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Theme: AUTHENTIC MATERIALS FOR READING COMPREHENSION

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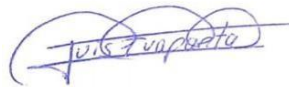
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DEDICATION

TO:

God for giving me strength and health to accomplish this work. Likewise, to my parents who always gave me their support during the whole process of my education, especially my mother who has been a fundamental pillar and my main motivation to achieve all my goals.

To my father Carlos Tuapanta, my mother María Criollo, and my siblings for all the support, I have received throughout my student life.

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Resumen

El presente trabajo de investigación tuvo como objetivo analizar la importancia de los materiales auténticos para mejorar la comprensión lectora de los estudiantes de Cambridge School of Languages. Este estudio tuvo un enfoque cuantitativo. Ya que se aplicó una prueba previa y una prueba posterior de lectura basado en una prueba estandarizada de Cambridge 2020 para medir el nivel de los estudiantes en comprensión lectora. Además, esta investigación utilizó un diseño pre-experimental por que se aplicó el tratamiento a un solo grupo de estudiantes del curso de nivel A2 (en total 8 estudiantes) formaron el grupo experimental, el nivel de esta investigación es exploratorio, correlacional, y descriptivo. Se escogieron seis clases de materiales auténticos: artículos de periódico, revistas, letras de canciones, reseñas de películas, folletos de viajes, y biografías; enfocados en mejorar la comprensión lectora. Asimismo, se aplicaron estrategias de comprensión lectora tales como predicción, escaneo, hojear, inferir, hacer conexiones, preguntas y resumen. Por otra parte, se planifico cada plan de lecciones en tres etapas: pre-lectura, durante la lectura y pos-lectura. La comprobación de la hipótesis planteada en el presente estudio fue realizada mediante el análisis estadístico de los resultados obtenidos en la prueba previa y en la prueba posterior de comprensión lectora. Para la comprobación de la hipótesis se utilizó el programa SPSS para hallar la prueba de normalidad con la prueba de Friedman, prueba T-test, estadística de muestras pareadas y prueba de muestras pareadas. Los resultados del post-test mostraron que los estudiantes que trabajaron con materiales auténticos mejoraron significativamente sus habilidades de comprensión lectora. Por consiguiente, es importante sugerir la implementación de estos materiales auténticos que fortalecen las destrezas de comprensión lectora en el nivel literal e inferencial. El nivel de comprensión literal consiste a entender lo que el texto dice de manera explícita, reconocer información dentro del texto. El nivel de comprensión inferencial analiza las premisas en el texto para deducir una conclusión. Además, los alumnos reflejan más interés por la lectura, mejoran en las habilidades de comprensión lectora y exponen al alumno a la máxima cantidad de lenguaje real para que obtenga más información de la vida real. Para concluir, el uso de materiales auténticos influyó positivamente en el mejoramiento de la comprensión lectora y anima a los alumnos a leer por placer.

Palabras clave: estrategias de comprensión lectora, habilidades de comprensión lectora, lectura, materiales auténticos, niveles de comprensión lectora

Abstract

The purpose of this research was to analyze the importance of authentic materials to improve reading comprehension of students at Cambridge School of Languages. This study had a quantitative approach since a reading pre-test and post-test based on a standardized Cambridge 2020 test was applied to measure the student's level of reading comprehension. In addition, this research used a pre-experimental design because the treatment was applied to a single group of students in the A2 level course (in total 8 students) formed the experimental group, the level of this research is exploratory, correlational, and descriptive. Six kinds of authentic materials were chosen: newspaper articles, magazines, song lyrics, movie reviews, travel brochures, and biographies; focused on improving reading comprehension. Reading comprehension strategies such as predicting, scanning, skimming, inferring, making connections, questioning, and summarizing were also applied. On the other hand, each lesson plan was planned in three stages: pre-reading, during reading, and post-reading. The verification of the hypothesis proposed in the present study was carried out by statistical analysis of the results obtained in the pre-test and post-test. For the verification of the hypothesis, the SPSS program was used to find the normality test with Friedman's test, T-test, paired samples statistic, and paired samples test. The post-test results showed that students who worked with authentic materials significantly improved their reading comprehension skills. Therefore, it is important to suggest the implementation of these authentic materials that strengthen reading comprehension skills at the literal and inferential levels. Literal comprehension level consists of understanding what the text states explicitly, recognizing information within the text. Inferential comprehension level analyzes the premises in the text to deduce a conclusion. In addition, students reflect more interest in reading, improve reading comprehension skills, and expose the student to the maximum amount of real language in order to obtain more information from real life. To conclude, the use of authentic materials positively influenced the improvement of reading comprehension and encourages students to read for pleasure.

Keywords: authentic materials, reading, reading comprehension skills, reading comprehension strategies

CHAPTER I

1.1 Research background

In order to carry out this research, different research antecedents were analyzed, and for this purpose, works related to the topic of authentic materials for reading comprehension were investigated. Most of the works, theses and scientific articles were found in different countries, some national and local. However, in Ecuador, there are few research works related to the mentioned topic. The following is the information related to previously researched international, national, and local works.

Desitarahmi (2013) investigated how to improve the reading comprehension of eighth grade students of SMP 15 in Yogyakarta through the use of authentic materials. The methodology was qualitative and quantitative. Moreover, observation and interviews were used as instruments. The results of this research after the application of activities, interventions, and classes with authentic materials, students improved in reading comprehension. The results of this research reveal that the use of these educational materials is effective in improving students' reading comprehension. The use of these materials reflects a positive impact as soon as the teacher provides authentic tasks in-class activities. After the application of activities from this research, students showed some improvements and became familiar with certain reading strategies. Additionally, they had more interest and motivation for all activities, which made the classroom environment pleasant.

Morales (2019) investigated how authentic written materials influence the improvement of reading comprehension in English. In this research, an instrument of a pre-test and post-test was applied to determine the effectiveness of the use of these authentic materials and to find an improvement in reading comprehension skills at Unidad Educativa Agropecuaria. In the experiment, the subjects were divided into a control group and an experimental group. Six types of authentic documents were chosen: newspaper articles, comics, biographies, film reviews, tourist brochures, and song lyrics, which were applied to the experimental group. The results of the research suggest that the students when working with authentic written materials achieved a positive improvement in the ability of comprehensive reading.

Güner et al. (2018) developed some research which aimed to determine the effect of authentic task-based material on reading comprehension, writing skills, and motivation in the Turkish language course. The research was conducted with a design methodology. Quantitative data was collected with a quasi-experimental pre-test and post-test with the control group in the study. Qualitative data was collected with a semi-structured interview. This study was carried out in an elementary school located in the urban center of Eskisehir during the 2014-2015 school year. Twenty-two students participated in the experimental group, and 24 students participated in the control group. Data was collected using the Reading Comprehension Test, the Writing Motivation Scale, the Writing Skills Scale, and an interview form. The analysis of the quantitative data was performed with independent samples t and that of the qualitative data with descriptive text analysis. The results of this thesis show us that the use of authentic materials in the Turkish language course improved 4th-grade students' reading comprehension, writing skills, and motivation to write. In addition, it was found that the students who participated in the study had a positive effect on the Turkish as a foreign language course taught with authentic materials in the allocations.

Namaziandost et. al (2022) observed the impact of using authentic materials on students' reading comprehension, reading motivation, and anxiety. In this study, 58 Iranian male EFL learners were selected and randomly assigned to an experimental group and a control group. Both groups were administered a reading comprehension test and a questionnaire. After applying authentic materials in 20 sessions with the experimental group, the students took a post-test, which showed an improvement in motivation towards reading, reading comprehension ability, and an improvement in students' anxiety levels, successfully contributing to the research work carried out.

Alzaidi and Althaqafi (2022) concluded that the use of authentic texts improved reading comprehension skills. This study employed a mixed-method research design. It used a questionnaire administered to teachers in their regular classrooms. Furthermore, the study, through semi-structured interviews examined teachers' perspectives on these practices and how their Personal Practical Knowledge (PPK) affects their practices. A questionnaire was administered to 50 teachers and a survey of 5 teachers. The results of this research state that teachers adapted authentic texts only for advanced learners. In contrast, most of the teachers in the interviews

emphasized that authentic texts are applicable in teaching beginners with the use of technology. The quantitative and qualitative results of this research showed that teachers selected authentic texts that fit the learners' language level, cultural background, and textbook objectives.

Kung (2019) argued that in recent years there has been an increase in research on reading instruction and reading comprehension in second language acquisition. This study aims to close this gap by investigating the effects of using reading strategy teaching (metacognitive and cognitive knowledge) based on authentic reading materials for advanced EFL learners with the focus on their reading improvement and learning experience. Qualitative and quantitative analyses were conducted to explore students' use of reading strategies. The results of this study affirm that students preferred working with authentic reading materials for students to increase their interest in reading, and students were motivated to use second language reading strategies through the use of appropriate authentic text resources reflect increased motivation to read.

Sacha (2006) stated that authentic material is very important in teaching reading. The researcher designed a curriculum of a total of 36 hours of intensive reading courses for engineering students. The researcher found that students were not motivated by the material, so the researcher had to create a methodology to encourage students to read, and then had to develop courses with authentic materials. After the intervention students were more interested in reading when authentic materials were used. Main findings suggest that students were highly motivated by authentic material, and teachers selected the right material to encourage students to continue reading.

Hidayat (2021) carried out some research about the effectiveness of authentic materials for reading comprehension on students' motivation. This study attempts to find out students' motivation through authentic materials in the experimental classroom. The research method is quantitative research with a quasi-experimental research design. The population of the research is all tenth grade MIPA students and the sample is the students of X MIPA 7 and X MIPA 8 consisting of 72 students. Therefore, the results of the research showed that the students' response in the experimental class has a very good result after treatment with the mean 86.42 of 69.18

and the paired samples t-test score is 0.00 means that there is a significant result after treatment.

Guo (2012) carried out some research about using authentic materials for extensive reading to promote English proficiency. The study was applied to 50 students at Taiwan University to investigate the impact of extensive reading with authentic materials on English proficiency, especially focusing on vocabulary and grammar. The experimental group received a series of extensive readings over a period of 3 months. The result of the research showed that students in the control group improved their acquisition of vocabulary, communication, language skills, and grammar. Furthermore, the use of authentic materials in extensive reading improved English.

From the above background, it can be deduced that the use of authentic materials contributes positively to the improvement of students' reading comprehension skills and reading motivation. Therefore, analyzing authentic materials, it can be said that they are important in improving reading comprehension skills, it is a good strategy to apply in a class of learners of English as a foreign language. In addition, it should be noted that teachers should use appropriate authentic materials according to the skill they want to improve, such as reading comprehension development.

1.2 Theoretical Framework

Independent Variable

1.2.1 Teaching methods and approaches

A teaching approach is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. For example: the communicative approach is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it. Other approaches include the cognitive-code approach, and the aural-oral approach (audio-lingual method). In the classroom: Learners in the modern

language classroom often learn through techniques drawn from a variety of methods and approaches in what has been labeled an 'eclectic approach' (Hoque, 2016).

Teachers select techniques from various approaches according to the different needs of their learners. Most course books mix methods and techniques. The term teaching method refers to the general principles, pedagogy, and management strategies used for classroom instruction. The teaching method depends on what fits you- your educational philosophy, classroom demographic, subject area(s), and school mission statement. Teaching theories primarily fall into two categories or approaches teacher-centered and student-centered (Hoque, 2016).

1.2.2 Teaching Resources

Bušljeta (2013) claims that teaching and learning resources can be differentiated according to the different characteristics that are apparent at first glance, their different communication systems, or using the senses utilized by students in the process of receiving the information as a typology criterion. In the field of didactic theory, as well as in teaching practice, the teaching and learning resources are classified into visual, auditory, and audio-visual resources is almost universally accepted.

Rone (2013) states that a teaching resource can take many different forms and will mean slightly different things to every teacher, parent, and child. But the basic definition is simple: A teaching resource is a material that is designed to help facilitate learning and knowledge acquisition. Teaching materials come in many shapes and sizes, but they all have in common the ability to support learning. The purpose and importance of teaching and learning resources are to make lessons interesting and learning easy and enable teachers to easily express concepts.

1.2.3 Didactic materials

Ogalde and Bardavid (2003) claim that didactic materials are resources as well as authentic materials that can be used in the classroom in a didactic and interactive way. These didactic materials help in the learning process and are divided into two types which are teaching materials and learning materials. Therefore, learning materials are active resources that support that contribute to the learning process for example there are games, workbooks, interactive presentations, songs, etc. Likewise,

teaching materials are support guides for the student's learning process, and they are materials that teachers can use to increase the interest and motivation of students. For example, didactic materials can be educational materials, aids, auxiliaries, audiovisual media, teaching resources, perceptive learning resources, educational materials, multi-sensory materials, and complementary materials.

Tomlinson (1998) identified didactic materials as "anything used by teachers or learners to facilitate language learning" (p. 2). Harmer (2005) stated to didactic materials as a variety of teaching aids to explain the meaning and construction of language, to engage learners in a topic, or as the basis for an entire activity (p. 134). Ogalde and Bardavid (2003) defined didactic materials as the means and resources to facilitate the teaching-learning process within an educational context and to facilitate the acquisition of concepts, skills, and abilities (p. 20). According to these authors, didactic materials facilitate, assist, and improve the language learning of students in the classroom.

1.2.4 Authentic materials

Castillo (2017) claims that authentic material is a real chunk of language, being produced by a real person speaking or writing for a real audience and designed to transmit a real message. This conception of authentic materials opens the possibility to give a huge variety of examples used for real-world communication like books, magazines, brochures, tickets, menus, newspapers, instructions, manuals, biographies, speeches, comics, essays, etc., that are present in each field of human interaction. These materials provide more than information to the reader, other features related to the life context of its audience. Hence, they are designed for people living in a society interested in dealing with general issues and interests. Consequently, they are also rich in cultural input about the society to which the materials come from and are for. This particularity has caused different reactions when applying these materials to deliver the teaching and learning process. Many of these reactions are in favor of using authentic materials in the classrooms, while others are against it. It is important to consider both points of view as well as their corresponding advantages and disadvantages.

One of the most relevant advantages of using authentic materials in the classroom is to provide the learner with experiences similar to real-life situations that the learner has to be prepared to face and solve. Martinez (2002) states that authentic materials are those that are prepared for native speakers and are not designed to be used for didactic purposes. Breen et al. (1979) comments that authentic materials are those that encourage learners to communicate. Similarly, Otte (2006) mentions that learners need to practice using authentic language on their own in order to be better prepared to deal with authentic language in the real world. Tamo (2009) presents the following advantages of using authentic materials: exposing learners to the real use of the language; informing learners of what is happening in the world; encouraging learners to read for pleasure because they cover many topics of interest and offer a wide variety of text types not easily found in conventional textbooks.

The adaptation of authentic materials in the teaching and learning process can be used as an effective strategy for the teaching process. Nuttall (1996) states that students feel more confident and interested in continuing to read for pleasure when the teacher uses a variety of authentic text types, so students who are encouraged to continue reading will be better readers. Therefore, students who learn with authentic materials are more interested in reading and increase their confidence and enthusiasm for learning English.

Brown (2001) argues that affective factors also play an important role in how reading helps language learning. Motivation plays a key role in reading a foreign language. Those who like what they read continue to read. Consequently, they tend to improve their reading, as Berardo (1996) claims that there is a similarity between those who read more, consequently, acquire better reading comprehension, and improve their vocabulary. Nuttall (1996) proposes three criteria to consider when choosing reading material: appropriateness. It refers to the students' interest in reading and how appropriate or inappropriate it is for their English language learning goals. Usability refers to the condition of a text can be used for teaching purposes or not. Readability refers to whether the text is too easy or too difficult for learners. Therefore, the selection of relevant and interesting material for readers is key to their involvement in the learning process.

Furthermore, authentic materials are sources or resources that are taken from real life and are not designed for teaching and learning. Authentic materials that can be used in the classroom include newspapers, magazines, songs, worksheets, literature, and online resources. Wallace (1998) defined authentic materials as "real-life texts, not written texts for pedagogical processes". The goal of using authentic materials in the classroom is to expose the learner to the maximum amount of real language so that he or she gains more information from real life. For example, in a class where the teacher brings in a newspaper or an entire magazine, students can choose what they really want to read, so students read with more interest and enthusiasm because they themselves choose what they like to read and have at their disposal real material containing real-world language that enriches the student's knowledge.

On the other hand, authentic materials are more interesting because they often reflect real-life events. Brown (1999) asserts that learners are more eager to learn when the language is authentic or meaningful. Nuttall (1996) supports this claim by stating that authentic texts can be motivating because they are evidence that language is used for real purposes by real people. Moreover, they have a positive effect on learner comprehension and satisfaction (Berardo, 2006). Therefore, it can be deduced that the use of authentic materials positively affects learners' reading comprehension. Tomlinson (2009) mentions that there are basically two types of language teaching and learning materials: authentic and pedagogical materials.

One of the tools used to make the teaching and learning process effective is the selection and adaptation of materials. According to Nuttall (1996), a wide variety of different types of texts can help students find what interests them and even stimulate reading. The more students read, the better readers they become. If the text captures the learner's interest, the learner will be able to read the text with confidence. Therefore, this means that the student's reading level and confidence will improve.

Thus, Andrijevic (2010) highlights the following characteristics of authentic materials:

- They are not created specifically for didactic purposes but should be didactically functional.
- They are preferably related to current events.

- They show the reality of a culture.
- They should be in line with the interests of the learners.
- According to Andrijevic (2010), they are materials that should not be manipulated or transformed, as they lose their identity and veracity (p. 159).
- Authentic materials arise from the everyday lives of native English speakers.

In other words, teachers who are responsible for using these resources must consult sources that relate to the actual context of the target language's culture, society, and economy.

Ronda (2005) describes four types of authentic materials:

- 1) Real materials in images: a) still images: photos, graphs, signs, charts, maps.
b) Filmic real materials: films or advertising spots, TV commercials, quiz shows, cartoons, news clips, comedy shows, and movies.
- 2) Real written materials: they are newspaper articles, novels, poems, movie advertisements, lyrics to songs, restaurant menus, recipes, information brochures, TV guides, comic books, greeting cards, etc.
- 3) Real audio materials: songs, radio programs, podcasts, audio-taped short stories and novels, radio ads, songs, documentaries, etc.
- 4) Objects from everyday life.

Tomlinson (2011) emphasizes the importance of authentic written materials when he states that: Ideally, materials at all levels should be frequently exposed to authentic input that is rich and varied. In other words, the input should vary in style, mode, medium, and purpose and should be rich in features of authentic discourse in the target language (p14). The author clearly stresses the importance of the variety and special features that authentic materials bring in the target language. Therefore, these materials require special attention and time commitment on the part of the teacher, who must carefully select authentic materials to suit the learners' needs. On the other hand, a considerable amount of research has debated the appropriateness of using these materials for language teaching.

Theoretical framework of the dependent variable

1.2.5 English language skills

Chodkiewicz and Trepczynska (2014) states the trend toward an increasingly realistic treatment of language as a skill is illustrated by a contrast between the characteristic features of graphemic and phonemic subcodes in language use for comprehension and production. These codes constitute the skills and sub-skills developed by speakers to interact, understand, and be understood by others. These linguistic codes are unique to human communication. In the English language, it is composed of four skills (listening, speaking, reading, and writing) that the speaker of the language is able to interpret and produce a spoken or written discourse to achieve successful communication (Usó & Martínez, 2006).

English language skills refer to different aspects of language use, such as listening, reading, writing, or speaking. Therefore, skills are the abilities that speakers develop when they start learning a new language. These skills can be divided into receptive skills which are related to reading or listening and productive skills are related to speaking or writing.

1.2.6 Receptive skills

Regarding receptive skills, listening and reading made up this classification. These skills are known as passive ones because through these skills the learner is getting input. Nonetheless, it is important to mention that the thinking processes occurring in the brain while getting information are not passive. English receptive skills permit students to get information. Through these skills, input comes into the learner's mind in oral or written forms. The process that this information makes sense to the learner arises when the student links the previous knowledge to the new information. One of the most important processes in input comprehension is negotiation for meaning (text 'reader and reader/text interaction) in order to understand, get ideas, give opinions or produce new texts. That is when the learner generates or produces something based on the input the process is completed because the learner passes from a passive stage to an active one (Lopez & Rocha, 2017).

According to Sadock and Kaplan (2009) mention that receptive skills from a neurocognitive perspective are necessary to develop expressive language. Receptive skills reciprocally influence expressive or productive skills. This means that if there is an improvement in receptive skills, productive skills tend to improve at the same rate (Ramirez et al. 1994). That is the reason why, as the word "receptive means input," says because the information that reaches the learner needs to be understood in order to be reflected through any of the productive skills. Today the relationship between receptive and productive skills are bidirectionally influenced. Similarly, Dudeney et al. (2011) state that receptive skills are those that involve responding to a text rather than producing it. However, this does not mean that this cognitive process of eliciting a response to information is not passive, since many connections and comprehension processes take place in the brain to negotiate the meaning of the text.

Harmer (1991) points out that receptive skills make it possible to derive meaning from texts. These meanings are not constructed without a base. As mentioned above, prior knowledge is vital to complete the process and the strategies the teacher applies to achieve the learning objectives, thus this must be designed with the learners' needs and interests in mind. In this way, the meaning constructed in the learner's processing memory is valid and meaningful.

1.2.7 Reading Skill

Reading is an interactive process in which the reader interprets the messages of the written text. Burnes (1991) states that reading is understanding written discourse. Readers participate in the exchange of ideas with the author through the text in an interactive process. What we call a message is a process of conveying meaning from the writer to the reader. The process of sending information works well if the reader can understand the author's message. The sending process works well if the reader can understand the author's message. The message itself consists of the writer's ideas, opinions, knowledge, facts, and feelings. Izmi (2004) explains the nature of reading by considering its role in learning is described as the ability as the ability to extract meaning from written discourse.

From the above description, it is clear that there are many definitions of reading. Reading can be described as the process of understanding ideas, obtaining information from texts, and drawing conclusions from texts between reader and author. Readers and writers obtain information from texts and draw conclusions from that information.

1.2.8 Reading Comprehension

According to Guzzetti (2002), reading comprehension is the process of interaction between the reader and the text to extract and construct meaning. This process can be understood from different approaches and theories. However, no single theory is correct, as all theories form a holistic picture to understand the reading process. The most prominent approaches to reading comprehension are cognitive, sociocultural, and neurobiological. A key element in analyzing these approaches is to complement the ideas, not oppose them. In recent years, the concept of reading comprehension has evolved rapidly. This is because historically, reading comprehension was considered only as an outcome of reading and not as a process as a whole.

Nuttal (2000) argues that the main objective of reading is to extract the correct message from the text. The message that the author wants to convey to the reader. Harmer (2001) claims that the concept of reading is the way in which people extract meaning from texts, moving from what has been considered a receptive process. Likewise, Nuttall (2000) explains that both readers and writers depend on each other. This interaction can be complicated by the fact that the writer is absent from the viewer unless the viewer has a good understanding of the text. According to the author, the objective of reading is to extract the correct message the author wanted to convey to the reader in the text. What has been thought of as the receptive process, is how people extract meaning from text.

Hamer (2001) claims that this is how people get meaning from text and is now more of an interactive process. The writer's reliance on one of these interactions can be complicated by the fact that the reader does not have a writer, and this situation leaves much to be desired on the reader's part unless they have a good understanding of the text.

On the other hand, differing sharply from a skills-based view of comprehension, this view conceptualizes reading as an active process of constructing meaning by connecting old knowledge with new information encountered in the text (Anderson & Pearson, 1984). Likewise, Baiju and Sreeja (2014) refer to reading comprehension as the ability to read printed words correctly and understand their meaning. The word "understand" has a broad connotation here, as it includes many sub-skills that are essential to mastering macro skills.

Santi and Reed (2015) argue that reading comprehension is the process by which a reader constructs a schema or mental representation by integrating the information presented in the text with prior knowledge of the content and language. The authors describe the process of reading comprehension as cumulative knowledge based on the acquisition of skills acquired throughout a person's life that do not end in adulthood. This process varies from less to more difficult. However, the authors pay special attention to young people with reading difficulties because reading is the basis for learning in all academic disciplines. Reading comprehension involves a complex coordination of multiple cognitive variables of attention, including recognizing phonological, semantic, and syntactic features while employing strategies and metacognitive processes (Collins & Parris, 2008).

Comprehension is the way readers engage with knowledge and put that information into practice within their context. The most important skills for many societies are people who can communicate, solve problems, work in teams, read, and think critically. These skills vary depending on the age of the reader, reading comprehension, context, etc. Comprehension skills can be demonstrated in a variety of ways, such as recognizing the author's ideas to interpreting and applying these in new forms. Many also included critical evaluation of ideas and creative evaluation of information in new ways (Blachowicz & Ogle, 2008).

Levels of reading comprehension

According to Miñoza and Montero (2019), the levels of reading comprehension are a process of interaction between the information obtained within the text and the meaning with which the student can represent it within their consciousness. In addition, it is a small relationship that arises between the context of

the situation that the book relates with the experiences acquired by the student and the level of interpretation of it with the real world. All the levels of reading comprehension help the student or reader to improve their skills not only in language but also in their critical and analytical thinking to assimilate the things that happen around them. When combining these three levels of reading comprehension, the reader will obtain strong weapons when taking international exams, platforms, essays, or thesis within their academic life.

Literal comprehension

O'Malley et al. (1985) explain that this level is the most important in the reading because the reader must recognize and identify different characteristics within the text such as main ideas, secondary ideas, details, categorization, order, and summary of the text. In addition, at this level, the reader needs to locate the information quickly and accurately, understand the context that the author describes within the paragraph and coherence that exists within it. The organization of the main ideas that the reader acquires is very important for their interpretation before the events that the author recounts within the text.

For example:

- Who, what, where or when the events occurred within the text?
- What words do you use to give your main ideas?
- Who was the main character within the text?
- Where did the events take place?
- When was it done?

Inferential comprehension

At the interpretive level, the readers focus on the interpretation that the author gives in the text. In addition, analyzing the context of the situation that the author tells us. It encourages us to relate the events with experiences and knowledge that the reader has previously had and their way of interpreting them by giving them an orderly meaning within their ideas (Suhadi, 2016). At this level of reading comprehension, readers have the ability to perform information tuning processes as graphic organizers that will allow them to obtain conclusions and general ideas on how to interpret the

text, as well as the objective because they wrote the article or their intention towards the reader.

For example:

- Which is the topic?
- What values did the author take?
- How did this affect the characters within the story?
- How do I think the story would end?

Evaluative comprehension

The evaluative level of reading comprehension allows the learner to be involved in the reading. It means that the reader can judge various aspects of the author's presentation within the text. This kind of interaction between the learner and the author provides the opportunity to create critical thinking and different points of view by testing the reader's judgments of the text. Also, the same text can have two very different points of view. This level requires a high level of reading comprehension because the reader will be subjected to several questions that test their critical thinking and their way of reasoning, generalizing, and evaluating all the content of the text. In addition, the reader has the obligation to put into practice several strategies and propose questions to evaluate the content and the intention of the author at the time he wrote the text (Suhadi, 2016).

For example:

- Is what the author wrote in the text possible?
- Are your ideas about him logical and relevant in a social context?
- Agree or disagree with the author's ideas?

There are different views on the use of reading strategies depending on the context and population. Barnett (2002) pointed out that reading strategies are comprehension processes that people perform while reading in order to understand what they are reading. During the reading process, it is important for teachers to use reading strategies to support their students' reading comprehension.

Brown (2001) states that the most effective strategies are: predicting, skimming, scanning, understanding the meaning of words, understanding the writer's purpose and the organization of the text, understanding the main idea, making inferences, and understanding details.

Reading strategies

Brown (2001) describes the following reading strategies:

Predicting: is a strategy that the reader predicts before reading a new text, that is, the reader anticipates what he/she is going to read, the reader prepares for the reading process, it is the activation of previous knowledge before reading. Prediction as a strategy uses keywords, titles, images, and notes in order to encourage reading and the reader tries to predict what is coming next. This strategy helps to build active readers because the importance resides in the thinking process rather than in the correct or incorrect prediction.

Skimming: this is when the reader skims quickly and wants to read something quickly to get the general idea of the text. For example, most of us do this when we flip through a newspaper or magazine to get a general idea of what is going on. This strategy is perfect for previewing a text. Here are some tasks that help develop this skill: read the headings and subheadings of the text, don't read every word or detail, don't worry about words you don't understand, and look at an illustration or graphic to get an idea of the text. The objective of skimming is to understand the general idea of the text to be read.

Scanning: refers to when the reader scans through a text to find specific information such as a piece of data, a statistic, or a quote. An example of this skill is when a reader scans a dictionary to find a specific word or when a reader searches a text for specific details. Here are some ways to scan a text: look for keywords related to your topic, use headings and highlighted words as a guide to find the answer quickly, move your eyes quickly looking for specific information, pause and read the text more carefully when you find a piece of information and don't worry about parts of the text that you don't understand. The goal of scanning is to read for specific information.

Inferring: it means reading between the lines. The reading process requires making a prediction, then students use their prior knowledge to infer what comes from the text. Serafini (2004) stated that "if readers could infer from the words of a text, they would

be able to understand and comprehend the whole text". Thus, this strategy allows students to have a more complex reading process, as they make predictions, establish connections and, finally, draw their own conclusions.

Making connections: this strategy is important because at this stage students connect their ideas with what they already know with prior knowledge already learned. The purpose of making connections with the text is for readers to make an effective reading comprehension process. McNamara (2012) claimed that "Good readers try to connect incoming sentences to the content of the preceding text and to their prior knowledge" (p. 14). It is important to note when readers process deep text, they begin to build their knowledge into meaning which is the process of reading comprehension.

Questions: this section can be used before, during or after reading. The objective of this strategy is to guide students to find the answers, find new knowledge or resolve their doubts (Ludwig, 2017).

Summarizing: during this stage, readers summarize and select only the essential and most important information, i.e., the reader identifies the key points and interprets the information in the text. "The interpretation of the information in the text, the use of prior knowledge to interpret this information, and then the construction of a coherent representation or image in the mind of what the text is about" (McNamara, 2012, p.27).

Reading stages

These phases can be divided into three main stages pre-reading, reading, and post-reading. There are some activities that characterize each stage. Hence, it is important to dedicate time to prepare tasks that strengthen the reader skills (Dudeney, et al., 2011).

Pre-reading

Pre-reading is the first stage in beginning the reading of a written text that the reader anticipates prior to reading. At this stage, a pre-reading activity consists of thinking about what is to come and predicting what the text will be about (Patras, 2022). To do this, the reader is guided by the images, the title, and subtitles of the article or text (Dunton, 2022).

During the pre-reading stage, there are many strategies that can be applied such as prediction, categorization, brainstorming, and question formulation (Gunes & Soylemez ,2018).

While reading

In this stage, it is the one that occurs at the moment when the reader is interacting with the content of the text and tries to identify the main idea by skimming (Patras, 2022). It does not matter if it takes the reader more than once to understand the text. The first time, the reader should keep in mind the most important parts of the article, such as the summary, introduction, and conclusion. In the second reading, the reader can already understand better and looks for more detailed and specific information to answer the questions. Some of the possible activities to perform at this point are true/false comprehension questions, multiple choice comprehension questions, matching headings, and paragraphs, correcting information in a set of statements, and ordering or deciphering paragraphs. All of these activities help the reader make sense of what he or she reads (Dunton, 2022).

After reading

The main objective of this stage is to test the reader's ability to relate the topic to some personal experience. For this, it is important that the reader summarizes the information in the text, identifies the most relevant parts of the text, and paraphrases the sentences according to what he/she understood from the reading (Patras, 2022). In this part, it is necessary to look for the meaning of unknown words and become familiar with them. Next, the reader should consider how to use the annotations and paraphrased sentences to summarize the final result of the reading (Dunton, 2022).

Fulfillment of objectives

1.3 Objectives

1.4 General objective

To analyze the importance of using authentic materials to improve reading comprehension.

1.5 Specific objectives

- To identify a variety of authentic materials that can be used in the teaching-learning process.
- To evaluate the level of reading comprehension through a pre-test and post-test of the students.
- To explain the effectiveness of authentic material on reading comprehension.

Description of the fulfillment of the objectives

To achieve the first objective, extensive research was conducted on authentic materials, the advantages of using authentic materials, and reading strategies that contribute to the development of reading comprehension. Through various articles, documents, and reports, it was possible to elaborate on a more precise definition of authentic materials and their main characteristics and advantages.

To fulfill the second objective, a pre-test and a post-test were applied at the beginning and at the end of the course, respectively, to determine the reading comprehension level of the students (literal and inferential level of comprehension) at the Cambridge School of Languages Level A2 course. They were assessed with the reading comprehension part of the Cambridge A2 level standardized reading test.

Finally, to achieve the third objective, the data obtained in the pre-test and post-test were analyzed and it was determined whether or not the use of authentic materials had a positive impact on the improvement of reading comprehension.

CHAPTER II

2.1 METHODOLOGY

2.2 Basic Methods of Research

2.2.1 Approach

This research was based on a quantitative approach. Apuke (2017) explains that a quantitative approach is a method that analyzes numerical data of variables in an orderly manner, and results are obtained from the variables. It can be said that quantitative research is the numerical manipulation of variables that can be described, analyzed, and measured. This quantitative approach was necessary to be used in this research since numerical data was collected with the use of Cambridge standardized tests, therefore it was useful to present the results of the statistical analysis of the research.

2.2.2 Pre-experimental Research

A pre-experimental design was applied in order to test the effectiveness of authentic materials for reading comprehension in English in students of the Level A2 course at Cambridge School of Languages Institute.

Sampieri (2018) claims that a pre-experimental design is a single group design whose degree of control is minimal. It is generally useful as a first approach to research problems. It is conducted to determine the intervention of researchers on a group of people. Therefore, pre-experimental research is a preliminary step to justify the presence of the researcher's intervention. The pre-experimental design includes one or more experimental groups that are observed against certain treatments. The research design is useful for exploratory research to test the feasibility of a subsequent study.

2.2.3 Bibliographic or Documentary Research

The information that contributed to developing this project was related to the two variables "Authentic Materials" and "Reading Comprehension" different texts taken from scientific articles and e-books mainly to support this research. Likewise, this modality allowed the researcher to collect specific and scientific information taken from Internet documents, such as books, virtual magazines, scientific journals, theses, scientific publications, books, and articles. In addition, all this bibliographic content

allows the selection of the necessary information that supports the study conducted by the researcher, resulting in a deeper analysis of the study (Baena, 2014).

2.2.4 Field research

Field research is carried out in the place of the facts and the participation of the students, and the variables are subjected to an experiment under controlled conditions. (Burgess, 2002). On the other hand, the data was collected at the place where the teacher and the students carry out their daily activities. Thus, the participants were in the usual environment where this project was developed. The place selected was the Cambridge Language School Institute A2 level. For this purpose, the research was carried out in a classroom, with 9 interventions.

2.3 Level or Type of Research

2.3.1 Exploratory Level

This research was exploratory ~~research~~ since it involved the participation of a teacher and students in which interventions were applied, following procedures designed to obtain reliable data that were analyzed and presented.

According to Stebbins (2001), exploratory research is about deliberately placing oneself in a place again and again where discovery is possible and broad. Exploratory research is a type of research that is used to study a problem that is not defined and is carried out when a problem is in a preliminary stage. In addition, this research helps us to generate hypotheses that help us to develop a more in-depth study.

2.3.2 Descriptive

Fox and Saheed (2008) states that descriptive research aims to solve current issues or problems through a data collection process that allowed the researcher to describe the situation more completely. On the other hand, this research is descriptive because it collected data that are described and analyzed, which allowed it to describe the situation in a complete way. Furthermore, it revealed the possibilities and difficulties that the students had in reading comprehension skills and to analyze the effectiveness of the use of authentic material for reading comprehension to analysis of the data collected.

2.3.3 Correlational

McBurney and White, (2010) state that “Correlational research seeks causes of behavior by looking for correlations among variables”. This research was based in this type of research due to the existing relationship between the variables and finding how they were connected and influenced by each other. This relationship helped the researcher to pose the problem and formulate the hypothesis.

2.4 Techniques and instruments

A pre-test was applied to collect data on the reading comprehension level of the students at the Cambridge School of Languages Institute. The pre- and post-tests were administered using the reading comprehension section of the Cambridge Key English Test for Schools (KET) 2020 for A2 level. This type of test contains 4 sections of language use, reading, listening and writing. Only the reading section was selected, so the 2 parts of reading comprehension were selected. Once the treatment phase of the experiment was completed, the students were re-evaluated through a post-test to measure their improvement in reading comprehension levels. Once the treatment phase of the experiment was completed, the students were re-evaluated through a post-test to measure their improvement in reading comprehension levels. The same test was used as a post-test at the end of the intervention plan to know if the students have improved their reading skills by implementing authentic materials.

2.5 Data collection

To collect data, the Cambridge standardized tests for schools were applied, and an intervention plan for classroom activities was developed.

2.6 Procedures

During this process, all students in the A2 course had a total of 9 sessions in 4 weeks, each class lasted 30 minutes in a classroom at the Cambridge School of Languages Institute.

During the first session, the researcher proceeded to explain the objectives of the research. Furthermore, a standardized Cambridge pre-test was applied to evaluate and collect information about reading comprehension levels in which only the comprehensive reading section was applied to the students before starting the

experiment. In the second session, the researcher proceeded to give a presentation about reading strategies (skimming and scanning) and about authentic materials. Subsequently, a reading activity using a newspaper article was applied and the skimming and scanning strategies were applied.

During the third session, a canvas presentation about the strategy of making inferences was presented, and a pre-task was presented to motivate students during class. In addition, a reading of a movie summary and a worksheet with inferential questions found within the summary were shared. In the fourth session with the students, the researcher started the class with the presentation of a song, and then a worksheet with inferential questions was applied, looking for the main idea and making connections.

In the fifth session, the students proceeded directly to the reading and proceeded to the corresponding assessment focused on inferential and open-ended questions. In the sixth session, the researcher exposed a presentation of a biography of a famous person and then the students proceeded to answer inferential and detailed questions based on the context of the biography summary.

In the seventh session, a reading from a magazine with pictures was administered. Students were then assessed with a worksheet with questions focused on reading and comprehension. In the eighth session, a reading of a travel brochure was presented. After that, a worksheet on the brochure with simple detail and summary questions was administered.

In the ninth session, the researcher proceeded to apply the post-test on the students of the A2 level course and evaluate their improvement in reading comprehension levels using authentic materials.

Finally, after applying the pre-test and post-test, the data obtained was analyzed and displayed using tables and figures with quantitative values. As a result, accurate empirical and numerical data showed the progress or delay of their cognitive skills focused on reading comprehension through the use of authentic materials. Therefore, the researcher's hypothesis was verified using SPSS statistical software and ratifying the positive effects demonstrated by the students at the end of the treatment.

2.7 Population

The participants for the research were from "Cambridge School of Languages" in the city of Ambato, a private institution that provides education in English levels A1, A2, and B1. Therefore, the study was conducted with 8 students of the A2 Level course who contributed to the research. The age range of the students is between 17 and 18 years old, including 6 males and 2 females in total.

Table 1. Population

POPULATION	EXPERIMENTAL GROUP	PERCENTAGE
Male	6	75%
Female	2	25%
Total	8	100%

Note: Population table, showing number and percentage of male and female participants.

CHAPTER III

3.1 RESULTS AND DISCUSSION

Analysis and Discussion of the Results

This chapter shows the results obtained during the four weeks and the eight interventions that were carried out with the Cambridge School of Languages A2 Level students. These results were analyzed and are presented through the use of tables, figures, and interpretations of the most important points that were taken into account during the application of the experiment and the use of authentic materials in the development of their reading comprehension levels such as the literal and inferential levels.

The experiment was conducted with eight students from the A2 Level course at Cambridge School of Languages. First, the researcher obtained quantitative results by applying a pre-test of a standardized test obtained from Cambridge and focused on A2-level students. Then, the researcher proceeded to apply the treatment to the students, which consisted of the use of authentic materials such as newspaper articles, online magazines, songs, movies, biography, and a travel brochure focused on reading comprehension activities at the comprehension levels of (literal and inferential level of comprehension). Finally, after the application of the interventions the post-test was applied.

Literal level of comprehension

Table 2: Pre-test and post-test literal level of comprehension

	Pre-test	Post-test	Difference
Average	3,32	5,03	1,71

Note: Scores obtained by the participants in the pre-test and post test literal level of comprehension

Analysis and interpretation

Table 2 presents the information obtained in the pre-test and post-test, which contains 8 literal level questions and 4 inferential level questions. These parts have different readings and multiple-choice questions. The literal level questions are 8 out of 6.5 points. The inferential level questions consist of 4 questions out of 3.5 points, obtaining a total of 10 points.

The analysis of the literal level questions in the pretest yielded an average of 3.32 out of 6.5 points, while in the post-test showed an average of 5.03, which reflects a difference of 1.71.

According to the data obtained, it was determined that in the pre-test the students had an average level of reading comprehension at the literal level, since they did not understand very well the long texts of the literal level questions and the explicit information found in the text. The students had difficulties in identifying specific information or details and did not recognize the main idea of the text, thus they did not have a clear idea of the whole text. On the other hand, in the post-test an improvement of 1.71 was noted, which reflects that the treatment contributed positively to improve the literal level of comprehension.

Comparing the paired data, it is accepted that the use of authentic materials has effectively contributed to the improvement of students' reading comprehension since an increase was observed in the post-test data. Therefore, it is determined that through the application of different activities with authentic materials and through some reading strategies, students improved the literal level of comprehension, they are able to identify the explicit information within the text, recognize main and secondary ideas, grasp the writers' main message and the essential details of the text.

Inferential level of comprehension

Table 3: Pre-test and post-test inferential level of comprehension

	Pre-test	Post-test	Difference
Average	2,38	3,32	0,94

Note: Scores obtained by the participants in the pre-test and post-test inferential level of comprehension

Analysis and interpretation

Table 3 presents the information obtained in the pretest and posttest, which contains 4 inferential level questions. These parts have different readings and multiple-choice questions. The inferential level questions consist of 4 out of 3.5 points.

The analysis of the inferential level questions in the pretest showed an average of 2.38 out of 3.5 points, while in the posttest it yielded an average of 3.24 out of ,5 points, which reflects an incremental difference of 0.94. According to the data obtained, it was determined that the students had an average level of reading comprehension in the inferential level in the pretest, since they had some difficulties in making inferences or deducing the answer.

Comparing the pretest and post-test, it is accepted that the use of authentic materials has effectively contributed to the improvement of students' reading comprehension since an increase was observed in the post-test data. Therefore, it is determined that through the application of different activities with authentic materials and through some reading strategies, the students improved their reading comprehension levels, highlighting that in the literal level of comprehension is the one that improved the most with an increase of 1.71, while in the inferential level they improved an increase of 0.94, with this the students are able to identify explicit information in the text, recognize main and secondary ideas, deduce and infer in the answers.

Pre-test results

Table 4: Pre-test results

	Part 1	Part 2	Results
	Score over 5 pts	Score over 5 pts	Score over 10 pts
Average	2,45	3,25	5,7

Note: Scores obtained by the participants in the pre-test before the treatment

Analysis and interpretation

Table 4 presents the information obtained in the pre-test, which contains 2 parts of reading comprehension. These parts have different readings and multiple-choice questions. The first part consists of 7 questions of 0.7 points each, obtaining a total of 5 points and assessing the literal level of comprehension. The second part consists of 5 questions of 1 point each, obtaining a total of 5 points, for a total of 10 points, in part 2 the inferential level of comprehension was evaluated.

The first part of the pretest analysis of the literal level showed an average of 2.45 out of 5 points, the second part of the inferential level showed an average of 3.25 out of 5 points. Finally, the average of the entire pretest was 5.7 out of 10 points.

According to the data obtained, it was determined that the students had an average level of reading comprehension since they did not understand the long texts of parts 1 and 2 very well and obtained half of the score. The students had difficulties in identifying specific information or details and did not recognize the main idea of the text, so they did not have a clear idea of the whole text.

In addition, it was observed that part 2 of the inferential level obtained the highest average score with 3.25 out of 5 points, which shows that the students grasp the information halfway, but they find it hard to recognize the full message that the writers are trying to give to the readers, in addition to the fact that the text is long and contains more important details that they find it hard to identify. The first part of the literal level scored an average of 2.45 out of 5 points, which shows that they have trouble reading longer paragraphs, as they find it hard to recognize important information and essential details.

Post-test results

Table 5: Post-test results

	Part 1 Score over 5 pts	Part 2 Score over 5 pts	Results Score over 10 pts
Average	4,02	4,25	8,27

Note: Scores obtained by the participants in the post-test after the treatment

Analysis and interpretation

Table 5 presents the information obtained from the post-treatment test. This test showed the improvement of students' reading comprehension by using authentic materials through treatments with activities focused on improving reading comprehension skills.

Part 1 of the literal level of the post-test analysis presented an average of 4.02 out of 5 points, and part 2, to which the inferential level the long text belongs, showed an average of 4.25 out of 5 points. Finally, the total average was 8.27 out of 10 points.

According to the data obtained, it is determined that the students presented an important improvement in the evaluation of their reading comprehension, since on this occasion they were able to better understand the different texts. In this test they demonstrated that they were able to answer the questions of the two parts, recognizing the important information and understanding the general idea of the whole text.

In addition, it was observed that the second part of inferential level has the highest average, representing 4.25 out of 5 points, therefore, it is understood that the students were able to better understand the specific details of the texts, thus improving their reading ability. The first part of literal level obtained was with an average of 4.02 out of 5 points, which means that students improved their ability to read long texts and identify important information and main ideas.

Pre-test and post-test results.

Table 6: Pre-test and Post-test results

Parts	Pre-test	Post-test	Difference
Part 1	2,45	4,02	1,57
Part 2	3,25	4,25	1.0
Total	5,7	8,27	2,57

Note: Comparison and difference of pre-test and post-test averages

Analysis and interpretation

Table 6 presents the comparative averages of the Initial mean (pre-test) and the final mean (post-test) in which a difference was observed between the Initial mean and the Final mean, which means that the use of authentic materials has contributed positively to the student's reading comprehension.

Contrasting the pre-test averages with those of the post-test, it was found that the first part of the literal level started with 2.45 out of 5 points and ended with 4.02, which means that there was an increase of 1.57. In the second part of inferential level, they started with 3.25 out of 5 points and ended with 4.25, indicating that there was an increase of 1. This shows that after the use of authentic materials there was an improvement in comprehensive reading ability.

Comparing the paired data, it is accepted that the use of authentic materials has effectively contributed to the improvement of students' reading comprehension for the reason that an increase was observed in the data of the two parts of the post-test. The initial result was found to be 5.7 out of 10 points, culminating in the final result of 8.27, which means that there was an increase of 2.57 points. Therefore, it is determined that through the application of different activities using authentic materials and through some reading strategies, students are able to identify important information, recognize main and secondary ideas, and grasp the writers' main message and the essential details of the text.

Discussion of the results

The use of authentic materials has shown changes in students' reading comprehension skills, such as at the literal level. Thus, there was a satisfactory improvement because there was an increase of 2.57 in the post-test average. Therefore, authentic materials are a didactic resource that promotes learning and awakens students' interest in reading. In addition, it is evident that students' use of authentic materials increases their motivation for reading and pleasure in reading because they are attractive and authentic materials that are interesting to students.

On the other hand, authentic materials are more interesting because they often reflect real-life events. Brown (1999) asserts that learners are more eager to learn when the language is authentic or meaningful. Nuttall (1996) supports this claim by stating that authentic texts can be motivating because they are evidence that language is used for real purposes by real people. Moreover, they have a positive effect on learner comprehension and satisfaction (Berardo, 2006). Therefore, it can be deduced that the use of authentic materials positively affects learners' reading comprehension. Tomlinson (2009) mentions that there are basically two types of language teaching and learning materials: authentic and pedagogical materials. Thus, the use of authentic materials showed that most of the students improved their reading comprehension, since they were attractive and interesting, which allowed the development of learning and helped to encourage the pleasure of reading. For this reason, authentic materials positively impacted an improvement in reading comprehension through different materials such as newspaper articles, songs, magazines, biographies, and travel brochures encouraging reading comprehension levels, acquisition of real language vocabulary and reading comprehension. Consequently, the use of authentic materials helped to improve students' reading comprehension levels.

3.2 Hypothesis Verification

The information collected in the development of this research study was examined in the SPSS Software. The results were analyzed using a Normality test with Friedman's test, T-test, Paired Sample Statistics, and Paired Sample Tests with the SPSS program.

3.3 Hypothesis statement

Null hypothesis

The use of authentic materials does not improve students' reading comprehension.

Alternative hypothesis (H1)

The use of authentic materials does improve students' reading comprehension.

3.4 Normality test

Table 7. Normality test

ANOVA with Friedman's test

		Sum of		Quadratic	Friedman's	
		squares	gl	mean	Chi-square	Sig
Inter subjects		9,392	1	9,389		
Intra subjects	Between ítems	4,781a	9	,597	11,195	,199
	Residual	2,111	5	,264		
Total		6,991	16	,431		
Total		13.900,392	19	,958		

Global mean = 2,6111

a. Coefficient of concordance of W = ,294.

Note: Testing the distribution of the data using Friedman's normality test

Analysis and interpretation

From the gathered data from the pre-test and post-test for the normality test, Shapiro-Wilk's data was taken into account, thus because the number of participants is less than 8. Table 7 shows the significant value of 11.195 and 0.199 for the post-test, which establishes that the distribution of data is normal. Therefore, a parametric test is to be used, this being a T-student for paired samples.

3.5 Paired Sample Statistics

Table 8. Paired Sample Statistics

Paired sample statistics

		Mean	N	Standard deviation	Mean standard error
Par 1	PRE-TEST	3.85	8	,972	,283
	POST-TEST	5.85	8	,595	,144

Note: This table shows the paired sample statistics of the data taken from the pre- and post-reading test.

Analysis and interpretation

Table 8 shows that the pre-test presented a mean of 3.85 and the post-test of 5.85. This means that variance of the sample is 2.00, which indicates a slight improvement.

3.6 Paired Sample Tests

Table 9. Paired Sample Tests

Paired samples test									
Paired differences									
		Standard deviation	Standard error	95% confidence interval of the difference		t	Sig. (bilateral)		
Mean				Lower	Upper		gl		
Par 1	VAR00001								
	VAR00002	-1,088	,900	,260	-1,657	-,511	-4,172	11	,0022

Note: This table shows the paired samples test of the data taken from the pre-and post-reading test of Cambridge School of Languages students.

Analysis and interpretation

Table 9 shows that the T-Student test determines that when $P > 0.05$, the null hypothesis (H0) is accepted, and the alternative hypothesis (H1) is rejected. But, if $P < = 0.05$, the alternative hypothesis (H1) accepted and the null hypothesis (H0) is rejected. In this case, the P-value is 0.511, which is equal to 0.05. Therefore, the null hypothesis is rejected, and the alternative is accepted.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The conclusions stated below have been obtained after the completion of this research:

- Authentic material, such as newspaper articles, a song lyric, a travel brochure, a movie review and a biography, positively influenced the improvement of reading comprehension, facilitated students' reading, positively contributed to students' learning, and exposed students to the maximum amount of real language so that they gained more real-life information. In addition, authentic materials encouraged and motivated students to read texts and increased interest in reading. Students improved the Literal and Inferential Level of comprehension in recognizing and identifying different features within the text such as main ideas, secondary ideas, details, and inferring a text.
- The pre-test and post-test diagnosed the comprehension reading level of the students before and after the use of the authentic materials. These authentic materials focused on the use of real language in the texts and the students found them interesting and entertaining to develop their reading comprehension. Their interest in reading using authentic materials enabled them to improve their concentration in post-test readings. As a result, students scored 5.7 out of 10 on the pre-test and 8.27 on the post-test, reflecting a significant improvement. The influence of authentic materials was effective, as in the first part (paragraphs) there was an increase from 2.45 to 4.05 out of 5 points, in the second part (long texts) there was an increase from 3.25 to 4.25 out of 5 points, which showed that indeed the use of authentic materials had a positive influence.
- Authentic materials were effective in the development of reading comprehension because they are attractive and interesting materials, they contain real language from everyday life, and they are support materials that are increasingly integrated into teaching. It was confirmed that the experimental group in the pretest scored an average of 5.7 points out of 10, while in the posttest it scored an average of 8.27, and there was a considerable increase of 2.57 points. This means that the constant use of authentic materials focused on reading enabled the students to better comprehend the texts and improve their reading ability.

RECOMMENDATIONS

After the research work, the application of the tests, the analysis and interpretation of the results, the following recommendations should be considered.

- Teachers should consider using authentic materials such as newspaper articles, song lyrics, travel brochures, movies, magazines, or biographies for their reading classes because students reflect more interest in reading, improve in reading comprehension skills and expose the learner to the maximum amount of real language so that the learner gains more information from real life.
- It is recommended that EFL teachers choose materials that are found in real life because the content is more interesting to students, so it is recommended to combine the use of authentic materials with book activities to encourage students to improve their reading skills as in the Literal Level of comprehension.
- Teachers can encourage reading with more engaging texts through authentic materials, the effectiveness of using these materials positively impacts the learning process and enhances the development of reading comprehension skills.

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ANNEX 1

ANEXO 3

CARTA DE COMPROMISO

Ambato, 06 de octubre del 2022

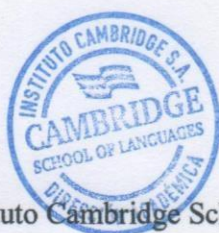
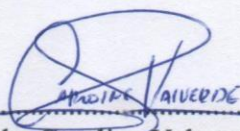
Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Lcda. Caroline Valverde en mi calidad de Directora Académica del Instituto Cambridge School of Languages, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "AUTHENTIC MATERIALS FOR READING COMPREHENSION" propuesto por el estudiante TUAPANTA CRIOLLO LUIS VLADIMIR, portador de la Cédula de Ciudadanía N° 180543445-1, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lcda. Caroline Valverde
Directora Académica del Instituto Cambridge School of Languages
Cédula de ciudadanía: 1803610987
N° de teléfono celular: 0963868913
Correo electrónico: coordinatarambato@cambridgesol.edu.ec

ANNEX 2



KEY ENGLISH TEST FOR SCHOOLS PRE-TEST AND POST-TEST

LEVEL - A2

READING COMPREHENSION

Name: _____ **Date:** _____

Instructions:

- Read the instructions carefully. Write ALL your answers on the separate answer sheet.
- There are 12 questions.
- You have 30 minutes.
- Use a pen to answer them.
- Be honest. Your grades will not be taken into consideration.

Instructions

This part of exam consists of one text. Please read the text carefully. Transfer all your answers to the answer sheet.

Part 1**Questions 1-7**

For each question, choose the correct answer. Each question is value (0,7 points)

		Tasha	Danni	Chrissie
1	Who writes both a magazine and a blog?	A	B	C
2	Who says that studying and writing a blog at the same time can be hard?	A	B	C
3	Who answers questions from other people who read her blog?	A	B	C
4	Who plans to stop writing her blog soon?	A	B	C
5	Who didn't have many people reading her blog in the beginning?	A	B	C
6	Who asks a member of her family to help her write her blog?	A	B	C
7	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad, or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

Instructions

This part of exam consists of one text. Please read the text carefully. Transfer all your answers to the answer sheet.

Part 2

Questions 8 -12

For each question, choose the correct answer. Each question is value (1 point)

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practice in, so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



- 8 What is Alice Watson's job now?
- A dancer
 - B teacher
 - C dress-maker
- 9 Demi had her first ballet lessons
- A at a very young age.
 - B at the National Ballet Company.
 - C from her mother.
- 10 Jack helped his wife and daughter by
- A moving to a larger house.
 - B letting them use the living room for dancing.
 - C making a place for them to practice in.
- 11 What was the best thing about the *Swan Lake* show for Demi?
- A It was her first show with the company.
 - B All her family were there.
 - C She was wearing a new dress.
- 12 Hannah says that Demi
- A will be a star one day.
 - B is her favourite granddaughter.
 - C dances better than Alice did.

ANSWER SHEET

Name: _____ Date: _____

Instructions:

- Please, write ALL your answers on the separate answer sheet.
- Write ONE letter for each answer.

QUESTIONS PART 1	
1	
2	
3	
4	
5	
6	
7	

QUESTIONS PART 2	
8	
9	
10	
11	
12	

ANSWER KEY

QUESTIONS PART 1	
1	C
2	B
3	A
4	B
5	C
6	C
7	A

QUESTIONS PART 2	
8	B
9	A
10	C
11	B
12	A

ANNEX 3

AUTHENTIC MATERIALS FOR READING COMPREHENSION

Unit 7 Topic: Journeys		Lesson Plan N° 1	
Level: A2	Age: 16- 17 years old	Time: 30 minutes	No. Students: 4
Stages: Presentation, pre-reading, reading practice, wrap up.		Reading Subskills: Reading for details (skimming). Reading for specific information (scanning).	
Authentic material: Newspaper article.			
Objectives: <ul style="list-style-type: none"> • To develop students' reading comprehension skills. • To provide authentic material for reading comprehension. • Students will be able to identify the main ideas of a text. 			
Materials: Newspaper, tv, marks, worksheet, pens, pencils, whiteboard, notebooks.			
Anticipated Problems: Students may have problems with the lack of vocabulary required to do the task.			
Timing	Teacher activity	Student activity	Success indicators/ Participant organization
10 min	<p>Presentation The teacher explains some effective reading comprehension strategies (skimming, scanning).</p> <p>Pre-reading (Literal level) To prepare students by asking them: if they read newspaper articles, name the newspapers that are in the local town. If they do not read newspapers, talk about why they do not. Ask the students to read the headline of the newspaper and predict what they think the article will be about. What newspapers have you read before? What newspapers are in the city? What is the best-selling newspaper in Ambato?</p>	<p>Students should pay attention and copy notes in their notebooks. Students should skim the text and find unknown words (5 words maximum).</p>	<p>-Explain reading strategies. -Whole class</p>

15min	Reading practice Ask students to read the article and answer the comprehension questions in the worksheet.	Students should read and understand the newspaper article. Then they should answer the questions. Students have 15 minutes to complete this exercise.	- Identifies key information given in the lead paragraph of a newspaper article. - Individually
5min	Wrap up The teacher asks the students to check the answers and correct them.	Students should correct errors if they have any.	- Give feedback and check answers. - Whole class

Link canva presentation:

https://www.canva.com/design/DAFSFKa5o8w/VCngSvXaRYkUZuFpjrDyVw/view?utm_content=DAFSFKa5o8w&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Link newspaper article:

https://www.researchgate.net/publication/307579805_Newspaper_Article

NEWSPAPER ARTICLE

South China Morning Post 南華早報

You can't blame the education system once you've reached university

PUBLISHED : Monday, 31 August, 2015, 12:30am
 UPDATED : Monday, 31 August, 2015, 1:37pm
 Lifestyle > Families > REFLECTIONS

Linda Yeung linda.yeung@scmp.com

Tertiary students have to take ownership of their learning and dump the mindset of intensive coaching and drilling they were brought up in



For many senior secondary students, the holidays ended long before September. For weeks, they have been back at school, having extra lessons in preparation for next year's Hong Kong Diploma of Secondary Education examination.

The extra lessons, of course, include drills that familiarise students with past exams. It is now typical for senior secondary students to spend their August studying rather than relaxing.

However, those who have just entered university have a different life to look forward to. Wide-ranging electives, lectures delivered by accomplished academics, involvement in student activities and overseas exchanges conjure up exciting journeys that could have lasting influence on anyone's life.

For these students, it is the time to take ownership of their learning and dump the mindset of intensive coaching and drilling they were brought up in. The days of robotic studying for that life-shaping examination and being fed answers to the model are gone forever.

University study means thinking for themselves, a period of exploration. There are no fixed syllabuses to adhere to, and how much they gain from the four-year period is pretty much of their own making. But getting top grades in all subjects does not necessarily translate into a high degree of employability. On the contrary, a well-rounded student could excel in the workplace better than the one who's academically gifted.

https://www.researchgate.net/publication/307579805_Newspaper_Article

NEWSPAPER ARTICLE / WORKSHEET

Name: _____

Directions: Answer the questions as you read the newspaper article.

What is the name and the date of the newspaper?

.....
.....

What is the article about?

.....
.....

Who is mentioned in the article?

.....
.....

Where does take place the news?

.....
.....

What title would you give this newspaper article?

.....
.....

What did you learn from the article?

.....
.....

Answers key:

What is the name and date of the newspaper?

The name of the newspaper is South China Morning Post, and the date is Monday, August 31, 2015.

What is the article about?

It talks about senior secondary students and university students. It talks about the responsibility that students have when they enter university as they must take charge of their learning.

Who is mentioned in the article?

The article mentions senior secondary students. From Hong Kong. And it also talks about university students.

Where did the event occur?

It occurred in Hong Kong.

What title would you give this newspaper article?

The life of Hong Kong students.

What did you learn from the article?

I learned that students at a higher level in Hong Kong have to take responsibility for their own learning and it depends on each student.

AUTHENTIC MATERIALS FOR READING COMPREHENSION

Unit 7 Topic: Journeys		Lesson Plan N° 2	
Level: A2	Age: 16- 17 years old	Time: 30 minutes	No. Students: 4
Stages: Presentation, pre-reading, reading practice, wrap-up.		Reading Subskills: To make a prediction. Reading for details (skimming). To make an inference (inferring).	
Authentic material: Online Magazine			
Objectives: <ul style="list-style-type: none"> • To promote students' interest in reading online magazines to identify the main idea. • To provide a movie review for reading comprehension. • Students will be able to infer from a text. 			
Materials: Movie review, marks, worksheet, pens, a speaker, pencils, whiteboard, notebooks, TV.			
Anticipated Problems: Students may have problems with the lack of vocabulary required to do the task. Perhaps there are problems with the internet connection.			
Timing	Teacher activity	Student activity	Success indicators/ Participant organization
10 min	Presentation - Video The teacher presents a video about the “making inferences” reading comprehension strategy.	Students should pay attention to the video and copy notes in their notebooks.	- Explain the strategy of making inferences. - Whole class
15min	Pre-reading (Literal, Inferential level) Ask students to read the headline of the online magazine and predict what the text will be about. -What do you think about this reading? -According to the headline what will the reading be about? -Do you know what VAR means? Reading practice Ask students to read the text and answer the comprehension questions in the worksheet.	Students should answer the questions. Students should read and understand the text. Then, they have 15 minutes to complete the worksheet.	- Make inferences from a text. - Individually
5min	Wrap up The teacher asks the students to check the answers and correct them.	Students should correct errors if they have any.	- Give feedback and check answers. - Whole class
Link video about making inferences comprehension strategy.			

<https://www.youtube.com/watch?v=0F2goaEueKw>

Link online magazine:

<https://fastcompanyme.com/news/qatar-world-cup-to-employ-semi-automated-offside-system-for-accurate-decision-making/>

Online magazine

FAST COMPANY
MIDDLE EAST

07-04-22 | 12:00 PM

Qatar World Cup to employ semi-automated offside system for accurate decision making

The technology will provide the video match officials with real-time offside alerts using AI.



[Source photo: Anvita Gupta/Fast Company Middle East]



BY FAST COMPANY STAFF 2 MINUTE READ

FIFA World Cup 2022 in Qatar will use semi-automated offside technology to support tools for the video match and on-field officials, enabling them to make faster, accurate, and reproducible offside decisions this November.

“Semi-automated offside technology is an evolution of the VAR systems that have been implemented worldwide. This technology is the culmination of three years of dedicated research and testing to provide the very best for the teams, players, and fans who will be heading to Qatar later this year, and FIFA is proud of this work, as we look forward to the world seeing the benefits of semi-automated offside technology at the FIFA World Cup 2022. FIFA is committed to harnessing technology to improve the game of football at all levels, and semi-automated offside technology at the FIFA World Cup in 2022 is the clearest possible evidence,” Gianni Infantino, FIFA President, said in a statement.

The new technology employs 12 tracking cameras mounted underneath the stadium roof to track the ball and up to 29 data points of each player, 50 times per second, calculating their exact position on the pitch. The 29 collected data points include all limbs and extremities relevant for making offside calls.



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“The technology will provide the video match officials with real-time offside alerts using artificial intelligence. As the video match officials will be quality-controlling these outputs, we still refer to the system as ‘semi-automated offside’ as the video match officials have to validate the proposed decision and then inform the on-field referee. Using the same data to create a 3D animation for in-stadium fans and TV viewers, fans will receive a quick and accurate visualization of the offside situation. This process was developed with input from [FIFA’s Fan Experience Panel](#),” Johannes Holzmüller, FIFA Director of Football Technology & Innovation, said in a [statement](#).

Al Rihla, Adidas official match ball for Qatar 2022, will provide a further vital element for detecting tight offside incidents as an inertial measurement unit (IMU) sensor will be placed inside the ball. This sensor, positioned in the center of the ball, sends ball data to the video operation room 500 times per second, allowing a precise detection of the kick point. By combining the limb- and ball-tracking data and applying artificial intelligence, the new technology provides an automated offside alert to the video match officials inside the video operation room whenever an attacker receives the ball in an offside position at the moment a team-mate plays the ball.

After the decision has been confirmed by the video match officials and the referee on the pitch, the same positional data points used to make the decision are then generated into a 3D animation that details the position of the players’ limbs at the moment the ball was played. This 3D animation will reportedly display the best perspectives for an offside situation. It will then be showcased on stadium screens and made available to FIFA’s broadcast partners. The workflow of semi-automated offside and connected ball technology has been trialed at numerous test events and live at FIFA tournaments.

Online magazine Worksheet

Student`s name: _____

Instructions:

After reading the online magazine, answer the following questions.

What is the text about?

.....
.....

How many cameras does the semi-automatic offside system use?

.....

2. What is the name of the Official Ball of the Qatar World Cup?

- a. Brazuca
- b. Jo'bulani
- c. Al Rihla
- d. Qatari

What does " offside" refer to? (inferring)

.....
.....

Do you consider that the use of "semi-automatic offside" promotes fair play?

.....
.....

Answers key:

1. What is the text about?

The text is about the use of semi-automated offside technology to support tools for video matches and referees on the field, which will allow them to make faster and more accurate offside decisions.

2. How many cameras does this new technology use?

The new technology employs 12 tracking cameras.

3. What is the name of the Official Ball of the Qatar World Cup?

Al Rihla

4. What does " offside" refer to?

It is when a player is in an out of position and the play is annulled by the referee.

5. Do you consider that the use of “semi-automatic offside” promotes fair play?

I believe that the implementation of this new technology does promote fair play because it is analyzed with a video system that is accurate and fast.

No, because I consider it to be fair play because referees can make mistakes in making decisions.

AUTHENTIC MATERIALS FOR READING COMPREHENSION

Unit 7 Topic: Journeys		Lesson Plan N° 3	
Level: A2	Age: 16- 17 years old	Time: 30 minutes	No. Students: 4
Stages: Presentation, pre-reading, reading practice, wrap up.		Reading Subskills: Reading for details (skimming). To make predictions. To make inferences (inferring).	
Authentic material: Movie review			
Objectives: <ul style="list-style-type: none"> • To promote students' interest in reading popular movie reviews to identify the main idea. • To provide a movie review for reading comprehension. • Students will be able to make predictions from a text. 			
Materials: Movie review, marks, worksheet, a speaker, pens, pencils, whiteboard, notebooks, TV.			
Anticipated Problems: Students may have problems with the lack of vocabulary required to do the task. Perhaps there are problems with the internet connection.			
Timing	Teacher activity	Student activity	Success indicators/ Participant organization
10 min	Pre-reading (Inferential level) The teacher asks the students to look at the pictures and predict what the reading is about.	Students share their prediction with the class.	-Explain reading strategies. -Whole class
15min	Reading practice (Inferential level) Ask students to read a movie review and present an extract of the movie on YouTube. Ask students to complete the "Cause and Effect chart".	Students should read and understand the movie review. Then they watch the movie fragment and answer the questions. Students have 15 minutes to complete the worksheet.	- Understands the principal ideas of a short movie review. - Individually
5min	Wrap up The teacher asks the students to check the answers and correct them.	Students should correct errors if they have any.	- Give feedback and check answers. - Whole class
Link movie review text: http://www1.cbn.com/movies/pursuit-happyness-movie-review Link: The Pursuit of Happiness motivational video https://youtu.be/OSSJKsZiWHg			

MOVIE REVIEW WORKSHEET

Name:

1. Look at the pictures and try to predict what this movie will be about. Write the name of the movie.



.....

2. How do these words relate to the pictures? Write in one line the message of the movie.



.....

3. Complete the “Cause effect chart”

In this movie, three events occur:

Cause	Effect	What do you think about this?
<ul style="list-style-type: none"> a. A trip. b. An affair. c. Financial problems. 	The wife abandons the family.	
<ul style="list-style-type: none"> a. They were late and the train left them. b. They were left homeless. c. They were locked in. 	Father and son stayed overnight in the subway bathroom.	
Things start looking up for them.	<ul style="list-style-type: none"> a. He gets the job b. He meets a woman c. He buys a car 	

READING TEXT

MOVIE REVIEW



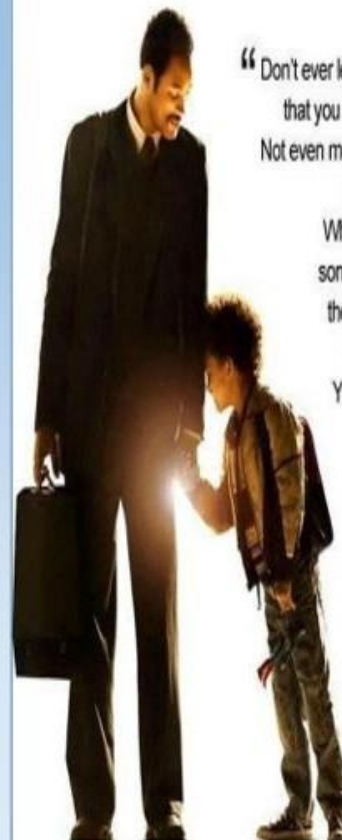
The Pursuit of Happiness

Smith portrays Christopher Gardner, a salesman struggling to make ends meet for his wife (Thandie Newton) and son (Jaden Christopher Syrex Smith). As the family’s financial problems mount, his wife caves under the pressure and abandons him and their son.

Gardner’s luck goes from bad to worse as he and his son are evicted from their home and must survive on the streets of San Francisco. The father and son are forced to move from place to place seeking shelter wherever they can find it, even spending one night in a subway bathroom.

ENDING

Things start looking up for Gardner when he applies for an internship with a stock brokerage firm. Though the internship is unpaid, one of the 20 interns will be chosen to stay with the company full-time. The ambitious salesman battles insurmountable odds to make himself stand out from his competitors in the hopes of landing the position.



“Don’t ever let someone tell you that you can’t do something. Not even me. You got a dream, you gotta protect it. When people can’t do something themselves, they’re gonna tell you that you can’t do it. You want something, go get it. Period.”

- Will Smith
(The Pursuit of Happiness, film)

The pursuit of happiness motivational video.



Pursuit of Happiness Motivational Video



Matthew Schaftenaar
2940 suscriptores

Suscribirse

20.518



Compartir

Descargar



1,3 M de visualizaciones hace 8 años
Mostrar más

<https://youtu.be/0SSJKsZiWHg>

Answer key:

1. The pursuit of happiness.
2. The family had financial problems, but with hard work and effort, the reward was finding happiness.
3. C. Financial problems. The wife left him because of financial problems.
B. They were left homeless. They had to sleep in a bathroom because they were homeless.
A. He gets the job. In the end, he gets a job and improves his life.

AUTHENTIC MATERIALS FOR READING COMPREHENSION

Unit 8 Topic: Fit and healthy.		Lesson Plan N° 4	
Level: A2	Age: 16- 17 years old	Time: 30 minutes	No. Students: 4
Stages: Pre-reading, reading practice, wrap up.		Reading Subskills: Reading for details (skimming). Reading for specific information (scanning). To make inferences (Inferring)	
Authentic material: Song lyric			
Objectives: <ul style="list-style-type: none"> • To develop students' reading comprehension skills. • To promote students' interest on reading popular song lyrics to identify the main idea. • Students will be able to identify detailed information in song lyrics dealing with feelings and emotions. 			
Materials: Song lyric, marks, worksheet, pens, pencils, whiteboard, notebooks and TV.			
Anticipated Problems: Students may have problems with the lack of vocabulary required to do the task. Students may have difficulty with the grammar of the Past Simple.			
Timing	Teacher activity	Student activity	Success indicators/ Participant organization
10 min	Pre-reading (Literal, Inferential level) Ask students to read the name of the song and elicit prior information about the song, singers, band, music genre, etc	Students should pay attention and respond to the questions.	-Explain reading strategies. -Whole class
15min	During reading (Inferential level) Present the lyrics to students and check their predictions. The teacher presents the song on YouTube to the class and asks students to follow in silence. The teacher helps students with difficult or unknown words by providing examples. Ask students to answer questions 2 and 3. (scanning and making connections)	Students read the lyrics alone, then check pronunciation and respond to the questions. Students listening to the song.	-Looking at the sentences that are immediately before and after an idea to infer missing information. - Individually
5min	Wrap up Observe students` reading and intervene to clarify task or content, if needed. The teacher asks the students to check the answers and correct them.	Students should correct errors if they have any.	- Give feedback and check answers. - Whole class
Link lyric song: https://youtu.be/fCPoKsTJfDs			

LYRIC SONG

Lemon Tree

Fools Garden

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm wasting my time
I got nothing to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder

I'm driving around in my car
I'm driving too fast
I'm driving too far
I'd like to change my point of view
I feel so lonely
I'm waiting for you
But nothing ever happens and I wonder

I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just a yellow lemon-tree
I'm turning my head up and down
I'm turning turning turning turning around
And all that I can see is just another lemon-tree

I'm sitting here
I miss the power
I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired
Put myself...



SONG LYRICS WORKSHEET

Student's name: _____

Instructions:

After Reading the lyrics, answer the following questions about the song

Lemon tree

1.- What is the song about? (Main idea)

.....

.....

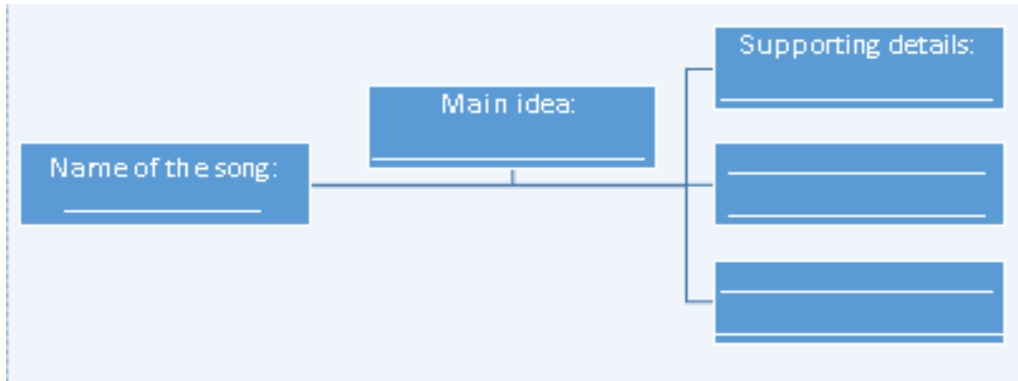
a) What words tell you the singer's feeling of sadness?

Who is "you" in the line: "I'm waiting for you" (inferring)

.....

.....

2.- Based on your previous answers, complete the gaps.



3.- Have you ever felt the same way as the singer? What was the reason? How did you solve the problem? (Making connection)

.....

.....

.....

.....

Answer key:

1. What is the song about? (Main idea)

The main idea of the song is that the author was stood up by his girlfriend. Because of this, he is going through the range of emotions you would expect from a guy who has faced a love disappointment.

I feel so lonely, I missed the power, and I feel so tired.

In that sentence the word "you" refers to a girl that he loved.

2. Name of the song: Lemon tree

Main idea: the author was stood up by his girlfriend

Supporting details: He was feeling emotions of sadness, He suffered disappointment, and he was waiting for her.

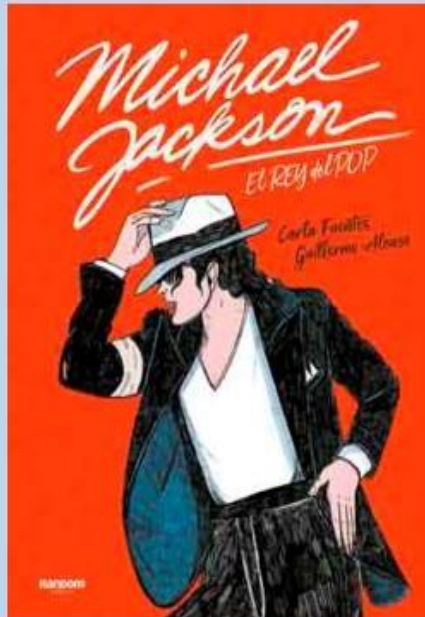
3. Have you ever felt the same as the singer? What was the reason? How did you solve the problem? (Make connection)

I felt the same as the author when a friend left me waiting in a place. I solved it by talking to her.

AUTHENTIC MATERIALS FOR READING COMPREHENSION

Unit 8 Topic: Fit and healthy.		Lesson Plan N° 5	
Level: A2	Age: 16- 17 years old	Time: 30 minutes	No. Students: 4
Stages: Pre-reading, reading practice, wrap up.		Reading Subskills: Reading for details (skimming). Reading for specific information (scanning). Describing	
Authentic material: Biographies			
Objectives: To develop students' reading comprehension skills. To provide a biography for reading comprehension. To recognize expressions that make reference to the text. To distinguish stated information from a biography.			
Materials: Newspaper, marks, worksheet, pens, pencils, whiteboard, notebooks.			
Anticipated Problems: Students may have problems with the lack of vocabulary required to do the task.			
Timing	Teacher activity	Student activity	Success indicators/ Participant organization
10 min	Pre- reading (Inferential level) BRAINSTORMING •Present the word “singer” and ask students to say as many words as they can be related to it. •Ask if they have a favorite singer.	Students should pay attention and respond to the questions.	- Students previous knowledge. -Whole class
15min	Reading practice (Literal, Inferential level) Present the biography to the class. Ask students to fill in the biography graphic organizer. Encourage students to read their answers. Check general understanding.	Students must read and understand the text. Then they must answer the questions. Students have 15 minutes to complete this exercise.	- Scans the text to identify details or specific information. - Individually
5min	Wrap up (Evaluative level) Observe students` reading and intervene to clarify task or content, if needed. Check student`s answers and correct them.	Students should correct errors if they have any.	- Give feedback and check answers. - Whole class
Link biography: https://www.imdb.com/name/nm0001391/bio			

MICHAEL JACKSON'S BIOGRAPHY



Michael Joseph Jackson was born on August 29, 1958, in Gary, Indiana, and entertained audiences nearly his entire life. His father, Joe Jackson (no relation to Joe Jackson, also a musician), had been a guitarist but was forced to give up his musical ambitions following his marriage to Michael's mother Katherine Jackson (née Katherine Esther Scruse). Together, they prodded their growing family's musical interests at home. By the early 1960s, the older boys Jackie, Tito, and Jermaine had begun performing around the city; by 1964, Michael and Marlon had joined in.

A musical prodigy, Michael's singing, and dancing talents were amazingly mature, and he soon became the dominant voice and focus of the Jackson 5. An opening act for such soul groups as the O-Jays and James Brown, it was Gladys Knight (not Diana Ross) who officially brought the group to Berry Gordy's attention, and by 1969, the boys were producing back-to-back chart-busting hits as Motown artists ("I Want You Back," "ABC," "Never Can Say Goodbye," "Got to Be There," etc.). As a product of the 1970s, the boys emerged as one of the most accomplished black pop/soul vocal groups in music history, successfully evolving from a group like The Temptations to a disco phenomenon.

Michael's solitary success was inevitable and, in the 1980s, he became infinitely more popular than his sister group. Record sales orbited steadily, culminating in the best-selling album of all time, "Thriller," in 1982. With an innate talent for television, he ventured with some difficulty into film, as in the role of the Scarecrow in *The Wiz* (1978) but had much better luck with elaborate music videos.

In the 1990s, the downside as a 1980s pop phenomenon began to rear itself. Michael grew terribly child-like and introverted by his peerless celebrity. A rather timorous, androgynous figure to begin with, his physical appearance began to change drastically, and his behavior grew alarmingly bizarre, making him a consistent target for scandal-making, despite his numerous charitable acts. Two brief marriages -- one to Elvis Presley's daughter Lisa Marie Presley -- were forged and two children produced by his second wife during that time, but the purposes behind them appeared image-oriented.

Michael Jackson died on June 25, 2009, in Los Angeles, California. His passion and artistry as a singer, dancer, writer, and businessman were unparalleled, and it is these prodigious talents that will ultimately prevail over the extremely negative aspects of his troubled adult life.

BIOGRAPHY WORKSHEET

Name:

Instructions: As you read the biography, fill in the graphic organizer with important information and details.

Michael's full name:

Names of Michael's parents:

Date of birth and death:

Why was he famous?

Three important events in his life:

- 1.
- 2.
- 3.

Interesting or strange fact:

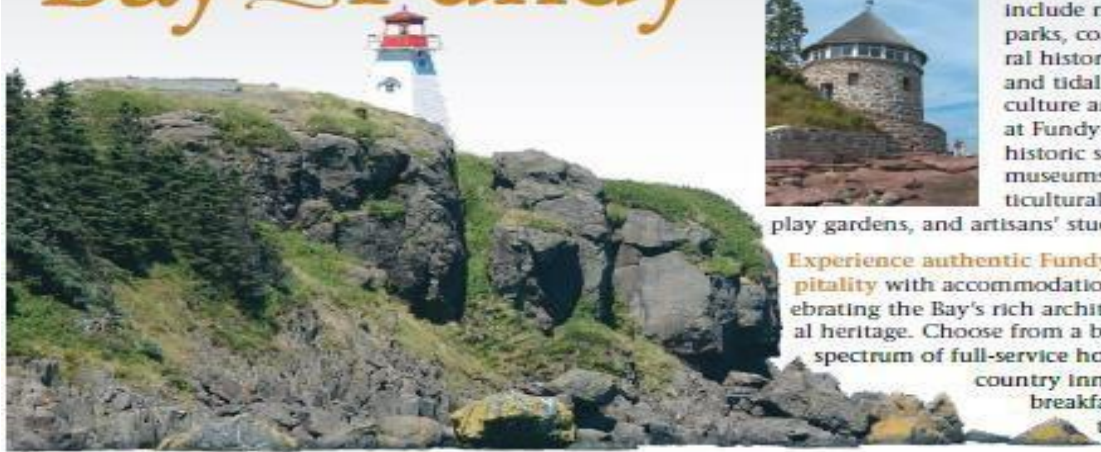
What do you think about Michael Jackson's life?

AUTHENTIC MATERIALS FOR READING COMPREHENSION

Unit 8 Topic: Fit and healthy.		Lesson Plan N° 6	
Level: A2	Age: 16- 17 years old	Time: 30 minutes	No. Students: 4
Stages: Pre-reading, reading practice, wrap up.		Reading Subskills: Reading for details (skimming). Reading for specific information (scanning). Summarizing	
Authentic material: Travel brochure			
Objectives: <ul style="list-style-type: none"> • To develop students' reading comprehension skills. • To provide a brochure for reading comprehension. • To distinguish stated information from a biography. 			
Materials: Newspaper, marks, worksheet, pens, pencils, whiteboard, notebooks.			
Anticipated Problems: Students may have problems with the lack of vocabulary required to do the task.			
Timing	Teacher activity	Student activity	Success indicators/ Participant organization
10 min	Pre- reading (Literal level) Write the headline on the board "Bay of Fundy". Elicit as many ideas as possible from these words. Ask students to guess where in the world that destination is located.	Students should pay attention and respond to the questions.	- Students` predictions - Whole class
15min	Reading practice (Inferential level) Present the brochure to the class. Give students the worksheet. Ask students to fill in the reading comprehension chart. Encourage students to read their answers. Check general understanding. Ask students to scan the text to find relevant information	Students must read and understand the text. Then they must answer the questions. Students have 15 minutes to complete this exercise.	- Distinguishes facts and opinions in a holiday brochure. - Individually
5min	Wrap up (Evaluative level) Observe students` reading and intervene to clarify tasks or content, if needed. Check students` answers and correct them. Ask students to summarize the information in the brochure.	Students should correct errors if they have any.	- Give feedback and check answers. - Whole class
Link Brouchure: http://bayoffundytourism.com			

TRAVEL BROCHURE

Bay of Fundy



Attractions showcasing Fundy's dynamic ecology and geology are spread throughout the region. Such crown jewels of the Fundy seascape include national & provincial parks, coastal hiking trails, natural history museums, lighthouses and tidal harbours. The region's culture and history are celebrated at Fundy interpretation centres, historic sites, museums, horticultural display gardens, and artisans' studios.

Experience authentic Fundy hospitality with accommodations celebrating the Bay's rich architectural heritage. Choose from a broad spectrum of full-service hotels, distinctive country inns, historic bed & breakfasts, and beautifully crafted coastal cottages.



Catch the Fundy action with an exciting range of outdoor adventures. Explore the seasonal habitat of the ocean's most amazing mammals under the caring guidance of whale watch tour companies. Round out your exploration of the Bay with a sea kayaking adventure along Fundy's sculpted coast or a guided horseback ride



beside Fundy's serene tidal marshes. If you like your adventure wet and wild, take a roller-coaster-style tidal boat ride as the Bay's incoming waves clash with the outgoing flow of Fundy's rivers.

Between the provinces of New Brunswick and Nova Scotia lie the highest tides on earth... Canada's phenomenal Bay of Fundy. With each daily tide cycle, 100 billion

tonnes of seawater flow in and out of the Bay of Fundy — more than the combined flow of the world's freshwater rivers. Fundy's astonishing 50-foot (15 metre) tidal range is five times higher than typical tides on the Atlantic coast.



Bay of Fundy cuisine is not to be missed! Lobster, scallops, mussels, smoked salmon, and other fresh fish are perfect complements to



Fundy's award winning wines. In addition to traditional harvests of wild blueberries and maple products, Fundy restaurants, inns and farm markets feature a great variety

of fresh fruit and vegetables. If you dare, sample Fundy's popular edible seaweed snack: *dulse!*



BROCHURE-WORKSHEET

Name: _____






Instructions: complete the chart by filling in the blanks with the information from the brochure.

Topic:
After reading the title: What are my ideas about the topic?
- - -
After reading the first paragraph: What is the text about?
-
After reading the second paragraph: What is the text about?
-
After reading the brochure. Write a summary.
-

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