

**REPUBLIC OF TURKEY
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DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**EFL INSTRUCTORS' PERCEPTIONS ABOUT AUTHENTIC
MATERIALS IN ENGLISH LANGUAGE TEACHING**

**THESIS BY
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We **certify** that thesis under the title of “EFL INSTRUCTORS' PERCEPTIONS ABOUT AUTHENTIC MATERIALS IN ENGLISH LANGUAGE TEACHING” is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

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DEDICATION

*To my precious father & mother Cengiz & Selma GÖKDEMİR.
I am grateful to you for your endless patience and unique love.
Wish you to be with me till the end of my life.*

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ÖZET
İNGİLİZCE OKUTMANLARININ İNGİLİZCE DİL ÖĞRETİMİNDE
OTANTİK MATERYALLERE KARŞI TUTUMLARI

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Dil sınıflarında otantik materyal kullanımı hem öğrenciler üzerinde hem de eğitim süreci üzerinde büyük bir öneme sahiptir. Otantik materyaller sayesinde, öğrenciler gerçek dili kullanabilirler ve sınıf ortamında daha eğlenceli ve daha anlamlı vakit geçirdikleri için motivasyonları yükselir. Pozitif bir öğrenme ortamı sağlama şansı elde ettikleri için, sadece öğrenciler değil öğretmenlerde otantik materyallerin avantajlarından faydalanmaktadırlar. Bu tür materyaller onlara gerçek hayatı sınıf ortamına taşımalarında yardımcı olur ve öğretmenler öğrencilerin dikkatini öğrendikleri konuya çekmelerinde daha az problem yaşarlar.

Bu çalışmanın amacı İngilizce okutmanlarının dil sınıflarında otantik materyal kullanımının etkilerinin farkında olup olmadıklarını öğrenmektir. Çalışma 6 devlet üniversitesinde 25 okutmana uygulanmıştır ve okutmanların İngilizce dil öğretiminde otantik materyal kullanımıyla ilgili fikirlerini öğrenme amacıyla bir anket uygulanmıştır. Sonuçlar katılımcıların çoğunluğunun dil öğretim sürecinde otantik materyallerin önemini farkında olduklarını ve sınıflarında bu materyalleri kullandıklarını göstermektedir.

Anahtar Kelimeler: Otantik Materyaller, İngilizce Öğretimi, Motivasyon.

ABSTRACT

EFL INSTRUCTORS' PERCEPTIONS ABOUT AUTHENTIC MATERIALS IN ENGLISH LANGUAGE TEACHING

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Using authentic materials in EFL classes has great importance and impact both on students and on the learning process. With the help of the authentic materials, students are able to use the real language and their motivation increases as they have more enjoyable and meaningful time in classes. Not only the students but also the teachers take the advantages of authentic materials as they have the chance to create a positive learning environment. These kind of materials help them to take the real world to the class and teachers have less problem to draw their students attention to the subjects they learn.

The aim of this study is to investigate state universities' EFL instructors awareness of the effectiveness of authentic materials in their language classes. The study was conducted on 25 instructors from 6 state universities and a questionnaire was used to learn the perceptions of the instructors on the use of authentic materials in English language teaching. The results of the research show that majority of the participants are aware of the importance of authentic materials on language teaching process and use these kind of materials in their classes.

Key Words: Authentic Materials, EFL, Motivation.

ABBREVIATIONS

SPSS : Statistical Package for Social Sciences

EFL : English as a Foreign Language

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CHAPTER I

1. INTRODUCTION

The aim of this study was to investigate whether EFL instructors working at state universities are aware of the effectiveness of using authentic materials in their language classes or not. In this chapter, the background of the study, the statement of the problem, the purpose of the study, the research questions and the operational definitions are presented and detailed information is given in each part.

1.1. Background of the Study

Learning a foreign language is getting more and more essential in the 21st century. In the globalizing world, learning a foreign language has become an inevitable necessity to adapt innovations, communicate with foreign people and transfer one's own thoughts and culture to people in different nations. Mobile phones and computers are the most commonly used devices in the developing technology and English is the most common language of all these communication tools. English has an important role not only in technological areas but also in business life. Today, when we make an application for a job, knowing a foreign language is the first requirement. There is a great competition in almost every field of life and knowing a foreign language, even more than one, helps us be one step ahead from our competitors.

In Turkey, English language teaching starts in early years and continues all through students' educational lives. For years, researchers have studied to find the best method for teaching foreign languages, and to raise the learning process to the highest standards. Accordingly, lots of methods have been tried and tested to produce learners who are able to express their ideas and opinions accurately and appropriately in the target language.

Recently, there has been a focus on the use of the Communicative Approach, which is based on the principle that language is for communication. Mitchell (1994, as cited in Field, 2000, p. 24) states that "Language analysis and grammar explanation may help some learners, but extensive experience of target language use helps everyone". Learning to communicate in the target language is a long and a complex process. So knowing the grammatical rules is not enough. In this approach, teachers are the coaches of classes. They arrange communicative activities and use these activities to support

communication. The classes are student-centered and student-student interaction is the most important feature of this method.

Motivation is also an important issue in language teaching. Teachers have a great role in motivating students in foreign language learning and they can make use of various ways to motivate their students. Students feel motivated if teachers create a positive and a supportive environment in classes, help their students feel that they are important and valuable. Students are generally afraid of making mistakes in front of their classmates while they are speaking in their class. If their teachers give them positive feedback and correct their mistakes in a positive way, students feel safe in the classroom environment.

Another way for teachers to motivate their students is to make the teaching-learning process more meaningful, effective and enjoyable by using ‘Authentic Materials.’ Baseratul (2012) made a research about the use of authentic materials in classes and indicated that with the help of authentic materials, teachers can create more enjoyable and interesting classes and the students can have the opportunity to use the real language during their courses.

There are many definitions of authentic materials. Rogers (1988, as cited in Kılıçkaya, 2004, p. 1) defines authentic materials as “Appropriate and quality” in terms of goals, objectives, learner needs and interest, and “natural” in terms of real life and meaningful communication". Baseratul (2012) states that, “Authentic materials are real life materials that students come across in everyday life as it is created for native learners of that language and uses in class in its original form and design. But it is not created for educational purposes” (p.8).

Using authentic materials in language classes provides lots of advantages. Pietila (2009) mentions that: “Authentic materials provide learners with the model of target like language use, which will help learners to be able to use language in real life” (p.6). According to Tamo (2009), authentic materials cause positive motivation, as “Bringing authentic materials into the classroom can be motivating for the students, as it adds a real life element to the students’ learning experience” (p.75).

1.2. Statement of the Problem

For years, teachers and researchers have discussed about the most effective ways of teaching English in language classes. While some teachers think that classical methods are more effective than the others, some of them say that using authentic

materials in classes have great importance and impact in terms of motivation and meaningful learning process. It is hard for the students to use the target language in real life communication if they have learned it with a strong focus on grammatical structures. Drawing on this argument, Pietila (2009) states, “Learning a foreign language is more than just learning linguistic structures” (p. 4).

For some teachers, it is really hard to provide authentic materials. For some others, it is a waste of time to adapt them according to the students’ levels and interests. But on the other hand, some believe that there are a great variety of authentic materials and they help teachers to make lessons more enjoyable and meaningful and teachers save time during the learning process.

So, the aim of this study is to investigate whether EFL instructors working at state universities are aware of the effectiveness of using authentic materials in their language classes or not.

1.3. Purpose of the Study

This study was conducted to find out EFL instructors' perceptions about the use of authentic materials in their teaching practices.

1.4. Research Questions

The following research question guided this study:

1. What are state university EFL instructors’ perceptions of the use of authentic materials in ELT classes?

1.5. Operational Definitions

Motivation: Ryan and Deci (2000) state, “To be motivated means *to be moved* to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated” (p.54). Rehman and Haider (2013) mention their ideas about motivation as in the following:

Impact of motivation on learning of students in the education is important. Without motivation learning is not possible. So in education the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation increase speed of work and a person is doing everything to achieve goal. Motivation increases the performance of learning. It provide energy and learner achieve the task because she has a direction and performance of learner is increase (p. 140).

Authentic Materials: “Authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that’s written for a native-English-speaking audience” (Sanderson, 1999, as cited in Tamo, 2009, p. 75). Harmer (1991, as cited in Tamo, 2009, p.75) defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language.”

CHAPTER II

2. LITERATURE REVIEW

2.1. The term- motivation

Motivation plays an important role in the learning process. Although the learning environment and the materials that are necessary for learning are ready and the teacher has all the qualities and information about the subject, if students are not motivated, it is really hard to expect successful results.

Ushioda (2008, as cited in Varmış Kılıç, 2011, p. 30) believes that “Good language learners are accepted as being motivated. What is more, everyday experience suggests that the most successful people in this world have motivation.”

It is obvious that in classroom environments, while some students are eager to learn and interested in subjects, the others are not motivated, unwilling to learn and for this reason they have some problems during the learning process. So motivation is the most important factor to reach the expected results in educational life. As Gilakjani, Leong and Sabouri (2012) state, “Students control the flow of the classroom. Without student motivation, there is no pulse, there is no life in the class”(p.9).

According to Gömleksiz (2011) motivation has an important role in second language learning. With the help of motivation, students have the chance to have a desire to learn the target language.

Although the role of the students in language learning process is so important, teachers have lots of responsibilities in this process. Not only with the help of using awards, but also providing students’ internal motivation, they may be aware of the importance of motivation in classroom environment.

“Motivated learners are every teacher’s dream - they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning” (Gilakjani et al.,2012, p.9). Shrivastava (2012) mentions that:

To encourage student to become self motivated and independent learners, the teachers can do the following:

(a) Give frequent, early positive feedback that supports beliefs that they can do well.

- (b) Ensure opportunities for students success by assigning tasks that are neither too difficult nor too easy.
- (c) Help students to find personal meaning and value in the teaching material.
- (d) Create an atmosphere that is open and positive.
- (e) Help students feel that they are valued members of a learning community (p.64).

2.2. Types of Motivation

Jafari (2012) indicates that motivation involves two main classifications: (i) Intrinsic motivation and (ii) Extrinsic motivation (p.233). The types of motivation and the details about these concepts are presented in the following sections.

2.2.1. Intrinsic (*Internal*) Motivation

For Ryan and Deci (2000) intrinsic motivation can be “defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (p. 56). Following this line of thought, we might assume if a student wants to improve himself, makes an effort to learn new things and if he is interested in the subjects that he learns, in brief if the most important thing for him is his internal needs, it is possible to talk about intrinsic motivation.

Varmış Kılıç (2011) states that “Intrinsic motivation can be improved by establishing a classroom context that supports sense of autonomy and a learning goal orientation, increasing task interest, supporting attributions for success effort, helping students to reinforce self-efficacy, and setting goals” (p. 41).

2.2.2. Extrinsic (*External*) Motivation

“*Extrinsic motivation* is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value” (Ryan and Deci, 2000, p. 60). In extrinsic motivation the most important factor is the reaction coming from outside. For student, the marks that he will get after exams or the prizes his teacher will give him are more important than his internal expectations. The student is motivated with the help of reinforcements coming from outside.

Cash (2011) further adds “Extrinsic motivation comes from outside the learner in the form of such things as stickers, Money, rewards/awards, grades, trophies, and diplomas. These types of external incentives can help learners acquire self-regulating strategies, and they can support the development of intrinsic motivation” (p. 37).

2.3. Authentic Materials

2.3.1. The Definition of Authentic Materials

While teaching English, teachers use lots of sources during the process such as coursebooks, workbooks, flashcards, worksheets and so on, but some of them choose some materials from the real world such as menus, songs, poems, videos and advertisements. These are from real life and help students to learn the culture, help them to learn the real language and different structures. They prefer to use authentic materials during the learning process.

There are different definitions of authentic materials. For Kilickaya (2004) “The definitions of authentic materials are slightly different in literature. What is common in these definitions is exposure to real language and its use in its own community” (p. 1).

Authentic materials are usually "defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. These are just a few of the sources which have been tapped" (Nunan, 1985, as cited in Pietila, 2009, p. 4).

Authentic materials can be classified into three categories:

- 1. Authentic Listening-Viewing Materials:** TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
- 2. Authentic Visual Materials:** Slides, photographs, paintings, children’ artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
- 3. Authentic Printed Materials:** Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to

songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules. (Gebhard, 1996, as cited in Lingzhu and Yuanyuan, 2010, p. 3)

2.3.2. Using Authentic Materials in Language Learning

According to Masood (2013), listening, speaking, reading and writing are the main skills of language so these four skills have great importance in language learning process. While communicating orally, people use speaking and listening, on the other hand, reading and writing are used on written communication. He also classified these four skills as speaking and writing are active or productive skills, reading and listening are passive or receptive skills.

2.3.3. Using Authentic Materials in Teaching Four Skills

In English language teaching, the four skills- listening, reading, writing and speaking, cannot be separated from each other as they are all important for a successful learning process. Kurniasih (2011) mentions that “To learn the language in order to use it as a means of communication, the pupils need to deal with the four language skills- listening, speaking, reading and writing- and the language system-sound structure and vocabulary. By mastering these elements, they are expected to be able to integrate them in communication acts” (p. 73). He further adds that “Each language process enhances students’ ability to use the others” (p.73). Using authentic materials have great importance during courses in EFL classes.

2.3.3.1. Using Authentic Materials to Develop Listening Skills

From their birth, the babies listen to the sounds that they hear around them, imitate them and they learn how to speak by repeating the words that they hear from their parents and other people and this means that the importance of listening begins from the beginning of people’s lives. Listening is one of the four skills that is used during the learning process.

Communication plays an important role in our daily life so we may say that listening is the most significant skill as it help us to communicate with other people from different nations. Although lots of students learn all the grammatical rules, do lots of exercises to consolidate what they learn in classes, they have some difficulties to communicate with foreign people in their daily life, generally feel excited while speaking and for this reason, they are not able to speak fluently. They sometimes have

serious problems while they are listening to news or watching TV programmes if the person does not speak slowly. This shows us the importance of listening skills again and again. Regarding this point of view, Thanajaro (2000) states the following:

Listening plays a significant role in the lives of people. Of the four major areas of communication skills and language development--listening, speaking, reading, and writing--the one that is the most basic is listening. It is evident that children listen and respond to language before they learn to talk. When it is time for children to learn to read, they still have to listen so that they gain knowledge and information to follow directions. In the classroom, students have to listen carefully and attentively to lectures and class discussions in order to understand and to retain the information for later recall (p.1).

2.3.3.2. Using Authentic Materials to Develop Speaking Skills

“Language is system of communication which consists of asset of sound and written symbols which are used by people of a particular country or region for talking or writing” (Cobuild, 1987, as cited in Rahayu, 2011, p.36).

Rahayu (2011) states that:

Learning foreign language is not easy, especially in speaking skill. Most of the senior high school students are not able to speak even though they have been studying for many years. So that they should learn the fundamental English grammar, and usage. The reason why most students regarded speaking as a difficult subject is because of their lack of speaking ability. They prefer to keep silent during in the class. Basically, the main goal of language learning is able to speak in target language (p. 36).

Communicative approach is generally preferred by the teachers in teaching foreign language process and according to this approach, learning only the grammatical rules is not enough for a successful learning. Communication is more important than grammar. For this reason, speaking is one of the most important skills in this approach. About this subject, Chmielowiec (2009) mentions that: “The communicative approach emphasizes the process of communication, not the knowledge of linguistic form above all” (p.8).

Both the students and the teachers have responsibilities to improve speaking ability. Teachers help students to motivate them during the course and encourage them to feel that they can manage to be successful. They also support them to be active in

classes and to overcome their fear. They may tell them that it is so normal to make mistakes and remind them that the rate of their mistakes will decrease day by day.

Rahayu (2011) mentions that:

The teacher should be active to choose good techniques to teach speaking. Such as dialogues, retelling stories, discussion, and debate. By applying one of them which they like, he can encourage the students to participate in the classroom especially speaking. He should be able to encourage the students to express themselves. He has to give opportunities to the students to express their ideas without being afraid of making mistake (p. 36).

While the teacher is doing communicative activities, his only role is being an elicitor during the process. He doesn't involve the activity, instead, he encourages the students while they are communicating rather than dominating or judging.

Besides all these issues, the most effective method for teachers to provide motivation in classes and to encourage students for speaking is using authentic materials in speaking classes as the kind of materials are from the real life and so, students can manage to correlate their speeches with their daily lives. Chmielowiec (2009) mentions about this subject that "The closest environment of the learners can be used as a stimulus for speaking"(p. 20). Wright and Haleem (1990, as cited in Chmielowiec,2009, p. 20) enumerate various possible uses of the objects in the classroom:

- They can be used for what they are: students can be asked to name objects and describe their qualities, to open and close Windows and so on.
- The origin and manufacture of the object can be analyzed.
- The objects can be used as symbols and metaphors.
- The objects in the classroom can be subjected to the fantasy and imagination of the students.

Akdemir, Barin and Demiröz (2012) mention the use of newspaper articles as authentic materials in their study. They state that:

Newspaper articles are among the most suitable materials to convey daily spoken language as well as cultural patterns and phrases/idioms. In order to teach speaking effectively, daily news can be read and debated orally in the classroom. This will help learners to hear and pronounce English rather than grammar rules or cluster examples such as " I am a student", She goes to cinema everyday" etc."(p.3971).

2.3.3.3. Using Authentic Materials to Develop Reading Skills

Reading is one of the four skills that is used while teaching a foreign language. It means understanding what is written, learning new structures that are used in sentences or learning new words, and travel to the author's inner world. According to Berardo (2006), the meaning of reading differs from person to person. While some people think that it is a good way to learn how to pronounce words and to improve one's speaking ability, recognizing the words is another definition for others. But it should be taken into consideration that reading always has a purpose. It plays a significant role in our daily lives as we use this ability everyday.

Alderson (2000, as cited in Berardo, 2006, p. 60) defines reading as "...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed." Berardo (2006) mentions the advantages of using authentic reading texts as following:

Advantages:

- Real" language exposure with language change/variation being reflected
- Students are informed about what is happening in the world
- Textbooks tend not to include incidental/improper
- English and become outdated very quickly
- The same piece of material can be used for different Tasks
- Ideal for teaching/practising mini-skills-skimming/Scanning
- Contain a wide variety of text types, language styles not easily found in conventional teaching materials
- Encourage reading for pleasure, likely to contain topics of interest

Disadvantages:

- Often too culturally biased, difficult to understand outside the language community
- Vocabulary might not be relevant to the student's immediate needs
- Too many structures are mixed so lower levels have problems decoding the texts
- Special preparation is necessary, can be time consuming
- Can become outdated easily, e.g. news stories, articles(p. 65).

According to Berardo (2006) using authentic materials in classes also have some disadvantages such as mixed structures and unknown vocabulary. Also these kind of materials sometimes can be time consuming for teachers as teachers need time to prepare the materials.

2.3.3.4. Using Authentic Materials to Develop Writing Skills

Abisamra (1998) supports the importance of writing by stating “Writing allows us to express ourselves. Through writing we can inform other, carry out transactions, persuade, infuriate, tell how we feel, and learn to shape our thoughts, our ideas, and our lives”(as cited in Maula, M. Y. M. 2008, p. 1).

Masood (2013) made a research about exploiting authentic materials for developing writing skills and recommended the following for developing writing skills:

1. The textbook should be supplemented with appropriate authentic materials to make them more stimulating and inspiring to the students.
2. Authentic material is a useful and ideal starting point in the classroom.
3. It holds great promise for learners who direct their attention on practical language use.
4. Teachers should use authentic materials in classrooms to arouse students’ interest.
5. Students should be encouraged to participate in the class activities.
6. Teachers should be given adequate training to make them teach language in an effective manner and style.
7. Students plus points should be debated and the weak areas should be neglected. In this way they will be encouraged and will be able to write better in the days to come.
8. There should be some creative writing activities in the textbooks.
9. Writing skills should be emphasized upon as these are the most feared skills among students and most of them are hesitant to take on a writing assignment.
10. Rote learning and copying should be discouraged and original ideas original ideas should be appreciated (p. 69).

2.3.4. Choosing Appropriate Authentic Materials

Using authentic materials in classes is useful and necessary for more meaningful and enjoyable learning process. But choosing the right material is more important. If the materials that are used are not appropriate for the subject, for the students’ level or the

educational environment, it is not possible to be successful in our teaching aim. We can mention some criteria for selecting the right materials. At first we may look for whether the material is suitable for our teaching purposes. Students needs and interests are also one of the important factors while we are selecting the right material. The difficulty level of the activities according to our students levels may be taken into consideration for a successful result and so on. The following guideline mentions the important factors in choosing authentic materials:

Suitability of Content

- Does the text interest the student?
- Is it relevant to the student's needs?
- Does it represent the type of material that the student will use outside of the classroom?

Exploitability

- Can the text be exploited for teaching purposes?
- For what purpose should the text be exploited?
- What skills/strategies can be developed by exploiting the text?

Readability

- Is the text too easy/difficult for the student?
- Is it structurally too demanding/complex?
- How much new vocabulary does it contain? Is it relevant?

Presentation

- Does it "look" authentic?
- Is it "attractive"?
- Does it grab the student's attention?
- Does it make him want to read more?

(Berardo, 2006, as cited in Yeung, 2011, p. 7)

2.3.5. The Advantages of Using Authentic Materials

Using authentic materials in classes has lots of advantages in terms of motivating students, having more meaningful and enjoyable time and exposing students to the real language. Lots of researchers and linguists mention their ideas about the positive effects of these kind of materials. Tamo (2009) states that: "Using authentic material in the classroom, even when not done in an authentic situation, and provided it

is appropriately exploited, is significant for many reasons.” (p. 75). Tanti and Yusuf (2010) further adds that:

Authentic materials may benefit both teachers and students. They inspire teachers to improve their skills in developing materials and activities for their students. They attract students’ attention and drive their motivation in learning. Furthermore, they help teacher create pleasant learning environment which also deals with students’ motivation. For the students, the uses of authentic materials ease them to learn and to understand new materials presented. They provide real example of language in their real contexts. Moreover, they avoid boredom when learning. It then could be minimized by utilizing various materials and activities. (p.472)

2.3.6. The Disadvantages of Using Authentic Materials

Tamo (2009) states that:

We can claim that learners are being exposed to real language and they feel that they are learning the “real” language. These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. The disadvantages mentioned by several researchers are:

- Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
- The vocabulary might not be relevant to the student’s immediate needs.
- Too many structures are mixed so lower levels have a hard time decoding the texts.
- Special preparation is necessary which can be time consuming.
- Too many different accents can be heard which can cause some confusion.
- The material can become outdated easily, e.g. news.
- There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background. (p.76)

Varmış Kılıç (2011) mentions her ideas about the disadvantages of authentic materials as:

The main criticism made to these materials is that they are sometimes too difficult for learners of a foreign language. Learners whose level of proficiency is low may find authentic materials difficult, and irrelevant for their needs and

motivations. Another important disadvantage is that some authentic materials reflect certain cultural aspects which are difficult to understand in the learners' culture. This too culturally biased situation may lead to a feeling of hatred or repulsion towards the target language (p.64).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this chapter the information about the design of the research is given such as the participants, the data collection tools and the data analysis methods. All parts are presented in detail for readers to understand the aim and the methodological procedure of the research.

3.2. Research Design

The aim of this study was to learn whether EFL instructors working at state universities are aware of the effectiveness of authentic materials and their use in their English language classes.

Both quantitative and qualitative research methods were used to collect the data from the teachers about their perspectives towards the use of authentic materials in their classes. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alterneta knowledge claims” (Creswell, 2003, as cited in Williams, 2007, p. 66). Anderson(2006) mentions that:

Qualitative Research is collecting, analyzing, and interpreting data by observing what people do and say. The nature of this type of research is exploratory and open-ended. Small numbers of people are interviewed in-depth and/or a relatively small number of focus groups are conducted. Participants are asked to respond to general questions and the interviewer or group moderator probes and explores their responses to identify and define people’s perceptions, opinions and feelings about the topic or idea being discussed and to determine the degree of agreement that exists in the group. The quality of the finding from qualitative research is directly dependent upon the skills, experience and sensitive of the interviewer or group moderator (p. 3).

There are some differences between qualitative and quantitative research. Anderson (2006) mentions these differences as following:

Basically, quantitative research is objective; qualitative is subjective. Quantitative research seeks explanatory laws; qualitative research aims at in-depth description. Qualitative research measures what it assumes to be a static

reality in hopes of developing universal laws. Qualitative research is an exploration of what is assumed to be a dynamic reality. It does not claim that what is discovered in the process is universal, and thus, replicable(p.3).

By using quantitative method, we will be able to get objective results from our research and measure the awareness of teachers at state universities towards the use of authentic materials and able to see the percentages with the help of charts and tables.

3.3. Participants

The study was conducted with 25 EFL instructors working at 6 state universities in Turkey. Convenience sampling strategy was used when choosing the participant teachers. Higginbottom (2004, as cited in Koerber and McMichael, 2008, p. 463) defines convenience sampling strategy as “Consisting of participants who are readily available and easy to contact.”

3.4.Data Collection Tool

In this study, a Teachers’ Questionnaire (see Appendix 1) developed by Baseratul (2012) was used to find out EFLinstructors'perceptions on the use of authentic materials inEnglish language teaching. The Teachers’ Questionnaire consisted of three parts.

In the first part, there were 9 multiple choice questions. The teachers were given the opportunity to choose more than one answer among the options they were provided with. The questions in this section were related to eight main categories:

- 1. The reasons for using authentic materials in classes,*
- 2. The reasons for not using authentic materials in classes,*
- 3. The use of authentic materials in four skills,*
- 4. The use of authentic materials regarding theproficiency levels of students,*
- 5. The sources to obtain authentic materials,*
- 6. The criteria while choosing authentic materials,*
- 7. The teachers' needs for inservice training for the usage of authentic materials,*
- 8. Types of inservice teacher trainings the teachers prefer to attend.*

In the second part, there were 6 statements based on a 5 point Likert-type rating scalewhich were 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree, 0=donot know. The main aim of the questions in this section was to elicit teachers' perception on the advantages of using authentic materials in language teaching and to

learn whether they face any difficulties in finding and using authentic materials in the language teaching process.

The 8 open-ended questions in the last part aimed to help teachers express their personal opinions as to the advantages and disadvantages of using authentic materials in language teaching and to help them reflect on the difficulties that they face in finding and using authentic materials in the language teaching process.

3.5.Data Analysis Procedures

Data analysis consisted of two parts: quantitative analysis and qualitative analysis. In the first and second parts of the questionnaire, Statistical Package for Social Sciences (SPSS) was used to analyze the data. The items in the first and second parts of the questionnaire were analyzed in the form of percentages (%) and frequencies (f) by means of SPSS (version 21. 0) and MS Excel Programme procedures.

The data gathered from the open-ended questions in the last part of the questionnaire was subjected to content analysis. Content analysis is "a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action" (Krippendorff, 1980, as cited in Elo and Kyngas, 2007, p. 108).

CHAPTER IV

4. FINDINGS AND ANALYSIS

4.1. Introduction

This chapter presents the findings gathered from a Teachers' Questionnaire (see Appendix 1). This study aimed to learn whether EFL instructors working at state universities are aware of the effectiveness of authentic materials and their use in their English language classes. The findings of the study are presented in three sections. The first section (4.2.) and the second section (4.3.) present the findings gathered through quantitative data. The last section (4.4.) presents the findings from the qualitative data that were elicited through 8 open-ended questions.

4.2. Findings from the Questionnaire: Part I

This section presents the findings gathered from the analysis of multiple choice questions from the first part of the questionnaire. Table 1 displays the percentages and frequencies of the teachers' responses to the use of authentic materials in their teaching practice.

Table 1. The Use of Authentic Materials in Classes

Statements	Frequency	Percentage(%)
<i>The use of authentic materials in classes</i>		
Yes	22	%88
No	3	%12

As indicated in Table 1, 88 % of the participants use authentic materials in EFL classes during their teaching practice while %12 of them do not prefer to use these kind of materials. The second question in this section of the questionnaire aimed to learn the reasons why the teachers do not use authentic materials in their teaching practice. Table 2 displays the percentages and frequencies of the teachers' responses given to explain their reasons for their preferences.

Table 2. The Teachers' Reasons Why the Teachers Don't Use Authentic Materials

Statements	Frequency	Percentage(%)
<i>The reasons for not using authentic materials in classes</i>		
Time consuming (in terms of selection an preperation).	0	% 0
Difficult for students to comprehend	1	% 4
Due to syllabus constraints	1	% 4
Others	0	% 0

As pointed out in Table 2, when the teachers were asked the reasons why they do not use authentic materials in classes, %4 of the teachers mentioned that authentic materials are difficult for their students to comprehend and similarly %4 of the participants stated they do not prefer to use these materials due to heavy loaded syllabus to complete within limited time constraints.

The third question in this section aimed to learn the reasons why the teachers use authentic materials in their teaching practice. Figure 1 indicates the reasons why 88 % of the teachers use authentic materials in their teaching practice.

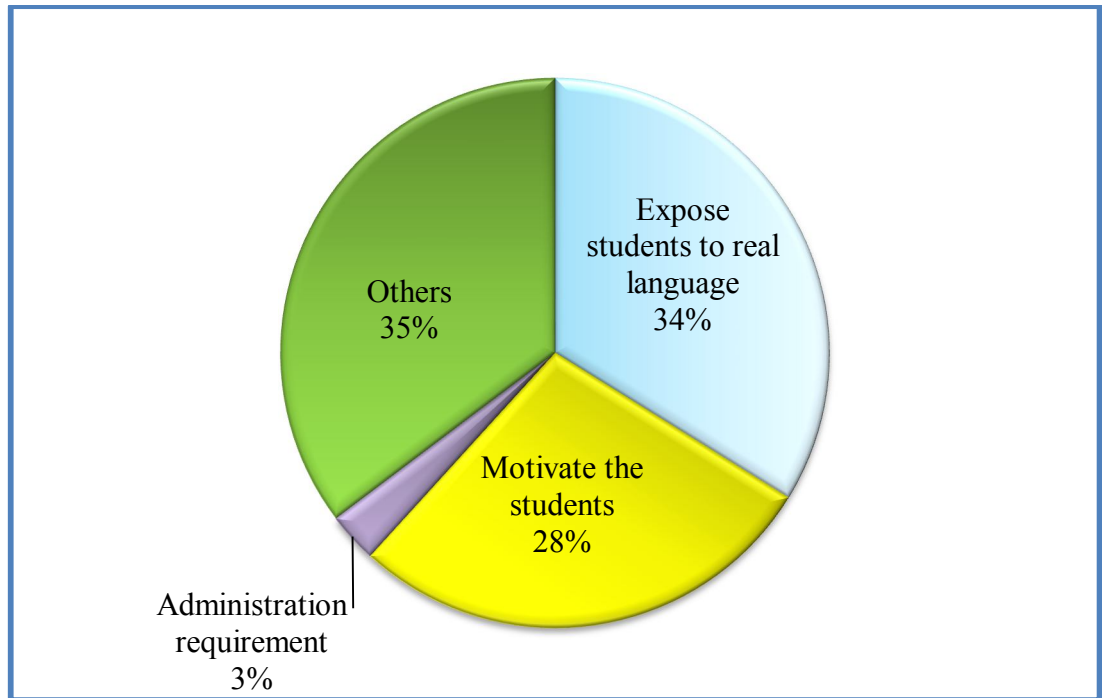


Figure 1: The Teachers' Reasons for Using Authentic Materials

As can be seen in Figure 1, when the teachers were asked the reasons why they use authentic materials, %34 of them stated that these kind of materials expose the students to the real language. Twenty-eight percent of the teachers think that using these materials to motivate students during the learning process and %3 of them use authentic materials as is required by the administration. Of those, %35 of the instructors indicated some other reasons. One of the instructors mentioned that he uses authentic materials in his classes as they are available in large quantities and the students also have fun with the help of them.

Table 3. The Use of Authentic Materials in Four Skills

Statements	Frequency	Percentage (%)
<i>The use of authentic materials in four skills</i>		
Listening	19	% 76
Reading	18	% 72
Speaking	16	% 64
Writing	3	% 12

Table 3 presents the skills that the teachers most frequently use authentic materials with. When the teachers were asked which of the four skills they use authentic materials with, we came up with the finding that %76 of the instructors use authentic materials in listening classes, %72 of them use these materials in reading classes, %64 of them in speaking and %12 of them use authentic materials in writing classes.

The next question in the questionnaire tried to elicit the language proficiency levels the teachers prefer using authentic materials with. As shown in Table 4, teachers mostly use authentic materials with pre-intermediate and intermediate level students.

Table 4. The Use of Authentic Materials Regarding Language Proficiency Levels

Statements	Frequency	Percentage (%)
<i>The proficiency levels</i>		
Beginner	11	% 44
Elementary	12	% 48
Pre-intermediate	17	% 68
Intermediate	17	% 68
Upper-intermediate	14	% 56
Advance	12	% 48

The teachers stated they generally do not prefer to use these materials in beginner level classes as they believe authentic materials are sometimes difficult to understand because of the complex structures and the unknown vocabulary items.

Table 5 displays the resources the teachers use to obtain authentic materials.

Table 5. The Sources the Teachers Use to Obtain Authentic Materials.

<i>Statements</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>The sources to obtain authentic materials</i>		
Newspapers and magazines	13	% 52
Radio	1	% 4
TV / Video	13	% 52
Internet	22	% 88
Others	1	% 4

According to Table 5, while %44 of the instructors mention that they use Internet to obtain authentic materials, %26 of them prefer newspaper and magazines, again %26 of the participants use TV and video. Only %2 of them use radios as a source for authentic materials. When we analyze the resources the teachers use to obtain authentic materials, Internet seems to be the most frequently used source by the teachers. This might be because it is easy to obtain these materials from several web sites. Newspapers and magazines together with TV and Video are the second most frequently cited source used by the teachers. The reason behind the teachers' choices might be related to easy access to these materials as well.

Table 6 presents the criteria that the teachers employ while choosing authentic materials. In the questionnaire, while answering multiple choice questions, the participants had the chance to choose more than one answer from the options that they were provided with.

Table 6. The Criteria the Teachers Use While Choosing Authentic Materials

<i>Statements</i>	<i>frequency</i>	<i>percentage (%)</i>
<i>The criteria while choosing authentic materials</i>		
Language level (vocabulary and grammar)	19	% 76
Length of the text	4	% 16
Students' needs and interests	23	% 92
Course objectives	17	% 68
Others	0	% 0

As we understand from Table 6, for 19 of the teachers students' language level is important, for 23 of them students' needs and interests are the main criteria while for 17 of them course objectives are the most important criteria. Furthermore, 4 of the instructors are careful about the length of the texts regarding of course their students' level of language proficiency.

As it can be seen in Figure 2, students' needs and interests are the most important factor for the instructors while using authentic materials in their classes. % 30 of the participants believe that language level of the students is really important before choosing the right materials for students. Meanwhile, %27 of them perceive course objectives as the first necessity for teachers to take into consideration.

Table 7 presents the teachers' perceived needs for teacher training for the use of authentic materials.

Table 7. The Teachers' Perceived Needs for Teacher Training for the Use of Authentic Materials

<i>Statements</i>	<i>frequency</i>	<i>percentage (%)</i>
<i>The needs for training for the usage of authentic materials</i>		
Yes	18	% 72
No	7	% 28
<i>Types of trainings</i>		
Selecting the materials.	8	% 32
Adapting them to the students' needs and interests	17	% 68
Others	1	% 4

Majority of the teachers think that they need training for the use of authentic materials as % 72 of them said “yes” when we asked them if they needed a special training or not. In addition, as revealed in Table 7, %68 of them mentioned that they need training for the adaptation process and %32 of them need training for selecting materials. %28 of the instructors indicated that training is not necessary as they have the quality to adapt them according to the students' needs and interests, levels and course objectives.

4.3. Findings from the Questionnaire: Part II

The items in this section aim to find out how the teachers perceive authentic materials in language teaching. There are a total of six items. Table 8 presents the frequencies and the percentages of the responses given to those items.

Table 8. Descriptive Statistics of Question Scale:

<i>Statements</i>	<i>Minimum</i>	<i>Maximum</i>	<i>mean</i>	<i>Standard deviation</i>
1.Authentic materials improve English proficiency more than non-authentic text books.	2	5	3.88	0.92
2.Authentic materials motivate students to practice English outside the classroom.	1	5	4.00	1.00
3.Authentic materials should be included in the curriculum	2	5	4.20	0.81
4.Authentic materials sometimes demotivate and frustrate students (difficult words, idioms and phrasal verbs).	1	5	2.76	1.26
5.Authentic materials are difficult to access.	1	5	1.68	1.21
6.Some administration policies donot allow using authentic materials (heavy work load, rigid curriculum and fixedsyllabus).	1	5	2.84	1.37

(N=25)

When the rates of the participants given to the statements are analyzed, it can be seen that the statement “Authentic materials should be included in the curriculum” has the highest average. This statement is followed by “Authentic materials motivate

students to practice English outside the classroom.” “Authentic materials are difficult to access” and “Authentic materials sometimes demotivate and frustrate students (difficult words, idioms and phrasal verbs)” have the lowest average when we look at the descriptive statistics of the question scale.

Table 9. Descriptive Statistics of Question

<i>Statements</i>	<i>I do not know</i>		<i>Strongly disagree</i>		<i>Disagree</i>		<i>Neutral</i>		<i>Agree</i>		<i>Strongly agree</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
1.Authentic materials improve English proficiency more than non – authentic text books	0	%0	0	%0	2	%8	6	%24	10	%40	7	%28
2.Authentic materials motivate students to practice English outside the classroom.	0	%0	1	%4	0	%0	6	%24	9	%36	9	%36
3.Authentic materials should be included in the curriculum.	0	%0	0	%0	1	%4	3	%12	11	%44	10	%40
4.Authentic materials sometimes demotivate and frustrate students (difficult words, idioms and phrasal verbs).	1	%4	3	%12	6	%24	8	%32	5	%20	2	%8
5.Authentic materials are difficult to access.	2	%8	12	%48	7	%28	1	%4	2	%8	1	%4
6.Some administration policies donot allowusing authentic materials (heavy workload, rigid curriculum and fixed syllabus).	1	%4	5	%20	2	%8	8	%32	7	%28	2	%8

(N=25)

As the data in Table 9 reveal %40 of the participants agree with the statement “*Authentic materials improve English proficiency more than non-authentic text books,*” %36 of them agree, “*Authentic materials motivate students to practice English outside the classroom*” and %44 of the participants are agree “*Authentic materials should be included in the curriculum*”. Furthermore, %32 of the participants mention that they are neutral with the statement “*Authentic materials sometimes demotivate and frustrate students (difficult words, idioms and phrasal verbs)*” and %32 of them are neutral with “*Some administration policies do not allow using authentic materials (heavy work load, rigid curriculum and fixed syllabus).*” The analysis of the answers shows that %48 of the participants strongly disagree with the statement “*Authentic materials are difficult to access.*”

4.4. Findings from the Questionnaire: Part III

The participants answered eight open-ended questions and the analysis of their answers for each question are presented in the following sub-sections.

4.4.1. Question 1: Do you think your current context of teaching is appropriate to use authentic materials (curriculum, technology, classroom size, students attitude, level and so on.)?

When we analyze the answers, we see that nearly half of the participants mentioned that their current context of teaching is appropriate to use authentic materials in their classes. One of them stated that he/she uses these kinds of materials especially in speaking classes. Drawing on these responses, we assume the teachers’ classes are equipped with technology and big enough for authentic material use and their students are willing to use such materials while learning English. One of the instructors mentioned that he/she has classes with twenty-five students at most, so we assume it is possible to use authentic materials as the classes are not crowded. He/she further added that these kind of materials can be adapted to any levels and it is really easy to reach them either from the internet or from the newspapers. One of them mentioned that they use such materials as their students want to focus on real language.

Although the majority of the teachers use authentic materials in their language teaching process, some pointed out that they do not prefer these kinds of materials stating that they have a strict curriculum and their students find these kind of materials and time consuming, and that the language proficiency levels of their students are not appropriate to use them efficiently. For one of the instructors, it takes lots of time to

prepare and use authentic materials in classes. One reason for not choosing such materials is classroom environment as they mentioned. Seating arrangements of the classes are not suitable and students are not able to participate in the activities actively during the classes when they use these kind of materials. Technological insufficiency is another reason for not using them.

4.4.2. Question 2: Do you think authentic materials have an advantage over non-authentic materials in terms of motivating students?

When we analyze the the participants' responses, we see that eighteen of them think that authentic materials have an advantage over non-authentic materials in terms of motivation. Majority of them mentioned that these kinds of materials draw students' attention, they present actual everyday language and the students also realize that they can handle a real English task. One of the instructors stated that with the help of authentic materials, the students are willing to do the activities in classes.

However, some of the instructors do not have the same opinions. Those instructors mentioned that it is sometimes difficult for the students to understand the meanings of the words, sometimes they are too challenging for the students and these kind of materials are especially difficult to cope with for beginner and elementary level students.

4.4.3. Question 3: Do your colleagues use authentic materials? If yes, then how many use authentic materials?

Ten of the participants mentioned that they have no idea about this issue. Three of them stated that their colleagues do not use these kind of materials and they use only the course books. The others stated that they all know the value of authentic materials. As they observe the advantages of these materials in classroom environment, majority of the other instructors use authentic materials regularly, especially young and enthusiastic ones.

4.4.4. Question 4: Do you ever worry that students might not open up to your new ideas giving as authentic materials? Please mention some of them.

Majority of the instructors do not worry that their students might not open up to the new ideas giving as authentic material, because they think that these materials are from real life so they draw their students' attention easily. One of the instructors mentioned that it is not too difficult to understand the students reaction when they face with new materials in classes, so as teachers they stated they can modify these materials

as they want. One of the teachers indicated that majority of the students are eager to improve to their English, so they are open up to new ideas. Some of them indicated that although they do not understand what they read, they like seeing, reading or listening something original.

Other instructors said that they sometimes worry when they use authentic materials in classes. One reason for this is their students' request to understand all words, phrases and idioms. When they do not understand all words, they get frustrated. One mentioned that the only responsibility for them is their examinations. They do not want to be active in other activities and they are not interested in them if they are not responsible of them in their examinations. One of them indicated that it is really hard to choose appropriate materials for students' interests.

4.4.5. Question 5: How important is it for the materials to be culturally sensitive?

Except one participant, the others think that it is really important for materials to be culturally sensitive. They explained their reasons in details. One said the students do not like talking or learning about other cultures as they are not interested in them, but they are sensitive to their own culture. The other mentioned that culture and language cannot be separated from each other, so it is really important for materials to be sensitive in that way.

Language should be taught in the concept of its culture. Some of the instructors indicated that culture differs from one country to another, so the materials should be culturally sensitive and should not disturb students. Some believes that if the materials are culturally sensitive, it is easier for teachers to motivate students. When the materials are related with their culture, teachers can empower students socially, emotionally and intellectually and they can affect their students positively. One of the instructors stated that background of the students are really important during teaching and learning process and culture is the main part of it.

Although majority of the participants seem to believe that being culturally sensitive is really important while using authentic materials, some of them do not have the same idea. For them, teachers should teach the culture of the country whose language they are teaching, but of course teachers can adapt the materials according to students' needs and interests.

4.4.6. Question 6: Why do some teachers prefer using authentic materials to non-authentic materials?

The teachers mentioned three main reasons why prefer authentic materials to non-authentic materials. The most frequently cited reason as pointed out in the following quotations were to motivate students by involving them in the real language use situations:

Teacher 1: *To motivate students by using something interesting and expose the students to real language.*

Teacher 2: *Using the same course book is boring for the students and introducing new things attracts their attention at least for 15 minutes.*

Teacher 3: *Authentic materials help learners focus more on the language tasks*
Secondly, they stated that these kinds of materials expose students to the real

language:

Teacher 4: *Inauthentic materials are sometime incapable of answering students' needs in terms of improving their language skills.*

Teacher 5: *To raise students' awareness of certain structures.*

Teacher 6: *Because they are more impressive and natural. Because these kind of materials enable the teachers to create a real life atmosphere.*

Teacher 8: *They use authentic materials as to make their students be aware of how the language is really used by non-native students*

Finally, the teachers stated that the students have fun with the help of these materials in the language learning process:

Teacher 5: *As students usually enjoy learning from authentic materials.*

Teacher 7: *They make lessons more enjoyable.*

Only one of them thinks that using authentic materials in classes or adapting them can be time consuming.

4.4.7. Question 7: Do you think using authentic materials gives students more choice to use target language?

Nineteen of the participants think that authentic materials give students more choice to use target language. Some of them stated that these kinds of materials are from real life so the students are more active in the class and they increase their motivation during the learning process. When teachers use these materials, students find something from themselves, so they are more interested in the subject they learn. As

students do not just focus on their text books, they can easily share their ideas. Although majority of them are positive toward the use of authentic materials, two of the participants indicated that these kind of materials should be chosen carefully and adapted well according to the students' needs, interests and levels.

Of course, some of the instructors complain about the difficulty of the use of these materials. One of them stated that as the classes are too crowded, time is limited and as they have a strict curriculum, it is really hard to use authentic materials. One of them further added that the only motivation for students are the exams, so they think that these materials are time consuming and unnecessary.

4.4.8. Question 8: Do you face any difficulty when using authentic materials? (Size of class, mixed ability of students). Please mention some of them.

Generally the instructors have difficulty while using authentic materials as the classes are too crowded. They think that if the classes were less crowded and the size of the classes were bigger, they would be more successful during the learning process by using these kind of materials. The second problem for them is the limited time. As they have a rigid curriculum and fixed syllabus, time is not enough for them to adapt materials according to the students levels and interests. They mentioned that it is really hard to find appropriate materials, select them and print them. They find the organization of this materials time consuming. One of the instructors stated that it depends on the level of the students. If the students are intermediate or advanced, there will be no problem, but the level of them are lower, they will have difficulty to understand the structures and new words.

Some of the participants think that if these kinds of materials are selected correctly, there will be no problem and they indicated that it depends on the teacher. They pointed out that the use of authentic materials help students to learn and use the language more meaningfully and easily.

CHAPTER V

5. DISCUSSION AND CONCLUSIONS

This chapter presents the summary of the study, discussions and conclusion considering the research question of the study. It concludes with limitations of the study and suggestions for further research.

5.1. Summary of the Study

The aim of this study was to find out EFL instructors' the perceptions of the use of authentic materials in their teaching practices. The study was conducted with 25 EFL instructors working at 6 state universities in Turkey. Convenience sampling strategy was used when choosing the participant teachers. In this study, a Teachers' Questionnaire (see Appendix 1) developed by Baseratul (2012) was used to find out EFL instructors' perceptions on the use of authentic materials in English language teaching.

The following research question guided this study:

1. What are state university EFL instructors' perceptions of the use of authentic materials in ELT classes?

5.2. Discussions and Conclusions

Drawing on the findings of this study, it is observed that the majority of the state university instructors favor using authentic materials in EFL classes. The teachers pointed out three main reasons as to why they believe using authentic materials have advantages in the language learning process. The three main reasons as indicated by the teachers were (1) that these kind of materials expose students to the real language, (2) that using these materials motivate students during the learning process and (3) that the students have fun with the help of these materials in the language learning process.

Similar to the teachers' belief in the present study, McNeil (1994) and Kilickaya (2004) also argue, "The use of authentic texts is now considered to be one way for increasing students' motivation for learning since they give the learner the feeling that he or she is learning the real language—the target language as it is used by the community that speaks it" (as cited in Musallam 2006, p. 4). Similarly, majority of the instructors indicated that they believe helping students to hear, read and/or use the real language is the most important factor for them to use authentic materials. With the help of these materials, they believe they are able to help the students to use the real

language not only in class but also outside the classroom. They also stated that using only course book decreases students' motivation so by using authentic materials, they have the chance to draw their attention easily and involve them in meaningful and enjoyable ways of learning.

According to Oğuz and Bahar (2008), while choosing authentic materials and using them in classes, teachers should be careful and some criterias should be taken into consideration such as students' levels and interests. Instead of using these materials only as they are real, students skills and suitable contents for them should also be important factors for meaningful learning.

Following the same line of argument, the teachers in the present study stated that they consider four main criteria when choosing what type of authentic materials to use with their students.

Firstly, they believe students' needs and interests are the most important factor for them while choosing authentic materials for teaching purposes. Secondly, they mention there must be an aim in using them and the chosen materials should meet the objectives of the lesson. The third factor the teachers consider is the students' language level while the fourth factor is the consideration of students' age, interests, needs and expectations.

Regarding the sources the teachers use to obtain materials, we found out that the majority of the teachers use Internet to obtain authentic materials as they think they can find variety of them easily and usually free. In the 21th century, technology develops rapidly so lots of technological devices have been produced day by day such as mobile phones, notebooks and computers. Years ago, it was really hard for people to get information about a subject as the only sources were encyclopedias and books. But nowadays, it takes only a few minutes to get information from the web sites.

Berardo (2006) mentions are newspapers, magazines, TV programs, movies, songs and literature as the most commonly used authentic materials but internet is the most useful one between them. According to him, internet is more interactive and continuously updated. It is really easy for both students and teachers to obtain different materials from internet.

Teachers agreed that using only course book as a material in classes would be boring for students. If teachers use alternative materials combined with coursebooks, both teachers and the students can benefit the advantages of both.

However, some of the teachers mentioned that they have a strict curriculum and it takes lots of time to find authentic materials and adapt them according to the their students' levels, needs and interests and course objectives. They indicated that these materials should be included in the curriculum to save teacher preparation time.

Although some of the participants think that these materials are time consuming and it is hard for them to use them in their classes, the high rate of the users show that the majority of the state university instructors are aware of the importance of the use of authentic materials in EFL classes.

5.3. Limitations of the Study

This study was conducted with twenty-five instructors from 6 different state universities. The study could have provided more data if the number of the instructors were more than twenty-five. By using a questionnaire, only the instructors' perspectives were questioned towards the use of authentic materials in EFL classes. If university students' ideas and experiences were asked, more valid and reliable results could have been achieved. Furthermore, we could have gained wider perspectives on the topic, if we had time to conduct follow-up interviews with the participants.

5.4. Suggestions for Further Research

In this study, the data were gathered only from EFL instructors. However, further studies could be designed to elicit students' perspectives to get a detailed picture of the situation. A further research could also include the observation of the classes to observe and to discuss with the students and the teachers the issues that arise during the language learning process which involves the use of authentic materials.

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7. APPENDICES

7.1.APPENDIX 1: Questionnaire on State Universities' Instructors' Awareness of Affective Use of Authentic Materials in EFL Classes.

I am an MA student in English Language Teaching Department in Çağ University and conducting a study to learn state universities' instructors' awareness of effective use of authentic materials in EFL classes.

Authentic materials are materials that have not been specifically produced for the purpose of language teaching such as TV commercials, weather forecasts, films, radio talks, advertisements, interviews and articles.

Thank you for giving your valuable time.

THE QUESTIONNAIRE

PART A: Multiple Choice Questions.

(You can choose more than one answer from the options.)

1. Would you prefer using authentic materials in your classes?

_____yes _____no

If your answer is “yes”, move to item no:3

2. Why donot you prefer using authentic materials?

_____time consuming (in terms of selection an preperation).

_____difficult for students to comprehend.

_____due to syllabus constraints.

Others:

3. Why do you prefer using authentic materials?

_____ expose students to real language.

_____ motivate the students.

_____ administration requirement.

Others:

4. For which skills would you use them?

_____ listening

_____ reading

_____ speaking

_____ writing

5. At which proficiency level would you use authentic materials?

_____ beginner

_____ elementary

_____ pre-intermediate

_____ intermediate

_____ upper-intermediate

_____ advance

6. What are the sources that you would use to obtain authentic materials?

_____ newspapers and magazines.

_____ radio

_____ TV/video

_____ internet

Others:

7. What criteria of selection would you follow?

_____ language level (vocabulary and grammar).

_____ length of the text.

_____ students' needs and interests.

_____ course objectives.

Others:

8. Do you think you need training in using such materials?

_____ yes _____ no

9. If your answer is "yes", what type of training do you need?

_____ selecting the materials.

_____ adapting them to the students' needs and interests.

Others:

PART B: Please read the statements and mark your level of agreement.

Rating scale: 5: strongly agree

4: agree

3: neutral

2: disagree

1: strongly disagree

0: donot know

1. Authentic materials improve English proficiency more than non-authentic text books.

5 4 3 2 1 0

2. Authentic materials motivate students to practice English outside the classroom.

5 4 3 2 1 0

3. Authentic materials should be included in the curriculum.

5 4 3 2 1 0

4. Authentic materials sometimes demotivate and frustrate students (difficult words, idioms and phrasal verbs).

5 4 3 2 1 0

5. Authentic materials are difficult to access.

5 4 3 2 1 0

6. Some administration policies do not allow using authentic materials (heavy work load, rigid curriculum and fixed syllabus).

5 4 3 2 1 0

PART C: Open –ended Questions.

1. Do you think your current context of teaching is appropriate to use authentic materials? (curriculum, technology, classroom size, students attitude, level)

2. Do you think authentic materials have an advantage over non-authentic materials in terms of motivating students?

3. Do your colleagues use authentic materials? If yes, then how many use authentic materials?

4. Do you ever worry that students might not open up to your new ideas giving authentic materials? Please mention some of them.

5. How important is it for the materials to be culturally sensitive?

6. Why do some teachers prefer using authentic materials to non-authentic materials?

7. Do you think using authentic materials gives students more choice to use target language?

8. Do you face any difficulty when using authentic materials? (Size of class, mixed ability of students). Please mention some of them.

7.2. APPENDIX 2: The Permission from the Owner of the Questionnaire.

Dear concern,

Please feel free to use it.

Best,

SM Mohibul Hasan

Dear S. M. Mohibul Hasan

I am working as an English Teacher in Niğde and I am an MA student in Çağ University in Tarsus. Now I am writing my thesis about "State universities' instructors' awareness of effective use of authentic materials in EFL classes. I would like to use the questionnaire in Baseratul Jannat Lira's thesis (Using Authentic Materials in ESL Classroom a Tertiary Level Scenario) if it is ok for you. Thank you for your help.

Best Regards

Funda Gökdemir