

## **The use of authentic materials in an English for Specific Purposes university class**

### ***El uso de materiales auténticos en una clase universitaria de inglés con fines específicos***

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#### **ABSTRACT**

The present article shows a didactic application based on the use of authentic materials and English for Specific Purposes (ESP) in a university class. The designed proposal was applied throughout a period of fifteen weeks in an English as a foreign language subject, equivalent to a B1.2 level according to the Common European Framework of Reference for Languages (CEFR). This lesson plan was applied in a group class of forty students belonging to two different bachelor's degrees: Psychology, and Sports Science and Physical Activity.

Keywords: ESP, authentic materials, higher education, English as a foreign language, reading.

#### **RESUMEN**

*El presente artículo muestra una aplicación didáctica basada en el uso de materiales auténticos y de inglés para fines específicos en un aula universitaria. Para ello, se diseñó una propuesta que fue aplicada a lo largo de quince semanas en la asignatura de Inglés Instrumental II equivalente a un nivel B1.2 de acuerdo con el Marco Común Europeo de Referencia para las Lenguas. El grupo meta al que estuvo dirigida esta propuesta consistió en una muestra de cuarenta estudiantes pertenecientes a los grados de Psicología, y Ciencias de la Actividad Física y el Deporte.*

*Palabras clave: inglés para fines específicos, materiales auténticos, educación universitaria, inglés instrumental, lectura.*

## 1. INTRODUCTION

The extended use of coursebooks in the scope of English as a Foreign Language teaching makes it easier for teachers to plan lessons and to organise content. Very frequently, coursebooks include a wide set of activities in order to cover the four main skills: reading, writing, listening and speaking, especially when they are designed to prepare students for language certifications. However, most of these activities might be considered disposable since they lack interest for students, especially adults who are studying at university and require more specialised content. Moreover, coursebook texts tend to be decontextualised from an original source and, unfortunately, they are just an excuse to practice the corresponding grammar and range of vocabulary. Thus, teachers may offer "valid frameworks" (Ball, 2016: 25) so that students can engage with content and, therefore, learn better. Among these valid frameworks, there is an increasing use of authentic materials at university. Dania and Adha (2021: 149) define authentic materials as "every resource that can be used for pedagogical purposes while it is actually not designed to be used in language classroom." Therefore, teachers work with real texts (newspapers, books, magazines) rather than regular adapted content (coursebooks, workbooks or graded readers).

Regarding this tendency of using authentic materials in contemplation of engaging students into reading, we establish the following research question:

- Do university students engage with the use of authentic materials to work the syllabus and ESP?

From this query, the present article addresses the matter by proposing a main objective:

- To design a proposal on the use of authentic materials for working on reading skills, observing students' participation after its application.

This main objective was broken down into smaller goals which allowed for an easier approach to the main target. They are the following:

- To approach students with a questionnaire in order to know their use of authentic texts for reading in English.
- To design and apply a didactic proposal of fifteen weeks (February-May 2022) based on the use of authentic materials.
- To gather information about students' participation in the use of authentic materials for working on reading skills.

The relevance of this matter is based, not only on the extended amount of research on the topic, but also on the premise that it is English teachers' duty to enrich lessons so that students can make the most of them. Moreover, as Ahmanpanah and Mohseni (2017: 69) consider, "humanizing language learning materials helps language teachers to design activities that are linked to learners' lives and experiences." Thus, the more motivation, the better and more significant the learning is.

Regarding the context, this piece of work is set at the European University of the Atlantic (*Uneatlántico*), in Santander. Most of the degrees at the university share some common subjects of English as a Foreign Language in their syllabus: *Inglés I, II, III, and IV*, depending on the degree. At the *Uneatlántico*, students from English as a Foreign Language study vocabulary which is related to their field of study, that is to say, they study English for Specific Purposes. Therefore, this was the main aspect which fostered the study of authentic materials, as a form of studying ESP at the university. In the *Uneatlántico* each semester there are three sessions of ESP, out of thirty in the academic programme. The rest of the sessions are designed so that students from the same level follow the same coursebook.

There is also some interest in study from the researcher's experience as an English teacher at the *Uneatlántico*. Three sessions per semester are not enough to make students get used to specialised content. Besides, the materials used in these three sessions are not always authentic materials, but adaptations from other ESP coursebooks. Therefore, and following Ahmanpanah and Mohseni's (2017) indications, it is considered that a wider contact with the specific topics from the degrees is required.

## 2. SOURCES DESCRIPTION

### 2.1. English for Specific Purposes and authentic materials

According to Paltridge and Starfield (2014: 3), ESP consists of English learning "where the goal of the learners is to use English in a particular domain." This means that students will be studying a specific type of vocabulary or topics, motivated by their necessities. Furthermore, ESP students tend to be adults (Paltridge & Starfield, 2014), which makes it even more logical to be taught at university, where specialisation is required. What is more, ESP does not only focus on future academic necessities, but also on occupational ones too (Anthony, 2018). The way of accomplishing these demands is designing specific materials which cover them. Nonetheless, if the focus is to provide students with the tools for their future development in a real English-speaking environment, prepackaged materials might not be sufficient.

Authentic materials may supply the lack of naturalness in coursebooks as the latter include adapted resources which are not extracted from real situations. Swe (2017: 234) states that authentic materials can be "anything written in the target language and used unedited in the classroom." Therefore, they can be designed by native English speakers or non-native speakers. By using real texts written in English, students can build a bridge between their classroom and the real world, which will enable them to see a practical use of the language. As for the type of materials that can be offered, Mishan (2005) proposes using cultural products such as literature, the broadcast media, newspapers, advertising, song and music, film, and ICT. Abdulhusein (2014: 334) even adds some more such as "pictures, charts, diagrams, advertisements, realia." Mukundan et al. (2016) stress the use of a wide variety of sources to suit as much diversion in liking as possible. Besides, these authors (Mukundan et al., 2016: 67) state that another criterion

for choosing authentic materials is using a “familiar and comfortable” topic. This way the text can be easily related to previous knowledge, which will help the student understand the text better, as information can be easily inferred (Kintsch & Van Dijk, 1978).

However, not every content that is being written without academic purposes is suitable for being used in a classroom. Therefore, teachers must follow some criteria to select the adequate texts. McGrath (2016) establishes some key aspects to bear in mind when selecting authentic texts for the classroom:

Relevance (to syllabus, to learners’ needs), intrinsic interest of topic/theme, cultural appropriateness, linguistic demands, cognitive demands, logistic considerations: e.g., length, legibility/ audibility, quality (as a model of use or as a representative token of a text-type, exploitability) (McGrath 2016: 102)

## 2.2. Authentic materials into context

In the investigation carried out at the Kazakh Ablai Khan University of International Relations and World Languages (Yaleyubayeva, 2017), learners obtained better scores at their tests with the use of authentic materials. Students could learn language in a faster way as well as using it comfortably because “they had practiced a real language used beyond the classroom” (Yaleyubayeva, 2017: 8). Some other studies have implemented the use of authentic materials in a particular skill, such as reading. Blaker and Ellsworth (2020) designed a programme to replace graded readers for extensive reading at Konan University, Japan, so that students would engage more with their readings. Authors (Blaker & Ellsworth, 2020: 336) finally concluded that they had “yielded positive attitudes.” Similarly, a study carried out by Nurazimi and Hidayat (2021) in a Senior High School, in Indonesia, showed that students had an increase in motivation after using authentic materials for reading comprehension. However, this research by Nurazimi and Hidayat (2021) was carried out in a high school rather than at a university. Thus, its results are interesting to look at, but it is necessary to develop a further reading on studies which have more similarities with the present research.

As it was established before, the main objective includes getting to know student’s use and interest in the authentic materials through the application of a questionnaire. Thus, the following studies contain a review on the current literature which had a similar goal so that a reliable questionnaire can be found. For this review, recent studies, no older than ten years, have been considered.

Firstly, Abdulhussein’s work (2014) consists in a study from the University of Misan and the University of Imam Al Saeq, in Iraq. One of its main objectives was “investigating EFL Iraqi college teachers’ attitudes toward using authentic materials in their reading classes in Misan Governorate” (Abdulhussein, 2014: 331). For this, a questionnaire was created. It consisted of a 36 statements tool which asked the degree of agreement with a five Likert scale. The author tested its reliability through the administration of the tool in two moments to the same sample. Both a Pearson correlation coefficient test and an Alpha Cronbach Formula proved that the results were not significantly different. As for

the validity, a group of experts accepted it as well. As for the results in the investigation, the study showed positive attitudes on the use of authentic materials. Moreover, the questionnaire may be used in a similar study. Nonetheless, it is necessary to mention that the tool was validated for a particular group only.

Ishaq and Khan (2016) developed another study at the University of Balochistan in Pakistan where one of the main investigation questions was "what are the perceptions of government boys' and girls' college students towards the use of the authentic material in EFL classroom?" (Ishaq & Khan, 2016: 85). In this case, they also used a Likert scale to assess only four items. The test was validated as well, and the results showed positive attitudes on the use of authentic materials as well. However, on this occasion, the questionnaire was not published. Thus, this investigation's tool is dismissed for the present dissertation.

In Anh and Yen's (2017) investigation at the Can Tho Medical College in Vietnam, the focus was to research about students' perception in the use of authentic materials when learning medical English terminology. In this case, a validated questionnaire of twenty-nine statements was created. Students had to select a degree of agreement through a five Likert scale. The findings of this study were various: there was a positive awareness on the use of the authentic materials. However, students found it difficult to distinguish which materials were authentic. In the study the use of realia is also recommended. Since this questionnaire is focused only on medical authentic materials, it is not useful for the present research either.

Within the Spanish context, it has been extremely difficult to find literature about the use of authentic materials at university. However, there are multiple studies which support the design of didactic units based on realia or cultural elements. For instance, the one developed by Álvarez Gil (2018), in which teachers are encouraged to include authentic materials so that students engage culturally with the language on a deeper level.

In another study at the Al Ilyas Vocational High School in Indonesia, conducted by Fitriana et al. (2019: 8), there was a similar objective which aimed "to describe students' responses toward the use of the authentic materials." In their results, they obtained that the students showed more interest in their reading after having used authentic materials. Nonetheless, when analysing the questionnaire, it was observed that there were many grammatical inconsistencies. Thus, this questionnaire was not considered to be part of the present work either.

Finally, more recent research conducted at the University of Novi Sad, in Serbia by Prošić-Santovac and Popović (2021: 139), had the intention "to gain insight into students' attitudes towards the use of authentic and nonauthentic materials in English language teaching including their perception of the stakeholders' agency in the process." Findings showed that students thought the authentic materials were not of their interest. They felt more reassured with the use of textbooks. The questionnaire used in this occasion was designed in Serbian, and, therefore, not applicable to another study which was not developed in that language.

### 3. MATERIALS AND METHODOLOGY

Firstly, the researcher approached students with the purpose of understanding their use of authentic materials and interests in reading. This was carried out using an adaptation of AbdulHussein's (2014) questionnaire (see table 3 in appendix 1), also used in a very similar study. Therefore, and considering that the questionnaire had been validated and it was reliable, it seemed adequate to use it in this study as well. Nonetheless, this questionnaire was validated by that particular group. Thus, a new validation was needed.

Afterwards, and taking into consideration these results, a selection of texts from authentic sources was made and applied throughout a period of fifteen weeks. This selection followed the criteria proposed by McGrath (2016).

The cognitive demands the text requires were controlled through Bloom's (Krathwohl, 2002: 214) taxonomy order of thinking skills. This structure divides activities in low order thinking skills on the one side: remembering, understanding, and applying. On the other hand, high order thinking skills which are more difficult tasks: analysing, evaluating, and creating.

Finally, the researcher gathers students' participation in the use of authentic materials through an active observation during the lessons.

#### *Sample of study*

The population under study,  $n=31$ , consists of a heterogeneous group of second year students from the degrees in Psychology and Sports Science -CAFYD- who are enrolled in *Inglés II*. The total number of students enrolled in the course is forty. However, only thirty-one come to class regularly. Thus, they are the only ones who carry out the project. As for the other nine students remaining, three of them take the subject for the second time and their timetables are incompatible. Three other students do not come to class regularly as they already have a B2 level certificate, so they are exempted from attending. The other three do not attend to the subject regularly. The selection criteria for the application of the didactic approach were the following ones:

- Students that conform an *Inglés II* subject.
- Students to whom there is direct contact so that the didactic proposal can be applied personally.

*Inglés II* is equivalent, in terms of level according to the Common European Framework of Languages (Council of Europe, 2020) to a B1.2. The students must have completed a course in *Inglés I* beforehand, which makes them familiar with a B1.1-B1.2 level.

#### 4. INITIAL RESULTS

From the questionnaire (AbdulHussein, 2014), we obtained some results which helped develop the text selection so that it accomplished students' interests and necessities.

A total of thirty-one students participated in the questionnaire, fifteen females and sixteen males, fifteen from Psychology, sixteen from Sports Science. In order to know if this sample is a representative one, an equation presented in Aguilar-Barojas (2005: 336) has been applied. From that equation, we conclude that only thirteen out of forty students are needed so that the sample can be considered representative. Therefore,  $n=31$  is a representative one. Even though this might seem a small population for the sample, groups which study English as a Foreign Language at this level -B2.1- had at the time a maximum of forty students per class at the *Uneatlántico*. Moreover, this didactic application is designed ad hoc for this specific group, so it must accomplish its necessities.

As was anticipated before, another type of analysis was required to validate the use of the adapted questionnaire in this specific group. For this, a statistical analysis checks Cronbach's alpha, which determines the reliability of a test's items (Taber, 2018). The result, as shown in table 1, proves that the test is reliable since a result over 0.7 is an acceptable one according to Taber (2018: 1279).

Cronbach's alpha	No. Of elements
.715	10

Table 1. Cronbach's alpha to prove test's reliability

Once the questionnaire has been validated, results are examined so as to accomplish the objectives of the research.

##### 4.1. Students' reading habits

From students' opinions towards reading in English, the most repeated answers –mode – for the first questions are the following ones shown in table 2.

Question	Mode
1. Reading English is important.	Often
2. I like to read in English.	Sometimes
3. Reading helps me to improve my language proficiency.	Always
4 I usually do not read in English unless I have to.	Often

Table 2. Students' opinions towards reading in English

From these results, we can suppose that students would appreciate some extra help in reading since the majority agree that reading in English always helps them improve their proficiency in the language. Moreover, they support the fact that reading in English is important.

From students' reading habits regarding the types of texts, the modes were the ones presented in figure 1. Thus, they were more used to reading short stories, Internet materials, and newspapers than other types of texts. It would be advisable then to keep using the formats students are familiarised since they would probably find them more attractive and interesting. As it can be seen, figure 1 is represented in a scale of numbers which correspond to qualitative assessment. In this scale, 1 means never, 2 means rarely, 3 means sometimes, 4 means often, and, finally, 5 means always.

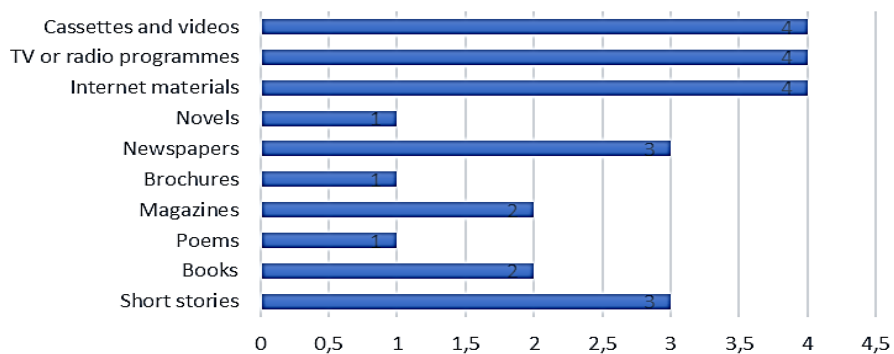


Figure 1. Graphic distribution of students' reading habits regarding the types of texts

#### 4.2. Students' preferences

From the questionnaire, it can be obtained that students prefer the use of TV or radio programmes -as it is indicated in the results obtained in figure 2- since most of them said they would always prefer working with those materials. There are some materials such as short stories, magazines, newspapers or cassettes, and videos which they would like to use often. It is also relevant to consider the rest of elements students seem not to like that much. As for the materials they would like to use sometimes, they outlined books and brochures, whereas for the materials they rarely want to use, students highlighted novels. Finally, the materials that students never want to study in a class are poems. Equally to figure 1, figure 2 is represented in a scale of numbers which correspond to qualitative assessment. In this scale, 1 means never, 2 means rarely, 3 means sometimes, 4 means often, and, finally, 5 means always.



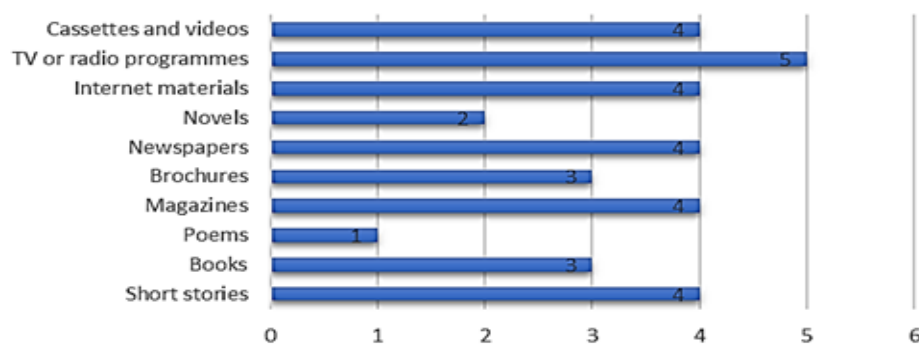


Figure 2. Students' preferences

Once the most popular materials were identified, we could discard the use of the TV or radio programmes for this proposal, although it is useful as a practice of oral skills in the regular lessons. Similarly, we could discard the use of cassettes. In fact, nowadays many modern resources such as audios from podcasts or radio programmes are used. They were discarded as well since they do not work on reading skills. Thus, the materials in this didactic proposal were majorly those extracted from short stories, magazines, newspapers, and internet materials. In a less frequent use, brochures could be read in class. This is a surprising result because even though students do not seem to use brochures, they would like to use them. Nonetheless, books were also dismissed as there was not enough time within the syllabus to read full books.

### 4.3. Text selection and application for the didactical approach

The texts were selected according to McGrath (2016), who established that a text should be analysed according to its relevance to syllabus or to learners, the intrinsic interest of the topic or the theme, cultural appropriateness, linguistic and cognitive demands, and, finally, logistic considerations such as length, legibility, audibility, and quality. Here we present the analysis of two of these texts.

#### 4.3.1 Text 4

This is a combination of a piece of news and a voucher which talk about an offer launched by a gym, in order to be as fit as a delivery rider, as well as getting a free takeaway meal. The news is relevant to the syllabus and to students as they cover topics of ESP from both Sports Science and Psychology students' syllabus, such as training types and rewarding systems. The intrinsic interest of this topic is related to the degree of similarity with the university degree of the students. Moreover, takeaway meals are a popular resource among young population, especially during the pandemic caused by the COVID-19. These texts are related to an offer launched in a gym in Manchester, United Kingdom. Therefore, the relation to an English-speaking country is considered appropriate culturally. Linguistically, the text requires to know some specific vocabulary

about types of workouts and feelings related to exercise and food reward. The tenses used in the text are very varied. Nonetheless, students include the use of the future perfect in their syllabus. The difficulty of this text resides in the use of a wide range of new vocabulary. Moreover, the length of the texts is longer than the previous ones used in other sessions. The order of thinking skills which are considered within the cognitive demands correspond to remember, understand, apply, analyse, and evaluate. As for the logistic considerations, the length of these texts is like the ones worked in the students' coursebook (Edwards & Naunton, 2019), which are between three hundred-four hundred words.

#### 4.3.2 Text 5

This is an article from an online health magazine which shows an interview to an NBA basketball player, speaking of the relevance of mental health in sports. Concerning its relevance, the text covers topics of ESP from both Sports Science and Psychology students' syllabus, such as mental health in men and in sportive people. The intrinsic interest of this topic is related to the degree of similarity with the university degree of the students. Regarding the cultural appropriateness of this text, it has been extracted from an American magazine. Overall, it is considered of cultural appropriate. Moreover, the interview is made to a basketball player from an American league –NBA. The way this African American is speaking is considered of cultural interest as it shows a different register from the usual one found in the coursebooks. Linguistically, the text shows some characteristic features from vernacular black English and an informal register such as “they don't hurt”, “hella important” (Dukoff, 2021). This can be a challenge to students as it may be the first time, they encounter such structures. In this occasion, the cognitive demands included correspond to a low order of thinking skills which are remembering and understanding. Finally, considering the logistic features of the text, the length is similar to the ones worked in the students' coursebook (Edwards and Naunton, 2019), which are between three hundred-four hundred words.

#### 4.3.3. Application

For the application, the same structure was used in every lesson. The activity lasted between fifteen and thirty minutes every time it was done. Students were presented with the topic to be discussed in the form of a pre-reading activity. They did this activity in pairs or groups of three to foster motivation and increase confidence in themselves. This pre-reading activity helped activate previous knowledge about the content and recalling vocabulary that was going to be read later. After that, students were given the text and asked to answer a few questions about its content. The type of questions was open-ended or multiple-choice questions. Finally, students were asked about the content of the text so that they could provide their opinion freely.

So that materials were attractive, they were presented in PowerPoint presentations where a link to the original source was provided. That way, students could go straight to the origin and enjoy the different text-types.

## 5. FINAL RESULTS

From the application of the didactic proposal, there were many appreciations that could be observed. From the teacher's perspective, this application was successful as all the activities led to later discussions and debates in English. Moreover, part of the vocabulary within the syllabus was practised in a more natural environment than a mere gap filling exercise from a worksheet.

Concerning the texts presented previously, the teacher's observations are the following ones:

- 4th text: Twenty-eight students attended the class. There was a lot of participation, especially from the Sports Science students. Thus, fifteen out of twenty-eight students were highly motivated to participate. The rest were also participative but not as much. They all agreed that cycling was a great training, but they did not like the fact that people would associate exercise with takeaway food. Psychology students thought that the type of offer in a long-term period would be more prejudicial than beneficial for the gym. They ended up discussing which the best takeaway restaurants in Santander were.
- 5th text: Twenty-nine students attended the lesson. Male students admitted that they had been told not to cry because it was a girl's thing. They also stated that sometimes it was hard for them to speak-out, especially those from the Sports Science degree as the majority were men and they were expected to be tough. A good work atmosphere could be appreciated. Psychology students commented that this is a fact they would like to change, and they consider that social awareness is essential. Thus, in general they enjoyed the text and thought it was useful in order to make students conscious of the topic.

In comparison with the coursebook readings, there were other observations worthy to mention. There were three other reading sessions which used the coursebook materials. The methodology followed was a similar one: the session would start with a pre-reading activity in order to activate previous knowledge about the topic, then an individual reading, and finally, some reading comprehension activities. These activities were multiple choice or gap filling exercises. Some students participated in the activities but not all of them formed groups to work on the texts. Some students got distracted and ended up looking at their phones instead of the coursebook. It could be seen that multiple choice questions were discouraging some students to keep participating as they were failing some answers. In general, students seemed not to enjoy printed materials from the book as much as they enjoyed reading from the authentic materials' PowerPoint presentations.

## 6. CONCLUSIONS

Regarding the main objective -to design a proposal on the use of authentic materials for working on reading skills, observing students' participation after its application- it is relevant to say that the didactical proposal was successfully designed and applied. Moreover, because of the direct contact with the study sample, it was possible to observe students and take note of their participation and thoughts. Concerning this, it would also be interesting to gather students' perception towards the materials in a more structured way, such as a questionnaire.

To accomplish the first specific objective -to approach students with a questionnaire in order to know their use of authentic texts for reading in English- it is necessary to point out that students stated they would like to use novels or short stories. However, because of the already established syllabus it is impossible to fit all the contents within the subject hours. It could be interesting to include a book or short story reading activity within the continuous evaluation tasks. This cannot be done at the Uneatlantico, since all the English as a foreign language subjects must follow the academic guideline which is established by a coordinator.

Furthermore, having a look at the second specific objective -to design and apply a didactic proposal of 15 weeks (February-May) based on the use of authentic materials- students wanted to use magazines, newspapers, Internet materials and -in a less frequency- brochures. All of them were used in the didactic proposal. Thus, it can be considered that this proposal was designed according to the previous investigation to detect students' necessities and interests. Something relevant to mention is that, despite videos being discarded at the beginning of the didactic implementation, a clip (Squad3o3, 2022) was used in a pre-reading activity during the third session to comment on the hacking collective Anonymous and its declaration of cyber war against Russia. Its use was appreciated by students who, after watching, showed great interest in keeping reading different tweets and commenting on the topic proposed. Thus, it might be relevant to consider the mixture of skills during the teaching practice (speaking and listening for example); firstly, because it seems more natural to use different skills altogether rather than separately, and secondly, because students seem to enjoy it more. Even though the major focus is on just one skill, a combination of several abilities could be adding some more appealing to reading. This may partially contribute to improving reading habits. Furthermore, this lesson plan is also designed so that it covers some content which corresponds to the syllabus' English for Specific Purposes. In her study at Brno University of Technology in the Czech Republic, Ellederova (2021) shows how students would rather use complete materials which worked on several skills altogether during the same session. Thus, ESP, especially the one designed with the use of authentic materials, should be integrating several skills and not just one so that learning would be developed in a more natural context.

From the third specific objective -to gather information about students' participation in the use of authentic materials for working on reading skills- it was possible to obtain diverse appreciations. In terms of making use of the language, it was very convenient

that students felt comfortable reading the texts. What is more, they even made the effort to keep searching for extra information on several occasions. Moreover, the use of different and controversial topics, such as Ukraine and Russia's war or mental health in men, brought into the classroom a different atmosphere. This enabled students and teachers to bond on a deeper level making students feel confident about expressing their opinions freely.

This research had some limitations which are necessary to mention. Concerning the time frame, this didactic application was applied within the second academic semester at the Uneatlantico. It would have been interesting to apply this didactic unit throughout the entire academic year and gather students' opinions afterwards. Basing all the English subjects on this methodology, students would benefit from the use of authentic materials and the lecturer could have a more solid idea on students' perceptions towards its utilisation in the classroom. That is because, although students have been asked about reading preferences, it is difficult for the teacher to know this proposed material fulfils learning expectations.

Another limitation was the access to students. Even though this didactic approach was applied in a settled group class, attendance to regular lessons is an issue which may affect a didactic proposal since it is not the same as planning an activity for 40 students than for 20. Thus, every educational proposal should have a back-up plan in case an activity has to be adapted at the moment.

It should also be mentioned that this proposal was applied to a small population. An analysis which could be carried out to a larger sample might throw more significant results. Thus, considering that the major task of design has been carried out, it would be interesting to apply it in every group of the subject, which altogether correspond to three hundred and twenty-nine students in total. Nonetheless, this would imply involving more teachers and resources.

The major limitation in this type of proposal is the access to tangible authentic materials. Therefore, as a solution, online varied materials were used at all times. Nonetheless, the use of realia in the classroom could be a major improvement in the use of authentic materials.

For future applications and future teaching of English as a foreign language and English for Specific Purposes, which may have a good impact on students' performance in English, is the use of authentic materials in other skills which are not just reading. Thus, a language tandem partner with English speakers or using a wider range of authentic materials in the lesson plan should be considered.

In conclusion, this article has concluded with interesting results which contributed to the personal and professional development of the researcher. It is not always that a teacher can reflect upon the materials they are using in a classroom nor students' opinions. Moreover, in a syllabus where everything is already settled, and students are used to working in a certain style, it seems risky to introduce new methodologies. Thus, for the

researcher the present dissertation has been a challenge which, hopefully, means the beginning of a more conscious way of transmitting the English language at university.

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Comentado [A1]: ¿¿??

Comentado [A2]: Se han perdido todas las cursivas, controlar

Comentado [A3]: No va coma antes del paréntesis. Revisar todo

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### APPENDIX

Give your opinion on reading in English.	always	often	sometimes	rarely	never
1. Reading English is important.					
2. I like to read in English.					
3. Reading helps me to improve my language proficiency.					
4 I usually do not read in English unless I have to.					
I would like to use the following materials in class.					
27. Short stories.					
28. Books.					
29. Poems.					
30. Magazines.					

**Comentado [A4]:** Parece haber un solo apéndice por lo que elimino el título reduplicado.

**Comentado [A5]:** ¿Este salto de numeración es normal? ¿se explica?

**Comentado [A6]:** En todos los casos en los que no hay una oración con verbo y estamos en presencia de construcciones nominales, hay que eliminar el punto final.

31. Brochures.					
32. Newspapers.					
33. Novels.					
34. Internet materials.					
35. TV or radio programs.					
36. Cassettes and videos.					
How often do you consume the following resources in English?	always	often	sometimes	rarely	never
27. Short stories.					
28. Books.					
29. Poems.					
30. Magazines.					
31. Brochures.					
32. Newspapers.					
33. Novels.					
34. Internet materials.					
35. TV or radio programs.					
36. Cassettes and videos.					

Table 3. Adapted questionnaire (Abdulhussein, 2014, pp. 339-340)