, answering questions that were asked at the beginning of the reading, or giving answers to questions inserted at various points within the text are important facts of this phase. Besides, the teacher has to think about the function of the text, how it is organized, what information is important, what the learner may infer or deduce from the text, what language the learner is learning from the text. With the answers to these questions the teachers can choose suitable activities in order to use them in the classroom and motivate learners.

The Post-reading phase is based on consolidating or reflecting upon what was read, relating the text to the learners' feelings, knowledge, interests or points of views. In this phase teachers can know if the learners really liked the text or not, or if they found it useful or not. The activities that are going to be used in this phase will depend on the objectives of the program or the objectives of the reading text, selected by the teacher. This phase will also contribute in a consistent way to writing, speaking and listening skills that the teacher intends to develop in the English classroom.

2.13. The Role of the teacher in the classroom using different approaches

According to Brown (2001), the profession has learned some profound lessons from the past, and we teachers have learned to be carefully eclectic in making erudite choices in the best of what we knew about second language learning and teaching. We are now able to formulate an integrated approach to language-teaching practices. We as teachers do not merely need a new method, what we needed, is to unify our **approach** to language teaching and designing effective tasks and techniques informed and based on that approach.

Brown (2001) also cites Kumaravadivelu (1994, 1995), who says that nowadays, even though we as teachers have innovative methods from the past and they are a great contribution to our professional field, we are not going to say or take them as final methods to be used in teaching a foreign language. We, as teachers have to be aware that we have a diversity of language learners, and that fact makes us realize that we have to use an **eclectic blend of tasks**. This means that each task will be organized according to a particular group of learners, place, and purpose in a specific amount of time.

Brown (2001) also states what David Numan (1991) says. He says that it is proved that there never was and probably never will be a method for all, and what is important now is the development of classroom tasks and activities which are suitable with what we as teachers know about second language acquisition and the way the class develops.

We as teachers, we all have an approach to put into practice in our classrooms. This approach will include a number of basic principles of learning and teaching based on what

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we have learned and studied and on which, we, teachers can base our ways for planning and assessing classroom lessons. This approach to language-teaching methodology is in theory, the understanding of the process of learning and teaching. It is based on the gathering of all our studying, reading, observing, discussing and teaching, and all this is the starting point of all that we do in our classes with our students.

To show the use of the different approaches used in the classroom during our research, we are going to give an example of one of our lesson plans:

2.13.1. Lesson Plan

Level: 5th level

Topic: Unit 8B. Remembering old times.

Time: 120 minutes

Students: 14 students

- **Objectives and Goals**

The purpose of Language Learning is to learn how to use the language in order to communicate.

- Students will review the use of the simple past by reading some newspaper, magazine and internet articles.

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- Students will work in groups of two or three using these articles. First, they will check vocabulary in context. Then if they do not understand a word they will use their English – English dictionary in order to avoid translation and give them more contexts to understand the word.
- Students will write a summary of the article using a Sequence Chain. Then they will present orally their summary to the class.
- Students will remember and reassure the use of the structure of the past tense by doing all the exercises mentioned before.
- Students will be able to use the grammar structure by practicing oral and written exercises in class with the teacher.
- **Lesson objective**

Students will be able to use the studied structure orally and in written form and also the new vocabulary.

- **Content and Materials:**

The students will remember the use of the structure by using the new reading material. They will use the copy that the teacher is going to provide them in order to do the activity. That is, the article, the sequence chain's copy, and the copy of the book **Grammar in use** that will rehearse the grammar structure that is going to be studied.

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- **New Vocabulary:**

Check the new vocabulary. First, students will check the words in context and then, by using an English – English dictionary. We want our students to think in English and avoid translation.

- **Grammar - Past Tense**

Structure examples:

- ***Positive Sentences***

You washed your hands before eating.

- ***Negative Sentences***

You didn't ask people how much they earn.

- ***Questions***

Did you sleep well last night?

What did you do yesterday?

- ***Past time markers***

Yesterday, last year, last night, ago, etc.

The materials that are going to be used are: A laptop to listen to some music in order to relax the students at the beginning of the class. A ball is going to be used to throw to the students in order to have them active and to pay attention to the activities that are going to

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be practiced in class. Oral practice as a review of what the students studied on the last class as a warm up. For example: What did you do yesterday? What did you do in your last vacations? Do you remember an important past event in your life?

Then some color cards are going to be used to teach new vocabulary in context by practicing with sentences in an oral way. To teach grammar, the teacher will use other color cards to explain the structure of the past tense. Oral and written exercises will be practiced in class with the teacher and also as homework.

Procedures

1. Activity Warm-up: First, students will listen to some music to make them feel relaxed in order to begin with the class (*Suggestopedia*). Then, they will stand up and stretch themselves and follow the teacher's commands (*Total Physical Response*). (five to ten minutes)
2. Then the teacher will ask the students what they remember about the last class.
3. Then the students will answer the questions that are going to be written on the board: **What did you do yesterday? What did you do on your last vacations? Do you remember an important past event in your life?** The students will generate realistic ideas based on true facts about what they did in the past. In this way the teacher will introduce the new topic (fifteen minutes)

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4. After these activities, the students will receive the newspaper, magazine and internet articles, and the copies of the sequence chain activity. They will read the words that are going to be on the white board. Besides, they will read them in their articles, and check their meaning in context. Then they are going to look them up in the dictionary, and if there are any questions, the teacher will explain the words if the students still have problems with their meaning, and the teacher will use them in different sentences by giving realistic examples (*Direct Method*). (twenty minutes).
5. Then the students will continue with the reading and doing the summary of the article in the copy of the sequence chain activity (twenty minutes).
6. After that activity the students will present the summary of their sequence chain to the class. The teacher will write down the errors and mistakes that the students have when they are using the studied structure.
7. The teacher based on the students' errors and mistakes will review the grammar of the unit, and check all the possible structures. Some oral and written exercises are going to be practiced. Together, students and teacher will check and review the grammar structure on the board, by them giving new and correct examples (*Natural Approach, Communicative Language Teaching*). (twenty minutes)
8. Grammar exercises of the book Grammar in Use will be given to the students. (10 minutes) if we cannot finish the activity in class we will send this as homework.

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Evaluation:

Students will not be evaluated right away, with the homework on the next class the teacher will check if the class, the grammar structure and new vocabulary was understood, by the copy and by making oral examples about the homework. Then, on the other day, we can just take a little quiz to check if our objectives were accomplished.

As this thesis and work is based on Action Research, which means that we do the research based on what has to be improved in our classes; we have to realize that we can be eclectic at the moment of choosing approaches and techniques. We can integrate them as we showed in the example of the lesson plan in order to be successful at the moment of teaching our students. We do not just need a method or an approach; we can unify them to our language teaching and be successful.

CHAPTER III

ACTION RESEARCH

3. Action Research Cycle

According to Kemmis and McTaggart (1988), they say that *Action Research* is carried out by classroom teachers, that this research is collaborative, and that it is aimed to change things in the classroom. They say that *Action Research* is a group activity. It is a descriptive research carried out by a teacher in her or his own classroom.

According to Wallace (2002):

This strategy is basically a way of reflecting on your teaching (or teacher-training, or management of an English department, or whatever it is you do in ELT). It is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be. This process is essentially what I mean by the term *action research*.¹³

Furthermore, action research is a process by which teachers attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions concerning their teaching and learning.

According to David Nunan (2002):

¹³ Michael J. Wallace. *Action Research for Language Teachers*. Cambridge, Cambridge University Press, Fifth Printing, 2002, page 4.

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“*Action Research* is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. It is often collaborative.”¹⁴

As it was stated before, and as Richards and Lockart (1994) say, Action Research consists of a number of phases which persist in cycles as: planning, action, observation, and reflection. According Nunan, the cycle takes place in the following steps:

- First, the teacher selects a concern or a problem that takes place in his or her classroom in order to observe it in more detail.
- Second, the teacher looks for a suitable way to collect information about the topic. It could be through recordings, interviews or surveys.
- Third, the teacher collects information about it in the class, analyzes, and decides what modifications may be necessary to make.
- Fourth, the teacher develops an action in order to modify classroom performance.
- Fifth, the teacher studies the effects of the action plan in the students and the teaching and learning process, and is aware of its significance.
- Sixth, the action cycle begins again, if necessary.

¹⁴ David Nunan. *Research Methods in Language Learning*. New York, Cambridge University Press, 11th Printing, 2002, page 229

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Now that we have clarified what Action Research means, and the steps that we have to follow in order to develop this type of research, we are going to explain what we did in our classroom and research.

First, we selected a problem that we as teachers face in our institution, and with which we knew that something should be done. As it was explained before, it is, the reading material (books) that we have to read in the classroom. Unfortunately, reading in our institution is any other activity that most of the time could be avoided because teachers have to finish with the program, and students have to read books that they do not like and that are not interested in order to take quizzes.

Second, in order to have reliable information, we gave our students a questionnaire in which they told us what they thought about the reading material that they were given to read in the class. Also, with this questionnaire, they told us about what their interests in reading were, and what they wanted to do with this material and what they wanted to learn with it. Besides, this questionnaire helped us know what their thoughts and reactions were related to this problem.

Third, as we then, knew what the problem was, and we also knew, the way they thought and what they wanted to read and liked, based on their answers, we collected interesting and authentic material so they could work with it in the classroom. Besides, different activities were also selected in order to develop this new idea of implementing different material to take advantage of, and not just let it be another activity that could be avoided because there was not enough time to work with it.

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Furthermore, as we already had the material that we decided to implement in the class, we began to work with it. Besides, we also used the textbook (Worldview Teacher's book) in order to continue with the program, and cover the units and topics that we had to work with. Each week, we had to cover new material. We taught what we had to teach in each unit to finish with the program, but at the same time we used the selected articles to rehearse what we had already taught.

We used reading (authentic material) in our classrooms as a tool to help students in the learning process. We spent time with our students in the classroom reading the chosen articles. We also practiced with them different activities like: the sequence chain, story pyramids, and oral presentations. In this way, we knew and made sure that they were really working and taking advantage of this activity. We did not just send them to read something as homework and then take quizzes about something that they might not have even read because they did not like it, or just because they did not have time to read.

Even though, this activity took us more time in preparing classes, the results were really rewarding. After eight weeks of working (time that one level lasts) using this approach, we gave students a questionnaire to fill in. Fortunately, according to the questionnaire, most of the students liked this new method of working with different material rather than using books. Furthermore, based on the information that the students gave in the it, we could see that there were positive results; not only in the learning process (see analysis of data of the activities), but also in the motivation that they had while reading the new material and working on different activities in the class.

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These results led us to the last step of the cycle of Action Research. That is, we can begin a new research with another group of students; and also, let other teachers know about what we have done in our classrooms in order to demonstrate that this is a good alternative and approach for language teaching and learning.

Furthermore, as we know, one characteristic of professional development is private reflection. This is, the process of privately thinking back on our teaching. This is why, we wanted to make this subjective data more solid, so it can be studied or analyzed. To do this, written data was collected once a week for eight weeks. We kept a journal in order to record what was happening in our classroom. We focused our journal in three main issues: First, the material that we were going to implement in class, that is, “authentic material”. Second, the way we used it in the class with different activities in order to collect data of the students work, and third, with this data check if there were any student’s improvement.

3.1. Research

According to Nunan (2002), it is a systematic process of analysis, consisting of three elements:

- A question, problem or hypothesis
- Data
- Analysis and interpretation of the data

According to Seliger and Shohamy (1989):

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“Research is the formalization of natural processes we all carry out from birth in dealing with the environment. It involves curiosity about some phenomenon and the posing of testable questions about relationships among observed phenomena.”

“Research differs from common sense because it is *planned, systematic* investigation. Its theories are testable and falsifiable and it attempts to study phenomena through careful description and identification, sometimes controlling and manipulating phenomena in order to study them in isolation.”¹⁵

3.2. Research as a Natural Process

We all have to understand that research is not always practiced in laboratories or that it has to do only with numbers. We have to understand that Research is something that is common and that is carried out in our daily activities because we want some answers to our questions about issues that take place in our daily lives. Also, we have to take into account that there may be many different perspectives by which issues can be investigated by using different procedures like observation, questioning, experimentation or elicitation; and once a hypothesis has been formed, tested, confirmed or rejected it may be necessary to check the research or confirm the conclusions by researching the question using different results.

3.3. Scientific Research and Common Sense

Even though there are some basic elements of research in daily activities there are some important aspects that we should take into account when research takes place. Also, we have to keep in mind that common sense may be the starting point for scientific research and not the end of it. Also the difference in the result of scientific research and

¹⁵ Herbert W. Seliger and Elama Shohamy. Second Language Research Methods. Oxford, 1989, page, 20.

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common sense could be expressed by concepts such as: organized, structured, methodical, systematic, testable and especially by the notion of disciplined inquiry.

3.4. Construct

When we refer to construct, we refer to psychological qualities like aptitude, motivation, intelligence and proficiency. These qualities can not be observed, but it is assumed that they exist, so researchers can explain the behavior that is observable, as for example: speaking ability and the abilities to solve problems. In research, the constructs should be defined in order to make them clear for other researchers.

3.5. Baseline studies

We refer to baseline or it refers to how subjects are before the beginning of the research. It is setting the foundation where the researcher begins the study. It refers to how and where the subjects are before research begins. Baselines can also be a work group or a set of work groups that can be used as a logical basis for comparison, or they can be established as a basis for subsequent selected activities.

3.6. Validity

Validity refers to: Are we researching what we are supposed to be researching? Or in the case of tests, Validity means testing what we are supposed to test, and not something else.

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Besides, Nunan (2002) states that there are two types of Validity. These are Internal and External validity. Internal validity refers to the way the research is interpreted; and External validity refers how results can be generalized from samples to population. That is, internal validity has to do with features which have an effect on results; meanwhile, external validity has to do with facts in general.

3.7. Reliability

Reliability refers to the consistency of the research or the study. According to Nunan (2002), Reliability is the extent to which an independent researcher, on analyzing one's data, would reach the same conclusions, and a replication of one's study would yield similar results. Internal reliability refers to the consistency of the results obtained from a piece of research. External reliability refers to the extent to which independent researchers can reproduce a study and obtain results similar to those obtained in the original study.

According to Wallace (2002) in Action Research the data is not very reliable in a technical sense. He says that, if researchers want a high degree of reliability, it would mean that the researcher will control nearly all the variables. Furthermore, he says that if the researcher is working on a research about him or herself, he will trust on his or her own judgment as how "reliable" his or her findings will be. Also, if the researcher wants to convince the readers about the research, the researcher should include in the research, in the appendix, the complete transcripts of the questionnaires that he or she obtained during the research.

3.8. Frequency table

Frequency tables are lists that show the frequency of values. Unvaried frequency distributions are often presented as lists, ordered by quantity, showing the number of times each value appears.

3.9. Population

We say that population is when the subjects or students, in this case, share common observable characteristics, and if these observable characteristics are different from a group of students they represent a different population.

3.10. Sample

A sample is a subset of individuals from a given population. In statistics, a sample is a subset of a population. Typically, the population is very large, making a census or a complete enumeration of all the values in the population impractical or impossible. The sample represents a subset of manageable size. Samples are collected and statistics are calculated from the samples so that one can make inferences or extrapolations from the sample to the population. This process of collecting information from a sample is referred to as sampling.

3.11. Variable

When we talk about variables we say that one variable can cause the other. We refer to Independent variable to the cause or why something happens; and a dependent variable as the effect or the result of doing something. Independent should be for example the methodology, how to teach; and the dependent is the action of talking, the scores on the test, the learning process the acquisition of the language.

3.12. Ways of Categorizing research

According to Wallace (2002), there are some ways to categorize research and those are:

3.12.1. Quantitative and Qualitative approaches

According to Wallace (2002) the most common way of classifying research studies is by categorizing them by using quantitative or qualitative approaches.

- Quantitative refers to the description of what can be counted or measured and therefore be considered “objective”.
- Qualitative refers to the description of data which are not open to be counted or measured in an objective way and therefore is “subjective”.

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In a research both quantitative and qualitative approaches can take place. For example, in the beginning of a research, the collection of objective quantitative data is done, but the researcher also has to interpret the meaning of this data for his or her professional improvement as his or her analysis and interpretation. In this way the qualitative approach takes place.

3.12.2. Introspective and Empirical data

Wallace (2002), states that research techniques can also be classified according to whether the data is created by, as it were, “looking inward” (*introspective data*), or by “looking outward” (*empirical data*).

Empirical research takes place when there is observation of certain aspects of the world around us. It examines objective material things. This kind of observation can be done by other people. Besides, introspective or mentalistic data takes place when our own thoughts and feelings are examined, and later on, an explanation about them is given, but this type of data can fall into disrepute, because reliability or validity can not be checked. But at the same time, there is no other way to know how people think, and know what they feel or think is as important as any other data.

3.12.3. Individual and collaborative approaches

Wallace (2002) says in his book that *Individual approaches* to action research are those which do not directly involve anyone else except the professional concerned. This

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means the teacher who is working on his or her research. An example of this could be a diary, a journal or personal field-notes.

On the other hand, *Collaborative approaches* involve others colleagues in the same institution. An example of this kind of approach will be the observation of a class, a tape-recording discussion about some aspects of teaching or interviews.

3.12.4. Illuminative / heuristic and conclusive approaches

According to Wallace (2002), if we as teachers want to throw some new light on a topic or a problem, we are using illuminative research. On the other hand, if we discover something about that topic or problem that we were not aware of before, we are using heuristic research. Besides, with Illuminative or heuristic research is easier for us to know what happens with our own teaching or find out something about us as professionals that we did not know before; and this is what Action Research is about.

3.12.5. Evaluation and trialing

Evaluation and trialing is something common in teachers. Normally, we assess our students, methods, class material or the textbooks and sometimes, this is done in an informal way. Besides, with trialing teachers can evaluate, for example, the reading material that is used normally in class (the reading books) and find it deficient, and then try something else to see if this material (authentic material) works better.

3.12.6. Interviews and questionnaires

Wallace (2002) says that these two techniques are used together because they involve bringing out something from the informants. This is factual information about themselves and their teaching situation, attitudes or points of view about a particular issue. Interviews and questionnaires require a lot of organization, and involve intruding on others people's time. Interviews tend to be more qualitative, and heuristic, whereas questionnaires tend to be quantitative and more easily generate conclusive findings.

3.12.7. Journals

Journals share almost the same characteristics as diaries. The principal difference is that they are written in order to be published. They have to be edited as any other document that is going to be read by other people. Journals may lose the authenticity of a diary, but it will be more accessible. Wallace (2002) says that according to Brock, Yu and Wong (1992) journals have important advantages. For example: They can help the researcher identify variables that are important for teachers and learners. They develop consciousness about the way a teacher teaches and a student learns. Besides, they are an excellent tool for reflection and are simple to carry out. They provide written data on teaching and learning experiences. Journals are the most natural way of classroom research and they encourage the improvement of reflective teaching.

Furthermore, Wallace (2002) says that according to Brock, Yu and Wong (1992) the researcher should narrow the teaching issues while writing a Journal. In this way, the researcher can investigate in depth two or three topics instead of exploring a lot of them at

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the same time. They also state that the support of a colleague during this activity can help teacher's motivation.

CHAPTER IV

ANALYSIS OF THE DATA

4. Data collection procedures and duration

This research wants to show that if we teachers use authentic material like newspaper articles, short stories or magazine articles in our classrooms, and work on different activities by making our students read what they like to read or what they are interested in, they can improve their English learning. They will learn English through new implemented material and motivation, and, as a result, they will learn the language in a better way.

The research took place in the institution we work for, with intensive English courses. For the purpose of this research, we worked only with one of our courses. So, our population is the students of the institution, but our sample is our students of fifth level (pre-intermediate level) that we worked with for almost two months. They are 14 students, 6 men and 8 women. They attended their English classes in the schedule of 7:00 am to 9:00 am.

First, we spoke with them and told them what we were going to do. We did not tell them that they were going to be part of our research. We just explained that the process was part of the institution's program and that we wanted to implement other teaching

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strategies in order to make them feel more comfortable in the class. Then, we gave them a questionnaire, and made them fill it out. The questionnaire had the following questions:

1. *As an English student, do you think that literary material could be useful in the classroom while you are learning English?*
2. *If the answer is yes, why do you think that literary material can be an advantage or beneficial in the language learning process?*
3. *If the answer is no, why do you think it could not be beneficial?*
4. *Do you like to read in your own language? Why? Why not?*
5. *What type of material do you read in your own language?*
6. *What type of material do you read in English in your class?*
7. *What is important for you when you read specific material in your English classroom?*
8. *Would you like to read something different?*
9. *What would you like to read?*

10. What activities do you like to do in class with the material that you are given or what do you do with it?

(See Appendix A for table 1 Questions for the questionnaire directed to students)

4.1. Analyzing students' questionnaire questions

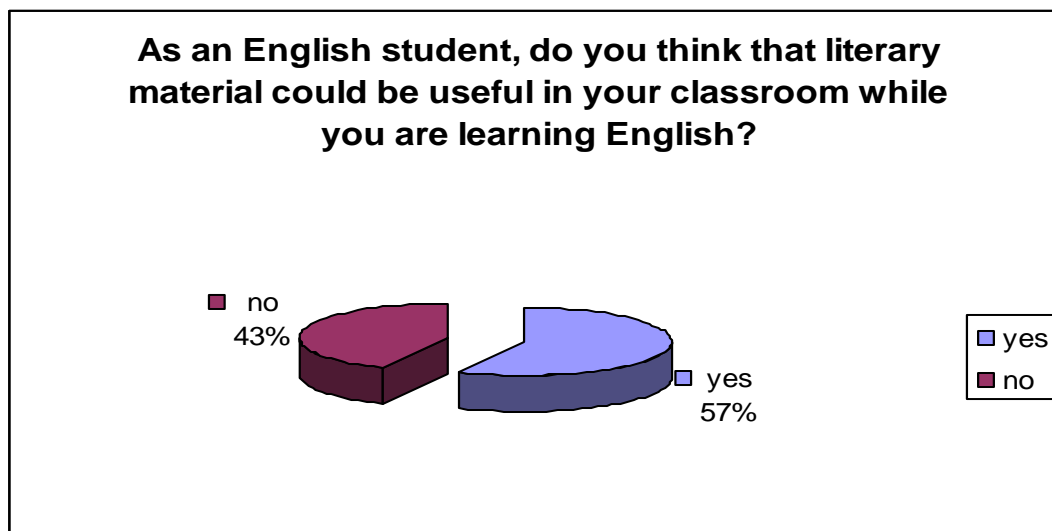
1. At the moment of reading the results of question 1 (one), which is: *As an English student, do you think that Literature or literary material could be useful in the classroom while you are learning English?*

We can realize that most of our students 57% (eight out of fourteen) has a positive answer to this question. Even though, we were asking about the material that could be useful, they answered that Literature was very important for learning, making us realize that we have hope doing this activity with them, and eventually meet our goals.

Frequency Table Question 1

| Q # | SS Yes | SS No |
|----------|-----------|----------|
| 1 | 8 | 6 |

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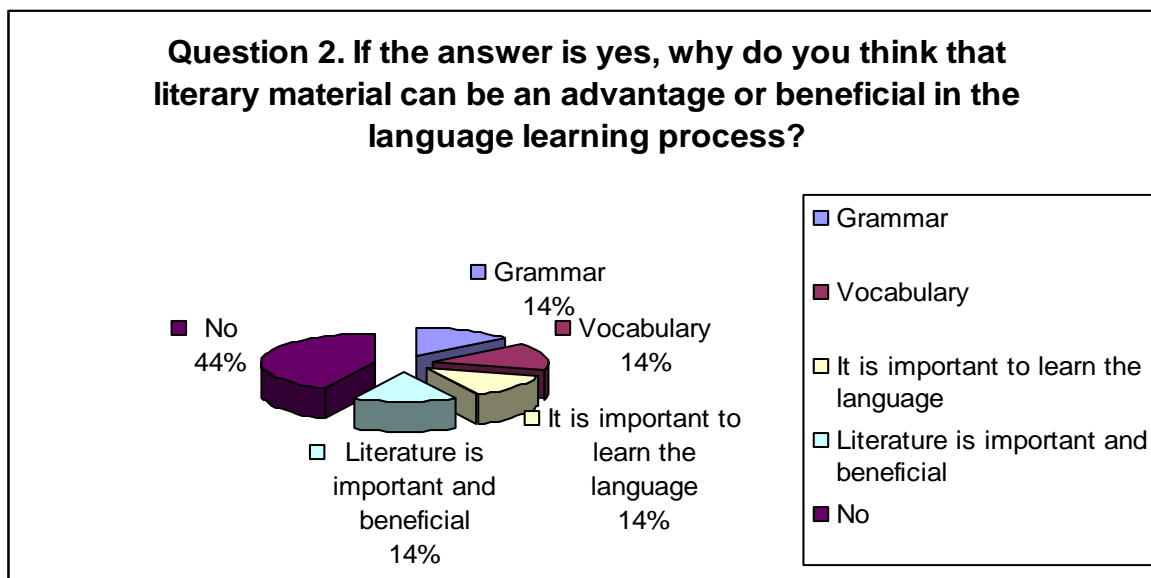
2. When we read the results of question 2 (two), that were related to question 1 (one), that is: *If the answer is yes, why do you think that Literary material can be an advantage or beneficial in the language learning process?*

Most of them, again 57% (eight out of fourteen), say that they can increase and learn new vocabulary, grammar, structure, the correct use of rules, learn about different topics, and that it is important and beneficial.

Frequency Table Question 2

| Q # | Positive Answers | Negative Answers |
|----------|------------------|------------------|
| 2 | 8 | |

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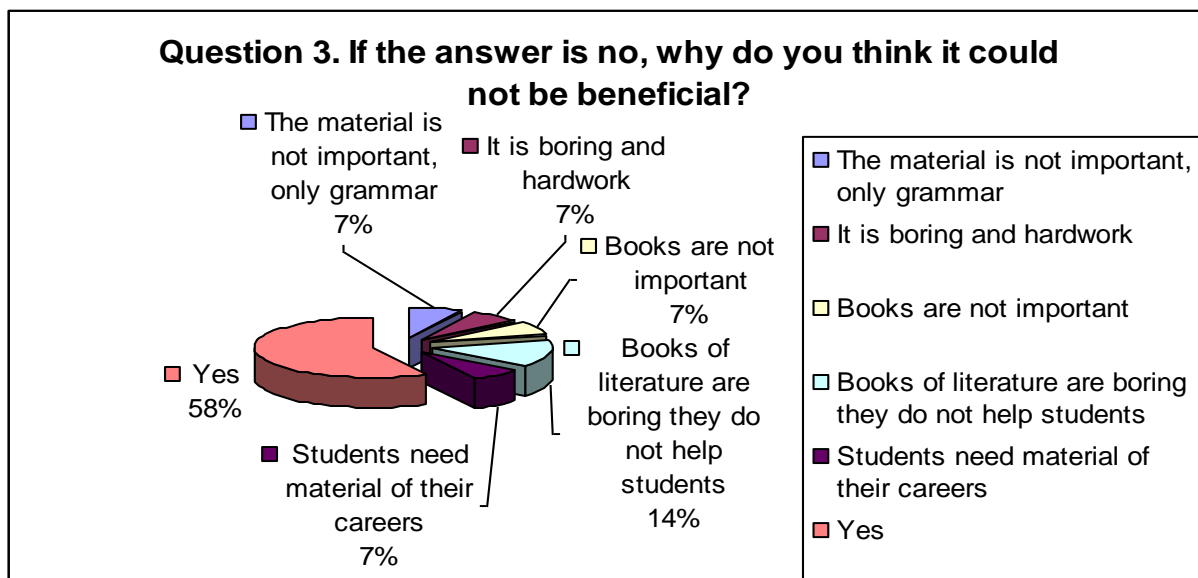
3. In question 3 (three), we had some negative answers related to question 1 (one) and that is: *If the answer is no, why do you think it could not be beneficial?*

Even though there were some negative answers, the percentage of positive answers is higher (57%). Besides, 43% of the students answered that books are boring and that they do not help students, and that they are “hardwork” (We think what the student meant was that it takes a lot of work). Also, that the material in the classroom is not important and that what is important is only grammar, and that some books are not important and that they prefer to read something related to their career.

Frequency Table Question 3

| Q # | Positive Answers | Negative Answers |
|----------|------------------|------------------|
| 3 | | 6 |

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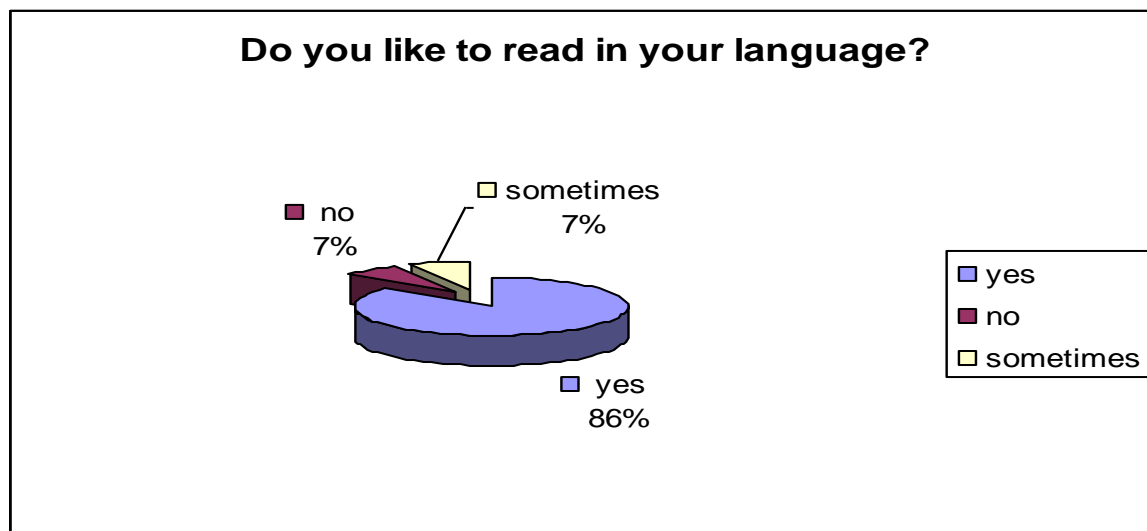
4. In question 4 (four), we asked: *Do you like to read in your own language?*

Most of them say yes, that is the 86% of students and this answer was really motivating for us, because even though the students read magazines, newspapers, or technical books of their careers, at least they read something in their mother tongue. They do not read a good book just for pleasure, but at least they are reading something.

Frequency table Question 4

| Q # | SS who read in Spanish | SS who read Grammar books in Spanish | SS who read internet articles magazines, comics, newspapers soap operas in Spanish | SS who read books related to their careers technical books | SS who read books in the English classroom | SS who read articles in the English classroom | Do not say | Sometimes | No |
|-----|------------------------|--------------------------------------|--|--|--|---|------------|-----------|----|
| 4 | 12 | | | | | | | 1 | 1 |

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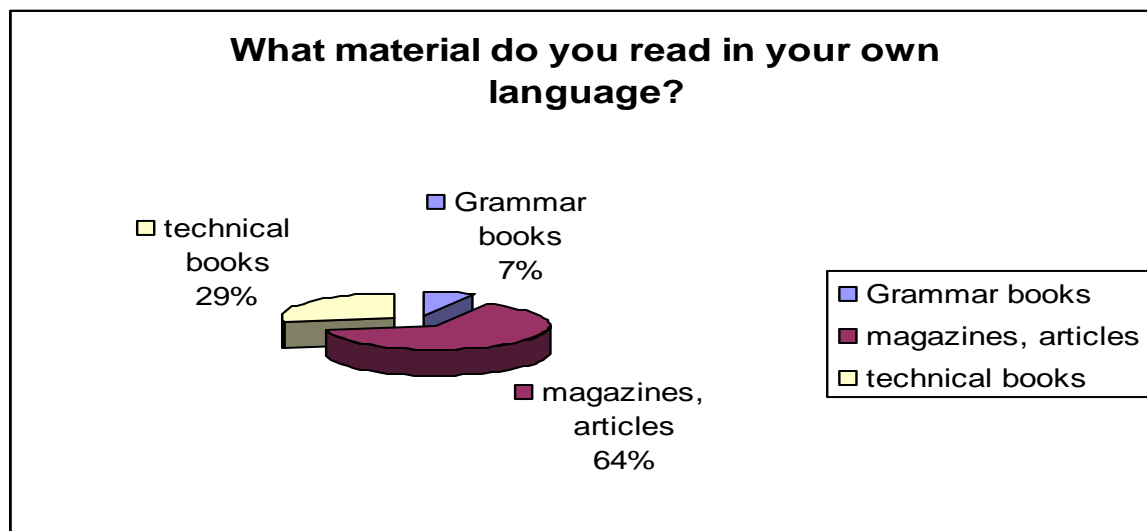
5. In question 5 (five), we asked them: *What material do you read in your own language?*

In question 4 (four), students said that they read in their mother tongue. 64% (sixty-four) of students read newspapers, star and music magazines or articles from “Lideres”, comics, Internet articles. 29% (twenty-nine) technical books and magazines, tourism material, and 7% grammar books.

Frequency table Question 5

| Q # | SS who read in Spanish | SS who read Grammar books in Spanish | SS who read internet articles magazines comics, newspapers soap operas in Spanish | SS who read books related to their careers technical books | SS who read books in the English classroom | SS who read articles in the English classroom | Do not say | Sometimes | No |
|-----|------------------------|--------------------------------------|---|--|--|---|------------|-----------|----|
| 5 | | 1 | 9 | 4 | | | | | |

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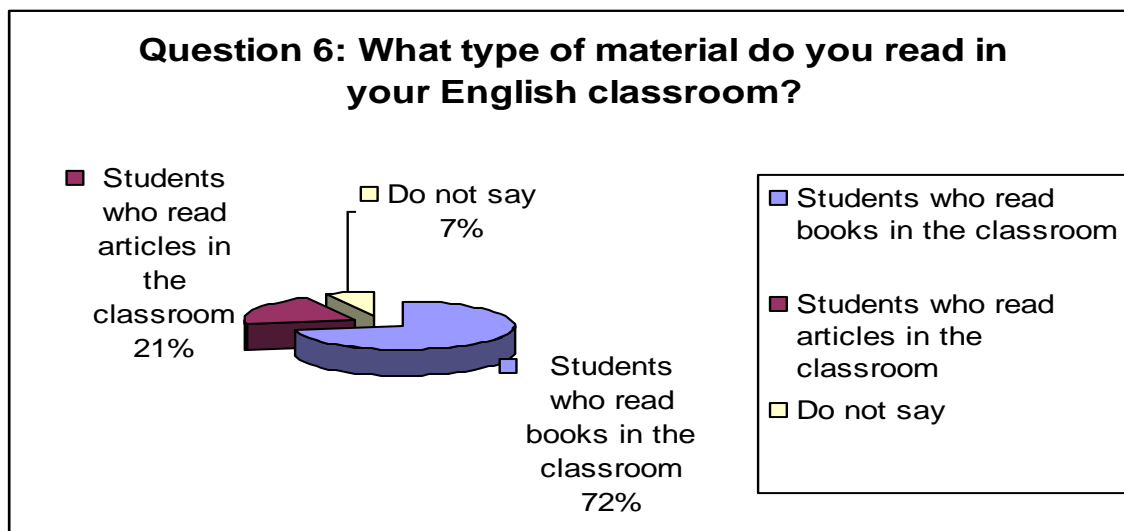
6. In question 6 (six), the question was related to what they read in their English class, it was: *What type of material do you read in English in your class?*

And they answered as we expected. 72% (seventy - two) of students read books of adventure or history that are not important and boring, stories, books of stories, 21% (twenty-one) of students read some articles, exercise books, and books of mystery and 7% (seven) of students did not specify.

Frequency table Question 6

| Q # | SS who read in Spanish | SS who read Grammar books in Spanish | SS who read internet articles magazines comics, newspapers soap operas in Spanish | SS who read books related to their careers technical books | SS who read books in the English classroom | SS who read articles in the English classroom | Do not say | Sometimes | No |
|-----|------------------------|--------------------------------------|---|--|--|---|------------|-----------|----|
| 6 | | | | | 10 | 3 | 1 | | |

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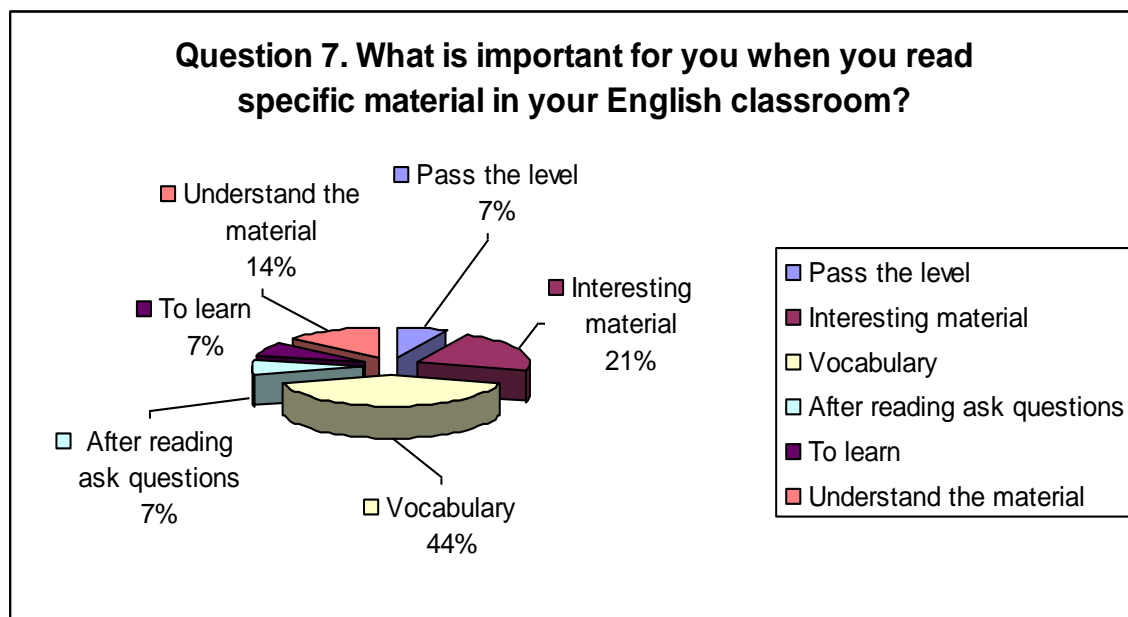
7. In question 7 (seven), we had 14 (fourteen) answers to: *What is important for you when you read specific material in your English classroom?*

44% (forty-four percent) of the students answered that vocabulary is important, because they can learn more and understand the content of the text. Also, that with it, they can learn to discuss their ideas, and that they can learn about different topics, and that they can also pass the level with it.

Frequency table Question 7

| Q# | Pass the level | Interesting material | vocabulary | After reading ask questions | To learn | Understand the material | Yes | Do not say |
|----|----------------|----------------------|------------|-----------------------------|----------|-------------------------|-----|------------|
| 7 | 1 | 3 | 6 | 1 | 1 | 2 | | |

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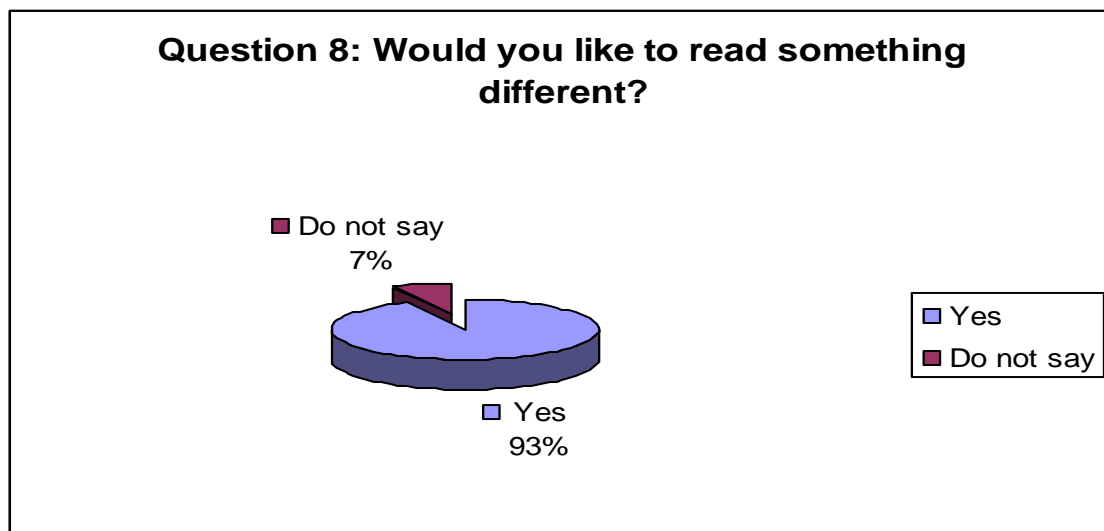
8. In question 8 (eight), the 93% (ninety-three) of students answered yes and just the 7% (seven) of students answered no. The question was: *Would you like to read something different?*

We were really enthusiastic about the results of this question because the students have a good attitude towards thinking in using a different material in the English classroom. We mean, they would like to read different material than the one that they are and were reading in the classes normally.

Frequency Table Question 8

| Q# | Pass the level | Interesting material | vocabulary | After reading ask questions | To learn | Understand the material | Yes | Do not say |
|----|----------------|----------------------|------------|-----------------------------|----------|-------------------------|-----|------------|
| 8 | | | | | | | 13 | 1 |

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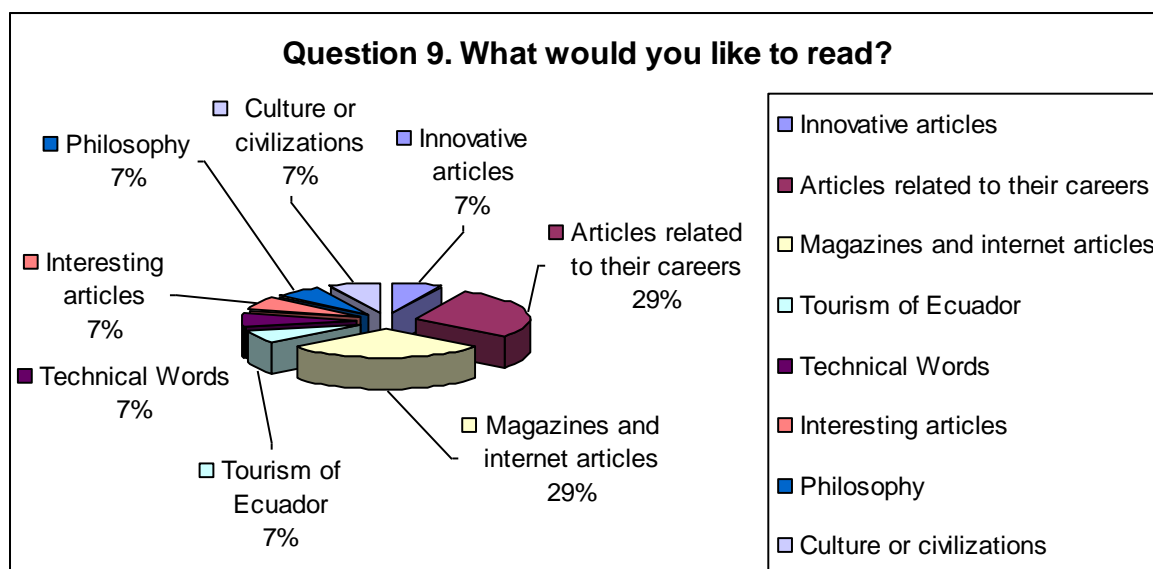
9. In question 9 (nine), they had to specify what material they will choose, so the question was: *What would you like to read?*

The students answered: 7% (seven) would like to read innovative articles. 29% (twenty-nine) magazines and articles related to their careers. 29% (twenty nine) sports magazines, newspapers, biographies, articles about Hollywood stars, interesting articles, and real life stories. 7% (seven) books about Tourism. 7% (seven) books with technical words. 7% (seven) books related to philosophy, and 7% (seven) books about culture and civilization.

Frequency Table Question 9

| Q# | Innovation articles | articles related to their careers | Sports Hollywood and internet articles magazines comics, newspapers real life articles | Tourism of Ecuador | Technical words | Interesting articles | Philosophy | Culture or civilizations |
|----|---------------------|-----------------------------------|--|--------------------|-----------------|----------------------|------------|--------------------------|
| 9 | 1 | 4 | 4 | 1 | 1 | 1 | 1 | 1 |

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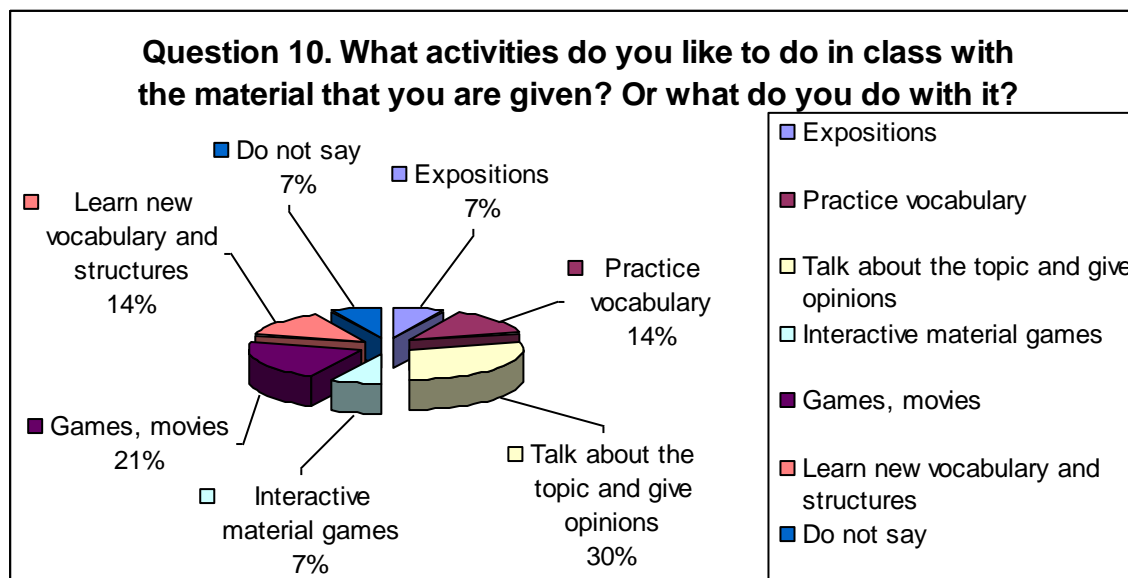
10. Question 10 (ten) was about the activities that they would like to do in class and it was: *What activities do you like to do in class with the material that you are given? Or what do you do with it?*

Students answered the following: 7% (seven) want to have expositions, 14% they would like to practice vocabulary, 30% would like to talk about the topic and give their opinions, 7% (seven) want to use interactive material, 7% (seven) would like to play games, 14% would like to learn new vocabulary and structures and 7% (seven) of the students did not specify.

Frequency Table Question 10

| Q# | Expositions | Practice vocabulary | Talk about the topic and give opinions | Interactive material games | Games, movies | Learn new vocabulary and structures | Do not say |
|-----------|-------------|---------------------|--|----------------------------|---------------|-------------------------------------|------------|
| 10 | 1 | 2 | 4 | 1 | 3 | 2 | 1 |

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Analyzing the answers of the students, we can say that we are really motivated with them. Students have a good attitude towards reading new and different material in the classroom. Moreover, we confirmed what we have said before about what they think of the material that they normally use in classes, which is the books that are given to them to be read. They said that books are not important, and that they are boring.

Besides, they also said that through this new material they want to improve their vocabulary, grammar, etc; they want to develop their English learning. Furthermore, they also said that they want to read magazines, newspapers, internet articles, among others. This fact really caught our attention because this is the material that we are going to use for our research. We are going to use “Authentic Material”. In this case, the material that fortunately they like to read.

Another important issue is that by using this material, they want to improve and learn more vocabulary, grammar, understand the content of the reading and also pass the

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level. They want to try different activities like practicing vocabulary, give their ideas in oral participation, and the use of interactive material.

4.2. Sequence Chain

After checking and revising all their answers, and based on their interests and needs, we selected some authentic material like newspaper articles from *The Miami Herald*, about real life, politics, tourism, sports, technology like: “Bin Laden denounces Obama”, and “How to see through your tongue”. Also, Internet articles about real life stories like: Diana, Princess of Wales, Hollywood articles or sports like: Formula One, FIFA World Cup, and real life short stories and some more articles, so they could have a variety of material they can choose from. Also, the material that we selected was based on their English level, and as it was their first activity, we chose some interesting articles so they can work in a good way with them.

After getting all the necessary material we took and showed it to our students. They were really interested and enthusiastic about it. So, we let them chose the material that they were going to use in the class. This time, they chose topics like sports, politics, real life, etc.

The first activity that we selected for working was the Sequence Chain. A Sequence Chain is a detail-oriented graphic organizer that helps students strengthens their reading comprehension ability by identifying important story elements as: key characters, setting, and relevant events and information, in order to facilitate the comprehension activity.

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Sequence Chain

| | | |
|---|----|---|
| Title: _____ Author: _____ Illustrator: _____ | | |
| CHARACTERS | | SETTING Place: _____ Time: _____ |
| 1. | 2. | 3. |
| ↓ | | |
| 4. | 5. | 6. |

NAME: _____

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In this activity, the students have to check first the title and then the author or the article. Afterwards, before reading, we made them guess what topic they think the article was going to be about just by reading the title. As this class had fourteen students, we made them worked in groups of two or three, so we could handle and manage the class in a better way. By working in groups, they felt more comfortable and confident, and were not afraid to speak, even though they had some errors and mistakes.

Besides, when the class had already began, we did not correct them at first, because as one of the new trends of teaching that we learnt in our master's in the class of our professor MS Donald Stewart, is that you do not correct the students if the message is understood. But after some talking, when they felt more comfortable with us, we modeled them, not by correcting them directly, but we repeated the sentence in the correct way, so they knew

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what they said and moved their heads showing that they understood and realized what we did by modeling them.

Then, they had to read the article and just underlined the words that they didn't understand; at that time, they just had to underline the words. Then, they had to select the characters, the setting, the time and place in which the article took place. Next, they had to check for important events and put them in order in the sequence chain. Afterwards, they had to check for the vocabulary that they underlined and, without the help of the dictionary, check the meaning in context. For this activity, we helped them so they could feel more comfortable with the activity they were doing. Furthermore, if they did not understand the meaning of a word, we gave them some examples using the same word; this situation gave us the chance to interact with the students, and at the same time they felt more comfortable and confident talking with us.

As it was one of our first classes, we were making a review of some tenses, like the use of the simple present, simple past and present perfect, so we let them use the tense according to the article they had chosen. For the purpose of this thesis, we will show how they did this activity and include the actual examples of their work in the annex section.

When students presented their Sequence Chain, they did not just present it on paper as we can see in the example (annex section), they had to present it in front of the class, gave their opinion, and asked questions to their classmates about what they had presented, so all the students had to pay attention to the oral presentation and participate in class.

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With this kind of work, we could also collect data in a written form and let us analyze their work in a better way. Consequently, after revising their work, if they had any errors or mistakes, we wrote them on the board; and without saying whose work that was, we made them realize what they wrote and we, the whole class corrected the written sentence.

Besides, in order to give a grade to this oral class work, we had some evaluation sheets in which we checked some criteria such as: Content, Fluency, Accuracy, and Pronunciation. Then, we asked questions based on their oral presentations. We are going to show the analysis of this oral activity after the Sequence Chain analysis.

4.3. Analysis of Students Sequence Chain – First Activity

For the purpose of this thesis, we are going to analyze the students' work, and we are going to do this with Error Analysis. Then, we are also going to compare and contrast the first sequence chain with the last one that they worked with. Besides, with these two examples of their work, we are going to analyze some language structures in order to see if there are any language improvements between these two activities over the time. The structures that we are going to analyze are the following:

1. The use of present and past tenses (verb errors)
2. Pragmatics,
3. Singular and plural forms, (misinformation)
4. Punctuation, Run-on sentences (omission, overgeneralization)

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5. Capitalization and spelling (overgeneralization)
6. English and Spanish interference (misordering)
7. Possessives (misinformation)
8. Articles (omission)
9. Use of prepositions (omission – misinformation)
10. Misunderstanding of the text
11. Subject verb agreement (misordering)

(See Appendix B, Table 2, First Sequence Chain)

4.3.1. Andres and Alexis

These are university students from fifth level (pre-intermediate) who are supposed to be an intermediate level, but they are not. The activity that we are going to analyze is the first sequence chain with which the students worked in groups of two or three. Besides, for the analysis of the data that we have collected, we are going to show some examples of the group problems, and then, in Annexes D and C, and tables four and five, you will see the analysis per each student.

For example, the first group read the article from the *Miami Herald*: “NUMERO UNO” *Roger Federer survives an epic battle against Andy Roddick to win his 15th Grand Slam title and regain top spot.* They wrote the following:

- Roger Federer won in Wimbledon over Andy Roodic_ and he won his 15th **grand slam.**

First, we think they have problems with punctuation – *omission error*; because they are not using any comas or semicolons, and, in English, we avoid having run-on sentences, so we suggested them using a comma or a semicolon between the two sentences. Also, we can realize that they did not pay attention when they wrote in English, because they could not even copy the words “Grand Slam” from the newspaper article in the correct way, and we are almost sure that they forgot to write them with capital letters.

Another example of these students is referred to *Ambiguity – Pragmatics*; the message is not well understood:

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- This match was the most important game in his life.

We ask ourselves whose match, Roger Federer's or Andy Roddick's?

Furthermore, they also have problems with *verb errors*, the use of present and past tenses, and again *omission errors*, with run-on sentences and colon. For example:

- Roger Federer won six times in Wimbledon. and he has a new record : 50 aces in a match.

Moreover, in the following example, they have the same errors with punctuation and capitalization – *omission errors*. They did not even use capital letters in the beginning of a sentence, and they also have problems with run-on sentences and the meaning of the words – *transfer errors* – *Spanish interference*. They wrote as if they were using Spanish. They used – *came back* - for – *regresar*.

- with this grand slam title Roger Feder came back to be the number one in the ranking of ATP.

4.3.2. Nataly, Belen and Gaby

The article that they read was: *Statue of Liberty crown reopens*, and they wrote the following:

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- the statue of liberty' crown was reopened after the 9/11 attacks.

As we can see, these students also have problems with capitalization – *omission errors*. They did not begin the sentence with a capital letter, and, in proper names, they did not use it either. They also have problems with possessives – *misinformation errors*, but we think that this is just an unintended mistake. They did not pay attention when they wrote this sentence because in the article, they used possessives in the correct way, but they did not write them correctly.

They also have errors with subject-verb agreement structures – *overgeneralization errors*. They are overgeneralizing this structure. They knew the structure of the third person, simple present and they just used it with all the subjects. This shows us that they have a mistake in this example. Besides, they again have problems with capitalization – *omission errors*:

- the other visitors were surprised because the couple was alone in the crown.
- People thinks the Statue of Liberty is the most famous symbol of Liberty in USA.

We say that these students had mistakes because they did not pay attention while they were writing because in the last sentence, they used capital letters in the correct way and in the first example sentence, they did not use them correctly.

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In the following sentence, they had a problem with capitalization – *omission errors* again, and also with Spanish interference – *transfer errors*, because in Spanish we say: “Se toma decisiones, but in English we say: We make a decision, and they wrote:

- the President Barack Obama took the decision to reopen the crow.

4.3.3. Fernando and Estefany

The article that they read was: *Traveling by tour in Italy, Spain is money well-spent*. This is what they wrote: plan

- Debby and her husband always planed a wonderful trips to Central America.

First, they had a problem with the article “a” that is used for singular nouns – *overgeneralization errors*, but they were using it with a plural noun “trips.” Most of the time students make these kind of errors because they do not internalize the meaning of “a” -“one” making this an error. Besides, they also had a spelling problem *transfer errors* – *overgeneralization errors*, because they misspelled the verb plan, avoiding the rule in which they had to double the last consonant. “planned”. They wrote the word as they write it normally in Spanish, and added the “ed” for the past tense.

- But he husband death and she lost her travel partner, and she dicided to travel to Europe.

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- The first place that she arrived was Spain, but she had a lot of problems with the **languaje**.

In this example, we can say that they had an error with the possessive form “her” – ***misinformation error***, because they are confusing it with the personal pronoun “he”, and at this level, they should have known this feature. Furthermore, they also had an error with the use of the noun “death” – ***misinformation error***, instead of the verb “die”. They were again confusing the functions of the words. In addition, they had Spanish interference – ***overgeneralization – transfer errors***, because they wrote the way they listen the words in Spanish, and not they way they had to write in English.

- She **visited** a lot of **touristic** place where she **feel** happy and she **want** to **forgot** that she was alone.

They have a lot of problems in this sentence. First, they had problems with the past and present forms – ***verb errors***. Instead of using all the verbs in the past, they mixed both tenses. They knew that they were using the past, and suddenly they began writing in the present, but then, they also used “to forgot”. This gives us the idea that they knew the structure but they did not know when to use it correctly. They were confused. They knew that the structure of the simple past had to be used, but it was not clear enough making this a mistake. We are almost sure, that if we give them again an explanation of the simple past they will be able of using it in the correct way.

Besides, they also had a problem with Spanish interference, with the word “touristic” – ***transfer error***. They wrote the word as if they were writing in Spanish, “turistico”. They just thought in the Spanish and translated into English “touristic”.

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Another problem that they have is the use of the singular and plural – *omission error*, with “*a lot of touristic place*”. They had this error before, but in the next sentence they used the plural form in the correct way. We may say in this case, that this is not an error, this is a mistake. Sometimes, students are really focused in what they want to write and say that they do not pay attention in the form or the structure of the sentences.

- In this tour she can know a lot of friends and many beautiful place.

4.3.4. Sebastian and Jorge

This group read the article: *Rewriting the book on “Disabilities”*, and what we found was the following:

This group also has some problems like the other ones. One of the problems was the run-on sentences – *omission – misinformation errors*, where they used a comma instead of using a period. They have long sentences instead of having short ones. Besides, they also have some spelling problems – *overgeneralization errors*, when they wrote “vission”. Some words in English are written like this: session, admission, concession, confession, etc, so we may say that they generalize this feature by writing the word in that way. They also used shortening, instead of using the complete word. We cannot say that this is really an error or a mistake, but if this word is used in formal English, then it will not be correct. For example:

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- Erick's daughter lost the **vision** when she was 3 years old, then he tried to help her and he developed a new **tech** called BrainPort.

They also have problems with articles and prepositions – *omission and misinformation errors*. They are not using the correct article for locations and they are omitting the article before the noun. Besides, they also have Spanish interference in prepositions – *transfer errors*, when they used in Spanish “para tratar”, and instead they used “for try”, not using the infinitive form.

- Erick presented that technology on festival...
- The festival was about innovations **for** try to help **to** disable people.

4.3.5. Veronica and Ma de Los Angeles

This group read the article: *There's help for kids suffering from sleeping disorders.*

We really think that when this group wrote the following sentence they completely *misunderstood the meaning* and they only tried to complete the task. As we explained before at this time, they could not use the dictionary, so they did not have the chance to clarify any word meanings, and the context was a little bit difficult for them.

- Among the chief culprits is the skyrocketing obesity rate in the kids.

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Furthermore, they also have problems with the use of punctuation – *misinformation errors*, when they used “Other disorders:” They used the colon, when there was no use for it. We think that they did not pay attention what they were doing, because even in Spanish we do not use punctuation like this. They also separated the words as in “frighte – ned ” as we separate the words in Spanish – *transfer errors* – *Spanish interference*, so there is also language interference in this case.

- Other disorders: that may affect children’s sleep are: sleep walking, nocturnal bed-wetting, acid reflux and night terrors.
- The kids wake up frighte-
ned and remember their nightmares.

This group also had problems, and errors with the possessives and plural nouns – *misinformation errors*. They used possessive form instead of the plural form. Besides, they also used articles as they do in Spanish – *transfer errors* – *Spanish interference*. Consequently, we have language interference because even though we sometimes use articles “el” or “la” with proper names and we know that it is not correct, we still use them, and this group just used them in this sentence as if they were correct. In addition, they are omitting the subjects – *omission - transfer errors and Spanish interference*. In this case, we may say that they were transferring the Spanish structure of “Sujeto tacito”, and that is why they did not use a subject. Besides, they are not using any punctuation, having in this case a problem of a run-on sentence – *omission errors*, and as a result a misunderstanding of the text. For example:

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- There are many hospital's in the South of the Florida __have sleep labs __are characterized...

We said that this group had problems and errors with the possessives and the plurals, and we confirmed what we had said before; they did not pay attention when they were writing because in the following example, they first used the possessive form in a correct way, and then the plural form, confusing this structure with the possessive. This fact suggests that the students possess the knowledge of the correct form and are slipping up a mistake.

- ...bed times, allowing children to sleep in the parent's bed's.

4.3.6. Juan and Ana

These students read the article: *Is White House family friendly?* We found the following problems:

In the first sentence, they are not using capital letters – *omission errors*, in the proper name “obama”, but in the second example they used it. Meanwhile, in the first example, they used a capital letter in the proper name “Barack”, but again in the second one, they did not use it. We can say that these examples are examples of mistakes. It is a problem of lack of attention and not an error. Students should be more focused on the activities they do.

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Besides, they have problems with the article “a” – *misinformation errors – transfer errors – Spanish interference*. We think that this example is an error because by this time, they should have known and understood the rule of the articles “a” or “an”. Even in Spanish, we also have this fact of “cacofonía” and we are almost sure that they may have this same problem in their mother tongue. Then, they also have spelling problems, but we think that if we correct them, they will be able to manage them.

- The President Barack obama organized a impromptu presentation whit his girls, his chief of staff.
- The President barack Obama have promise to create an accommodating work place for their employees.

In addition, they had problems with subject verb agreement structures – *verb - misinformation and overgeneralization errors*. They did not use the verb (auxiliary) in the third person for the present perfect, and instead they used the same (verb) auxiliary that is used for the other subjects. Also, they did not use the past participle of the verb for the same structure of the present perfect.

. Besides, in the third example, they also repeat the subject verb agreement error- *verb errors*. As they keep repeating the same error, we will say that this is an error and not a mistake. They should check and study these rules in order to improve their language.

- The President Obama said that “he think, make people work better”.

4.4. Analysis of the Last Students' Sequence Chain

For the sake of this thesis, we are going to analyze the last sequence chain that the students worked with. We are going to analyze the same structures that we analyzed in the first sequence chain.

In this way, we can compare the data from the first and last sequence chain, and see if there is improvement or not in the process of Learning English by using “authentic material” in our classroom. The criterion is the following:

1. The use of present and past tenses (verb errors)
2. Pragmatics,
3. Singular and plural forms, (misinformation)
4. Punctuation, Run-on sentences (omission, overgeneralization)
5. Capitalization and spelling (overgeneralization)
6. English and Spanish interference (misordering)
7. Possessives (misinformation)
8. Articles (omission)
9. Use of prepositions (omission – misinformation)
10. Misunderstanding of the text
11. Subject verb agreement (misordering)

(See Appendix C, Table 3, Last Sequence Chain)

4.4.1. Andres and Alexis

In this opportunity this group read also an article from the newspaper *Miami Herald*: *Bin Laden denounces Obama*. We found the following problems:

In the first sentence, there was confusion in the use of the word “before”, instead of “after”- *misinformation errors*. Most of the students get confused with these two words when they want to use them. Besides, they also had problems with capital letters when there were proper nouns and also with spelling- *omission errors*.

They also wrote the words as if they were writing in Spanish, but they were also omitting some letters, *transfer errors, Spanish interference*. We really think that with more readings and practice all these difficulties could be solved by students without problems.

- **Before** the President Obama spoke in a good way about islamic world, Bin Laden sent a **messaje** to convince **muslims** that Obama is a bad person.
- **Accordin** to Tom Sanderson (terrorist expert), **Obama** election is the worst thing that could have happened.
- Al Zawahri said that ___not agree **whit obama** election and he called ___“house negro”
- **The obama** administration wants _establish the relationship whit Egypt.

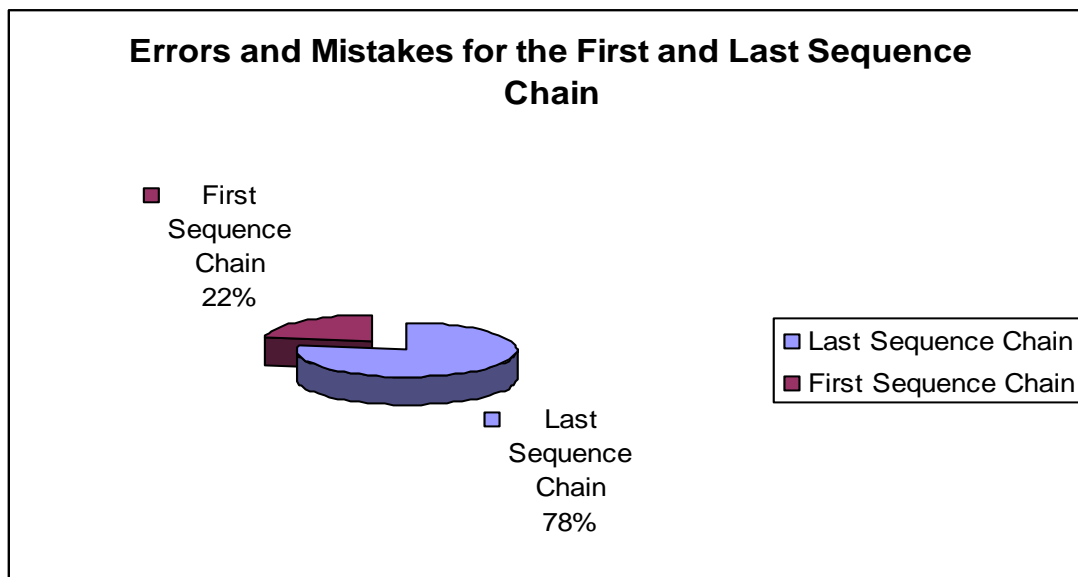
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Besides, these students have other problems with English structures – *omission and misunderstanding errors*. They omitted words like auxiliaries several times. We can say that these are errors, because they repeated the same errors again and again without correcting them. This fact can give us the idea that they did not know the rule, and that they had not acquired the feature of the target language. Some learners do not achieve or reach a completion stage of each grammatical structure; and some of them will persist to demonstrate no target language variability. They stop developing target language competence, and that is what we know as fossilization.

Furthermore, they misspelled words like “whit” more than one time – *overgeneralization errors*. Even though we have corrected it before, they did not correct it. They learnt it that way, and they used it in that way; that is the way that they have created their own rule.

Additionally, they had errors with the possessives- *omission errors*. They just did not know how to use them; they did not know this structure; that is why, in the text there was no use of the structure. In addition, they have Spanish interference when they use articles – *transfer errors, Spanish interference*, because they use them the way we use the articles in Spanish.

- **Andres and Alexis' improvement chart**



This group had more errors and mistakes in this last activity than in the first one. This time, they have 78% of errors and mistakes compared to 22% of the first activity. Besides, using the formula of the error quotient that is:

$$\frac{\text{Number of errors} \times 100}{\text{Number of words}}$$

in the first Sequence Chain they had a margin of errors of 6,8 % and in the last Sequence Chain they had 21,4 %.

4.4.2. Gaby, Belén and Nathaly

In this last activity they read a newspaper article of the *Miami Herald* which was: *Federer trounces Soderling in final*, and we found the following:

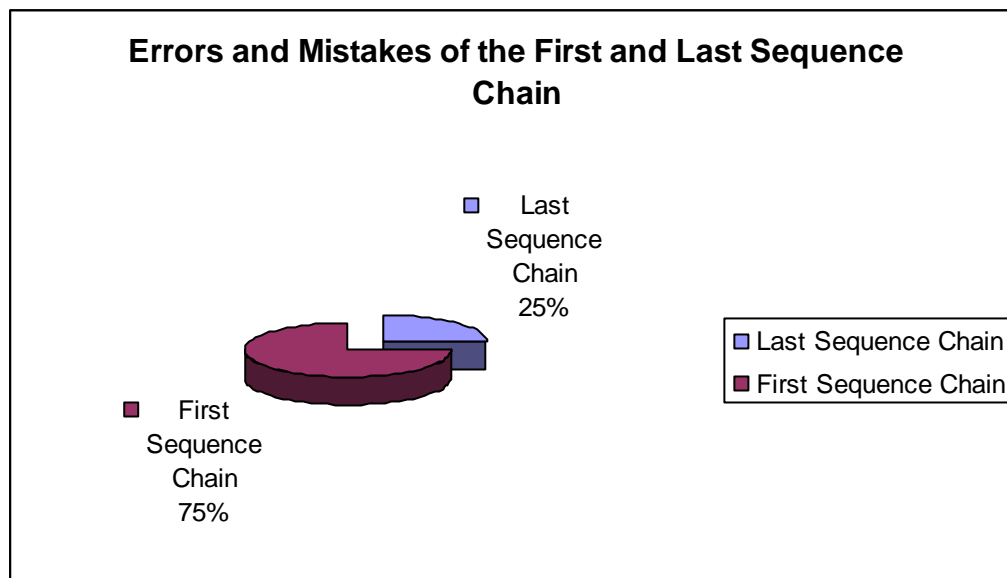
- Federer won in Paris after he lost three finals.
- Rafael Nadal beat **to** Roger Federer in two finals.
- Federer won Rolan_ Garros and he showed that he was the best tennis player in the world.

As we can see, the use of the past tense is well used in these sentences. After checking their first sequence chain and after working for almost two months, and by clarifying and showing them what their errors and mistakes were, they have improved in the use of the structure.

Besides, they still had problems with spelling, but we are sure that they did not pay enough attention at the moment of writing the name, but they used capital letters in all the proper nouns that they did not use before.

Furthermore, they still had problems with prepositions – *misinformation, transfer errors and Spanish interference*. They used the preposition as they were using it in Spanish, “Nadal venció a Ferderer”. They transferred the Spanish feature to the target language.

- **Gaby, Belén and Nathaly’s improvement chart**



In the first activity Gaby, Belén and Nathaly had 75% of errors and mistakes while, in the last activity they had only the 25%. Both results are positive, and these facts are encouraging results for us. We are realizing that the use of different material in classes, that is, the use of “authentic material,” (and not the normal material that they use: books) material that students like and are interested in, motivates and improves our students learning.

4.4.3. Fernando and Estefany

This group read the article: *Syscrapers find a new luster*, from the newspaper *Miami Herald*. We are going to show some examples of what they wrote this time:

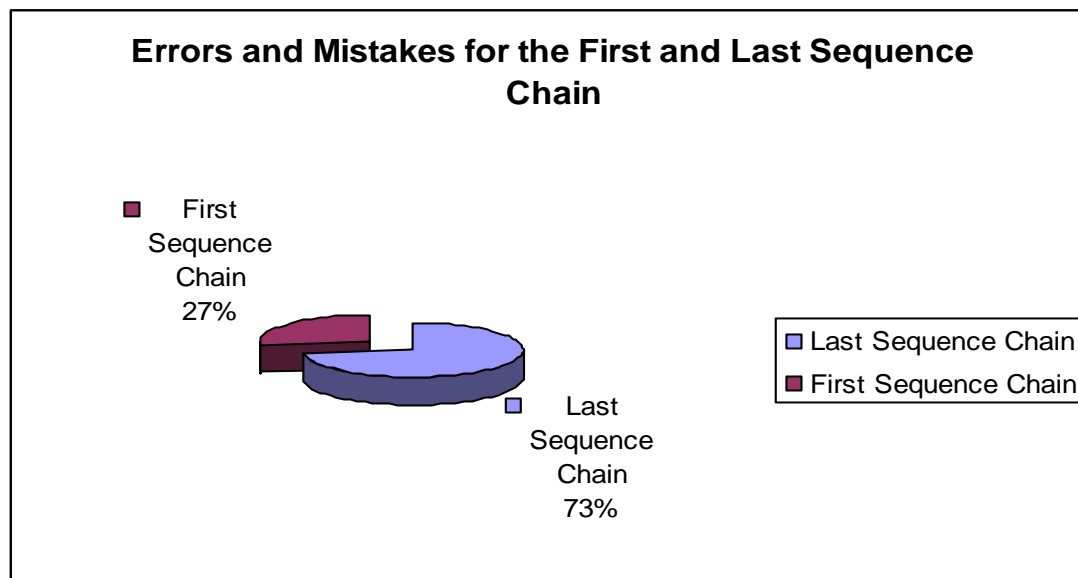
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- The renovations of the building's in the United **Stated** included new green technologies.
- The **Chistman** Building in Lansing Mich., **had** 81 **year** and now had a new **tecnologie**, they use recycled **matireal** in carpets and **tile**.

In the other analysis of the first sequence chain, they had problems with the possessives – *misinformation, transfer errors, Spanish interference*. This time, checking the other material and this one, their last activity, we can say that they have an error in the use of them, and not a mistake. They are using the possessive as a plural form. They have not internalized and differentiated these two structures, possessives and plurals in English.

Besides, they are not using the “s” to show the plural in “81 year” but they use “**s**” in “bulding’s” to show the plural form. Furthermore, they also have problems with Spanish interference, because they used the verb “have” instead of the verb “to be” that is used in English to show age. In Spanish, for example we say: “El edificio **tiene** 81 años” but in English use, we say: “the building **is** 81 years...” They also had Spanish interference when they wrote words as “matireal or tecnologie”, they wrote them as they sound and not the way they have to be written.

- **Fernando and Estefany's improvement chart**



This group has more errors and mistakes in the last activity than in the first one. They have 27% of errors and mistakes in the first activity, and 73% in the last one. They have not acquired the structures yet. In addition, according to the formula of error quotient, taking in account the words they wrote, they have a margin of error of 8,7 % in the first activity, and 20% in the last activity.

4.4.4. Sebastian and Jorge

This time, this group read the newspaper article: *Designed for a cause*, of the newspaper, *Miami Herald*. We found the following:

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In the first sentence, they wrote the adjective “different” in a correct way, but then in the same sentence, they wrote the same adjective incorrectly and with a plural form, “diferents” – *overgeneralization, transfer errors and Spanish interference*. In this case, we think that they are transferring Spanish plural form of the adjectives. As we know, in Spanish we use adjectives in a plural form using “s”, so, they just overgeneralized and transferred the rule and used it in the target language. Besides, they still have problems with spelling, but we are sure that it could be corrected by practice.

- Many artisans established designers are using their talent and different materials to create diferents products to sell arround the world.

In this sentence, they still had problems with possessives, verb agreement, and the use of articles and prepositions - *misinformation, omission and overgeneralization errors*. Even though we corrected them in the other activities, they still use them in the incorrect way.

Sometimes, when we as teachers correct students, they understand what they are doing wrong, but when they have to use a specific structure, they just do not use it correctly. Maybe, because they are really focused on the activity, that they do not pay attention in the things they are writing. Besides, when we used their errors, and wrote them on the whiteboard, they were able to correct them. They knew the structures or rules of the language they were learning but sometimes they just slipped up a mistake.

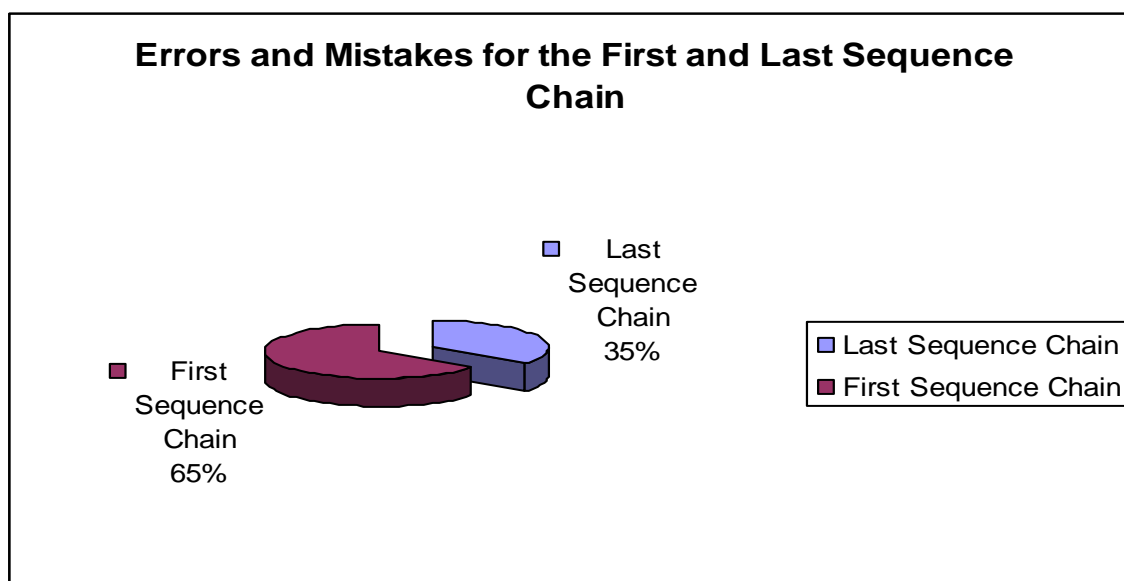
In addition, we have to remember what we have explained before. *Acquisition follows a U-shape course development*. Learners may have a good level of accuracy and then they

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may seem to go back and forward, until they finally perform in accordance with the target language rule. Learners are reorganizing their knowledge in order to house their new knowledge; and this fact of reorganization is known as restructuring.

On the other hand, when they did the activity, they also misspelled the words. Even though they read them in the text, and used them to do the activity, they have mistakes. We think that in most of these cases, students' problem is lack of attention.

- Artisan's communities try **to introducing** to U.S. buyers their products in the most important stores.
- **An** artisan's communities create **a on-line web site** to sell their products.
- Artecnic was founded to **promotes** self-sustaining communities....
- **Sebastian and Jorge's improvement chart**



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Besides, this group in their first activity had more mistakes and errors than in the last one. Sebastian and Jorge had 65% of errors and mistakes while, in the last activity, they had 35%. Besides, using the formula of the error quotient, in the first Sequence Chain we had a margin of error of 15.8 % and in the last Sequence Chain we had 11.1 %.

4.4.5. Verónica and María de Los Ángeles

This time, this group worked with the article: *Jon, Kate – and care that’s not so great*. These are the problems that we found this time:

In their first sentence, they had a problem with Spanish interference – *transfer errors*. They wrote as we speak in Spanish “Jon and Kate tienen un problema de fertilización,” meanwhile, in English, we would say “Jon and Kate have a fertilization problem”.

Also, they still did not use any commas or punctuation – *omission, overgeneralization errors*, when they write. Besides, these students still had problems with the articles and possessives – *omission, transfer, Spanish interference and misinformation, errors*, as in the first sequence chain and the other activities. They use the article “the” as we normally use in Spanish like in “el doctor de Kate” instead of using “Kate’s doctor” with the possessive form. We may say that this is an error, and not a mistake. They did not know the structure, and consequently they have not internalized it.

In addition, they had problems with spelling, but we think that this is a problem of lack of attention, because in other instances, they wrote the words correctly and afterwards they misspelled them again.

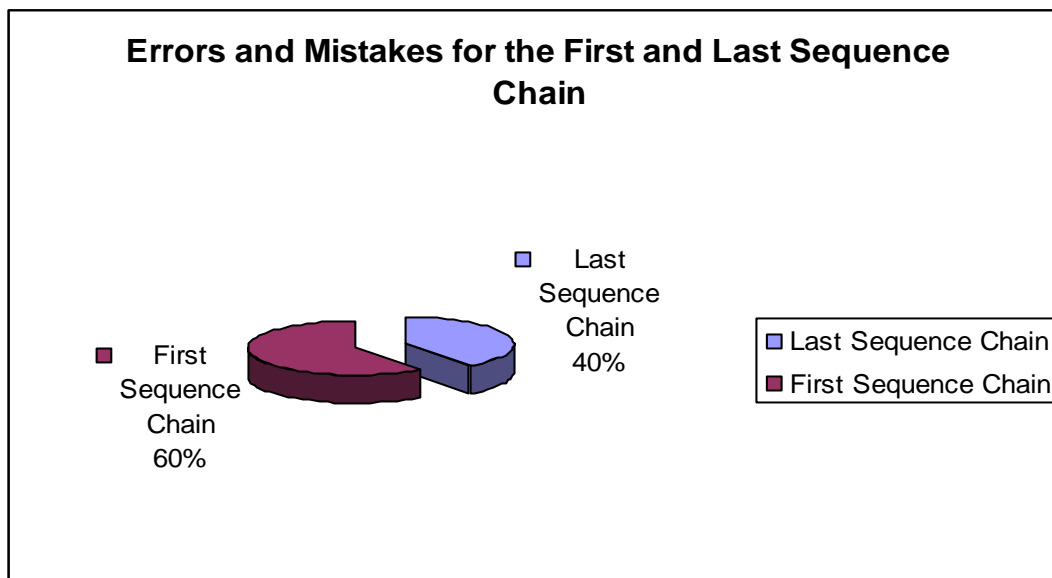
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In the last example, they again had a problem of Spanish interference – *transfer error*, *Spanish interference*, because they are omitting the subject as we do in Spanish with “sujeto tacito,” and as a result, they were not using the third person of the simple present – *omission errors*.

Finally, they still had problems with the prepositions – *misinformation errors*; but in this case, they did not know the rule that says that: if there is a verb after a preposition, this verb should be in the “ing” form (present participle).

- Jon and Kate have a **problem of fertilization**.
- Kate suffered a polycystic ovary syndrome__a condition in which a woman usually has problems ovulating.
- **The Kate** doctor proceeded with treatment in **wich** the sperm is injected into the uterus.
- ...This is known as Single Embryo_**and consist** in **injected** __into the uterus.

- **Ma de los Ángeles and Verónica's improvement chart**



Once more, we have positive results with this group. They have 60% of errors and mistakes in the first activity, and 40% in the last one. As well, using the formula of error quotient, they have a margin of error of 9,8 % in the first activity, and 10.9 % in the last activity. We have this difference between these two results because in the first activity they wrote more words (152-15) than in the second activity (91-10), but still, they had an improvement.

4.4.6. Ana and Juan

These students read the article: *Deaths at day care center stir anger*, of the *Miami Herald* newspaper. This last time, the group did not have a lot of problems. They wrote shorter sentences with complete ideas.

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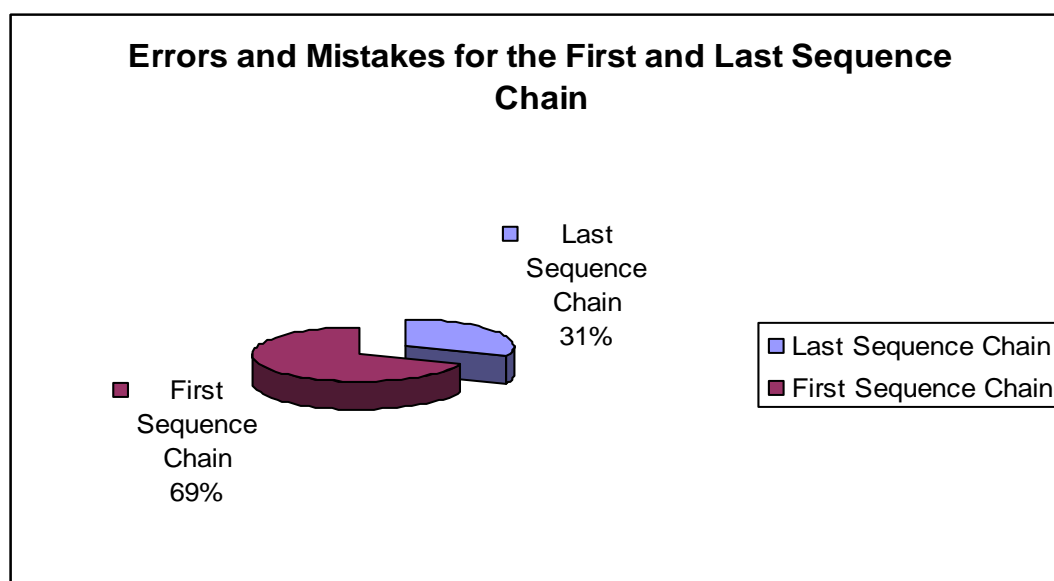
We are going to give some examples of what they wrote in this last activity. There was a confusion in the meaning (Pragmatics) of the verb “light-lit” for the verb “turn on” – *misinformation errors*, and also with the use of the verbs with the past tense and present perfect – *verb and misinformation errors*.

- The day care center **did not have lit** the fire alarm.

They also have an error in the way they separated the word “security” – *transfer errors, Spanish interference*. They separated it as we do with the words in Spanish. We have again a problem of language interference. They were writing and doing things as we do with our language. Besides, they use a comma where there is no need of using it. We think that they just wrote it, they did not pay attention when they were writing that specific sentence, because they do not have this mistake in any other sentence.

- The tragedy **alarm** the authorities about security in schools, and other places.

- **Ana and Juan’s Improvement chart**

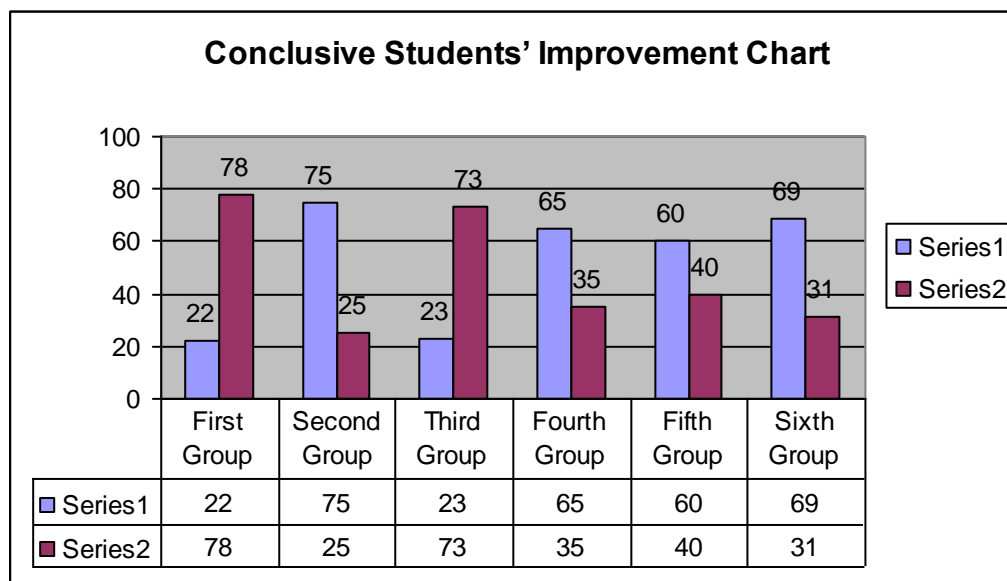


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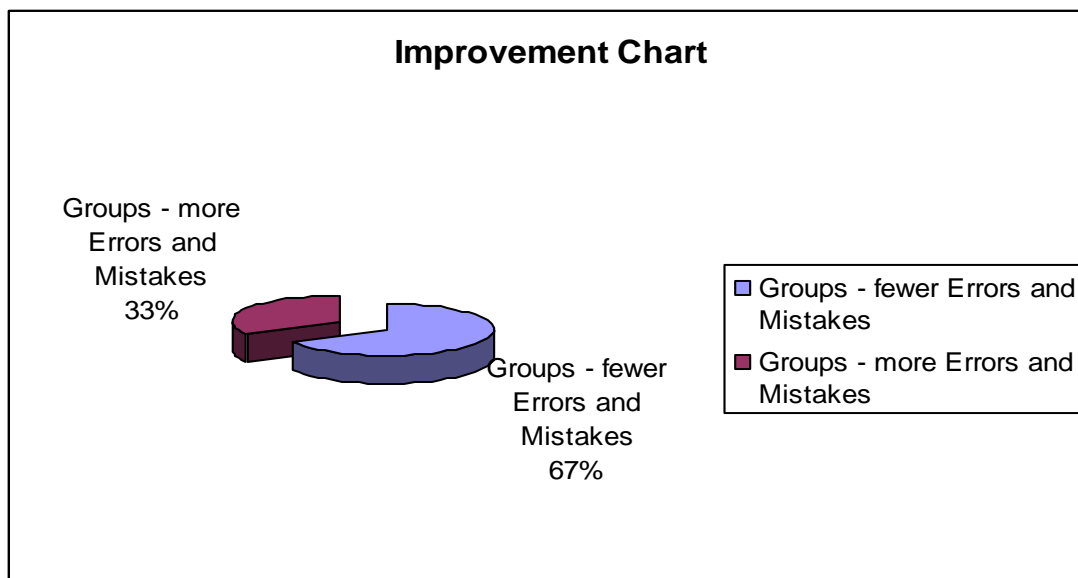
Yet again, we have positive results with this group. They have 69% of errors and mistakes in the first activity, 31% in the last one. As well, using the formula of error quotient, they have a margin of error of 12 % in the first activity, and 7.2 % in the last activity.

With our years of practice, we know that not all the learners learn in the same way. Some of them take more time than others. Besides, this also has to do with Language Aptitude. Some students are good in one field and others in other fields. On the other hand, if students have a good practice and input of the target language, students may be able to handle and manage all these problems, errors and mistakes. We have to keep in mind that practice leads to “perfection”.

- **Conclusive Students’ Improvement Chart**



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With these result charts, we can realize that there has been an important improvement in students' language learning. Even though students have errors and mistakes, we still have to work with them and encourage them in improving their English. We have proved that by implementing "Authentic Material" (material that they have helped choosing) in our classroom, and by using different and interesting activities, they feel more motivated in reading what they like to read, leading to learn more and be successful in the learning process.

4.5. Oral presentations

This activity was part of the sequence chain and the story pyramid. When the students finished their worked, they had to present it to the class. We used these criteria in order to grade students' presentations in class:

- **Content:** Coherence; Vocabulary; Comprehensibility; Organization (3) three points.
- **Fluency:** Ability to communicate; use of pauses; interruptions; general speed (2) two points.
- **Accuracy:** Grammar and general structure (2) two points.
- **Pronunciation:** Good intonation, how correctly words are pronounced (2) two points.

Questions

- The teacher can ask the students three questions, and two points are given to each one. These three questions are based on students' presentation.

On the other hand, the total grade of this activity is 15 points. This activity normally takes place in the class because students are asked to have oral presentations in classes. They should have three (3) or four (4) oral presentations in the first partial period as part of their grades; and three (3) or four (4) oral presentations in the second partial period in order

to approve the level. As a result, and for the purpose of our thesis, we collected this data for our analysis.

(See Appendix D, Oral Presentation grading sheets)

4.5.1. Oral presentations analysis

As it was explained before, for the analysis of these oral presentations, we took in consideration the following criteria: First, Content, which refers to coherence, the use of vocabulary, comprehensibility and organization of the presentation. For this criterion the student was given three (3) points. Second, Fluency, which refers to the ability that the student has to communicate, use of pauses, interruptions, and general speed. The student received two (2) points. Third, Accuracy, which refers to the use of Grammar and general structures. The student received two (2) points. Finally, Pronunciation, which requires that the student should have good intonation, and a correct pronunciation of words. The student received (2) two points.

For the purpose of this thesis, we chose two activities; the last oral activity of the first partial, and the last oral activity of the second partial. We selected these two oral presentations in order to test out if there was any improvement in the learning language process in the students.

We decided not to choose the first activities because we did not want the students to get nervous or anxious when developing these activities. We thought that this fact may have changed the results of our analysis. Furthermore, we made the decision of considering the same groups of the Sequence Chain to see how they worked in this other activity.

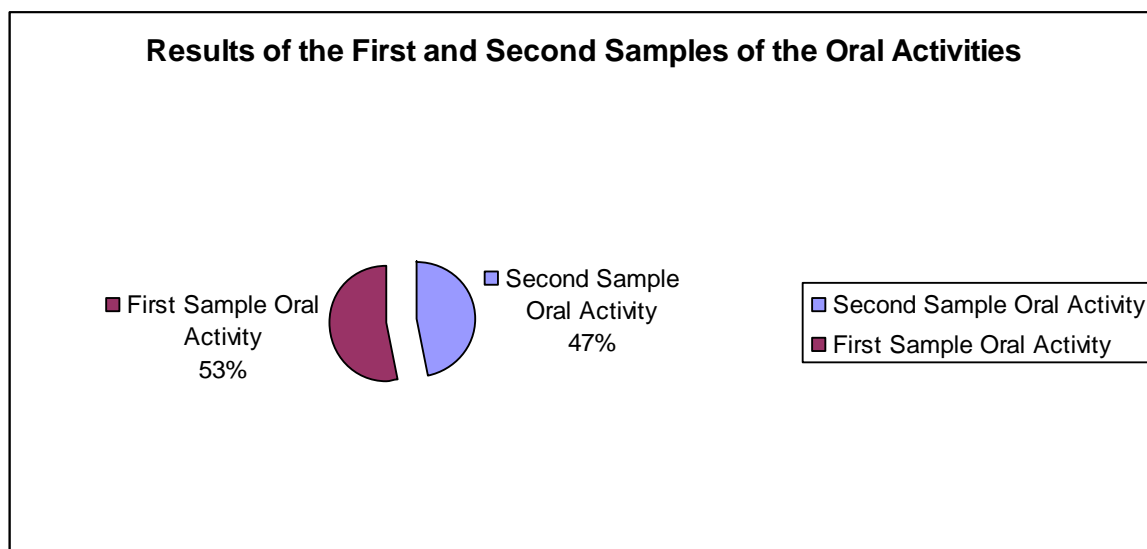
4.5.2. Andrés and Alexis' analysis

| | |
|--|-----|
| Fist Sample of the Oral Presentation: | |
| Content | 1.3 |
| Fluency: | 1.2 |
| Accuracy: | 1.2 |
| Pronunciation: | 1 |
| Question 1: | 1.5 |
| Question 2: | 1.5 |
| Question 3: | 1.5 |
| Total: | 9.2 |

| | |
|--|-----|
| Second Sample of the Oral Presentation: | |
| Content | 1.2 |
| Fluency: | 1.1 |
| Accuracy: | 1.1 |
| Pronunciation: | 1 |
| Question 1: | 1.3 |
| Question 2: | 1.2 |
| Question 3: | 1.3 |
| Total: | 8.2 |

These students mostly had problems with the organization of their ideas and the comprehensibility of the oral presentation. After that we had analyzed their written activities, we confirmed with the oral presentation that they had the same problems, errors and mistakes – *omission, verb, misinformation errors and Spanish interference*, with the structures of the target language. Besides, when they were asked the questions, in the first presentation they handled to answer them in a better way than the actual presentation of the given material. But, in the second presentation they still had problems with the same criteria and did not improve their knowledge of the language or their grade.

- **Andres and Alexis' Result Chart**



We had almost the same results that we got in the Sequence Chain activities. They got a lower grade in the second presentation 8.2/15 which is 47%, and 9.2/15, which corresponds to the 53% in the first presentation.

4.5.3. Gaby, Belén and Nataly's analysis

| | |
|--|-----|
| Fist Sample of the Oral Presentation: | |
| Content | 1.4 |
| Fluency: | 1.2 |
| Accuracy: | 1.2 |
| Pronunciation: | 1 |
| Question 1: | 1.3 |
| Question 2: | 1.3 |
| Question 3: | 1.3 |
| Total: | 8.7 |

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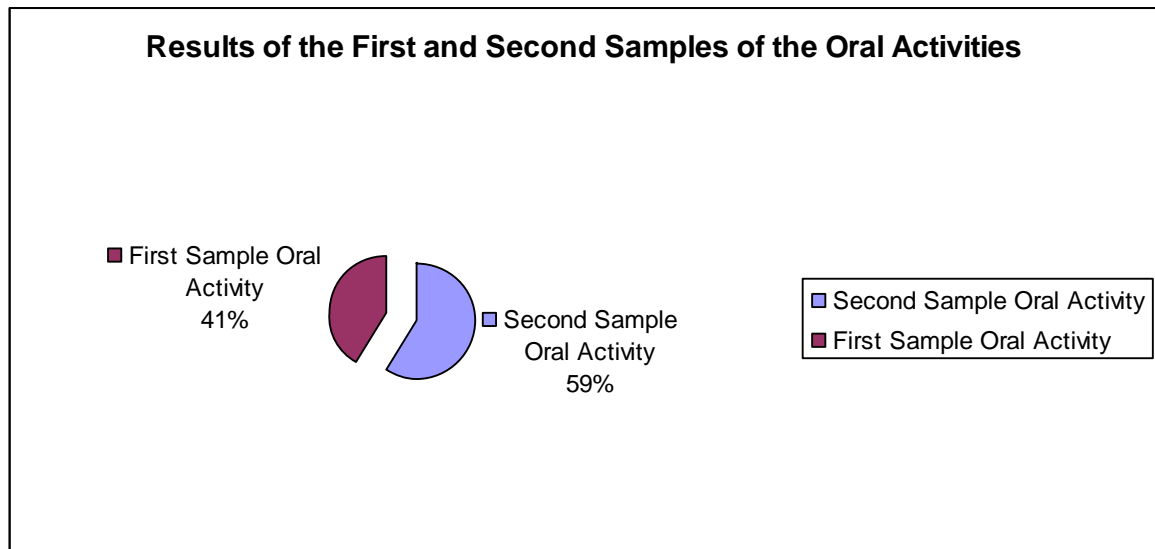
| | |
|--|------|
| Second Sample of the Oral Presentation: | |
| Content: | 2.5 |
| Fluency: | 1.6 |
| Accuracy: | 1.6 |
| Pronunciation: | 1.7 |
| Question 1: | 1.6 |
| Question 2: | 1.7 |
| Question 3: | 1.6 |
| Total: | 12.3 |

As the first group, these students had problems with the organization of their ideas, vocabulary, coherence, and general speed. we confirmed with these oral presentations the problems, errors and mistakes –

some
Besides,

misinformation, omission, overgeneralization, and transfer errors that they had with the structures of the target language. On the other hand, this group managed to have a better performance in the second presentation, and as a result a better grade.

- **Gaby, Belén and Nathaly’s Result Chart**



This time, we got positive results. As their performance improved, their grade also improved. They got 8.7/15, in the first oral presentation, which corresponds to 41%. But they got 12.3/15, which is 59% in the second presentation.

4.5.4. Fernando and Estefany's analysis

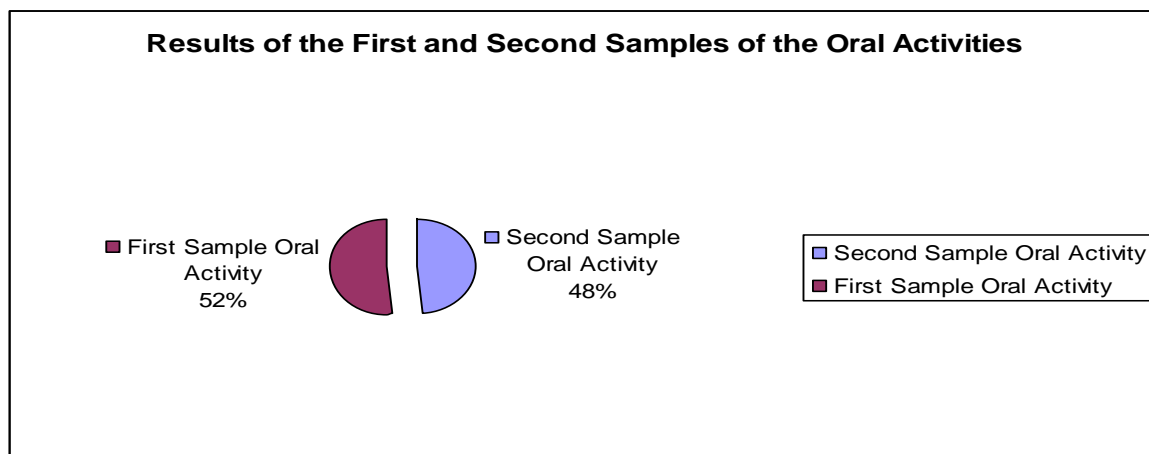
| | |
|--|-----|
| Fist Sample of the Oral Presentation: | |
| Content | 1.4 |
| Fluency: | 1.3 |
| Accuracy: | 1.3 |
| Pronunciation: | 1 |
| Question 1: | 1.3 |
| Question 2: | 1.3 |
| Question 3: | 1.3 |
| Total: | 8.8 |

| | |
|--|-----|
| Second Sample of the Oral Presentation: | |
| Content | 1.3 |
| Fluency: | 1.3 |
| Accuracy: | 1.3 |
| Pronunciation: | 1 |
| Question 1: | 1.1 |
| Question 2: | 1.1 |
| Question 3: | 1.1 |
| Total: | 8.2 |

These students also had some problems with the coherence of their sentences and the organization of the presentation. They still had problems, errors and mistakes – *omission, misinformation, and transfer errors*, as they had in the written activities. As we can see if we compare the two tables, there is almost no improvement in the performance or the grade that they got.

- **Fernando and Estefany's result chart**

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4.5.5. Sebastian and Jorge's analysis

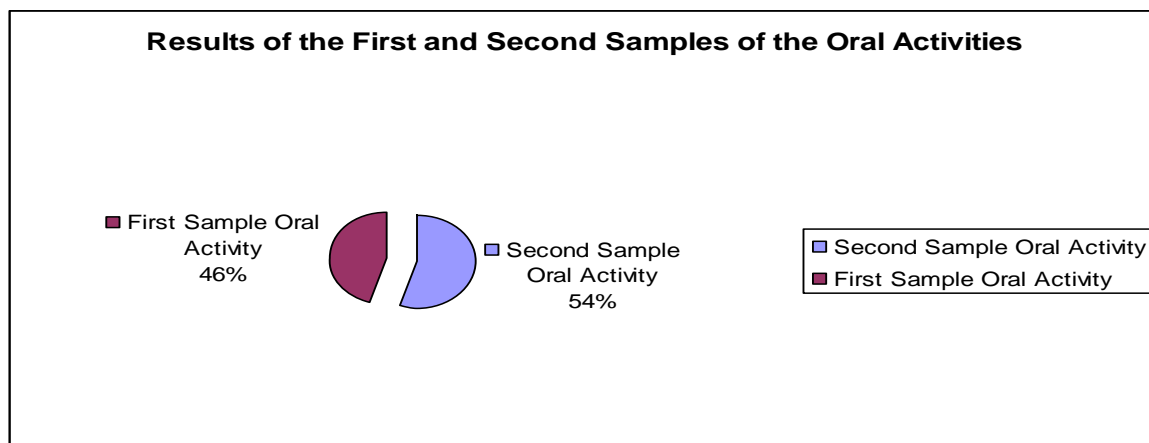
| Fist Sample of the Oral Presentation: | |
|--|------|
| Content | 2 |
| Fluency: | 1.5 |
| Accuracy: | 1.5 |
| Pronunciation: | 1.2 |
| Question 1: | 1.5 |
| Question 2: | 1.5 |
| Question 3: | 1.5 |
| Total: | 10,7 |

| Second Sample of the Oral Presentation: | |
|--|------|
| Content | 2.6 |
| Fluency: | 1.6 |
| Accuracy: | 1.6 |
| Pronunciation: | 1.6 |
| Question 1: | 1.8 |
| Question 2: | 1.8 |
| Question 3: | 1.8 |
| Total: | 12.8 |

This group had fewer problems with the organization and comprehensibility of the presentation. Their ideas, vocabulary, general speed and intonation were better than the other groups. In spite of having problems, errors and mistakes – *misinformation, omission, overgeneralization, and transfer errors*, they had acquired some of the structures of the target language. Besides, this group had a better performance in the second presentation, and as a result they got a better grade.

- **Sebastian and Jorge's result chart**

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As in other groups, we also have got positive results. Their presentation was better than other groups, and they managed to improve their performance as well. As a consequence their grade also improved. They got 10.7/15, in the first oral presentation, which corresponds to 46%, and got 12.8/15, which is 54% in the second oral presentation.

4.5.6. Ma de los Angeles and Veronica's análisis

| | |
|--|-----|
| Fist Sample of the Oral Presentation: | |
| Content | 1.4 |
| Fluency: | 1.1 |
| Accuracy: | 1.1 |
| Pronunciation: | 1 |
| Question 1: | 1.4 |
| Question 2: | 1.4 |
| Question 3: | 1.4 |
| Total: | 8,9 |

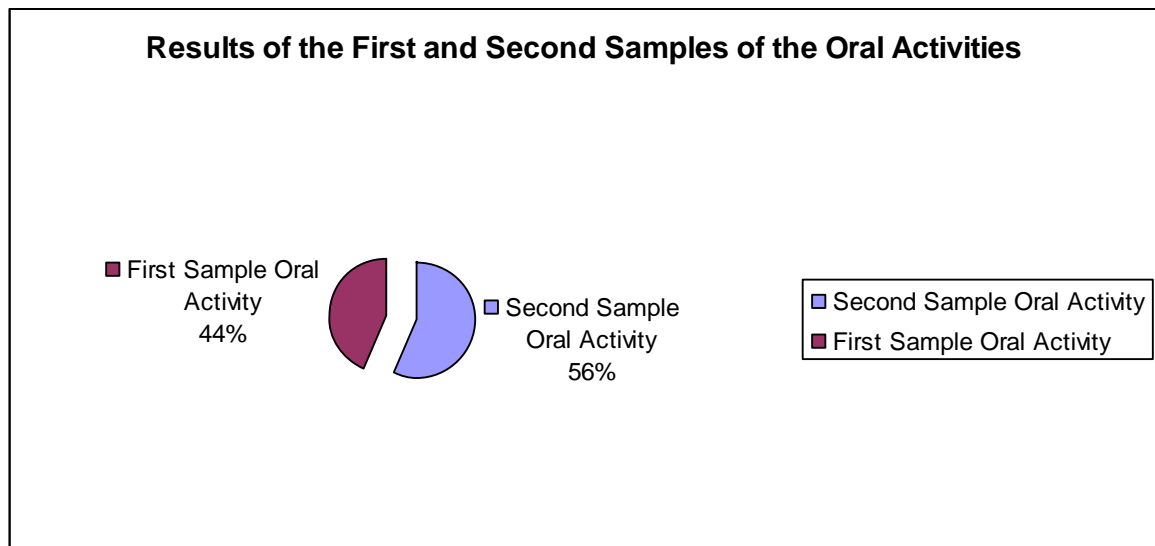
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| | |
|--|------|
| Second Sample of the Oral Presentation: | |
| Content: | 2 |
| Fluency: | 1.5 |
| Accuracy: | 1.5 |
| Pronunciation: | 1.5 |
| Question 1: | 1.6 |
| Question 2: | 1.6 |
| Question 3: | 1.6 |
| Total: | 11.3 |

Even though this group had problems with the coherence and the organization of the ideas of presentation and problems, errors and mistakes – *omission, overgeneralization, Spanish interference and transfer errors* they had improved in the use and knowledge of the structures of the target language.

with the the

- **Ma de los Angeles and Veronica’s result chart**



This group also had a positive result. Even though they only had an improvement of 12 %, they still had progress. They got 8.9/15, in the first oral presentation, which corresponds to 44%, and 11.3/15, which corresponds to 56% in the second presentation.

4.5.7. Ana and Juan's analysis

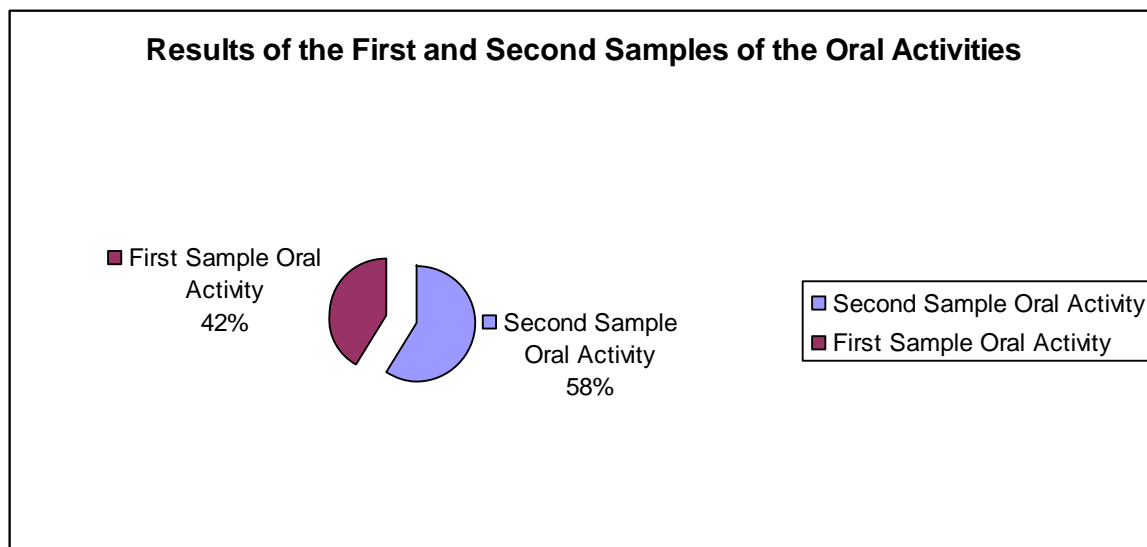
| | |
|--|-----|
| Fist Sample of the Oral Presentation: | |
| Content | 1.4 |
| Fluency: | 1.1 |
| Accuracy: | 1.1 |
| Pronunciation: | 1 |
| Question 1: | 1.2 |
| Question 2: | 1.2 |
| Question 3: | 1.2 |
| Total: | 8,2 |

| | |
|--|------|
| Second Sample of the Oral Presentation: | |
| Content | 2 |
| Fluency: | 1.5 |
| Accuracy: | 1.5 |
| Pronunciation: | 1.5 |
| Question 1: | 1.6 |
| Question 2: | 1.7 |
| Question 3: | 1.7 |
| Total: | 11.5 |

This group had problems with the organization and coherence of the presentation. Their ideas and vocabulary were confusing in the first oral presentation. Furthermore, in the second presentation their ideas and ability to communicate improved. Besides, they still had some errors and mistakes – *misinformation, overgeneralization, and transfer errors*, but they had managed to improve them.

- **Ana and Juan's result chart**

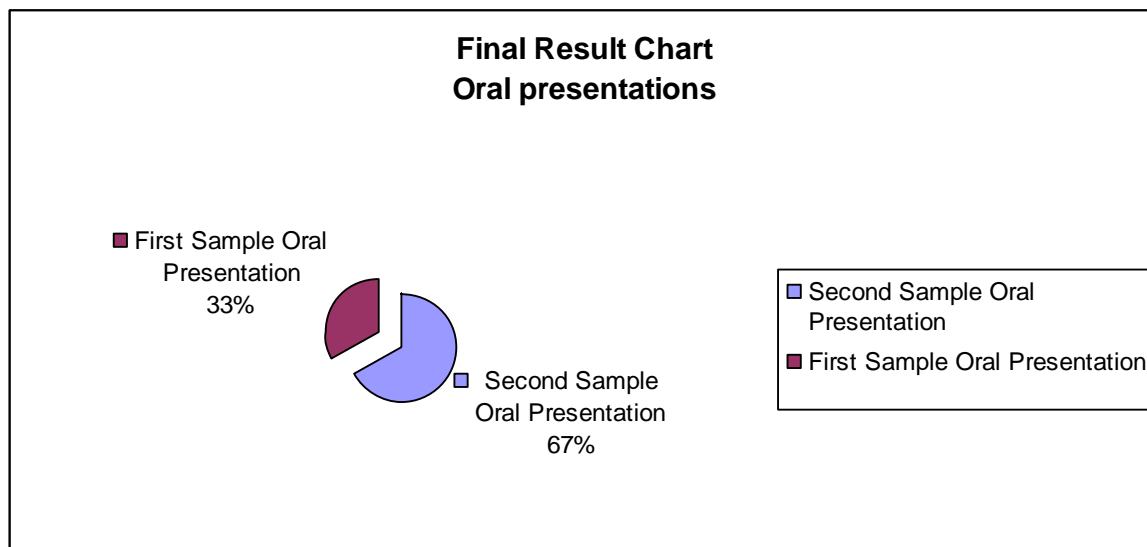
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Finally, this group as well had a positive result. They got 8.2/15, in the first oral presentation, which corresponds to 42%, and 11.5/15, which corresponds to 58% in the second presentation.

4.5.8. Oral Presentations – Final Result Chart

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This chart reflects once again positive results. They show that 67% of students have improved in their performance in the target language; meanwhile 33% of students still have problems with its features. It is important to clarify that most of the students in the second activity felt more confident at the moment of the oral presentation, even though not all of them got positive results. They lost the fear of talking in front of the teacher and also in front of their classmates. We can say that the more they practice, they better they get at it.

4.6. The Story Pyramid

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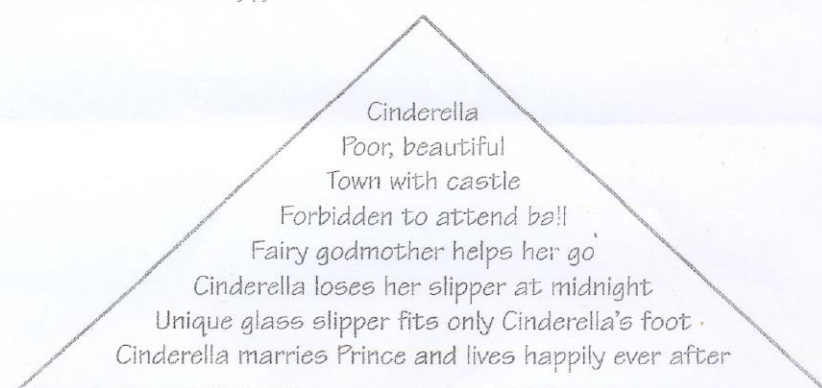
Story Pyramid

Use a story pyramid to describe important information from a story, such as the main character, the setting, and the major events in the plot. Carefully choose your words in order to provide a precise description. You may wish to use a dictionary and a thesaurus.

Here are the directions for writing a story pyramid:

- Capitalize the first word in each line.
- Line 1 — one word, stating the name of main character
 - Line 2 — two words, describing the main character
 - Line 3 — three words, describing the setting
 - Line 4 — four words, stating the problem
 - Line 5 — five words, describing one event
 - Line 6 — six words, describing a second event
 - Line 7 — seven words, describing third event
 - Line 8 — eight words, stating the solution to the problem

Here is an example of a story pyramid:



Create your own story pyramid using the example above as a guide. On a separate piece of paper, make a large pyramid shape. In the shape, write a story pyramid for a book you have read. If you wish, fill the area around the outside of the pyramid with an illustration representing the subject of the story pyramid.

Another activity that we used in our classroom was the story pyramid. For the purpose of this thesis, we are going to analyze our students in different groups to see how they work. We are also going to measure the errors and mistakes of this activity in order to see if there was any improvement in our students and to make sure that they also understood the text that they were reading. As it was mentioned before, this was another written activity that we practiced in our classroom. We are going to use the same criteria that we used in the sequence chain for the reliability and validity of our results. This time

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we are going to choose just one activity. This is, the last activity of the level. This activity was chosen based on the factor of time. As we almost had two months for the research, and a lot of material had to be covered with the textbook, we decided to include this last activity to check improvement. We are going to use the criteria that we used in all the other activities, that is:

1. The use of present and past tenses (verb errors)
2. Pragmatics,
3. Singular and plural forms, (misinformation)
4. Punctuation, Run-on sentences (omission, overgeneralization)
5. Capitalization and spelling (overgeneralization)
6. English and Spanish interference (misordering)
7. Possessives (misinformation)
8. Articles (omission)
9. Use of prepositions (omission – misinformation)
10. Misunderstanding of the text
11. Subject verb agreement (misordering)

(See Annex D, Table 4, Story Pyramid)

4.6.1. Analysis

This activity consists in writing important information from a short story, internet or newspaper article. In this case the “authentic material” that we have chosen in order to implement in the class. Students can write information as the main characters, the setting, place, or any important events in order to provide a clear description of the text. In line

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one, students should use one word, in the second line, two words, and so on, until they use eight words and have a complete sentence. The first group of students was:

4.6.2. María de los Ángeles and Verónica

In this case the students read an Internet article about: *History of the FIFA World Cup*. They had to write 36 words in total, and this is what we found:

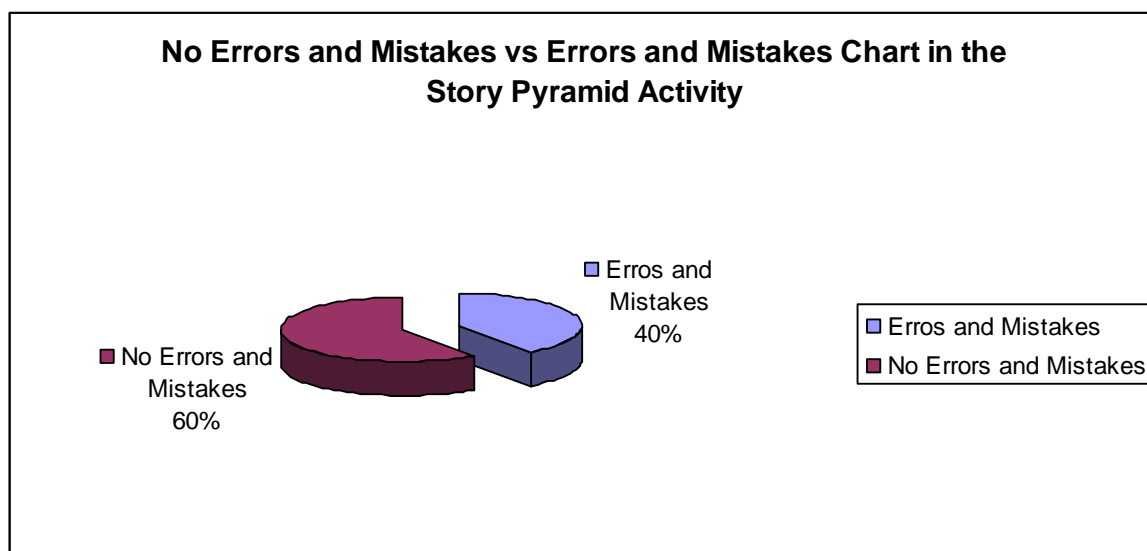
1. Trophy
2. World **cup**
3. FIFA'S **world** Cup
4. FIFA'S **cup** was stolen
5. **Throphy** was stolen in England
6. The trophy was found in Norwood
7. The **cup** was stolen again in Brazil
8. Today the winner **have their** own FIFA'S trophy.

As in the other activities, they did not use capital letters – *overgeneralization errors*. In the second and third line they wrote the words “World” and “Cup” in the correct way, but then they just did not use them correctly. Or they misspelled the word “trophy” one time, but then they wrote it in the correct way several times. We can say that this is just a mistake of lack of attention, and not a spelling or punctuation error.

Besides, in the last sentence, they again had a problem with subject – verb agreement and also possessives – *omission and misinformation errors*. Even though these structures had been corrected before, they still had problems with them. In addition, we have to keep in mind and we know that according to SLA theories the simplest structure goes through a

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gradual development. Also, acquisition as it was stated before follows a U-shape progress. Students have to reorganize their knowledge in order to acquire the new knowledge and restructure it.



These results represent 60% of correctness vs 40% of incorrectness, errors or mistakes that students will have to improve. Furthermore, these results are positive results. They make us realize that the work, material and activities that we had done with the students have been of help for the learning process of the students.

4.6.3. Fernando and Andrés

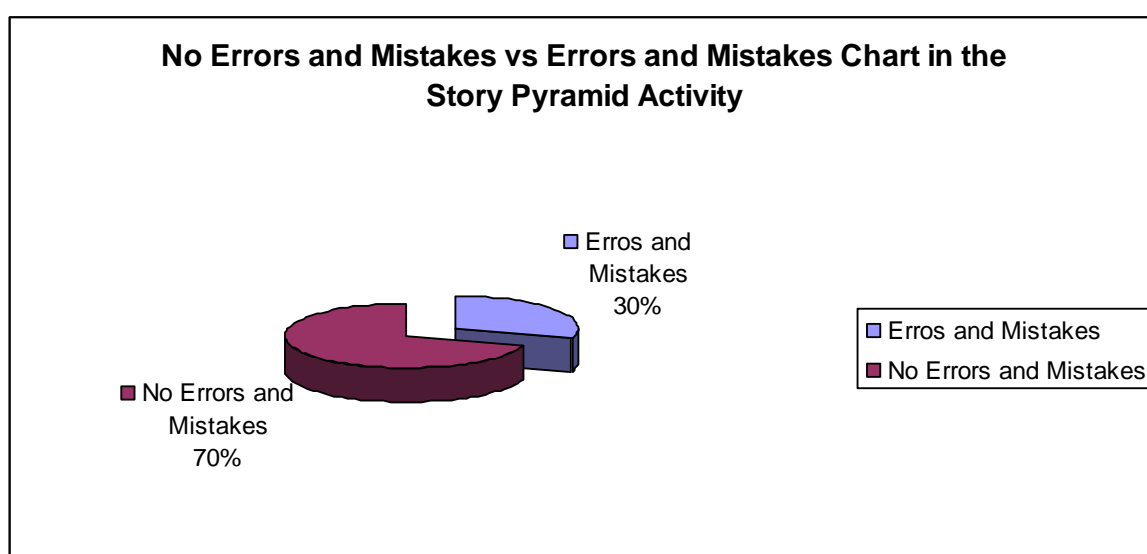
This group read an internet article: *Diana, Princess of Wales*. They used also the story pyramid and this is what we observed and what they wrote:

1. Diane
2. Wales's Princess

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3. Diana was philanthropist
4. Diana have mamedis problems
5. Princess's wedding was in 1981
6. Princess Diana has her first children
7. Princess Diana suffered from borderline personality disorder
8. The Prince and Princess of Wales were divorced.

This group had few mistakes, but still had problems. They did not use the third person singular in the present tense – *verb, omission and overgeneralization errors*. We may say that this is a mistake and not an error because in line six they are using the structure in the correct way. Also, they had problems with vocabulary; we think they misunderstood the word and wrote something that they imagined was correct. They made up a new word – *overgeneralization errors*. Besides, they still had problems with plural form – *misinformation errors*, because in line 6, they used the word “children” instead of “child”, but in line four they used it correctly. We think they know the plural form, but they have to reorganize their knowledge to internalize the new knowledge and restructure it.



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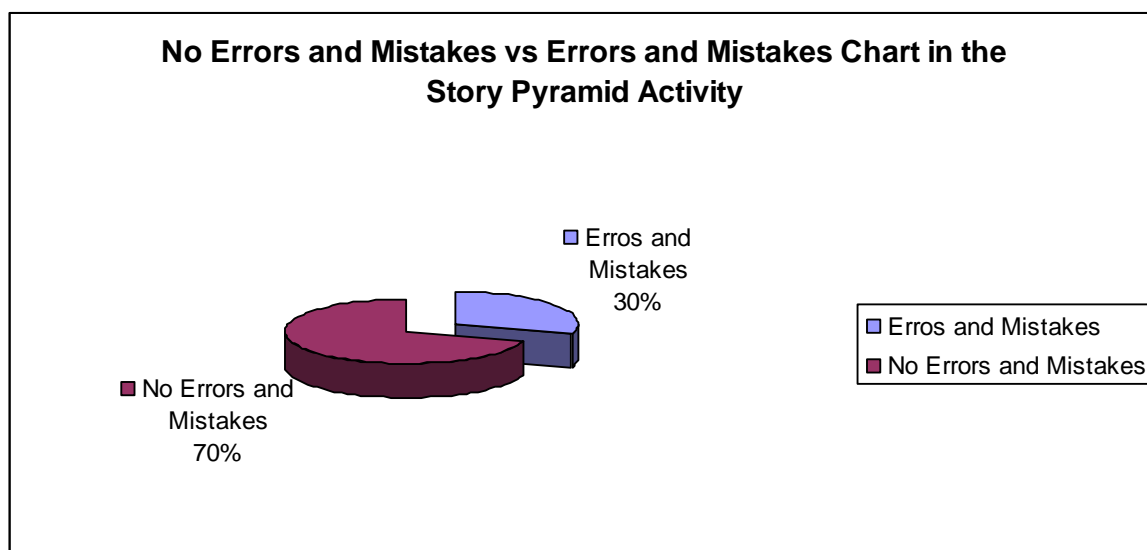
In this group, the results represent 70% of correctness vs 30% of incorrectness. Once more, these results are positive results. They make us realize that the spent time and work done with the students have been of help for the learning process.

4.6.4. Sebastian and Jorge

This group also read an Internet article, which was: *The Channel Tunnel*. They wrote the following phrases and sentences:

1. Channel
2. Build tunnel
3. Connect England – **French**
4. Study group was formed
5. Build test tunnel 250 meters
6. Tunnel is under 40 **metters seafloor**
7. **Over seven years was digged 15.000 workers**
8. Tunnel was officially opened in May 6 1994

One of the problems that this group had was confusing the meaning and functions of words – *misinformation errors, transfer errors and Spanish interference*. Instead of using the noun “France” they used the adjective “French” and, instead of using “sea level” they used “seafloor”. We know what they want to say, but they had to use the correct words in order to convey the message they wanted to transmit. They were writing as if they were using Spanish. They also had problems with the use of the passive structure – *misinformation and overgeneralization errors*. We mean “seven years can not be dug by 15.000 workers”. As this is the first time that we analyze this structure, we cannot confirm if it is an error or mistake. We do not have enough information or data to clarify this fact.



Even with some more problems, this group has 60% of correctness vs 40% of incorrectness, errors or mistakes that they will have to improve. Yet again, we have positive results.

4.6.5. Estefany and Ana

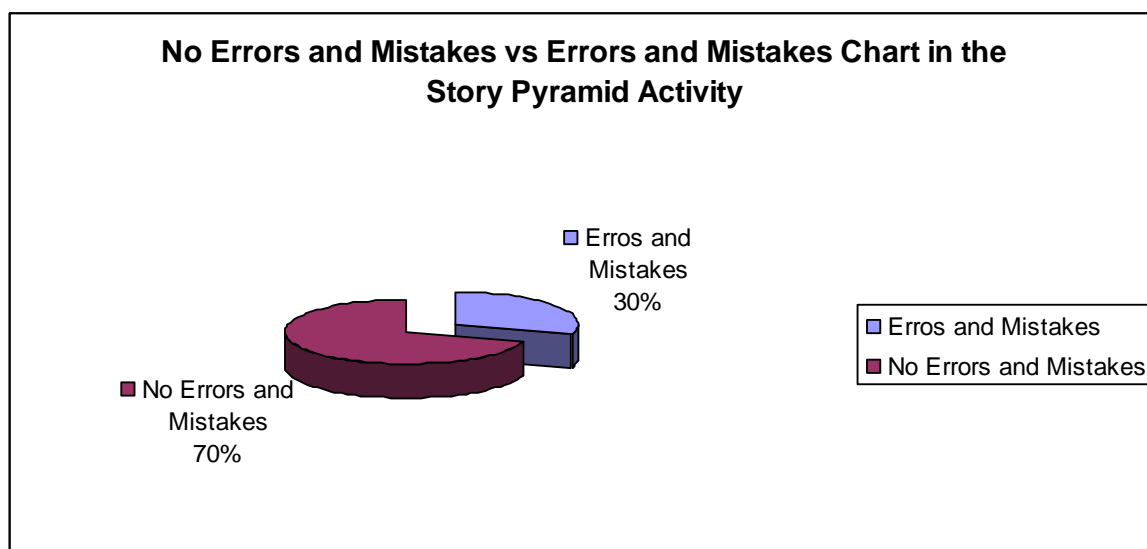
This group read the article: *Big Ben*, also taken from the Internet. They wrote the following in their story pyramid:

1. Ben
2. Great clock
3. Palace of Westminster
4. **Heviest** bell in **Britains**
5. Produced by Warner and sons
6. Clock is famous for it's reliability
7. Big Ben is a focus in celebrations

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8. The clock appears in films and animated cartoons

When checking for errors or mistakes in this group, we found three. They had a mistake or an error in spelling in the superlative form – *overgeneralization and Spanish interference*, and a mistake in the plural form and the function of the word – *misinformation errors*. We cannot say that the use of the superlative form is an error or a mistake, because it is the first time that we have to analyze this structure. We do not have enough information, so we cannot prove this fact. Besides, there was Spanish interference because they wrote the word as it sounded in Spanish and not the way it had to be written in English. In addition, we think that the plural form is a mistake, because they used it in the correct way in other sentences.



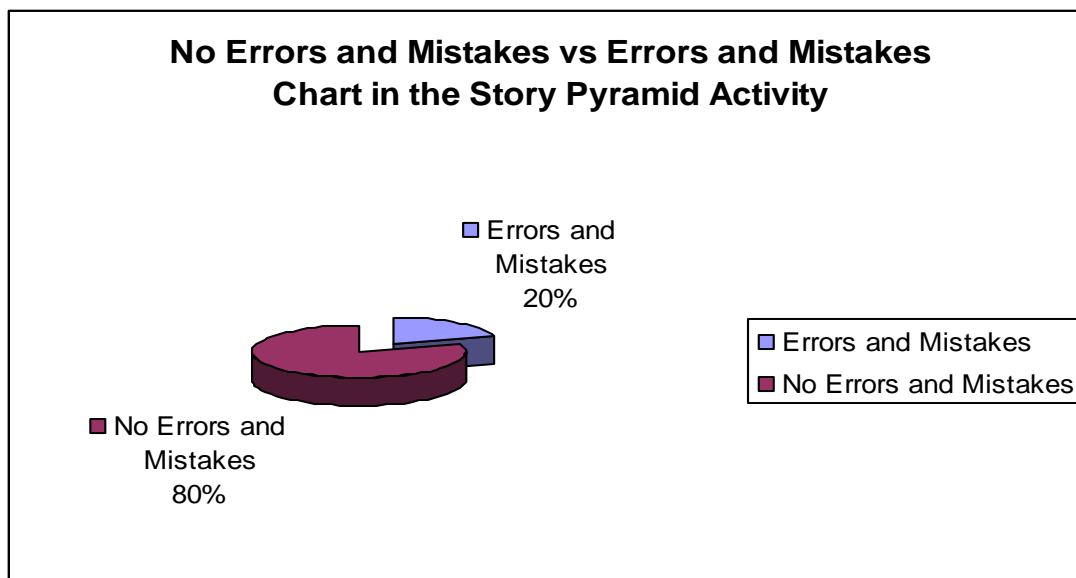
These results of 70% in the correct of use of the language vs 30% of incorrectness were really rewarding. This makes us realize once again that students are really improving in their learning. That makes us also think that we are doing a good job with them, and that we have to continue with the work that we have been doing.

4.6.6. Belén, Gaby and Alexis

This is group read a short story called: *A Real Bargain*. This is what they wrote in their story pyramid:

1. Map
2. Ed Jones
3. A real bargain
4. The only color copy
5. The map was extremely valuable
6. **It was to make in Paris**
7. He knew that it cost a lot
8. It is worth at least 19.5 **millions** dollars

In this group, we found that in line 6, they got confused with the meaning – *overgeneralization errors*. What they wanted to express was something similar to: “Louis XVI, asked a cartographer **to make a map of Paris**”. Then they used the plural form in the wrong way by writing “millions” instead of million – *Spanish interference, transfer and overgeneralization errors*. In this case, million is used as an adjective, and adjectives in English do not have a plural form. They transferred the Spanish structure into English.



We have again positive results for our research. They have 80% of correctness vs. 20% of incorrectness. We can see that they are improving in their language learning.

4.6.7. Nataly and Juan

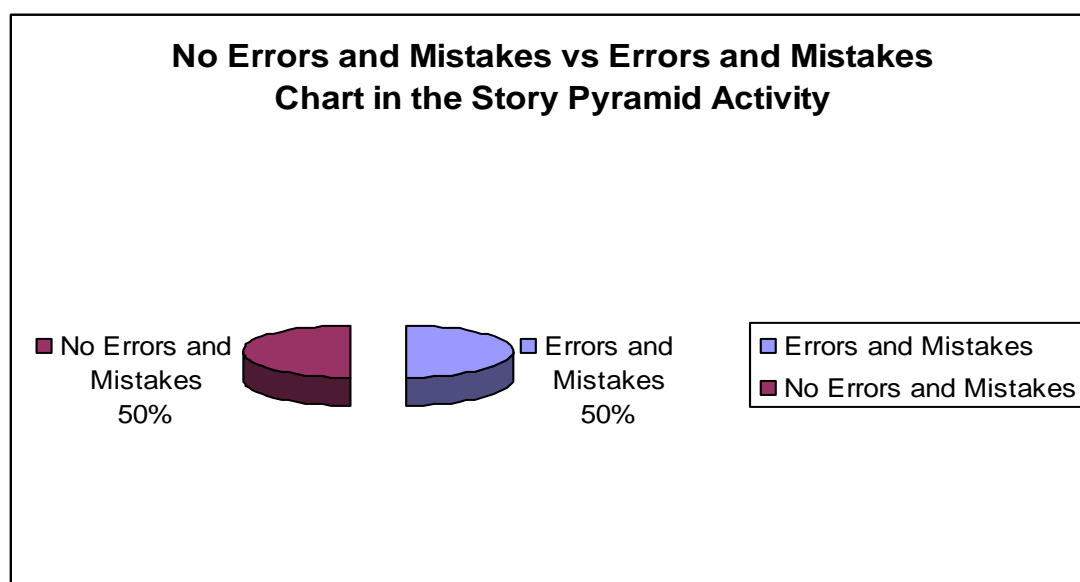
This is our last group. They read an Internet article called: *Hollywood Looks Overseas for Talent and Profit*. In their story pyramid they wrote the following:

1. Movies
2. Movies **piracy**
3. **DVD movies piracy**
4. Is a **several** problem
5. **Movies has a illegally** competition
6. The new technology **help** the piracy
7. The Internet is another form of piracy
8. The piracy had economic effects in Hollywood studios

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We found that this group had some problems. In their second and third phrase, they had Spanish interference because they used the adjective after the noun – *misordering and transfer errors*. In English, adjectives are used before nouns to describe them. In the fourth phrase, they also have Spanish interference because we think they wanted to say that “it is a big problem,” but instead, they are using the word “several” to say that is “severo”, in Spanish – *misinformation and transfer errors*.

Besides, they had problems in the use of the third person, subject verb agreement and articles – *omission, overgeneralization, verb and misinformation errors*. They wrote “movies has” and then they wrote “the new technology help”. We think that they knew the rule, but as acquisition follows a U-shape progress, students have to reorganize their knowledge in order to acquire the new knowledge and restructure it.



This group has 50 % of correctness and incorrectness. With these results, we have proved that there has been improvement in the students’ language learning process. The

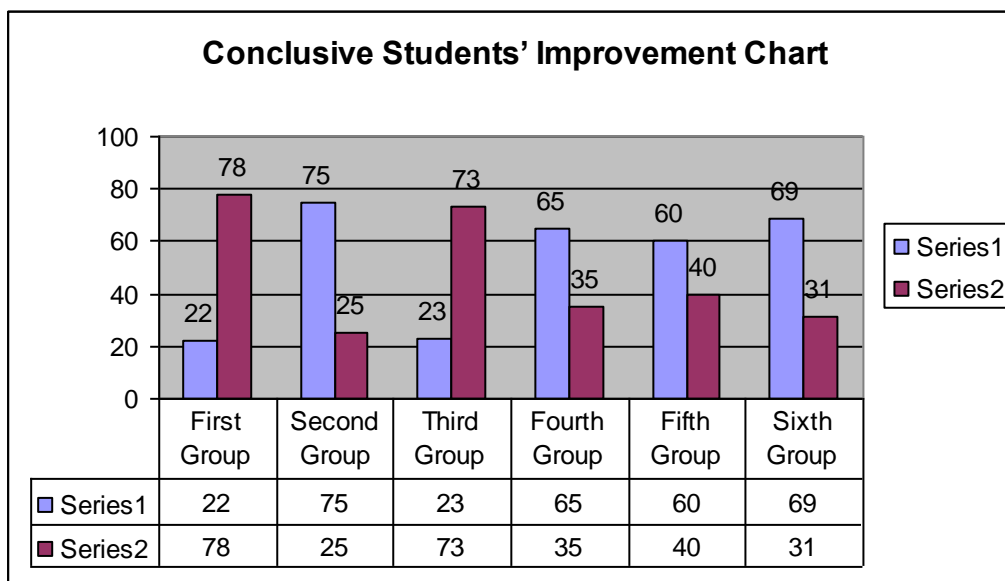
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material “authentic material” that we have used and implemented in the classroom has shown us that it was helpful in the classroom development and language improvement.

- **Conclusive Students’ improvement chart according to the Story Pyramid.**

| | |
|---------------|-------------|
| 1. Group no.1 | 60% vs. 40% |
| 2. Group no.2 | 70% vs. 30% |
| 3. Group no.3 | 60% vs. 40% |
| 4. Group no.4 | 70% vs. 30% |
| 5. Group no.5 | 80% vs. 20% |
| 6. Group no.6 | 50% vs. 50% |

Also in the improvement chart of the sequence chain the percentage of language improvement is higher than the one, in which the students have errors, that is the 67% vs. the 33%.



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With these results, we can say again, that we have proved that by using “Authentic Material” in our classroom, they feel more motivated in reading what they like to read, leading to learn more, improve the language and be successful in language learning and teaching.

4.7. Final course Students' Questionnaire

For the purpose of this thesis and in order of knowing the real students' feelings, we made the final interview in Spanish. We wanted to make them feel more comfortable expressing themselves in their mother tongue. The questions were related to the work done in class and the material that was used in class for the purpose of this research. The questions were the following:

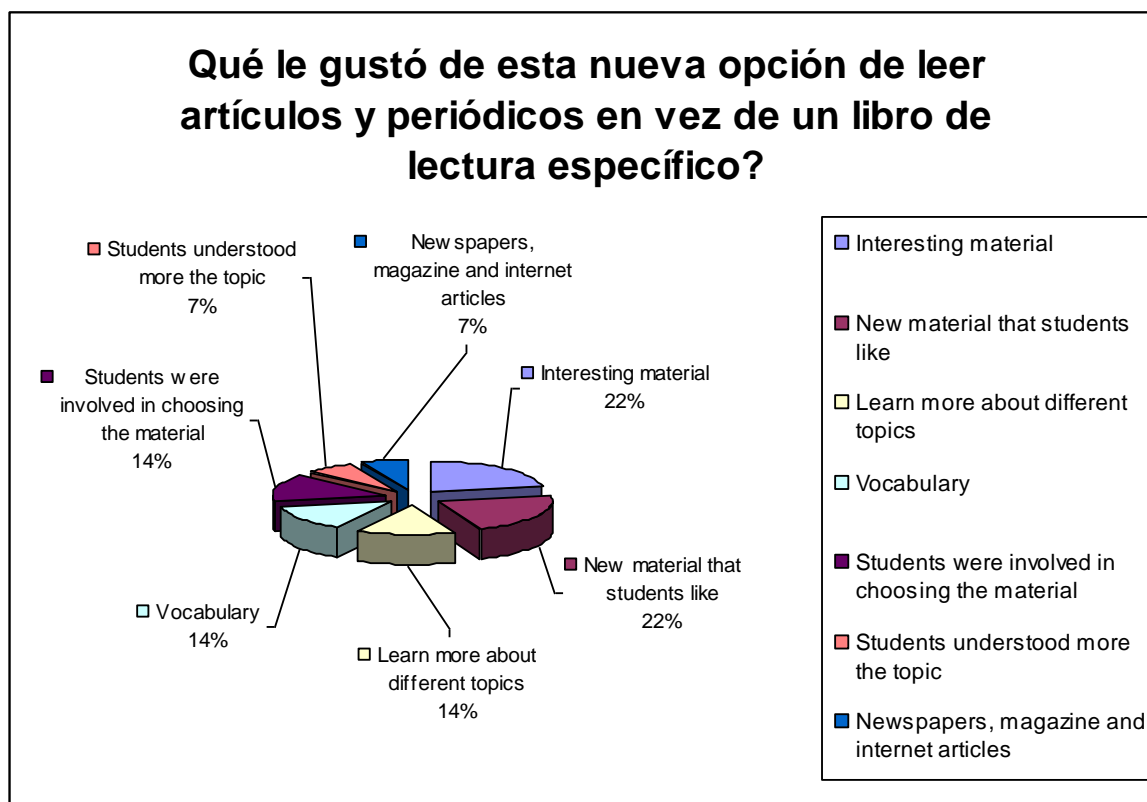
1. Que le gusto de esta nueva opción de leer artículos y periódicos en vez de un libro de lectura específico?
2. Que ejercicios realizó durante las lecturas?
3. Durante el nivel cree que estas lecturas le ayudaron de alguna manera con el aprendizaje del idioma Inglés?
4. Usted recomendaría seguir utilizando artículos de revistas y periódicos en vez de libros de lectura? Si? No? Por qué?

As we are going to see, there was a completely positive response to this student's interview. Students were motivated to read because the material that was chosen was based on their interests and they were also part of this decision of choosing the material. We are going to show the results of each question with graphics, so it is going to be easier for the readers of this thesis to read them.

(See Annex B for table 2 Final course Students' Interviews)

4.7.1. Analysis of the Answers

1. Que le gusto de esta nueva opción de leer artículos y periódicos en vez de un libro de lectura específico?



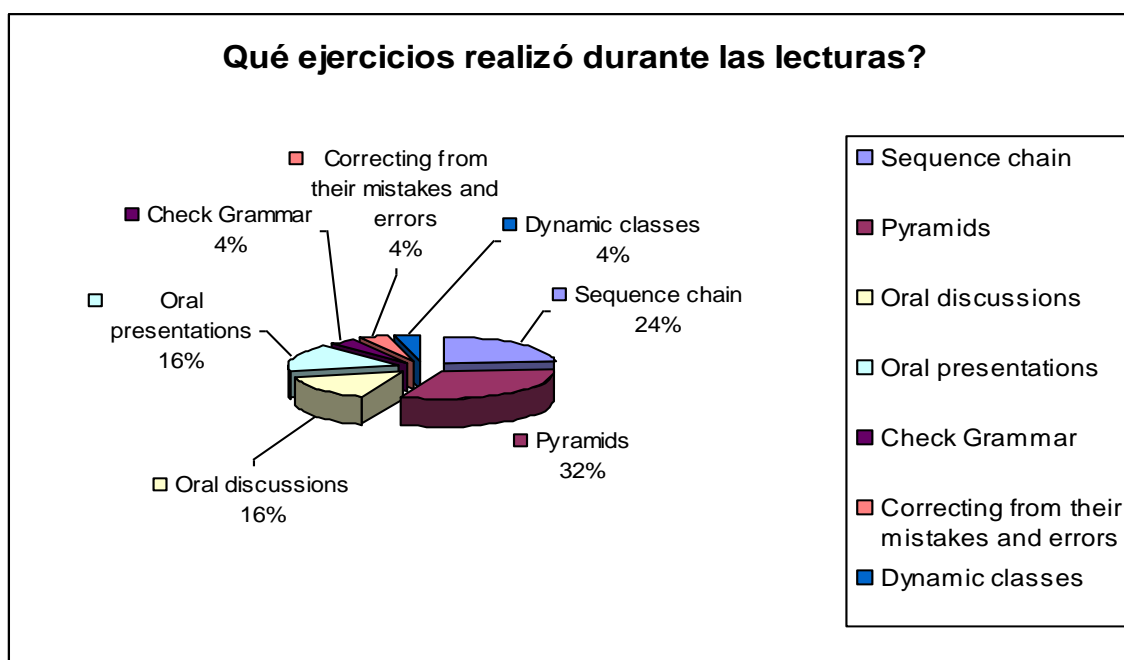
1. Interesting material 22%
2. New material that students like 22%
3. Learn more about different topics 14%
4. Vocabulary 14%
5. Students were involved in what material to choose 14%
6. Students understood more the topic 7%
7. Newspaper, magazine and internet articles are more interesting than books 7%

With these results, we can realize that students really like reading other material more than reading the books that are given to teachers by coordinators in order to read in classes.

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This percentage makes us realize that we are meeting our objectives and goals as they want to read a different material in class and material where they are involved at the moment of deciding which material is going to be used.

2. Que ejercicios realizó durante las lecturas?



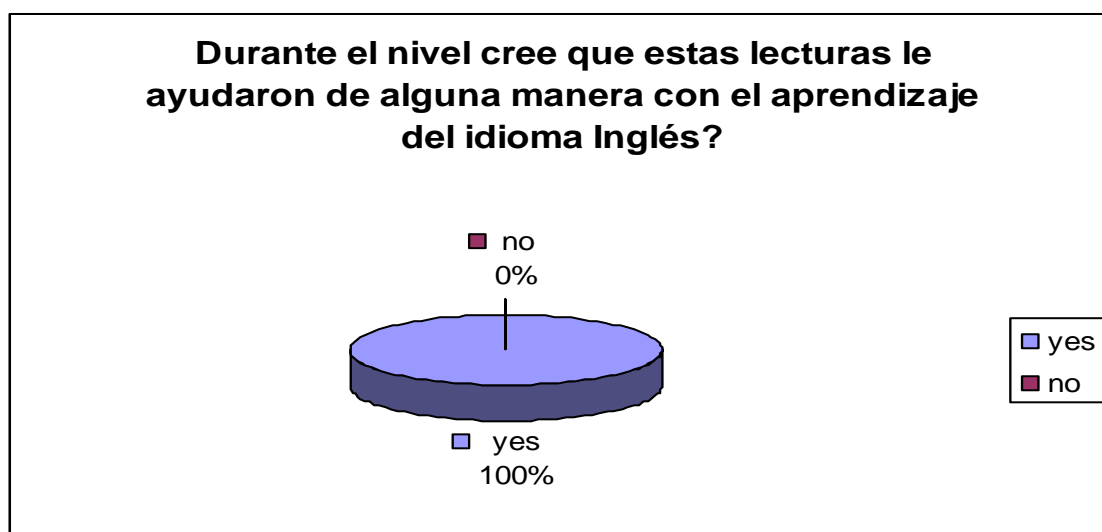
1. Sequence Chain (Resúmenes) 24%
2. Pyramids 32%
3. Oral discussions 16%
4. Oral presentations 16%
5. Check Grammar 4%
6. Correcting from their mistakes and errors 4%
7. Dynamic classes 4%

The material that we used in classes, and for the purpose of this thesis, was chosen in order to motivate the students to read what they like to read and take advantage of it in the process of learning English. Also, the activities that we used were: the sequence chain,

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pyramids, oral presentation, and other activities to help them learning the language while they are doing some interesting tasks. As we can see the results of question 2 (two) pyramids, Sequence chains, oral presentations and discussions were mainly used in the classroom. With these activities, students felt more comfortable when they were working in groups and then presenting their works to the class.

3. Durante el nivel cree que estas lecturas le ayudaron de alguna manera con el aprendizaje del idioma Inglés?

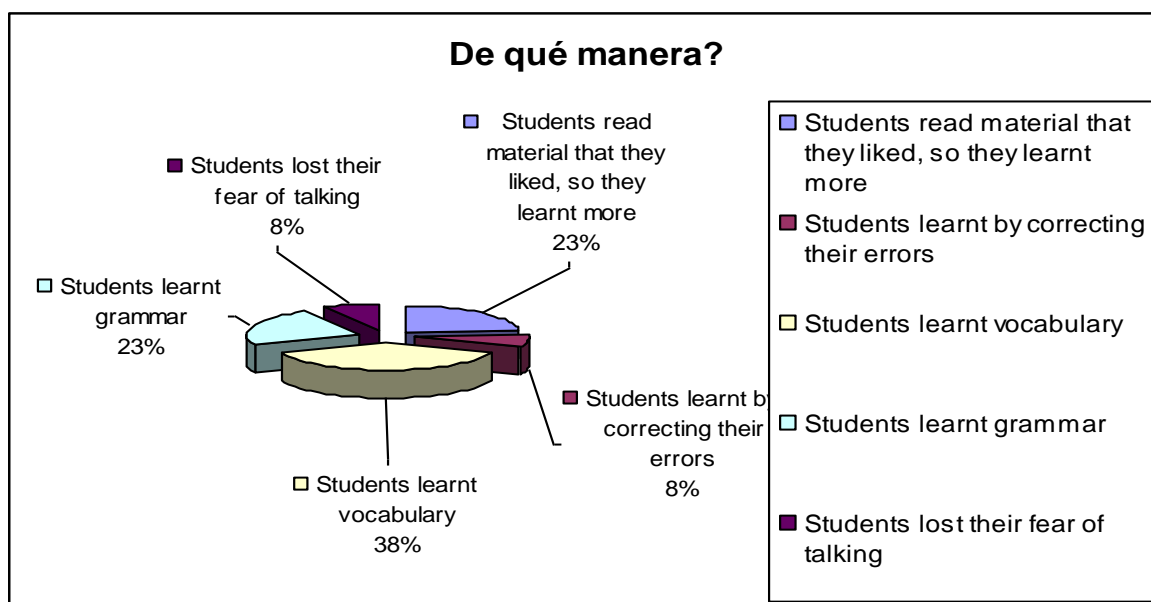


- Yes 100%

De qué manera?

1. Students read material that they liked, so they learnt more 23%
2. Students learnt by correcting their errors 8%
3. Students learnt vocabulary 38%
4. Students learnt grammar 23%
5. Students lost their fear of talking 8%

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We were really pleased with the results of this question. All off the students answer yes. They really think that reading a different material help them learning the language. 23% of the students said that when they read the material they like, they learn more. Also, 38% of students said that they learn new vocabulary, 23% grammar, 8% learnt by correcting their errors, and 8% lost their fear of talking.

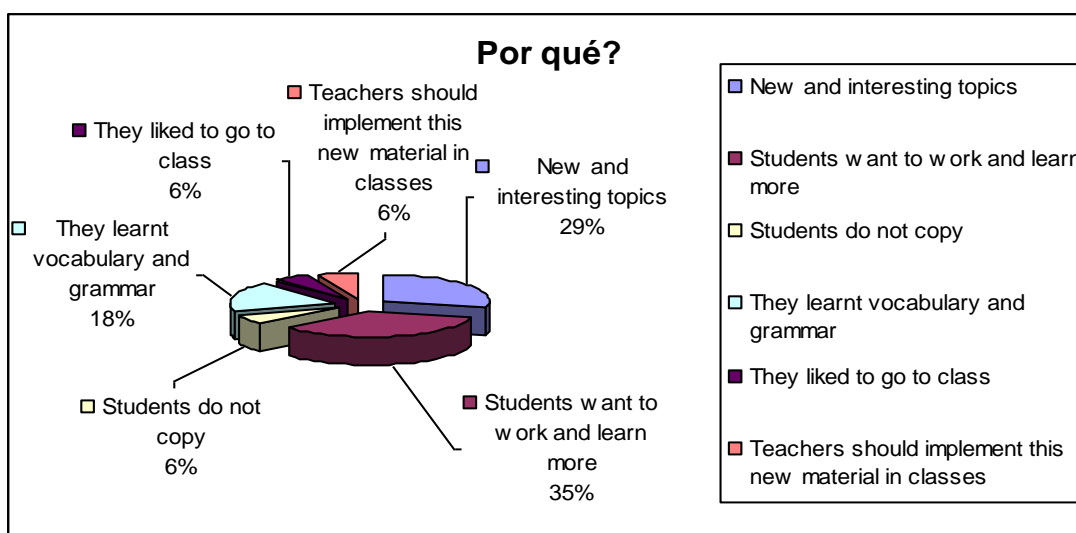
4. Usted recomendaría seguir utilizando artículos de revistas y periódicos en vez de libros de lectura? Si? No? Por qué?

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- Yes 100%
- No 0%

Por qué?



1. New and interesting topics 29%
2. Students want to work and learn more 35%
3. Students do not copy 6%
4. They learnt Vocabulary and Grammar 18%
5. They liked to go to class 6%
6. Teachers should implement this new material in classes 6%

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Students' answers to this question were also really rewarding because all of them, 100% of the students said yes. They said that they would recommend using this kind of material. Besides, 35% of students said that with this material, students want to work more and consequently learn more. Also, 29% of the students said that they would recommend this material because it has new and interesting topics. 18% would recommend it because students will learn vocabulary and grammar. 6% would recommend this material because students are motivated to go to class, they will like to go to class. 6% of students said that they would recommend it because they do not copy. What they mean is that when they have interesting material they do not need to copy the activities that are sent as homework. And the 6% said that teachers should implement this new material in classes.

4.8. Teachers' Questionnaires

For the purpose of this thesis we chose four teachers who work in the same institution that the research took place. Two of them are new teachers who have little experience in the field, and the other two are experienced teachers who have more than 10 years of experience in the field. The questions that were asked to the teachers were:

(See Annex F for table 6 Teachers' Interviews)

4.8.1. Analysis of the answers

We chose two experienced teachers and two not that experienced teachers for the sake of this thesis. We chose them in order to see if we have different points of views according to what was asked, and also, to see if there is any difference between young and adult teachers. What caught our attention was that in most of the answers they have the same point of view and there were almost no difference in their way of working with the students. For example:

In question one (1), where the teachers were asked: *As an English teacher, do you think that Literature or Literary material could be useful in EFL classrooms?* All the teachers answer yes. I think all of them answered in a positive way, without considering if they are experienced or not.

Besides, in question two they were asked: *If the answer is yes, why do you think that Literature can be an advantage or beneficial in the language learning process in an*

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EFL classroom? They know experienced or not and they are aware that, by using literature or any literary material they can help their students understand different cultures. Students can also improve vocabulary, grammar or as one of them said, an English teacher should not just teach English, but he or she has to involve in his or her teaching culture, civilization, etc.

As it was asked in question four: *In your experience, do you know if your students like to read in their own language? Why? Why not?* Teachers answered what we expected them to answer. Students do not like to read (this is a fact that we have to face in our institution) because they think it is a boring activity. Also because it is not part of our culture, or that they do not like to read when they are going to be evaluated, or that reading depends on motivation or maybe they will read but only material that they like.

In question five (5), teachers were asked: *What type of material do you read in class with your students?* Most of the teachers answered what they (we) really use in class and that is, the books that they (we) are given in the institution. Besides, they also said that they use novels, short stories, tales, paragraphs from the textbook, short readings, readings from the internet, taking into account the students' level. But we really doubt about these answers, because normally we do not have much time for doing extra activities and if we do not have time, we just avoid the activity of reading in order to finish with the program.

In question six (6), teachers were asked: *What literary works do you think are going to be appropriate in the EFL language classrooms?* Most of them said, updated articles, short stories, novels, tales, paragraphs, short readings, printed material from internet, or any kind of literary texts. These answers made us think that teachers can also work with

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this material and not just the books that the coordinators give us. Besides, with these answers we can say that teachers also have a positive attitude towards this material. They find this material useful and interesting for their English classrooms.

In question 7 (seven), teachers were asked: *What is important for the students when they are reading a specific material?* Teachers answered: the purpose, the level of difficulty, if it is interesting for them, to feel that they are learning and that they can discuss about what they read. The answer to this question reveals what the students really think about what is important for them according to the interview that was made to them before. Teachers and students answered in the same way. This is, the topic should be interesting so they are motivated to work and learn and after, they can give their opinion and can discuss about the topic they have read.

In question 8 (eight), they were asked: *What do they like to read?* Teachers answered that students like to read magazines, articles from the internet, short stories, interesting tales, fables, newspaper articles, science fiction, horror and mystery books. As we can see, most of the teachers answered what we have mentioned on the survey that we gave to the students on what they really want to read. Besides, in our classes when students receive the name of the book that they have to read, they always complain and ask their teachers if there is a possibility of changing the material, but this does not happen. Even though students give ideas of what material to use, we cannot just make the decision. We, teachers and students have to read what we are told to read.

Teachers were also asked in question 9 (nine): *Would they just read any material?* They answered that they do not think they would read any material because it will depend

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on their interests. This is the main reason why students do not like to read. If they are forced to read things that they do not like, they are not going to have any interest in doing this activity. Another answer that was given by another teacher was that: if they have good motivation they will read anything, but we do not completely agree with this answer because, how can they read something that they are complaining from the beginning? If they do not like the material or if they are not interested in it, they are not going to enjoy the activity.

In question 10 (ten), we asked teachers: *In your experience, how can we use literary texts, in order to have better results in teaching in EFL classrooms?* They said that we should give them short texts and let them get involved with them. But we do not completely agree with this point of view either. What about if we give them short texts which are not interesting, how they are going to get involved. This is one of the reasons why we emphasize the idea of letting them choose with us the material that they really like.

On the other hand, another teacher said that we as teachers can use different texts and do fun activities with them. But here we disagree again with this point of view. What does she mean with different texts? We asked her and she said that we should use other texts different from the books that we normally use in class, because students do not like them. Besides, other teacher said that at the beginning it could be difficult because of our culture. Our culture is not used to read a lot, but if we as teachers use some well-know works, it may help.

In question 11 (eleven), teachers were asked: *What activities do you as a teacher develop to involve your students in literature activities?* They say that they use short

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articles or we as teachers can create short stories where they are the main characters. Also, they say that we may use games, role plays or other activities like crossword puzzles or make them dramatize parts of the literary works. We will say that these activities and others like the ones that we used in the developing of our research may help, as long as they are interesting and motivating for them.

In the last question, teachers were asked: *In your experience, what is the best way to teach literature or literary texts in the classroom?* They answered that teachers should bring to the classes interesting material which motivate students to ask questions about the new material; they recommend texts that have unusual facts. Furthermore, for another teacher games, dramatizations and role plays are good ways to teach. Also, another teacher said that if we encourage them to read good articles, books or the material they choose and if we let them know how important it is for them, they will read more, and if we motivate them, they will read anything. We agree and disagree with some of these opinions, because what about if we bring material that refers to unusual facts, but this material is not interesting for them, we are not going to make them ask questions about something that they are not interested in.

Furthermore, some students do not like to talk, how they are supposed to participate in role plays or dramatizations. That is why it is very important to choose the best material and activities according to our students. We know that we can do this with two or three courses that have the same level, but students are different in each class, so we can not generalize or have the same activities for all of them.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5. Conclusions

We as teachers have to ask ourselves why we want our students read in a foreign language. Based on the results and experience that we had while writing this thesis, we can say that we want them to practice and improve the language that they are learning while doing other activities as reading, speaking or writing; and with these activities having the opportunity of learning any feature and aspect of the target language.

By reading, they can get more information about any topic that they may be interested in, and with it, they can see reading as an enjoyable activity and not as a boring one. Besides, as we can see in the results by choosing the correct material and activities, teachers can give students the chance of improving their language in an entertaining way. Besides, they have the chance of having the classroom directed by them, that is, student-centered and not teacher-centered.

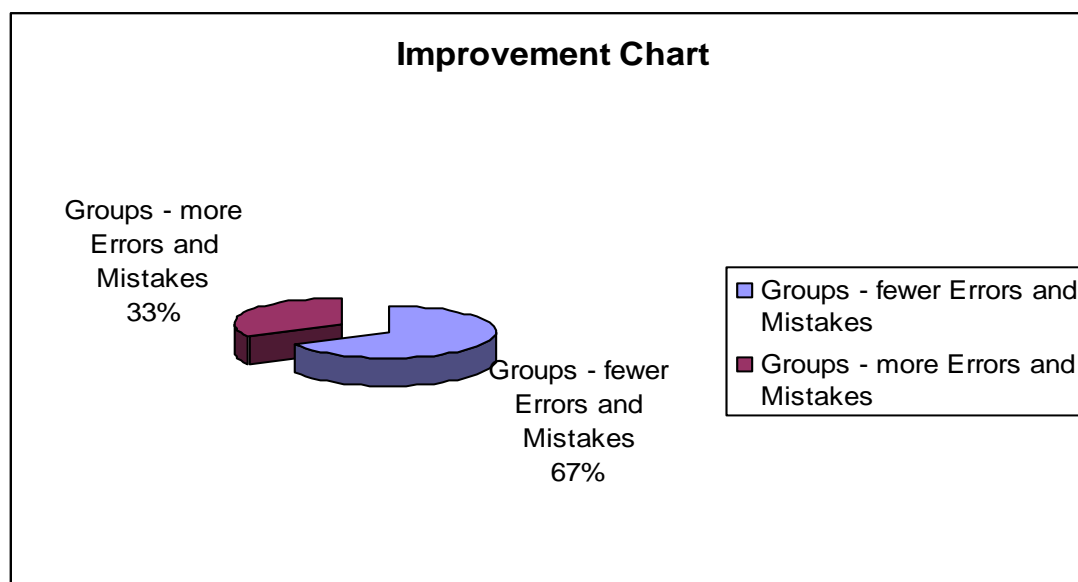
When we as teachers use reading texts, we do not have to use them only to give quizzes or exams. Besides, we do not have to see it as a purely way of “marking in” structures and vocabulary already met through other activities like listening or speaking. As texts in general are permanent, that is written material, the learner has the chance of working with his or her issues in his or her own time, not only in the classroom, but also outside of it;

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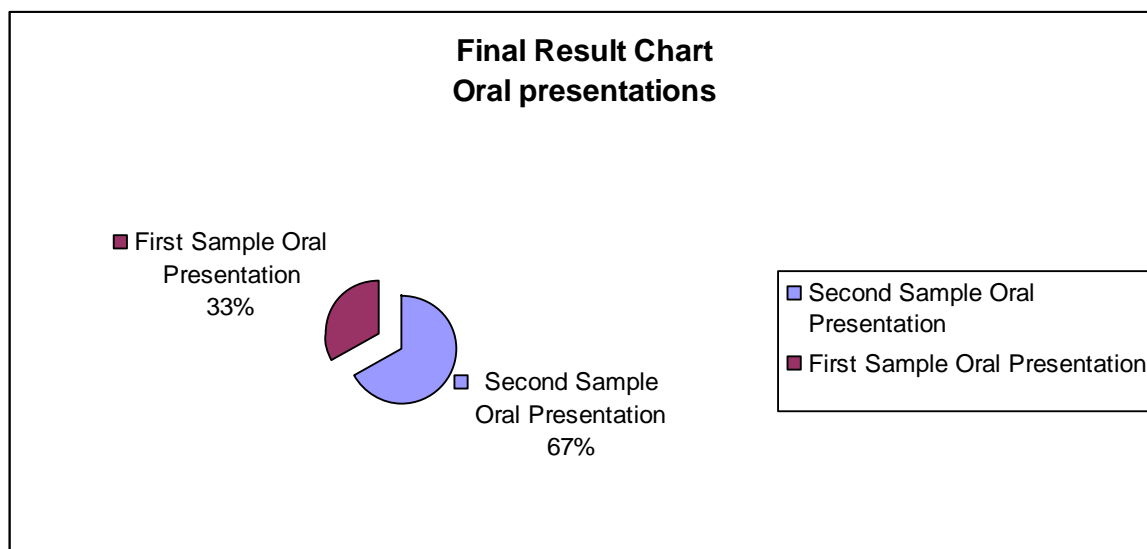
and for this purpose, the text should be chosen according to the student's interest, and level. The text should not be too difficult, the student has to feel comfortable with it; what we want to avoid is the learner to feel discouraged.

As we can see, we obtained more positive than negative results in using "authentic material" rather than "specific books" that are given to us by authorities. So, why don't we use this "authentic material" in class? We think that this should be an option that can be taken in consideration by other teachers in order to have better results, as we did. For instance, in the following chart we are going to show that in the Sequence Chain activity the groups improved in their language learning. It corresponds to 67% as opposed to 33%.

- **Sequence Chain Improvement Chart**



- **Oral Presentations – Final Result Chart**



In this activity, we also obtained more positive than negative results. Students developed the activity using “authentic material”; material that they enjoyed, and that they were interested in.

- **Conclusive Students’ Improvement Chart according to the Story Pyramid.**

| | |
|---------------|-------------|
| 1. Group no.1 | 60% vs. 40% |
| 2. Group no.2 | 70% vs. 30% |
| 3. Group no.3 | 60% vs. 40% |
| 4. Group no.4 | 70% vs. 30% |
| 5. Group no.5 | 80% vs. 20% |
| 6. Group no.6 | 50% vs. 50% |

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Yet again, we have positive results. We can say then, that we have demonstrated that by implementing “Authentic Material” in our classroom and by using interesting activities, students feel more motivated in reading what they like to read. As a result, it leads to improving the language, learn more and be successful in the language learning and teaching process.

Furthermore, by using the material that they helped to choose, they were more interested in participating in class by doing all the activities that they were asked to do. They not only understood the reading material, but they also gain familiarity with the features of the target language. Besides, they were willing to participate in class because they felt comfortable with the class, the classmates, the material and the teacher.

Finally, the most important aim that we had, have and will have in doing this type of research, is to improve our teaching and learning methods. We are sure that have done that. Even if it is difficult for us to accept that we may have been doing something incorrect or wrong, as teachers we have to analyze ourselves. We have to do so, because we play an important role in students’ life. They are in our classes to learn, and in such a way we are part of their education, and their future will also depend on us. We as teachers are an example for students of what is to be a professional. That is why, we should be always willing to improve our knowledge, and change things that have to be changed in our classroom. Furthermore, our performance in class should be done consciously because the teaching and learning process never ends.

On the other hand, we as teachers need to be really enthusiastic and make our students realize that with reading, we can let them know many things about the language

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they are learning. For example, they are not just going to learn more about the culture, the customs of society, and their traditions, but also, they will learn vocabulary, writing modes, sentence formation, structures, and deducing meaning from the context among other. But what is more important is that through Reading, they will develop and increase their knowledge in many areas, and that they are not only learning a new language, they are going to realize that through the pleasure of reading, they can discover meaning.

Furthermore, teachers should think about reading as an excellent tool in the EFL classrooms, because if we have a good selection of material as magazines, short stories, or different articles, and if we choose the most appropriate approach, according to our students, reading can result in a positive experience and activity for students at the moment of learning and not an activity that can be avoided if there is no time to do it.

5.1. Recommendations

What we can say after finishing our research is that we as teachers have to realize that even though the use of “authentic texts” gives us the advantage to use the language for real communication purposes, and leads learners to life outside the classroom, it does not automatically lead to success. Success will only depend on the way the material and authentic text is handled in the classroom.

We cannot take things for granted. We have good material in our hands as teachers, so we have to use it, implement it in our classrooms, and improve our teaching with it. We have showed that we can work and improve our teaching and learning process with our students. But how did we do this? We did this by implementing interesting reading material, interesting activities, letting our students being part of the decision making about the material that is going to be used in class, making them realize that, that material and reading is not another boring activity, it’s an activity that is going to help them become successful in their lives.

Furthermore, it is important for teachers to realize that if they want to use this kind of material they have to first analyze his or her students. Teachers cannot just improvise using this material. There are a lot of aspects that had to be taken in consideration before implementing this kind of activity as shown in this research.

Using different and interesting activities according to the reading material is another way of getting students interested, motivated and involved in the classroom, and as a result in the learning process.

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We also recommend keeping a journal or a diary. In this way, all the data of the things that happened in the classroom could be written and there is no place for misleading information. That helped us a lot in the development of our thesis

Besides, there is no specific approach or method that is said to be used in language teaching. We have to keep in mind that we have different language learners, and that is what should make us understand and think that we have to use an eclectic blend of tasks. We have to organize tasks and activities according to our different groups of learners

Furthermore, we know that things have to be changed in the classroom. One of them is the material with which we have to work with. Students have said that they do not like books. They said that they prefer to use other materials. We have proved that there is improvement in students learning by using this material. Not only because this is a different material, but also because students feel motivated to read this material. There were part of the decision making and chose material that they liked and they were interested in.

As teachers, we feel motivated with the results. We can begin a new research in order to confirm these results and make any other necessary improvements if that is the case. Finally, we have to remember, that the learning process never ends, not only for students, but also for teachers.

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APPENDIXES

- A. Table 1. Questionnaire directed to students**
- B. Table 2. First Sequence Chain Results**
- C. Table 3. Last Sequence Chain Results**
- D. Oral Presentations Grading Sheets**
- E. Table 4. Story Pyramid Results**
- F. Table 5. Final course Students' Questionnaires**
- G. Table 6. Teachers' Questionnaires**
- H. Copies of the students' questionnaires**
- I. Copies of the final course students' questionnaires**
- J. Copies of the Teachers questionnaires**
- K. Copies of the first activity with the Sequence Chain**
- L. Copies of the Last activity with the Sequence Chain**
- M. Copies of the activity with the Story Pyramid**

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Appendix A

Table 1: Questionnaire directed to students

| Questions | Yes | No | Yes Answers | No Answers | Other answers |
|---|-----|----|---|--|---------------|
| 1. As an English student, do you think that literature or literary material could be useful in the classroom while you are learning the language? | 8 | 6 | <ul style="list-style-type: none"> - I think that I need, know the grammar. - It is very important for learning. - I think. - Yes, because the literature is very important for learning. | | |
| 2. If the answer is yes, why do you think that literary material can be an advantage or beneficial in the language learning process? | 8 | | <ul style="list-style-type: none"> - I might learn the structure and forms of use the rules. - I think that is very important for learn the language. - Because I think you can incriase your vocabulary and know new of different topic. -Because you can lear new vocabulary, gramatical structure. - Because it mix gramatical and excercises. - Because literature better the brain. - Because I can learn so much vocabulary. - Because the literature is very important and beneficial. | | |
| 3. If the answer is no, why do you think t could not be beneficial? | | 6 | | <ul style="list-style-type: none"> - Because, that books were so boring. - Because is boring and hard work. - Because the student needs literature material of his/her carrer. - Because the material in the classroom isn't important only grammar. | |

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| | | | | | |
|--|----|---|--|--|--|
| | | | | <ul style="list-style-type: none"> - Because for me these are books that not important. Is more beneficial we read something of my career. - Because the books of literature is boring and don't helped an the students. | |
| <p>4. Do you like to read in your own language? Why? Why not?</p> | 12 | 2 | <ul style="list-style-type: none"> - I like read, because to me is funny, but dipend the book. - Because for my work I have to read Technicals books. - Because I now that meaning every singel word. - I read deportes and only about my career. - Yes, but only article, magazines, newspaper. - Yes, because reading I can know many words. - Yes, because I can learn more vocabulary - yes, I like, because it helps me to understand of complete my idias of anything. - Yes I like, but I prefer to read in english for to learn. -Yes, I learn other tools. - Yes I do. I like because there ate books very interesting. I would like to read book of my carrier. - Sometimes when the article or book is interesting. | <ul style="list-style-type: none"> - no because we don't learn, but we have prove. - no, because if I speak English all the day, I can learn vocabulary. | |
| <p>5. What type of material do you read in your own language?</p> | | | | | <p align="center">14 students</p> <ul style="list-style-type: none"> - about our carriers, actual situations, new, etc. - I read the articles about my carrier. - Scientific material, news paper and comic |

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| | | | | | |
|---|--|--|--|--|--|
| | | | | | <ul style="list-style-type: none"> - Tech books, internet articles, technicals magazines, comics. - I read magazines about sport, music, politicians; newspapers and books. - Scientis - Article, newspaper, Lideres. - Books of basic grammar and books for read. - I like read sopoperas, tourism documents, etc. - I read topic about my carrear, or sopoperas, or articles of magazine. - Short articles about fashion, singers, short soap operas. -newspaper, magazines, articles, etc. - Technical and busines book. - the book of soup opera, mistery book, magazines, article. |
| 6. What type of material do you read in English in your class? | | | | | <p>13 students 1 S didn't answer</p> <ul style="list-style-type: none"> - books of storys. - easy but interesant - books of adventure, history not important -other book - I read historys very boring. - sopoeras or history - short soap operas, test - book, lectures about the life or differents them. - Technical and business book. |

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| | | | | | |
|---|----|---|--|--|---|
| | | | | | <ul style="list-style-type: none"> - book of mistery and adventure. - same as our carrier. - story - just article of internet - Interesting and actuality articles of science. |
| <p>7. What is important for you when you read specific material in your English classroom?</p> | | | | | <p>14 students</p> <ul style="list-style-type: none"> - Understand the meaning of the material - new vocabulary - I can learn and I can discuss my ideas. - know all the words and understand 5the content. - the vocabulary - I think is important read specific material, that is interested the student for increase the vocabulary. - the material should be very interesting. - the important for me, is after the read make a round of questions. - The vocabulary - I can learn new things and I can learn vocabulary - we have learn and that the topic should be interesting - is important the vocabulary -past the level - It can be get's my atention about when I read |
| <p>8. Would you like to read something</p> | 13 | 1 | | | |

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| | | | | | |
|---|--|--|--|--|--|
| <p>different?</p> <p>9. What would you like to read?</p> | | | | | <p>14 students</p> <ul style="list-style-type: none"> - books of historys the real's life - storys about sports and Hollywood starts. - About other cultures or civilizations or psicology. - comics, National Geographic entertainment - tourism in the Ecuador - comics, sports, news, or homeworks for investigate, biograpys, etc. - articles of my carrier, soup operas, interesting article - more technicals word - Filosopy, economic topics, news, animals live. - interesting articles - articles about innovation - I would like to read about my carrier and the problems actualities - magazines, sports, something of my carrier, documentals, - sciens book |
| <p>10 What activities do you like to do in class with the material that you are given or what do you do with it?</p> | | | | | <p>13 Students 1 Student didn't answer</p> <ul style="list-style-type: none"> - read and learn new vocabulary - it can be games of answers and questions with categories like how want to be a millonary or can be ssee movies |

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| | | | | | |
|--|--|--|--|--|---|
| | | | | | <ul style="list-style-type: none"> - we didn't activity in the past level with the book. Discute the principal topic, games, act some chapter - I would like to learn vocabulary and estructure phrasal - I would like games, for example outside the classroom, games, movies, - plays in english, discuss of interesting things - the interactive material - I like talk in class about the principal topic, or discuss and give our ideas about the topic in disscusion - games, work in groups - I think I like to discus in the classroom and give our opinion about the topic - I would like learn vocabulary and more speak English - discuss, we can do expositions - new vocabulary |
|--|--|--|--|--|---|

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Appendix B
Table 2

First Sequence Chain

| Name of the students | Alexis | Andres | Ana | Belén | Fernando | Estefany | Gaby |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors |
| 1. The use of present and past tenses (Verb errors) | 1 | 1 | - | - | - | - | - |
| 2. Pragmatics | 1 | 1 | - | - | 1 | 1 | - |
| 3. Singular and Plural forms (misinformation) | - | - | - | - | 4 | 4 | - |
| 4. Punctuation, Run-on sentences. (omission, overgeneralization) | 2 | 2 | 1 | - | - | - | - |
| 5. Capitalization and Spelling (overgeneralization) | 2 | 2 | 1 | 2 | - | - | 2 |
| 6. English and Spanish interference (misordering, transfer errors) | - | - | - | 1 | 3 | 3 | 1 |
| 7. Possessives (misinformation) | - | - | - | 1 | - | - | 1 |
| 8. Articles (omission) | - | - | 1 | - | - | - | - |
| 9. Use of prepositions. (omission, misinformation) | - | - | - | - | - | - | - |
| 10. Txt misunderstanding and omission of words. | - | - | 2 | - | - | - | - |
| 11. Subject Verb Agreement (omission) | - | - | 3 | 2 | - | - | 2 |
| Number of words | 87 | 87 | 75 | 70 | 91 | 91 | 70 |
| Number of mistakes | 6 | 6 | 9 | 6 | 8 | 8 | 6 |

(Continues...)

How Reading Authentic Material such as Short Stories, Articles and Magazines can successfully help to teach English in Young Adult EFL classrooms

Appendix B
Table 2

First Sequence Chain

| Name of the students | Jorge | Ma de los Angeles | Nathaly | Sebastian | Verónica | Juan | David quit the class |
|---|------------------|--------------------------|------------------|------------------|------------------|------------------|-----------------------------|
| | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors |
| 1. The use of present and past tenses | 1 | 1 | - | 1 | - | - | |
| 2. Pragmatics | 1 | 1 | - | 1 | 1 | - | |
| 3. Singular and Plural forms | - | 2 | - | - | 2 | - | |
| 4. Punctuation, Run-on sentences. | 2 | 2 | - | 2 | 2 | 1 | |
| 5. Capitalization and Spelling | 6 | 2 | 2 | 6 | - | 1 | |
| 6. English and Spanish interference | - | 1 | 1 | 1 | 1 | - | |
| 7. Possessives | 1 | 2 | 1 | 1 | 2 | - | |
| 8. Articles | 3 | 1 | - | 3 | 1 | 1 | |
| 9. Use of prepositions. | 3 | 1 | - | 3 | 1 | - | |
| 10. Txt misunderstanding and omission of words. | - | 1 | - | - | 1 | 2 | |
| 11. Subject Verb Agreement | 5 | 1 | 2 | 5 | 1 | 3 | |
| Number of words | 139 | 152 | 70 | 139 | 152 | 75 | |
| Number of mistakes | 22 | 15 | 6 | 22 | 15 | 9 | |

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Appendix C
Table 3

Last Sequence Chain

| Name of the students | Alexis | Andres | Ana | Belén | Fernando | Estefany | Gaby |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors |
| 1. The use of present and past tenses | - | - | 1 | - | - | - | - |
| 2. Pragmatics | - | 1 | 1 | 1 | 1 | 1 | - |
| 3. Singular and Plural forms | - | - | - | - | 4 | 4 | - |
| 4. Punctuation, Run-on sentences. | - | 2 | 1 | - | - | - | - |
| 5. Capitalization and Spelling | 1 | 7 | - | 1 | - | - | 1 |
| 6. English and Spanish interference | - | 1 | 1 | - | 3 | 3 | - |
| 7. Possessives | - | 3 | - | - | - | - | - |
| 8. Articles | - | 1 | - | - | - | - | - |
| 9. Use of prepositions. | 1 | - | - | 1 | - | - | 1 |
| 10. Text misunderstanding and omission of words. | - | 6 | - | - | - | - | - |
| 11. Subject Verb Agreement | - | - | - | - | - | - | - |
| Number of words | 98 | 98 | 55 | 73 | 110 | 110 | 73 |
| Number of mistakes | 21 | 21 | 4 | 2 | 22 | 22 | 2 |

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(Continues...)

Appendix C
Table 3

Last Sequence Chain

| Name of the students | Jorge | Ma de los Angeles | Nathaly | Sebastian | Verónica | Juan | David quit the class |
|--|------------------|--------------------------|------------------|------------------|------------------|------------------|-----------------------------|
| | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors |
| 1. The use of present and past tenses | - | - | - | - | - | 1 | |
| 2. Pragmatics | 1 | - | 1 | 1 | - | 1 | |
| 3.Singular and Plural forms | - | - | - | - | - | | |
| 4.Punctuation, Run-on sentences. | 2 | 2 | 2 | 2 | 2 | 1 | |
| 5.Capitalization and Spelling | 3 | 2 | 7 | 3 | 2 | - | |
| 12. English and Spanish interference | - | 2 | 1 | - | 2 | 1 | |
| 13. Possessives | 1 | 1 | 3 | 1 | 1 | - | |
| 14. Articles | 2 | 2 | 1 | 2 | 2 | - | |
| 15. Use of prepositions. | 1 | 1 | - | 1 | 1 | - | |
| 16. Text misunderstanding and omission of words. | - | - | 6 | - | - | - | |
| 17. Subject Verb Agreement | 2 | - | - | 2 | - | - | |
| Number of words | 108 | 91 | 73 | 108 | 91 | 55 | |
| Number of mistakes | 12 | 10 | 2 | 12 | 10 | 4 | |

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D. Oral Presentations Grading Sheets

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Appendix E
Table 4

Story Pyramid Results

| Name of the students | Alexis | Andres | Ana | Belén | Fernando | Estefany | Gaby |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors |
| 1. The use of present and past tenses | | | | | | | |
| 2. Pragmatics | | | | | | | |
| 3. Singular and Plural forms | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4. Punctuation, Run-on sentences. | | | | | | | |
| 5. Capitalization and Spelling | | | 1 | | | 1 | |
| 6. English and Spanish interference | | | | | | | |
| 7. Possessives | | | | | | | |
| 8. Articles | | | | | | | |
| 9. Use of prepositions. | | | | | | | |
| 10. Text misunderstanding and omission of words. | 1 | 1 | | 1 | 1 | | 1 |
| 11. Subject Verb Agreement | | 1 | | | 1 | | |
| Number of words | 36 | 36 | 36 | 36 | 36 | 36 | 36 |
| Number of mistakes | 2 | 3 | 2 | 2 | 3 | 2 | 2 |

(Continues...)

How Reading Authentic Material such as Short Stories, Articles and Magazines can successfully help to teach English in Young Adult EFL classrooms

Appendix E
Table 4

Story Pyramid Results

| Name of the students | Jorge | Ma de los Angeles | Nathaly | Sebastian | Verónica | Juan | David quit the class |
|--|------------------|--------------------------|------------------|------------------|------------------|------------------|-----------------------------|
| | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors | Number of errors |
| 1. The use of present and past tenses | 1 | | | 1 | | | |
| 2. Pragmatics | 1 | | | 1 | | | |
| 3.Singular and Plural forms | | | | | | | |
| 4.Punctuation, Run-on sentences. | | | | | | | |
| 5.Capitalization and Spelling | | 1 | | | 1 | | |
| 18. English and Spanish interference | | | 2 | | | 2 | |
| 19. Possessives | | 1 | | | 1 | | |
| 20. Articles | | | | | | | |
| 21. Use of prepositions. | | | | | | | |
| 22. Text misunderstanding and omission of words. | 1 | | 1 | 1 | | 1 | |
| 23. Subject Verb Agreement | 1 | 1 | 1 | 1 | 1 | 1 | |
| Number of words | 36 | 36 | 36 | 36 | 36 | 36 | |
| Number of mistakes | 4 | 3 | 4 | 4 | 3 | 4 | |

Appendix F

Table 5: Final course Students' Questionnaire

| Questions | Yes | No | Answers | No Answers | Other answers |
|---|-----|----|--|------------|--|
| 1. Que le gusto de esta nueva opción de leer artículos y periódicos en vez de un libro de lectura específico? | | | <ul style="list-style-type: none"> - Me gustó porque podíamos leer artículos interesantes de temas que sí nos gustaban. - Me pareció una mejor técnica porque eran artículos de interés en el que aprendíamos nuevas noticias y a la vez incrementábamos nuestro vocabulario. - La secuencia de la lectura y de sacar las características principales y de esta manera entendíamos. - Lo importante fue que existían temas muy importantes y con relación al mundo actual. - Me parece que es mejor por que son noticias actuales que sirven para mejorar el vocabulario de nuestras carreras. - Son más interesantes que los libros. - Que nos dieron la oportunidad de escoger lo que más nos gusta leer. - Nos permitieron ser parte de la elección de los temas, no nos impusieron como siempre. | | |
| 2. Qué ejercicio realizó durante las lecturas? | | | <ul style="list-style-type: none"> - Resúmenes, pirámides - Resúmenes, debates, pirámides, sacar las ideas principales. - Realizábamos clases dinámicas explicando | | <ul style="list-style-type: none"> -Conocimiento, habilidades, vocabulario, etc. -Conocimiento, vocabulario, facilidad de palabra. |

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| | | | | |
|--|--|--|--|--|
| | | <p>cada artículo con la ayuda de mapas conceptuales, pirámides, resumen.</p> <ul style="list-style-type: none"> - Resumen, pirámides y un ejercicio que se lo hacía en cuadros poniendo lo más importante. - Pirámides, resúmenes, discusiones, presentaciones orales, en grupos. - Resúmenes, corrección de nuestros errores, pirámides, orales, revisión de gramática. | | |
| <p>3. Durante el nivel cree que estas lecturas le ayudaron de alguna manera con el aprendizaje del idioma Inglés?</p> | | <ul style="list-style-type: none"> - Si porque al leer cosas que si nos gustaban poníamos más ganas para aprender. - Si me ayudo a aprender nuevas palabras y expresiones, también a poder desenvolvernos de mejor manera al hablar. - Si, por que conocimos y aprendimos más vocabulario. - Si por que existían palabras que uno nunca conoció y fue bueno aprender. - Si porque hay mas vocabulario que podemos aplicar en la vida diaria. - Si por que entendíamos en contexto el significado de las palabras. - Sí, leíamos lo que nos gustaba y poníamos más atención, aprendíamos de nuestros errores la gramática. - Si, vimos y aprendimos mucho vocabulario, gramática, estructura. | | |

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| | | | | |
|---|-------------------------|--|--|--|
| <p>4.Usted recomendaría seguir utilizando artículos de revistas y periódicos en vez de libros de lectura? Si? No? Por qué?</p> | <p align="center">8</p> | <p align="center">-</p> <p>- Se puede aprender vocabulario nuevo y expresiones en clase y se leen artículos que son interesantes.</p> <p>- Si es más práctico y de mayor interés. Es mejor el aprendizaje y los estudiantes no llegan a copiar.</p> <p>- Si, periódicos, revistas. Con artículos uno aprende mucho más que seguir solo una secuencia de libros. Los libros son tediosos y aburridos.</p> <p>-Si, revistas y periódicos. Ayuda al estudiante a tener más ideas y facilidad de palabra y encontrar nuevas ideas y vocabulario.</p> <p>- Si. Son temas más interesantes los cuales los realizamos con gusto y a la vez aprendemos mejor el idioma inglés.</p> <p>- Si, es mucho mas instructivo, hablamos de cosas actuales y temas interesantes. Es una nueva forma de aprendizaje en donde se pone más ganas de aprender y trabajar.</p> <p>- Si, son más interesantes. Porque son temas de actualidad, da más ganas de trabajar. Los libros no nos gustan, no son interesantes, en esta ocasión aprendimos de todo, vocabulario, gramática, ver palabras en contexto, nos gustó ir siempre a clases.</p> <p>- Si, porque aprendimos muchas expresiones, vocabulario, gramática con material que nos motiva, no que nos</p> | | |
|---|-------------------------|--|--|--|

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| | | | | | |
|--|--|--|--|--|--|
| | | | aburre como los libros que son feos. Es material actual de mucho interés, todos los profes deberían utilizar estos nuevos métodos. | | |
| | | | | | |

Appendix G

Table 6: Teachers' Questionnaires

| Questions | Not experimented teachers | Experimented teachers | Other Answer |
|---|--|---|--------------|
| 1. As an English teacher, do you think that Literature or Literary material could be useful in EFL classrooms? | <ul style="list-style-type: none"> • Yes, I do. • Yes, I do. | <ul style="list-style-type: none"> • Yes, of course it is necessary. • Yes. | |
| 1. If the answer is yes, why do you think that Literature can be an advantage of beneficial in the language learning process in an EFL classroom? | <ul style="list-style-type: none"> • It could be an advantage because Literature helps us understand different cultures. • It can be very useful to improve vocabulary and other skills. | <ul style="list-style-type: none"> • Because it is useful to learn vocabulary, grammar, idioms, etc. • Because English teachers should teach not only ENGLISH, but it has to involve something more as culture, civilization, etc. | |
| 2. If the answer is no, why do you think it could not be beneficial? | <ul style="list-style-type: none"> • No answer. | <ul style="list-style-type: none"> • No answer | |
| 3. In your experience, do you know if your students like to read in their own language? Why? Why not? | <ul style="list-style-type: none"> • No, they don't like reading because it's not part of our culture yet. • Some students like reading in Spanish but most of them think it is boring. | <ul style="list-style-type: none"> • We don't have the culture of reading but when they have motivation and interesting things to read they read. • They don't like to read because most of the time they read to be evaluate and I think reading is not only that but for enrichment, sharing, improving, etc. | |
| 4. What type of material do you read in class with your students? | <ul style="list-style-type: none"> • Books, novels, short articles • Articles, short stories, books. | <ul style="list-style-type: none"> • All kind of material depending of the level of the students but mostly materials of the real life, science, etc and related to | |

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| | | | |
|--|--|--|--|
| | | <p>their careers, or books that coordinators give us for students.</p> <ul style="list-style-type: none"> • Short stories, paragraphs from their text books, and some extra readings from the internet. | |
| <p>5. What literary works do you think are going to be appropriate in the EFL language classrooms?</p> | <ul style="list-style-type: none"> • Updated articles related to real life. • Short stories, novels, tales depending on the level. | <ul style="list-style-type: none"> • Paragraphs, short reading, books or printed material from the internet. • Any kind of literary works will be helpful. | |
| <p>6. What is important for the students when they are reading a specific material?</p> | <ul style="list-style-type: none"> • The purpose • They should know what the purpose of it is. | <ul style="list-style-type: none"> • The level of difficulty and if the reading goes with their interest. • It's important for them to feel they're learning and they are able to discuss about their reading. | |
| <p>7. What do they like to read?</p> | <ul style="list-style-type: none"> • Magazines, articles on the internet. • Short stories, interesting tales, fables, newspaper articles. | <ul style="list-style-type: none"> • Books and articles related to my subject teaching and other things to novels, etc. • I think most of them like science fiction, horror or mystery books. | |
| <p>8. Would they just read any material?</p> | <ul style="list-style-type: none"> • I don't think they would read any material because it depends on their interests. Well, at least not for fun. • No, the material has to be appropriate. | <ul style="list-style-type: none"> • If they have a good motivation yes. • Yes, but they'll enjoy reading, if they read something they like. | |
| <p>9. In your experience, how can we use literary texts, in order to have better results in teaching in EFL classrooms?</p> | <ul style="list-style-type: none"> • Give students short texts and let them get involved. • We can use different texts and do fun activities with them. | <ul style="list-style-type: none"> • With the books and articles they choose. • I think it would be difficult at first because of our culture, but we could start with very well-known works. | |

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| | | | |
|--|---|--|--|
| <p>10. What activities do you as a teacher develop to involve your students in literature activities?</p> | <ul style="list-style-type: none"> • Reading short articles • Create short stories where they are the main characters. | <ul style="list-style-type: none"> • Games, role plays, activities of crossword puzzles, etc. • From time to time I have my students dramatize parts of literary works. | |
| <p>11. In your experience, what is the best way to teach literature in the classroom?</p> | <ul style="list-style-type: none"> • Bringing interesting material where students can be motivated to ask questions. For example unusual facts. • Through games, dramatizations and role plays. | <ul style="list-style-type: none"> • Encouraging them to read good articles, books. The literature they choose and also the good literature you choose telling them how important it is for them. In conclusion if you give motivation, you make their interest in a piece of paper. • I don't have much experience teaching literature. | |
| | | | |

H. COPIES OF THE STUDENTS' QUESTIONNAIRES

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I. COPIES OF THE FINAL COURSE STUDENTS' QUESTIONNAIRES

J. COPIES OF THE TEACHERS' QUESTIONNAIRES

K. COPIES OF THE STUDENTS' FIRST ACTIVITY WITH THE SEQUENCE CHAIN

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L. COPIES OF THE STUDENTS' LAST ACTIVITY WITH THE SEQUENCE CHAIN

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**M. COPIES OF THE STUDENTS' ACTIVITY WITH THE STORY
PYRAMID**