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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Non-authentic materials and reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024.

Materiales no auténticos y comprensión lectora en estudiantes de educación básica superior de una institución pública de Loja, año lectivo 2023-2024

**Trabajo de Integración Curricular,
previo a la obtención del título de
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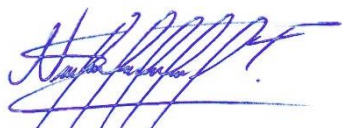
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Dedication

I would like to begin by dedicating this research to my incredible parents Blanca Criollo and Gonzalo Tinitana Cueva. Their support has been unconditional and I would like to dedicate a few words full of gratitude and affection to the two fundamental pillars that have sustained every step of my academic career. Your constant dedication, support and sacrifice have been the driving force behind every step I have taken in college. Thank you for being my inspiration, patience and guide, for believing in me even when I doubted my own abilities. Through this work, I hope I have made you proud, as much as I am grateful to have you as my parents. Thank you for being my rock, my role model and my greatest source of unconditional love. To my family as my older siblings, I also want to express my sincere gratitude for being in some way an example to follow, and for not letting myself be defeated in the face of difficulties. To my nieces and goddaughter who with their charm and charisma made me feel happy, encouraged and eager to move forward.

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1. Title

Non-authentic materials and reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024

2. Resumen

En la actualidad, el desarrollo de la competencia lectora en lengua inglesa se ha convertido en un activo vital, ya que facilita la obtención de nuevos conocimientos y el dominio del idioma. En este sentido, es fundamental emplear recursos innovadores que les ayuden a desarrollar las destrezas de comprensión lectora. El presente estudio tuvo como objetivo analizar el aporte de los materiales no auténticos en la comprensión lectora en estudiantes de educación básica superior de una institución pública de Loja, año lectivo 2023-2024. Para ello, se utilizó el método mixto para analizar los datos cualitativos y cuantitativos del instrumento pre y post test, cuestionario y notas de campo. Este estudio de método mixto utilizó un diseño de investigación-acción entre 32 participantes elegidos por muestreo de conveniencia. Los datos cuantitativos se obtuvieron a partir de las puntuaciones obtenidas por los estudiantes en las pruebas previa- posterior y de las preguntas cerradas del cuestionario. A partir del análisis de los datos, la estadística descriptiva reveló que, tras la aplicación de materiales no auténticos en las destrezas de comprensión lectora, se identificó una ligera mejora de 1,07 puntos en la media de las puntuaciones antes y después de la intervención. Además, el sub-kill de vocabulario de recibió la mayor mejora en esta investigación. Los datos cualitativos se recogieron a partir de las respuestas de los alumnos a las preguntas abiertas del cuestionario y de las observaciones de campo del investigador. Estos datos se analizaron con análisis temático y los resultados revelaron una aceptación general del alumnado hacia la estrategia establecida. El estudio concluyó que, aunque los alumnos de octavo curso percibían positivamente los materiales como familiares, adecuados a su nivel e intereses, resultaban ligeramente eficaces para desarrollar las destrezas de comprensión lectora en inglés.

Palabras clave: Materiales didácticos, idioma inglés, habilidades de lectura, competencias comunicativas.

Abstract

Currently, the development of reading skills in the English language has become a vital asset as it facilitates obtaining new knowledge and mastering the language. In this regard, it is essential to employ innovative resources that motivate learners and help them to develop reading comprehension skills. The present study was aimed to analyze the contribution of non-authentic materials in the reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024. For this purpose, the mixed method was used to analyze the qualitative and quantitative data from the instrument's pre and posttest, questionnaire and field notes. This mixed-method study used an action research design among 32 participants chosen by convenience sampling. Quantitative data was gleaned in the form of student's scores from the pretest which were administer before and the posttest after the intervention; and the questionnaire close-ended questions. From the data analysis descriptive statistics and revealed that after the implementation of non-authentic materials in reading comprehension skills, a slightly improvement of 1.07 points was identify from pre-and posts scores mean. Additionally, the sub-skill of vocabulary of received the most improvement in this research. Qualitative data was collected from student's responses from the open-ended questions of the questionnaire and researcher field observations. This data was analyzed with thematic analysis and the findings revealed a general acceptance of the student towards the established strategy. The study concluded that although the eighth-grade students positively perceived the materials as familiar, appropriate to their level and interests, they were slightly effective in developing English reading comprehension skills.

Keywords: *Teaching materials, English language, reading skills, communication skills.*

3. Introduction

Faced with English as an international language, the National English Language Curriculum has included new approaches to achieve its main objective of promoting communication skills (Ministerio de Educación [Mineduc], 2019). In this sense, Mineduc (2019) establish that the English language curriculum of Ecuador designed for students at the beginning of Educación General Básica are expected to reach A1.2 level, according to the Common European Framework of Reference for Languages (CEFR). Furthermore, in the reading approach students are expected to understand and identify different sorts of texts which they are related in their daily activities. Thus, Gálvez and Campo (2022) claim that reading comprehension is a fundamental indicator of any educational process. It establishes an interface between the reader's previous knowledge and the information they receive in a new text. In this sense, the role of reading comprehension is accomplished understanding general ideas, identifying specific information and using vocabulary related from different types of texts.

Unfortunately, the researcher has witnessed during the practicum in which it was possible to observe and identify that eighth-grade students of a public institution in Loja, school year 2023-2024 have not developed the expected language skills, especially the sub-skill of reading comprehension. Likewise, they also had difficulty understanding general ideas, specific ideas and use vocabulary showed in sentences and phrases. Similarly, according to Anderson (2008), a successful reading process involves readers demonstrating mindful, fluent, and active engagement with texts, allowing them to construct meaning from the target materials.

Consequently, non-authentic materials were identified as a convenient solution. They are every instructional material which main purpose to aid the teaching process and they are specifically for language learning in a classroom (Pachina, 2020). These materials are related to students interests to perform effective methods that build academic support and confidence. In this regard, this researcher considers essential to analyze which are the most attractive and useful non-authentic materials that enhance reading comprehension. The graded materials have several advantages in teaching English, as they are adapted to the interests, contexts and proficiency level of EFL students. Therefore, this study is intended to answer the following questions: how do non-authentic materials contribute to reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024? In addition, it generates two research sub-questions: how effective is the application of non-authentic materials on reading comprehension among superior basic education students at a

public institution in Loja, school year 2023-2024? and what are students' perceptions about the use of non-authentic materials in reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024?

Previous studies have reported connections between non-authentic materials and reading comprehension skills. Islam (2015) documented the perceptions of students and teachers showing a majority of positive responses and benefits it brings to English language teaching, as well as the use of non-authentic materials that stand out for their simplicity and relevance positively affect students' communicative competence (Widya, 2017). Moreover, a study that measured the effects of these materials showed considerable improvement in students' reading comprehension (Kara, 2019).

A study of Prošić-Santovac and Popović (2021) mentions that the selection of specific materials used in classes is not completely in accordance with the students' expectations. Similarly, another study of Nematollahi and Maghsoudi (2015), mention the subskill of reading comprehension which is vocabulary has been explored the application of these materials to develop the use and understanding of words. Al-Jarrah and Ismail (2018) focused on reading comprehension acquisition using the authentic and non-authentic materials which were proposed and implemented in the research.

Although the authors mentioned above have demonstrated the contribution of non-authentic materials to reading comprehension, they have not individually explored the contribution of these materials. Consequently, this study intends to fill this gap by examining exclusively non-authentic materials and their effects on the reading comprehension of high school students. In addition, the researcher contextualizes these non-authentic materials within a local and national context to be studied in public educational institutions in Ecuador.

The implementation of this research is relevant since it will contribute in the educational field with knowledge about the usage of non-authentic materials in English (EFL) classrooms to promote students' English reading comprehension skills. Likewise, the selection of specific teaching materials appears beneficial based on the level of knowledge and proficiency of students in the English language. Through the use of materials tailored for high school learners, teachers will involve the student's attention and raise interest in reading. Additionally, this research will encourage and support students to interact with these materials to learn, promote, and improve their English reading comprehension. Furthermore, this research will contribute to teaching-learning English with new findings about the utilization of non-authentic materials inside Ecuadorian classrooms.

This study was conducted over a period of 60 hours which represented seven weeks of intervention with eight-grade students at a public educational institution during the 2023-2024 school year. The researcher used three non-authentic materials texts: expository, descriptive and fictional for developing reading comprehension sub-skills “skimming, scanning and vocabulary”. Overall, although the intervention of this research was effectively developed, some limitations were evident. Moreover, the availability of technological equipment and internet connection as well as the presence of mixed-level students with different levels of English proficiency. Similarly, challenging aspects such as inadequate materials, institutional activities, and unexpected events, such as holidays, interfered with the flow of classes. For these reasons, it is suggested that more research be conducted on this topic.

The aim of this research was to analyze the contribution of non-authentic materials in the reading comprehension of higher basic education students of a public institution in Loja, school year 2023-2024. Subsequently, based on the main on this general objectives the researcher established two specific objectives as follows: to identify the effectiveness of non-authentic materials on reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024, and to describe students’ perceptions about the use of non-authentic materials for reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024.

4. Theoretical Framework

In the following section, the theoretical foundations of the two indicators on which this research is based are described. Firstly, the independent indicator “non-authentic materials” is introduced as well as related subtopics as the definition, characteristics, advantages, limitations, types, materials and language acquisition, creating non-authentic texts, and the creation of these non-authentic materials by using Chat GPT. Secondly, it presents the second indicator related to “reading comprehension” which begins first with a general definition of reading skill and the stages to teaching reading, then the concept of reading comprehension, the key to reading comprehension, the importance, strategies, subskills and reading comprehension problems. Moreover, the previous studies on which this research was develop will be detailed. Finally, all sources provided in this research were obtained from different research documents for instance; books, book sections, journal articles, reports and other significant sources of information. Moreover, those documents contain updated and verified information from different publishers.

4.1. Non-Authentic Materials

4.1.1. Definition of Non-Authentic Materials

Non-authentic materials are every instructional material which main purpose to aid the teaching process and they are specifically for language learning in a classroom (Pachina, 2020). Those instructional materials are the basic building block in most language programs. Whether the teacher uses a language textbook, materials prepared by the school, or his or her own materials, instructional materials often provide the basis for much of the linguistic input that students receive and the language practice that takes place in the classrooms (Pachina, 2020). For inexperienced teachers, materials can also be used as a form of teacher training, providing ideas on how to plan and implement lessons, as well as templates for teachers to employ. Currently, a large part of language teaching around the world cannot be carried out without the extensive use of different types of materials. The functions of these materials are pointed out as source, support, motivation and reference for both teachers and learners (Paniagua, 2009).

Non-authentic materials are developed specifically for language teaching and are designed exclusively to respond to the educational needs of teachers and learners. These materials are carefully planned, designed and produced according to each country's curriculum and different policies. According to Prošić-Santovac and Popović (2021), these materials usually take the form of textbooks. These materials are also tailored to the needs and ability of the learner. While authentic materials are perceived to contribute more to the development of learners' communicative competence, non-authentic materials tend to be more focused on the

language forms and structures whose main goal is to reinforce and support EFL students' development in classes.

Simultaneously, Prošić-Santovac and Popović (2021) states that non-authentic materials are accurate and have an emphasis on linguistic forms and structures. The language of non-authentic materials is usually free of incomplete sentences and controlled. Besides textbooks, non-authentic print materials include dictionaries, which can be monolingual, bilingual and multilingual, as well as native or learner, depending on the intended users. They are particularly important in the context of language learning, as they are specifically designed to meet the needs of language teachers and learners.

4.1.2. Characteristics of Non-Authentic Materials

At the moment of the identification of characteristics, these materials tend to fall into the recognition and importance of a textbook as the most common material in language teaching and learning, lies mainly in the fact that it can be considered a universal element in this field, which is used for didactic purposes all over the world. The most common material in language teaching and learning, lies mainly in the fact that it can be considered a universal element in this field, which is used for didactic purposes all over the world (Belaid, 2015).

Furthermore, teaching materials for specific purposes specifically in reading takes a main reliability about materials called Graded readers which are another kind of printed non-authentic materials, and they can be further divided into fiction and non-fiction, with the complexity of their language adapted to the level of knowledge of the target reader. In addition, it maintains the aim of giving adapted texts according to the learners and made specifically for them. Other non-authentic visual materials, including flashcards and posters for teaching or learning vocabulary or grammar. Non-authentic multimedia materials can also be successfully used for teaching or learning, like interactive activity CDs with accompanying textbooks, video lessons, language learning TV series, and audio books (Prošić-Santovac & Popović, 2021).

4.1.3. Advantages of Non-Authentic Materials

Non-authentic material ensures the safety of teachers and students. These materials help students in different levels and can be used as a guidance for beginner teachers. According to Islam (2015), non-authentic materials is teacher's book that clearly states objectives, goals and possible challenges to overcome. Therefore, teachers feel confident in having the textbook as a guide the learner feels the seriousness of learning when there is a textbook. If there is no textbook, they may feel that learning is meaningless while the lack of a textbook depends on the teacher and becomes unfocused. Furthermore, the use of non-authentic materials in an EFL

classroom has been debated by many teachers engaged in foreign language teaching in the past few years.

Some researchers insist that the English presented in the English classroom must be authentic; such materials sometimes focus on the language that EFL teachers wish to teach. The admittedly artificial nature of the language of non-authentic texts makes it very realistically different from anything learners might encounter in real life. Although some claim that non-authentic texts are valuable for teaching structures. Hulstijn et al. (1996) believe that "if a student does not know the meaning of certain words that appear in a text, comprehension is severely impeded" (p. 54). Teachers must know his students' potential, needs and learning styles by understanding their interests, pace, motivation and even their psychological and physiological needs help the teacher to pick adequate materials that are suited to each individual (Milačić, 2019).

Some aspects are regarded as fundamentally important as a benefit of non-authentic materials in the development and acquisition of English as a second language by learners:

4.1.3.1. Graded level of English. Tailoring non-authentic materials as a textbook is an option to give all students the opportunity to succeed. In the same way, when students are under the impression that they are perfectly capable of learning, they become independent of the teacher and raise concentration. For that reason, a graded textbook serves as a guide, students and teachers also take a weight off their shoulders (Islam 2015). Although, these non-authentic materials have been tailored specifically to meet the needs of learners, presenting content at an appropriate level of complexity and incorporating specific vocabulary and grammatical aspects. They offer a scaffolded approach, making it relatively easy for learners to learn the language and gradually building their confidence (Williams, 2019).

4.1.3.2. Visually appealing. The importance of learner concentration and engagement during the learning process cannot be overemphasized. In addition, it is significant to learners what they are looking at or watching at the moment of learning. Although, as there are diverse learners with different abilities and aptitudes, it is essential to treat each class uniquely and cater to their specific needs. Johnson and Johnson (2017) states that the incorporation of non-authentic materials allows for greater flexibility in personalization, enabling teachers to tailor content according to their students' interests and learning preferences. This broad approach of non-authentic resources allows learners to actively interact with the language, leading to deeper understanding and ultimately improving their language proficiency (Smith & Brown, 2022).

4.1.3.3. Relevance for students. It holds significant relevance for students in language learning due to all the things considered as advantages of using non-authentic materials in EFL classes are set up with the aim of avoiding repetitive activities developed inside the classroom. One of the most unpleasant feelings a student can have in class is boredom. Milačić (2019) mentions that this kind of teaching can lead to repetition and make students unwilling to participate. Moreover, it may be the case if the teacher teaches the same type of lessons instead of relating the topics of study to those that are relevant to the students' context and interests. The use of relating topics to a familiar or meaningful situation for a group of students during lessons is beneficial as they relate their real contexts to the development of their EFL skills (Williams, 2019).

4.1.4. *Limitations of Non-Authentic Materials*

Some notable limitations that non-authentic materials may face is the proper use of each material, which can be both an aid and a burden. Consequently, non-authentic materials also present some drawbacks. Awasthi (2006) found that it is difficult to find materials that meet the learning needs of all students. At the same time the use of textbooks can be a burden for both the teacher and the learner. Students may feel bored because the material is "predictable". As a result, they may dislike the textbook and feel less interested about the contents and knowledge that it may contain. It produces a lower level of interest in the class topics among the learners.

Oura (2001) states that the opposite of non-authentic materials are authentic materials which represent the naturalness of a language and that learners need to be widely exposed to a variety of linguistic forms and vocabulary. Furthermore, he states that the simplification of non-authentic learning materials will enhance the difficulty of the task. This statement is also endorsed by Guariento and Morley (2001) who clarify that the goal in employing authentic materials is not to attain complete comprehension. The focus is on the comprehensive process that takes place when learners extract information and knowledge from the materials and make use of them. Consequently, the complexity of the materials should not be a constraint.

Likewise, Gilmore (2007) points out that unedited authentic materials are suitable for learners to improve their English. As the materials expose various grammatical rules and language characteristics, learners will continue to draw new knowledge from the language. Gilmore (2007) adds that learners will not be able to learn new facts if they are not exposed to them. Once they become more accustomed to the challenging world of linguistic features, their

language proficiency is more likely to increase. As a result, language proficiency will improve and all the aspects that are indeed will grow in the future.

4.1.5. *Types of Non-Authentic Materials*

4.1.5.1. Textbooks. On one hand, textbooks are reliable and useful non-authentic materials for the various advantages they bring, such as providing a curriculum appropriate to the student's level. Thus, textbooks can be useful and an important resource in determining the level of the student (Islam, 2015). It is regarded as one of the significant materials used in education, both for teachers and students. It provides the necessary English language skills such as grammar, pronunciation and vocabulary. Textbooks are used for practicing the language skills of listening, reading, writing and speaking. Among others, it is a good tool for course designers and provides good orientation for creating effective lessons. Some of the positive aspects that textbooks offer students is that they provide a structured curriculum for a particular course. For example, without textbooks, a course may lack a central core and students may not receive a curriculum that has been systematically planned and implemented.

Milačić (2019) states that textbooks help to standardize teaching through using them in a classroom where can ensure that students in different classes receive similar content and thus can be assessed in the same way without distinction among students' abilities and background. Additionally, quality textbooks influence students by exposing them to materials that have been tried and tested, that are based on sound learning principles, and that are appropriately paced. This way textbooks can be defined as an essential indicator in the learning of learners by supporting teachers' methodology and development of classes. Moreover, when used effectively, they can save teachers' time by allowing them to spend time teaching rather than producing materials. They can provide effective language models and contributions by using textbooks which can support teachers whose native language is not English and may not be able to generate accurate linguistic inputs on their own.

4.1.5.2. Coursebooks. Some confusion exists when it is time to define textbooks. It is a type of textbook that teachers typically use as a syllabus. They are made to be followed systematically. Their main purpose is to supply linguistic information to students. As coursebooks, they can be used to focus on a particular topic, such as language skills, culture, grammar and vocabulary, intended to be easy to follow and understand. In addition, the logical organization of the text and good design of the coursebooks make teachers, and even learners, stay motivated. The schemes are traceable and, thus, students can review what they have learned on their own. Also, the outlines of the textbooks, teachers spend a shorter amount of time preparing their different classes which are established by objectives. In addition, their

compact design makes them easy to store for both main characters involved teachers and students (Milačić, 2019).

According to Milačić (2019), describes that a class coursebooks must be both unique and interesting, the teacher must choose the coursebook carefully for many reasons detailed in advance. It must be in keeping with the other materials used in the course, comply with the objectives of the course syllabus, and match the teacher's methodology. It is not advisable to rely primarily on it because it is usually not suitable for all groups of students, or even for all teachers. For that reason, ought to be adapted to the needs of the students and the teacher. It has an influence on the learning process, classroom interactions, the curriculum, etc.

Coursebooks play an enormous role in teaching and learning. It has ready-made materials that can have positive or negative effects if not used appropriately. Many educators claim that the use of a textbook has many advantages. They are perceived as valuable aids that have practical material at their disposal. In addition, they are useful guides for students to study with ease. Likewise, those coursebooks are valuable aids that provide teachers and students with a structure for teaching and learning, methodological support, and opportunities for review and preparation in advance.

Izzet (2020) mentions that coursebooks are basic materials used in educational settings, and language teachers rely highly on the use of coursebooks regardless of gender, type of school, educational level, and years of experience. In other words, coursebooks or textbooks have become one of the unavoidable instructional materials used to support classroom instruction toward its goal. The need for a coursebook is seemingly inescapable for any type of educational system. In fact, most teachers produce textbooks based on their experiences, but they must also first investigate students' needs and adapt their curriculum content in order to support students' knowledge of learning and provide a solid reference in the designing of lesson plans for teachers. In addition, to select a coursebook for a particular course, which has to cover the target grade description, the content knowledge and the learning objective.

4.1.5.3 Graded Readers. On one hand, it is essential to be exposed to a second language in order to learn it effectively. On the other hand, it is also essential that learners feel and stay motivated during the learning process and that the learner's level of anxiety is as low as possible. Even so, learners' needs must be met by maximizing the opportunity to read books in an accessible and relaxing way. Graded readers are books of numerous literary genres created especially for foreign language learners. They can be both simplified versions of existing works, including popular ones, or original stories. They are categorized by vocabulary, complexity of grammatical structures and also by the number of words. They are designed for

all levels, from beginner to advanced. By using graded readers, students can have fun reading at any level of English. The more they read, the more they improve and their level of language proficiency increases. All those aspects are in order to develop English reading skills (Iamsirirak, 2022).

Thus, Knežević (2022) establishes that through the use of graded readers, students can experience reading enjoyment at any level of English. The intention of graded readers for EFL students is to allow them to practice and enjoy reading in English at a level they can handle, with the goal of improving their reading level as they progress. Likewise, a well-designed graded reading always involves some new vocabulary, but the reader will easily be able to figure out its meaning from the context, with the help of illustrations, sidebars, footnotes or endnotes. Many graded readers also include glossaries, where simple explanations and descriptions can be found. They also often contain exercises to practice and reinforce various grammar points that are usually addressed at the level in question. Furthermore, some activities are primarily divided into sections: choosing a Graded Reader, pre-reading activities, reading activities, and post-reading activities. Various types of assignments can be covered, and some of the activities include guessing the story from the cover, finding out about the author, news articles, horoscopes.

4.1.6. Materials design and Language Acquisition

There are several conditions that can explain second language learning. A condition states that learners are being exposed to less variety of discursive forms in the classroom. The exposure language is most often formal and lacks the social settings in which the language is utilized. Therefore, teachers use the first language in the classroom for the purposes of discipline or language management, which deprives learners of being exposed to real communication. One of the principles of language acquisition is that the teacher should employ appropriate material in class that has a specific purpose and reflects different cultures (Horwitz, 1986).

Horwitz (1986) describes that teachers may be able to fix the student's interest by using appropriate, supportive, and less threatening materials in class. Support, learner interest, and comprehensible materials can all contribute to weakening the affective filter. The Acquisition-Learning distinction is the most fundamental in Krashen's theory and the most widely known among linguists and language teachers who states that language acquisition is affected by linguistic barriers even after comprehensible input. The linguistic barriers referred to by the word "effective" are feelings, motives, needs, attitudes and emotional states. If the teacher is

able to effectively filter, the student will be responsive to the linguistic material and thus language acquisition will take place.

Msimanga (2019) argues that the creation and adaptation of materials is therefore a challenge for teachers. The invisibility of the school is evidenced by the scarcity of published studies on the subject, despite its obvious importance which are main aspects to take into account in terms of materials for English classes. Teacher knowledge for materials use is multidimensional and requires English language proficiency, pedagogical expertise, contextual adaptation, and alignment with curricular objectives. Teacher knowledge is not static but a developmental entity influenced by various actors and elements in educational contexts. Their expertise in subject matter, pedagogical approaches, curriculum, and context influences their actions in materials use.

Li and Xu (2021) highlight the multidimensionality of teachers' knowledge in the use of materials, covering thematic, pedagogical, contextual and curricular domains. Teachers' English language proficiency is critically important to teach linguistic concepts effectively. Professional self-confidence plays an especially important role in using knowledge and teaching with agency. Teachers with broad knowledge of learning strategies can adapt materials to create more learning experiences. Materials should allow for modifying and encouraging teachers to further their content knowledge and understanding of learners' needs. Also, teachers must be aligned with curricular objectives and view curricular thinking as part of pedagogical content knowledge.

4.1.7. Creating Non-Authentic Texts Materials

Non-authentic materials are any materials specially designed for English language teaching and intended for an audience of different ages and language proficiency levels. Therefore, the creation of such materials is indispensable for learners in the acquirement of English skills and knowledge. For this reason, the use and creation of texts of varying interest were categorized according to the students' level of English language proficiency. Likewise, the need to align the English curriculum to standards like Common European Framework of References which serves as a planning instrument, providing direction for teachers, examiners, textbook authors, teacher trainers, and educational leaders.

Despite this, its significance extends to shaping global language and education policies by extensively outlining the abilities language learners should possess at various learning phases and specifying the necessary knowledge and competencies for proficient communication in the desired language. According to Ministerio de Educación (2016), English

language curriculum of Ecuador for the sublevel of Educación Basica Superior, which main goal is, be able to understand and use frequently used everyday expressions to meet immediate needs includes some types of texts which are indispensable to know, master and communicate by students which are listed below:

4.1.7.1. Descriptive Texts. They emphasize a thing, such as a person, a part or an object, over the action in which the thing is involved. According to Anderson (2008), a descriptive text describes the main character or characters of a text with features related to location, goals, function, characteristics, evidence, and name. Descriptive text is also text that describes something so that the reader or listener is able to get the same feeling as the reader's expertise. In this sense, Suryana (2007) states that description reproduces the look, smell, touch or sound of objects.

The descriptive text's rhetorical structure is identification and description. The identification is a declarative statement that contains the object and the description provides details about the object. This statement means that the identification is a part of the paragraph that introduces or identifies the object. Therefore, Vabiola (2018) specifies that descriptive text has two elements: one element to identify the phenomenon (identification) and another (description) to outline parts, qualities or characteristics. In regards to significant lexical grammatical features, the text focuses on specific participants, contains identification attributes and processes, comprises epithets and classifiers in nominal groups, and uses the simple present tense.

4.1.7.2. Expository Texts. They are also called as informative. They are non-fiction texts that supply data and background information on a topic. These academic texts are usually used in subjects such as science, history and social studies. To convey information and provide real information that provide facts, data and knowledge. Their aim is to educate reader about certain topics (Dymock, 2005). Likewise, they use distinct text structures and more complex grammar than narratives. Mastery of narratives and basic level reading skills does not guarantee success in comprehending academic texts. These higher-level reading skills are essential for academic success, since new information is often delivered using expository texts (Akhondi et al., 2011).

According to Williams et al., (2014), the majority of expository texts are structured to ease the study progress of future readers. They contain structural elements that help guide students in their reading. Authors of expository texts use these structures to order and connect ideas. Textual characteristics aid readers in finding and structuring information within the text. For instance, headings help learners find specific information. This way of presenting

information helps learners retain it in their short-term memory. Learners can then process it or relate it to prior knowledge and store it in their long-term memory. Without headings, the information would be overwhelming, making it difficult to process effectively. Expository text structures consist mainly of five types as the following: Description; Sequence; Compare-Contrast; Problem-Solution and Cause-Effect.

4.1.7.3. Fiction Texts. These texts that contain a story or fictional narrative. They are created with characters, setting and plot from the author's imagination or other sources not presented as fact, though it may be based on a true story or situation. (Kleinhenz, 2017). Their aim is broadening individual's horizons, to promote the imagination and creativity of students. They are viewed through the lens of acquiring a second language, literary works can act as linguistic examples that contribute to the enhancement of vocabulary, formation of sentences and paragraphs, and comprehension of the application of stylistic elements. Furthermore, there is a prevalent belief that literature extensively widens an individual's perspectives, fosters imagination and creativity, and provides understanding into diverse facets of the human experience.

Moreover, exploring literature in a foreign language provides a distinct perspective into various cultures. Nevertheless, they discover numerous approaches to multicultural engagement in the EFL classroom. Some curricula offer guidelines for teachers to follow, which may include certain learning aims connected to reading literature or a selection of novels, poems or authors from which the teacher must choose relevant texts (Naoua & Ghedei, 2021).

Depending on the particular group of students that teachers have, the selection of fictional texts depends on "students background and language appealing" (Collie & Slater, 1997, p. 251). The language of the fictional texts should be basic and match with the students' linguistic level. For this reason, the texts will become significant to the students' experiences and may cause further desire to read (Alemi, 2011). Some criteria's teacher must take into account at the moment of selecting fiction texts such as: Language enrichment, time availability, cultural competence, story length and personal involvement.

4.1.8. *Creating Teaching Non-Authentic Texts Materials with Chat GPT*

4.1.8.1. What is Chat GPT Artificial Intelligence (AI). It has seen significant growth since the advent of hand-held computers in the 1950s, leading to the development of multidisciplinary and interdisciplinary fields such as AI. One notable AI tool is Chat GPT, a natural language processing tool created by Open AI. Chat GPT uses the Generative Pre-Trained Transformer (GPT), a language model that understands human input and generates responses that closely resemble natural human language. This, with the access to a wealth of information from the Internet, GPT is one of the largest language models in the world. largest language models in the world, built on billions of data sources (Lund et al, 2023).

Mikeladze (2023) points out that Chat GPT tool is capable of performing a variety of language-based tasks, such as text generation, question answering and translation. The usage of deep learning techniques and advanced algorithms allows it to fully understand the context of text and produce human-like replies, which sets it apart from other language tools. Even though natural language processing models such as GPT are typically very accurate, there are instances where errors occur in the interpretation of meaning or in the creation of precise information or in the creation of precise information. It is crucial to recognize that these models are not fail-safe (Lund, et al., 2023).

Designing Teaching non-authentic materials with Chat GPT. A broad range of available coursebooks poses a particular challenge to teachers in choosing the most appropriate coursebook for their particular context and their group of learners in non-formal contexts. Previously, teachers had the option of adapting, modifying and supplementing textbook materials, as advocated by Harmer (2007) it is an effort to address outdated content, curricular structures and objectives that might not be aligned with learners.

Mikeladze (2023) states that the concept of creating tailored instructional materials was appealing, although it came with its own limitations and time-consuming tasks. Nevertheless, with the development of AI technology, teachers now have the opportunity to create their own customized learning materials. Those materials built with this AI can cover current events and interesting topics in different fields. Materials created with Chat GPT can be much cheaper in comparison to the costly price of coursebooks and resources. These materials can be replicated, uploaded to the Internet and can be shared with students and other teachers. The activities designed with Chat GPT can target language skills development: reading, writing, speaking, grammar, functions and vocabulary. They can encourage real communication between students. Likewise, using AI in the design of instructional materials has numerous advantages

and can potentially lead to increased engagement and achievement for both teachers and learners (Mikeladze, 2023).

4.1.8.2. Opportunities created for Chat GPT in English Language Teaching. Chat GPT falls within the realm of generative artificial intelligence (AI), a category encompassing technology capable of generating an extensive range of new content. Chat GPT, a robust web-based language model, has the ability to sift through textual information and create distinct replies based on user inputs. The prompts can be crafted diversely to tailor responses according to different language expertise levels, users' familiarity with content, and even mimic various voices, historical personas, rhetorical styles, or specific formats (Kostka & Toncelli, 2023).

The rapidly transformations in education prompted by AI tools like Chat GPT "present a crucial chance to redefine education's role in the 21st century" (Sims, 2023). This redefinition will probably demand substantial changes in educators' beliefs potentially leading to substantial advancements in assessment techniques and teaching methods (Rudolph et al., 2023), liberating educators to shape their roles in education and learning in new ways.

Numerous scholars and institutions have delved into the promising applications of Chat GPT in education. For instance, given its capacity to act as a personalized tutor, responding to student inquiries and summarizing essential information, class time can transcend mere knowledge absorption, shifting towards the application of knowledge in tackling real-world issues through collaborative and critical involvement (Abramson, 2023). AI-generated text also serves as a springboard for projects or as a tool for comparison alongside student-created work, thereby fostering "learning through hands-on experimentation and direct experience" (Rudolph et al., 2023, p. 12).

4.1.8.3. Teacher Knowledge to create text materials. According to Mikeladze (2023), at the time of designing materials, it is critical to adopt a learner-centered approach. Teachers have to carefully evaluate the relevance of materials and critically assess their adequacy. This evaluation involves taking into account factors such as volume, difficulty, and depth. To make assessments, the teacher must be an expert in the subject matter and have pedagogical knowledge. Thus, the construction of these resources should follow well-known objectives, such as the progression from easy to difficult and from known to unknown. By employing these objectives, materials can be used effectively for repetition and reinforcement of previously acquired knowledge.

Instructional materials design with AI requires a strong foundation of digital competencies. First of all, teachers must be skillful in selecting appropriate online reading passages and be familiar with the use of platforms such as chat GPT. Additionally, working

with chat GPT can greatly enhance teachers' professional development and improve their language proficiency. Through this experience, teachers are made more attentive and aware of the benefits of different activities, and acquire knowledge about what types of activities work well in specific contexts. Unintentionally, they are involved in reflective praxis, constantly evaluating the effectiveness of the materials and their teaching strategies. This involvement in action research is leading to continuous improvement and evolution of their pedagogical approaches (Li & Xu, 2021).

4.2. Reading Comprehension

4.2.1 Definition of Reading Skill

Reading process has been built around understanding the comprehension process that involves successful use of core reading skills and the ability to analyze discourse features of a given text. According to Anderson (2008), a successful reading process entails the process by which the readers demonstrate mindful, fluent, and active engagement with the texts, through which the readers can construct the meaning from target materials. Reading research has proposed a variety of models attempting to elucidate the patterns underlying reading process, and most of them are characterized as bottom-up, top-down, and interactive ways for readers to process information. According to Koda (2007), these reading models explain how readers' cognitive mechanisms work through using diverse reading strategies while processing complex materials. Acknowledging the complexity involved in the reading process. Grabe (2009) specified a set of indicator skills that are necessary for a reader to build effective comprehension of a text.

The term "reading" is often used to describe the activities of both beginning readers who are acquiring reading skills and proficient readers who are fluent readers. However, these two categories of readers perform different actions, leading to different requirements in their efforts to improve their reading skills. Reading in these two aspects of the skills, as well as at the various intermediate proficiency levels, comprises a sequence of actions involving different levels of comprehension, different requirements and objectives. It is therefore evident that what is valid for reading at a specific proficiency level may not be valid at significantly higher or lower levels. Reading is predominantly a cognitive operation, and the essence of fluent reading does not derive from visual acrobatics (Kalayci & Humiston, 2015).

Rivas (1999) states that the act of reading involves self-exploration. Within this procedure, readers engage with written content by employing both cognitive and metacognitive endeavors to break down novel information, aiming to construct or deduce significance. From this point of view, reading comprehension can be seen as the final product. Moreover, teachers need to

concentrate not solely on the advancement of language skills, but also on the practice of reading strategies. It denotes that language problems seem to be the most frequent source of reading difficulties confronted by EFL learners at intermediate level. Thus, teachers require to prioritize both reading abilities and language challenges. It's established that reading in a foreign language is closely connected to thinking in that language. To read effectively in English, it's essential to engage in English thinking while reading. Attempting to think in another language and then translate into English generally leads to comprehension difficulties.

4.2.2. *Stages to Teaching Reading*

4.2.2.1 Pre-Reading. According to Williams (1984), claims that the pre-reading phase seeks to make an introduction and stimulate interest in the topic, motivate learners by providing them with a compelling reason to read, and supply them with some linguistic preparation for the text. In the same way, Hedge (2000) argues that the pre-reading phase is one of the leading responses to the growing understanding of the role of reading in learning about the schematic role which has been the focus of existing reading methodology in a pre-reading phase.

Atkins et al. (1996) describe how to use the pre-reading phase as follows: pre-reading phase takes no longer than a couple of minutes. According to these experts, the aims of the pre-reading phase are: to stimulate prior knowledge, to arouse learners' interest in the topic, and to introduce the subject matter of the reading. Moreover, the pre-reading phase acquaints the reader with the basics of the content and organization of the text and activates prior knowledge. It is an essential phase that sets the students up for the reading of the text. Thus, it has to be used appropriately in all reading lessons taught in the classroom (Mulatu & Regassa, 2022).

4.2.2.2 During-Reading. This stage is centered on the text. It lets learners integrate the knowledge and information they have brought to the text with the new information in the text. The learners read silently and try to comprehend the main points. In addition, they answer a series of questions that are designed to help them gain an understanding of the ideas in the text. "They do not need to fully understand all the words, but they guess the significance of new words from the sequence "(Williams, 1984, p. 38).

Hedge (2000) outlines student activities at this stage. They are reading and matching, reading and labeling, reading and completion, and reading and drawing. These activities consist of learners attempting to comprehend the given text and asking the comprehension questions given by their teacher to check for understanding of the text or not. Atkins et al. (1996) sets out the following as activities that the teacher conducts during the synchronous reading stage.

These are: tell the students to read the questions and then read the passage wordlessly to find the answer. The synchronous reading stage is important for processing the text in depth. Likewise, students attempt to comprehend the text using the strategies employed during the reading phase. They must also integrate their previous knowledge with what is being read.

4.2.2.3. Post-Reading. This phase enables students to formulate and process their comprehension of what they have read and to think critically about the validity of the text. Atkins et al. (1996) claim that post-reading stage has the subsequent tasks: checking for global comprehension of the text; questioning for students to connect the passage to their experience; linking speaking and writing activities. Those activities are established with the purpose of developing a deep understanding of a text passage.

The objectives of post-reading work are: to strengthen or reflect on what has been said; to link the text to the students' background knowledge and their own interests or points of view (Williams, 1984). At the same time, this stage it is relevant to establish a connected activity, potentially involving other skills, such as completing a summary paragraph of the text, an alphabet soup activity based on the passage, a debating of the main theme, and a role-playing of the passage (Mulatu & Regassa, 2022).

4.2.3. Reading Comprehension

In the literature, reading comprehension has been defined in a number of different ways by various experts. According to Zimmerman and Hutchins (2003), it entails the ability to read written material, analyze it, and grasp its significance. It relies on two interrelated skills: word recognition (the capability to interpret symbols on the page) and language understanding (the ability to comprehend the meaning conveyed by words and sentences). In the same way, Grabe and Stoller (2001) point out that reading is drawing and interpreting meaning from the printed page to become solid information.

Similarly, Yukselir (2014) emphasizes that successful comprehension of reading is the outcome of intricate interplays involving the text, context, the reader, the reader's background, and their reading approaches. The strategies employed in English instruction carry significant importance, as they share a close connection with instructional aims. This connection is evident through the definition of the actions and proficiencies students need to possess during and post lessons, in order to attain these objectives. Presently, teaching strategies stand as a vital constituent within the educational system and cannot be isolated from other factors influenced by elements like learning goals, teaching materials, students, resources, time, and educators.

Conversely, Alyousef (2006) argues that reading can be perceived as an interactive exchange between a reader and a text, leading to the development of fluent reading. As a result,

reading is often likened to a "psycholinguistic guessing game," in which a reader conjectures and connects personal experiences to the information provided in reading tasks. Additionally, the grasp of reading comprehension is essentially a form of cognitive deliberation, necessitating the reader to draw inferences from the text. In the absence of employing cognitive faculties, the reader might not acquire some or all of the information and could fail to fully comprehend the text (Fitriani, 2015). In this context, it becomes evident that reading comprehension encompasses the process of extracting information from the text and constructing understanding through the interaction between the text and the reader's prior knowledge. To achieve a strong comprehension of the text, the reader must cultivate and contemplate certain ideas within the text.

4.2.4. The Key to Reading Comprehension

English language as any language consists of four skills; listening, reading, speaking and writing. These skills are divided into two groups; receptive and productive. While receptive consists of reading and listening skills, productive refers to writing and speaking. When the learners learn receptive skills, they receive the language from spoken or written text and decode the meaning to understand the text. Reading is increasingly seen as one of the most important skills. Reading can be considered one of the basic ways of acquiring information in our society and for academic purposes in particular. It plays a vital role because it is one of the most frequently used language skills in everyday life. It is assumed that the person who is not able to read well will face serious trouble, especially in what is regarded to be educational and, subsequently, job opportunities (Ganesh, 2015).

Another issue that researchers have found in reading comprehension is the lack of effective reading strategy is identified as one of the significant factors affecting reading comprehension efficiency among EFL learners in higher institutions. Oral language plays a significant role in learning to read as it has been observed that development of reading is directly proportional to the development of oral language. Proper strategies need to be followed to achieve the desired goal rather than focusing on assessment as a tool to enhance comprehension skills. Additionally, the lack of reading exercises among students and training among teachers might be responsible for the poor outcome in terms of reading skills among students, which could result in poor academic performance (Abdelrahman & Bsharah, 2014).

4.2.5. Importance of Reading comprehension

Reading competence is the most fundamental skill for both academic learning and school success. The employment of reading strategies can help students enhance their reading comprehension. Reading is a psycholinguistic process. It demands partial use of the minimal

linguistic cues made available, chosen from the perceptual input according to the learner's preferences. Furthermore, comprehending and performing a large number of reading tasks at a good speed and with sufficient comprehension is essential for learners. Academically, reading is regarded as the principal means of learning new information and gaining access to substitute explanations and interpretations. Besides, "reading is the primary means for independent learning, whether the goal is to improve performance on academic tasks, learn more about the subject matter, or improve language skills" (Grabe and Stoller, 2001, p. 187).

Teaching reading is instructing students to learn to understand what they read. According to Nunan (2003), teaching reading is the action of a person who imparts an individual's important skill or knowledge or who provides instruction; the labor of a person who teaches. There are several reasons for teaching the skill of reading comprehension. To begin with, reading is useful for other purposes, such as the process of language acquisition. Second, reading texts presents an appropriate opportunity to study vocabulary, grammar, punctuation, sentences, paragraphs, and texts. It means that reading has many functions and advantages for the learner due to reading being an active process (Harmer, 2003).

4.2.6. Reading Comprehension Strategies

4.2.6.1. Formal Schema. Consists of prerequisite knowledge about the rhetorical, organizational, and formal constructions of various types of texts (Li, et al., 2007). Thus, formal schema is considered knowledge of the way in which different genres are accessed. The schema, according to Richards et al. (2000) the underlying structure responsible for the construction of a text. Different types of text and discourse such as descriptions, letters, stories, poems, and reports differ in the way in which theme, propositions, and other information to produce an indicator consist of indicators such as setting, episodes, events, and finally reaction.

4.2.6.2. Content Schema. The content outline concerns prior knowledge of the content area of the text. It includes conceptual information about what usually occurs in a particular topic. It also holds information about how these activities relate to each other to create consistency. It is an unbounded set of events and units typical of a particular occasion (Li et al., 2007). Content schema addresses prior knowledge about the content. It encompasses information such as cultural background knowledge, previous experience, and text-related information.

4.2.6.3. Cultural schema. Establishes the extent of human knowledge of textual structures and rhetorical conventions, which can impact reading comprehension, and how this knowledge can be effectively taught. In an ideal situation, the sociocultural schema approach to reading comprehension can overcome the following two problems (Lin, 2004). Firstly, it

increases learners' sensitivity to cultural differences in addition to their cultural knowledge of the content. Secondly, it boosts their reading comprehension skills. Consequently, content schema is mainly culture-specific, while cultural schema is usually considered as part of content schema (Li et al., 2007).

4.2.6.4. Linguistic Schema. Linguistic schema is linked to vocabulary and grammatical knowledge. It contributes significantly to the comprehension of reading materials. According to Zhao and Zhu (2012) states that linguistic schema is about readers' prior linguistic knowledge, including traditionally recognized phonetic, grammar, and vocabulary knowledge. Readers are at the same time interpreters and decoders of the text, and their interpreting abilities gradually become more automatic and vital as their reading proficiency develops. Every word and every well-formed sentence are assumed to have a general idea as to its meaning.

4.2.7. *Reading Comprehension subskills*

4.2.7.1. Skimming. This is often referred to as "gist reading". It helps to know what the text is about on the most basic level. This is often performed with a periodical or a magazine, which assists in selecting mentally and speedily the articles that can be read more closely. Furthermore, you can also skim to find a name in a phone book. The aim of skimming is to reach a speed of 700 words per minute (Diaz & Laguado, 2013).

Skim reading gives you a sense of knowing whether you should read further or not, what to read attentively, and where best to consider starting. Skimming an academic text promptly before reading it closely can help you think through what you already know and build a sense of purpose for your reading. An initial skimming can also greatly help maximize engagement with the text and your comprehension of and thoughtfulness about it. Skim reading does not involve reading every word. Instead, you can skim read: headings, subheadings, italicized, or underlined words, diagrams, summary, introduction, or conclusion of an academic text (Abdelrahman & Bsharah, 2014).

Liao (2011) mentions that skim reading is performed at three to four times the rate of normal reading. Readers tend to skim when they have a lot of material to read in a restricted time. They further supply the procedure of skimming technique in three steps as follows: read the first sentence of the paragraph, read the last sentence of the paragraph, and read the key words in the middle (Abdelrahman & Bsharah, 2014).

4.2.7.2. Scanning. It is reading quickly to seek specific information which is the main objective of developing scanning skills. For instance, when you read a TV guide or a telephone book. Scanning can allow you to "read" up to 1,500 words per minute. A reason for scanning an academic text that you have encountered while conducting research is to locate key terms as a method of assessing the significance of the text (Brown 2003).

Scanning is defined by Ulmi et al. (2015) which implies the eyes move quickly across the sentence and is utilized to obtain a mere item of information. In contrast to skim reading, readers do not look at the overall meaning of the text, but rather at the details. Scanning is significant in improving reading skills. The procedural approaches to the scanning technique are to keep in mind only the specific information you would like to find out and only the information you want to find out (Olson & Ames, 1972).

4.2.7.3. Vocabulary. It has a critical role to perform in the reading process and is decisive for reading comprehension. Vocabulary concerns the words that have to be understood in order to communicate successfully. This process supports word learning by providing learners with containerized uses of new words. However, it requires that readers possess sufficiently developed orthographic, phonological, and semantic knowledge of words. Jeon and Yamashita (2014) pointed out that given the complexity of the processing involved in text comprehension, a high level of word knowledge may be necessary.

According to Silva and Cain (2015) vocabulary knowledge in reading comprehension concerns a type of knowledge that mediates text comprehension by identification of the semantic significance of one, two or more words/characters, affording the prospect of the cognitive ability necessary for higher-level reading processes. Likewise, indirectly contributed to reading comprehension through word recognition directly and also through reading fluency, decoding ability. Vocabulary mastery supports it by recalling the semantic meaning of words (semantic characteristic of orthographic, morphological, phonological and pragmatic features), as well as the speed and accuracy to achieve a conceptual picture from the provided text (Perfetti & Stafura, 2013).

4.2.8. *Reading Comprehension problems*

Reading comprehension problems have been a current popular issue in EFL teaching-learning environments for a long time. Many studies have shown that the majority of EFL learners frequently face challenges comprehending English texts. Chen and Chen (2015) state that about 52% of learners reading comprehension problems had difficulties in learning a foreign language. In this regard, there is a series of reading problems that EFL learners may encounter. In the first place, they are likely to dislike reading literature because they have to

work hard to understand it. Secondly, the studies mention several commonly encountered problems in the EFL reading classroom, such as complexity, inaccessibility to the language, poor accessibility, poor inaccessibility, poor reading skills, and lack of schema that problems occur in several situations in students learning (Kasim & Raisha, 2017).

Furthermore, the EFL reader may have difficulty differentiating between different meanings of the same word, such as differentiating between homonyms or homophones. In this sense, the EFL reader who only knows one meaning of a certain word may easily misinterpret the meaning of another phrase in a different context in a sentence. According to Goodman (1979) reading comprehension problems can be classified into linguistics and non-linguistics reading problems.

4.2.8.1. Linguistic Reading Problems. There is an unconscious knowledge about the linguistic system of sounds, structures, meanings, words and the rules for linking them together. Linguistic problems include semantic, lexical and syntactic problems. Semantic complexities comprise lack of vocabulary knowledge, especially about agreeable collocations. Lexical complexities concern unfamiliarity with derivations and word classes. Syntactic complexities encompass lack of knowledge about passable sentence structure and acceptable grammar (Fromkin et al., 2003).

4.2.8.2. Non-linguistic Reading Problems. The term "reading problems" refers to any reading problem that is not related to the reader's linguistic abilities. These may include difficulty connecting ideas in the text, difficulty differentiating the main and secondary points of the text, poor reading strategy, insufficient cultural knowledge, length of the text, limited prior knowledge, inability or lack of working memory, and inability or never having been trained to do speed reading (Goodman, 1979).

4.3 Previous Studies

In this section, some studies focused on the influence and effectiveness of non-authentic materials in reading comprehension skills. These research works are related to the basis development of this study which highlights the relevant aspects of the impact of non-authentic materials on teaching reading comprehension of English as Foreign Language. As part of the development of this research work, six previous studies focused on increasing reading comprehension in English at different educational levels have been selected. These research works are recognized by the relevance of non-authentic materials as a resource.

Firstly, qualitative research conducted by Al-Jarrah and Ismail (2018) named "Reading Comprehension Strategies among EFL Learners achievement". The aim of this study was to investigate reading comprehension strategies among English foreign language (EFL) learners

in higher learning institutions. Moreover, the population studied was ten EFL learners of University of Sultan Zainal Abidin and University Malaysia Terengganu in Malaysia. Likewise, the instruments employed in this research were semi-structured interviews and open-ended questions. Finally, this research concluded that the majority of the participant are successful in achieving their reading objectives through the strategies they adopt. It indicates that schema plays a significant role in the process of reading and readers initially need written texts related to their field of specialization. Also, EFL learners use strategies such as the use of Google translate and dictionary, grammar books, and social media.

Secondly, Widya (2017) carried out research about Authentic vs Non-Authentic Materials in Teaching English as a Foreign Language (EFL) in Indonesia: Which One Matters More? The method employed was exploratory research where many students from different universities in Indonesia were the sample in this research. Likewise, the aim of this study was exploring the notion of authentic materials and non-authentic materials in teaching English as a Foreign Language (EFL) in Indonesia and the teacher role and possible issues in their implementation of authentic and non-authentic materials. Thus, the main findings established where real-life materials are considered as the suitable materials for language learners as they reflect the naturalness of language, improve learners' motivation, contain cultural content, and the use of non-authentic materials stand out for their simplicity and pertinence. Also, positively affect the communicative competence and the use of both materials can be combined during the lesson as both materials have their own role in the English language classroom.

In the same regard, action research conducted by Nematollahi and Maghsoudi (2015) called “The Effect of Authentic Versus Non-Authentic Texts on Upper Intermediate Iranian EFL Learners’ Vocabulary Retention”. The purpose of this study was to investigate the possible effect of authentic and non-authentic texts on Iranian EFL learners’ vocabulary retention. Despite the great deal of studies conducted in the area of EFL/ESL learning, the effect of authentic versus non-authentic texts have almost gained little attention and been under-researched. Likewise, the population was one hundred fourteen learners (seventy-four males and seventy-four females) where the instruments used in this research were pre-test and post-test. Finally, this research concluded that there was not any significant difference between Iranian EFL learners’ gender in vocabulary retention ability, whether the text is authentic or non-authentic. Also, the effect of authentic versus non-authentic texts on Iranian EFL learners’ vocabulary retention ability was not meaningful.

Eventually, a quantitative and quantitative research was conducted by Islam (2015) named “A Comparative Study on the Use of Authentic and Non-Authentic Material for

Language Classroom at Tertiary Level ". The aim of this study was to explore students and teachers' perspective towards the use of authentic and non-authentic material at tertiary level, and the benefits that they can bring to them. Moreover, one hundred students were recruited from four different universities in Bangladesh, the instruments that helped to develop and collect the data in this research were: surveys and questionnaires. Finally, this research concluded that most of the students respond positively in favor of authentic materials, seven of nine teachers investigated and eight-three percent of students think that language of authentic materials help students to face real life situations and all students agreed that they feel inspired when language of a material helps them to face real life situations. Also, almost half of the sample prefers the combination of both authentic materials and textbooks.

Subsequently, Kara (2019) carried out qualitative research where thirty EFL students from School of Foreign Languages (SOFL) in Turkey were analyzed. The research named "The Effect of Graded Readers on Reading Comprehension Skill of EFL Students". This study was aimed at increasing the long-term reading comprehension development of the students via graded readers while the students are taught reading strategies in the Turkish EFL context. Focusing on the effects of extensive reading programs on reading proficiency gains, the study will provide additional evidence for Second Language Acquisition research. Likewise, the instruments used to develop this research were pre-test and post-test applied to the students from SOFL. Finally, the main findings were extensive reading program based on graded readers has led to much greater improvement in learners' reading comprehension than traditional language activities and the "close and detailed understanding of the text" approach seems to be much less successful in developing comprehension than providing students with engaging, high-interest storybooks that students are well motivated to read and comprehend.

In the end, Prošić-Santovac and Popović (2021) carried out research called "Attitudes Towards Using Authentic and Non-authentic Materials in English Language Teaching at University Level " carried out through the conduct of a quantitative research study. Likewise, the aim of this research was to obtain data on the participants' experience and attitudes towards the use of authentic and non-authentic materials in English language teaching, as well as their views of the stakeholders' agency in the process. Moreover, the population studied for this research was two hundred twenty-three university students in Serbia. Additionally, the instruments of surveys and questionnaires were applied to obtain the data. Finally, the research findings revealed selection of specific materials used in ELT classes is not completely in accordance with the students' expectations. Also, there was no statistically significant difference between the male and female opinions regarding any of the specific materials

To summarize, the theoretical framework consists of two main topics. The independent indicator which is non-authentic materials which are specifically designed for teaching purposes where teacher create different text materials such as descriptive, expository and fiction. The dependent indicator is reading comprehension which is related to the ability to understand the different passages of a text through the skills of skimming, scanning and vocabulary. This research study is significant because it aims to enhance the understanding of how non-authentic materials can be effectively employed in English as a Foreign Language (EFL) classrooms to improve students' reading comprehension skills. Additionally, it underscores the importance of selecting appropriate teaching materials that align with the students' language proficiency levels. By utilizing materials customized for high school learners, educators can capture students' interest and foster a greater enthusiasm for reading.

5. Methodology

In this section, the researcher analyzes the method used in this research project. Likewise, setting and participants who took part as beneficiaries of this action-research is presented. Furthermore, this section establishes the method, research design, instruments, techniques for data collection and analysis as a fundamental part of the research.

5.1. Setting and Participants

This research was carried out in a public educational institution in Loja city. Besides, it was taking into account the geographical proximity and easy accessibility provided by the educational institution which is located in the south of Ecuador with a with geographical coordinates of a latitude -4.010258 and a longitude -79.198331. The participants were selected by convenience sampling, which is a non-probability sampling where data is collected from a group of easily accessible and available people (Creswell, 2014). In addition, this research considered safeguarding the anonymity of the participants and of the educational institution. Likewise, the researcher formally requested an authorization of the rector of the educational institution to carry out an intervention ([see Annex 1](#)). Thus, the permission was successfully granted.

Additionally, the researcher gave an informed consent form ([see Annex 2](#)) to thirty-five students of higher basic education belonging to parallel "J" of a public educational institution in Loja. The document requested permission from their representatives to perform the intervention, 32 participants agreed to take part in the research project. Therefore, the data collected from the intervention participants will comprise only the total number of students who agreed to take part during the research. Finally, these individuals were approximately 12 to 13 years of age and their English proficiency level was A1.1 according to MinEduc (2019).

5.2. Procedure

5.2.1. Research Method

In the present research study, the inductive-deductive method enabled to explain the viability of the results, by including pertinent information to comprehend and demonstrate the replicability of the research results (Rubin & Babbie, 2017). Additionally, Molina (2016) establishes that mixed methods research is the integration and mixing of qualitative and quantitative methods in a same study. Furthermore, it points out that there are two major factors that help researchers identify the type of mixed-methods design in their research study: the priority and application of data collection. Likewise, according to Creswell and Plano (2007),

the mixed methods that use of both quantitative and qualitative approaches in combination provides a better understanding of research problems and complex phenomena.

At the same time, the research was developed throughout descriptive research since the researcher gathered result from the participants through the process of data collection and after an analysis. Moreover, Ethridgeit (2004) claims that descriptive research can be “characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be” (p.24).

5.2.2. Research Design

This research study follows an action research model. According to Kummur (2013), establishes that an action research model emphasizes planned change as a cyclical process whereby initial research on the organization supplies information to guide the subsequent action. Likewise, it is performed by people with a common goal and involves reflective practices based on the interpretations of the stakeholders.

The research design of the aforementioned study took into account the action research model as a guide and support for the development of this research study. The model selected to develop the research was the one proposed by Susman (1983). This model is a consistent way to carry out research and achieve objectives with the main purpose to obtain additional information to guide further action, and successively extended. Therefore, to develop this action research, the researcher followed a cycle model which consists of 5 stages: diagnose, plan action, taking action, evaluate, and specify learning. According to Susman (1983), these five stages of the research design cycle are described as the following:

5.2.2.1. Diagnosing. In this first stage the researcher identified or defined the problem during the pre-professional practices conducted by the researcher. The diagnostic process involves the recognition of the main problems that are key triggers of the research by conducting a thorough diagnosis, the research obtains a deeper understanding (Susman, 1983). The research focused on establishing a theoretical framework with accurate information and a hypothesis that could explain what was observed about the low level of reading comprehension skills in students of a public institution in the city of Loja. In addition, this means that the researcher used theoretical foundations of previous researches that have been conducted in relation to the problem found above.

5.2.2.2. Action Planning. Secondly, at this stage the researcher produced and suggested the use of non-authentic materials and reading comprehension as a possible solution, consequently, the study objective was to analyze the contribution of non-authentic materials to

reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024. To accomplish the proposed objective, a review of the literature and existing research on low levels of reading comprehension was analyzed and used to conduct the research. Therefore, two indicators were established, non-authentic materials as an independent indicator, and reading comprehension as a dependent indicator. The two indicators were described in the theoretical framework whose different indicators were detailed to understand the development of the research project. The first variable included 3 indicators which are: expository texts, descriptive texts and fiction texts created by Artificial intelligence (AI), specifically Chat-GPT Free version as a way to solve the problem identified previously. The second indicator included three indicators: skimming, scanning and vocabulary.

After reviewing the literature, data collection instruments were developed. Therefore, the testing techniques included a pretest ([see Annex 3](#)) and a posttest ([see Annex 4](#)) to evaluate students' acquisition of skills in reading comprehension. In the same way, it was established that the quantitative data would be processed and analyzed through descriptive statistics, and the qualitative data would be interpreted through thematic analysis by taking the information from the open-ended questions from the questionnaire instrument ([see Annex 5](#)). Field Notes ([see Annex 6](#)) which served as a support of the students' perceptions during the intervention phase. With all of this information, an intervention plan emerged, where lesson plan ([see Annex 7](#)) was designed using the Presentation, Practice, and Production (PPP) model with their respective material according to the type non-authentic material to be implemented in different weeks. This model was considered and conducted as the most relevant for this research. According to Weller (2020), PPP lesson plan model is based on the behaviorist learning theory of the 1960's. This model describes the typical stages in the presentation of a new language. In addition, it allows teachers to develop a structured, graded and time-efficient lesson plan that conveys the material in a way that is comprehensible to their students. Similarly, a questionnaire and field notes examined the students' perceptions about non-authentic materials in reading comprehension during the different interventions implemented.

5.2.2.3. Taking Action. Thirdly, the non-authentic materials created applied for a total of 7 weeks, The reading comprehension activities specifically consisted of the creation of texts using Chat GPT according to some aspects related to the students. Similarly, some questions were established and created with the purpose of identifying main ideas, specific details and vocabulary found in the reading texts. In this case, three texts from non-authentic materials were explored, for instance: expository texts, descriptive texts and fiction texts. Moreover, the intervention plans were executed by the researcher as an active participant observer. In this

way, the researcher observed and was able to actively check the students' reactions and behaviors to the implementation of the mentioned strategies.

5.2.2.4. Evaluating. Fourthly, this is after to conclude the intervention actions, the stage began with the evaluation, classification and analyzing of the data obtained through the different instruments during and after the intervention. This included determining whether the effects are the same as those intended to be achieved at the beginning of the research according to the theories to solve the main problem of the research. In addition, what changes have been achieved after implementing the inauthentic materials and whether that change resulted in a significant impact with the application of this research. The researcher analyzed and represented the quantitative data, which was collected by pre/post-test and the close-ended questions of the questionnaire, by descriptive statistics, figures, and tables. Meanwhile, the thematic analysis was used to interpret the qualitative data obtained from the open-ended questions of the questionnaire and was associated with the field notes obtained during the different weeks of the intervention.

5.2.2.5. Specifying Learning. Finally, the researcher identified the general findings and as usual followed an ongoing process. The general conclusions are drawn by interpreting the data. Although formally this phase was carried out last, some preliminary work was also done on this during the evaluation phase. The knowledge gained from the action research (whether the action was successful or unsuccessful) can be a reference for future research. These findings arise as the action unfolds and takes place, which is a continuous process. Also, to reach this point, the problem has been examined and the action-research initiates another cycle.

5.2.3. Data Collection and Techniques

In this research project, the data collection sources and techniques for this study were applied to gather the main information for both the dependent and independent indicators, for instance, survey, observation and testing techniques:

To determine the level of reading comprehension in the participants, the testing technique utilized in this section where quantitative data was gathered. Thus, the researcher recognized the effectiveness of non-authentic materials for reading comprehension skills through the development of this technique. In regard to the previous statement, testing technique consists of a pretest and a posttest. In other words, this instrument involves the application of the same instrument with the same population which are the participants selected in this research. The pretest is done before the study, and the post-test is conducted afterward

to measure any changes (Stratton, 2019). In order to grade these instruments, the researchers included two scoring guides for pretest ([see Annex 8](#)) and posttest ([see Annex 9](#)) addressing the indicators to be assessed in the reading comprehension section, taking into consideration certain factors, such as the level of English proficiency of the participants to be examined. Finally, it is important to mention that this instrument was based on criterion-referenced scoring since the results were interpreted considering the national grading scale of Ecuador ([see Annex 10](#)) (Gay et al., 2011).

Furthermore, a survey technique was administered to participants to know what are their perceptions in the implementation of non-authentic materials in reading comprehension. Fowler (2014) indicates that survey technique is based on collecting primary data on participants, usually through the use of a questionnaire. Besides, it is a highly popular technique, as it permits the gathering of many types of information, including attitudinal, motivational, behavioral and perceptual aspects. For this reason, a questionnaire was used as an instrument to describe the perceptions of the use of non-authentic materials in the participants of the research in which quantitative data was collected. Likewise, the questionnaire was designed with a Likert scale which help to measure the level of agreement or disagreement that students had with the implementation of non-authentic materials in classrooms. Thus, four items of agreement are considered, which are totally agree, agree, disagree, totally disagree. According to Bryman (2012), a Likert scale is commonly used format where the respondents are generally asked their degree of agreement with a series of assertions that, taken together, form a multiple-indicator or multiple-item measure.

Similarly, the researcher used an observation technique to monitor the students' activity during the intervention. In this particular part of the research the data collected was qualitative in nature. Moreover, observation technique consists of monitoring the participants, observing the phenomena and taking notes of what they watch without interfering in their environment. It allows researchers to observe participants making decisions and reacting to situations in their natural environment (Mulhall, 2003). This allowed to carefully observe and analyze the behaviors, actions and interactions of individuals or groups in a school environment. The researcher used the field notes where their progress in developing reading comprehension skills through the non-authentic materials was simultaneously identified. According to Schwandt (2015), field notes are created by the researcher during the act of conducting a field study to record and remember the behaviors, activities, happenings, and other features of an

observation. Besides, they are designed to be interpreted by the researcher as evidence to generate meaning and understanding about the phenomenon being studied.

5.3. Data Analysis

The quantitative and qualitative data obtained were examined and interpreted to answer the research questions. To begin with, the quantitative data were processed and analyzed through descriptive statistics for the purpose of illustrating and summarizing the data collected (Creswell, 2014). Therefore, to develop the descriptive statistics, the mean of the pretest, posttest and percentages of central tendency for the closed questions of the questionnaire were measured and shown in frequency tables and figures. Otherwise, the qualitative data collected the most common and relevant information presented in the field notes and the open-ended questions included in the questionnaire to support the analysis of the contribution of non-authentic materials to reading comprehension.

To conclude, to examine the quantitative data or results were presented by using a thematic analysis in which the researcher categorized the collected data into similar patterns in students' responses to the open-ended questions of the questionnaire and the observational data from the field notes. Consequently, the researcher corroborates, contrast and compare the numerical data presented in descriptive statistics analysis. By doing this, both the quantitative and qualitative data for this mixed-method design was successfully achieved.

6. Results

This section outlines the results and findings about non-authentic materials in reading comprehension throughout the whole research development. This data interpretation is presented in tables and figures according to the research objectives. For instance, to identify the effectiveness of non-authentic materials in reading comprehension, scores from the pretest and posttest instrument are compared, whereas, to describe the students' perceptions towards the implementation of non-authentic materials in reading comprehension. The questions are presented and supported by the information collected in the field notes and the answers of some students in the open-ended questions of the questionnaire.

6.1. Pretest and Posttest results

Objective 1: To identify the effectiveness of non-authentic materials on reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024.

Subquestion 1: How effective is the application of non-authentic materials on reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024?

The following statistical information is about the pretest and posttest application to thirty-three students before and after using non-authentic materials. The test assessed students' reading comprehension in three aspects (scanning, skimming, and vocabulary) out of 10 points. The following bar chart shows the contributions of the implementation of non-authentic materials as strategy had on student's learning outcomes. Likewise, the overall student average is in concordance with the Ecuadorian National Grading Scale.

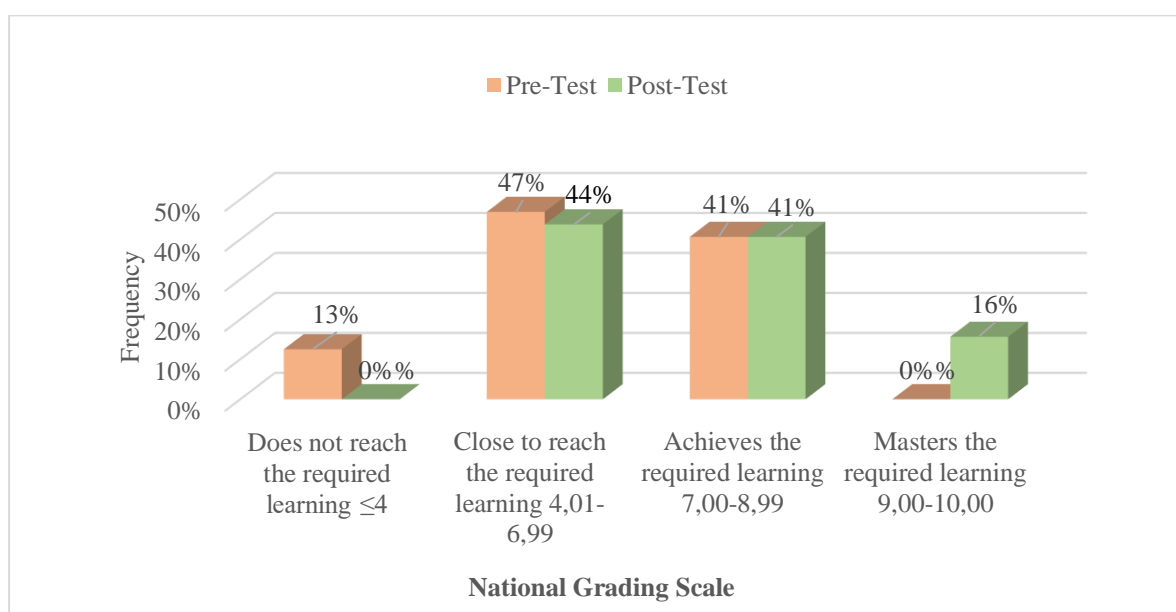


Figure 1.

Reading comprehension pretest and posttest scores compared to the Ecuadorian National Grading Scale.

As shown in Figure 1, after seven weeks of intervention, participants' performance showed data in relation to the Ecuadorian National Grading Scale before and after the intervention. Firstly, few participants (16%) for the (1st range) were able to master the required learning after the application of non-authentic materials, indicating a change compared to the pretest (0%) in which none of the participants were able to master the required learning. Subsequently, a percentage of (41%) participants remained at the (2nd range) required learning achievement level according to the data found in the pre- and posttest. Moreover, a considerable proportion (44%) of participants remained close to achieving the required learning (3rd range), which is almost similar to the data collected in the pretest. Nevertheless, there was a slightly positive change, as the difference of participants who could not reach the required learning (4th range) was reduced to 0%, showing a slight improvement in reading comprehension skills compared to the results of the previous test, where some participants were below the minimum score. All in all, no significant changes were obtained after the application of the proposed intervention.

Table 1.

Difference between the pretest and posttest of reading comprehension indicators.

	N° Students	Scanning (3.33)	Skimming (3.33)	Vocabulary (3.33)	Total mean (10/10)
Pre-test	33	2.15	2.61	1.65	6.30
Post-test	33	2.26	2.94	2.22	7.37
Difference	na	0.11	0.33	0.57	1.07

It turns out from table 1, that students' reading comprehension development in each indicator has a slightly increased. In this regard, the table illustrates the fluctuation of the participants' scores in the pretest (before the intervention plan) and in the posttest (after the intervention plan), in three reading comprehension indicators described below: scanning, skimming and vocabulary respectively. Additionally, it is worth clarifying that the different reading indicators were assigned a score of 3.33 points each, so that the sum of these reflects a maximum score of 10 points.

Table 1 clearly illustrates the low initial reading comprehension level of the students prior to the implementation of the intervention plan. The pretest results revealed the

participants' performance on three reading comprehension indicators selected in this study. A mean score of 2.15/3.33 was shown by the participants in terms of "scanning," indicating a medium ability to identify specific ideas or details from the text. In terms of "skimming," the mean score was 2.61/3.33, suggesting a moderate ability to identify main ideas from texts. As for "vocabulary," the mean score was 1.65/3.33, showing a significantly low ability to use and identify vocabulary related to the text. Overall, the pretest results of total mean score of 6.30/10 highlighted the need for intervention to address that issue in all three indicators for reading comprehension skills.

At the end of the intervention, the participants' performance showed slight improvements in the posttest. On the "scanning" indicator, there was a slight increase in the, representing an improvement of 0.11 points as the posttest score of 2.26/3.33. This indicates improvement in the mastery of identifying specific ideas within a text. In the same way, on the "skimming" indicator, the mean score increased by 0.33 points, resulting in a gradual improvement in the score of 2.94/3.33. This suggests a greater ability to identify main ideas of a text, and to understand general information in a text. Likewise, the performance of the participants in the "vocabulary" indicator showed the most notable improvements in the posttest with a moderate increase of 0.57 points compared to the data obtained in the pretest, with a mean score of 2.22/3.33. Overall, posttest performance showed slight improvements in the scanning and skimming skills, and a more noticeable increase in the vocabulary indicator leading to an overall increase in the mean total score from 6.30/10 on the pretest to 7.37/10 on the posttest. This reflects a gain of 1.07 points, highlighting the positive impact of the intervention on the participants' reading comprehension skills.

Nonetheless, significant changes were not found in general terms. Figure 2 demonstrates that in the scanning indicator shows that 14 participants report progress after the proposed intervention (44%). Similarly, in the "skimming" indicator, 18 participants made progress, which is the (56%) of the participants. Finally, in the vocabulary indicator, 20 participants (63%) showed improvement, demonstrating that this is the indicator in which the participants showed the most changes and increase in reading comprehension skills.

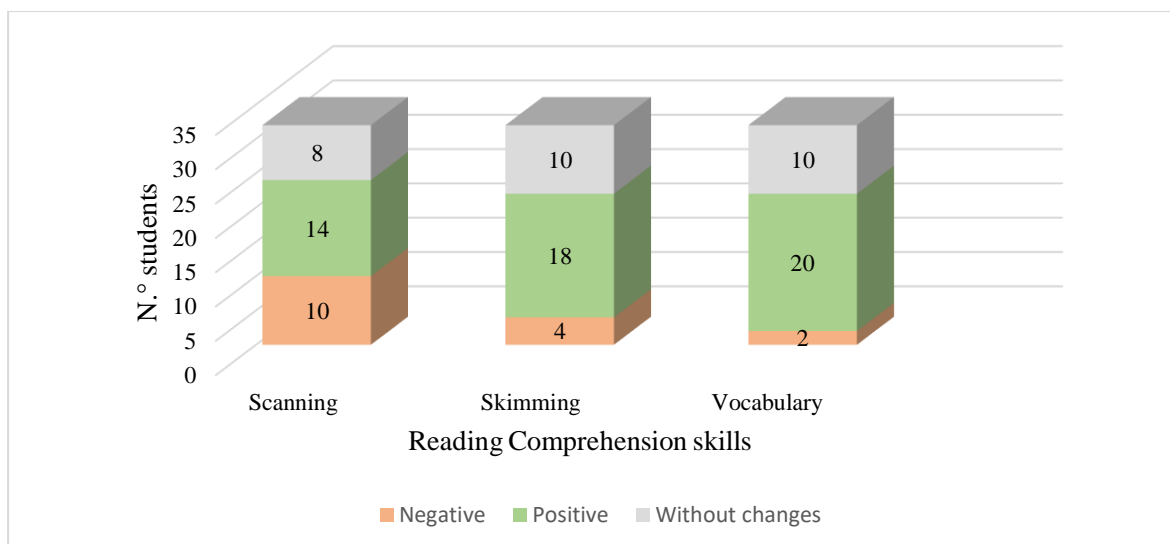


Figure 2.

Changes pretest and posttest

On the whole, the posttest results reveal a slight improvement in the participants' reading comprehension after the proposed intervention. Consequently, it is required to correlate the quantitative data with the findings of the questionnaire and the field notes.

6.2. Questionnaire and Field Notes Findings

Objective 2: To describe students' perceptions about the use of non-authentic materials for reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024.

Subquestion 2: What are students' perceptions about the use of non-authentic materials in reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024?

The following data helped to corroborate the apparent improvement in participants' reading comprehension skills shown by the quantitative data, exploring students' perceptions of the use of non-authentic materials in reading comprehension. Furthermore, to complete the questionnaire, students had to mark their agreement or disagreement and provide a justification for some selections.

Table 2.

Students' perceptions about the use of non-authentic materials based on English proficiency

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.The use of graded texts was according to my level of knowledge and proficiency in English language.	7	19	6	0

2.The different reading texts and activities were challenging enough to test my English language skills.	13	16	2	1
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Regarding the use of non-authentic materials in reading comprehension skills, Table 2, shows two items of the participants' perceptions of the use of an adequate level of English in the different materials presented. In the first statement there was a positive response which (19) participants marked "agree" whereas some of the participants chose (7) "strongly agree". A number of the participants (6), however, selected "disagree" expressing their disapproval with the level of English in the materials provided. These results show that a significant number of participants (26) recognized that the materials were appropriate to their level of English proficiency.

Furthermore, turning to item 2, Table 2 also presents a positive trend in the use of different texts and activities to test English language skills. Thus, it reflected that (16) participants marked "agree" that the texts were challenging enough for them, along with those who selected "strongly agree", this showed an overall positive response (29) to this item. Despite the fact that few participants showed their disagreement and negative response that the materials and activities were challenging to their English language skills. Consequently, (2) participants chose "disagree" and (1) participant chose "strongly disagree" attributing that the materials were at a more advanced level than they possessed.

In this sense, the opinions extracted from the open-ended questions mentioned that was very “understandable” by Participant 2, another Participant 10 indicated that the materials were “simple to recognize or interpret” and Participant 24 states that “expanded my knowledge”. However, another Participant 17 expresses those texts was “difficult” to comprehend. In spite of these comments, in general terms, there is a positive attitude among the participants who were part of the research. This goes hand in hand with the field notes where it was evidenced that a large number of participants presented no difficulties in reading and understanding the reading materials presented in classes.

Table 3.

Students’ Perceptions about the visual appeal of non-authentic materials.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
3. The diverse material and activities design captured my attention and boosted my creativity in class.	19	12	1	0

4. The different texts shown raised my interest and my willingness to participate in the classes by understanding main ideas.	9	19	4	0
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Table 3, shows the perceptions about the use of non-authentic materials the visual appeal was mostly positive, as presented in the item 3. The majority of participants (12) chose "agree", similarly (19) participants selected "strongly agree", which showed an overall affirmative response from the participants. Nevertheless, there was a single participant (1) who chose "disagree", establishing a negative response to the previous statement. In overall, these results demonstrate that (31) participants demonstrate a positive attitude for the implemented reading materials that capture their attention and enhance their creativity in the activities proposed.

Furthermore, in Table 3, the item 4 proposing that the use of non-authentic materials increased their interest and willingness to participate in class by the participants. Most of participants (19) selected "agree" while (9) participants marked "strongly agree". This shows a great positive acceptance and response where these materials helped to increase participation and interest in class. Nonetheless, there was a small portion of the students (4) selected "disagree". In general terms, these results showed that a significant portion of the participants (28) were able to become more actively involved in the class by identifying the main ideas of the reading materials.

Likewise, from the open-ended questions participant (19) expressed “the headings were very striking”. Also, Participant 29 mentioned that “the class became more interesting and encouraged me to participate”. Furthermore, Participant 21 said “we all had plenty of opportunity to participate”. When contrasted the information gathered from the field notes it was reported that although students increase in participation, creativity and interest in classes and most of them had a positive attitude, there were few participants showed their discomfort and showed different difficulties towards the materials presented.

Table 4.

Students’ perceptions about the relevance of non-authentic materials.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
5. The reading activities related to educational contexts helped me to increase my vocabulary that connect easily to my personal interests.	12	17	3	0
6. The use of non-authentic materials allowed me to identify specific and relevant details of a text that I could relate to a local context.	7	20	4	1

Table 4 portrays participants' perceptions about the relevance of non-authentic materials presented in classes. A glance at item 5 reveals that (17) participants selected "agree" that the non-authentic materials were realistic and focused on topics of my personal interest. It also shows that (12) participants wrote "strongly agree" stating that the reading activities were easy to connect with them. A few participants (4), instead chose "disagree", which is evidence of their refusal as the materials presented did not relate to their personal interests. Despite this, these results express a majority of affirmative responses (29) with the fact that these materials were easily connected to personal interests.

As for item 6, in the table 4, when participants were asked if the use of non-authentic materials allowed them to identify specific and relevant details of a text that they could relate to a local context, (20) participants chose "agree" and (7) "strongly agree", which evidences the relationship of the materials to the participants' local context. Conversely, (4) participants stated "disagree" and (1) "strongly disagree", showing that they were unable to relate the materials to a context they were already familiar with. Nonetheless, it is still evident the positive reception by most of the participants (27) in being able to identify specific details of the texts and relate to an already known context.

In this way it can be corroborated with open-ended questions such as the comment from the Participant 15 mentioned that "there were many interconnected examples". Also, the participant (9) highlighted that "the topics were about well-known characters of the country". Besides this opinion, another reason was "the texts were practical" from Participant 22. Nonetheless, the Participant 16 mentioned that the texts were "not fully related to a known context". Taking into account the researcher's field notes, it is important to mention that it was evident that a large number of students could easily relate the reading text materials shown in the materials were created to fulfill that functionality, which influenced the increase in the development of different skills. On the other hand, it was also possible to observe the lack of interest shown by few students in these materials, which generated a negative response to the classes.

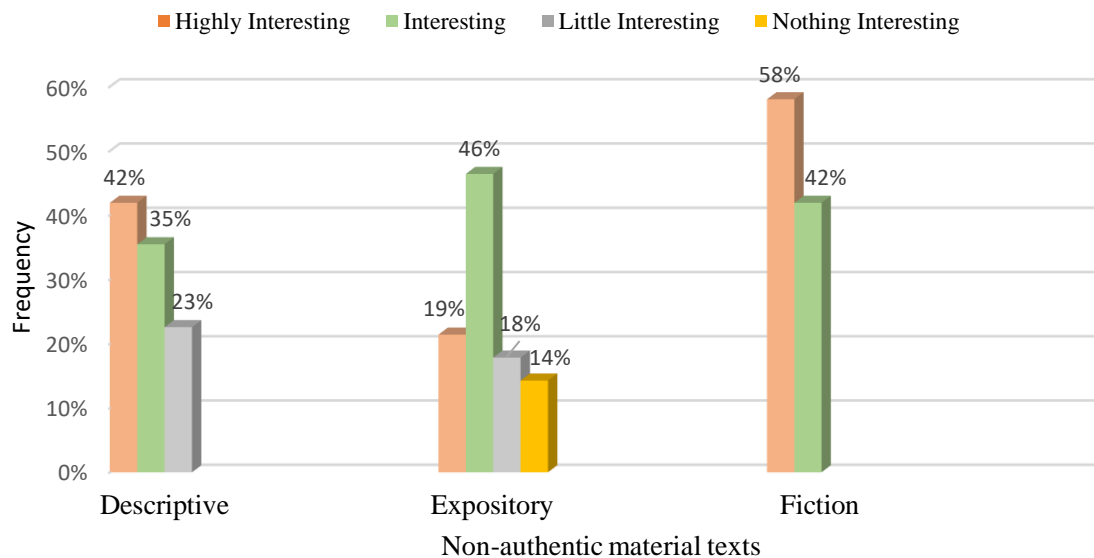


Figure 3.

Students' choice of the most interesting texts from non-authentic materials.

Figure 3 shows the students' responses to statement one, "Choose the text that you find most interesting and the least interesting" for reading comprehension, with a differentiated scale that considers the following aspects: very interesting, interesting, not very interesting and nothing. useful. On the whole, there was a mostly significant positive perception for the fiction texts with (58%) and (42%). Likewise, the descriptive texts also had a positive acceptance with (42%) and (35%) respectively, however (23%) the participants selected that these texts were not interesting. Likewise, expository texts were the least accepted by the participants with (19%) and (42%) of positive responses. These results also correspond to the (18%) and (14%) of negative responses that this same text received from the participants who took part in this research. It is important to mention that in this question, participants had the freedom to select multiple options, so the outcomes do not reflect the entire population.

Moreover, it is clear that fiction texts were the most interesting texts when selected by the participants, as well as descriptive texts, since they were quickly related to their personal interests, which attracted more attention when presenting these types of texts to them. These results are supported with the responses of the participants in the open-ended questions, for instance, Participant 3 indicated that "fiction's texts have very interesting characters." Participant 6 mentioned "I prefer the plot of fiction texts" Conversely, the Participant 8 mention "descriptive texts were easier to understand".

This is consistent with the field notes in which the researcher recorded the attitudes and acceptance of the activities, in which there was greater understanding at the time of the

presentation of the fiction texts, which was received with greater enthusiasm for the topics and characters that the participants found appealing. In the same way, the descriptive texts were well received by the participants, due to their relationship with real people who are well known in sports or social media. Nevertheless, expository texts due to their educational nature, which influenced their limited participation and greater complexity in different reading activities which produces lower acceptance about this type of text presented in class.

Table 5.

Overall students' perceptions about the use of non-authentic materials in reading comprehension (open-ended questions).

Category	1. Positive Aspect	Times Mentioned	2. Aspects to be improved	Times Mentioned
Codes	Easy to understand	13	Difficult words	6
	Help learn English	12	Not interesting	2
	Familiar Topic	7		
	Entertaining	16		
	Class participation	7		

Table 5 indicates that from the analysis of the data collected from the participants' responses to the open-ended questions, two groups emerged: positive aspects with five codes and aspects to be improved with two codes. It is noteworthy to mention that not all 32 participants replied to the open-ended questions and some of them did not include reasons for their answers. As a general overview, it can be observed that the positive comments are more than the negative ones, which indicates that there was a bigger acceptance by the majority of the participants regarding the use of non-authentic materials in reading comprehension.

All in all, the results of the questionnaire showed a positive perception of the participants on the use of non-authentic materials in reading comprehension skills. Although some texts were not fully covered due to the short class period or external factors that appeared during the intervention, most participants were enthusiastic, collaborative, and engaged in the classes. From the field notes it appears that participants engagement with the reading texts increased considerably, while at the same time the different topics that were familiar to them seemed to complete their understanding of some topics, however, a small group of participants did not feel engaged with the different materials shown in the classes: others did not pay attention to the instructions, or participants were not used to participate in speaking activities.

7. Discussion

The present research study intended to analyze the contribution of non-authentic materials to reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024. To comply with this general objective, this section presents the general answers to the general question and sub-questions. In addition, this section also compares the results of the intervention, conclusions and previous studies correspondingly.

In this context, the main research question is as follows: “How do non-authentic materials contribute to reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024?” From the overall results obtained in the research study, it is clear that non-authentic materials, such as specifically created materials namely expository, descriptive, and fictional texts, can be used for the development of English language reading comprehension. In the same way, create positive environments where students are motivated and involved with topics that are in relation with their interests generates positive effects in the classrooms. As Smith and Brown (2022) assert that non-authentic materials allow learners to actively interact with the language, leading to deeper understanding and ultimately improving their language proficiency.

Regarding to the first sub-question addressed is “How effective is the application of non-authentic materials on reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024?” Considering the pretest and posttest scores indicated a positive improvement in students' reading comprehension skills after the intervention. The average score increased from 6.30/10 to 7.37/10, showing an improvement of approximately 1.07 points. Additionally, the total mean average score exceeded the 7-points benchmark set by the National Grading Scale of Ecuador, indicating that the students performed above the expected level according to national standards. These results are in line with Al-Jarrah and Ismail (2018), who indicated that the use of the non-authentic produces achievement of reading goals through the strategies adopted by the students.

Analyzing the three indicators in more detail, the following results can be identified in reading comprehension in subskills such as scanning, skimming and vocabulary. From the pretest, students demonstrated more difficulties in the vocabulary indicator with an average score of 1.65/3.33. However, after the intervention an increase was noticeable of 2.22/3.33, being the most developed indicator during the intervention. It might be attributed to students related the vocabulary learned in classes with topics that are familiar or interest for them, which is helpful at the moment of recognize and use vocabulary from a text. Regarding the scanning

and skimming indicator, the results in the pretest reached an average of 2.15/3.33 and 2.61/3.33 accordingly. Although the results from the posttest reached an average score of 2.26 and 2.94 respectively, these results did not show a significant change in the reading comprehension skills of the students. These findings are similar to those by Nematollahi and Maghsoudi (2015), who indicated in their research that the application of non-authentic materials to develop vocabulary shows that retention ability did not obtain a significant increase in the participants. Moreover, these findings are aligned with the findings of Prošić-Santovac and Popović (2021), who mention that the selection of specific materials used in classes was not completely in accordance with the students' expectations, confirming the slight changes and improvements from pretest to posttest.

Concerning the second sub-question which was: “What are students’ perceptions about the use of non-authentic materials in reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024?” According to the questionnaire in which the students shared their opinions and the observations from the field notes, it was evident that most of the participants had a positive perception towards the use of non-authentic materials to address their reading comprehension skills. For instance, participants described these materials as entertaining, fun, relevant to their interests, familiar topics and easy to understand, which made participants more involved and engaged in the different reading activities shown in classes.

In addition, students also indicated that these materials possess an accuracy level of English according to their level of knowledge. Also, according to the students, these materials had a visual appeal that increased their interest, which fostered their willingness to participate and creativity in class, thus achieving a positive perception. All in all, these materials were perceived as useful tools to improve reading comprehension skills. These results support the findings reported by Widya (2017), who stated that these materials are appropriate for language learners because they reflect the spontaneity of language and enhance learners' motivation due to their simplicity and relevance. According to Islam (2015), most students respond positively and feel inspired by these materials when they are used in real-life situations. Similarly, Kara (2019) reported that these materials offer students engaging activities and high-interest stories, which can motivate them to read and comprehend better.

Despite the positive results obtained in this study, it is important to mention that there were some limitations in the research process. Firstly, the preservice teacher was not a professional researcher, therefore, the information presented might not reach the desired level of quality. Likewise, the period of time designated for the implementation of the intervention

plan was not sufficient which constantly was interrupted by unforeseen events such as institutional activities and holidays were other challenging aspects interfered with the classes. Similarly, the availability of technological equipment, internet connection, the presence of mixed level students with some more advanced and lower performance students in English and unsuitable materials. Finally, the results cannot be generalized, as the sample of students represented only a small fraction of the entire EFL students' population.

For further studies, taking into account these indicators, it is worth recommending working with two different groups. An experimental group in which the students receive the treatment with the non-authentic materials, and another control group in which the tested factor is not applied, in order to compare and contrast the results of both groups and check whether the materials are effective or counterproductive. It is also important to mention that action research was challenging for the researchers as it required considerable time for applying. It is recommended that non-authentic materials be integrated with other skills, such as writing, that can be helpful in the development of English language skills.

8. Conclusions

This study has revealed the contribution of the use of non-authentic materials such as expository, descriptive and fiction text had a favorable influence on the development of reading comprehension skills on students. This implies that the use of specific materials designed with the help of Chat GPT for English language learning allowed students to be involved with the different topics presented, while gradually developing reading comprehension skills. All in all, non-authentic materials are useful tools for developing reading comprehension skills in the classroom.

From the analysis of the results, eight-grade students portrayed a slight improvement in their reading comprehension skills which were identified via comparison of the pre and posttest. Additionally, they showed the greatest improvement in the reading comprehension sub-skill "vocabulary," in which students before the intervention reported the most problems using new vocabulary from texts. Although vocabulary showed meaningful development, the two remaining reading comprehension subskills, "scanning" and "skimming," showed moderate improvements.

The last important finding was that most of students had positive attitudes towards the implementation of non-authentic materials in reading comprehension in the classroom. The students indicated that these materials were easy to understand, helped them feel comfortable, motivated and increased their participation in class. Additionally, they showed greater acceptance towards the fiction texts, which included topics related to their personal interests, demonstrating their greater interest in reading these materials.

9. Recommendations

To ensure the success of future research studies in this area, several key recommendations that researchers have found to be important should be kept in mind. Firstly, it is recommended that teachers should consider using digital resources, such as new applications or even new Artificial Intelligence-based extensions, to generate new pedagogical resources to be used in the classroom. By doing this, future researchers might consider integrating non-authentic materials with other language skills, such as writing, to reinforce sub-skills. The adaptation of different writing materials for specific purposes and contexts can be a way of reinforcing and developing sub-skills.

Secondly, extending the intervention period and incorporating regular feedback sessions could enhance the program's effectiveness. Furthermore, participants would have the opportunity to reflect on their progress, address challenges and receive guidance from researchers. This extended duration and feedback could provide researchers with a more complete understanding of the effects of the intervention, allowing for more definitive results.

Finally, a methodological recommendation is to work with two different groups: an experimental group, in which students are exposed to the treatment using non-authentic materials, and a control group, in which the variable being tested is not applied. This approach will allow a comparison of the results between the two groups with conclusive evidence, making it possible to evaluate the efficacy or possible drawbacks of the materials.

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11. Annexes

Annex 1. Official Request to the Educational Institution

Ofc. 168-DC-II/PINE-NG-FEAC-UNL

Loja, octubre 30 del 2023

Hermano.

RECTOR DE LA UNIDAD EDUCATIVA

Loja

De mis consideraciones:

Me dirijo a usted, con el objetivo de comunicarle que en la oferta académica, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, consta el desarrollo de **60 Horas de Prácticas Pre-profesionales Docencia-Vinculación: Aplicación, Seguimiento y Evaluación de Propuestas Innovativas en el Proceso de Enseñanza Aprendizaje, así como la aplicación del Plan de Intervención**, mismo que deben cumplir como parte de la formación académica de la Carrera; motivo por el que, mucho agradeceré a usted, se digne autorizar a quien corresponde, para que a **NESTOR AUGUSTO TINITANA CRIOLLO**, estudiante del Ciclo 8, periodo académico Octubre 16/2023 - Febrero 29/2023, se le brinde la apertura necesaria en la Institución de su acertada Dirección.

En la seguridad de ser atendida de la manera favorable, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTA LA GLORIFICACIÓN DE LA VIDA**

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,

DIRECTORA ACADÉMICA

Annex 2. Inform Consent



UNL

Universidad
Nacional
de Loja

Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

DATA COLLECTION INSTRUMENT: INFORMED CONSENT

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo,, con cédula de identidad representante legal de el/ la estudiante, autorizo que mi representado sea participe en las actividades a realizarse como parte del proyecto de investigación de Integración Curricular titulado **Non-authentic materials and reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024** llevado a cabo por **Nestor Augusto Tinitana Criollo** estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje. Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se realice el proceso inherente del proyecto antes mencionado en las clases de inglés.

Loja, 07 de diciembre del 2023

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal

Annex 3. Pretest



DATA COLLECTION INSTRUMENT: PRETEST

Dear student, this test aims is to examine any difficulties you may have in reading comprehension in English language. Thus, please answer with sincerity and honesty. Your answers will be anonymous and confidential.

Student’s code.

Date:

Skimming

2 points (0.40 each)

1. Read the text and choose the correct answer in the following questions.

Beluga whale

They are beautiful white whales of the Arctic. The word 'beluga' comes from Russia word 'bielo' meaning white, however, these white whales are born dark gray They can require approximately eight years to turn completely white. The belugas can swim reversed. Their dives may last up to twenty-five minutes and can reach a profundity of 880 meters.

They are in danger because of climate change, hunting, oil and gas development and pollution. Besides, polar bears and killer whales may catch belugas for food.

1.What is the main character of the text?
a. Whales
b. Sharks
c. Spiders

2. This whale is an endangered species?
a. Yes
b. No

3.What is about the second paragraph?
a. Habitat
b. Food
c. Risks

4. What color are Belugas?
a. Gray
b. White
c. Black

5. Which factors are damaged their habitat?
a. Ocean water
b. Governments
c. Climate change

Scanning

2 points (0.40 each)

2. Read the text again. Write T(true) or F(false)

Statement	T	F
1.Belugas are born completely white.		
2.They are friends with polar bears.		
3.Belugas can dive in the water for about 25 minutes.		
4. The word “beluga” comes from a Bielorrussian word.		
5.These whales swim a profundity of eight hundred eighty meters.		



Scanning

2 points (0.40 each)

3. Read the text and select the correct answer



1. What is the text about?

- a. A teenager
- b. A woman
- c. A teacher

2. Which country is she from?

- a. Spain
- b. Asturias
- c. Austria

3. How many members are in her family?

- a. 5
- b. 4
- c. 6

4. Which activities does she like?

- a. Shopping and cooking
- b. Reading books and playing sports.
- c. Shopping, traveling and cleaning her house.

5. Which activities does she not like?

- a. Cooking and playing sports.
- b. Reading books and go to restaurants.
- c. Traveling and cooking.

Ana

Hello! I'm Ana. I'm 30 years old. I'm a fashion designer. I'm from Spain. I live in Asturias with my husband and two sons. I live in an apartment. I have my own Fashion Studio. My husband is Mario and my two sons are Rodrigo and Yanella. In my free time, I love going shopping. I like shoes and dresses. My favorite book is Pride and Prejudice, my favorite movie is The Devil wears Prada. I love romantic music. My favorite group is La Oreja de Vangogh.

I like cleaning my house but I hate cooking. So, I like going to restaurants for dinner. My favorite food is Roasted Chicken.

I don't like playing sports.

I love traveling. I want to travel to Venice, Italy; it's very romantic.

Skimming

1 point (0.25 each)

4. Write the correct headline from the box in the following texts.

At the cinema	At home	In the park	In the school
1.	2.	3.	4.
There are classrooms, books, chairs where I study different subjects like numbers, language, and science. I can gain knowledge and make new friends.	I am happy with the beauty of nature. It's an awesome place with trees, colorful flowers, and green grass. I love going there with my family on weekends. There is a place where I play soccer, jump or dance.	There are various rooms. The kitchen where we prepare and enjoy delicious food. In the living room, we watch movies together. In my bedroom there is my bed, clothes, shoes and toys.	It's a big building with lots of seats where people go to watch movies on a huge screen. When you enter, you can buy tickets and snacks like popcorn. Here the lights go off and the movie begins!

Vocabulary

3 points (0.50 each)

5. Read the following short passage about La Llorona and fill in the blanks with the appropriate words from the word bank:



Word bank

- culture
- river
- ghost
- night
- children
- story

La Llorona is a famous Mexican (1)____. Legend has it that she was once a woman who lived near a big (2) _____. One day she lost her own (3)____, and in her painful travel, she walked around the streets at (4)_____calling out for them. People say they heard her horrible cries every day.

Some people believe that she is a (5) ____ after her death, and she continues to wander, searching for her lost children. It is said that if you hear her cries near a river, you should be cautious because La Llorona might be nearby. Legend or not, the story of La Llorona has been passed through generations in Mexican (6) _____.

THANKS FOR YOUR COLLABORATION!

Annex 4. Posttest



DATA COLLECTION INSTRUMENT: POST TEST

Dear student, this test aims is to examine any difficulties you may have in reading comprehension in English language. Thus, please answer with sincerity and honesty. Your answers will be anonymous and confidential.

Student`s code.

Date:

Skimming

2 points (0.40 each)

1. Read the text and choose the correct answer in the following questions.

Sperm Whales

Sperm whales are the biggest toothed whale in the world. Sperm Whales have a unique shape with a big head and a body which becomes smaller towards the tail. They are usually dark gray or brown in color.

They also have the biggest head of any animal in the world. It is very big and can be twenty meters long! It swims very deep in the water and likes to eat squid, including the scary giant squid. It has teeth that can be as long as a pencil. These whales are known for making a lot of clicking sounds, which they use to communicate with each other. These whales they need to breathe air!

1.What is the main character in the text?

a. Dolphins
b. Monkeys
c. Whales

2. The sperm whales have teeth in their mouth?

a. Yes
b. No

3.What is about the second paragraph?

a. Characteristics
b. Family
c. Risks

4. Sperm whales are friends with giant squids?

a. Yes
b. No

5.What sound these whales made for communication?

a. Barking
b. Clicking
c. Roaring

Scanning

2 points (0.40 each)

2. Read the text again. Write T(true) or F(false)

Statement	T	F
1.Sperm whales make click sounds to communicate with other whales.		
2. These whales are the only ones that possess teeth.		
3.Sperm whales have one of the largest heads of animal kingdom.		




4. They are only 20 meters long.		
5. It is a carnivorous marine animal.		

Scanning

2 points (0.40 each)

3. Read the text and select the correct answer according to the text.

- 
- 1. What is the text about?**
- a. A boy
 - b. An old man.
 - c. A student
- 2. Which country is he from?**
- a. Sao Paolo
 - b. USA
 - c. Brazil
- 3. How many members are in his family?**
- a. 6
 - b. 4
 - c. 5
- 4. Which activities does he like?**
- a. Reading books and play soccer
 - b. Go to cinema and travel.
 - c. Travel and cleaning the house.
- 5. Which activities does he not like?**
- a. Go to cinema and travel.
 - b. Reading books and cleaning the house.
 - c. Go to the beach and read books.

Joe

Hi, I am Joe, I'm 14 years old, I'm a student. I'm in 8th grade. I study in Roosevelt Primary School. I'm from Sao Paolo, Brazil but right now I live in Los Angeles, California USA.

I have two brothers and a sister. My brothers are Carlos and Mattias and my sister is Giovanna. My parents are Luisa and Johan. We live in a big house and we have a dog. In my free time, I like going to the cinema. I love action movies.

I like music too. My favorite room in the house is the garden and my bedroom, but I don't like cleaning it. My favorite sport is football; But I do not like playing soccer. I don't read books. I like traveling a lot. I want to travel to Cancun, I love going to the beach!

Skimming

1 point (0.25 each)

4. Write the correct headline from the box in the following texts.

In the Park	At the museum	In the cinema	In the supermarket
1. A place stories a presented in a large screen. There is a big dark room. And when the lights turn off the show start. You can buy popcorn, sodas or nachos to eat inside.	2. I am happy with the beauty of nature. It's an awesome place with trees, colorful flowers, and green grass. I go with my family on weekends. There is a place where I play soccer, jump or dance.	3. A space filled with diverse products. Customers can choose a wide range of goods, from fresh food and personal care products. People usually go to this place once a week to buy groceries.	4. A space dedicated to preserving and show artworks, and historical objects. It offers the diversity of our world's heritage. Some artists expose and show their paintings or creations.

Vocabulary

3 points (0.50 each)

5. Read the following short passage about A Princess and fill in the blanks with the appropriate words from the word bank.



Word Bank

- power
- dark
- castle
- flowers
- friendly
- animals

Once upon a time, there was a (1) _____ princess named Lily who lived in an enormous (2) _____. The castle had high walls, and the princess explored the (3) _____ bedrooms and mysterious halls. The princess loved to spend time with the colorful (4) _____ and talk to the animals that live there.

One day, the princess realized her crown was missing. Determined to find it, she searched the entire castle and she discovered some funny (5) _____ that made her laugh. Finally, in the garden, Lily found her crown. The kingdom was very happy, celebrating their beloved princess demonstrating the (6) _____ of determination and perseverance.

THANKS FOR YOUR COLLABORATION!

Annex 5. Questionnaire



Universidad Nacional de Loja

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be confidential.

As a researcher, it is mainly to know your opinion about this implementation. Therefore, I kindly ask you to answer the following questionnaire clearly and honestly, as the data will be significant in meeting and fulfilling the objective of the research to describe students' perceptions about the use of non-authentic materials in reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024.





Student's code.

Date:

Instruction: Write an X in the square that corresponds to your answer to the questions.





Accuracy level of English

1. The use of graded texts was according to my level of knowledge and proficiency in English language.

 Totally agree	 Agree	 Disagree	 Totally disagree





Why?.....

2. The different reading texts and activities were challenging enough to test my English language skills.





 Totally agree	 Agree	 Disagree	 Totally disagree

Visually appealing

3. The diverse material and activities design captured my attention and boosted my creativity in class.

 Totally agree	 Agree	 Disagree	 Totally disagree





4. The different texts shown raised my interest and my willingness to participate in the classes by understanding main ideas.

 Totally agree	 Agree	 Disagree	 Totally disagree


Why?.....

Relevance

5. The reading activities related to educational contexts helped me to increase my vocabulary that connect easily to my personal interests.





 Totally agree	 Agree	 Disagree	 Totally disagree

6. The use of non-authentic materials allowed me to identify specific and relevant details of a text that I could relate to a local context.

 Totally agree	 Agree	 Disagree	 Totally disagree

Why?.....

7. What type of text has been most interesting and least interesting to you?

Types of texts	 Totally agree	 Agree	 Disagree	 Totally disagree
Descriptive				
Expository				
Fiction				

Why?.....

THANKS FOR YOUR COLLABORATION!

Annex 6. Field Notes

DATA COLLECTION INSTRUMENT: FIELD NOTES

Field Note N. 3			
Setting			
Institution		Individuals observed:	33- Students of 8 th grade
Researcher	Nestor Augusto Tinitana Criollo	Time	Thursday: 07h00-08h30
Observer involvement	Participant	Observation Time	90 min
Date	December 14 th , 2023	Class Topic	How to introduce yourself
Descriptive notes		Reflective notes	
<p>1. What non-authentic materials were used for the reading comprehension? Descriptive texts were created with Chat GPT and used to reinforce the topic of describing people as examples. A worksheet activity was also presented to practice identifying specific details (scanning) from a text.</p> <p>2. What happened during the use of non-authentic materials?</p> <ul style="list-style-type: none"> - Students carefully read silently the description of two different people. - Students individually analyzed the texts and look for specific details about people. - Students related the texts to popular characters in Ecuador. - Some students found it difficult to understand some of the personal details of the people. - Other students responded quickly to questions related to the texts. - Some details of the texts were easily found by the students. <p>2. How did the students react towards these non-authentic materials?</p> <ul style="list-style-type: none"> - Most of the students reacted positively by looking for specific details about the people. - Some students asked for the meaning of some words and expressions used in the texts. - Some students asked for instructions again on some questions related to the text. - Students expressed their desire to know more about the people in the texts. 		<p>1. Did the implementation of the non-authentic material allow students to practice a reading comprehension activity?</p> <ul style="list-style-type: none"> - Yes, the implementation of descriptive texts allows and reinforce the idea of students to look for specific details and idea from texts. - Additionally, some questions created with the idea of improving the reading comprehension were establish to practice this skill. <p>2. Did the application of non-authentic materials perform as expected?</p> <ul style="list-style-type: none"> - Most of the class was perform as I expected and as I planned in the intervention. However, some issues were not considered and happened. - I did not expect that some students would find some sentences about personal details of the people in the text difficult. Some meanings had to be explained to them one by one. <p>3. Why did the students react the way they did?</p> <ul style="list-style-type: none"> - The students got the idea that it was an easy task to develop in class. - Some students get distracted easily talking about the people from the texts. - Students felt motivated because they already know the people described in the texts. - They felt confident with the answers they said or wrote in the reading activities. - Students actively participated in the questions asked to look for specific details. 	

DATA COLLECTION INSTRUMENT: FIELD NOTES

Field Note N. 4			
Setting			
Institution		Individuals observed:	33- Students of 8 th grade
Researcher	Nestor Augusto Tinitana Criollo	Time	Thursday: 07h00-08h30
Observer involvement	Participant	Observation Time	90 min
Date	December 21 st ,2023	Class Topic	Cell and DNA
Descriptive notes		Reflective notes	
<ol style="list-style-type: none"> 1. What non-authentic materials were used for the reading comprehension? <ul style="list-style-type: none"> - This time, fictional texts were created with the purpose of increasing and improving students' vocabulary with the use of unreal characters, powers and scenarios. 2. What happened during the use of non-authentic materials? <ul style="list-style-type: none"> - Students individually read the text about superheroes and look at some pictures. - Students highlight some parts that they find important to understand the texts. - Some students asked for meaning of different words found in the text. - Students rapidly related the vocabulary with the context of the fiction characters from the text. 3. How did the students react towards these non-authentic materials? <ul style="list-style-type: none"> - Most students reacted positively to reading about well-known superheroes. - Some students asked about the meaning of certain vocabulary used in the texts. - Students talk too much with their peers about these characters because they already know them. - Students expressed a desire to continue talking and discussing the characters in the texts. 		<ol style="list-style-type: none"> 1. Did the implementation of the non-authentic material allow students to practice a reading comprehension activity? <ul style="list-style-type: none"> - Yes, the implementation of fiction texts allows and reinforce the idea of students to improve and increase vocabulary from texts. - Additionally, some questions created with the idea of improving the reading comprehension. 2. Did the application of non-authentic materials perform as expected? <ul style="list-style-type: none"> - Most of the class went as planned in the intervention. However, I did not take into account the possible problems that certain students might have in some expressions. 3. Why did the students react the way they did? <ul style="list-style-type: none"> - They really liked the choice of characters for the reading activity. - Most of the vocabulary was easy and graded for comprehension. However, some words were at a higher level of English. - The students were motivated and engaged when they realized who the texts were about. - The students wanted to share their preferences about the texts. 	

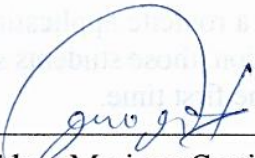
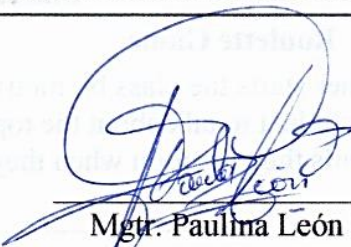


DATA COLLECTION INSTRUMENT: FIELD NOTES

Field Note N. 7			
Setting			
Institution		Individuals observed:	33- Students of 8 th grade
Researcher	Nestor Augusto Tinitana Criollo	Time	Thursday: 07h00-08h30
Observer involvement	Participant	Observation Time	90 min
Date	January 18 th ,2024	Class Topic	Comparisons
Descriptive notes		Reflective notes	
<ol style="list-style-type: none"> 1. What non-authentic materials were used for the reading comprehension? <ul style="list-style-type: none"> - An expository text was created and used as a useful tool and example to reinforce the topic. - Also, this text was used to identify the main ideas (skimming) of the text and give an opinion. 2. What happened during the use of non-authentic materials? <ul style="list-style-type: none"> - Students got involved with the expository text. - Students increase their desire for participate reading or answering the questions stablish. - Students do not ask for meaning of word expressions. - Student identify main ideas of the text just after read the text 2 times. - Students answer the questions related to the text faster. 3. How did the students react towards these non-authentic materials? <ul style="list-style-type: none"> - Students reacted positively to most of the reading assignment. - They understand most of the reading material. - Students felt connected to the text because it was about the historical context of the continent. - Students felt that the text was closely related and served as practice for the topic covered in class. - Students increased their willingness to participate in class. 		<ol style="list-style-type: none"> 1. Did the implementation of the non-authentic material allow students to practice a reading comprehension activity? <ul style="list-style-type: none"> - Yes, the application and use of an expository text allowed to practice and develop the ability to easily find the main ideas in a short time. - In addition, some questions were created with the idea of continuing to practice reading comprehension according to the text. 2. Did the application of non-authentic materials perform as expected? <ul style="list-style-type: none"> - Most of the class was followed according to the intervention plan. The sentences did not seem difficult and the students found it easy to understand the different paragraphs of the text. - Students appreciated that some of the phrases were in line with the class theme and their own cultural context. 3. Why did the students react the way they did? <ul style="list-style-type: none"> - They become accustomed to the use of a reading activity to support the topic. - The students felt that the text was in line with their level of English knowledge, so there were no questions about meaning. - The topic of the expository text was related to the theme of the class, as well as to the historical and cultural context of being Latin American. - The students felt comfortable and confident which increased their willingness to participate. 	

Annex 7. Intervention Lesson plans


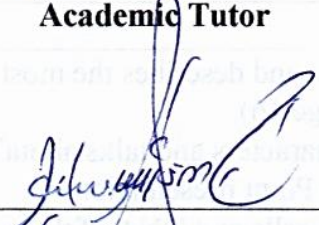

INTERVENTION PLAN #3			
Institution Name:			
Date:	December 11 th – 15 th , 2023	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional (X)		
Institutional Tutor:			
Academic Tutor:			
Preservice Teacher:	Nestor Augusto Tinitana Criollo		
Schedule:	8th “J” –Thursday –07:00-08:30		
Time per lesson:	90 min	Language level:	A1.1
Class / Number of Students:	8 th “J”: 35		
Topic/Contents:	How to introduce yourself <ul style="list-style-type: none"> • Reading text about people 		
Lesson Objectives:	<ul style="list-style-type: none"> • <i>To identify the main characteristics and details about a person who is introducing himself.</i> • To interpret different passages of the text deducing the meaning of unfamiliar words from a familiar context. 		
Materials	<ul style="list-style-type: none"> • Power Point Presentations • Projector • Textbook World travel 8 • Worksheet 		
Starter (warmer, lead in, review)			Time
Lead in: Roulette Game			5 min
The teacher starts the class by motivating the students through a roulette application that selects a student to talk about the topic of the last class. In addition, those students say the main details they mention when they meet another person for the first time.			
Presentation			Time
<ul style="list-style-type: none"> • Teacher shows some words and phrases about how to introduce yourself by using cards. • Teacher introduces himself using the words and phrases previously mentioned. • Teacher shows two descriptive texts about an elder man and a young man who are introducing themselves by using a power point presentation. https://n9.cl/yxub1 • Teacher highlights the main characteristics of these people understanding the different words and phrases used. 			25 min
Practice			Time
<ul style="list-style-type: none"> • Students read a descriptive text where a student from Japan is introducing himself to his new class (textbook page 15). • Students listen to an example from the activity number 1 and focus on the type of language formal or informal and phrases (textbook page 15). 			20 min

<ul style="list-style-type: none"> • Students answer the questions: which text do you like most? Were texts easy to understand? why? Which are the main characteristics of the old man? And the young man? • Students work individually and write their own self-introduction taking into account the words and phrases that they already learned (textbook page 15). 	
Production	Time
<ul style="list-style-type: none"> • Students read other two descriptive texts and look for the main characteristics (scanning skill) of the people. • Students highlight the main details of the people in the texts to understand the paragraphs. 	20 min
Assessment	Time
<ul style="list-style-type: none"> • Students complete two charts about Neisy Dajomes and Antonio Valencia with specific information (scanning skill) is required from the text. • Students read again to correct their mistakes. 	15 min
Feedback / Closure	Time
<ul style="list-style-type: none"> • Teacher provides feedback about the different ways that people can introduce themselves and provide examples of the common mistakes. • Students think about whether we could use the same type of language when we meet someone of the same age as when we meet and greet an older person. . 	5 min

Observations	
<p>.....</p> <p>.....</p>	
Signatures:	
 <hr/> Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	 <hr/> Mgtr. Paulina León Pucha Institutional Tutor
 <hr/> MgSc. Hover Conza Armijos Thesis Director	 <hr/> Nestor Augusto Tinitana Criollo Preservice Teacher

INTERVENTION PLAN #4			
Institution Name:			
Date:	December 18 th – 22 th , 2023	School Year:	2023-2024
Type of Institution:	Public () Private () Fisco-Misional (X)		
Institutional Tutor:			
Academic Tutor:			
Preservice Teacher:	Nestor Augusto Tinitana Criollo		
Schedule:	8th “J” –Thursday –07:00-08:30		
Time per lesson:	90 min	Language level:	A1.1
Class / Number of Students:	8 th “J”: 35		
Topic/Contents:	Science: Cells & DNA <ul style="list-style-type: none"> • Vocabulary and phrases • Cell & DNA relation 		
Lesson Objectives:	<ul style="list-style-type: none"> • To understand simple, illustrated fiction texts about familiar characters. • <i>To recognize vocabulary related to cells and DNA in simple sentences through fictions text.</i> 		
Materials	<ul style="list-style-type: none"> • Power Point Presentations • Projector • Textbook World travel 8 • Individual Activity • Plastic boards 		
Starter (warmer, lead in, review)			Time
Warm up: Guess the Word The teacher begins the class by motivating the students with a game called Guess the Word. Students in groups describe an object or concept using simple English clues, and their classmates guess the word. "It's yellow. It's a fruit. What is it?" Review: The teacher reviewed the previous class on an infographic and asks for the most important ideas that the students remember. The teacher highlights the comparisons between cell and DNA.			5 min
Presentation			Time
<ul style="list-style-type: none"> • The teacher shows a previously analyzed infographic and describes the most important information obtained from it (textbook page 16). • The teacher presents pictures about 2 well-known characters and talks about the relationship between each of them by using a Power Point presentation. https://n9.cl/euvhk • The teacher reads two fiction texts about how the cells and DNA of these characters are different from other people. • The teacher says aloud the correct pronunciation of some vocabulary related to the cells and DNA about these characters. 			20 min
Practice			Time
<ul style="list-style-type: none"> • Students work in groups of 4 and talk about these characters and read two fictional texts where it is stated that their cell and DNA give them powers. 			15 min

<ul style="list-style-type: none"> • Students identify interesting vocabulary related to the cell and powers. • Students reflect on the reasons and relationship of the cell and DNA written in the passages of the texts. 	
Production	Time
<ul style="list-style-type: none"> • Students answer some questions about the texts in order to understand the different texts passages by using plastic boards. • Students analyze and compare the paragraphs to understand their differences between characters. • Students imagine a new superpower that their characters might have according to the texts and drawing in their plastic boards. 	15 min
Assessment	Time
<ul style="list-style-type: none"> • Students work on an individual activity featuring 3 short fiction texts from different characters. • Students select which of the 3 characters is being talked about in each statement. • Students complete a fill-in-the-blanks activity with vocabulary related with cells, DNA and the characters from a word bank to complete some short paragraphs. • Students choose the correct answer True or False and correct the false statements. • Students complete some statements with their own ideas. 	30 min
Feedback / Closure	Time
<ul style="list-style-type: none"> • Teacher develops feedback asking students about the main differences of the cells of those main characters. • Students says aloud what character was their favorite and why. 	5 min

Observations	
.....	
.....	
Signatures:	
 <hr/> Mgtr. Edgar Mariano Castillo Cuesta Academic Tutor	 <hr/> Mgtr. Paulina León Pucha Institutional Tutor
 <hr/> MgSc. Hover Conza Armijos Thesis Director	 <hr/> Nestor Augusto Tinitana Criollo Preservice Teacher

INTERVENTION PLAN #7			
Institution Name:	Unidad Educativa Fiscomisional “Daniel Álvarez Burneo”		
Date:	January 15 th – 19 th , 2024	School Year:	2023-2024
Type of Institution	Public () Private () Fisco-Misional (X)		
Institutional Tutor:	Mgr. Paulina León Pucha		
Academic Tutor:	Mgr. Edgar Mariano Castillo Cuesta		
Preservice Teacher:	Nestor Augusto Tinitana Criollo		
Schedule:	8th “J” –Thursday –07:00-08:30		
Time per lesson:	90 min	Language level:	A1.1
Class / Number of Students:	8 th “J”: 35		
Topic/Contents:	Learn grammar <ul style="list-style-type: none"> • Comparatives structures • The Americas 		
Lesson Objectives:	<ul style="list-style-type: none"> • To compare different types of nouns using comparatives in sentences • To recognize positive and negative comparisons in different sentences. • <i>To identify the main ideas of an expository text with comparatives about The Americas: North, Central, South and Caribbean.</i> 		
Materials	<ul style="list-style-type: none"> • Power Point Presentations • Projector • Textbook World travel 8 • Workbook 8 		
Starter (warmer, lead in, review)			Time
Lead in: Guess the word The teacher begins the class by motivating the students with a game called Guess the Word. Some students come to the front of the class and a comparative adjective is placed over their heads. The classmates try to tell them the adjective without speaking, only with gestures and movements. -The teacher reminds them of the vocabulary from the previous class.			5 min
Presentation			Time
<ul style="list-style-type: none"> • Teacher introduces the class to useful adjectives when making positive and negative comparisons using flashcards. • Teacher shows a short text (expository text) about The Americas and highlights the positive and negative comparisons based on the text using a Power Point presentation. https://n9.cl/r0kms • Teacher explains the adjectives and their meaning used to make comparisons in the previous text. • Teacher asks students to analyze the different sentences and identify the main idea of the text (skimming). 			15 min


Practice	Time
<ul style="list-style-type: none"> • Students write sentences comparing their friend and family. They use affirmative and negative form (textbook page 34). • Students use a table and complete some sentences comparing some people about their age, height and weight (textbook page 34). 	20 min
Production	Time
<ul style="list-style-type: none"> • Students look at some pictures and choose the correct comparative sentence. • Students re-write some sentences using as.....as comparisons using in some cases the negative form. 	20 min
Assessment	Time
<ul style="list-style-type: none"> • Students read a text (demonstrative text) and identifies main ideas (skimming) of the text and the different comparatives used through a worksheet. • Students analyze and complete some activities related to the text previously mentioned. 	15 min
Feedback / Closure	Time
<ul style="list-style-type: none"> • The teacher develops the feedback by asking the students if they think it is important to know our continent and the countries that are part of it. • Some students give their point of view for the class. 	5 min

Observations

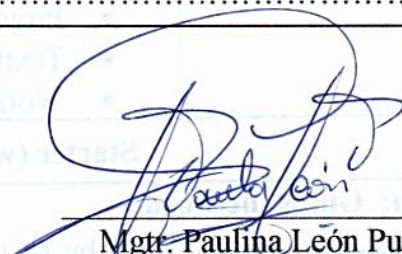
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Signatures:



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Annex 8. Test Scoring Guide Pretest



Nº	Question	Answers	Indicator	Score
1	Read the text and choose the correct answer in the following questions.	1. a 2. a 3. c 4. b 5. c	Skimming	2 points (0.40 each item)
2	Read the text again. Write T(true) or F(false)	1. F 2. F 3. T 4. F 5. T	Scanning	2 points (0.40 each item)
3	Read the text and select the correct answer.	1.b 2.a 3.b 4.c 5.a	Scanning	2 points (0.40 each item)
4	Write the correct headline from the box in the following texts.	1. In the school 2. In the park 3. At home 4. At the cinema	Skimming	1 point (0.25 each item)
5	Read the following short passage about La Llorona and fill in the blanks with the appropriate words from the word bank:	1. story 2. river 3. children 4. night 5. ghost 6.culture	Vocabulary	3 points (0.50 each item)
TOTAL				10 points

Annex 9. Test Scoring Guide Posttest




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 EXTRANJEROS

	Question	Answers	Indicator	Score
1	Read the text and choose the correct answer in the following questions.	1. c 2. a 3. a 4. b 5. b	Skimming	2 points (0.40 each item)
2	Read the text again. Write T(true) or F(false)	1. T 2. F 3. T 4. F 5. T	Scanning	2 points (0.40 each item)
3	Read the text and select the correct answer.	1. a 2. c 3. a 4. b 5. b	Scanning	2 points (0.40 each item)
4	Write the correct headline from the box in the following texts.	1. In the cinema 2. In the park 3. In the supermarket 4. At the museum	Skimming	1 point (0.25 each item)
5	Fill the blanks about the story “La Llorona” with their corresponding words in the box.	1. friendly 2. castle 3. dark 4. flowers 5. animals 6. power	Vocabulary	3 points (0.50 each item)
		TOTAL		10 points

Annex 10. National Grading Scale According to the Ecuadorian Ministry of Education

Qualitative score range	Quantitative score range
Master the required learning.	9,00-10,00
Achieves the required learning.	7,00-8,99
Close to achieving the required learning.	4,01-6,99
Does not reach the required learning	≤ 4

Note: Grading scale provided by Ministerio de Educación (2014).

Annex 11. Research Matrix

Theme	Non-authentic materials and reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024			
Questions	Objectives	5. Theoretical Framework	Methodological design. Action Research	Techniques/Instruments
<p>General question How do non-authentic materials contribute to reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024?</p> <p>Sub-questions How effective is the application of non-authentic materials on reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024?</p> <p>What are students' perceptions about the use</p>	<p>General Objective To analyze the contribution of non-authentic materials to reading comprehension among superior basic education students at a public institution in Loja, school year 2023-2024.</p> <p>Specific Objectives To identify the effectiveness of non-authentic materials on reading comprehension skills among superior basic education students at a public institution in Loja, school year 2023-2024.</p> <p>To describe students' perceptions about the use of non-authentic materials for reading comprehension skills among superior basic</p>	<p>Independent Indicator 5.1 Non-Authentic Materials 5.1.1 Definition of Non-Authentic Materials 5.1.2 Characteristics of Non-Authentic Materials 5.1.3 Advantages of Non-Authentic Materials 5.1.4 Limitations of Non-Authentic Materials 5.1.5 Types of Non-Authentic Materials 5.1.6 Creating Non-Authentic Text Materials 5.1.6.1 Descriptive Texts 5.1.6.2 Expository Texts 5.1.6.3 Fiction Texts 5.1.7 Materials design and Language Acquisition 5.1.8 Creating Teaching Non-Authentic Materials with Chat GPT</p>	<p>Preliminary investigation Mixed action research model</p> <ul style="list-style-type: none"> • Quantitative • Qualitative <p>Intervention Model: PPP Model (Presentation, Practice and Production)</p>	<p>1.Technique: Testing</p> <p>2.Technique: Survey Instrument: Questionnaire</p> <p>3.Technique: Observation Instrument: Field Notes</p>

of non-authentic education students at a public materials for reading institution in Loja, school year comprehension skills 2023-2024. among superior basic education students at a public institution in Loja, school year 2023-2024?

Dependent indicator

5.2 Reading Comprehension

5.2.1 Definition of Reading Skill

5.2.2 Stages to Teaching Reading

5.2.3 Reading Comprehension

5.2.4 The Key to Reading Comprehension

5.2.5 Importance of Reading comprehension

5.2.6 Reading Comprehension Strategies

5.2.7 Reading Comprehension subskills

5.2.7.1 Skimming

5.2.7.2 Scanning

5.2.7.3 Vocabulary

5.2.8 Reading comprehension problems

5.3 Previous Studies
