

**A Comparative Study on the Use of Authentic and Non-Authentic Material for
Language Classroom at Tertiary Level**

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by

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Declaration

I confirm that this dissertation represents my own work. The contributions of other sources and information have been acknowledged wherever they have been used. I, therefore, declare that no part of this dissertation has been submitted, previously or concurrently in this or other institutions.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Language class seeks for those materials which can make learners interested to learn the language. Therefore, a material with real life purpose can help in this regard. Nowadays, communication is being emphasized and we are living in a communicative world. This is why; English language teachers have become interested to prepare students for real life language usage (Al-Azri and Al-Rashdi, 2014, p.249).

Bacon and Finnemann (cited in Al-Azri and Al-Rashdi, 2014, p.249) thinks that teacher should guide the students in the classroom by utilizing authentic materials, so that students can become better prepared for the outside world. In addition, many researchers believe in the idea of exposure to native speakers where real people use real language to prompt students for using language effectively (ibid). Supporting many researchers' view, Nuttall (cited in Al-Azri and Al-Rashdi, 2014, p.249) added that real life language usage by real people is motivating for the students as it creates a target.

From all these discussions, it can be said that authentic materials are formed to implement some communicative purposes in a language community (Peacock cited in Berardo, 2006, p. 61). It means authentic material do not fulfill any didactic purpose which contrast the idea of non-authentic material. The arrangement of non-authentic material is specifically for language learning purpose (ibid). The false nature of language usage does not expose the real scenario of real life language use in front of the learner. However, these two terms "authentic" and "non-authentic" material has categorized by Widdowson and Harmer (cited in Al-Azri and Al-Rashdi, 2014, p.249). The categorization is not based on the materials rather it lays on the consequence of using those materials and their effectiveness (ibid).

Diana Ansarey (2012) conducted a study on primary and secondary level English language teachers to identify the problems that are reluctant for English language teaching in Bangladeshi context. One of the deliberate barriers came up on the study which is lack of authentic material (Ansery, 2012, p.73). It means authentic materials are not used on primary and secondary level in Bangladesh by following communicative approach. As a result, students are not exposed to the native language use from the very beginning of their education life.

1.2. Problem Statement:

According to Littlehood (cited in Ansery, 2012, p 61), CLT is introduced for enabling the students to use English in real life situation. Due to lack of time, teachers cannot develop communicative materials for classroom (Ansery, 2012, p 71). Therefore, student cannot interact with English speakers effectively (Ansery, 2012, p 77). Apparently, students are unsuccessful to enjoy adequate benefits of using communicative or authentic materials. This study attempts to show students and teachers reaction towards the use of authentic and non-authentic material at tertiary level language classroom.

1.3. Purpose of the Study

As stated above that students are not familiar with authentic materials in their schools and colleges. Therefore, they are used to with the use of textbooks from the basic level. The purpose of this study is to explore students and teachers perspective towards the use of authentic and non-authentic material in tertiary level, so that the benefits can be enjoyed to the fullest.

1.4. Central Research Questions

- What do students prefer between authentic and non-authentic material?
- What are the difficulties that students and teachers face in terms of using authentic and non-authentic material?

- How authentic and non-authentic material can accelerate language learning in the classroom?

1.5. Significance of the Study

This research study will detect the problems regarding using authentic and non-authentic materials and will also suggest some ideas to accelerate language learning in the classroom. As the study will explore students attitudes towards the materials used in the language classroom, so their preference will be identified through the research. Despite being mentioned the above significances, the study will provide a platform for further research hopefully.

1.6. Delimitation

This study could not cover the public universities and many other private universities because of the time shortage. It is because this is quite difficult to get permission from some of the institutions within this time. In fact, information regarding non-authentic material is very limited in different sources compared to authentic material.

1.7. Limitation

There were various limitations in conducting the research. Students were not pleasant at the time of student survey. Furthermore, it was quite difficult to find a suitable time from the teacher's busy class schedule to conduct the teacher's interview.

1.8. Operational Definitions

Definitions of some concepts used in the research were:

- a) Authentic: All the things that native speakers listen, read and use are called authentic. For example, newspaper, magazine, theatre programs etc (Gower, Philips & Walters, 1995, p. 82).
- b) Pedagogic: It hinders the process of language acquisition by not letting the learner practice to use language for real life context (Al Azri & Al-rashdi, 2014, p. 251).

- c) CLT: Communicative Language Teaching.
- d) False-indicator: It indicates perfectly formed sentences where questions are answered in full sentences. Therefore, structures are repeated and sound monotonous (Berardo, 2006, p.61-62).
- e) Realia: According to American Heritage Dictionary (2011), realia means “objects drawn from real life that are used in classroom instruction”.

CHAPTER 2

LITERATURE REVIEW

2.1. Researcher's View on Authentic and Non-Authentic Material

Researchers have given different definitions about authentic and non-authentic materials. Wallace (cited in Berardo, 2006, p.61) said that “real-life” text that does not have pedagogical aim is called authentic material. Jordan’s definition matches with Wallace’s definition as Jordan (cited in Al Azri & Al-rashdi, 2014, p. 250) has also mentioned that authentic text is not made for pedagogical purposes. It means a simple text lost its authenticity because of having special teaching goal (Nunan and carter is being cited in Al Azri & Al-rashdi, 2014, p. 250). Therefore, it is authentic material that enables learner to communicate with the real world without relying on the language form only (Ferit, 2004, n.p.). As a result, learners try to understand the language use rather than simply emphasizing on the form only. According to Nunan (cited in Al Azri & Al-rashdi, 2014, p. 250), authentic material emphasizes on the purpose of learning. Herod (cited in Al Azri & Al-rashdi, 2014, p. 250) believes the designing process of authentic materials and activities resembles real life context. Though different researchers have given separate definition for authentic material, their definitions overlap or match with each other to some extent. The common thing in their definition is that authentic materials are based on real-life context and it gives learners a real purpose along with enabling to deal with real world. According to Widdowson (cited in Berardo, 2006, p.60), the conventional belief has been to simplify the language so that learner can acquire the language easily. However, this long-established belief is changed today as the present world demands for authentic language presentation (ibid). Though authentic materials aim to achieve social goals in a language community (Peacock cited in Al Azri & Al-rashdi, 2014, p. 250), non-authentic material contrasts this idea by focusing on language learning purposes. Therefore, non-authentic materials focus on teaching something. As a result,

materials become unreal, lifeless or monotonous (Berardo, 2006, p.61). It means the concentration of non-authentic material is teaching. As the language is artificial and seeks to be simplified for learner's understanding, so it does not enable learner's to deal with real-life language (Berardo, 2006, p.62). As a result, non-authentic texts are unable to provide the gist of real life language presentation (ibid). Harmer (cited in Awasti, 2006, p.4) believes those texts which are not only designed for the language students, but also for the language speaker is called authentic materials. In contrast, language students are the only audience for non-authentic material. Richard (cited in Awasti, 2006, p.4) states that the language of textbook can be non-authentic. Therefore, textbook can be a non-authentic material.

2.1. Different Types of Authentic Material

According to Nunan (cited in Oura, 2001, p.67), authentic material serves to create genuine conversation and he inspires students to carry individual's specimen which is separate from their classroom environment. Different authentic resources that they practice are TV, radio broadcasts, taped conversation, magazine stories, bank instructions, advertisements and so on (ibid). Gebhard (cited in Oura, 2001, p.67) has classified these examples into different categories which are given below:

- a) Authentic listening: news clips, cartoons, movies, professionally audio taped short stories and novels, songs, documentaries, sales pitch (Oura, 2001, p.67).
- b) Authentic visual materials: slides, photographs, wordless street signs, pictures from magazines, stamps, ink blots, postcard pictures (Oura, 2001, p.67).
- c) Authentic printed materials: newspaper articles, restaurant menus, astrology columns, tourist information brochures, telephone books (Oura, 2001, p.68).
- d) Realia: coins and currency, dolls, Halloween masks, wall clocks, folded paper, puppets (Oura, 2001, p.68).

Internet is one of the effective sources for authentic material compared to newspaper and printed materials ((Berardo, 2006, p.62). Students use it and teachers can find a variety of materials from internet (ibid). It gets updated spontaneously and students can read them at the time of travelling or wherever they want outside the classroom (ibid). As authentic material seeks for natural language used in the society, so slangs and idioms can be labeled as authentic (Daskalos & Ling, 2005, p.11).

2.3. Advantages of Using Authentic Material

Authentic material helps students to be exposed to real life language in the classroom though the environment itself is an artificial one (Berardo, 2006, p.64). Therefore, authentic material plays a significant role to create a real life situation (ibid). If a video of an interview that contains speeches by renowned people is being showed in a class, student will get an exposure of real life language use (Tamo, 2009, p. 75). As a result, the idea of real life language usage is being provided to the students through using authentic material in the classroom (ibid).

In addition, the authenticity of the material makes students interested to “pick up” the language (Gower, Phillips & Walters, 1995, p.83). Therefore, authentic material is interesting and stimulating (ibid). When a learner finds his interest in a text, he can easily relate it with his own experience also (Berardo, 2006, p.64). Harmer (cited in Al Azri & Al-Rashdi, 2014, p.252) believes that learner learns the language fast and produces better language because of using authentic material (ibid). Moreover, learner feels confident to overcome real life situation as well (ibid).

According to Sanderson (cited in Al Nabhani & Al Azri, p. 200), authentic material gives learners a chance to know what is happening in their surroundings. As a result, there lies an intrinsic educational value too (ibid). Moreover, learner feels a sense of sense of achievement because of extracting real information (Berardo, 2006, p.64).

Nutall (cited in Al Azri & Al-Rashdi, 2014, p. 249) states that language used by real people has a real life purpose which motivates students to acquire the language. Glimore and Shermen (cited in Al Azri & Al-Rashdi, 2014, p. 249) believe that authentic materials have a positive effect regarding learner's motivation. In fact, real-life language usage motivates students to interact in the classroom through using authentic material (Lansford, 2014, n.p.). It means, authentic materials are motivating and at the same time, it creates an interactive environment in a classroom setting.

2.4. Disadvantages of Using Authentic Material

Senior (cited in Berardo, 2006, p.65) believes that a specific "pedagogic goal" has to be set before using any authentic material in the classroom. Apparently, teacher's "pedagogic support" makes the students confident (ibid). Therefore, student's ability should be emphasized while choosing an authentic text (ibid). It may happen that the student cannot get the whole meaning of the text (ibid). A teacher can replace the difficult words with less difficult vocabularies to overcome this situation (ibid). Using easy words may become a problem as it will make the text "less authentic" (ibid). This is one of the disadvantages of using authentic material in the classroom (ibid).

Another drawback of using authentic material is to find out the appropriate material that matches with student's ability (Gower, Philips & Walters, 1995, p. 83). A teacher cannot simply come to the class with a material by thinking that student will get this (ibid). As student's ability is a major factor to bear in mind, so a teacher also has to explore a material which is easy and interesting at the same time (ibid). As a result, teacher has to be prepared for that and therefore, it takes a lot of time to prepare a text which is accessible to the students (ibid).

It takes more time for creating an environment to use authentic material (Gower, Philips & Walters, 1995, p. 83). It is because the teacher has to build up confidence inside the

students (ibid). Therefore, he has to start the class with an easy task (ibid). Becoming successful on those tasks will help the students to feel confident (ibid). As a result, the teacher has to spend an extra time before going to the main task (ibid). It kills valuable time of the classroom (ibid).

Richard (cited in Berardo, 2006, p.65) thinks that authentic material includes tough language, hard vocabularies and difficult sentence structure which can create difficulties for teachers as well. Martinez (cited in Berardo, 2006, p.65) also feels complex sentence structures make it difficult for lower level students to decode the meaning of the text. Therefore, a question arises that when to use authentic material for which level in the classroom (Kilickaya, 2004, n.p.).

Sometimes it may happen that the information given in the material might get old and lost its validity (Alex, 2012, n.p.). As a result, students may not give the material that much importance (ibid). Moreover, the teacher who has spent a lot of time for selecting a material to meet student's ability; he may have to just drop the thought to use it (ibid). Thus, teacher's effort along with time may get wasted (ibid). So, the use of authentic material may not be effective both for teacher and student in this case (ibid).

2.5. Authentic Material and ELT Methods

Authentic materials are used in different language teaching methods. Among them, direct method can be one of the methods as it advocates the use of foreign language in a communicative way (Larsen-Freeman, 2004, p.23). Though teachers practice this method for many years, it was renovated as direct method recently (ibid). This method instructs students to use foreign language communicatively (ibid). Therefore, teachers use realie, pictures or pantomime for demonstrating the meaning of words or phrase to the students in direct method (Larsen-Freeman, 2004, p.29). Moreover, students communicate in a way as they are in a real situation (ibid). Furthermore, the syllabus that direct method follows in based on different

situations like the language people use at bank, shopping etc (ibid). Communicative Language Teaching (CLT) is another method where authentic material is being used (Larsen-Freeman, 2004, p.129). Hymes (mentioned in Larsen-freeman, 2004, p.121) regards the significance of communicative competence over linguistic competence where the context and situation is an important factor. One of the principles of CLT is the practice of authentic materials which provide students the chance to be exposed to the language the way it is practiced in genuine interaction (Larsen-Freeman, 2004, p.129-130). Moreover, CLT believes that language is not only an object to study rather it works as a vehicle in classroom communication (Larsen-Freeman, 2004, p.125). Now-a-days, communicative approach is getting high priority which has an impact over material that is being used in the classroom (Laudari, 2001, n.p). Therefore, authentic text gets more focus in the language classroom at the present situation (ibid). It has been a belief that authentic text has to be made for native speakers and that should sound real as well (ibid). Anyhow, this concept is quite changed today as it has not remained the main focus whether the audience is native (ibid). If the material sounds authentic and learner is inspired to read them in real life context, then the material will be called authentic (ibid).

2.6. Characteristics of Non-Authentic Material

As stated above, non-authentic materials contrast the idea of authentic materials. So, it can be said that the non-authentic materials contain the opposite characteristics of authentic material. Depending on this ideology, the characteristics of non-authentic material is being discussed here. Authentic is a term that opposes fabricated artificial language (Daskalos & Ling, 2005, p.11). Therefore, fabricated artificial language is one of the characteristics of non-authentic material. In addition, the language of authentic materials are simplified as the language of textbooks (Daskalos & Ling, 2005, p.9-11). It means, non-authentic materials contain simplified language. A text book or non-authentic material always contains list of

vocabularies, explained answer and some specific questions (Daskalos & Ling, 2005, p.11). So, this can be another characteristic. Moreover, textbook eliminates cultural elements so that the material does not seem hard to the learner (Daskalos & Ling, 2005, p.9). As a result, non-authentic material lacks cultural content also. Non-authentic material contains some “false-indicators” even (Berardo, 2006, p.61-62). The term “false indicators” indicates those sentences which are always formed thoroughly (ibid). In fact, the questions using grammatical structure are always answered in full sentence and the sentence structure is also repeated (ibid). Widdowson (cited in Baghban, 2011, p. 6) said that a text remain unsuccessful to become authentic without social interaction. It means, non-authentic material lacks social interaction as it opposes the idea of authentic material.

2.7. Advantages of Using Non-Authentic Material

Non-authentic material provides safety both for the teachers and students (Gower, Philips & Walters, 1995, p. 77). Garinger (cited in Awasti, 2006, p.2) regards textbook as a main source, sometimes supplementary source also. Ur (1999) and Richard (cited in Awasti, 2006, p.3) thinks textbooks provides help and guideline for beginner teachers to train them. Teacher’s book of a textbook clearly states the objectives, goals and possible challenges to overcome (Gower, Philips & Walters, 1995, p. 77). Therefore, teachers feel secured because of having textbook as a guideline (ibid). Ur (cited in Awasti, 2006, p.3) states that learner feels the seriousness of learning when there is a textbook. If there is no textbook, they may sense there is no purpose of learning (ibid). Meanwhile, lack of textbook make a student teacher-dependent and they become out of focus (ibid). According to Richard (cited in Awasti, 2006, p.3), students get an impression of being measured perfectly while having a textbook. As there is a textbook to guide, so it takes a load off from the students as well (ibid).

Textbooks provide instant materials which are tried and tested already (Gower, Philips & Walters, 1995, p. 77). As a result, teacher need not have to waste time for making materials (ibid). Therefore, it saves a lot of time and it reduces preparation load from the teachers (ibid). O'Neil and Sheldon (cited in Awasti, 2006, p.3) also thinks that ready-made textbook materials saves teacher's preparation time which they can spend in other important area.

Textbooks provide a suitable syllabus that matches with student's level (Gower, Philips & Walters, 1995, p. 77). As a result, textbook determines student's level also. Roger (cited in Awasti, 2006, p.3) thinks textbook has structured syllabus where the instructions are standardized. Therefore, textbooks are efficient "language models" (ibid).

According to Roger (cited in Awasti, 2006, p.3), textbooks show variation in resources. It contains different learning exercise like Grammar, vocabularies, pronunciation; skills work etc (Gower, Philips & Walters, 1995, p. 77).

Coursebooks cover commercial visuals, cassettes etc (Gower, Philips & Walters, 1995, p. 77). The visuals seem eye catchy as well (cited in Awasti, 2006, p.3).

2.8. Disadvantages of Using Non-Authentic Material

According to Gabrielators (cited in Awasti, 2006, p.1), it depends on the user whether a textbook is a facilitator or a burden. Therefore, non-authentic materials have some drawbacks also. It is difficult to find a coursebook that meets all the students' needs (Gower, Philips & Walters, 1995, p. 77). Ur (cited in Awasti, 2006, p.4) states that students have individual need and no textbook can fulfill everyone's need. Therefore, Roger (cited in Awasti, 2006, p.4) feels that textbook may remain unsuccessful to meet students need.

Textbook can be a burden for both the teacher and the student (Gower, Philips & Walters, 1995, p. 78). Students may feel bored as the material is "predictable" (ibid). Therefore, they may not like the textbook and feel less interested (ibid). In fact, teacher may

feel bound to use a coursebook that he does not like to meet different students' need (ibid).

According to Ur (cited in Awasti, 2006, p.4), teacher will find himself as a peacemaker with no freedom in this case.

Lamie (cited in Awasti, 2006, p.4) feels that textbook makes the teacher inactive and they get stuck with the textbook. Meanwhile, teacher may lose his creativity by searching the materials which will motivate and interest the students (Gower, Philips & Walters, 1995, p. 78). Ur (cited in Awasti, 2006, p.4) states, textbooks make the teacher unproductive.

Some own rationales of textbooks have pointed out by Ur (cited in Awasti, 2006, p.4). One textbook cannot serve different level students who have different learning styles in a language classroom (ibid). Moreover, the topics that a textbook covers may not interest the students also (ibid).

2.9. Authentic Material and Student's Level

Different researchers suggest to use authentic material in the language classroom (Al Azri & Al-Rashdi, 2014, p. 252). Meanwhile, a question arises regarding learners level (ibid). Apparently, learner may become discouraged if the material does not match with his level (ibid). Therefore, teacher should be careful for choosing the level appropriate material (ibid). According to Kim and Kilickaya (cited in Al Azri & Al-Rashdi, 2014, p. 252), authentic materials may be used for intermediate and advanced level students. However, Miller and McNeil (cited in Al Azri & Al-Rashdi, 2014, p. 252) feels that lower level students can be appropriate learners for whom authentic materials can be used. Learners can enjoy the advantages of using authentic material when the classroom environment will look alike the outside world (Al Azri & Al-Rashdi, 2014, p. 252). If a teacher can bring the outside world into the class, students will be benefitted to the fullest (ibid).

2.10. Material and Language Acquisition

There are different language learning conditions which explain second language learning. One of the conditions said that students are exposed to less variety forms of discourses in the classroom (Lightbrown & Spada, 2006, p.32). Most of the time, the language of the exposure is formal and it lacks the social settings where the language is used (ibid). Therefore, teachers use first language in the classroom for the sake of discipline or language management which deprives the students to be exposed to real communication (ibid). One of the language acquisition principles believes that teacher should use appropriate material in the class that has specific goal and reflect different cultures (Horwitz, 1986, p.686). Therefore, teacher may fix student's interest by using appropriate material and he will be able to ensure supportive, less threatening classroom environment (ibid). Supportive atmosphere, student's interest, comprehensible materials—all these can help to weaken the affective filter (ibid). According to Krashen's input hypotheses, comprehensible input means 'i+1' (Lightbrown & Spada, 2006, p.37). The 'i' represents learner's existing knowledge level and '+1' is "just a step beyond that level" (Lightbrown & Spada, 2006, p.37). Krashen's affective filter hypothesis states the language barriers that affect language acquisition though after having comprehensible input (ibid). The language barriers that the word "affect" refers are feelings, motives, needs, attitude and emotional states (ibid). If teacher can deal with the affective filter, student will be responsive to the language material (Horwitz, 1986, p.686). Thus, language acquisition will take place (ibid).

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter focuses on the process of conducting the research. Teacher's interview and students survey has been conducted through different questionnaires as a process of data collection. The chapter also includes research design, theoretical framework, sampling, setting, instrumentation, data collection procedure, data analysis procedure and obstacles encountered.

3.2. Research Design

The study used a combination of qualitative and quantitative research. Qualitative research contains open-ended questions from which researcher gets a detail view of the issue that is being researched in the study. Therefore, qualitative research provides a chance to understand the subject matter in depth. Quantitative research contains closed-ended questions that provide statistical data to the researcher. The reason behind mixing qualitative and quantitative method is that it conveys depth view in different levels of analysis, according to Tashakkori & Tedlie (cited in Creswell, 2003, p.16).

3.3. Theoretical Framework

Two hypotheses are being covered for the theoretical framework of the research study. The input hypothesis and affective filter hypothesis from Krashen's monitor model have taken to show a relationship between material and language acquisition. It helps the researcher to point out the reasons of individual's preferences for choosing language material. Moreover, the researcher attempts to provide some ideas to accelerate the language acquisition process in the classroom.

3.4. Sampling

The study was conducted considering all the formalities; rules and regulation of the institution. A recommendation letter was given to the authority of all the four universities to get permission. The authorities choose the suitable teachers for interview session and those teachers gave their consent to conduct the student survey in their classes.

3.4.1. Institutions

The Universities were convenient for the researcher to conduct the research because of transportation facilities. Universities that are being covered to collect sample for the research are:

University name	Number of teacher	Number of student
University A	2	24
University B	2	33
University C	3	20
University D	2	23

3.4.2. Teachers

The researcher had interviewed 9 teachers in total. Among them, one was assistant professor, two were senior lecturer and rests of the teachers were lecturer. So, everyone was qualified enough. The teachers had not confined themselves by answering the questions in one word. They had discussed the questions in details to support their point of views. In fact, the teachers were quite friendly and showed patience to answer all the questions that were asked to them.

3.4.3. Students

There were 100 students in total who were being surveyed for the sake of the research from all the 4 universities. Their age range was from 19 to 23. Students were in fundamental and intermediate level. However, students that were being surveyed were from different departments.

3.5. Setting

The researcher took interviews of the teachers from different universities. Most of the teachers were interviewed in their office room. Others were interviewed in the classroom while students were giving their opinion through answering the student questionnaires. Thus, teacher interviews and student survey were done in a formal setting.

3.6. Instrumentation

A set of questionnaire was prepared to take the interview of the teachers. However, student questionnaire was different. There were ten questions for teachers and ten questions for students. Students had to answer six multiple choice and four open ended question.

3.7. Data Collection Procedure

The data for the research were collected from the teachers and students of 4 universities. The researcher had to contact with the teachers to fix an interview time and to know the class schedule for conducting student survey. The data collected from teacher's interview and student's survey is the primary source and books, journal articles and blogs are the secondary sources for the study.

3.8. Data Analysis Procedure

Teacher's interview and student's survey were done for the research. Qualitative and quantitative methods were employed to analyze the data. To calculate the responses, researcher use tally by using Microsoft word 2003. After that, researcher converted teachers and students subjective responses into percentage to discuss central research questions.

3.9. Obstacles Encountered

The authorities of the universities were strict to give permission. Moreover, the researcher had to call several times to reach the teachers. In fact, teachers could hardly give time because of their busy class schedule.

CHAPTER 4

FINDINGS & DISCUSSION

4.1. Introduction

The questionnaire analysis is divided into two parts. First part includes the analysis of those questions which are asked to the teachers. Second part incorporates the inquiry of the questions that are asked to the students. All the questions will be responded one by one and after that, there will be a discussion of the research questions based on research evidence.

4.2. Responses of Teacher Interview Questionnaire: (Part A)

1. What type of material do you use in your class and how often?

Answer:

Five out of nine teachers mentioned to use materials based to the topics that the course outline covered. Among 9 teachers, 2 teachers use materials which are collected from internet and it includes online newspaper article, songs and movie clips. Three teachers stated that they use a book which is a collection of different articles, short stories adopted by them from different published sources. Two out of nine teachers mentioned to use Headway's elementary and intermediate level books and they show movies in the classroom based on which they does not give any activity or exercise. However, 2 teachers out of 9 teachers did not mention any material name. None of the teachers mentioned how often they use any particular material.

2. Do you think authentic materials like movie, audio and video clip etc. help students in their real life situation?

Answer:

Seven out of nine teachers think that authentic materials help students in their real life situation. According to 3 teachers, students can relate the language of the audio and video

clips with their real life situation. Students memorize particular dialogues in a context from the movie and use those dialogues when they face exact same situation in the real life, 3 among 9 teachers stated. One teacher mentioned that students feel attached to authentic materials and learning gets easier. Two out of nine teachers did not support authentic material as they think textbook guides the students more to deal in real life situation.

3. Do you take purpose into account while choosing material for the students? Why or why not?

Answer:

Nine out of nine teachers believe that purpose should be one of the considerations at the time of choosing material for the students. Four teachers out of 9 teachers feel that student get a real life purpose while they find the match between real life language use and the language used in the materials. Four teachers stated that learning gets easier when students can relate the language of the material with their real life. Stating a specific purpose in the course outline helps the students to know the objectives of learning any particular topic, 2 out of 9 teachers mentioned.

4. Most of the students are not familiar with the use of authentic material in schools and colleges. As a result, they are introduced with authentic material in tertiary level. Do you think students welcome authentic materials or they feel uncomfortable?

Answer:

Five out of nine teachers think that students welcome authentic materials though the use of those materials seem new to them in tertiary level. Students feel uncomfortable at the beginning but they become used to after a certain time period, 2 among 9 teachers stated. However, 2 teachers believed students feel uncomfortable for using authentic material in the tertiary level language classroom.

5. Do you think sometimes students get afraid of new ideas for using authentic material?**Why or why not?****Answer:**

Five out of nine teachers did not think students become afraid of new ideas for using authentic material. Sometimes students get afraid of new ideas for using authentic material, 2 out of 9 teachers mentioned. Three teachers feel that students get afraid for not understanding the difficult words used in authentic materials. One out of nine teachers stated, students cannot get the accent and they face difficulties while listening to authentic materials. Therefore, students become nervous.

6. Is the use of authentic material time consuming? How and why?**Answer:**

Five out of nine teachers did not think that use of authentic material is time consuming. Three teachers feel that it depends on the teacher how he utilizes the time. One teacher mentioned that a teacher needs to be prepared enough before coming to the class and he needs to have organized plan to run the class by using authentic material. One teacher did not mention any reason to support his view. Two out of nine teachers believe that use of authentic material is time consuming as students requests to play material again. However, two teachers did not answer the question.

7. Do you face any difficulty while using authentic material in the classroom?**Answer:**

Three out of nine teachers face difficulty while using authentic material in the tertiary level language classroom. Sometimes the sound system does not work, stated by one teacher. Two out of nine teachers mentioned that they do not have necessary equipments in all the classrooms to run authentic material. Five out of nine teachers do not face any difficulty

regarding the use of authentic material. However, 2 teachers did not mention anything in this regard.

8. Do you consider student's cultural background while choosing material for the language classroom? Why or why not?

Answer:

Five out of nine teachers believe that cultural background of the student should get a consideration while choosing a material. It is easier to relate the language of a material with real life context when the culture showed in the material matches with student's culture, supported by 3 teachers. One out of nine teachers shared his experience in this regard. Once he played a video clip in the class from an English series 'Friends' where an occasion called 'thanks giving' was presented. The purpose of the teacher was to teach them different kinds of greetings. As students were not familiar with the idea of such type of cultural program, so they could not get through the video clip. One teacher thinks those materials which do not reflect same culture that the students have, should be displayed in front of them to make them familiar. He mentioned about 'Halloween party' which is not in our culture but nowadays students celebrate this occasion in Bangladesh. Among 9 teachers, 4 teachers had not mentioned anything in this regard.

9. What is your personal choice between authentic and non-authentic material for using in the language classroom?

Answer:

Three among nine teachers supported authentic material as their personal choice. There should be a combination of authentic and non-authentic material for using authentic material in the language classroom, agreed by 4 teachers. Two among nine teachers supported non-authentic material for language classroom.

10. Do you think our context of education is appropriate for using authentic material?**Answer:**

One out of nine teachers thinks that our context of education is quite appropriate to use authentic material in the language classroom. Two out on nine teacher feels that our context of education is not yet ready for using authentic material and the process is still under development. However, 6 among 9 teachers have not mentioned anything in this regard.

4.3. Responses of Student Survey Questionnaire: (Part B)**1. What did your language teacher use as teaching material in the language classroom?****Answer:**

Ten (10%) students among hundred (100%) students supported newspaper articles as teaching material in the language classroom. Among 100 (100%) students twenty-nine (29%) students marked audio-video clips as teaching material for language classroom. Thirty-five (35%) students among hundred (100%) students supported movies as teaching material in the language classroom. Among 100 (100%) students, twenty-seven (27%) students marked others as teaching material for language classroom.

2. Do you enjoy those materials more than your textbook? Why or why not?**Answer:**

Eighty-nine (89%) students among hundred (100%) students agreed that they enjoy authentic materials more than the textbook. 18% students said authentic materials are interesting. Authentic materials seem interesting as those are something new and different than the textbook, 5% among hundred (100%) mentioned. 13% students feel that they get more practical knowledge and idea from those materials. Three (3%) out of hundred (100%) students mentioned that they have to read when teachers use textbook but they can listen and see while using movie, audio-video clips etc as classroom material. 15% students think that

they can have a clear view of the subject topic and they can easily frame the new knowledge. Authentic material helps to understand faster and visually, ten (10%) students among hundred (100%) stated. Fourteen (14%) students feel authentic material draws attention more than the textbook. Twenty-one (21%) students out of hundred (100%) students think that the use of those materials makes the class interactive. One (1%) student said that the class keeps quite as everyone pay their attention while playing those materials.

Among hundred (100%) students eleven (11%) students thinks that textbooks are more enjoyable than authentic materials. Four (4%) students said that textbook helps them to provide guideline. Seven (7%) students did not mention any reason.

3. Can you relate the language of those outside materials more with your real life than the language of textbooks?

Answer:

Eighty-three (83%) students among hundred (100%) students think that they can relate the language of authentic material with their real life situation more than textbook language. Twelve (12%) students feel that they cannot relate the language of authentic material with their real life situation more than textbook language. Five (5%) out of hundred (100%) students think that sometimes they can relate the language of authentic material with their real life situation more than textbook language.

4. If the language of a material helps you for real life situation, does that inspire you to learn better?

Answer:

Hundred (100%) students among hundred (100%) students think that it inspires them if the language of a material helps them in real life situation.

5. Were you familiar with those types of materials in your schools and colleges?**Answer:**

Twenty-seven (27%) students among hundred (100%) students said that they were familiar with authentic material in their schools and colleges. Seventy-three (73%) students out of hundred (100%) students told that they were not familiar with authentic material in their schools and colleges.

6. These outside materials are new for many of you. Does that make you worried or inspired in learning English?**Answer:**

Seventy-six (76%) students out of hundred (100%) students think authentic materials are inspirational. Twenty-four (24%) students among hundred (100%) students feels authentic material makes them worried.

7. Do you face any difficulty while the teacher uses those outside materials? What are they?**Answer:**

Sixty-six (66%) out of hundred (100%) students said that they face problems while teacher uses authentic materials. Seventeen (17%) students mentioned that the sound does not come out clearly so they cannot understand the words and sentences. Thirty-nine (39%) among hundred (100%) students stated that they face understanding problem because of not knowing the meaning of unknown words. Audio-video clips run very fast and they miss the information, six (6%) out of 100% students said. Four (4%) out of hundred (100%) students did not mention what are the difficulties that they faced. Twenty-five (25%) among hundred (100%) students told that they did not face difficulties while teacher used outside materials in the language classroom. Rest of the eight (8%) students did not answer the question.

8. Did you ever find any material culturally biased? Name one or two.**Answer:**

Among hundred (100%) students, twenty-three (23%) students think that they found culturally biased materials. Fifty-nine (59%) students said that they did not find any material culturally biased. Eighteen (18%) students out of hundred (100%) students think that they might have seen culturally biased materials. Two (2%) students out of hundred (100%) students gave example of rickshaw art as culturally biased material. Other than that, none of the students mentioned any name.

9. Do you think text books are boring? Why or why not?**Answer:**

Eighty-eight (88%) students out of hundred (100%) students think textbooks are boring. Twenty-nine (29%) students stated that they feel sleepy while reading textbook as they are not interesting. Among 100 (100%) students, twenty-two (22%) students mentioned that textbook lacks practical view and they cannot find any similarity between textbook language and the language used in real. Twenty-eight (28%) students among 100 (100%) students said that they memorize textbooks and cannot remember them while they need in real life context. Nine (9%) students out of hundred (100%) students did not mention any reason to support their view. Textbooks are not boring, twelve (12%) among hundred (100%) students stated. Seven (7%) students think textbook language matches with real life language. Five (5%) out of hundred (100%) did not mention any reason to illustrate their view.

10. Do you think text books should be replaced by those materials to make the class lively? Why or why not?**Answer:**

Thirty (30%) students out of hundred (100%) students think textbooks should be replaced by authentic materials. Sixteen (16%) students out of hundred (100%) students

believe textbooks should be replaced to bring a change in classroom language material. Eight (8%) students states that textbooks should be replaced to make the class communicative. Six (6%) students among hundred (100%) students did not show any reason for replacing textbook with authentic materials. Textbook should not be replaced by authentic materials, twenty-three (23%) students out of hundred (100%) students mentioned. Fourteen (14%) students are against replacing the textbook because they think textbooks are necessary to get good result. According to Four (4%) students among hundred (100%) students, textbooks should not be replaced because it provides guideline to them. However, five (5%) students did not give any reason to support their point of view. According to Forty-seven (47%) students among hundred (100%) students, there should be a combination of authentic material and textbooks. Twenty-four (24%) students out of hundred (100%) students think that combination of textbooks and authentic material will make their lesson easier to understand. Six (6%) students think, combination of two materials will help them to relate the language of the classroom with the outside world. However, seventeen (17%) students did not provide any reason for supporting a combination of authentic material and textbook in the language classroom.

4.4. Research Questions Discussion

1. What do students prefer between authentic and non-authentic material?

Answer:

Eighty-nine (89%) students out of hundred (100%) students have said that they enjoy authentic material more than textbook. To support their point of views, they provided various reasons. According to the student survey, 14% students think authentic materials contain eye-catching visuals which textbook lacks. Twenty-one students think authentic material makes the class interactive which textbook cannot. Eighty-three (83%) students among hundred (100%) students think that they can relate the language of authentic material with their real life

situation more than textbook language. Twelve (12%) students think they can not relate authentic material's language with real life language and five (5%) think sometimes they can relate. In addition, the whole class pays full attention when authentic materials are being showed. So, they work as one group due to the use of authentic material. Among hundred (100%) students, eleven (11%) students think textbooks are more enjoyable than authentic materials and textbooks give them basic guideline. The percentages and the reasons that students showed in favor and against authentic materials and textbooks point towards that they enjoy authentic material more than textbook.

Among hundred (100%) students, eighty-eight (88%) have said textbooks are boring and twelve (12%) have said textbooks are not boring. Those who have said textbooks are boring gave some reasons to support their point of views. Twenty-two students think that they cannot find any similarity between the languages of textbook with real life. Therefore, 28% students stated that they memorize textbooks and could not remember the knowledge when they need. Seven students did not think textbooks are boring as they can relate the language of textbook with real life context. The qualitative and quantitative data presented here says that textbooks are boring.

From the above discussion, it can be said that students gave more support in favor of authentic material compare to the textbook. Although they favor authentic materials more than textbook, they did not want to replace textbooks by authentic material. Among hundred (100%) students; thirty (30%) students prefer authentic material, twenty-three (23%) students prefer textbooks and forty-seven (47%) students suggest the combination of both authentic material and textbook.

2. What are the difficulties that students and teachers face in terms of using authentic and non-authentic material?

Answer:

Sixty-six students (out of hundred) and three teachers (out of nine) face several problems because of using authentic material in the tertiary level language classroom. Technical problem is one of the problems stated both by the teachers and students. Two among nine teachers have mentioned about not having essential equipments to use authentic material in the language classroom. One teacher (11.1%) and 17% students have mentioned about sound system problem. Another problem 39% students face is not understanding the meaning of difficult words. Two teachers think student get nervous at the beginning as using authentic material is new for some students.

Teachers and students face some difficulties in terms of using non-authentic material or textbook. Twenty-nine students said that they feel bored to read textbook as it lacks attractive visuals and practical view. Therefore, 14% students think that it becomes difficult for the teacher to make the students interested. Moreover, the bookish language does not match with real life language most of the time. As a result, 12 % students cannot match the language of the textbooks with real life situation. Therefore, they cannot use the learning in the outside world.

In the literature review, it has been said that it takes more time for creating an environment to use authentic material (Gower, Philips & Walters, 1995, p. 83). Therefore, it is time consuming. However, 5 among 9 teachers said that the use of authentic material is not time consuming and 2 teachers told that authentic material takes more time. According to the responses of the teachers, it can be said that use of authentic material is not time consuming.

3. How authentic and non-authentic material can accelerate language learning in the classroom?

Answer:

One of the language learning conditions says that students are deprived of exposure to different kinds of discourses in the classroom and it hampers their language learning ((Lightbrown & Spada, 2006, p.32). If teachers use different types of authentic and non-authentic materials in the classroom, students will get the chance to be introduced with different kinds of discourses. Four among nine teachers and 47% students (among 100% students) suggested to use a combination of authentic and non-authentic material. Twenty-four (24%) students out of hundred (100%) students think that combination of textbook and authentic material will make their lesson easier to understand. Six (6%) students think, combination of authentic and non-authentic materials will help them to relate the language of the classroom with the outside world. Therefore, it can be said that the combine use of authentic and non-authentic material may help to accelerate language learning environment in the classroom.

One of the language acquisition principles suggest to use appropriate material with specific goals that also reflects different cultures for making the class interesting and less threatening (Horwitz, 1986, p.686). A comprehensible material can help to create an encouraging classroom environment where student will feel interested (ibid). As a result, learner's affective filter will go down and language acquisition will take place (ibid). From this discussion, it can be said that it is important to make interested the students by using appropriate and comprehensible material to accelerate language learning in classroom situation.

CHAPTER 5

CONCLUSION

5.1. Conclusion

Today's world emphasizes on communication. Therefore, language teacher should use those materials which will prepare students to compete with the real world. As English is our second language, so we try to learn English by memorizing. As a result, we remain unsuccessful to use them in our real life situation. Teacher should bring the outside world to the classroom and he should make the class an interactive one. Therefore, effective language materials should be exposed to the classroom by the teachers.

In Bangladeshi context, authentic materials are less used in primary and secondary level as English is taught as a subject rather than a medium to communicate. Therefore, students have to go through various difficulties while they get introduced with authentic materials in tertiary level. Authentic materials and non-authentic materials both have advantages as well as drawbacks. The purpose is to make the best use of language materials, so that students can be benefitted to the fullest.

5.2. Summary of the findings

The findings of the research, based on teachers' interviews and students' survey, showed responses in favor of authentic material. Five among nine teachers use materials in the language classroom based on the topics that course outlines cover. Seven out of nine teachers and 83% students think that the language of authentic materials help student to face real life situation and 100% students agreed that they feel inspired when language of a material helps them to face real life situation. Moreover, all the teachers support the idea of having purpose while choosing material for the language classroom. Five out of nine teachers and 76% students agreed that students welcome authentic materials in tertiary level language classroom though 72% students are not exposed to those materials in their primary and

secondary level. Eighty-nine (89%) students out of hundred (100%) students have said that they enjoy authentic material more than textbook. Among hundred (100%) students, eighty-eight (88%) have said textbooks are boring. Sixty-six students (out of hundred) and three teachers (out of nine) face problems because of using authentic material in the tertiary level language classroom. Though the percentages and responses of teachers and students show favor in terms of using authentic material, they both support the combination of authentic and non-authentic material at the end. Among hundred (100%) students; thirty (30%) students prefer authentic material, twenty-three (23%) students prefer textbooks and forty-seven (47%) students suggest the combination of both authentic material and textbook.

5.3. Recommendations

Students denied replacing textbooks by authentic material because they think textbooks are needed to get good marks. Therefore, analytical questions should be asked to the students rather than those questions which seek memorized answer.

Teacher should provide interesting material to weaken the affective filters. Moreover, certain goals should be provided to the students by the teacher. It will provide a specific focus both to the teacher and students.

Though the demand for CLT has increased, teachers should not follow only one method to teach. Different ELT methods should be followed by the teacher to bring a variation in the classroom and to create an effective language learning environment.

5.4. Practical implication

This research will encourage others to do research on this area. It will help others to get a view on the language materials that are being used in the tertiary level language classroom. In other words, this research will help to get tertiary level language classroom scenario.

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Appendix A

Interview Questionnaire (Teachers)

1. What type of material do you use in your class and how often?
2. Do you think authentic materials like movie, audio and video clip etc. help students in their real life situation?
3. Do you take purpose into account while choosing material for the students? Why or why not?
4. Most of the students are not familiar with the use of authentic material in schools and colleges. As a result, they are introduced with authentic material in tertiary level. Do you think students welcome authentic materials or they feel uncomfortable?
5. Do you think sometimes students get afraid of new ideas for using authentic material? Why or why not?
6. Is the use of authentic material time consuming? How and why?
7. Do you face any difficulty while using authentic material in the classroom?
8. Do you consider student's cultural background while choosing material for the language classroom? Why or why not?
9. What is your personal choice between authentic and non-authentic material for using in the language classroom?
10. Do you think our context of education is appropriate for using authentic material?

Appendix B

Student Survey Questionnaire

1. What did your language teacher use as teaching material in the language classroom?

- Newspaper article
- Audio and video clip
- Movie
- Others

2. Do you enjoy those materials more than your textbook? Why or why not?

- Yes
- No

Because,

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.....

.....

3. Can you relate the language of those outside materials more with your real life than the language of textbooks?

- Yes
- No
- Sometimes

4. If the language of a material helps you for real life situation, does that inspire you to learn better?

- Yes
- No

5. Were you familiar with those types of materials in your schools and colleges?

- Yes
- No

6. These outside materials are new for many of you. Does that make you worried or inspired in learning English?

- Inspired
- Worried

7. Do you face any difficulty while the teacher uses those outside materials? What are they?

- Yes

The difficulties are,

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.....
.....

- No

8. Did you ever find any material culturally biased? Give one or two example.

- Yes

Examples:

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- No

9. Do you think text books are boring? Why or why not?

- Yes
- No

Because,

.....

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.....

10. Do you think text books should be replaced by those materials to make the class lively?

Why or why not?

- Yes
- No

Because,

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.....