

**AKDENİZ UNIVERSITY**  
**INSTITUTE OF SOCIAL SCIENCES**

**Zerhan VARMIŞ KILIÇ**

**THE EFFECT OF AUTHENTIC MATERIALS ON 12<sup>TH</sup> GRADE  
STUDENTS' ATTITUDES AND MOTIVATION IN EFL CLASSES**

**Department of Foreign Language Teaching**

**Master's Thesis**

**Antalya, 2011**

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**Supervisor**

**Assist. Prof. Dr. Binnur GENÇ İLTER**

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Akdeniz Üniversitesi  
Sosyal Bilimler Enstitüsü Müdürlüğüne;

Zerhan KILIÇ'ın bu çalışması jüriimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı tezi olarak kabul edilmiştir.

Başkan : Doç. Dr. İsmail Hakkı İZZETİ

Öye (Danışmanı) : Yard. Doç. Dr. Binnur Genç İLTEL

Öye : Yard. Doç. Dr. Mustafa SEVİK

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The Effect of Authentic Materials on 12<sup>th</sup> Grade Students' Attitudes and  
motivation in English As A Foreign Language Classes  
İngilizce Derslerinde Kullanılan Otantik Materyallerin 12. Sınıf Öğrencilerinin  
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Müdür

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**LIST OF ABBREVIATIONS**

- AMTB: Attitude/ Motivation Test Battery
- CEF: Common European Framework
- CEFR: Common European Framework of Reference for Languages
- EFL: English as a Foreign Language
- e.g.: For Example
- ELP: European Language Portfolio
- ELT: English Language Teaching
- ESL: English as a Second Language
- FL: Foreign Language
- FLA: Foreign Language Acquisition
- L1: First Language
- L2: Second Language
- SDT: Self-determination Theory
- SLA: Second Language Acquisition
- SPSS: Statistical Package for Social Sciences

## ABSTRACT

This study was designed to investigate whether authentic materials have a positive impact on developing the attitudes and motivation of 12th grade students in EFL classes. Furthermore, the present study was an attempt to have a closer look at foreign language learners' viewpoints about authentic materials and to examine the changes in their motivation after instructions using authentic materials in the foreign language classroom.

This study was conducted over 12 weeks during the 2010 - 2011 fall semester. The participants were 37 twelfth grade students in Bucak Anatolian High School. In order to accomplish the objectives of the study, both qualitative and quantitative research methods were used. In this experimental study, pre-test – post-test with a control group design was used. An experimental and a control group participated and two different instruments were employed in this study: attitude scale and student diaries.

Authentic materials were evaluated in two respects. First, the attitudinal effect of authentic materials was measured by an attitude scale towards English course developed by Erdem (2007). During the ten week training program, the experimental group received suggested activities and exercises using authentic materials, whereas the control group received the traditional instructional approach using the current course book while focusing on almost the same language items. Both groups were administered the pre-tests at the beginning of the training, and the post-tests at the end of the training in order to analyze the students' attitudes towards English course before and after the implementation of authentic materials.

The data collected through the students' pre and post-tests were analyzed using Microsoft Office, Excel 2003 and SPSS 13.00. Descriptive statistics, independent-samples t-test and paired samples t-test were used in the analysis of quantitative data. Based on the quantitative research findings, it can be stated that although pre-test results indicated no significant difference between the means of the experimental and the control group, the means of the experimental group was found to be significantly higher than the control group according to post-test results. According to these results, authentic materials have marked a positive effect on the attitudes of students towards English course.

Secondly, the motivational effect of authentic materials was evaluated by the help of qualitative data, by using student diaries on motivation that were collected from experimental group learners at the end of the training. The diaries were analysed by the use of categorization system; commonly mentioned issues by students were put into categories. As seen from the students' diaries, using authentic materials increased the motivation of the students in EFL classes.

In addition, with the purpose of determining the viewpoints of the students in terms of the influence of authentic materials on the learners, the students were asked to keep diaries during the training. These diaries indicate that authentic materials make a positive influence on the motivation of learners, such as taking their attention and interest, providing a relaxed learning environment, developing their productive skills and providing high learner participation. The results of the study imply that authentic materials have been shown to be an effective tool on the improvement of attitudes and motivation of EFL learners.

## ÖZET

### İNGİLİZCE DERSLERİNDE KULLANILAN ÖZGÜN MATERYALLERİN 12. SINIF ÖĞRENCİLERİNİN TUTUM VE GÜDÜLENMELERİ ÜZERİNDEKİ ETKİSİ

Bu çalışma, özgün materyal kullanımının, 12. sınıf öğrencilerinin İngilizce derslerindeki tutum ve güdülenmelerinin geliştirilmesi üzerinde olumlu bir etkisi olup olmadığını araştırmak amacıyla planlanmıştır. Ayrıca, bu çalışma, yabancı dil öğrenen öğrencilerin özgün materyallere bakış açılarını daha yakından görmek ve yabancı dil sınıflarında özgün materyal kullanımından sonra öğrencilerin güdülenmelerindeki değişiklikleri incelemek için yapılmıştır.

Bu çalışma, 2010-2011 güz döneminde 12 hafta boyunca yürütülmüştür. Çalışmaya, Bucak Anadolu Lisesi on ikinci sınıf öğrencilerinden 37 öğrenci katılmıştır. Çalışmanın amaçlarını gerçekleştirebilmek için, hem nitel hem de nicel araştırma yöntemleri kullanılmıştır. Bu deneysel çalışmada, ön test-son test kontrol gruplu çalışma deseni kullanılmıştır. Çalışmaya, bir deney ve bir kontrol grubu katılmış ve iki farklı ölçme aracı, tutum ölçeği ve öğrenci günlükleri kullanılmıştır.

Özgün materyaller iki açıdan değerlendirilmiştir: İlk olarak, özgün materyallerin öğrencilerin İngilizce derslerindeki tutumlarına etkisi, Erdem (2007) tarafından geliştirilen İngilizce dersine yönelik tutum ölçeği ile ölçülmüştür. On haftalık eğitim programı sırasında, kontrol grubu geleneksel öğretim yaklaşımıyla sadece ders kitabıyla sınırlı öğrenim görürken, deney grubunda, mevcut ders kitabının yanında farklı alıştırmalar ve etkinliklerle desteklenmiş özgün materyallere yer verilmiştir.

Her iki gruba da, İngilizce derslerinde özgün materyal kullanımından önce ve sonra, İngilizce dersine yönelik tutumlarının ölçülmesi amacıyla, eğitim döneminin başında ön-test, eğitim döneminin sonunda son-test uygulanmıştır. Öğrencilerin ön-test ve son-test sonuçları yoluyla elde edilen veriler Microsoft Office Excel 2003 ve SPSS 13.00 kullanılarak incelenmiştir.

Nicel verilerin analizinde, betimleyici istatistik, bağımsız gruplarda t-testi ve eşleştirilmiş t-testi kullanılmıştır. Nicel araştırma bulgularına dayanarak, ön test sonuçlarına göre deney ve

kontrol grubunun puan ortalamaları arasında önemli bir farklılık olmamasına rağmen, son test sonuçlarına göre, deney grubunun puan ortalamasının kontrol grubuna göre kayda değer bir şekilde daha yüksek olduğu ölçülmüştür. Bu sonuçlara göre, özgün materyallerin İngilizce dersine yönelik öğrenci tutumlarına ciddi şekilde katkısı olduğu söylenebilir.

İkinci olarak, deney grubundaki öğrencilerden dönem sonunda toplanan güdülenme üzerine yazılmış öğrenci günlükleri nitel veri olarak değerlendirilmiştir. Günlükler kategorilere ayırma sistemi kullanılarak analiz edilmiş, öğrenciler tarafından ortak olarak belirtilen hususlara göre kategoriler oluşturulmuştur. Öğrencilerin günlüklerinden anlaşıldığı gibi, yabancı dil sınıflarında özgün materyal kullanımı öğrencilerin güdülenmesini olumlu yönde artırmıştır. Ayrıca, özgün materyallerin öğrenciler üzerindeki etkisini ve öğrencilerin bu materyallere bakış açılarını belirlemek amacıyla, öğrencilerden özgün materyal kullanımıyla yapılan eğitim sırasında günlük tutmaları istenmiştir.

Öğrencilerin günlükleri, özgün materyallerin, öğrencilerin dikkatini ve ilgisini çekerek, onlara rahat bir öğrenme ortamı sağlamış, yaratıcı becerilerini geliştirmiş ve derslere yüksek öğrenci katılımını sağlayarak, öğrencilerin güdülenmeleri üzerinde olumlu bir etkiye sahip olduğunu göstermiştir. Bütün bu çalışmalardan elde edilen sonuçlar, özgün materyallerin, öğrencilerin İngilizce derslerindeki tutum ve güdülenmelerinin olumlu yönde gelişmesi üzerinde etkili bir araç olduğunu göstermektedir.

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**to my beloved husband and my four year old son,  
whose precious time I stole throughout this study**

## **CHAPTER 1**

### **INTRODUCTION**

The present study was conducted to determine the effect of authentic materials on the attitudes and motivation of 12<sup>th</sup> grade students in EFL classes. This chapter examines a general background of the study in order to help the readers familiarize themselves with the study. In the first section, background to the study will be presented. In the second section, the problem of the study will be explained in detail. The purpose of the study is also stated together with the research questions in the third section. Following the hypothesis, the method of research adopted for this study will be explained. In the sixth section, scope of the study will be provided. Furthermore significance and limitations of the study are included in this chapter. Finally, in the last section, definitions of key terms that are important for the study will be presented.

#### **1.1 BACKGROUND TO THE STUDY**

Teaching a language is a process which is indefinite and difficult to deal effectively especially when the language is taught as a foreign language where the students have little chance to use the target language outside the classrooms. The study of foreign language will allow us to transcend the cultural borders of ours own and will supply us with the views and ideas of another culture. The study of a foreign language increases understanding of the interaction between language, thought and culture. Knowing the language can also help us to gain the cultural insights. It means that studying language means studying culture. Therefore, we can consider language learning as a useful tool in adapting to a new culture and a society.

Various studies have been carried out in the field of language teaching, especially in teaching English since it has become a lingua franca. English is probably the world's most important language because of its significance in international, social, cultural and political activities. English continues to be the world language. The global spread of English is remarkable. Instead, it is a vehicle that will lead to more opportunities. Due to the need for foreign language speaking people in most of the fields of the business world and globalization, foreign language education has risen rapidly in Turkey. Turkish people have a strong motivation to learn English due to the fact that cooperation with English-speaking

countries is getting broader. Knowing English offers a chance for advancement in one's professional life. Therefore, the field of English language teaching is gaining more and more significance.

Being a language teacher doesn't mean only explaining the grammatical rules, practicing the target language and evaluating the students. Second language learning is not only the acquisition of linguistic elements. Socially and culturally bound issues which serve as the primary channel of social organization should be taken into consideration in the corporation of the second language culture. Success in learning a language depends on a variety of factors such as the qualification of the teacher, the appropriateness of the teaching approach, the quality of the course materials, the duration and intensity of the language course, and the characteristics of the language learner.

Attitude and motivation, two of the most important characteristics of the language learner, play a significant role in foreign and second language learning. They are related to success in foreign and second language learning. This explains perhaps why some people have a much easier time in learning languages than others. In the same classroom setting, some students progress rapidly, while others just struggle along and never achieve command of a second language. According to Gardner (2001), attitudes and motivation, self-confidence, field independence, intelligence, language aptitude, and language learning strategies have an effect on language learners' success in their language learning.

Motivation, one element of the learner characteristics, has risen as a facilitator in the learning process. Motivation influences how and why people learn. It is a fact that different learners, in spite of being influenced by the same situational factors, produce very different outputs. Researches in second language acquisition (SLA) and foreign language acquisition (FLA) examine the relationships among other individual differences such as language attitudes, motivation, anxiety, self-confidence, language aptitude, learning strategies, field independence, and achievement in the language. As motivation is accepted as one of the most important individual variables affecting language achievement, a considerable amount of research has concerned with the impact of motivation on second and foreign language acquisition and much of it demonstrated relationship between motivation and proficiency in a second or foreign language (Gardner & Lambert, 1972; Dörnyei, 1994; Tremblay & Gardner, 1995).

The meaning of motivation is probably the interest that something generates in the students and it relates to the attitudes of learners towards the target language, as these are rooted in their minds and their background. Motivation can be regarded as a key to success because nobody can really learn a subject or a language meaningfully without having any motivation. Learners' levels of motivation are said to rise when they are actively and independently involved in their own learning. Chambers (1999) and Dörnyei (1998) specify that motivation and achievement are interrelated to each other, when one is lacking, the other is probably does not fully exist either. Van Lier (1996) also states that success and motivation are both closely related and interdependent. So, along with the support from the studies of various scientists, it can be said that motivation is very crucial in language learning process.

As the classrooms are the actual places where teaching and learning take place, classroom applications are primary sources for researchers to identify these variables that affect student motivation. As a result, it is seen that an understanding of the concept of motivation is vital to make immediate learning contexts more effective for student learning. Without motivation, they fail to expand the necessary effort and do not persist long enough to learn. In this sense motivation has a vital role on regulating students' behaviours in the learning process. So most of the literature on motivation focuses on the motivation students bring with them to classroom. In this respect teachers should be aware of the fact that there are three factors which influence the motivation in the classroom. The first one is 'interest' as students with an interest in a subject tend to pay more attention to it. The next one is 'need' which can also be described as need for achievement. The third one is 'attitude' which includes emotions and feelings. Attitudes are strongly related to motivation, it is evident that people with a negative attitude towards a language could not be motivated learners.

On the other hand, if students have positive attitudes towards the foreign language and its speakers, towards the teacher and the course materials, they will probably be more attentive in the class, and be willing to achieve more. In the field of language learning, the attitudes of the learner towards the target language are important because it entails whether somebody will be successful in the target language or not. Attitudes are interior states that shape what the learners are likely to do. Motivation was found to be the best forecaster of student achievement and a positive attitude can help students build advanced motivation. The students will learn better if they are motivated and have positive attitudes towards English.

As especially English language is one of the most used language in the international diplomacy of the European Union of which Turkey tries to be a member for years, English has become one of the compulsory courses in primary and high schools' curricula in Turkey. Following the new trends in foreign language teaching, the Ministry of National Education in Turkey revised the English curriculum and arranged a syllabus, and textbooks according to CEFR which is intended as "*a reference document for language education including assessment*" (Alderson et al., 2006: 3) and provide a frame of reference for people of European countries and promote communication and interaction among countries that have different educational systems (Sun, 2010: 57).

The CEFR contains a review of the elements that take place in the teaching and learning of languages, and includes numerous scales that describe the levels of language proficiency that have received great care from professionals (Mut, 2007: 40). Besides, it serves as a guide for language learners by describing what to do so as to use a language for communication and what skills and knowledge to develop so as to use language efficiently (Council of Europe, 2001: 1). CEF is intended to promote interaction between educational institutions that take place in different countries, provide a sound basis for the identification of language competences, and help the ones in the educational institutions such as; learners, teachers, course designers, examining bodies and educational administrators to set and organize their efforts (Council of Europe, 2001: 5-6).

Mirici (2006: 155 – 156) claims that, the Ministry of National Education in Turkey, now depends on a new national curriculum which is based on a "Constructivist" approach. The use of the "Constructivist" curriculum should be learner-centred and involve self assessment activities. The new curriculum is introduced within the aim of raising standards of learning in Turkish schools by focusing on students' thinking abilities. The new curriculum in Turkey shares a common aim and focus with the CEF. The common aim is a desire to raise standards by focusing on students' ability to acquire and apply knowledge in education systems. Moreover, Mirici (2006: 156) states that: "*this approach is also supported by foreign language teaching initiatives in Europe, for example the Common European Framework of Reference for Languages (CEF) and European Language Portfolio (ELP) which bring together learning from formal examinations, classroom experiences and life experiences that take place outside school.*"

Instead of making students autonomous learners, high schools only prepare students for higher education, for a nationwide examination called *University Entrance Examination*. There are negative influences of the university entrance examination on the student

psychology. According to İçbay (2005: 134) exam stress and anxiety affect success greatly. Because students have the idea that their higher education lives depend on how much they can do on this examination, they become very stressful and anxious, and thus unsuccessful. Furthermore, İçbay (2005: 136) maintains that high school education is not so effective in terms of its curriculum because university entrance examinations in the Turkish educational context do not evaluate accurately what the high school graduates know.

English is a compulsory lesson in high school curriculum. However, students are not responsible for the questions from English lesson in the nationwide examination. In other words, the students who do not like English lesson see it as a lesson which includes a lot of unnecessary information that are not needed for the examination. As a result of these, high school students especially 11<sup>th</sup> and 12<sup>th</sup> graders have negative attitudes towards English, and come to class with low motivation because English is the least important lesson for their goals. Besides they are stressful and anxious because of the examination they will take and which will affect their lives. According to Tomal (2010: 1733), high school students are mostly interested in lessons that they are responsible for the exam. They prefer subjects that are connected with exam rather than any other subjects.

Thus far, keeping the students interested in language learning and motivating them to succeed is one of the duties of the teachers. Teachers can influence student motivation; firstly they must agree on the importance of students' motivation and adapt themselves in the reforms in the education system focusing on learner-centred approaches. Besides, they should be sensitive to their students' needs and expectations. If the students feel demotivated in the beginning of their language learning experiences, they will not continue to learn English by themselves intrinsically. Therefore, motivational factors have a big role and importance in the language learning process of the learners. Despite all the negative attitudes of students, foreign language teachers are in effort to guide students to be autonomous as it is suggested by the latest learning/teaching approaches. Many approaches along with the commonly known ones have been developed. Recent trends in the twentieth century symbolized by the two approaches, communicative approach and constructivism.

Constructivism which is a theory of learning came out in the early part of the twentieth century and has great influence on the practice of education. It is on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the class to students in their desks. Rather, learners are the constructors of meaning and knowledge. A constructivist classroom, then, consists of learner-centred, active instruction. In such a classroom, the

teacher provides students with experiences that allow them to hypothesize, foretell, control objects, research, investigate and formulate. The teacher's role is to promote this process. Most learning strategy theories are based on the constructivist perspective of learning (Olgren, 1998).

Another approach was the Communicative Approach suggesting the significance of language functions rather than focusing on grammar and vocabulary. Students should be focused on the content of what they are saying rather than on a particular language form (Harmer, 2001: 85) which means to use language being taught to accomplish functions such as discussing an issue, asking for direction, making a complaint, writing an e-mail, etc. In the language teaching profession learners need not only knowledge and skill in the grammar of a language but also the ability to use the language in socially and culturally appropriate ways. This was the major innovation of 'communicative language teaching'.

At the same time, the 'communicative approach' introduced changes in methods of teaching, the materials used, and the description of what is to be learnt and assessment of learning. The Council of Europe's 'Common European Framework of Reference' embodies these innovations and also emphasises the importance of 'intercultural skills' and 'intercultural awareness'. The main aim of the CEF is to help learners to interact with the speakers of other languages and develop a relationship with people from other cultures (Byram, Gribkova & Starkey, 2002: 4).

Communicative approach has brought a need to develop students' skills for the real world to language teaching since the mid 1970s (Widdowson, 1979). Teachers should "simulate" real-world situations in the classroom. One way of doing so is to use authentic materials in instructions. These are language samples not constructed for the purpose of language learning (Widdowson, 1979: 80). Examples of such materials include newspapers, magazines, TV programs, radio talks, menus, brochures, comics, novels, short stories, weather forecasts, and recipes etc. Researchers (e.g. Breen, 1985; Rogers & Medley, 1988; Lee, 1995; Morton, 1999; Kılıçkaya, 2004) have concluded that authentic materials in the foreign language classroom are effective resources that can positively contribute to students' progress. Incorporating authentic materials helps students acquire an effective communicative competence in the target language (Guariento & Morley, 2001). Those authors who support the use of authentic material have in common one idea: "exposure". In other words, the benefit students get from being exposed to the language in authentic materials.

While, years ago, the only language teaching materials were books and dictionaries, today there is a great variety of language teaching materials on the market. Course books, workbooks, posters, picture cards, audio and video cassettes etc. can be given as examples. Nunan (1988: 28) states: *“materials are essential elements within the curriculum, and to more than simply embroicate the wheels of learning. At their best they provide concrete models of desirable classroom practice, they act as curriculum models, at their very best they fulfil a teacher development role.”*

As high school students have different interests, learning styles, personality, age, attitudes to learning, motivation etc., it can be thought that their way of learning a foreign language and material needs can differentiate, as well. The developments in EFL learners' needs have affected the EFL class materials. A teacher who takes all these factors into consideration will prepare the suitable materials. The things that a language teacher makes use of during his teaching process can be called as language teaching materials. The point is not simply to implement curriculum materials according to guidelines or to use supplemental materials in a particular way but to consider the effects of particular materials and particular instructional strategies on student learning and then arrange instruction accordingly as Valencia, Place, Martin, Grossman (2006: 117) state.

Textbooks which contain grammar practice, drills, exercises, and reading texts are necessary for language teaching of course, but students need to be exposed to the same language native speakers typically use. That's why foreign language instructors look for materials that more closely reflect the language students will encounter outside of the classroom. In this respect, Harmer (2001) believes that, only authentic materials will 'genuinely' improve language skills.

Language teaching is obviously concerned with developing a wide range of communicative skills and attitudes. Therefore, language learning is a process where there is an interaction between the learners, teachers, texts, tasks and activities. In order to be successful, learners should work with one or more range of media. As stated in CEF, 'media' covers almost everything from printed materials to cinema films. It includes the following: voice, telephone, public-address systems, TV, cinema films, videotape, cassette, disc, audiotape, print and manuscript (Council of Europe, 2001: 94). Moreover, Cui (2010: 246) claims that in the constructivist teaching process, the role of teacher is changed to design teaching activities based on Constructivism for creating real-life context by using authentic



materials, which can lead the students to deeper understanding of the knowledge to learn, help them to evaluate their learning.

With its focus on the use of language for communicative purposes, communicative approach has also been the one introducing the notion of authentic materials to be used to empower the language learning and teaching process. Motivation may be increased in an openly communicative and non-threatening environment. Authentic materials create a more meaningful learning environment as in today's world learners feel the necessity of using the target language for their study, work or leisure. In addition, it is widely accepted by the teachers that using textbooks only are not effective in bridging the gap between the classroom teaching and real life situations. Authentic materials reflect spontaneous use of the language.

Authentic materials can also provide interaction for the development of language skills as well as an opportunity to encourage practicing authentic language in a non-threatening manner. Furthermore, students become interested in not only communicating but also in perfecting their skills. Since students enter the classroom with all their feelings, anxiety, and negative attitudes towards the target language they should be encouraged to be motivated in a non-threatening atmosphere. Teachers can increase motivation by using correct materials related to students' needs and interests. Authentic materials may have a positive effect on learners' negative attitude. Therefore, one possible approach to create a communicative atmosphere to increase motivation and promote attitudes in the foreign language classroom might be to use authentic materials.

We, as language teachers, perpetually meet with the question of how to seize the interest and to motivate our students so that they will be more willing to learn. Since students occupy in the country where the target language is not used, opportunities should be created by the teachers for EFL students to experience English language both inside and outside the classroom. Considering these, what EFL teachers need are useful ideas, suggestions, and correct materials. For their motivation, students' attitudes to class materials are vital. It is aimed in this study that students' interests towards language learning should be awakened by the authentic materials. By doing so, they are actively involved in the learning process and their motivation is kept high and maintained as long as possible.

The use of authentic materials is advantageous since it can be designed considering students' needs and interests. Especially today, there is also a wide area of authentic materials available to EFL/ESL teachers to respond their various needs and demands in their teaching

situations. For example, songs, movies, poems, newspaper texts might be chosen among a wide variety of authentic materials in teaching English. By means of using authentic teaching materials, we should help the students to notice that learning a language is not just learning its grammatical rules, since authentic materials enable our EFL students to interact with the real language and its use. We can help our students to overcome their negative attitudes and provide them a reason to learn English; interacting with real language and real speakers of that language.

The ultimate goal of teaching English is to enable learners to communicate effectively to use language appropriately. To achieve this goal, we need to bring the outside world into the classroom, not to idealise it conveniently from within. Thus the essential consideration in this study is the suggestion of providing a selection of authentic materials in language learning as necessary supplements to course books since authentic materials will be capable of enlarging learners' authentic L2 input, generating and maintaining learners' spontaneous interest. Accordingly, this study intends to provide a deeper understanding of students' opinions regarding the influence of authentic materials. It aims, in particular, at investigating 12<sup>th</sup> grade EFL learners' attitudes towards English course after and before using authentic materials in EFL classes in Turkey.

The aim of this study is to discover whether it is possible to enhance students' attitudes and increase their motivation through the use of authentic materials. In addition, students' attitudes to authentic materials should be investigated because the findings will be a guideline for the future applications of authentic materials in EFL classes. This type of research will also assist educators in planning, organizing, and delivering quality foreign language instruction in a manner that will improve student learning.

## **1.2 STATEMENT OF THE PROBLEM**

This study is related to the use of authentic materials in order to increase motivation and have a positive change on the attitudes of the 12<sup>th</sup> grade students in EFL classrooms. The main goal of teaching English as a foreign language in Turkish schools is to enable students to interact with real language and communicate with English speakers. So students should not only learn the linguistic forms but also all the elements contained in that language to function in target society. Unfortunately, particularly in a foreign language environment, learners have a limited opportunity to communicate with the language, except in their classes. In reality, the

students' English proficiency remains rather low. This weakness may be attributed to various factors, including the characteristics of the learners such as language anxiety, motivation and attitudes, limited use of supplementary materials, over-dependence on the textbook, and the use of traditional teaching methods (e.g. grammar translation) which do not enhance communication.

One of the crucial factors in learning a foreign language is student motivation. Students learn only when they are motivated and the topics are interesting and relevant to their lives. Students lacking motivation to learn a language need variety and excitement. It is known that motivation can be anything which serves to increase learning. Although the students have all the necessary abilities, they will not be successful without being motivated to learn. As a result, motivation has a key role in making students to integrate actual language learning situation.

The low motivation level of students is one of the main problems that instructors suffer from while teaching foreign language. Students frequently have concentration problems during the class and this situation decreases the success level. Attitudes have a strong connection to motivation. If a language learner has negative attitudes towards a language, s/he cannot be motivated. Gardner (1985) thinks that attitudes towards the second language may affect the learners' motivation to learn. Attitudes, in Masgoret and Gardner's (2003: 127) concept of motivation, pertain to "*the individual's reaction to anything associated with the immediate context in which the language is taught*".

Attitude is not genetically endowed, it can be changed. Students often develop negative attitudes towards learning English as a foreign language due to the lack of stimulating, authentic teaching material and tasks. Authentic material is meaningful to students, challenges their cognitive abilities, and engages them personally. It also increases interest and intrinsic motivation (Tsiplakides and Keramida, 2010). In addition, several researchers (e.g., Masgoret & Gardner, 2003) have indicated that attitudinal factors play an essential role in students' achievement in learning a foreign/second language. In other words, teaching can be heavily influenced by the beliefs of the learners.

As teachers of English, we all have been struggling for teaching English in a class where the students are highly enthusiastic to take part in the activities carried out and willing to create more in their attempt to communicate with each other. From my own experience in teaching English, I have found out that high school students lack sufficient motivation in

language classes. The students, especially the 12<sup>th</sup> graders, focus exclusively on passing the course without realizing the importance of mastering English language skills. They only concentrate on the lessons from which they are responsible for in the University Entrance Examination. They mostly study English only for the exams in order to increase their average marks in their leaving certificates.

The students who are not motivated enough reject to join the lessons or deal with any tasks presented to them. They sit motionless and do not do anything till the end of the class time. That's why they have low motivation and negative attitudes towards English lesson. As a result of these problems they can not take advantage of learning a foreign language and use it in their professional lives. The learning process suffers from these outcomes. This lack in the education system has prompted me to consider possible solutions. I believe it is crucial to motivate students at least intrinsically. Students are capable of doing anything if they want to. This can be achieved only by making them motivated enough to learn and increasing their intrinsic motivation with the help of authentic materials.

Authentic materials are accepted as tools to create a more meaningful atmosphere for learning a language and at the same time inform students about what is happening in the world. In this respect, authentic materials are good and rich materials not only because they are authentic but also because nothing else has the potential to catch the eye, ear and the soul of the learners at the same time. For teachers, using these materials can be a practical way to help the students to acquire language in a pleasant atmosphere. Choosing different topics which the students are very interested in and taken from real life may increase the motivation in the classrooms and make the students participate more often in the lessons.

A great number of educationalists are in a consensus that the use of authentic materials in the classroom is beneficial to the learning process by taking our students beyond the borders of the textbooks which are incapable of bringing the real English-language world to our students. Employing authentic materials in language instruction can be said to be a possible solution for improving students' motivation. Because of the importance of the low level of Turkish students' motivation, the current research focuses on eliciting learners' attitudes and motivation regarding the use of authentic materials in English classes in order to provide pedagogical implications to improve the current situation.

### 1.3 PURPOSE OF THE STUDY

High school students, especially 12<sup>th</sup> graders have low motivation in EFL classes due to the pressure of University Entrance Examination. They don't need to learn and use English for which they are not responsible at the exam. Despite the importance of communicative competence in language instruction, English language classes in Turkey are still based on mastering skills especially on grammar and vocabulary. Besides, the EFL students in Turkey have very few opportunities to hear and use real language, so these students not accustomed to hear and use the language as it is produced by the native speaker. Students lacking motivation to learn a language need variety and excitement.

With these points in mind, the purpose of this study is to change the negative attitudes of students and to increase motivation of the students in EFL classes by using authentic materials. In order to achieve this, the study presents different authentic materials for the English lessons to make the classes more enjoyable and motivating for the students. The fear to be unsuccessful, lack of motivation and lack of interest are the main reasons for the students' unwillingness to participate in the lessons. In terms of these aspects authentic materials which are real-life like are chosen to make their participation level higher than the ones in a typical English lesson. As a result the students are expected to participate more often in the classes, which would hopefully create valuable time for language teaching and learning process, both the teachers and the students benefit from.

As the current study proposes a different procedure to increase motivation, it aims to improve the students' creative skills and make them active initiators of the information building process as the constructivist approach requires. To do this, it tries to attract the students' attention via using authentic materials as well as presenting them meaningful lessons. Hence, the students have the opportunity to find something similar to real-life in the materials and interact more often with their peers.

The research focuses on 12<sup>th</sup> grade students enrolled in Bucak Anatolian High School. The reason for choosing 12<sup>th</sup> graders as the subjects of the study is, 12<sup>th</sup> graders have the lowest motivation level in English courses among other grades. The more the students get closer to the University Entrance Examination, the more they become demotivated in English courses. The main purpose of the study is to identify the diversities in students' attitude and motivation levels before they start using authentic materials and after they use authentic materials in EFL classes by means of attitude scale and student diaries on motivation. Furthermore, specific

aim of the study is to find out students' view points about the use of authentic materials in English classes by means of student diaries.

The variables focused here include the use of authentic materials as independent and the attitude and motivation level of the participants as dependent variables. By means of this experimental study, some evidence is intended to find to highlight the relationship between the students' attitudes and motivation in EFL classes and the use of authentic materials. With this research, we hope that the instrument and findings will provide basis for further researches in different educational institutions.

Based on the purposes above, this study addresses the following research questions:

**Research Question 1:** What is the effect of authentic materials on 12<sup>th</sup> graders' attitudes in EFL classes?

**Research Question 1.1:** Is there a significant difference between the experimental group students and the control group students in terms of their attitudes in EFL classes at the beginning of the study?

**Research Question 1.2:** Is there a significant difference between control group students' attitudes in EFL classes according to their pre-test and post-test results?

**Research Question 1.3:** Is there a significant difference between experimental group students' attitudes in EFL classes according to their pre-test and post-test results?

**Research Question 1.4:** Is there a significant difference between the experimental group students and the control group students in terms of their attitudes in EFL classes at the end of the study?

**Research Question 2:** What are the experimental group students' view points about the use of authentic materials in EFL classes?

**Research Question 2.1:** What are the experimental group students' view points about the most effective authentic material for learning English?

**Research Question 3:** What is the effect of authentic materials on 12<sup>th</sup> graders' motivation in EFL classes?

#### **1.4 HYPOTHESIS**

As stated above, the study was designed to find out the effects of authentic materials on 12<sup>th</sup> graders' attitudes and motivation in EFL classes. Under the light of the research questions which are presented above, the three hypotheses formulated for this study are as follows:

1. The use of authentic materials in EFL classes will enhance the students' attitudes in EFL classes considerably.
2. The students will have positive opinions towards the use of authentic materials in EFL classes.
3. The use of authentic materials in EFL classes will increase the students' motivation to a great extent.

#### **1.5 METHOD OF THE STUDY**

The present study was carried in Bucak Anatolian High School in Bucak, Burdur and sampling groups are two 12<sup>th</sup> classes in this school. The present study intended enhancing 12<sup>th</sup> graders' attitudes and increasing their motivation through using authentic materials in EFL classes. An experimental research design incorporating both qualitative and quantitative instruments was used to accomplish the objectives of the study. In the true experimental design of the study pre-test- post-test with control group is used. An experimental group and a control group take part in the study. The sample of the study consists of 37 students. For study groups, two 12<sup>th</sup> grades whose proficiency levels are equal were chosen.

For the quantitative data, one of the classes was randomly chosen as control group and the other one was chosen as experimental group. In this study in order to define students' attitudes towards English course, Attitude Scale which was designed by Erdem (2007) was administered to all students twice. Each of the classes took the same attitude scale as a pre-test separately before employing authentic materials in instruction.

The researcher selected and prepared the authentic materials, additional activities and exercises in order to be used in the English lessons in the experimental group. The authentic materials and activities were prepared regarding the needs, interests and proficiency level of the students participating in the study. The activities and exercises were related to the subjects in the syllabus. The authentic materials, activities and exercises were supported with the

present course book, *New Bridge to Success, Intermediate*. The same syllabus was implemented and the same course book was driven by the researcher with two groups but experimental group was introduced authentic materials which were related to the subject of the week's syllabus.

After the instruction process was completed, attitude scale as a post-test was applied to two groups again after employing authentic materials in instruction. These pre and post outputs were analyzed in details in the light of the results of the literature reviewed and the data collection tools. And then they were computed and analyzed. In data analysis, SPSS 13.00 (Statistical Package for Social Sciences) and Windows Office Excel, 2003 were used. To carry out this study, paired-samples and independent-samples t- tests and descriptive statistics were used to identify the difference between and within the groups; the mean, median, mode and standard deviation of the scores the participants had both from the pre-test and from the post-test of the Attitude Scale were calculated as well.

The results were gathered and displayed in charts and analyzed accordingly. This study was to prove the effect of authentic materials on students' attitudes towards English. For the qualitative data, another administration took place while employing authentic materials in training process in order to find out the effect of authentic materials on increasing students' motivation. By this way, it was aimed to collect more information for the research and strengthen the hypotheses. Diaries of the students were collected during the process and at the end of training; they were applied to find out the effect of authentic materials on students' motivation and to learn students' viewpoints about the use of authentic materials in English classes. These documents were attached as appendixes to the present study. The method will be discussed in details in Chapter 3.

## **1.6 SCOPE OF THE STUDY**

This study focuses on investigating the effects of authentic materials on the attitudes and motivation of 12<sup>th</sup> graders in EFL classes who take English course four hours a week. This study was carried out in Bucak Anatolian High School. The study group consisted of the two 12<sup>th</sup> grade students of 2010-2011 educational year. The number of students was approximately be 37.



## **1.7 SIGNIFICANCE OF THE STUDY**

What the researcher claims is that the findings of this study will give an idea about the effects of authentic materials on 12<sup>th</sup> graders' attitudes and motivation in EFL classrooms. Whether students' attitude and motivation increases after the implementation of these materials can lead the instructors and administrators to question the usability and effectiveness of the authentic materials in this course.

The results of this study can also be used by other high school teachers since they face the same kind of demotivated students at similar ages in English courses. This study can also serve the other researchers who are interested in authentic materials for further different studies.

## **1.8 LIMITATIONS**

While the present study is successfully supporting the effect of the implementation of authentic materials in language teaching in order to have a change on students' attitudes towards English and increase the students' motivation in English classes, certain limitations of the study should be addressed. First of all, the study was carried out only in Bucak Anatolian High School with 12<sup>th</sup> graders. Therefore, the population of the study is limited to pre-intermediate students aged between 17 and 19 who are at 12<sup>th</sup> grade at a state high school in Bucak. This might be a limitation as the result of the study cannot be generalized to other contexts in Turkey and to other people studying at other educational settings in different age groups. As this study was carried out at only one high school, the results of the current study may not be generalized to all 12<sup>th</sup> grade students in Turkey.

Second, the present study was conducted with 37 students; thus the results of the study reflect the perceptions of only these students. Because the sample population was only 37 students, it is not considered to be representative of students studying at High Schools. If more students had been involved, a better general picture of participation could have been drawn. In other words, having more participants in the study could have helped reach more general results and brought further insights to the results of the present study.

A further limitation is related to the attitude scale that was developed by Erdem (2007). The use of Attitude Scale has its own limitations. Responses to scale may not reflect reality or they may demonstrate students' behaviours in some sense. Students could have different

interpretations of the questions in the scale even though they were in their first language (L1). Another limitation is that, it is assumed that the data obtained reflect the sincere thoughts of the students. Although a diary proved to be a highly reliable instrument was administered in this study for gathering information on EFL students' opinions about the use of authentic materials, the participants might not have reported their actual thoughts since they were under the pressure of pleasing their teacher. The researcher may have effect on the participants. They could get anxious due to the fear of getting a low mark, or getting the teacher angry at them even though they wrote the diaries without name on it.

What is more, the study did not include an authentic assessment. Therefore, due to the results of this study, it is not possible to claim that the use of authentic materials promote student success and achievement in English classes, this study is limited to measure motivation and attitudes, instead of measuring success. Lastly, the research also had a time limitation preventing the researcher to carry on the study and get a better result. If time had been extended to two semesters, the progress of each student could have been more clearly observed and more reliable results could have been obtained. As the study is done in 10-week period, we can not mention about its long-term effects.

The results of the students' diaries reflect that the use of authentic materials in teaching English has a positive effect on their motivation. However, it would not be accurate to say that it will lead to the same result with other students. The result may be different with a different group of participants. Despite these limitations, it is believed that there is much to be gained from this study as it reveals students' overall motivation status in general. The results of the study will help foreign language teachers and teacher trainers to attain an insight to the motivational factors in learning and by that to make appropriate decisions in terms of attitude and manners in teaching practices.

## **1.9 DEFINITIONS**

*Attitude:* is as an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985: 91- 93). Brown (2001: 61) asserts that attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in community.

***Attitude towards Language:*** are the attitudes which speakers of different languages have towards each other's languages or to their own language. Halliwell (1992: 15) stresses that it is important to be aware of these attitudes as they can influence pupils' desire and motivation to learn and their success in learning English.

***Attitude Scale:*** is a method of measuring attitudes based on the premise that holding an attitude leads to steady responses to particular persons, objects, or ideas. Responses may be Agree/Disagree or be measured exactly with a five point scale. According to Doukas (1996: 189-190), an attitude scale is a measuring device, consisting of a number of statements to which the respondent has to indicate his or her degree of agreement or disagreement. Depending on the respondent's confirmation of each statement, a particular score is represented. The total score, which is calculated by adding up the scores for each item, places the respondent on a continuum from least favourable to most favourable. Usually, the higher the score, the more favourable the respondent's attitude.

***Authentic materials:*** are materials that have been produced for native speakers of that country such as movies, TV programmes, magazines, brochures, comics, poems, short stories, songs, newspapers etc. According to Rogers & Medley (1988), authentic materials refer to oral and written language materials used in daily situations by native speakers of the language.

***Diary:*** is one of the methods of collecting data which is usually personal accounts of teaching a language (in the case of a teacher) or of learning a language (in the case of a student). Elliott (1991, cited in McDonough, 1994: 58) comments that, a teaching diary can contain "*observations, feelings, reactions, interpretations, reflections, hypotheses, explanations*" altogether, then, a potentially rich research tool.

***EFL Classroom:*** is the language classroom in which English is taught as a foreign language.

***ESL Classroom:*** is the language classroom in which English is taught as a second language.

***Motivation:*** explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (Dörnyei, 2001: 7). As Williams & Burden (1997: 120) define, motivation is cognitive and emotional arousal conducting conscious decision to act by promoting continuous intellectual or physical effort for achieving a goal or goals.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 ATTITUDE

One of the important factors of success in a foreign language class is students' attitude towards it. In ESL/EFL contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety. Moreover, they usually have higher levels of motivation, willingness to participate, and high language performance (Tsiplakides and Keramida, 2010). If a language learner has positive attitudes towards a language, towards the target language community and towards the culture of that community, these attitudes facilitate learning.

Negative and positive attitudes both have a strong impact on the success of language learning. These attitudes are based on insufficient knowledge, stereotyping, and extreme ethnocentric thinking. Stereotyping usually implies some type of attitude toward the culture or language. Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, of contact with people who are "different" in any number of ways, and of interacting affective factors in the human experience. These attitudes form a part of one's perception of self, of others, and of the culture in which one is living.

Gardner (1985: 91- 93) defines attitude as *“an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent.”* Boynton and Haitema (2007: 150) believe that, a person can be regarded as the sum total of his or her attitudes. Thus, it is difficult for people to give up attitudes. In addition, attitudes can guide the actual perceptual and cognitive processes. Brown (2001: 61) asserts that attitude is characterized by a large size of emotional involvement such as feelings, self, relationships in community. Mantle-Bromley (1995: 373) explains the meaning of attitude as a term which *“refers to affect and is an evaluative, emotional reaction (the degree of like or dislike associated with the attitudinal object)”*.

Attitudes are not merely opinions that often influence decisions we make about everyday matters. Attitudes influence perceptions and thought. In the areas of behaviour, attitudes exist

in order to simplify everyday existence. They provide evaluative summaries of events and occurrences that permit a person to make quick decisions about the significance of what he or she has witnessed or heard. What actions a person may take in a given situation depend on previously held attitudes (Boynton and Haitema, 2007: 150).

Furthermore, Baker (1992: 11) maintains that we can not observe attitudes directly. A person's thoughts and feelings are hidden. Therefore attitudes are latent, inferred from the direction and persistence of external behaviour. Attitudes often summarise, explain and predict behaviours. Similar to Baker's definition, Prislin and Crano (2006: 347) define the term as follows:

*“An attitude represents an evaluative integration of cognitions and affects experienced in relation to an object. Attitudes are the evaluative judgments that integrate and summarize these cognitive/affective reactions.”*

To sum up, attitudes are internal states that influence what the learners are likely to do. The internal state is some degree of positive or negative reaction towards an object. There are a lot of factors causing them to occur. However, they can be modified into a desired nature (Firat, 2009: 20).

### **2.1.1 Attitudes towards a Foreign Language**

Meeting a different language and culture can be stressful. It is certainly true that expressing thoughts and feelings in a new language is an intimate activity. Your language reflects your attitudes and personality, and therefore you feel most comfortable in your native language. It is also possible for people to resist a new language as a form of defence of their own language and identity. Some people feel inadequate and exposed when speaking in a second language. Some learners actually resent having to speak a new language, while others just find it boring.

Language learning is interested in personalities; teachers and educators shouldn't tend to forget that students are human, with likes, dislikes and moods. In the field of language learning, the attitudes of the learner towards the target language is important because it implies whether somebody will be successful in the target language or not. Attitudes towards a language are likely to have been developed by experience, and are subject to change as long as the reverse is experienced. Halliwell (1992: 15) states that, children do not come to their

English lessons like a blank sheet of paper. They already have views about and attitudes towards learning English. It is important to be aware of these attitudes as they can influence pupils' desire and motivation to learn and ultimately their success in learning English.

It is important, as Krashen (1985) proposes attitudes can act as barriers or bridges to learning a new language and are the essential environmental ingredient for language learning. Several different definitions of attitude exist. Baker (1992: 9) notes that "*in the life of a language, attitudes to that language are important in language restoration, preservation, decay or death.*" Chambers (1999) asserts that learning occurs more easily, when the learner has a positive attitude towards the language and learning. Further justifications for attitude in FL learning are pointed out by İnal, Evin, Saracaloğlu (2005: 39), who suggest that "*student's attitude is an integral part of learning and therefore, it should become an essential component of second language learning pedagogy.*"

Attitudes can be classified as educational or social attitudes. Examples of educational attitudes might be attitudes toward the teacher, the course, the language. In sum educational aspects of second language acquisition are the components of educational attitudes. Social attitudes involve attitudes that center on the cultural entailments of second language acquisition. Both educational and social attitudes play a great role in second language learning progress. The first is an educationally relevant attitude, while the second is primarily a social one (Gardner, 1985: 41- 42). Tsiplakides and Keramida (2010) state that, students' attitude towards the foreign language is very often influenced by: a) teacher-student relationships, b) the general classroom atmosphere, and c) the use of authentic teaching materials and activities. Gardner (1985: 6) believes that, students' attitudes toward the people of that language are bound to influence how successful they will be in incorporating aspects of that language. In this respect, Dörnyei (2001: 16) asserts that, attitudes accompanying the L2 community have a strong influence on one's L2 learning.

In addition, Kormos and Csizér (2007: 242) claim that intercultural contact is important because a language learner is in effort to communicate with the members of the target language group by using their own language. It is also important because when there is an interaction with the native speakers of the target language; learners have a chance to develop their language competence. These opportunities to interact with the native speakers of the target language will affect language learners' not only disposition toward the target language but also attitudes towards the native speakers of the target language and their culture. They

maintain that intercultural contact can influence language learners' *"motivated behaviour, that is, the energy and effort they are willing to put into the L2."*

The importance of attitudes in second language studies cannot be underestimated. Attitudes can be classified in terms of their relevance to second language achievement. For example, Gardner (1985: 41) states that *"relevance might best be defined in terms of the correlation between the attitude and the achievement variables"*. In numerous studies it has been shown that attitude toward foreign language learning is positively associated with foreign language proficiency and achievement. Gardner (1985), for instance, cited research indicating that the more positive students' attitudes toward the object of study, the higher their achievement.

Attitude influence one's behaviours, inner mood and therefore learning. So it is clear that there is an interaction between language learning and the environmental components in which the student grew up. As Saracaloğlu (2000) points out, the attitude of an individual depends heavily upon different stimuli. Discovering students' attitude about language will help both teacher and student in the teaching learning process. Therefore we have to consider the crucial role of affective domain. The characteristics of affective domain are: interest, values and tendency and most of these shape our attitudes.

Şeker (2003: 55) summarizes Gardner's socio educational model, which is about the importance of the attitudes on the achievement process, as: *"If the cultural belief is that language learning is very difficult or not important, the general level of achievement will be low. Contrarily, if the cultural belief suggests that learning a second language is important and not difficult; the level of achievement will increase"*. Language learning can be affected by attitudes towards the cultural sides of language, as well. According to Gardner and Lambert (1972), learner's attitude towards the culture of the target language is the most significant component affecting foreign language acquisition.

In this respect, Wills, Bell, and McCallum (2009: 30) assert that negative attitudes and perceptions toward foreign-language learning can bring forth low self-efficacy in students and undermine their efforts to succeed at provoking tasks. Thus, understanding the relations of native-language learning problems to attitudes about foreign-language learning can help educators who are interested in providing an environment that ensures success for more learners. Chambers (1999: 25 ) clarifies that *"pupils bring with them some attitudes born of conversations shared with family, friends, the media and personal experience of the target language"*

*community to the foreign languages classroom*” At this point, the attitudes of learners’ parents’ gain a vital significance because naturally parents are the closest people to their children.

### **2.1.2 Studies Related to Attitude in Literature**

There are many studies conducted on attitudes from a variety of perspectives. This section will deal with studies’ findings on attitudes developed by the researchers. Here are some reasons why research on students’ attitudes toward language learning is important. First, attitudes toward learning are believed to influence behaviours, (Kaballa & Crowley, cited in Weinburgh, 1998) such as speaking in a foreign language. Second, a relationship between attitudes and achievement has been shown to exist. Schibeci and Riley (cited in Weinburgh, 1998) report that there is support for the proposition that attitudes influence achievement.

Krashen (1985) states that learning can only happen if certain affective conditions, such as positive attitudes, self-confidence and low anxiety exist and when these conditions are present then the input can pass through the affective filter and be used by the learner. In order to show whether there is a relationship between success and attitudes, a lot of studies have been conducted. The tradition started by Gardner & Lambert (1972) that focuses on the role of attitudes and motivation in second language learning. Gardner and Lambert's (1972) extensive studies were systematic attempts to examine the effect of attitudes on language learning. After studying the interrelationships of a number of different types of attitudes, they defined motivation as a construct made up of certain attitudes. The most important of these is group specific; the attitude learners have toward the members of the cultural group whose language they are learning.

From an educational point of view, Gardner and Lambert’s (1972) claim indicated that unlike several other school subjects, a foreign language is not a socio culturally neutral field but is affected by a range of socio cultural factors such as language attitudes, cultural stereotypes, and even geopolitical considerations (Dörnyei, 2005: 67). Saracaloğlu (2000) in her study reveals that there is a positive relationship between affective characteristics and foreign language achievement. In her study, Saracaloğlu refers to the students’ attitudes that they differ according to the type of high school that is Anatolian High School and private high school showed high positive attitudes towards foreign language.



In another study, Ruddle (1992) maintains that motivated readers perceive themselves as good problem solvers; however, students with negative attitudes find reading less valuable. In her study Mantle-Bromley (1995) attempted to see if a 9-week Foreign Language Exploratory program would increase the participants' attitudes towards French and Spanish speakers, she found that there was a statistically significant difference in students' attitudes.

In another study by Gan, Humphreys and Hamp-Lyons (2004: 239), it was found that there were significantly differing attitudes towards College English Course between successful students and unsuccessful students. The successful students were found to claim that they found "*the regular classroom teaching rigid or traditional.*" On the other hand, unsuccessful students demonstrated negative attitudes and claimed to feel bored by the teaching style, the teacher was found to be unhelpful, inapproachable and they even lost their self-confidence in the teachers.

Kuhlemeier, Bergh, and Melse (1996) also conducted a study in order to investigate whether there was a relationship between students' attitudes toward German, the course material, and the students' achievement in German. The findings revealed that students with positive attitudes were more successful than the students who had negative attitudes in the tests at the beginning of the year. However, the study also showed that students with positive attitudes did not demonstrate higher achievement level at the end of the year. The research also indicated that achievement had no influence on attitudes.

In Masgoret and Gardner's (2003) study, they investigated the connections between achievement in second language and the five attitude/motivation variables in Gardner's socio-educational model. The findings of the study revealed that there was a higher correlation between achievement and motivation than the correlations between achievement and integrativeness, attitudes toward the learning situation, integrative orientation, and instrumental orientation.

In a long term study, Lamb (2007) investigated whether there were any changes in students' motivation and learning activity over 20 months. The findings of the study showed that students' first positive attitudes toward the language and their expectations of achievement still existed; however, their attitudes towards learning a language formally seemed to have deteriorated over 20 months. Another study on motivation and attitude and their effect on the performance of young language learners was carried out by Petrides (2006). Petrides's study revealed that children who like English lessons at school do not consider

these lessons difficult, are better in their performances than the others. The study demonstrated that there was a close relationship between positive attitudes and performance.

Moreover, Gardner (1985: 41) concludes that, "*attitude measures differ in their degree of relationship with achievement in the second language.*" For example, studies involving attitudes toward learning the language obtain higher relationship with achievement than studies of attitudes toward the second language community. As a result of these studies, we can conclude that, when the students develop a positive attitude or self-confidence, they can then be persuaded to take part in classroom activities, and, thus, learning can be facilitated (Mirici, 2010: 193- 194).

### **2.1.3 Attitude Measurement**

Baker (1992: 10) claims that the state, value and importance of a language is often and mostly measured by the attitudes of the people to that language. Both measuring at an individual level and measuring the common attitudes of a community, represent democratically the '*views of the people*'. The researchers have suggested that the role of attitude should not be neglected in the process of foreign language learning. Hence, a number of attempts have been made to develop reliable and valid instruments to measure learners' attitudes toward foreign language learning (Briem, 1974; Raymond & Roberts, 1983; Shaver, 1990 cited in Tseng, 2010: 908; Corbin & Chiachiere, 1995). These early pioneering researchers, arguably, have contributed valuable insights into the way in which a language learning attitude scale should be established (e.g. Raymond & Roberts, 1983 cited in Tseng, 2010: 908; Corbin & Chiachiere, 1995).

As Baker (1992: 18-23) points out, language attitudes have also been examined in terms of language preference, reasons for learning a language, language teaching, language groups, uses of language and parent's language attitudes. Such attitudes tend to have been measured by questionnaires or attitude scales. One of the most popular methods of attitude measurement is to produce an attitude scale composed of statements. Responses may be Agree/Disagree or be measured exactly with a five point scale. Summation of scores on various statements may finally produce one score per respondent, or, if factor analysis is used, several scores on sub-scales. What is more, a good attitude test needs to encompass the full range of issues and ideas involved in a topic.

According to Tomal (2010: 1730), attitude scale, can be commonly used to measure attitudes. While measuring attitude, a list of sentences associated with the event and object which are the subjects of research is prepared and students are asked to answer these questions in order to reflect their real thoughts. The result must give evidence whether they are mostly in favour of the event or object or against it.

#### **2.1.4 Attitude and Teachers' Role**

Attitude refers to our feelings and shapes our behaviours towards learning (İnal, Evin, Saracaloğlu, 2005: 41). Attitude may not come out during school life. But as for Brown (1994), it is the duty of school to help students develop positive attitude towards foreign language. As Boynton and Haitema (2007: 165) emphasize, the teacher is one of the most important parts in the equation for students' success in and their attitudes toward school. Tsiplakides and Keramida (2010) state that, fostering positive attitudes towards learning English as a foreign language is a dynamic process.

Teachers should observe their classrooms and their students. In this way, they will be able to identify sources of discontent among students, recognize the reasons why they misbehave, are unwilling to participate, and have low performance. It should be born in mind that teachers and students are two basic factors which influence the teaching-learning process. Similarly, Dörnyei (2001: 51) suggests that the most far-reaching consequences in motivating L2 learners can be achieved by promoting positive language-related values and attitudes.

Mantle-Bromley (1995) states that teachers of foreign language can change students' attitudes towards the cultures and the target language, especially in cases where students come to class with certain negative attitudes, beliefs or expectations. It is clear that second language learners' benefit from positive attitudes and that negative attitudes may lead to decreased motivation and to unsuccessful attainment of proficiency. So, the teacher needs to be aware that everyone has both positive and negative attitudes. Moreover, Dörnyei (2001: 51) concludes that for most teachers the real motivational issue is to find ways to encourage their students to accept the goals of the given classroom activities, regardless of whether or not the students enjoy these activities or would choose to engage in them if other alternatives were available. Student motivation will not be automatically there and teachers will need to try and actively generate positive student attitudes towards learning.

One of the key roles of the teacher in language learning process is observing his/her students' motivation and attitude. S/he needs to check the students' readiness and willingness in order to facilitate learning. S/he should provide appropriate conditions in the class. S/he should avoid using ineffective teaching methods and ineffective teaching materials that can bore the students. Teachers are responsible for the classroom atmosphere, and there are some advices for the teachers who want to change the negative attitudes of the students in the teaching and learning progress.

In this respect, Çakıcı (2007: 34) suggests that foreign language teachers should follow effective methods and modern techniques of language teaching. Using different and appropriate materials, they may arouse students' interest. Teachers should use various kinds of supplementary materials such as video, pictures, games, tape-recorder, language laboratories, wall pictures, wall-charts, television, computer and slides which contribute to effective and efficient language teaching. Classroom atmosphere is a major component of effective language learning. Therefore, if the atmosphere in a language classroom is authentic and relaxing, it will enhance the learners' success.

Yashima (2002: 57) claims that, if language learners have little daily interaction with target language speakers, it is not possible for the language learners to “*have a clear affective reaction to the specific L2 language group.*” In this respect, Tsiplakides and Keramida (2010) assert that students often develop negative attitudes towards learning English as a foreign language due to the lack of stimulating, authentic teaching material and tasks. Authentic material is meaningful to students, challenges their cognitive abilities, and engages them personally. It also increases interest and intrinsic motivation.

It is known that to facilitate language acquisition, the learner needs to be motivated, relaxed, positive and engaged. Authentic materials have the potential to engage the learners cognitively and affectively. Some affectively and cognitively engaging materials are advertisements, movies, film reviews, soap storylines, magazines, newspapers and songs, which provide a flavour of authentic language in real life use. These kinds of materials are likely to interest the learners and the activities are likely to provide achievable challenges to the learners. They are also likely to sustain positive impact. They are enjoyable and therefore motivating and allow learners to feel that they are not really involved in a serious language learning activity.

As a result, in order to motivate students and provide a positive attitude towards foreign language learning, authentic material use is strongly advised by many language researchers. Regarding student strengths, achievements, progress and attitudes, teachers need to be aware of the relation between materials and students' motivation. The use of correct materials and correct methodology will have a more positive influence on students' attitude towards and motivation in learning a foreign language that will lead to higher achievement.

### **2.1.5 Attitude and Motivation**

In the field of foreign language learning, both motivation and attitudes influence students' success. Gardner (1985) comments that, attitudes towards the second language may affect the learners' motivation to learn. If a language learner has negative attitudes towards a language, s/he cannot be motivated. Gardner emphasizes in his theory that in the process of second language acquisition, the individual's motivation is determined by his/her attitude toward the language communities and his/her orientation toward language study. Similarly, Engin (2009: 1040) points out, students bring some habits with them when they begin studying, and these habits are important because these motivations can greatly influence the students' ability to succeed.

Although attitude and motivation are two different components, Gardner and Lambert connected them. Gardner and Lambert (1959) claim that, motivation is extremely important for L2 learning and that having positive attitudes towards the L2 and its people and culture is a beneficial factor for second language acquisition. As Gardner and Lambert (1972) point out, second language learners' feelings about a foreign language and its cultural values and living styles (attitudes) and their individual reasons for learning the language (motivation) are related to overall learning success and achievement with learning that foreign language.

Moreover, Gardner (2001) states that if students have favourable attitudes towards the foreign language and its speakers, towards the teacher and the course, they will probably be more attentive in the class, would take assessments more seriously and, be willing to achieve more and would look for situations through which they can obtain further practice in the foreign language. To sum up, students will learn better if they are motivated and have positive attitudes towards English.

## 2.2 MOTIVATION

Considerable amount of literature has accumulated on the description and definition of motivation. In order to highlight the importance of motivating students and thus making them acquire foreign language acquisition, information about motivation for the language learning is stated in this section.

It is clear that learning a second language is a difficult, time-consuming process. A learner's identity is built up of a wide number of variables and concepts like attitudes and motivation are considered to be important at all. It has been commonly accepted that the learners' achievement in learning a second/foreign language is related to their level of motivation to learn the language. The term motivation is derived from the Latin verb *movere*, which means, "to move". Therefore, the study of motivation is the study of action. It can be seen that there are different definitions of motivation among the researchers and by reflecting variety of views in different ways it seems impossible for theorists to reach consensus on a single definition.

Motivation can be explained as "*why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity*" (Dörnyei, 2001: 7). In parallel with Dörnyei's remark, it can be claimed that unlike unmotivated people, motivated people are intended to complete a task. As stated by Brown (2007: 152), motivation is the key for managing success in a foreign language. Ryan and Deci (2000: 54) state, "*to be motivated means to be moved to do something*". Another specific and detailed definition belongs to Dry (1977:170): "*Motivation is a function of self-image, which is the assessment, varying in time, made by the individual of his own aptitudes and capacity of his actual and potential relation to society at all degrees of proximity to and remoteness from himself.*"

Dörnyei (2001: 1) further explains: "*motivation is best seen as a broad umbrella term that covers a variety of meanings.*" Motivation is concerned with goal-directed behaviour, what it is that pushes us towards certain forms of behaviour and not others. Desire to achieve is the key factor in motivation. As a more detailed definition suggests, motivation is "*a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort, in order to attain a previously set goal or goals*" (Williams & Burden, 1997: 120).

According to Brown (2007), motivation determines the goals that one wants to achieve and how much effort one expends to achieve these goals. That is, motivation is an internal drive,

stimulating power, wish, or desire. An individual's motivational tendency is directly related to his/her opinions, beliefs, and judgments about objects, events, and subject areas (Boekaerts, 2002). Ryan and Deci (2000), point out further justifications for motivation. A person who feels no inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Similarly, Wang (2008: 30) suggests that “*motivation is responsible for determining human behaviour by energizing it and giving it direction.*” McDonough (2007: 369) lists four elements of motivation as follows:

- *The reasons why we want to learn,*
- *The strength of our desire to learn,*
- *The kind of person we are, and*
- *The task and our estimation of what it requires of us.*

It could be inferred from the definitions above that a number of different factors affects the occurrence of motivation, and goal setting is an indispensable part of motivation. In addition, sustaining effort is as significant as initiating motivation (Balkır and Topkaya, 2009: 4).

### **2.2.1 Motivation in Learning a Second or Foreign Language (L2)**

Within the context of L2 learning, a number of definitions have also been provided to explain the notion of ‘motivation’. Providing the most highly approved definition of motivation, Gardner (1985: 10) assures that “*motivation refers to the combination of effort plus desires to achieve the goal of learning the language plus favourable attitudes toward learning the language.*” Thus, motivation is a complex set of variables including the attempt or energy to learn a new language, as well as the reason to learn a second/foreign language. Ushioda (2008: 19) 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.

Motivation in L2 is directly connected with how much effort the learner and teacher are willing to contribute (Deniz, 2010). Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. This is the same sense as in the definition of Dörnyei (2001: 5) who describes motivation as “*a crucial factor that determines success or failure in language learning.*” According to Sivan (1986), learning of any

language is a process. Motivation is a natural part of any learning process and classroom situation.

Gardner, Masgoret, Tennant and Mihic (2004: 1) claim that language learning is an active process in which affective variable may change language achievement and experiences in language learning can impact some affective variables. Language teachers frequently use the term 'motivation' when they describe successful or unsuccessful learners. Learners who have adequate motivation can achieve a working knowledge of an L2, regardless of their cognitive characteristics. Without enough motivation, however, even the most clever learners are unlikely to remain long enough to attain any useful language (Dörnyei, 2001: 5).

In this respect, McDonough (2007: 369) emphasizes that motivation is a property of the learner, but it is also a transitive concept: coaches can motivate their clients, teachers can motivate their students. Furthermore, it is dynamic and changes over time, especially in the usually long-drawn out process of language learning. As Ushioda points out, motivation can be the "*cause or product of learning success*" (cited in İçmez, 2009: 126) Oxford and Lee (2008: 306) consider motivation as the light, which heats the bonfire of action. Without motivation, little is likely to be achieved by way of language learning.

Furthermore, Ryan and Deci (2000: 54-55) maintain that people have different kinds of motivation. According to their example, a student can be highly motivated to do homework out of curiosity and interest or, alternatively, because s/he wants to procure the approval of a teacher or parent. A student could be motivated to learn a new set of skills because he or she understands their potential utility or value or because learning the skills will yield a good grade and the privileges a good grade affords. In these examples, the amount of motivation does not necessarily vary, but the nature and focus of the motivation being evidenced certainly does.

Wang (cited in Wang, 2008: 31) draws an analogy for describing motivation. The process of learning knowledge is just like a man eating something. If he has no desire to eat, and others just force him to, how can he eat it? Even though he has eaten it, how can he absorb it? This is the same with the ELT. If the students are forced to learn and they themselves have no desires or interests for it, they cannot learn it well. "*Without a personal desire to learn, real learning can't take place.*"

Gardner (1985) explains motivation under three titles: effort expended to achieve a goal, a desire to learn the language, and satisfaction with the task of learning the language. A



motivated person makes an effort to achieve a goal, but this does not mean an individual expending effort is motivated. He claims that motivation involves a goal, an effortful behaviour, a desire to attain goal and favourable attitudes towards the activity in question.

Language is part of one's identity and an adoption of new cultural behaviours. A learner's identity is built up of a wide number of variables. One of the most important is motivation. Therefore, language teachers should take account of a variety of factors that are likely to promote success, at the most student motivation. They should accept their students' personalities, work on them and motivate them within the aim of creating a more flexible teaching and learning space that will be encouraging to learning. Teachers can positively influence student motivation through a wide range of student supports, varied and integrated instructional strategies and various teaching materials.

## **2.2.2 Motivation Theories**

### **2.2.2.1 Gardner & Socio-educational Model**

There are many conceptualizations of motivation in the literature on second language learning. Researchers have arrived at various L2 motivation theories, and the most influential motivation theory has been proposed by Canadian social psychologist, Robert Gardner. Gardner investigated motivation as an influencing factor in L2 acquisition, combined with other factors; motivation influences a learner's success.

Robert Gardner shared the studies on motivation with Wallace Lambert by developing MA Thesis (1958) and Doctoral Thesis (1960). In their first article (1959), they contended that *'achievement in a second language depends on the same type of motivation that is necessary for the child to learn his first language'*. The effect of attitude toward a language can be presented as a motivational concept (Spolsky, 2000: 159). From an educational point of view, Gardner and Lambert's (1972) claim indicated that unlike several other school subjects, a foreign language is not a socio culturally withdrawn field but is affected by a series of socio cultural factors such as language attitudes, cultural stereotypes, and geopolitical studies (Dörnyei, 2005: 67).

Gardner and Lambert (1972) viewed second languages as mediating factors between different ethno linguistic communities and thus regarded the motivation to learn the language of the other community as a primary force responsible for enhancing or hindering intercultural communication and affiliation. These researchers adopted a social psychological approach that was based on the main tenet that *"students' attitudes toward the specific language group are*

*bound to influence how successful they will be in incorporating aspects of that language*” (Gardner, 1985: 6). Gardner’s theory of second language acquisition, the Socio-Educational Model of Second Language Acquisition, can not be regarded as a complicate model but can be a schematic draft of how motivation is related to other variables and language achievement as Dörnyei (2005: 68) notes.

Gardner’s socio educational model of second language acquisition focuses on language learning taking place in the classroom and stresses that motivation is one variable important in second language acquisition. It is further proposed that motivation is supported by two other affective components, integrativeness and attitudes toward the learning situation, and that the complex of such attitudes and motivation reflects an integrative motive that promotes language learning. (Gardner, et al. 2004: 2)

Integratively oriented learner will have more positive attitudes toward language learning. In 1985, Gardner proposed the central theme of this model that second language acquisition occurs in a particular cultural context. It involves *the value of learning the language, the nature of language contexts, the role of the various individual differences in the language learning process, and the types of learning outcomes*. In this model, his work takes attention to the foreign language classroom setting. Gardner (1985) identified a number of factors influencing learner’s success in second language learning which are social and cultural milieu, individual learner differences, the setting in which learning takes place and linguistic outcomes.

Similarly, Gardner et al. (2004: 3-4) suggest that, the socio-educational model directs attention toward a number of different aspects of second language learning, proposing that some affective variables influence achievement in learning a language and that level of language achievement and the experience of learning a language can influence some of them. The model proposes that language aptitude and motivation facilitate second language acquisition, whereas language anxiety has a debilitating effect (Gardner, 1985).

In an effort to explain why an individual learn a foreign language, Gardner and Lambert (1972) note that there are two types of motivational orientation of learning another language: *integrative* and *instrumental*. Integrative motivation refers to positive disposition towards second language group, individuals desire to interact with members of that community and instrumental orientation is related to pragmatic gains of second language proficiency such as getting a better job higher salary. If learners want to integrate themselves within the culture of the second language group, to identify with and to become accepted by, or even become a

member of the community that speaks the other language, they are said to have ‘integrative motivation’.

Holt (2001) believes that, within the model, motivation is perceived to be composed of three elements. These include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study. Gardner et al. (2004: 4-5) argue that to focus on only one of them would not adequately characterize a motivated individual. A student who displays all three attributes can be said to be motivated to learn the language.

Gardner also, developed Attitude/ Motivation Test Battery (AMTB) so as to measure the motivation in language learning process. AMTB is composed of three sub-scales to measure three different characteristics, which are the attitudes toward learning a language, the desire to learn the language and motivational intensity. As Dörnyei (2005: 72-73) points out, the AMTB is a useful self-report instrument and it has been adapted for many learning contexts all over the world. Its design followed the psychometric principles governing questionnaire theory and it is a scientific assessment tool in terms of both its presentation and its content. The AMTB assesses both motivation and motivated behaviour.

#### **2.2.2.2 Dörnyei’s Framework of Foreign Language Learning Motivation**

A number of significant studies have been carried on to extend the field of Gardner’s theory of motivation. One of the most influential frameworks of L2 motivation was developed by Zoltan Dörnyei, whose 1994 framework of L2 motivation focuses on motivation from a classroom perspective. The model contains motivational components aspect of classroom language learning in foreign and second language learning situations. By the help of this research, Dörnyei offers an extensive list of motivational components categorized into three main dimensions, the *Language Level*, the *Learner Level* and the *Learning Situation Level* (Dörnyei and Csizér, 1998: 205).

Dörnyei (2001: 18) defines the first level, as “*The Language Level comprehends various components related to aspects of the L2, such as the culture and the community, as well as the intellectual and pragmatic values and benefits allied with it.*” This level represents the custom elements of L2 motivation. This level provides an answer to the question why and for what

intention a learner chooses a given language. According to Dörnyei and Csizér (1998), the two traditional motivational subsystems that are described in this model are: *the integrative and instrumental motivational subsystem*. The *Language Level* of motivation concerns ethno-linguistic, cultural-affective, intellectual, and pragmatic values and attitudes connected to the target language; these values and attitudes are settled on the social milieu where the learning takes place. The motivational processes at this level can be described comprehensively by using the concepts of *integrative* and *instrumental motivation*.

The Learner Level contains individual characteristics that the learner has developed in the past and brings to the learning process. The learner level includes two items: need for achievement and self-confidence. Need for achievement in foreign language learning means involving in achievement activities and spending great effort to achieve the goal in these activities (Dörnyei, 1994). Self-confidence, the second component of this level, refers to the learner's belief in his/her ability to produce results and succeed in accomplishing goals. Some of the Self-confidence components are language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy.

The Learning Situation Level is associated with situation-specific motives rooted in various aspects of L2 learning within a classroom setting.

Ushioda (2008: 23) defines Dörnyei's (1994) framework of motivation as "*the framework integrates language-related and learner-internal factors with learning situation factors, including teacher socialization of motivation and classroom group processes.*" Dörnyei's 1994 framework of L2 motivation is a good example of the '*educational approach*', as it concentrated on motivation from a classroom perspective (Dörnyei, 2001: 18).

### **2.2.2.3 The Dörnyei and Ottó Model of L2 Motivation**

The Dörnyei and Ottó Model of L2 Motivation model is based on a process-oriented approach. This means that it takes a dynamic view of motivation, trying to account for the changes of motivation over time. Dörnyei (2001: 19) thinks it may be useful to include a time dimension or a temporal axis in a motivation model that is to be applied to school learning. Advanced justifications for this model are pointed out by Dörnyei (2005). He explains that, this model and its further elaboration (Dörnyei, 2000, 2001) broke down the motivational process into several segments that describe how initial *wishes* and *desires* are first transformed into *goals* and then into operationalized *intentions*, and how these intentions are

*enacted*, leading to the accomplishment of the goal and concluded by the final *evaluation* of the process. The main assumption underlying the process-oriented approach is that motivation consists of several distinct phases. (See Table 2.2)

**1. Pre-actional Stage:** First, motivation needs to be *generated*—the motivational dimension related to this initial phase can be referred to as *choice motivation*, because the generated motivation leads to the selection of the goal or task that the individual will pursue. The sub processes are *goal setting, intention formation, the initiation of the intention enactment*.

**2. Actional Stage:** Second, the generated motivation needs to be actively *maintained* and *protected* while the particular action lasts. This motivational dimension has been referred to as *executive motivation*. It is particularly relevant to sustained activities such as studying an L2, and especially to learning in classroom settings, where students are exposed to a great number of distracting influences, such as off-task thoughts, irrelevant distractions from others, anxiety about the tasks, or physical conditions that make it difficult to complete the task.

**3. Post-actional Stage:** There is a third phase following the completion of the action which concerns the learners' *retrospective evaluation* of how things went. The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future. This phase begins after the goal has been achieved (e.g.: a holiday) (Dörnyei, 2005: 84-86, 111).

A key tenet of the process-oriented approach is that these three actional phases are associated with largely different motives. That is, people are influenced by a set of factors while they are still contemplating an action and when they look back at what they have achieved and evaluate it, again a new set of motivational components will become relevant. Thus, we can organize the manifold motives that are relevant to language learning by grouping them according to which actional phase they are related to. The process model described above is a good starting point in understanding motivational evolution. Considering motivation as dynamic, Dörnyei and Ottó (1998) create a theory which reflects a novel approach in L2 motivation research in that it is based on a process-oriented approach. These motivational facets are broken down to concrete motivational strategies and techniques, covering a wide range of areas from 'Making the teaching materials relevant to the learners' through 'Setting specific learner goals' to 'Increasing learner satisfaction' (Dörnyei, 2005: 84-86, 111).

#### 2.2.2.4 Clément's Theory of Linguistic Self-Confidence

As an important addition to Gardner's motivation model, Richard Clément (1980) has introduced the concept of linguistic self-confidence as a significant motivational subsystem, which is very much in line with the increasing importance attached to self efficacy in mainstream psychological research. (Dörnyei, 2001: 16) In certain learning environments direct contact with L2 speakers is minimal, yet the L2 community may still be well-known to the learners through indirect contact with it, that is, through the learners' exposure to authentic materials, such as L2 cultural products, films, videos, books, magazines and music. In their investigation of various L2 learning orientations, Clément, Dörnyei and Noels (1994) argue that second language acquisition and foreign language learning contexts display significant differences, in that, in foreign language learning situations, the students' not having to use the L2 in daily life or their not being directly in contact with native speakers in daily conversations make the learning less meaningful.

As Gardner et al. (2004) point out, Clément's (1980) social-context model similarly focuses on integrative motivation but considers the social context to play an important role in the development of the motivation to learn a second language. He proposes that in a bicultural context, positive experiences with the language and the other language group promote a secondary process identified as self-confidence with the language (measured in terms of perceived competence and an absence of anxiety in using the language) and that this confidence fosters an integrative motive to learn the language. Since then, Clément et al. (1994) demonstrated that self-confidence also plays a role in second language learning in contexts in which direct interaction with the other language community is not available.

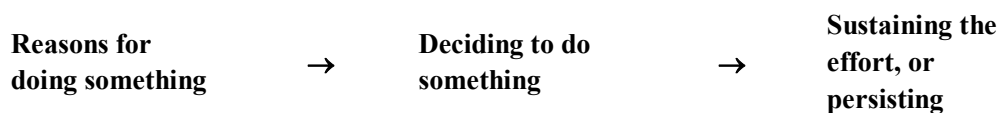
Moreover, Dörnyei (2005: 73-74) claims that Clément and his colleagues examined the interrelationship between social contextual variables, attitudinal/motivational factors, self-confidence, language identity, and L2 acquisition/ acculturation processes. From a motivational perspective, the most important factor studied by Clément and his associates is *self-confidence*, which in general refers to the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently. Furthermore, according to Clément, linguistic self-confidence is a major motivational factor in learning the other community's language, and determines the learners' future desire for intercultural communication and the extent of identification with the L2 group.

Thus, linguistic self-confidence in Clément's view is primarily a socially defined construct although self-confidence also has a cognitive component, the 'perceived L2 proficiency.' Clément et al. (1994: 422) defined linguistic self-confidence as "*low anxious affect and high self perceptions of L2 competence*", and proposed that those with positive attitudes towards the L2 community would seek out contact with this community. They further expanded this idea to foreign language learning situations by proposing that in such situations, individuals could establish contact with the L2 community through authentic and cultural products, for example through contact with music, literature, advertising and the cinema.

### 2.2.2.5 Williams and Burden's Framework of L2 Motivation

Amongst some of the researchers who have made an invaluable contribution to our understanding of L2 motivation are Williams & Burden (1997). These authors reviewed a substantial number of general motivational theories as well as some recent research on L2 motivation. The different aspects of this research have been presented in the form of a framework of motivational factors (Ghenghesh, 2010: 128).

According to Dörnyei (2005: 83), they considered L2 motivation to be a complex, multi-dimensional construct, but the grouping of the components followed different principles from the Dörnyei (1994) framework. The grouping category in the Williams and Burden construct is whether the motivational influence is internal or external, and within these two categories they distinguished a number of subcomponents, following some current themes in educational psychology. In this framework, Williams and Burden (1997: 205) point contemporary view on learning when they underline that education "*must focus on the learner.*" They value developing individual making sense and constructing meaning in learner's own world. They separated three stages of the motivation process along a continuum:



**Figure 2.1** Factors Acting on Motivation, within the Social Context

In this model, the learner is an individual with affective needs and reactions, and these must "*be considered as an integral part of learning*" (Williams and Burden 1997: 28). Promotion of such concepts shows not only a desire (on the part of researchers and practitioners) to

examine and adopt ideas from other disciplines (e.g. psychology, sociology and philosophy), but also an awareness of the expanding role of EFL/ESL as a vehicle of education and of learning.

**Table 2.1** Williams and Burden's (1997) Framework of L2 Motivation

INTERNAL FACTORS	EXTERNAL FACTORS
<p><b>Intrinsic interest of activity</b></p> <ul style="list-style-type: none"> <li>• arousal of curiosity</li> <li>• optimal degree of challenge</li> </ul> <p><b>Perceived value of activity</b></p> <ul style="list-style-type: none"> <li>• personal relevance</li> <li>• anticipated value of outcomes</li> <li>• intrinsic value attributed to the activity</li> </ul> <p><b>Sense of agency</b></p> <ul style="list-style-type: none"> <li>• locus of causality</li> <li>• locus of control re: process and outcomes</li> <li>• ability to set appropriate goals</li> </ul> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• feelings of competence</li> <li>• awareness of developing skills and mastery in a chosen area</li> <li>• self-efficacy</li> </ul> <p><b>Self-concept</b></p> <ul style="list-style-type: none"> <li>• realistic awareness of personal strengths and weaknesses in skills required</li> <li>• personal definitions and judgements of success and failure</li> <li>• self-worth concern</li> <li>• learned helplessness</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• to language learning in general</li> <li>• to the target language</li> <li>• to the target language community and culture</li> </ul> <p><b>Other affective states</b></p> <ul style="list-style-type: none"> <li>• confidence</li> <li>• anxiety, fear</li> </ul> <p><b>Gender &amp; Age</b></p>	<p><b>Significant others</b></p> <ul style="list-style-type: none"> <li>• parents</li> <li>• teachers</li> <li>• peers</li> </ul> <p><b>The nature of interaction with significant others</b></p> <ul style="list-style-type: none"> <li>• mediated learning experiences</li> <li>• the nature and amount of feedback</li> <li>• rewards</li> <li>• the nature and amount of appropriate praise</li> <li>• punishments, sanctions</li> </ul> <p><b>The learning environment</b></p> <ul style="list-style-type: none"> <li>• comfort</li> <li>• resources</li> <li>• time of day, week, year</li> <li>• size of class and school</li> <li>• class and school ethos</li> <li>• The broader context</li> <li>• wider family networks</li> <li>• the local education system</li> <li>• conflicting interests</li> <li>• cultural norms</li> <li>• societal expectations and attitudes</li> </ul>



### 2.2.2.6 Self-Determination Theory

Self-determination theory (SDT) (Deci & Ryan, 1985, 2002), which focuses on various types of *intrinsic* and *extrinsic motives*, has been one of the most effective approaches in motivational psychology, and several attempts have been made in the L2 field to include certain elements of the theory to explain L2 motivation (Dörnyei, 2005: 76). According to self-determination theory, there are two general types of motivation: extrinsic motivation and intrinsic motivation. These types of motivation are not categorically different from each other, but rather lie along the two ends of the self-determination continuum.

According to Ryan and Deci (2000), the primary theoretical explanation of intrinsic motivation, self-determination theory defines intrinsic motivation as engagement in a task for reasons inherent to the task itself, such as interest or enjoyment, rather than for external reasons, such as rewards.

According to the self-determination theory, there have been four types of extrinsic motivation; external regulation, introjected regulation, identified regulation, and integrated regulation. As Ryan & Deci (2000) point out, external regulation refers to behaviour, which is decided by people/things external to the individual, such as the teacher's praise. Interjected regulation refers to behaviour which is more internalized than external regulation, such as attending classes regularly. Identified regulation is related to behaviours caused by others, but the individual accepts that it is useful to perform the behaviour for the sake of its results; and integrated regulation, the most autonomous regulation, represents full self-determination, as in the case of a person learning a L2, because the L2 is part of the culture the person has adopted.

Extrinsic motivation has been said to undermine intrinsic motivation, as students may lose their intrinsic motivation if they are forced to succeed to meet some extrinsic requirements (Ryan & Deci, 2000; Dörnyei, 2001). Rewards can be regarded as having an undermining effect on intrinsic motivation. According to Deci and Ryan, the three psychological needs motivate the self to initiate behaviour and specify nutrients that are essential for psychological health and well-being of an individual (Deci and Ryan, 2002).

## 2.2.3 Classroom-Based Motivation

### 2.2.3.1 Intrinsic Motivation

According to Ryan and Deci (2000), intrinsic motivation is defined as the doing of an activity for its usual enjoyments rather than for some separable result. When intrinsically motivated a person is moved to act for the fun or demand required rather than because of influences, or rewards. Intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities. Because intrinsic motivation exists in the link between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person obtains from intrinsically motivated task engagement. Intrinsically motivated activities were said to be ones that supplied satisfaction of unconditioned psychological needs. Ushioda (2008) defines the intrinsic motivation by stating, doing something as an end in itself, for its own pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development.

Likewise, Alderman (2004: 268) states that intrinsic motivation influences learners to choose a task, be curious about it, and remain until they carry out it successfully, whether or not it brings a proximate reward. Intrinsic motivation occurs when learners actively involve and participate in activities without having to be rewarded by materials outside the learning task.

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. Stipek (2002 cited in İçmez, 2009: 127) highlight this situation by stating “*Intrinsic motivation is usually measured by whether people voluntarily choose to engage or persist in an activity or by their ratings of their interest in or enjoyment of a particular activity.*”

Intrinsic motivation means studying for its own use, without any additional external incentive. Thus, the students who think that they can control their own learning, are more likely to be intrinsically motivated (Ushioda, 2003 cited in İçmez, 2009: 126) Ryan and Deci (2000: 59) state that both real rewards and threats, deadlines, competition pressure weakens intrinsic motivation because people suffer them as controllers of their behaviour. It is necessary to remember that intrinsic motivation will occur only for activities that keep intrinsic interest for an individual. Teachers may highly desire students who are intrinsically

motivated for academic work, but many tasks required in school are not intrinsically motivating to students.

### **2.2.3.2 Extrinsic Motivation**

Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards. To counteract this, many teachers rely heavily on extrinsic incentives including praise, tokens, smiley faces, and special recognition, such as "Student of the month." Dörnyei (2001: 27) classifies motivation by claiming, intrinsic motivation is to do with "*behaviour performed for its own sake in order to experience pleasure and satisfaction*" while extrinsic motivation is about "*performing a behaviour as a means to an end, that is, to receive some extrinsic reward or to avoid punishment*".

Ryan and Deci (2000) indicate that extrinsic motivation is a concept that refers whenever an activity is done in order to get some result. Extrinsic motivation can alter in the degree to which it is self-directed. For example, a student who does his homework only because he fears parental punishments for not doing it is extrinsically motivated because he is doing the work in order to attain the outcome of avoiding penalties.

Similarly, a student who does the work because she personally believes it is necessary for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it attractive. Both examples involve instrumentalities, yet the latter case requires personal approval and a feeling of choice, whereas the former involves an external control. Both represent intentional behaviour, but the two types of extrinsic motivation change in their relative autonomy.

According to Alderman (2004: 249), a primary concern for educators is how to balance the use of extrinsic motivators as needed to promote student task engagement while establishing an atmosphere that fosters intrinsic motivation. If rewards are used appropriately, intrinsic and extrinsic motivation will be completing components. As Ryan and Deci (2000) suggest, an essential strategy for successful teaching knows how to use extrinsic forms of motivation to promote more autonomous motivation.

### 2.2.4 Studies on the Role of Motivation in Second / Foreign Language Learning

Due to its great importance, L2 motivation has been the course of a great amount of research in recent decades, investigating its effect on the L2 learning process. There have been many studies that have investigated the relationship between motivation and second language achievement. These studies have used many different measures of motivation. Some studies have been based on the socio educational model of L2 acquisition and the Attitude Motivation Test Battery (AMTB; Gardner, 1985), or on Noel's (2001) adaptation of Deci and Ryan's (1985) self-determination theory, or on Clement's (1980) social context model, and other studies have used items developed for the purpose. Although these studies have used different formulations of motivation, they all found relationships between motivation and L2 achievement (Bernaus and Gardner, 2008: 387).

As Ushioda (2008: 23) points out, in the study of language learner motivation, the move towards education-based approaches has similarly prompted an increased interest in the social learning environment, as reflected in current prestigious models of language learner motivation. Li and Pan (2009: 124) state, presently, scholars design and regulate many studies on motivation, but in these studies, non-English major students are often chosen as subjects, while the achievement of English majors is seldom studied. People often think that it is reasonable for English majors to learn English, since they choose English as their majors.

Dörnyei (2005: 108 - 109) argues that, although the study of language learning motivation has been one of the most developed areas within SLA research, it has almost no links with other SLA research traditions, resulting in what appears to be a total lack of integration of motivation research into the traditional domain of applied linguistics. The main questions motivation researchers have traditionally asked are these:

- *What are the motivational characteristics of the students who decide to study an L2?*
- *How do different types of motivational dispositions affect L2 learning achievement?*

According to Ghenghesh, (2010: 128) by the early 1990s the study of motivation took a turning point by Crookes & Schmidt (1991) to explore diverse directions in which the social psychological construct of L2 motivation could be further developed. As a result of this, the 1990s saw an influx of L2 research that extended and covered a variety of issues, particularly cognitive and situation-specific variables. The first three decades of L2 motivation research saw a considerable amount of empirical investigations, which were mostly inspired by Robert

Gardner and his associates in Canada applying versions of a standardised motivation test. Robert Gardner and Wallace Lambert (1972; Gardner, 1985), saw second languages as mediating factors between different ethno-linguistic communities in multicultural settings and considered the motivation to learn the language of the other community to be the primary force responsible for enhancing or hindering intercultural communication and affiliation.

Based on extensive empirical research, Gardner and his Canadian associates formulated a complex model of L2 motivation and developed a standardized motivation battery, the AMTB (Attitude/Motivation Test Battery), which operationalized the components of this model in measurable terms (Gardner, 1985). The results of this research Robert Gardner have demonstrated that attitudes and motivation are related to how well individuals learn a second/foreign language as Ghenghesh (2010: 128) notes.

Dörnyei and Csizer (1998) conducted an empirical investigation of Hungarian teachers of English who evaluated a list of 51 motivational strategies, indicating how important they considered the techniques to be and how frequently they actually implemented them. No students were included in the investigation. Rather than asking students, this study has queried the teachers instead. Based on the results, the researchers produced the 'Ten commandments for motivating learners', which was a list of the 10 most important motivational macro strategies emerging from the Hungarian study.

Dörnyei (2001) proposes that these strategies could be grouped into four categories. The first category concerns conditions in the classroom; that is, it is necessary to create basic motivational conditions by adopting appropriate teacher behaviours, having a good relationship with students, maintaining a pleasant and supportive atmosphere in the classroom, and providing group norms to promote a cohesive learner group. The second category focuses on generating student motivation by enhancing their language-related values and attitudes, increasing their goal orientation, making the curriculum relevant and creating realistic learner beliefs.

The third category involves maintaining motivation by setting proximal sub goals, improving the quality of the learning experience, increasing student self-confidence, creating learner autonomy, and promoting self-motivating learner strategies. The fourth category deals with encouraging positive self-evaluation by promoting attributions to effort rather than to ability, providing motivational feedback, and increasing learner satisfaction. Clearly, the

assumption underlying all of these recommendations is that teacher behaviour and beliefs have a direct influence on the students (Bernaus and Gardner, 2008: 388).

In 2007 a current study is replaced of Dörnyei and Csizer's (1998) original survey, to explore the range of motivational strategies that teachers can use to motivate their learners in an Asian context, Taiwan by Cheng and Dörnyei. Although most of the strategies recommended by Dörnyei and Csizer (1998: 224) had been found to be effective in certain classroom applications, nearly all the techniques were derived from Western educational contexts, and as the authors put it, *'we cannot say with certainty that the ten commandments are valid in every cultural, ethno-linguistic and institutional setting. There is clearly much room for further research in this respect.'*

Dörnyei and Csizér (1998: 204-205) emphasize that, the 1990s brought a marked shift in thought on L2 motivation, as a number of researchers started to conceptualise motivation, and this was reflected in the number of papers calling for a more education-oriented approach (e.g. Brown, 1990, 1994; Crookes and Schmidt, 1991; Clément *et al.*, 1994; Dörnyei, 1994 Oxford and Shearin, 1994). The reason behind the reform attempts was to adopt a more pragmatic, education-centred approach to motivation research, which would be consistent with the perceptions of practising teachers and, thus, be more directly relevant to classroom application. It was felt that the social- psychological approach did not provide a sufficient description about the classroom dimension of L2 motivation.

Similarly, Cheng and Dörnyei (2007: 154) suggest that the new approach successfully expanded the L2 motivation paradigm *"by (1) promoting cognitive aspects of motivation, especially those related to the learner's 'self' (e.g. need for achievement, self-confidence/efficacy, self-determination); (2) integrating various influential theories that were already prevalent in mainstream psychology (e.g. goal theories and attribution theory); and (3) focusing on situational factors relevant to classroom application (e.g. characteristics of the language course and language teacher.)"*

Noels (2001) investigate the relationship between students' perception of their teacher's communication style and various measures of motivation. The results show that the more controlling the teacher seemed to the students, the less autonomy they felt, and that the more informative the teacher was perceived to be in terms of the feedback given, the more competent the students felt. According to Bernaus and Gardner (2008: 388), similar results with respect to attitudes toward languages were obtained in a study carried out in Catalonia by Bernaus, Masgoret, Gardner, and Reyes (2004).

Furthermore, Cheng and Dörnyei (2007: 154-155) maintains that in educational psychology, an increasing amount of valuable sources can be observed as being published, offering practical techniques based on solid theoretical considerations (e.g. Raffini, 1993; McCombs & Pope, 1994; Pintrich & Schunk, 1996; Covington, 1998; Alderman, 1999; Scheidecker & Freeman, 1999; Wlodkowski, 1999; Stipek, 2002; Brophy, 2004).

As Balkır and Topkaya (2009: 6) point out, even though there are a small number of studies exploring the effects of learner training programmes on motivation, the results of several studies indicate connection between learner training and motivation. For example, the results of the self-directed programme conducted by Victori & Lockhart (1995: 228) pointed to the improvement in learners' tolerance of ambiguity in language learning/use contexts, and improved self-esteem as language learners. Furthermore, the results of Lee's (1998) study revealed that more enthusiastic students attained more gains from the self-directed learning programme than less enthusiastic students did. Similarly, Mynard's (1999) study indicated that more able learners tended to have higher intrinsic motivation and a higher internal locus of control than less able ones.

There are many studies using diaries as a tool for researching student motivation. For example, according to Mori (2007: 93), if teacher tries to motivate learners, through learners' diary, teacher would gain information about learners' impressions about previous English Learning classes. As for Matsuda and Brown (2004: 148), the language learning diary has attempted to promote learners' autonomy or introspective ability at becoming better learners and one of the advantages of a diary study is that it provides descriptive data over a long period of time. In their study (2004), they tried to find an answer for the research question: "*is it possible to discover some change in motivation and the strength of motivation through language learning diaries?*" At the end of the study, some students recorded motivational change which might have affected their achievement.

In another study, similar to Matsuda and Brown's research, Root, (1999) makes his learners write reflective journals to answer his research question "*to what extent does a language learner's diary reflect a range of motivational factors?*" Ng's (1998) research paper reports a study that utilises a diary as a research tool to assess students' learning and motivation in context. According to Ng, the study situated concept of classroom motivation demands teachers to treat each learning situation as a unique entity and understand how students will interpret it from their perspectives. Huang's (2005) study intends to explore the nature of Chinese EFL learners' difficulties such as motivation, self-efficacy and anxiety by using

learners' course diaries. In another study, Ruso (2007) examined the influence of Task Based Learning approach on students' classroom performance and motivation in EFL classrooms by using student diaries.

Furthermore, other external factors such as the course, teaching methods, instructional materials, influences of family, friends, learning activities and even individual tasks can affect the learners' motivation, achievement, effort, and develop positive or negative feelings (Dörnyei, 1994, 2002; Chambers, 1998; Williams & Burden, 1999; Williams et al, 2001; Dörnyei, 2008) Researches on the relationship between motivation and second language acquisition are ongoing.

### **2.2.5 Recommendations and Strategies for Teachers to Motivate the Students**

As it is well-known motivation is one of the key factors determining success in foreign/second language (L2) learning. That's why strategies in motivating learners should be considered as an important aspect of the study of L2 motivation. How to motivate students is one of the issues language teachers deal with. Teachers have the power to affect students at every level of education. There are many different types of strategies that can affect the student's motivation positively during the learning process.

Nel (2008: 53) claims that since learning styles seem to be a relatively enduring learner characteristic, teachers may not be able to exert as much influence over motivation. Similarly, Ushioda (2008: 28) suggests that as learning needs are driven by learners' own personal needs, goals, and interests, it becomes impossible to consider pedagogical approaches to foster motivation from within without considering approaches to foster self-determination. Thus, whereas motivation has traditionally been regarded as something that teachers "do" or "give" to learners through a variety of motivational strategies, the importance of fostering learners' own motivation and sense of self-determination occurs.

According to Oxford and Lee's (2008: 312) recommendations to teachers, teachers should not forget that a lower aptitude can be balanced by strong motivation and positive use of strategies. Because motivation is the fire that causes action, it is vital for teachers to tend the fire. If learners are intrinsically motivated, they will be active and involved. On the other hand, learners must possess beliefs that foster motivation. If they believe that language



learning is not necessary, or they have no talent for learning languages, they will not be motivated to learn the language.

What is more, according to Wang (2008: 34), it is not important what teaching approach the teachers take, it is necessary to arouse students' motivation in ELT. All the methodologies are based on improving students' motivation. Teaching skills in motivating should be seen as central to teaching effectiveness. Other factors can provoke the learners' motivation. The teacher can find out the aspects and think out the ways to stimulate their motivation according to the practical teaching and learning conditions. When our students have the motivation, which is one of the causal factors of foreign language learning achievement, and learn actively, teachers hope to see successful results in the ELT.

Various task attributions can foster motivation to learn. Ideally, tasks should be challenging but achievable. Relevance also promotes motivation that helps students to see how skills can be applied in the real world. Tasks should stimulate students' curiosity as an intrinsic motivator as Lepper (1988) notes. Lumsden (1994: 2) claims that teachers should use extrinsic rewards with care because they may decrease existing intrinsic motivation. In order to support students' motivation to learn, school policies and practices should give importance on learning and task mastery rather than relative performance and competition.

Further justifications for motivation in FL teaching and learning are pointed out by Huitt (2001), who suggests that teachers need to use as much of the intrinsic suggestions as possible while recognizing that not all students will be properly motivated by them. The extrinsic suggestions will work, but it must be remembered that they do so only even if the student is under the control of the teacher. When being outside of that control, unless the desired goals and behaviours have been internalized, the learner will leave off the desired behaviour and operate according to his or her internal standards or to other external factors.

The past decade has witnessed an increasing number of L2 scholars designing motivational techniques for classroom application. (e.g. Williams & Burden, 1997; Chambers, 1999; Brown, 2001; Alison & Halliwell, 2002 cited in Cheng & Dörnyei, 2007: 153) One of the researches on the relationship between motivation and classroom application is carried by Ghenghesh. As a result of Ghenghesh's (2010) study, according to the viewpoints of the learners, the teacher is seen as the key figure who determines the attitude to the language and shapes motivation. Therefore, the teacher has the composite duty of generating initial student motivation and helping students preserve it.

The teacher's support, eagerness, positive approach in providing a learning experience, which is interesting, is an important motivational component. The above findings provide evidence of the importance of the Learning Situation Level outlined in Dörnyei's (1994) framework of L2 motivation. Therefore, for the teacher, the most important thing is how to increase students' motivation and make use of the proper teaching and facilitation methods.

Recent studies focus on a more education-friendly approach, which focus more on variables that would help the teacher understand motivation and encourage its development and maintenance. For example, Bernaus and Gardner's (2008) study investigated language teaching strategies and the effects of these strategies on students' motivation and English achievement. The results indicated that the teachers and students agreed on the relative frequency of some strategies but not on the frequency of other strategies. Although the teachers' reported use of motivational and traditional strategies was not related to the students' English achievement, attitudes, motivation, or language anxiety, the students' perceptions of these strategies tended to be related to their attitudes and motivation at both the individual and class levels. As a result of the study Bernaus and Gardner recommend that teachers should recognize that their students' motivation and English achievement are influenced not only by what takes place in the classroom but also by other variables, such as their attitudes toward other groups and languages, and integrative and instrumental orientations.

Oxford and Shearin (1994) propose a model that improves the L2 learning motivation theory in useful ways. The strategies they offered are not based on classroom research. According to them, teachers could make use of the strategies listed in Table 2.2 to motivate their students.

**Table 2.2** Suggested Motivational Strategies

- 
- Identify the reasons for students to study the L2
  - Determine which parts of L2 learning are especially valuable to students, and provide activities that include those aspects
  - Help shape students' beliefs about success in L2 learning by reminding them that success is not difficult as long as students put effort
  - Train the learners in self-assessment and setting challenging goals that give students a sense of progress
  - Accept varied student goals, as well as the way students meet their goals according to different learning styles
  - Provide a variety in instructional content and materials
  - Demonstrate the students the instrumental motives
  - Demonstrate the students the benefits and the enjoyable aspects of learning the L2. For example, inviting native speaker visitors would be an effective way of confirming that the students can really use the language communicatively
  - Teachers can also make the L2 classroom a welcoming, positive place where language anxiety is kept to a minimum
  - Provide appropriate instructional frameworks, including various, clear and important activities, which offer richness of stimulation by recreating realistic situations where use of the language is essential
  - Provide students with appropriate feedback
  - Assist students according to their specific needs
  - Give them a chance for self-direction
  - Give extrinsic rewards
  - Urge students to develop their own intrinsic rewards, which will enable students to have an increased sense of self-efficacy whereby they attribute the outcome of their study to their own efforts
- 

Source: Oxford, R. L., & Shearin, J. Language learning motivation: Expanding the theoretical framework, *The Modern Language Journal*, 78, 2004, p. 24.

Other educators who have proposed ways in which motivation can be developed and supported are Dörnyei and Csizer (1998). They conducted an empirical study and presented 10 commandments for teachers that were directed at improving student motivation. The commandments are listed in Table 2.3

**Table 2.3** Ten Commandments to Motivate Language Learners

- 
1. Set a personal example with your own behaviour.
  2. Create a pleasant, relaxed atmosphere in the classroom.
  3. Present the tasks properly.
  4. Develop a good relationship with the learners.
  5. Increase the learners' linguistic self-confidence.
  6. Make the language classes interesting.
  7. Promote learner autonomy.
  8. Personalize the learning process.
  9. Increase the learners' goal-orientedness.
  10. Familiarize the learners with the target language culture.
- 

Source: Dörnyei, Z. and Csizér, K. 1998: Ten Commandments for Motivating Language Learners: Results of an Empirical Study, *Language Teaching Research*, 2, (3), 1998

According to Holt (2001) in order to have a more motivating language learning process, instructors need to put a great deal of thought into developing programs which maintain student interest and have obtainable short term goals. Crookes & Schmidt (1991) believe that, activities, materials, and textbooks used in the classroom should serve the function of meeting students' needs if the motivation of the students is to be heightened. In addition, Wang (2008: 33) indicates that, *“according to Chomsky’s “communicative competence”, intrinsic motivation will spring from an interest in what is being communicated by the language.”*

The use of English is regarded as the right way to learn English. In the using process, the students can also be encouraged to talk about exciting topics whenever they feel motivated. They can talk about things that have really happened to them. There are multitudes of ways language teachers can orchestrate such communicative activities for students in the classroom. These activities, such as pair work, group work, and English corner are essential to give each student the opportunity to practice.

Ushioda (2008: 28) suggests that, incorporating classroom activities where learners work together in pairs or small groups can help to develop cognitive and motivational interdependence between learners and a sense of shared responsibility. Cohen and Dörnyei

(2002 cited in Nel, 2008: 53) recommend that teachers should adapt classroom tasks in order to maximize the potential of individual learners with particular learning styles. Holt (2001) implies authentic materials importance by stating, the use of an interesting text can also help to increase the motivation level of students in the classroom. Many foreign texts, however, which have been designed for EFL, often contain topics, which can create a great deal of classroom interaction and help to motivate students to develop their language skills. The study of another language and culture can enhance their perception and understanding of other cultures.

Deniz (2010: 10), underlines some concepts similar to the previous ones and lists suggestions for teachers: For the teaching process to achieve its goals, teachers need to explain the objective and possible benefits of an activity, use a multi sensory approach, give information about the cultural values of the target language, they should also use group work in teaching, and give opportunities for students to evaluate themselves. Effectiveness of language learning can be enhanced by the help of models and students' actively participating, and effective teaching can be carried out by employing a multi sensory teaching approach. L2 instructors should make use of problem-solving approaches to meet their own and their students' expectations and needs.

Moreover, Lumsden (1994: 2) concludes that: *“Because the potential reward — having students who value learning for its own sake—is priceless, it is crucial for parents, teachers, and school leaders to devote themselves fully to generating, preserving, and developing students’ motivation to learn.”* Motivation in second language learning represents a rich field for research, as it deals with the impulsive forces behind learning. As Van Lier (1996: 116) concludes; *“there is much that we have yet to learn about the role of motivational factors in learning.”*

### **2.2.6 Motivation and Authentic Materials**

Motivation plays the crucial role in foreign language learning. The purpose of carrying out a teaching method is to stimulate students' motivation in language learning. The more a student has desire of learning, the more successful achievement s/he will have. In language learning, motivation usually refers to students' desires to learn. Success on examinations and high scores in English examinations can be seen as extrinsic motivation. This type of motivation cannot increase the level of true motivation that is desired in the language

classroom. True motivation can be described as “*the extent to which the individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity*” (Gardner, 1985). It is important for the language teachers to recognize the importance of motivation and make good use of it in teaching practice.

As Wachob (2006: 95) emphasizes, motivation depends on a variety of factors, how they perceive their own achievement is an important factor. Another factor relates to materials and what tasks they do in and out of the classroom. Language teaching materials not only have an important effect and role in language learning and teaching activities but also can provide motivation. Developing effective materials for different learners is necessary for having motivated learners. In his research, Sun (2010) tested and tried to understand the importance and effects of teaching materials in language learning. He perceived many factors affect student's motivation towards teaching materials. As a result of the study, he found visual materials and authentic materials will arouse students' interest and enthusiasm.

According to Wachob (2006: 97), tasks and materials are motivating factors for the demotivated students in order for them to see their progress. Furthermore, materials selection cannot be divorced from the methods with which they are used. The materials provide the basis for the content of the lessons and the kinds of language practice students take part in. For learners, materials may provide the major source of contact they have with the language apart from the teacher. Hence the role and uses of materials in a language program are a significant aspect of language curriculum development.

Scholars searched for the motivating power of authentic materials (Gilmore, 2007), which is a key factor affecting successful language learning (Keiko, 1992; Masgoret & Gardner, 2003). Some empirical studies confirmed the positive results obtained by learners who have interacted with and utilize authentic texts and materials. Peacock (1997) investigated whether authentic materials increased the classroom motivation of learners. Two beginner-level classes at a South Korean university participated. Both classes used authentic and artificial materials alternatively. Results from two observation sheets and a self-report questionnaire indicate that while on-task behaviour and observed motivation increased significantly when authentic materials were used.

According to Gilmore (2007: 106), “*authentic materials are a motivating force for learners are widespread through the literature.*” Kılıçkaya (2004) indicates that 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 as it is used by the community that speaks it. Findings of empirical studies (e.g.; Kim, 2000) have confirmed that students' motivation and self-satisfaction increased after exposure to authentic aural texts.

English language learning has the purpose of communication. If the learners can have a chance to communicate with others they will be more delighted. In order to have delighted and motivated learners, authentic material use is suggested. It can be said that authentic materials have positive effect on learner motivation and contain cultural information about the target culture. In addition to this, they can provide exposure to real language and can be related to learners' needs. By the use of authentic materials, students can get satisfaction. Learners feel that they are learning a target language as it is used outside the classroom.

It can be concluded that, learner reaction to authentic input is positive. The motivating potential of authentic materials can be seen as a result of these studies. Using authentic materials may benefit learners' language learning by exposing them to real language and having a positive effect on their motivation and attitudes toward the Foreign Language. Employing authentic materials in language classes can be said to be a possible solution for improving students' motivation.

## **2.3 AUTHENTIC MATERIALS**

### **2.3.1 Authenticity**

The notion of authenticity is widely discussed in ESL literature (e.g. Widdowson, 1978; Breen, 1985). Some authors (e.g. Van Lier, 1996) see authenticity as achieved by the participants in the process of exploitation of text or materials whereas there are essentialist views that see authenticity as a feature inherent in the texts (materials) which can be used in a language classroom. As Widdowson (1996: 67) points out, the authenticity idea develops naturally from a communicative orientation to language teaching. According to Tatsuki (2006), throughout the history of English language teaching authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices.

It has also been a major feature in syllabus design, task based approaches, materials development and the main focus of the Communicative Language Teaching in the past (Bax,

2003 cited in Shomoossi and Ketabi, 2007: 150) Splitter (2009: 136) takes this situation from another perspective and state that *“the concept of authenticity rings familiar in the history of philosophy and, more recently, education. It is one of those “central, common but contestable” concepts which cry out for continual reflection and (re)examination.”*

Taylor (1994) states, authenticity is a function not only of the language but also of the participants, the use to which language is put, the setting, the nature of the interaction, and the interpretation the participants bring to both the setting and the activity. What is more, according to Yiğitoğlu (2007), authenticity in creating classroom materials have always been discussed in ESL/EFL literature and especially in lower levels, it is very important to use authentic materials in a way that can help students to learn more language. This type of authentic materials can also help the students to learn about the real language and target culture.

The concept of authenticity engenders a fundamental meaning. Texts and accompanying tasks to be perceived by the teacher and the learner as having a real-life communicative purpose. Gilmore (2007: 98) relates authenticity to eight different definitions. These are:

*(a) The language produced by native speakers for native speakers in a particular language community (Little, Devit & Singleton, 1989);*

*(b) The language produced by a real speaker/writer for a real audience, conveying a real message (Porter & Roberts, 1981; Nunan, 1988/9);*

*(c) The qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson, 1978; Breen, 1985);*

*(d) The interaction between students and teachers and is a ‘personal process of engagement’ (Van Lier, 1996: 128);*

*(e) The types of task chosen (Breen, 1985; Bachman, 1991; Van Lier 1996; Guariento & Morley, 2001);*

*(f) The social situation of the classroom (Breen, 1985; Lee, 1995; Guariento & Morley, 2001);*

*(g) Assessment (Bachman, 1991);*

*(h) Culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramsch, 1998).*

The concept of authenticity is central to Communicative Language Teaching, with the learner being exposed to the same language as a native speaker.



### 2.3.2 Authentic Materials

It is widely acknowledged that authentic materials are beneficial to the English learner. However, before looking at the aspects that make them effective, it will be useful to identify what authentic materials are by defining the term. The term “*Authentic Material*” has been widely used by many theorists in literature on second-language acquisition and learning. “*Authentic material*” means different things to different people. It, therefore, has been defined in a number of ways. The most common definition for second-language research is unaltered texts that are generated by native speakers and for native speakers (Bacon, 1992; Rings, 1986; Rogers & Medley, 1988 ). Rogers and Medley (1988: 468) used the term “*authentic*” to refer to “*language samples that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers.*”

Another definition suggested by Peacock (1997) who states that authentic materials are materials that have been produced to fulfil some social purpose in the language community. They expose students to a variety of vocabulary, structure, and language style. They relate more closely to students’ needs in the real world. Nunan (1989, as cited in Adams, 1995: 4) refers to authentic materials as samples of spoken and written language which has not been specifically produced for the purposes of language teaching. In the same line of thought, Widdowson (1979: 80) sees authentic materials as “*language samples not constructed for the purpose of language learning.*”

According to Rogers & Medley (1988), authentic materials refer to oral and written language materials used in daily situations by native speakers of the language. Likewise, Little, Devitt and Singleton (1989: 27) state that, an authentic text is one “*created to fulfil some social purpose in the language community in which it was produced.*” Alongside the need to develop effective skills and strategies for the real world, there has been a growing awareness of the importance of affective factors in learning, and the use of authentic texts is one way of increasing students’ motivation for learning. They give the learner the feeling that he or she is learning the ‘real’ language; that they are in touch with a living entity, the target language as it is used by the community which speaks it as Guariento and Morley (2001: 347) note.

What is more, according to Adams (1995: 1), materials are authentic if they are unaltered language data and are produced by and for native speakers of a common language and not for second language learners of that language. Lee (1995: 324) conjectures that, “*a text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real-life communicative purpose.*” In this respect, Kılıçkaya (2004) asserts that, most everyday objects

in the target language qualify as authentic materials. Students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they can be used as learning tools for students because they are authentic.

Taylor (1994: 5) seems prescient in his observation that, "*participants in the language classroom create their own authenticity there as they do elsewhere.*" Language classrooms are places to learn language and learners authenticate this social interaction. Martinez (2002) argues that, real-life materials, sometimes called "authentic" are those that a student encounters in everyday life but that weren't created for educational purposes. Further justifications for authentic materials are pointed out by Feyten (1991), who suggests that, the use of authentic materials achieves the acquisition of communicative competence, the expansion of vocabulary, understanding of cultural information and cultural value systems, and offers students the opportunity to deal with real life language and situations. According to this definition, novels, poems, newspaper and magazine articles, handbooks and manuals, recipes, postcards, telegrams, advertisements, travel brochures, tickets, timetables, and telephone directories written in the target language for the target language audience can all be seen as authentic texts (Crossley, Louwse, McCarthy and McNamara, 2007: 17).

Berardo (2006: 62) labels that, authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom.

Moreover, Khaniya (2006: 18) states that without the use of authentic materials while presenting learners to EFL situation, we can not forestall how the learner will perform in the real situation. In fact, use of a simplified text tells us nothing much about a learner's actual communicative ability. Therefore, in a communicative language classroom, authentic materials should be used in order to facilitate the learning process. Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience. Many authors have claimed that authentic materials bring learner motivation an active effect in FL classroom. When teachers know learners' motivations, they can target instruction to meet the students' goals. A key way to help learners reach their goals is to use authentic, goal-directed materials.

Other definitions of authentic material have emphasized the priority of motivation. For example, Peacock (1997) states that learners are motivated by the authentic materials which are considered to be more interesting or stimulating than invented ones. Similarly, Nuttall (1996 cited in Berardo, 2006: 64) suggests that “*authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.*” Guariento & Morley (2001) believe that, authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. They also produce a sense of achievement. It is widely acknowledged that authentic materials are beneficial to the English learner.

### **2.3.3 The Role of Authentic Materials in Foreign Language Teaching and Learning**

Lapkin, Swain, & Shapson (1990: 212) state that, the lack of a surrounding community of English speakers outside the classroom increases the challenge for EFL instructors as it is suggested that the opportunity for communication in authentic situations and settings, especially with native speakers, is a major factor for second-language acquisition. This may explain why so many popular EFL programs and foreign language teaching methods developed over the past half century have tried to replicate the target language environment through immersion camps and programs.

The opportunity for communication in authentic situations and settings is a major factor for second-language acquisition. Another important determinant of language learning achievement is motivation. Dörnyei (1994) found second-language motivation strongly tied to the context or where the language is learned. The assumption that low learning proficiency is the result of the lack of a true immersion or an authentic environment results in lack of commitment of Turkish students to active learning with the associated motivation and attitude for learning English. One way of making foreign language teaching effective is to create authentic learning environments with a constructivist approach which is a building process in which students construct their own conceptions. According to constructivist approach, learning situations, skills, and tasks must represent the real world. In that way students can have the chance to enjoy learning a foreign language.

The use of authentic materials has become integral to communicative and proficiency-oriented foreign language teaching. Adams (1995: 2) labels that the persistent movement since the mid-1970s towards communicative approaches supported the use of authentic

sources in ESL textbooks and in classroom materials. Authenticity has been a key concern for the communicative approach from the beginning (Little, Devitt and Singleton, 2003; Mitchell, 2003). As Mitchell (2003: 39-41) points out, authentic materials familiarize learners to handling the kind of language they will meet in real world situations. In practice, most communicative classrooms use a combination of materials, some 'authentic' in the first sense modelled on 'real world' events and language genres.

What is more, the communicative approach has advocated high levels of learner involvement in target language use for 'real' communicative purposes. Similarly, Little et al. (2003: 45-46) suggest that, the communicative approach must develop communication through the target language in the classroom. Naturalistic language acquisition occurs through communication. Authentic texts should occupy a central a role in any second language learning process because they have been written for a communicative purpose, they are more interesting than texts and learners are thus likely to find them more motivating than invented texts.

Oğuz and Bahar (2008: 330) state that, in constructivist learning environments, students should interact with authentic materials and activities representing the real life. Authentic learning is an approach in which students work on real problems, or create products that have real life purposes. Authentic materials used in the constructivist environments provide the students real life experiences. Moreover, students work cooperatively and communicatively with friends or teachers in school and non-school settings. If learning activities are authentic, students understand the importance of what they are learning as the task mirror real-life experiences.

The more the students have a connection to real world, the more a lesson gains authenticity. As Kılıçkaya (2004) points out, the English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means are materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process.

According to Khaniya (2006: 17), the use of authentic materials has become popular in learning situations starting from traditional teaching for ESL to language training for

professionals. Most teachers accept that authentic materials can be used to develop tasks that depart from formulaic language learning and provide a bridge between the linguistic skills of learners and their professional knowledge goals if they are appropriately selected and implemented. Such materials can provide a wealth of linguistic and conceptual content to learners who are focused on specific applications of their linguistic skills. Similarly, Adams (1995: 4) suggests that the students must be involved in real-life communication tasks that cause them to read, write, speak, and listen to English. Moreover, as Taylor (1994) concludes, the purpose of the classroom is *“to make arrangements for learning to happen more easily and more efficiently than it does in natural surroundings.”* Authentic materials are now seen as far superior to any materials that have been written expressly for the learner.

### 2.3.4 Examples of Authentic Materials

The materials can be classified depending on their characteristics. They can be classified into four categories according to their characteristics.

**Table 2.4** Categorization of Authentic Materials

<p><b>Authentic Listening Materials:</b></p> <p>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.</p>
<p><b>Authentic Visual Materials:</b></p> <p>Slides, photographs, paintings, children’s artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X- rays.</p>
<p><b>Authentic Printed Materials:</b></p> <p>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.</p>
<p><b>Realia:</b></p> <p>Coins and currency, folded paper, wall clocks, phones, masks, dolls, and puppets. (Realia are often used to illustrate points very visually or for role-play situations.)</p>

### 2.3.5 Studies on the Role of Authentic Materials in Second / Foreign Language Learning

There are many references to authentic material in the ELT literature. Books and journals contain thorough explanations of why it should or should not be included in lessons, and how it is to be used. Thus, these kinds of materials represent real situations with no pedagogical purposes but can be used for such purposes. All those authors who support the use of authentic material agree on a common idea: '*exposure*'. In other words, the benefit learners get from being exposed to the language in authentic materials.

From what has been mentioned above, we can say that for using authentic materials simply means using examples of language produced by native speakers for some real purpose of their own rather than using language produced and designed solely for the classroom. Anybody who takes into the classroom a newspaper article, a well-known song, an advertisement, a famous poem, a magazine cover, or even a bus ticket, is using authentic materials. Teachers have always introduced such realia into their classrooms, and always will. The question really is whether it is helpful to their students.

The supporters of the use of authentic materials emphasize that the language taught and presented in the classroom should be authentic not produced for instructional purposes. Many researchers have studied the impact of using authentic speech in foreign-language as well as second-language classrooms. Results of the study conducted by Herron and Seay (1991) indicate that listening comprehension in language students improves with increased exposure to authentic speech. While tasks such as grammar or pronunciation drills do not provide students with the chance for exchanging authentic messages, the use of video and film, radio broadcasts, and television programs will involve students in activities that present real life listening contexts. If students are to use the language to communicate effectively in the real world, Rogers and Medley (1988) propose that students have to experience the language as it is used for real communication among native speakers. This can be done through the use of aural authentic materials in the language classroom. Furthermore,

According to Morrison (1989) authentic listening materials can and should be used at all levels from beginners to advance. Every student need exposure to authentic language since it is the medium of everyday communication. Bacon and Finnemann (1990) found that when students are properly prepared, authentic materials have a positive effect on both comprehension and motivation. There have also been studies into the methodology and effects of using authentic texts on EFL/ESL learners. ELT professionals (e.g. Zhu, 1984; Swaffar,

1985; Morrison, 1989; Peacock, 1997 and Morton, 1999 ) have experimented with practical methods to teach English courses with authentic texts of various types and levels and they show overall positive outcomes both with respect to motivating learners in learning the target language and in terms of developing in them communicative competence.

In conclusion, since a goal of foreign language teaching is to prepare students for real life outside the classroom, it is necessary to implement authentic materials at all levels of language instruction. Authentic material is significant since it increases students' motivation for learning, exposes learner to the 'real' language as has been discussed.

### **2.3.6 Advantages of Authentic Materials in EFL Classes**

Teachers should provide more creative, different and effective teaching-learning strategies in and out of class in order to increase the quality and standard of education instructed to students. One of the ways to achieve better understanding is to establish an authentic learning environment and to use authentic materials in class. Since the authentic learning environments involve the problems and complexities exist in real life, they can provide the students with real life experience.

Moreover, according to Oğuz and Bahar (2008: 331), students can improve their practical skills and obtain benefits when they work together and communicatively with friends, parents or more advanced others like teachers, in school and non-school settings. As a result, they will be motivated to continue learning both inside and outside school. Authentic materials, if used appropriately in real learning environments, can have a lot of advantages in foreign language teaching though they are not specially designed to teach a foreign language.

Ma (2005: 70) believes that, implementing authentic materials can be a meaningful experience for students and can take the interest and stimulate the imagination of the students so that they will be more motivated to learn. Students often report gaining greater confidence in using the language during such activities. It is a way to bring real world experiences into the classroom by focusing on practical language skills. The connection between the classroom and real world enables the learners to comprehend the relationship between learning and practicing.

Spirovska (2009: 177) indicates that authentic materials have certain educational value. Incidental English, although being a part of the language is not included in textbooks, but can be mostly included in authentic materials. Authentic reading texts are also a good choice to teach and practice reading skills such as scanning, or skimming. Likewise, Lee (1995) states that authentic texts are often regarded as more interesting than textbook materials because they can be more up-to-date, and relate to everyday issues and activities. Therefore student motivation naturally follows.

Based on the arguments presented in the literature, the following can be regarded as the main advantages of using authentic materials:

1. *Authentic materials provided exposure to real language and related more closely to students' needs. Students were exposed to real world intercultural discourse (Kılıçkaya, 2004; Martinez, 2002; Peacock, 1997).*
2. *Incidental or improper English often was not included in textbooks and the same piece of material could be used in a different way if the task was different (Martinez, 2002).*
3. *In the English language, changes could be reflected in the materials so that students and instructors both understood the changes (Martinez, 2002).*
4. *Authentic materials could be used for practicing mini-skills, such as scanning, or micro-skills of listening, including listening to news reports, and identifying the names of people or countries. (Martinez, 2002; Peacock, 1997)*
5. *Authentic materials included a wide variety of text types and language styles not easily found in traditional teaching materials (Martinez, 2002; Peacock, 1997).*
6. *Authentic materials contained topics of interest to students and encouraged reading for pleasure, and they were practical and real because they provided valid linguistic data (Martinez, 2002; Peacock, 1997).*
7. *Authentic materials had an intrinsic educational value and kept students informed about what was happening in the world (Martinez, 2002; Peacock, 1997; Sanderson, 1999).*
8. *Authentic materials provided an opportunity to transmit information and foster communication and understanding across culture (Gebhard, 1996).*
9. *Authentic materials increased students' comprehension skills and oral and written language performance. They significantly enlivened the ESL class, exposed students to cultural features, and generated a deeper understanding and interest in the topic (Kelly, Kelly, Offner, & Vorland, 2002).*



10. *Authentic materials had a positive effect on increasing students' motivation and made learning more enjoyable (Peacock, 1997).*

([http://ir.lib.au.edu.tw/dspace/bitstream/987654321/2628/1/AUGD-conf.2008\\_su01\\_01.pdf](http://ir.lib.au.edu.tw/dspace/bitstream/987654321/2628/1/AUGD-conf.2008_su01_01.pdf))

These are what make us excited and willing to use authentic materials in our classrooms. Authentic materials are the perfect means that can create opportunities for learners' participation. The use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. To summarize, McCoy (2009) concludes that authentic materials are mainly learner-centred and they can serve effectively to promote learner's interest in language learning. In cognitive terms, they can provide learners not only with a chance to develop their linguistic and communicative competence, but also with an awareness of conventions of communication. Authentic materials make us excited and willing to use them in our classrooms, but while using them, it is inevitable that we face some problems. In other words, using authentic material is not without problems.

### **2.3.7 Disadvantages of Authentic Materials in EFL Classes**

The advantages of using authentic materials explained previously are what make us excited in our classrooms, but while using them, it is natural and inevitable that EFL teachers will encounter some problems. In other words, although, there are many positive factors that support the use of authentic materials, there are some potential problems that should be considered if authentic materials are to be used in foreign language classes. Over the years, teachers and writers have come to realize that authentic materials have their drawbacks.

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.

Further justifications for the disadvantages of authentic materials are pointed out by Meinardi (2009: 304), who suggests that *"the dilemmas involved with using authentic materials are the prescription of the language model, contextualization of authentic learning material, the complexity of the learner listening process and the seeming inaccessibility of streamed native speaker*

*speech.*” Higuchi (1998 cited in McCoy, 2009: 18) puts emphasis on this aspect and says that linguistically; they tend to be more difficult, being not simplified with more complex syntactic patterns and vocabulary. In news stories, novels, and other authentic texts grammatical items show up unexpectedly, and without warning, which require students to have mastered core knowledge of grammar, and this generally means more sophisticated understanding beyond the intermediate level of understanding.

Similarly, Spirovska (2009: 179) suggests that authentic material can be completely impenetrable to EFL learners who are beginners. The ones which are suitable to low level students are written for very young learners, and therefore not very interesting to EFL students. In this respect, Martinez (2002) asserts that some of the structures in authentic materials are too mixed which cause the lower levels students a hard time to decode the text.

Moreover, Guariento & Morely (2001: 348) claim that the use of authentic texts may not only prevent the learners from reacting in meaningful ways but can also bring on frustration, confusion, and, more importantly, can be demotivational. This is the same sense as in the claim of Ma (2005: 71) who points out, “*if consideration of difficulty level is insufficient, students can be demotivated rather than being motivated by mixed structures, profound vocabulary, and intimidating knowledge.*” So it is important to prepare and select authentic materials with consideration of the ability level of the students and provide sufficient cues for them to understand the authentic materials for interpretation.

Researchers have reported disadvantages of authentic materials, including:

1. *Authentic materials might be too culturally based for students to understand and they could force readers to focus on the code. The vocabulary might not fit the student’s immediate needs and students might lack skills required to manage the vast amount of information (Martinez, 2002; Peacock, 1997).*
2. *Authentic materials often contained difficult language, unneeded vocabulary, grammar, and too many structures, so the lower level students might have a hard time decoding the texts. Students might be less motivated (Martinez, 2002; Peacock, 1997; Byrd, 1997).*
3. *The preparation of the materials could be time consuming if special preparation was needed; the investment of time might not be feasible or realistic (Martinez, 2002; Peacock, 1997).*

4. *Interpreters recorded on the listening materials might have many different accents. The materials could become outdated easily and the designs were more complex (Martinez, 2002; Peacock, 1997).*

5. *The wide range of contents and topics were not accompanied by textual aids, so they might be too challenging and discourage some students. The materials could be used in the older age group, but for the younger age group they might be irrelevant, inaccurate, or inappropriate because of the unfamiliar words, phrases, and idioms (Dumitrescu, 2000).*

6. *Some students criticized the authentic environment as non-academic, non-rigorous, and time wasting to efficient learning. Sometimes even the materials instructors worked so hard to prepare just did not work well. Some instructors found that they had difficulty finding suitable authentic materials and created their own communicative activities. Some people thought authentic texts were made to seem “real” and might be edited and changed for language purpose (Chase, 2002; Eynon, 2000; Haigh, Lennon & Thyen, 1994; Katchen, 1993; Kılıçkaya, 2004; Petraglia, 1998; Ring, 1986; Rogers, 1988; Swan, 1985).*

([http://ir.lib.au.edu.tw/dspace/bitstream/987654321/2628/1/AUGD-conf.2008\\_su01\\_01.pdf](http://ir.lib.au.edu.tw/dspace/bitstream/987654321/2628/1/AUGD-conf.2008_su01_01.pdf))

As it is seen, choosing appropriate authentic materials is not an easy task. In order to achieve the fine balance between effective language input and offering materials which are authentic and comprehensible, we should take and measure all of the factors mentioned above. Moreover, Berardo (2006: 67) concludes that when bringing authentic materials into the classroom, pedagogical support should always be given. Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner.

### **2.3.8 Selection of Authentic Materials**

When choosing materials from the various sources, it is therefore important that the aim should be to understand meaning and not form (Berardo, 2006: 62). As teachers we face with rich resources of materials that need to be selected, adapted and possibly graded to match the learners' level, needs, age, culture and even their learning styles. Indeed, many elements interfere in the choice and implementation of the material to fit the teaching situation and meet learners' needs and interests. The crucial question then, is how to adapt any material to

our teaching situation. Therefore, for the materials to be effective, some criteria have to be taken into account:

- 1- Authenticity: The selected material should serve communicative goals.
- 2- Accessibility: The material should be easy for the learner to understand and suitable for the teacher.
- 3- Appropriateness: It should suit the learner's age, level needs and interests.
- 4- Applicability: It should suit the teaching context and makes the objectives attainable
- 5- Adaptability: It should be adapted to the learners' level, needs and interests.

Anderson (1999: 118) states that the selection of authentic texts will depend on the nature of class, the level of readers and so on. Berardo (2006: 63) provides four criteria for choosing authentic texts:

**Table 2.5** Important Factors in Choosing Authentic Reading 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?

Source: Berardo, S. A., *The Use of Authentic Materials in the Teaching of Reading*, *The Reading Matrix* Vol. 6, No. 2, 2006, p. 63.

According to Khaniya (2006: 21), in selecting the right materials, the instructor needs to consider, at least, three basic aspects of the learners' backgrounds:

1. *Linguistic*
2. *Conceptual*
3. *Cultural*

Linguistic background influences classroom management, the selection of tasks. The sequencing and execution of tasks and the focus of micro skill instruction (such as pronunciation and accent reduction). Conceptual (or knowledge) background determines the need for specificity or generality use the selected materials. Cultural background affects trainee-instructor interaction, the formality or informality of classroom interaction, and expectations of traditional instructor and student roles. In addition, McCoy (2009: 20) indicates that there are four aspects to consider in order facilitating an interaction between learners and materials. These aspects are “*text factor (individual differences), task factor (task design), learner setting factor (learning environment), and the teacher factor (the teacher’s attitude and teaching approach).*”

From the literature searched from it seems that there is overwhelming evidence in favour of the use of authentic materials. Meinardi (2009: 316) puts emphasis on this aspect and says that, when designing authentic lesson materials, the content and the context of the material should be appropriate for the learner’s needs. It is also important to give the learner insight into the socio-cultural background the texts came out from, in order to help bridge the gap between the student as ‘*over hearer*’ and the actual context of the discourse material. If the students are at the proper level for the use of the materials, authentic materials can be highly motivating for students and affect their attitude towards English positively.

### **2.3.9 Sources of Authentic Materials**

The sources of authentic materials that can be used in language classrooms are in variety. Any types of audio, visual and printed materials which are used for communication in real life can be regarded as authentic materials. Khaniya (2006: 21) suggests that today, by the help of technological developments; many sources can be accessed easily and quickly for authentic materials. Almost all the printed materials are on the Internet in electronic forms. As a result, we do not lack authentic materials to use in our classrooms. Such materials may range from

non-linguistic items (realia), through to linguistic items. The most commonly used authentic materials are newspapers, TV programs, menus, magazines, the Internet, movies, songs, brochures, comics, literature (novels, poems and short stories), and so forth. The sources for authentic materials will be explained in detail in the following section.

### **2.3.10 Authentic Videos**

There is a gap between what students learn at school and how the language is used in everyday life. This is a sign suggesting that while we need learning materials which are close to students' language abilities, students should not be denied the opportunity to interact with real-life authentic materials. Language teachers prevent using a lot of teaching techniques to make authentic situations and to promote learners' language acquisition (Haaji, Woods and Alavi, 2010: 37). Authentic materials usually demonstrate language in use for some genuine communicative purposes. Teachers in Turkey may find it difficult to incorporate authentic materials into the classroom because they are not native speakers of English. However, thanks to the ever-improving technology, English television programmes and films give students and teachers a very handy way of accessing real life.

Second language development could be achieved through various teaching or learning processes; however, employing multimedia has recently intruded the process in easing or complicating manners. Multimedia technology (like TV, computers, networks, emails, video, compact disc ready-only memories and interactive multimedia) aids the teaching technique of integrating real-life situations with the target language into the language classroom. In this meticulous setting, learners slowly expand their language acquisition by being exposed to the authentic environment of the target language. Video use has to be supplemental, but it can add freshness and excitement to class.

King (2002) believes that video is a much more dynamic medium than a static text or a sound-only recording. Learning English by use of films compensates for all the shortcomings in the EFL learning experience by bringing language to life. It is a refreshing learning experience for students who need to take a break from rote learning of endless English vocabulary and drill practices, and replace it with something realistic, a dimension that is missing in textbook-oriented teaching.

According to Zalta (2006), the use of video has a definite place in EFL classroom. It provides meaningful and enjoyable language practice develops students' intelligence by stimulating their imagination. Further justifications for videos in foreign language teaching and learning are pointed out by Bouman (1990: 8), who suggests that "*not only does the learner learn to decode and understand the verbal elements of the target language, but she also learns to incorporate aural clues such as intonation and pauses, facial expressions, gestures, register, social setting, and cultural behaviour when exposed to video.*"

Similarly, Canning (2000) suggests that video is at best defined as the selection and sequence of messages in an audio-visual context. Considerable confidence is placed in the value of audio-visual aids to enhance the learning of foreign languages. In addition, Lonergan (1984) indicates that the process of language teaching and learning should be "*communicative.*" Video best presents much of the richness of the "*real world*" with the traditional well-organized, text-based curriculum. Kusumarasyati, (2004) defines video as "*a simple (but frequently overlooked) way to achieve promoting the learners' mastery of listening skills.*" Moreover, Saint-Leon (1988) claims that video is used as "*supplementary*" material to enliven the classroom and to provide insight into the culture of a given country; at worst, it is a resource when the teacher is absent. Furthermore video contains valuable extra linguistic clues (Weyers, 1999: 339).

Videos designed for language teaching have long been used in the language classes as a medium to teach languages or to increase the success of teaching and learning. Today most of the methodologists agree on their effectiveness in language learning environments and teachers insert these into their lessons. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative teaching techniques. Being a rich and valuable resource, video is well-liked by both students and teachers.

According to Hemei (1997), students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Teachers like it because video helps promote comprehension. Video makes meaning clear by illustrating relationships in a way that is not possible with words- a picture is worth a thousand words.

Many researchers have presented strong evidence that multimedia have useful effects on language learning because of rich and authentic comprehensible input (Brett, 1995; Egbert & Jessup, 1996; Khalid, 2001 cited in Haaji et al. 2010: 37). The use of video in the foreign

language classroom has been the subject of numerous studies, with nearly exclusive emphasis placed on its linguistic benefits and its effectiveness in increasing listening comprehension.

For example, Balatova (1994 cited in Canning, 2000) suggests that unlike a student, who listened in sound only conditions, the use of video and sound conditions were more consistent in their perception of the story, in the sense that difficult and easy passages formed a pattern. The study notes that scenes where utterances were backed up by an action and/or body language and that were relatively shorter were considered easier to understand by students. Less lively scenes, which involved relatively long stretches of conversation, were labelled as more difficult. These comments illustrate that visual cues are important, since they either facilitated or distracted from understanding.

Donchin (1985), another example, focused on the use of videos on the novice and intermediate levels of instruction; Garza (1991) and Terrell (1993) concentrated their studies on video and film as comprehensible input for developing students' listening comprehension at various level of instruction; Auar (1985) and Rueberg (1990) focused on the use of video and film in the advanced level conversation class; and Rifkin (2000 cited in Harrison, 2009: 89) addressed the use of video in the proficiency-oriented advanced conversation class.

Another important rationale concerns the cultural aspect of learning a language. In fact, research (Robertson and Nocon, 1996) has shown that it is possible for learners to develop positive attitudes towards another culture through instructional program that allows learners to have meaningful interaction with members of the target culture. As Harrison (2009: 89) indicates, *“culture has been the “hidden curriculum” of foreign language teaching. Because of limited time available in the classroom and curriculum constraints, the inclusion of cultural lessons often comes second to the teaching of the language at all levels of education. The inclusion of video-films develops culture-based contexts for language in the classroom.”*

A recent large-scale survey by Canning (2000) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states although these films may seem to hold student interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.

As Hebert (1991: 9-10) notes, the use of films, soundtracks, television soaps, radio and television commercials is suggested as for developing listening comprehension. These



materials consist of naturally spoken English and their target audience is a native-speaking people. These materials' language has not been altered in any way. Their authenticity is beyond reproach making them perfect listening materials for the purposes of language teaching. They are also considered to be motivational tools because they are set within a real-life situation to which EFL/ESL learners can easily relate. They offer learners immediate contact with a real-life situation which is otherwise impossible to duplicate in a normal classroom setting involving a teacher and a group of learners.

As Massi and Merino (1996: 20) assert "*giving visual messages a place in the foreign language curriculum is an interesting and entertaining way to enhance the learner's command of the target language; and the messages available through film offer a refreshing change of routine in the classroom.*" Video is also a great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

Listening comprehension can be improved by providing audio lessons supplemented by visual input and feedback (Kabata and Yang, 2002: 563) both of which video can provide (Eastment, 2007: 86). There is a belief that "*embedding the use of technology in language-based tasks with an appropriate instructional design*" (Hung, 2009: 183). This is probably the reason why there is an increasing importance given to the use of authentic videos in language teaching. Authentic video has even been shown to inspire self-confidence and, as a result, students exposed to it report feeling fewer inhibitions about using their second language (Terrell, 1993).

What is common to these definitions is '*exposure to real language and its use in its own community*'. Because it is so close to language reality - containing visual as well as audible cues - video is an excellent medium for use in the language classroom because the speakers are more real. It can be used in many different ways and for teaching or revising many different language points. Essberger (2000) points out the two types of video (authentic and made for language teaching) within the aim of showing the differences between the two types' usage in an EFL/ESL classroom:

**Table 2.6** Two Types of Video

<b>Authentic</b>	<b>Made for Language Teaching</b>
<b>Bought, or recorded from television.</b>	<b>Specifically designed for learning the target language. Produced by all the major publishers.</b>
<ul style="list-style-type: none"> <li>• Feature films (fiction)</li> <li>• Cartoons</li> <li>• Documentaries</li> <li>• News/Weather</li> <li>• Interviews</li> <li>• Games shows (often based on words)</li> <li>• Ads/Commercials</li> </ul>	<ul style="list-style-type: none"> <li>• General courses</li> <li>• Listening practice</li> <li>• Business English</li> <li>• How to (e.g. presentations)</li> </ul>
<b>Strong points</b>	<b>Strong points</b>
<ul style="list-style-type: none"> <li>• realistic</li> <li>• interesting</li> <li>• up-to-date</li> <li>• original</li> <li>• inexpensive</li> </ul>	<ul style="list-style-type: none"> <li>• adapted to level</li> <li>• practise specific structure/vocabulary</li> <li>• come with work books/exercises</li> <li>• cued with minutes/seconds</li> </ul>
<b>Weak points</b>	<b>Weak points</b>
<ul style="list-style-type: none"> <li>• mainly for higher levels</li> <li>• no prepared workbook/exercises</li> </ul>	<ul style="list-style-type: none"> <li>• rather unrealistic</li> <li>• can be boring (esp. for teacher)</li> <li>• expensive</li> <li>• date easily</li> </ul>

Source: <http://www.englishclub.com/tefl-articles/video.htm>

### 2.3.10.1 Films

Giving visual messages a place in the foreign language curriculum is an interesting and entertaining way to enhance the learner's command of the target language, and the messages available through film offer a refreshing change of routine in the classroom. Films offer endless opportunities for pedagogically sound activities for developing fluency. The key to using films effectively mainly lies in the teacher's ability in preparing students to receive the film's message. Some teachers use viewing sheets consisting of simple multiple-choice questions to promote fluency, rather than use many new lexical items or idioms to divert the focus from fluency. Other teachers integrate film response journals into lessons, or use the

whole-movie approach based on a response-based engagement with opinions and ideas. Films may yield other types of projects that can be incorporated into the classroom setting (King, 2002).

Ward & Lepeintre (1996, as cited in King, 2002) define authentic films as more intrinsically motivating than videos made for EFL/ESL teaching because they think that “*a film with a story that wants to be told rather than a lesson that needs to be taught.*” Massi and Marino (1996) believe that the use of films is becoming more common. Good films can serve as a valuable pedagogical aid, both for classroom use and self-study. The ultimate goal is to arouse sensitivity in the learner and to provide a stimulus to stretch his/her imagination and creativity. As for King (2002) films are such valuable and rich resources for teaching for they present colloquial English in real life contexts rather than artificial situations; an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects.

Another advantage is that language structures and lexical items are used in communicative situations, and propositional messages are fleshed out with authentic realism. There is also a wealth of cultural information that can be exploited and focused on. Some films can lead into a discussion of psychological and social questions. From the teacher’s perspective, it may be argued that the planning stage is time-consuming and demanding since it requires previewing the film and designing adequate activities. But these pitfalls vanish when we think of the countless possibilities open to us when dealing with films: they allow for constant reinforcement in the acquisition of a foreign language.

They promote both inferential skills and aesthetic appreciation of the storyline and technical aspects of the film such as photography, special effects, electronic tricks, music, direction, production etc. (Massi and Marino, 1996: 20). Harrison believes (2009: 93) that students begin to consider language as a vehicle instead of an obstacle, gaining more confidence in their language abilities: the film, therefore, becomes the gateway to language and culture.

The possibilities for using video in the foreign language class are endless. Films present slices of life, provide a realistic, authentic and entertaining way of improving the learner’s mastery of the language. They add both fun and involvement to the language classroom (Massi and Marino, 1996: 22). In fact, we, as teachers of English, often notice that students like watching films and they participate in the class willingly if the lesson involves watching

films. Video is richer in language classes more than textbooks or audio tapes. For this reason, films can be effective tools for teaching.

Teachers need to make use of the films based on some important criteria. To start with, according to Stempleski (2000: 10), they may ask themselves several questions, such as:

- *“What are the pedagogical reasons for using a particular film sequence?”*
- *What type of approach in dealing with movies should be taken, viewing a movie in its entirety or in segments?*
- *Will non-captioned or captioned films be more appropriate for a particular class?*
- *What are the film selection criteria?*
- *What kind of activities will integrate the four skills into the course, elicit student involvement and avoid passive viewing?”*

### **2.3.11 Realia**

Active learning often requires interaction with materials. As it is mentioned by Herrell and Jordan (2007), accumulating realia and manipulative for use in learning experiences is a vital concern for language teachers as it is also highly supportive of learning for native English speakers. When new vocabulary is introduced in context, connecting the unfamiliar words with visual or real objects makes them more easily understood. When new concepts are explored through realia, the concepts become clear.

The word 'realia' comes from “Latin.” In the EFL classroom, the word realia means using real items found in everyday life as an aid to teaching English. Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. As a dictionary definition, realia is (in language teaching) actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. Similarly, realia is anything which has a purpose outside of the ESL classroom and can be brought into the classroom.

Realia refers to real objects, specimens –not copies, representations- from a particular culture. Although not designed for instructional use, realia and other authentic materials provide a wide range of printed and spoken messages that can be used as primary or

secondary material in a foreign language classroom. Some examples are telephone books, menus, tickets, newspapers, and radio and television broadcasts (Berwald, 1987: 3). In language teaching, "realia" are actual objects, real objects with a purpose outside the classroom that can be used in the classroom to prompt interaction or for teaching new vocabulary.

Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. Many language teachers confuse "realia" with "authentic text." In an interview in 2004, (cited in Siders, 2004: 8) Nunan cleared up this confusion by explaining that realia is "*a super ordinate term, one that would subsume authentic text*"

Smith (1997) asserts that realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects. In other words, realia is everyday, authentic objects, such as photographs, menus, brochures, receipts, maps, movies, television shows, commercials, etc. that are used to teach and learn languages.

What is common to these definitions is the use of objects or resources to teach languages in a "real setting". In language teaching, realia are actual objects, which have a purpose outside the classroom and can be used in the classroom. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In sum, realia in EFL terms refers to any real objects we use in the classroom to bring the class to life.

Berwald (1987: 3-5) believes that many products sold on the international market today can be useful for learning vocabulary and reinforcing grammatical structures as one inserts a roll of film, shampoos hair, or prepares a dessert. The souvenirs also serve excellent motivational devices for students. These objects can be used as a series of artefacts that describe the customs and traditions of another culture, and as a set of teaching aids that facilitate the simulation of experience in the target culture.

What is more, according to Short (1991 cited in Smith, 1997), realia like greeting cards can provide great vocabulary in the form of idioms, and slang. They can also serve as a springboard for a discussion of underlying cultural values, beliefs, and behaviour as well as

provide an often non-language-dependent means of introducing students to the lesson topic. Realia can be used indirectly as a tool for teaching grammar; for example, items of food and drink are perfect for teaching uncountable and countable nouns. Here are some sample items that can be used in language classes:

*Ad/info posters, ad/travel posters, arrival/departure posters, auto rental materials (buttons, brochures, maps), bank and other posters, board games in English (Monopoly, Scrabble etc.), calendars in English style, CDs of English or American artists/groups, Christmas cards, items and decorations, DVDs of English or American movies or Hollywood movies in English, euro bills and coins, flags, food items and packaging, greeting cards in English, magazines/newspapers in English, money, place mats, product catalogs, restaurant menus, rubber stamps, signs, stickers, timetables, tickets and pedestrian maps, telephone books, radio and television broadcasts.*

The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. Herrell and Jordan (2007: 129) argue that teachers who decide to use realia in order to support student engagement in their classrooms add to their students' understanding in many ways. The props help make new vocabulary and concepts come to life. In addition, Berwald (1987: 3) indicates that, maps and schedules; two examples of realia, consist of minimum amounts of language thereby reducing potential frustration. Students as slow language learners should be able to understand certain realia with a feeling of fulfilment.

Further justifications for the advantages of realia in foreign language teaching and learning are pointed out by Smith (1997), who suggests that realia is motivating and meaningful in that it brings an authentic piece of the target culture into the language classroom. The added advantage with this new medium is that realia-based lessons need not be bound to cities and places that the teacher has physically been to but, rather, can be based on materials from a variety of places collected from a variety of people with various interests. Further, students interact directly with these materials rather than with someone else's interpretation and analysis of them and thus may find virtual realia even more appropriate for their interests than traditional authentic materials collected by the teacher.

Similarly, Berwald (1987: 5) suggests that realia as for being authentic documents can be regarded as living daily proofs of the value of language. Their authenticity, specialized vocabulary, reinforced grammatical structures, and topics of interest encourages an interest in the target language and culture. As English teachers, the use of realia is only limited by our imagination. It is possible to use realia to teach almost any subject. Using realia stimulates the

mind, and is one way of encouraging creativity by involving the senses. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken.

Realia provides language learners with multi-sensor impressions of the language which, as Rivers (1983 cited in Smith, 1997) notes is "*learned partly at least through seeing, hearing, touching, and manipulating*" items. And interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning. Realia animates new learned vocabularies, and the students' remembering the new words becomes easier. Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. Further, through the use of realia teachers may increase the number of student responses and, therefore, overall participation and interest in learning activities.

### **2.3.12 Internet**

The current computer technology has many advantages for second language and cultural learning as a teaching aid thanks to its increasing power. A computer and its attached language learning programs can provide second language learners with more independence in the classrooms and allow learners the option of working on their learning materials at any time of the day. Through the computers and the Internet, second language learners can link to anywhere and at anytime to access to appropriate material and information on learning (Lu, 1998: 8). The use of computer as a teaching aid allows the teacher free for preparing extra materials for the students besides making learning more enjoyable and interesting. The use of computer in teaching languages can also increase the concentration and motivation of the students. The most valuable aspect of using computers in education was that students were engaged as participants in the process of learning rather than as spectators.

With the Internet flourishing, a new approach to teaching/learning foreign languages has been introduced. The Internet is a wonderful gift to students and teachers of the English language. With the focus on language, communication, and culture in foreign language learning, foreign language teachers are searching for better ways of accessing authentic materials and providing experiences that will improve their students' knowledge and skills in

these target areas. As the Internet transforms communication around the world, it is natural that it should play a major role in the foreign language classroom.

The Internet allows computers throughout the world to communicate. What matters to the foreign language professional is the software that enables communication over the Internet and how it can enhance the classroom experience. The wide range of these programs (text, image, sound, video, and multimedia) have become powerful additions to the foreign language teacher's repertory (Leloup and Ponterio, 1997: 2).

A growing bank of materials specially designed for language learning and teaching can be found on the Internet. Some of the examples from these sources are: grammar explanation, practice and common errors, vocabulary and idioms, pronunciation, listening, reading and writing skills development (McGrath, 2002: 128). An authentic relationship which is a necessary tool for sufficient quality in education can be provided by the use of internet.

Moreover, Kartal and Uzun (2010: 92) claim that the importance of the Internet is very meaningful. The combination of the Internet, computers, and online websites that incorporate well designed, established and evaluated pedagogical materials can offer a significant potential for education (Felix, 1999; Nah et al., 2008; Wang & Coleman, 2009). The field of foreign language teaching has utilized this potential, which offers a chance to learn not only the language of other communities, but also their culture and lifestyle, which contributes to the development of dialogue among societies. To this end, online language learning sites have the potential to boost both the proficiency level of learners, and the dialogue among societies that are closely connected with language. It is therefore important to utilize the Internet to its full potential and to design and develop effective materials that will fill the content of online language learning sites.

According to Akar (2008: 50), a carefully designed website with suitable pedagogy enables students to pay attention, involve in the activities and promotes intrinsic motivation. It can also prepare students to focus on the necessary information. Many language learners are making use of the Internet without being guided by a teacher. They can find their own resources for learning. This is an example for the motivation that drives self-directed learning. Learners may have different reasons for using Internet, for example they may look for a pen pal, want to read English newspapers or magazines, or listen to the words of recorded songs. Different types of motivations may lay behind these examples. (McGrath, 2002: 127).



Many researchers recognize a number of pedagogical benefits of the Internet in the context of foreign language learning. These researchers suggested that any kind of authentic materials provided online, be written, audio or visual, that aim at developing knowledge, communication, and/or a language skills would be beneficial, as they can enable learners to practice their knowledge (e.g., Lancien, 1998; Mangenot, 1998; Cord-Mounoury, 1999, 2000; Tomé, 2000).

Internet based training is not replacing traditional training but it can be regarded as supplementing it (Molenda and Sullivan, 2003: 4). Using technology, internet, and computer-based authentic materials can be one of the good and effective solutions to overcome students' motivational problems in the classrooms (İlter, 2009). One of the most important roles of the Internet in learning a language is having access to a large range of audiovisual materials. The Internet provides the learners and teachers with such materials as listening to the news, radio, and/or TV programs, by recording and playing them back to see how native speakers use the language, phrases, and idioms, which also facilitates practice of pronunciation. The advantages are not limited to this extent. It is very easy to find several reading materials in different web pages, and libraries are within reach to almost anyone who has access to the Internet. Teaching speaking with the internet through the real-time communication has not yet been so feasible and easy.

E-mail on the Internet allows language learners to communicate with native speakers. In this manner, the Internet facilitates the use of the specific language in an authentic setting. The Internet can also be used to acquire information from language resources for a variety of purposes. For example, students can access current information from countries around the world. They can obtain geographical, historical, social/cultural, economic, and political information from the countries in which the target language is spoken. Students can read web versions of daily newspapers and same-day news reports from sources. Such experiences can allow learners to participate in the culture of the target language, which in turn can enable them to further learn how cultural background influences one's view of the world. (Singhal, 1997)

DeLong (2001: 1) further explains, students can access information about just about any subject they desire in English. They can use interactive exercises to practice their reading, listening, writing, and even speaking skills. They can communicate with other students from anywhere in the world. They can use their creativity to publish their own websites, either on their own or in collaboration with other students or even other classes. Singhal (1997) also states that, Internet also promotes literacy for authentic purposes. In addition to being a

supplement to reading materials, especially current information, when students are exploring the Internet, they are essentially exploring the real world.

Furthermore, Kilimci (2010: 112) maintains that, the Internet is a perfect aid for teaching target language culture since it represents the most varied mass medium in the world and a great number of people can have a chance to share their ideas through it. The Internet is not only a convenient tool for teaching a language but it also provides the learners with an excellent opportunity to become familiar with different cultures, and facilitates different learning styles to the students in diverse population.

It also provides the opportunity to achieve a multicultural understanding and respect to the citizens of the world. It offers students an opportunity to know each other and learn how to exchange ideas, opinions, and contributions by using the Internet. This, of course, promotes intercultural understanding and raises awareness of common values for teachers and students, practicing and improving a foreign language. Another benefit of using internet is, it can be found to be useful for every learner whatever their learning type is (auditory, kinaesthetic or visual).

### **2.3.13 Advertisements**

Foreign language teachers are continually face up the challenge of maintaining their students' level of interest in the learning process. This challenge is related to the variety and the type of grammar drills which are used to supplement the materials in the textbook. Many visual devices which are different from textbooks enhance the teacher's effectiveness as a teacher and the student's desire to learn (Coombs, 1978: 3). Brickman (1992: 4) claims that advertisements, by providing an extensive variety of psychological and emotional public appeals, are one of the rich sources of educational tolls.

Coombs (1978: 3) believes that, using visual aids should always support and reinforce what is offered in the text. Magazine advertisements changes the basic grammar drill into a dynamic quality. In this respect, Wierus (1990: 48) asserts that advertisements, instead of being very popular with readers throughout the world, provide fun and may arouse a great deal of interest and excitement amongst learners of English.

According to Coombs (1978: 3), magazine pages give the students a feeling for what might be called ‘*real*’ language, different from the textbook presentation. Another effect of the magazine advertisement is its reinforcing value. The visual situations in advertisements also reinforce and expand the student’s active and passive vocabulary. The primary function of these advertisements is to develop the active natural use of the language through grammar. Furthermore, Wierus (1990: 48) maintains that, “*what makes advertisements attractive is their universal appeal, range of colours, the lettering of the text, the layout, and their concise form.*” They can be used in many ways with learners at a number of levels of language competence. Ads can be found in magazines, newspapers, on television and radio, on internet or in the mail.

Slogans widely used and frequently seen in public places (hotels, airports, supermarkets, shopping malls, stations). They also have a motivating function for learners of English, who may feel encouraged to learn more about the language. Students are likely to profit greatly from reading the slogans in advertisements. Wierus (1990: 48) notes that the slogans in the advertisements help making use of simple grammatical / lexical forms, and the idioms used in the slogans help the teacher illustrating the grammatical rules that s/he is to discuss in the class. Moreover, Coombs (1978: 49) claims that basic vocabulary related to the grammatical structures takes on a reality by the implementation of advertisements which a column of words on the page of the text does not have. Advertisements can be accepted as illustrating language in action or language in full life.

Advertisements can be mostly used for developing writing skills. As Brickman (1992: 4) emphasizes, “*since students are exposed to advertisements everyday, each ad can be used as a writing model. By using ads in the classroom, students sharpen their critical thinking skills and gain self-esteem as they analyze the media around them.*” Example activities suggested by Brickman (1992: 9) are: “*ads for a similar product can be compared across various magazines and newspapers in order to generate brainstorming and conversation in class, students can be asked to collect ads that contain examples of the concepts being taught in the class and the appearance of advertisements can be described as writing exercise.*”

What is more, according to Wierus (1990: 48- 49), the students can play a guessing game in the classroom with a slogan written on the blackboard, they will try to guess what the slogan is advertising in reality. A lot of useful expressions, idioms may be practised by students. Another suggested activity is, the teacher may want his learners to “*sell their products*” by producing the most striking and amazing slogan for their own advertisement. Using ads in the ESL writing class also helps students to learn collaboratively. Working with partners can

promote both learning, involvement of the whole class and the acquisition of English (Brickman, 1992: 7). Moreover, Brickman (1992: 10) concludes that, for the teachers and instructors always searching for a different approach to fostering discussion, writing, and critical thinking in the writing class, advertisements “*GET RESULTS.*”

#### **2.3.14 Authentic Reading Materials and Textbooks**

Developing reading skills, and the autonomy of a reader, considered to be one way to enhance constructive responses to the needs of second and foreign language learners (St-Jacques and Duquette 2006: 165). It is not possible for language teachers to practice reading skills of the language learners without any materials. Beforehand, the only reading materials were course books, dictionaries, and readers; but today there is a great variety of reading materials such as newspapers, magazines, advertisements as well as the previous ones. If a language teacher prefers traditional teaching style, s/he generally uses textbooks as his / her primary teaching resource. The uninteresting textbooks that these teachers rely on focus students' attention on grammatical structures, and on practice in isolation. According to many ESL/EFL classrooms and programs, the textbooks and instruction materials that are often used by language instructors are the most important constituents.

Textbooks determine and control the methodology, process and procedures of language teaching and learning. O'Neill (1982) has pointed out that textbooks are mostly sensitive to students' needs. Though they are not designed especially for them, they are rather helpful in terms of time and money, and they can provide adaptation and concentration. Some other theorists such as Sheldon (1988: 237) share the same idea and suggest that textbooks not only “*represent the visible heart of any ELT program*” but also suggest considerable advantages for both the student and the teacher when textbooks are being used in the ESL/EFL classroom.

An important theorist Allwright (1981: 13), for instance, has written a commentary on the use of textbooks in the ELT classroom. He argues that textbooks generally show the pedagogic, psychological, and linguistic preferences and prejudices of their authors. A final disappointing reason with many ELT textbooks is the fact that they are often considered as the “*...tainted end-product of an author's or a publisher's desire for quick profit*” (Sheldon, 1988: 239).

Consequently, the classroom setting will be influenced by the educational methodology that a textbook introduces by indirectly imposing external language objectives and learning

strategies on students as well as potentially incongruent instructional paradigms on the teachers who use them. Other theorist Alptekin (1993) tries to see the effect of the use of the target language culture as a vehicle for teaching the language in textbooks. He claims that it is not really possible to teach a language without using its cultural knowledge.

Gedikoğlu (2009: 36) states that, if the language teacher follows communicative approach in his/her teaching, s/he might prefer authentic materials. Textbooks contain unauthentic language which does not lend itself to communicative practice but instead can lead to an oversimplification of language and unrealistic views of real-life situations. As the focus will be on assisting learners to do in class what they will need to be able to do outside, materials should reflect the outside world. As Ayyürek (2008: 40) points out, materials help teachers to motivate students by bringing real life situations into the classroom and presenting language in its more complete communicative situation. Materials also provide a density information and richness of cultural input. Materials help students to process information and the teacher does not need to make excess explanation.

Grellet (1982, cited in Maun, 2006: 112) indicates, by means of authentic materials; teachers can give learners awareness about how the language is actually used. According to Nuttall (1996: 78), the authentic texts “*exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized.*” Another reason of preferring authentic materials is their cultural content aspect. Authentic materials integrate culture by presenting real language. In its classic form, the doctrine of authenticity means that readers must be exposed to texts in which nothing has been changed in either content or appearance.

#### **2.3.14.1 Authentic Newspapers and Magazines**

The newspaper may be the most commonly read print medium anywhere in the world (Dheram and Rani, 2007) which is one of the authentic materials that can be used for developing reading skills. Nowhere is the newspaper a more vital part of the teaching and learning process than in the classroom. De Roche (1983: 61) believes that, newspapers can be implemented as a supplementary material in every area of the curriculum because they contain many characteristics such as “*cultural content, a wide variety of text types and language styles*” which may not be easily found in conventional materials. Teaching with newspapers is effective because they motivate content learning and develop language skills.

Moreover, Long and Harlow (1988: 99) claim that newspapers provide real interaction with the target language and culture instead of being valuable instructional resource. They are superior to the simplified language in edited texts, and contribute to the learning of coping skills. Newspapers also offer “*snapshots*” of segments of the target culture, making them a medium for cross-cultural analysis. These kind of authentic reading materials support improvement of second language writing skills.

In the last decade, suggestions have been made to use newspapers as an instructional tool to teach English (Winters & Orr, 1989). Therefore, the use of newspapers has considerably increased in ELT area in the past few years. So far, many researchers have worked on some aspects of using newspaper texts in the language classrooms. According to studies by Geyer (1977) and Verner & Murphy (1977) (cited in Gedikoğlu, 2009: 49) students developed positive attitude toward newspapers when used in the classroom. These two studies revealed that the use of newspapers in the classrooms increased student interest in reading and students’ desire to learn subject matter. This means newspapers provide willingness.

Authentic materials are the texts written by native speakers for native speakers. Authentic materials seem useful, lifelike and interesting for the reader so we can say that they are quiet motivating. When motivated enough, readers develop more positive attitude towards reading. Authentic texts are used in language teaching because they are considered interesting, culturally enlightening and motivating. Teacher should introduce the real life language inside the classroom so that the student can deal with authentic language when he or she comes up with the current language used by native speakers. According to Maun (2006: 13), if a FL text is used for language learning purposes within that classroom, it cannot be regarded as authentic.

In order to cope with real language outside the classroom, learners have to face up with magazine and newspaper texts. According to Nutall (1996: 54), if the teacher decides to make use of magazines or newspapers as language teaching material in class, the students can deal with authentic language when they come up with the current language used by native speakers. The authentic text exhibits characteristics of true discourse by having something to say, being coherent and clearly organized. These sources can provide important background information to familiarize learners with social issues and current topics. They help the contextualization of the topic at the beginning point of the lesson.

Authentic reading materials improve second language writing skills. To get students to write, they must have something to write about. Culturally authentic readings such as newspapers fulfil that goal by providing contemporary topics of high interest. In addition, if the goal is to teach real-life use of language, it is impossible to separate reading comprehension from other skills, including writing. Reading an article from a newspaper may lead naturally to some type of authentic writing activity, such as summarizing, or note taking.

Besides, with appropriate activities, such as pre-reading and while-reading exercises newspapers not only provide learners with cultural information, but also offer them opportunities to strengthen their analytical skills. What is more, authentic reading comprehension improves both writing and speaking. In real life we react verbally to something we have read. Second language instruction “*mirrors real life*” when students are encouraged to take part in the discussions, or debates as Long and Harlow (1988: 102 - 103) note.

However, exposure to authentic texts may give rise to negative affective reactions since these materials are often perceived as being ‘*difficult*’ by the learner (Maun, 2006: 114). Some practitioners indicate newspaper articles written for native speakers are not always appropriate for ESL students although they agree that newspapers can represent useful tools in the classes. However, Gedikoğlu (2009: 47) indicates that, headlines, recognizable symbols and well-known people, many colour and black-and-white photographs can carry information that lower level students understand.

Rather than teaching reading with graded texts, Grellet (1981 cited in Long, and Harlow, 1988: 101) supports using authentic texts because the acquisition of a second language is based upon comprehensible input. Both written and oral authentic materials are a major source of this input. Authentic texts at the  $i + 1$  level (beyond the students’ level of competence) are used primarily for acquisition purposes, and texts at higher levels are used for the development of coping skills.

Newspapers and magazines when appropriately selected and implemented provide a bridge between the linguistic skills of learners and their knowledge goals because of being examples of real life linguistic data. While comparing authentic texts with non-authentic ones, Peacock (1997: 145) states, the language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of “*false-text indicators*” that include:

*1- Perfectly formed sentences (all the time)*

*2- A question using a grammatical structure gets a full answer*

*3- Repetition of structures*

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often do not reflect how the language is really used. Obviously, newspapers provide an enormous amount of text and information. In addition, for students, reading newspapers is a great chance to improve their reading skills, enrich the vocabulary, and gain some cultural knowledge in the whole world. In this context, a newspaper can be a rich source of materials for classroom use.

For example, in their research, Dheram and Rani (2007) try to find out how the newspaper can be used for promoting learner autonomy in an international classroom with varying levels of English proficiency and how the authentic use of the language use helps the ESL/EFL teacher turn the newspaper into a powerful tool for encouraging reflections on its relevance to language learning. As a result of this study the activities demonstrate how the students' imaginative and creative potential could be exploited for enthusiastic interaction in the class. The focus on meaning and the familiarity with the genre seem to help every learner, irrespective of his/her proficiency in English, participate actively and contribute significantly to the discussions.

Some of the topics/news that can be found in the newspapers and magazines are: sports, politics, economic, social and cultural information, fashion, weather, ecology, health, advertisements, programme announcements, cartoons etc. By the help of crosswords students may have fun and check their knowledge. Dheram and Rani (2007) suggest some activities that can be done with the usage of newspapers in language classes.

Students can write a brief note on any news from their countries that they would like to share with others and put it on the notice board. This will certainly highlight their concerns, create a discussion forum, and help perspectives emerge; they can prepare a regional page or national page. Moreover, these activities create opportunities for the class to understand each other as humans with values and concerns and not just ESL learners. In sum, newspapers and magazines are good examples of materials that provide the input for sharing and processing information, both valued goals of foreign language instruction as Long and Harlow (1988: 103) note. They are considered interesting, culturally enlightening and motivating.



### 2.3.15 Authentic Songs

A common problem for EFL teachers is how to deal with a passive class where students are irresponsive and avoid interaction. In fact, this can be a frustrating experience for teachers. So, how can teachers ease anxiety and encourage students to use the target language in the EFL classroom? (Woodall & Ziembrock, 2004). Songs can be used to create an enjoyable learning atmosphere. Music is an extremely powerful art. It may evoke a strong emotional response. According to Orlova (2003), EFL methodology has been actively considering the possibility of using music and songs in class. Songs are one of the language resources that almost all students love. Schoepp (2001) claims that, songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value.

Further justifications for songs in FL teaching and learning are pointed out by Woodall & Ziembrock (2004), who suggest that learners desperately need increased exposure to the foreign language. Oral language is an interactive and social process, and using songs is a natural way to experience rich language in a pleasurable way. Crockett (1988) as cited in Cullen, (1999) points out, the appropriate use of music in the language classroom can create feelings of participation and motivation that enhance the learning process. Apart from motivational effects, music and song may have direct effects on the rate of language acquisition. By making learners feel good, language teaching efforts are likely to achieve better results. Memory recall is similarly influenced by affect. By using music in the ESL classroom, students practice their listening skills and increase their cultural knowledge because songs are an important aspect of culture. Almost any song can be used in the ESL and EFL classroom (Brown, 2006).

Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening and speaking. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. These features make song lyrics easier for learners to understand than many other forms of authentic text.

As stated by Lo and Li (1998: 8), learning English through songs provides a relaxing atmosphere for students, who are anxious when speaking English in a formal classroom setting. Instead of having short-term accelerated language acquisition rates, extensive

exposure to music and songs may result in long-term benefits. Skill in musical listening helps students to have a better pronunciation. In summary, it seems clear that the use of music and song in the classroom can lead to raised motivation, greater creativity and a faster rate of language acquisition. According to Eken (1996: 46), songs can be used “ *to present and practice a topic, a language point, lexis, etc, to encourage extensive and intensive listening, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere and to bring variety and fun to learning.*”

There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through using traditional folk songs the base of the learners’ knowledge of the target culture can be broadened (Sarıçoban and Metin, 2000).

Orlova (2003) states that, with which music, and songs are used in class, it is possible to practise the rhythm, stress and the intonation patterns of the English language. As a cultural phenomenon, songs can introduce students to the musical and cultural patterns typical for the target language community. Songs can effectively contribute to the students' development of aesthetic appreciation since they may help them shape their artistic tastes in formulating a critical evaluation of the songs they listen to and discuss.

The repetitive style of the song lends itself to an activity in which students create their own present progressive sentences based upon their own interest. After listening to the song, students create their own lyrics following the same tune as the song. Besides automatization, there is also a linguistic reason for using songs in the classroom. Some songs are excellent examples of colloquial English, that is, the language of informal conversation (Schoepp, 2001).

Moreover, Upendran (2001) claims that using songs provides an ideal context for students to learn new phrasal verbs. The enthusiasm generated by songs will enable the teacher to discuss those phrasal verbs, which have been brought up by the students, and not those randomly selected by the teacher or the textbook writer. Making students learn the songs will ensure that they will remember not only the meaning and also how to use the phrasal verb.

In this respect, Schoepp (2001) asserts that the exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter

and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom. The repetitive style of songs then helps to promote automatization of colloquial language.

In sum, language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom. Songs almost always contain authentic, natural language. A variety of new vocabulary can be introduced to students through songs. Grammar and cultural aspects can be introduced through songs. Students can experience a wide range of accents.

### **2.3.16 Literature**

The word literature, derived from Latin '*Litera*' is anything written. From the Language Teaching point of view, we come across an important definition. According to Alexander Baird, "*literature is the use of language effectively in suitable conditions*" (1969 cited in Türker, 1991: 300). The use of literary texts can be a powerful pedagogic tool. (Valdes 1986 cited in Plastina, 2000) claims: "*It is simply accepted as given that literature is a viable component of second language programs at the appropriate level and that one of the major functions of literature is to serve as a medium to transmit the culture of the people who speak the language in which it is written.*"

Literature adds a new dimension to the teaching of EFL. Integrating literature in EFL teaching is necessary because of its rich potential to provide an authentic model of language use. Carter (2007: 10) claims that, in an environment where literature is used as a resource, literature fosters self-awareness and identity in interaction with a new language and culture. Povey (1972 as cited in Kaplan, 2006: 21), states the aim of using literature in the language classes as in the followings: "*Literature will increase all language skills because literature will extent linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact usage.*"

Instructors have realized that literature can be used to reinforce the skills and complement language teaching. As Erkaya (2005: 2) states, students can gain insight into literature by moving to a world familiar or unfamiliar to them due to the cultural aspects of stories, and

starting a journey from the literary text to their own minds to find meanings for ideas, leading to critical thinking. According to Collie and Slater (1991), literary texts increase foreign language learners' insight into the country. The people whose language is being learnt may foster learners' ability to interpret discourse in different social and cultural target language contexts (Savvidou, 2004). Moreover, most literary texts chosen according to students' language proficiency levels and preferences will certainly be motivating.

There is a general perception that literature is particularly complex and inaccessible for the foreign language learner as Savvidou (2004) notes. To use literary texts in language teaching is, of course, very difficult. But it cannot be disregarded that to make use of easy and understandable literary passages will make the language learning effective and beneficial. First, we should decide what kind of literature is appropriate. Needless to say, many factors such as proficiency level, student needs and interests determine this.

As McKay (1982) claims, reading texts may come from simplified versions of existing texts, or young adult literature. Furthermore, she suggests using literature which is familiar to students in terms of culture and themes. The reading of literature has a vital role in teaching foreign language readers that it is a living, rich language and that literary works such as novels, poems, dramas, and short stories are full of feelings and emotions, along with imagination and creativity. Clandfield (2005) suggests the benefits of literature for the language enrichment as in the following:

*“Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions. Furthermore, by examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes related to the world outside the classroom. This means, literature educates the whole person.”*

English reading should be meaningful for students so that reading does not simply mean mechanical drills. In other words, by incorporating more literature in the classroom and by using and analyzing it effectively, students can avoid having a distorted image of English. McKay (1982) maintains that the aesthetic reading of literature increases student motivation and further develops reading proficiency. For many students literature can provide a key to motivating them to read in English. For all students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions.

Türker (1991: 304) believes that the selection of texts is very important for the success in using literature. The text should not be difficult on either linguistic or conceptual level. One of the other reasons using literature is the fact that literary text can teach culture; because it is not possible for all the language learners to visit or to stay in the country of which language they are learning. Novels, plays and short stories are full of vivid context with their characters that come from different cultural background.

As teachers of English as a Foreign Language our main concern is to help learners acquire communicative competence. Communicative competence is more than acquiring mastery of structure and form of the target language. Literature also involves acquiring the ability to interpret discourse in all its social and cultural contexts. In the 1970s and 1980s the growth of communicative language teaching methods led to a reconsideration of the place of literature in the language classroom, with recognition of the primary authenticity of literary texts and of the fact that more imaginative and representational uses of language could be embedded alongside more referentially utilitarian output. Kramsch and Kramsch (2000: 567) term this the '*proficiency movement*' and underline how it saw in literature "*an opportunity to develop vocabulary acquisition, the development of reading strategies, and the training of critical thinking, that is, reasoning skills.*" As far as culture and other benefits are concerned, culture can be integrated into the curriculum by the help of literature.

There are many benefits to using literature in the EFL classroom. According to Savvidou (2004), apart from offering a distinct literary world which can widen learners' understanding of their own and other cultures, it can create opportunities for personal expression as well as reinforce learners' knowledge of lexical and grammatical structure. Similarly, Sadeghi (2007: 147) suggests that good literature both improves language learning and inspires motivation, by resulting in broader understanding.

Also, literature serves to enhance the students' language competence. Because of its capacity for providing pleasure and enjoyment, the subject, as McKay argues, can increase the students' "*motivation to interact with a text and thus, ultimately increase their reading proficiency*" (McKay, 1982: 531). Motivationally, literary texts prioritise the enjoyment of reading by bringing about personal responses from readers by touching on significant and engaging themes.

As Sadeghi (2007: 146) suggests, “*literature should be a powerful tool in the hands of any teacher of English as a second or foreign language especially because language learning (including literature) is above all an educational undertaking.*” Thus, it is important to integrate literature into foreign language teaching as an authentic material. One of the drawbacks in the use of literary texts such as novels and poems is that many of them contain language forms that learners of a language find difficult to understand. This could be overcome by simplifying them. Below are given examples from literature that can be used in foreign language classrooms:

### **2.3.16.1 Poetry**

In EFL classrooms, one of the main tasks for the teacher is to provide students with language input and activities that best aid them in their learning process. Poetry is a source of content-rich reading material by being a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students’ attention on English pronunciation, rhythm, and stress (Kellem, 2009: 12). Poetry is type of discourse which achieves its effects by rhythm, sound patterns and imagery. The poetic form evokes emotions. It can be regarded as a composition usually written in verse.

As Kaplan (2006) points out, poetry helps us to notice the typical rhythm of the language; then it is very easy to remember with its repeated sound and word patterns. Poetry can be listed among the other materials used to teach English. Recent language learning methodology favours a student-centred education instead of a teacher-fronted education. In this respect an education which puts emphasis on the preferences, feelings and priorities of the learners is preferred. The educational environment becomes softer and more humanistic. The use of poems which address to the affective side of the learners and the use of poetry in the foreign language teaching-learning environment is very important as Ceylan (2008: 117) notes. With the teaching of poetry, students can be motivated not only to learn English but also to appreciate the deeper dimension and exquisiteness of the language. As Akyel (1995: 63) states, by the help of implementing poems in language classes, learners can expand their language awareness and improve their interpretive skills. Moreover, according to Çubukçu (2010: 789), by using poetry and increasing students’ understanding teachers can draw parallels between everyday language and literature.

Poems work well because through their reading of poetry, students can deepen their understanding of English language and culture. Students can develop their both receptive and productive skills by the help of poems. What is more, students may also learn about the segmental aspects of the target language, such as stress, pitch, juncture, intonation by the help of poetry (Hişmanoğlu, 2005: 61). As Kellem (2009: 16-17) concludes, poetry can be a useful type of input for EFL learners by helping them to understand linguistic aspects to reach meaning. It also deepens students' acquisition of English by giving them the opportunity to describe and interpret their experiences and to express their opinions in an interesting, meaningful context. Using poetry as an authentic material helps to improve EFL learners' language competence as well as making them be very excited and motivated for reading in English.

### **2.3.16. 2 Short Story**

A short story is a piece of fiction that is written in prose, often in narrative format. Short stories are put together from the elements: setting, plot, characters, conflict, point of view and theme. Among literary genres, short stories are the most suitable authentic materials due to their potential to help students enhance the four skills more effectively because of the motivational benefit embedded in the stories. Since the goal of EFL teaching is to help students to communicate fluently in the target language, instructors should provide an authentic model of language use.

As short stories have both literary and cultural elements, they can be suggested to use in EFL classes. Erkaya (2005) states the fact about this issue in her article *Benefits of Using Short Stories in the EFL Context* by stating, short stories not only allow instructors to teach the four skills to all levels of language proficiency but also can be used to improve students' vocabulary and reading. Since short stories usually have a beginning, middle and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. By this way, their motivation can be increased.

According to Amer (2003: 63), if teachers use a syllabus that is based on authentic stories, they will provide a motivating medium for language learning while fostering the development of the thinking skills that are needed for L2 academic literacy. What is more, short stories are effective when teaching culture to EFL students. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture,

students learn about the past and present, and about people's customs and traditions. Culture teaches students to understand and respect people's differences. When students meet with a new culture, they start comparing their culture to the other culture to see whether they find similarities or differences between the two cultures (Erkaya, 2005: 7-8).

Collie and Slater (1991: 196) list four advantages of using short stories for language teachers. First, short stories are practical as their length is not long and in one or two class sessions they can be completed. Second, short stories are pure enough for students to work with on their own. Third, short stories have a lot of choice for different interests. Finally, short stories can be used with all levels, all ages and all classes.

Short story can also be a powerful and motivating source for teaching both speaking and listening. Dramatization, role-playing, and discussion are some effective learning activities which can be used in EFL classes. Having students read story aloud can develop their speaking as well as improving their pronunciation. Some other benefits of using short stories in foreign language classes are: Short stories enlarge the readers' worldviews about different cultures and different people, help students to use their creativity, promote critical thinking skills, make students feel themselves relaxed and motivate learners to read as for being an authentic material. However, the selection of short stories should be done carefully by the teachers. Short stories should be suitable for students' age, level and interest and be in reference to the course objective.

### **2.3.16. 3 Novel**

Novel is an imaginative prose written in a narrative style. Novels tell stories, which are typically defined as a series of events described in a sequence. What sets the novel apart from a short story is that it is longer, more complex, and deals with more than one issue in the lives of its characters. A novel requires an amount of time and effort to read but is also enjoyable and motivating. According to Hişmanoğlu (2005: 63), "*The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language.*" Many scholars (Brumfit and Carter, 1986; Lazar, 1993; Ur, 1996; Aebersold and Field, 1997; Collie and Slater, 1997 and McKay, 2001) have presented compelling arguments for teaching novels in EFL/ESL classes (cited in Alkire). They argue that we should teach novels because *they are enjoyable to read, they are authentic, they help students understand another culture, they are*



*a stimulus for language acquisition, they encourage students to talk about their opinions and feelings, and they foster personal involvement in the language learning process.*

Besides, Helton, Asamani and Thomas (1998:1-2) list the suggestions for using novels in foreign language classes in order to have both educational and pleasurable reading courses:

- *The novel must have an intriguing story that will be of interest to the entire class.*
- *The stories should have a strong, fast-paced plot and interesting, well delineated, memorable characters.*
- *The content of the selected material should be appropriate to students' intellectual and emotional levels.*
- *The material should cover specific themes and concepts being developed in class.*
- *It should also lend itself to oral and written communication.*
- *In short, it should stimulate their imagination and dare them to dream.*

The use of the novel in EFL classes helps students develop their knowledge of world and helps them learn the original statements, phrases or proverbs used in English language. However; because of its length, it is likely to have some problems. Students may get bored of reading a novel. Teachers may use parts of a novel in different lessons instead of using the whole. Teachers also need to choose suitable novels according to students' levels and interest. Furthermore, reading novel assist the students enrich their target language competence. Students face new cultures and see the world in new perspective.

#### **2.3.16.4 Drama**

Drama comes from Greek words meaning "to do" or "to act." It is a play written for actors to perform. Drama can be used in a language classroom as a good resource for language teaching. Drama provides cultural and language enrichment by revealing insights into the target culture and presenting language contexts that make items memorable by placing them in a realistic social and physical context. Drama assists students' development of the use of imagination and understanding of self and the world. In this respect, Hişmanoğlu (2005: 62) asserts that, learners learn grammatical structures in contexts and also learn about how to use the language to verbalize through the use of drama.

Moreover drama raises the students' awareness towards the target language and culture. According to Mengü (2002 cited in Hişmanoğlu, 2005: 63), using drama in a language class can bring authenticity into the classroom, expose learners to the target language culture, increase students' creativity, and help learners to bridge the gap between their receptive and productive skills. The educational benefits of drama, according to Lenore (1993 cited in Hişmanoğlu, 2005: 62-63), are: *“drama, stimulates the imagination, develops critical thinking skills, promotes language development, strengthens comprehension and learning retention by involving the senses as an integral part of the learning process, fosters peer respect and group cooperation.”*

Moreover, Boudreault (2010) claims that drama can also be used to bring literature to life for the students. It is more dynamic than simple text and helps the visual learners as well as recycles new vocabulary. When the students are enjoying an activity, they are learning and letting their guard down. The shyness and fear of using English very often blocks learning. When the students are submerged in an active fun activity, they are more open to new concepts and learning will occur. ESL/EFL professionals need to use this medium more because the artificial world of the classroom can be transformed into a real language situation and provides an endless amount of opportunities for student's personal growth.

As Hişmanoğlu (2005: 63) concludes, the use of drama is very useful in today's communication based foreign language teaching. As for being an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they try to overcome. Teachers, who wish to make language learning more motivating and interesting, can be suggested to make use of drama in their language classes.

## CHAPTER 3

### METHOD

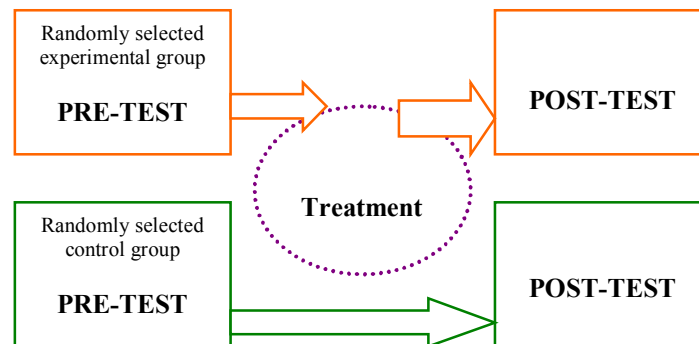
This study was conducted to determine the effects of authentic materials on the attitudes of 12<sup>th</sup> graders in EFL classes and to explore the impact of authentic materials on increasing the motivation of 12<sup>th</sup> graders who suffer from the lack of interest in the foreign language classrooms. Secondary aim of this study was to learn the viewpoints of students about the use of authentic materials in EFL classes. As the attitude and motivation are inseparable parts of the learning process, they need to be increased through the help of the some methods, techniques and materials. This study was designed as an experimental study which is based upon pre-test and post-test control group research design. In order to investigate students' attitudes, quantitative analysis and in order to investigate students' motivation, qualitative analysis was used.

In this chapter, the methodology of the study is described in detail. First, the research design followed by qualitative and quantitative research methods are discussed and then the participants involved in the study, the instruments used to collect data, the data collection and instructional materials are discussed in detail. Also, the distributions of the students in the sample in regard to their age and gender are demonstrated in the tables. In other words, this detailed information in the chapter aims to enable the reader to interpret the findings and conclusions more easily.

#### 3.1 THE RESEARCH DESIGN

This study was conducted as an experimental research design which aims to present the effect of authentic materials on 12<sup>th</sup> graders' attitudes and motivation in EFL classes. Two general methods were used while carrying out quantitative research: true experimental and descriptive. The goal of experimental research is to establish a cause-and-effect relationship between variables. Creswell (2009: 146) claims that, *“the fundamental goal of an experimental design is to test the effect of a treatment on an outcome. As one form of control, researchers randomly allocate individuals to groups. Both groups are administered both a pre-test and a post-test. When one group receives a treatment and the other group does not, the experimenter can isolate whether it is the treatment and not other factors that influence the outcome.”*

The design of this true experimental study is pre-test-post-test control-group design which is shown in Figure 3.1. Comparison of pre-test scores allows the researcher to evaluate how effective the randomisation of the sample is in providing equivalent groups. The treatment is fully under control of the researcher. The dependent variable is measured twice during the study (before and after the manipulation of the independent variable). On the other hand, descriptive research, which is also used in this study, describes data to be inspected.



**Figure 3.1** Pre-test Post-test Control Group Design

This study is composed of both quantitative and qualitative methodologies. These methods aim to prove or disprove existing ideas and enlighten both the researcher and interested ones. In order to understand both research designs, it will be meaningful to look at them. Although their aim is common as casting a light to the truth, according to Mack, Woodsong, Macqueen, Guest and Namey (2005: 2), quantitative and qualitative research methods differ mainly in their analytical objectives, the types of questions they present, the types of data collection instruments they use, the forms of data they produce, the degree of flexibility built into study design.

Quantitative research which involves the analysis of numerical data often aimed at testing a research hypothesis. Bryman (1988: 12) believes that, quantitative research is, “*a genre which uses a special language which appears to exhibit some similarity to the ways in which scientists talk about how they investigate the natural order—variables, control, measurement, experiment.*”

On the other hand, qualitative research is interested in perception rather than statistical analysis. Although the procedures are similar, qualitative research rely on text and image data and draw on varied strategies of investigation (Creswell, 2009: 173). Mack et al. (2005: 1) think over qualitative research as a type of scientific research which consists of an exploration that searches for answers to a question, consistently uses a set of procedures to answer the

question, collects evidence, produces findings that were not found out in advance, and produces findings that are appropriate beyond the immediate limits of the study.

There are both quantitative and qualitative research elements in this study. First a scale was administered to both control and experimental groups as a pre-test in order to learn their attitudes towards English course before the implementation of authentic materials. Second, during the training, experimental group learners kept diaries which would reflect the effect of authentic materials on their motivation. These qualitative research documents were used in order to capture an overall view.

Lastly, the scale was administered again to both control and experimental groups as a post-test in order to learn their attitudes towards English course after the implementation of authentic materials. The results of the qualitative data analysis strengthened the numerical results of the scale. By the help of this, the researcher could prove the effect of authentic materials on students' attitude by statistical analysis (quantitative) and the effect of authentic materials on students' motivation by text analysis (qualitative). So, this study will be employed as an example of the combination of quantitative and qualitative research.

According to Bryman, Becker and Sempik (2008: 264) the principal reason for using this combination of sources of data is that *"it was felt that a complete picture could not be generated by any one method alone. Each source of data represents an important piece in a jigsaw."*

### **3.2 PARTICIPANTS**

This study was carried out at Bucak Anatolian High School in Bucak, Burdur in the first semester of the 2010-2011 academic year during the period of October 2010 and January 2011. According to the programme made by Ministry of Education, students study English four hours a week. The courses are compulsory courses. The course book the students follow is; New Bridge to Success, Intermediate.

The participants of the study were thirty seven 12<sup>th</sup> grade students who were at the time of the study, attending at Bucak Anatolian High School. Of the already existing groups, classroom 12/A was randomly assigned as experimental, and 12/ B was randomly assigned as control group. There were 19 students in the experimental group and 18 students in the control group. Of the 37 subjects, 25 were female and 12 were male. The distribution of gender at each class is shown in Table 3.1 But the gender was not in importance in the study.

**Table 3.1** The Gender Distribution of the Experimental and Control Groups

GENDER	EXPERIMENTAL GROUP		CONTROL GROUP	
	12 / A		12 / B	
	n	%	n	%
<b>FEMALE</b>	13	68,5	12	66,6
<b>MALE</b>	6	31,5	6	33,4
<b>TOTAL</b>	19	100	18	100

The size of the samples that are the source of research data, affects the selection of statistics. Büyüköztürk (2010: 8) highlights this situation by stating that, for parametric statistics, the sample size is usually expected for 30 people or larger. However, many researches in the social sciences, particularly experimental researches, carried out on smaller groups of people. In literature, there have been many investigations which regard that if the size of each sub - groups is 15 and higher, the use of parametric statistics does not cause a significant deviation at the "p" significance level calculated in the analysis.

Similarly, Özdamar (1997: 125) suggests that in the situations where sample size is smaller than 30 ( $n < 30$ ) t-test is used to test single sample and two sample hypotheses. Moreover, according to electronic statistics textbook, the t-test can be used even if the sample sizes are very small (e.g., as small as 10), as long as the variables are approximately normally distributed and the variation of scores in the two groups is not reliably different. (<http://www.statsoft.com/textbook/statistics-glossary/t/button/t/>) Therefore, the sample size is appropriate for the use of parametric statistics in this study.

Another important point about the participants in this study is the number of subjects in two groups is not equal. Sümbüloğlu and Sümbüloğlu (2007: 52-53) clarify the situation in a way that “*When two or more groups are compared, the number of subjects in the groups needs to be equal while editing the experiment. In such cases where the number of subjects in groups isn’t equal, the subject numbers in the groups must be close to each other, there mustn’t be too much difference between them.*” In the light of these thoughts, as the subject numbers of the groups are too close to each other, the subject numbers are appropriate for this kind of experimental study.

The students' age ranged from 17 to 19. But most of the students were 18 years old. Table 3.2 below displays the age distribution of the participants. Also, the age was not in importance in the study.

**Table 3.2** The Age Distribution of the Experimental and Control Groups

AGE	EXPERIMENTAL GROUP		CONTROL GROUP	
	12 / A		12 / B	
	n	%	n	%
<b>17</b>	6	31,5	2	11,2
<b>18</b>	12	63,5	16	88,8
<b>19</b>	1	5	-	-
<b>TOTAL</b>	19	100	18	100

Both groups were trained by the same teacher in order to prevent the different teacher effect on the performance of the students. In the experimental group, authentic materials were conducted and the control group was taught as a regular English language course. (presentation- practice- production).

### 3.3 DATA COLLECTION INSTRUMENTS

An experimental research design incorporating both qualitative and quantitative instruments was used to accomplish the objectives of the study. The use of both types of instruments provides a more comprehensive picture of the study than could be possible with one data collection method alone (Creswell, 2009: 4). The following instruments were used in order to collect data in this study: a learners' attitude scale (quantitative treatment) and student diaries on motivation (qualitative treatment). The analysis of the data collected was used to draw conclusions related to the research questions already identified.

There are two phases in this study. The aim of the first phase is to determine the effects of authentic materials on the attitudes of 12<sup>th</sup> grade learners towards English course. The aim of the second phase of the study, on the other hand, is to explore the impact of authentic materials on increasing the motivation of 12<sup>th</sup> grade learners through a diary study. Student

diaries were also used in order to learn the viewpoints of the students about the use of authentic materials in EFL classes.

### 3.3.1 Attitude Scale

In order to achieve these aims, for the first phase of the study quantitative research methodology was thought suitable to use. In order to gather data about the attitudes of students towards English course, an instrument was employed in this study: An attitude scale, which was designed to elicit information about the perception of students towards English course. Attitude Scale was chosen as the instrument since it is an inexpensive way to gather data from a large number of respondents and to produce scores indicating the overall degree of favourability of a person's attitude on a topic. In addition it is a type of questionnaire which measures attitudes by analysing a subject's responses.

Attitude Scale which was developed by Erdem (2007) in order to determine the 6<sup>th</sup> and 7<sup>th</sup> grade students' attitudes towards English course was applied to the students in this study. During the process of developing the scale, 373 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Primary school students were used. For the analysis of validity, Principal Component Analysis and for the analysis of reliability, the Cronbach alpha values were found. During the factor analysis, items were gathered under a single dimension and it was seen that the percentage of item description was %61.2 Attitude Scale is consisted of 14 positive (1, 2, 5, 8, 9, 10, 14, 15,18, 19, 23, 24, 26, 28) , and 14 negative (3, 4, 6, 7, 11, 12, 13, 16, 17, 20, 21, 22, 25, 27) total of 28 closed-ended items.

The students have expressed their level of agreement or disagreement on the items by means of a 5-point Likert Scale. The students were asked to express their degree of willingness by selecting one of the following alternatives: Absolutely Agree, Agree, Neutral, Disagree, and Strongly Disagree. The internal consistency was calculated as, 97. Accordingly, it can be said that the scale is valid and reliable. The scale includes the name, class and gender sections. Attitude Scale was presented in Appendix 1.

For the data analysis, answers of students' questionnaires were numbered as follows:

'Absolutely agree'=5 'Agree'=4 'Neutral'=3 'Disagree'=2 'Strongly Disagree'=1.

Negative items have reversed wording. The numbers on items with reversed wording should be reversed before summing the responses for the twenty eight items. For example on item 3,



“Absolutely agree” becomes 1, “Agree” becomes 2, “Neutral” becomes 3, “Disagree” becomes 4, and “Strongly disagree” becomes 5. Scoring of the positive and negative items in the Attitude Scale is shown in Table 3.3

**Table 3.3** Scoring of the Items in the Attitude Scale

<b>Attitude</b>	<b>Positive Items</b>	<b>Negative Items</b>
<b>Absolutely Agree</b>	<b>5</b>	<b>1</b>
<b>Agree</b>	<b>4</b>	<b>2</b>
<b>Neutral</b>	<b>3</b>	<b>3</b>
<b>Disagree</b>	<b>2</b>	<b>4</b>
<b>Strongly Disagree</b>	<b>1</b>	<b>5</b>

The scale was administered to both groups by their English teacher (the researcher herself) on different days. One was administered at the beginning of the study as a pre-test (before the implementation of authentic materials) and the other at the end of the study as a post-test (after the implementation of authentic materials). Although the scale was developed in order to determine the 6<sup>th</sup> and 7<sup>th</sup> graders' attitudes towards English course, it is suggested to be useful for high school students by the developer of the Scale.

### **3.3.2 Student Diary on Motivation**

The second phase of the study was followed by a qualitative design. The purpose of this study was to look at motivation and other effects of authentic materials through a ten-week study. Most of the research studies looking at motivation are large-scale, one-time surveys given to language students. In contrast, the intervention was given to the participants from among one of the instruments of the qualitative research methodology: the diary study. In keeping student diaries, the immediate goal of the research is to describe the state of the learner during language learning activities with authentic materials.

Diaries, real insider instruments are one of the methods of collecting data that have had a long history of use in English teaching. As for being recollections of certain behaviours, or feelings under particular conditions, diary writing can be regarded as one form of feedback

(McDonough, 1994: 63-64). What is more, Bailey (1991: 85-87) claims that although the process can be time-consuming, diary studies can help language teachers better understand themselves and their learners and foster greater understanding of what is going on in their classrooms. Strength of the diary studies is that they reflect the “real-world” conditions under which the data were collected. They are usually personal accounts of teaching a language (in the case of a teacher) or of learning a language (in the case of a student).

In this research, the purpose in the class, was to motivate learners. And motivation of learners is quite psychological and internal aspect as Mori (2007) states. Learner diary was thought to be an appropriate way to accomplish this purpose. To date, a large number of studies on motivation have been conducted, many of which are based on data collected by questionnaires. This study, however, attempted to explore learners' motivational factors expressed in student diaries. There have been many studies intending to explore the motivation in classroom by using learners' diaries (Ng, 1998; Root, 1999; Matsuda and Brown, 2004; Huang, 2005; Mori, 2007; Ruso, 2007).

There are benefits to this kind of research. Bailey describes the purpose as being to “*understand language learning phenomena and related variables from the learner's point of view*” (1991: 83). Diary studies deal with natural data in the most natural setting possible. There is always the potential to discover factors that appear to be important from the learner's point of view, not from the outsider's point of view. Often, the authors write detailed and comprehensive descriptions of their experiences; it seems the best way to focus on individual learner variables (Bailey, 1991).

Woodfield and Lazarus (1998: 315) highlight that, learner diaries take the researcher beyond classroom behaviour and into the realms of cognitive, social, and affective processes in learning, as perceived by the learner. Mori (2007: 94-95) puts emphasis on this aspect and says that learners' journals help a teacher to know how contents of the lesson are understood by learners and these journals were quite useful to attain inner voices of learners. Matsuda and Brown (2004: 155) point out, a diary study made it possible to explore motivational change and to measure motivational intensity by looking at frequency of appearance. As Ng (1998) emphasizes, the lesson diary, is proved to be an effective mean in tapping information of classroom motivation process. It allows students to reflect on their own assessment based motivation process. It is also effective in tapping the dynamic and fluid nature of classroom motivation. Besides, the diary helps students make judgements of their motivation qualities with regard to the classroom task and the lesson as a whole.

According to Root (1999: 47- 48), “ *the issue of motivation itself is subjective and it is important to learn as much as possible about what factors are specifically noted by a language learner. A language diary is a record of what is most meaningful to a language learner, and there is importance in such information. Even with probable omissions of motivational factors enough data is still included in a diary study to highlight what is happening and affecting a particular language learning experience. Other research tools for motivation are often cross-sectional and do not address issues about what happens over time.*” As Crooks and Schmidt (1991: 495) claim, “*diary studies may offer a better way to investigate the dynamics of motivational factors in learners.*”

Taking the above supportive views into consideration, this study offers support to these studies by using learner diaries as a research tool to assess students' motivation in EFL context.

### **3.4 DATA COLLECTION PROCEDURE**

The research period of the study took part in twelve weeks time in the first semester of the 2010-2011 Academic Year at Bucak Anatolian High School. Data were collected between October 2010 and January 2011. In the first step, the researcher, after getting confirmation from the supervisor concerning the instrument, got permission from Devrim Erdem who developed the attitude scale towards English course and then the researcher granted the necessary permission from administration of Bucak Anatolian High School where the researcher, herself has been working as an instructor for three years.

Of the already existing groups, 12/A was randomly assigned as experimental, and 12/B was randomly assigned as control group. At the beginning of the study, the attitude scale was administered by the researcher to the students in both experimental and control groups in order to obtain descriptive data on students' attitudes towards English course. Before administration of the scales, the participants were informed about the aim and scope of the study and reassured that the results would not affect their grades in order to prevent possible constraints in answering the questions and collect reliable responses. They were told about that their responses would shed light into the effect of authentic materials in EFL classes.

When the pre-tests were conducted, the teacher (researcher herself) was in class as well to help the students whenever they had problems in understanding the questions. Before the students began to answer the questions, considering the possibility that it would be the first time that they were filling in a scale, the researcher gave them brief information about how to

answer the questions and reminded the important points which should be paid attention during the process of answering. The items and unclear points were clarified by the researcher whenever need arose.

The original scale was prepared in Turkish. Since the researcher was also the class teacher of thirty seven of these students, she knew that there would be a lot of words in the English version of attitude scale which the participants did not know. In order to get reliable and expected results, the attitude scale was administered in Turkish, was not translated into English lest the students should misunderstand and misinterpret the statements in the scale. Students were given twenty minutes to complete the questionnaires which were given in the format of a single questionnaire with 28 items. They were asked to choose one of the five possible responses to each statement: absolutely agree, agree, neutral, disagree and strongly disagree and they were reminded not to leave any items unattended. The results of the attitude scale in both groups who took pre-tests were analyzed in order to find out if there was any significant difference between two groups in terms of their attitudes towards English course.

Lots of authentic materials were searched in order to introduce to the experimental group students for creating an authentic atmosphere. Eight authentic materials were chosen on the basis of their type, topic, length, level and degree of interest to the learners and prepared appropriately. The subjects of the experimental group received training with authentic materials for four hours a week while control group did not deviate from their standard program. For the grammar points, the curriculum of the 12<sup>th</sup> graders for English lessons was taken into consideration. The instruction period lasted ten weeks. A lesson in Bucak Anatolian High School is forty-five minutes.

One authentic material was implemented each week. In order to achieve the goal of the study, different authentic materials used with syllabus for each lesson were integrated into students' regular English language curriculum. The authentic materials used in the study consisted of the objectives of which were designed as follows; after the ten weeks training, students in experimental group would develop a positive attitude towards English course, and their motivation level in English lessons would increase.

In the second phase of the study, during the training period the students in the experimental group were asked to keep a diary. Students kept diaries about the use of authentic materials after each instruction. First the purpose of the diary study was made clear. Equally importantly, it was made clear that the diaries would not be a test of the students' knowledge

of the subject. They were asked to keep learning diaries related to the use of authentic materials in English lessons and participants wrote a diary for each material each week. With this study, they were made to question the effect of the authentic materials. The diary study lasted approximately 10-15 minutes each week, and every week starting from the first week of the study, their diaries were collected. (See Appendix 4 for sample diaries).

The students were allowed to use their native language so that they could express themselves in a more precise way. Also, they were allowed to keep diaries without their names by this way they felt relaxed and wrote without pressure. The length of the diaries varied according to the opinions of the students had. In the diaries, they wrote how the authentic materials had affected their motivation, what they had liked most about these materials, if they thought authentic materials were effective in language development besides course book, what they had found difficult or easy about using these materials and the problems they had faced. It could be a good way for students to express their thoughts about the use of authentic materials and to show what they had learned during the lesson. The diaries were read carefully, and the commonly discussed points were categorized.

The diaries helped to identify students' motivation level and their viewpoints about the authentic materials. The last process of the instrument included specific questions related to students' favourite authentic materials when they learn English in classroom setting. By using student diaries to obtain subjective data from students, the effect of authentic materials on experimental group students' motivation levels were revealed and which authentic materials they mostly preferred in language learning were presented as the qualitative data of the study.

Lastly, the same attitude scale was administered to both groups following the experimental treatment so as to reveal whether any change would exist between the control and the experimental groups. Through the use of this scale, the students' attitudes towards English course were revealed. Pre and post- tests were given in order to see whether there is a change in the experimental group students' attitudes when compared to the students in the control group and whether there is a change in the experimental group students' attitudes after the implementation of authentic materials when compared to their attitudes before the implementation of authentic materials.

### 3.5 INSTRUCTIONAL MATERIALS

Soon after the subjects were given the Attitude Scale pre-test, the implementations were started for both groups. The training process was conducted during the subjects' regularly scheduled class hours for about four hours, per week. And it was conducted over 10 weeks during the 2010-2011 fall semester. During the training process with authentic materials in the experimental group, the parallel subjects were taught in accordance with course book, *New Bridge to Success*, practices through traditional teaching techniques (presentation- practice- production) in the control group.

Different authentic materials (audio, audio-visual, printed and realia) used with syllabus for each lesson were integrated into students' regular English language curriculum. In the selection of authentic materials, students' needs, interests, proficiency level and age features were taken into consideration for the experimental group students. Students' levels of proficiency at each skills were evaluated according to the Common Reference Levels, 'Can Do' descriptors and 'self assessment grid' in CEFR. According to the Common Reference Levels, the proficiency level of the experimental group students was B1 which is called 'Independent User.' A learner at B1 level;

*"can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans."* (Council of Europe, 2001: 24)

According to the Self Assessment Grid, students reading, writing and listening proficiency levels were B1 whereas their speaking proficiency level was A2. A learner at B1 level;

At reading skill: *"can understand texts that consist mainly of high frequency everyday or job related language. Can understand the description of events, feelings and wishes in personal letters."*

At listening skill: *"can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear."*

At writing skill: *"can write simple connected text on topics which are familiar or of personal interest. Can write personal letters describing experiences and impressions."*

A learner at A2 level;

At speaking skill: “*can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.*” (Council of Europe, 2001: 26)

After having examined the students’ self assessment grid ,all the materials were prepared and organized according to their levels. Considering the interest of the age group, materials were re-organized and used. The implemented materials, lesson plans, additional activities and worksheets related to the subjects were given in Appendix 3.

The list of the authentic materials implemented throughout the study;

1<sup>st</sup> week: Authentic film: Merlin, BBC TV Series, Episode 1

2<sup>nd</sup> week: Authentic Short Story: The Necklace by Guy de Maupassant

3<sup>rd</sup> week: Realia

4<sup>th</sup> week: Advertisements

5<sup>th</sup> week: *Public Holiday (Religious Festival between 15th and 20th November)*

6<sup>th</sup> week: Internet: Pen pals

7<sup>th</sup> week: Authentic Magazine: TIME

8<sup>th</sup> week: Authentic Song and Video Clip: Lemon Tree by Fool’s Garden

9<sup>th</sup> week: Authentic Teenage Magazine: Seventeen

10<sup>th</sup> week: Overall review of the implemented authentic materials

## CHAPTER 4

### DATA ANALYSIS AND FINDINGS

This chapter first deals with the analysis of data, gathered through the attitude scale and student diaries. Then, the findings based on the attitude scale and student diaries will be presented below in detail in line with the research questions asked in this study. The findings of this study will be presented with statistical tables and graphs.

#### 4.1 DATA ANALYSIS

The findings of this study are based on attitude scale and student diaries used as instruments for data collection. In this study, both quantitative and qualitative methods were used to solicit information from the respondents about research questions. The quantitative part of the research included an attitude scale towards English course. Unlike, the qualitative part was done with diary study. After the data collection process was finished, the first step in the procedure was analyzing the data gotten from the attitude scale and student diaries.

##### 4.1.1 Quantitative Data Analysis (Attitude Scale)

The attitude scale was given to both groups twice, as a pre-measure before the implementation of authentic materials and as a post-measure after the implementation of authentic materials. The results of the pre and post-measures were compared to see if there was a significant change in the experimental groups' attitudes towards English course after the implementation of authentic materials in English lessons. The reliability ( $\text{Alpha} = 0.97$ ) of the statements in the scale was high.

Attitude scale items were given equal balance in a 5-point Likert scale (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Totally Agree = 5), except for negative items. Attention should be paid to the reverse scale of these negative items. (3, 4, 6, 7, 11, 12, 13, 16, 17, 20, 21, 22, 25, 27) The reason for this is that these items include negative attitudes. When students assert that they strongly disagree with "I hate English" (item 27), they assign a value of 1, which is in fact a positive attitude; the value was changed to five instead of one. The



reason for changing these negative items' values was that total scores would demonstrate participants' attitudes towards English course, which meant higher scores would represent more positive attitudes towards learning English. Therefore, negative items (3, 4, 6, 7, 11, 12, 13, 16, 17, 20, 21, 22, 25 and 27) had to be reverse scaled before starting to analyze the data.

Attitudes towards English Course Scale comprised twenty eight items designed on a five point Likert-scale, therefore the total scores ranged from twenty eight to one hundred and forty. A total score of one hundred and twelve (112) or more implied that the participant had strongly positive attitudes, a total score of fifty-seven (57) to one hundred and eleven (111) demonstrated that the participant had moderately positive attitudes towards English course, a score of fifty six (56) and less represented that the participant embodied negative attitudes towards English course. Ranges of students' attitude levels towards English course are shown in Table 4.1.

**Table 4.1** Ranges of Students' Attitude Levels

<b>Item Score</b>	<b>Attitude Level</b>
From 112 to 140 points	<b>1</b>
From 57 to 111 points	<b>2</b>
From 28 to 56 points	<b>3</b>

The Attitude pre-test and the Attitude post-test statistical results were calculated by the application of descriptive statistics and comparisons were done by the application of "t-tests". The following is the quantitative data analysis procedure:

1. In order to investigate the change in the attitude levels of both groups after the training with authentic materials, descriptive statistics was used. To determine the extent of the attitudes towards English the students had, the researcher calculated the highest and lowest scores that can be obtained and calculated the mean, median, mode and standard deviation of the scores the participants had both from the pre-test and from the post-test of the Attitude Scale via using Microsoft Office Excel.

2. In order to find out whether there was a significant difference between the control group and the experimental group, the “independent samples t-test” was run with the results of the Attitude pre-tests between the control group and the experimental group.
3. The third task was to measure the difference in the control group who were taught through conventional teacher presentations. The results of the Attitude pre-test and the Attitude post-test within the control group were compared by conducting the “paired – sample t-test.”
4. The fourth task was to measure the improvement in the experimental group who were taught through authentic materials based teaching of the target language. The results of the Attitude pre-test and the Attitude post-test within the experimental group were compared running the “paired – sample t-test.”
5. The last task of the quantitative analysis was to compare the Attitude post-test of the control group and the Attitude post-test of the experimental group. In order to find out whether there was a significant difference between the control group learners and the experimental group learners in terms of their attitudes towards English course, the “independent samples t-test” was conducted.

In this study, the entire results were compared at the “0.05” level of confidence. The data obtained from the scale were entered into the computer and the results of the students’ attitudes were figured out via SPSS 13.00. The analysis of the data was also based on descriptive statistics. Descriptive statistics, such as means, medians, modes and standard deviations were used to analyze collected data in order to describe the learners’ attitude levels towards English course after pre-test and post-test stages. Microsoft Office Excel, 2003 was used for calculating statistics. Besides, the effect size was calculated and interpreted according to Cohen’s (1988 cited in Büyüköztürk, Çokluk and Köklü, 2010: 169) criterion. The effect size, the expected differences in the means between the control and experimental groups was expressed in standard deviation units. An effect size identifies the strength of the conclusions about group differences or the relationships among variables in quantitative studies as Creswell (2009: 167) notes.

#### **4.1.2 Qualitative Data Analysis (Diaries on Motivation)**

In this research, the second phase to the analysis of the qualitative data was to process the raw data, that is, to analyze student diaries. During the process of research, the researcher collected qualitative documents. (Diaries on Motivation). Qualitative documents enable a researcher to obtain the language and words of participants. The data obtained from the diaries of the experimental group learners were examined in order to present the learners' views about the effect of authentic materials on their motivation in English lessons and to learn the viewpoints of the learners about the overall effects of these materials in EFL classes. In an attempt to check the viewpoints of control group students about their motivational level in English lessons with the implementation of course book, the students were asked to keep a diary at the end of one English lesson while other group was being introduced authentic materials.

As Creswell (2009: 183) points out, the process of data analysis involves making sense out of text and image data. It involves moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the meaning of the data. For the qualitative analysis, the process which was advised by Yıldırım and Şimşek (2000: 150-154) was followed.

The diaries were collected each week, read carefully and analyzed according to the themes recurring in their paragraphs. Similar student responses were grouped together. Relevant quotations were then grouped together. The researcher developed categories according to the commonly mentioned issues. The sentences or paragraphs that would be used for analysis were chosen from the student diaries and put under the categories they belonged to. After the distribution of the sentences or paragraphs completed, according to this categorical data analysis of students' paragraphs, the results were entered to excel and graphs representing the frequencies and percentages were computed in order to demonstrate the results visually.

#### **4.2 FINDINGS**

As mentioned in Chapter 3, the study was designed to evaluate the effect of authentic materials on learners' attitudes and motivation in EFL classes. This section is divided into two subsections: the first section of this chapter reports the quantitative data derived from the attitude scale while the next section presents the qualitative data derived from the students'

diaries. The findings will be presented in the order of the research questions introduced in Chapter 1.

#### 4.2.1 Findings based on the Quantitative Data

Throughout the thesis it is aimed to find out answers for the research questions formulated for the study. Hence, the findings of the research questions are included in the present section. In this part, the results of both pre and post-tests are analyzed in comparing the control and experimental groups. The tables stated in this part show the findings of the data analysis which has been gained through descriptive statistics and t-tests.

##### 4.2.1.1 Findings based on the Research Question 1

The aim of the first research question was to determine the effect of authentic materials on 12<sup>th</sup> grade students' attitudes in EFL classes. The first research question was answered by the help of the data taken from the attitude scale. To determine the extent of the attitudes the students had in EFL classes, the researcher calculated the highest and lowest scores that can be obtained (see Table 4.1) and the mean, median, mode and standard deviation of the scores the participants had both from the pre-test and from the post-test of the Attitude Scale.

In order to analyze experimental group students' attitudes in EFL classes at the beginning of the study, the mean, median, mode and standard deviation of the pre-test scores were computed using descriptive statistics. The findings of the analysis are shown in Table 4.2

**Table 4.2** Experimental Group Learners' Attitudes at the Beginning of the study

	Attitude Total
n	19
Mean	59
Median	56
Mode	54
Std. Deviation	10,02

As can be seen from the Table 4.2, a mean score of 59, a mode of 54 and a median of 56 on the attitudes in EFL classes pre-test were obtained. This showed that most of the students

had moderate positive attitudes. They are at the mid level, near to the low level, according to the Attitude Level table.

In order to analyze experimental group students' attitudes in EFL classes at the end of the study, the mean, median, mode and standard deviation of the post-test scores were computed using descriptive statistics. The findings of the analysis are shown in Table 4.3

**Table 4.3** Experimental Group Learners' Attitudes at the End of the Study

	Attitude Total
n	19
Mean	87
Median	90
Mode	99
Std. Deviation	14,84

As can be seen from the Table 4.3, a mean score of 87, a mode of 99 and a median of 90 on the attitudes in EFL classes post-test were obtained. This showed that most of the students had high positive attitudes. They are at the mid level according to the Attitude Level table. There was a remarkable difference between pre-test and post-test results.

In order to analyze control group students' attitudes in EFL classes at the beginning of the study, the mean, median, mode and standard deviation of the pre-test scores were computed using descriptive statistics. The findings of the analysis are shown in Table 4.4

**Table 4.4** Control Group Learners' Attitudes at the Beginning of the Study

	Attitude Total
n	18
Mean	60
Median	58,5
Mode	59
Std. Deviation	10,65

As can be seen from the Table 4.4, a mean score of 60, a mode of 59 and a median of 58,5 on the attitudes in EFL classes pre-test was obtained. This showed that most of the students had moderate positive attitudes. They are at the mid level, near to the low level, according to the Attitude Level table.

In order to analyze control group students' attitudes in EFL classes at the end of the study, the mean, median, mode and standard deviation of the post-test scores were computed using descriptive statistics. The findings of the analysis are shown in Table 4.5

**Table 4.5** Control Group learners' Attitudes at the End of the Study

	Attitude Total
n	18
Mean	64
Median	61
Mode	60
Std. Deviation	10,48

As can be seen from the Table 4.5, a mean score of 64, a mode of 60 and a median of 61 on the attitudes in EFL classes post-test were obtained. This showed that most of the students had moderate positive attitudes, again. They are at the mid level, near to the low level, according to the Attitude Level table as they were in the pre-test. There was not a notable difference between pre-test and post-test results.

According to the scores of the post-tests, differences between the two group students' means scores implied that they differed significantly in their attitudes. The findings indicated that after the implementation of authentic materials in their English lessons, experimental group learners proved to have higher attitude levels compared to that of control group learners. Their attitudes have nearly been 50% enhanced. That is, instructions with authentic materials are found to be effective upon the attitudes of the experimental group. Whereas traditional teaching method limited with the course book does not have the same effect on the attitudes of the control group.

#### 4.2.1.2 Findings based on the Research Question 1.1

The first sub problem of the study is whether there is a significant difference between two groups' attitudes in EFL classes at the beginning of the study. Thus, at the beginning of the study, an Attitude Scale was employed to the both groups in order to analyze whether the students in two groups were equal in their attitude level or not. In order to be able to answer this question, both groups' mean scores of the Attitude Scale were analyzed by using independent sample t-test. According to the results of the Attitude Pre-test, the groups did not show any difference in terms of their attitudes in EFL classes. Table 4.6 below illustrates the statistical analysis of the data obtained from the Attitude pre-test. The means for the chosen two groups are illustrated as follows:

**Table 4. 6** T-test Results of Both Group Students Regarding to Pre-test Mean Scores

Group	Test	N	X	S.D.	df	t	P*
Group 1	Pre-test	19	2,1184	,35795	35	,283	,779
Group 2		18	2,1528	,38050			

\*p<0.05

As can be observed from the Table 4.6, which shows the pre-test results, the levels of two classes are almost the same. The mean of experimental group is  $X = 2,1184$  and the mean of control group is  $X = 2,1528$ . The standard deviation is  $s.d. = ,35795$  in the experimental group and as  $s.d. = ,38050$  in the control group. 't' value between the means of pre-test scores of two groups was calculated thus:  $t_{(35)} = ,283$ ,  $p > 0,05$ . As the data in table 4.6 presents there is not a remarkable difference between the experimental group and the control group in terms of subjects' attitudes in EFL classes at the beginning of the study. This result may be prominent as it clarifies that previous to instruction control group and experimental group students are equivalent in terms of their attitudes. Therefore, one was chosen as the experimental group, and the other as the control group.

After it was observed that both groups were equal in terms of their attitudes in EFL classes, the training of the students in the experimental group through authentic materials was started. On the other hand, the control group continued being instructed through the traditional instructional approach with the current course book. After the training was completed, the post-test for the attitude in EFL classes was given to the students in both

groups. The results of the pre-tests and post-tests were calculated for each group. Statistical analysis of the data will be given and tables will be presented with their interpretations below.

#### 4.2.1.3 Findings based on the Research Question 1.2

The second sub problem of the study is whether there is a significant difference between the control group students' attitudes in EFL classes according to their pre-test and post-test results. In order to answer this question, control group's both mean scores of the Attitude Scale were analyzed by using paired sample t-test. The results related to the analysis can be seen below, in Table 4.7.

**Table 4. 7** T-test Results of Control Group Students Regarding to Pre-test and Post-test Mean Scores

Group	Test	N	X	S.D.	df	t	p*
Control	Pre-test	18	2,1528	,38050	17	-4,536*	,000
	Post-test	18	2,2897	,37435			

\*p<0.05

When the scores in Table 4.7 are examined, it is seen that the mean of pre-test scores of control group students is  $X = 2,1528$  and the standard deviation is  $s.d. = ,38050$ . The mean of the post test scores is  $X = 2,2897$  and the standard deviation is  $s.d. = ,37435$ . The 't' value between the pre-test and the post-test within the control group was,  $t_{(17)} = -4,536$ ,  $p < 0,05$ . Thus, the statistical analysis of the mean scores produces evidence that there is a slight difference between the Attitude pre-test and the Attitude post-test in the control group. That is, traditional teaching method can be found to be effective for the control group to change their attitudes towards English in a positive way.

#### 4.2.1.4 Findings based on the Research Question 1.3

The third sub problem of the study is whether there is a significant difference between the experimental group students' attitudes in EFL classes according to pre-test and post-test results. In order to answer this question, both group's mean scores of the Attitude Scale were analyzed by using paired sample t-test. The results related to the analysis can be seen below, in Table 4.8.



**Table 4. 8** T-test Results of Experimental Group Students Regarding to Pre and Post-test Mean Scores

Group	Test	N	X	S.D.	df	t	p*
Experimental	Pre-test	19	2,1184	,35795	18	-9,044*	,000
	Post-test	19	3,1184	,53027			

\*p&lt;0.05

The data obtained from the pre-test and post-test scores of the experimental group shows that, the experimental group reached a mean value of  $X=2,1184$  in the Attitude pre-test. On the other hand the experimental group reached a mean value of  $X=3,1184$  in the Attitude post-test. The standard deviation was calculated as s.d. =, 35795 in the pre-test and as s.d. =, 53027 in the pos-test within the experimental group. The t-value between the pre-test and the post-test within the Experimental group was,  $t_{(18)} = -9,044$ ,  $p < 0,05$  which is statistically significant at 0.05. Besides, the calculated effect size is ( $n^2=.981$ ) large ( $.981 > .14$ ) according to Cohen (1988 cited in Büyüköztürk et al. 2010: 169). Thus, the statistical analysis of the mean scores produces evidence that there is a significant difference between the pre-test and post test scores of the experimental group in terms of their attitudes in EFL classes.

#### 4.2.1.5 Findings based on the Research Question 1.4

The fourth sub problem of the study is whether there is a significant difference between the experimental group who were taught through authentic materials and the control group who were taught through formal teacher presentations in terms of their attitudes in EFL classes at the end of the study. In order to answer this question, both groups' mean scores of the Attitude Scale were analyzed by using individual sample t-test. The scores of the post-test were taken into consideration in order to assess the effect of authentic materials on students' attitudes in EFL classes. The results related to the analysis can be seen in Table 4.9. The table below gives a significant difference in the distribution of the experimental group reached a higher level in regard to attitudes in EFL classes when it is compared to the level reached by the control group.

**Table 4.9** T-test Results of Both Group Students Regarding to Post-test Mean Scores

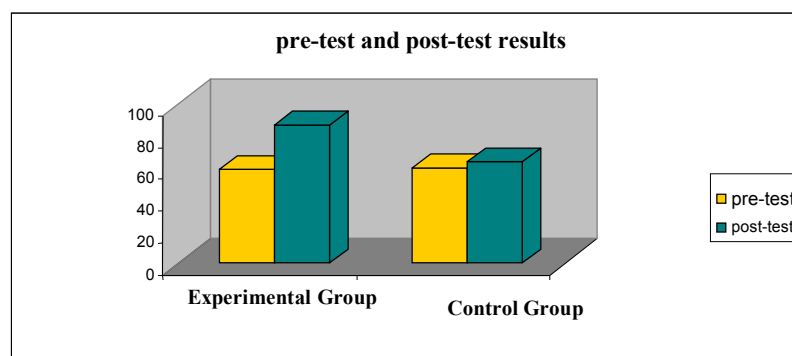
Group	Test	N	X	S.D.	df	t	p*
Experimental	Post-test	19	3,1184	,53027	35	-5,463*	,000
Control		18	2,2897	,37435			

\*p&lt;0.05

When the calculations in table 4.9 are analyzed, it can be seen that, the mean of experimental group is  $X=3,1184$  and the mean of control group is  $X=2,2897$ . The standard deviation is  $s.d.=,53027$  in the experimental group and as  $s.d.=,37435$  in the control group. 't' value between the means of post-test scores of two groups was calculated thus:  $t_{(35)} = -5,463$ ,  $p < 0,05$ . Besides, the calculated effect size is ( $\eta^2=.460$ ) large ( $.460 > .14$ ) according to Cohen (1988 cited in Büyüköztürk et al. 2010: 169).

This finding justifies that there is a remarkable difference between the experimental group and the control group in terms of subjects' attitudes in EFL classes at the end of the study. Experimental group has developed much while the control group has recorded too little development. Since there is a significant difference between the two groups, it might be proposed that integrating authentic materials into English lessons enhanced the attitudes of the students in the experimental group more than the traditional approach used in the control group.

In other words, authentic materials used in teaching English implemented to the experimental group enhanced the attitudes of the students in EFL classes at meaningful level of significance when compared with the control group. The graph below summarizes the results of the both pre and post-tests while illustrating the answers of four research questions.

**Graph 4.1** Pre-test and Post-test Results

## 4.2.2 Findings based on the Qualitative Data

In addition to analyzing the attitudes of the students before and after the training, this study also attempted to analyze the effect of authentic materials on students' motivation and other effects of these materials on students in EFL classes that were reflected in the diaries of the students. To answer the research questions, qualitative diaries were used as the main data. Qualitative data was analyzed by using the techniques of categorization. Diaries were read, re-read, notes were taken and categorized according to commonly mentioned points. The reflections taken from the diaries were divided into categories and analyzed by the researcher.

In this chapter, the categories emerged from the data coming from instant reflections from diaries, sample students' excerpts and the findings are presented. The data gathered from the student diaries will be presented under the headings of eight different authentic materials that were implemented during ten weeks to experimental group. After the analysis of experimental group learners' diaries, the control group learners' diary samples will be presented within the aim of showing the difference between two group learners' motivation in EFL class.

According to Bailey (1997: 82), while quantitative data can be easily summarized, through descriptive statistics, it is difficult to convey the compelling contents of learners' diaries without quoting excerpts from the journals themselves. That's why the sample quotations will be presented below the categories they belong to. The following part shows the categories which were generated from the utterances that were used by the students in their diaries in order to express their thoughts, opinions and feelings about authentic material implementation in English lessons.

### 4.2.2.1 Categories

As a result of the analysis of the diaries, five major themes were categorized according to commonly mentioned points by students. In this section the following categories will be defined and exemplified by using excerpts from students' reflections.

- **Motivation**

This category refers to the ideas grouping around the utterances which indicate the effect of the implementation of authentic materials in EFL classes on students' motivation and positive feelings the students have during the English lessons. This category also refers to the

ideas grouping around the utterances which indicate that English lessons were a source of fun for students.

*“The lessons became more enjoyable.”*

*“These kinds of activities increase our motivation.”*

*“By this way everybody will participate in class activities in every English lesson.”*

- **Reframed Attitudes**

This category refers to the ideas grouping around the utterances which indicate some major changes took place in the way students view the English lesson in general and in the attitudes of students towards English course.

*“I absolutely hated English lessons, but now I love it!”*

*“This material helped me to learn the correct pronunciation of the words that I knew wrong in the past.”*

- **Likeness to real life and Target Language Culture**

This category refers to the ideas grouping around the utterances which indicate the fact that the topics discussed and the materials introduced in the English classes have a value in the real life and how these materials helped them to learn about the target language culture.

*“I learned British culture and history by this way.”*

*“Today, we both had a wonderful time in class and learned their culture.”*

*“I can talk with my pen pal on the phone now. I learned what I need to say today.”*

- **Future Suggestion, Confessions/Self Evaluation, Appreciation of the Teacher**

This category refers to the ideas grouping around the utterances which indicate that students have a critical view on the English lessons they have experienced, the performance they have shown and their appreciation of the teacher.

*“Thank you my teacher.”*

*“Shall we continue in this away, please?”*

*“It works very well, why don’t we continue in the second term? “*

*“Thanks a lot for everything”*

- **Course Content & Comparison of Authentic Materials and the Course Book**

This category refers to the ideas grouping around the utterances which indicate students’ personal judgments on the lesson, method, activities, tasks, materials and the course book they use which are regarded as components of the English course content. Students also make comparisons between their previous lessons limited with course book.

*“This is more effective than the course book.”*

*“Course book is so boring. I feel bored at those lessons with the books but now it is better.”*

*“I don’t understand anything in the course book but I can understand better in this way”*

#### **4.2.2.2 Findings based on the Research Question 2**

The aim of the second research question was to determine the viewpoints of the experimental group students about the use of authentic materials in EFL classes. In order to answer this question, after the issues which were mostly mentioned in the student diaries were categorized, the frequency of each issue was counted for each authentic material. Analysis of each material helped the researcher to learn the effects of that material on students’ in EFL classroom and to learn the most effective authentic material according to students. The frequencies proved each material’s effects. Out of the total number of frequencies of each category, the percentages were calculated. The analysis will be presented under the headings of eight different authentic materials that were implemented during the study. The frequencies and percentages of each material will be defined in tables and graphs as follows.

#### 4.2.2.2.1 Effects of the Authentic Video

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.10** The Distribution of Issues in the Students' Diaries about Authentic Video

<b>Authentic Video</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
<i>Motivation</i>	4	21
<i>Reframed Attitudes</i>	2	11
<i>Likeness to real life and Target Language Culture</i>	8	42
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	2	11
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	3	15
<b>Total</b>	19	100

According to the results, 42 % of the students stated that the authentic video reflects target language culture and there are some parts that represent real life. Here are two of their responses:

*“A foreign language can not be learned without learning the people and the culture of that language. By the help of these kinds of films we have a chance to meet their life, culture, living style and history.”*

*“This film is very fantastic. The characters of this story are taken from real life. I will learn English's culture and history.”*

In addition to this, 21 % of the students reported that films made them feel motivated. Here are some of their comments:

*“As for we are at the last grade, we have lots of stress in our life. Having English lessons makes me bored but today I felt different. I did not want the lesson to finish. Watching films in the lessons increases my motivation.”*

*“Learning with visuals helps me to learn better and remember easily. Watching film prevents our getting bored; we can easily motivate for the lesson. As it is different from other lessons with course books, we feel more relaxed.”*

15 % of the students pointed out that this lesson is better than the lesson with the course book. The comments include:

*“This lesson is more effective than other lessons in order to learn new words permanently.”*

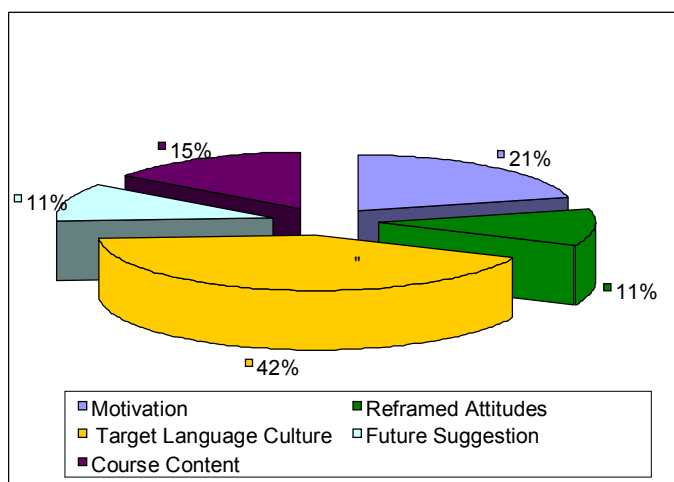
*“The activities we did after watching the film helped me remember the scenes, the vocabularies and the events. I learned better in this way. I forgot everything I read in the course book because the activities were very hard and boring. Pictures, colourful pages were very nice.”*

2 students (11%) stated that authentic video provided some changes in the way students view the English lesson. Here is one of their comments:

*“Until today I could not learn any words. I easily forgot every word. But today I learned at least ten words. The activities helped me to learn and use the new words. I learned the correct pronunciations of the words, also. Now then I love English lessons. ”*

Similarly, 2 students (11%) indicated their view on the English lesson they have experienced. Here is one of their comments:

*“As we are at the last grade, these activities are very effective for us. It is better both in visual learning and in enduring learning. I want to have all English lessons like this. I can learn in an interesting and exciting class.”*



**Graph 4.2** The Distribution of Issues in the Students’ Diaries about Authentic Video

#### 4.2.2.2.2 Effects of the Authentic Short Story

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.11** The Distribution of Issues in the Students' Diaries about Authentic Short Story

<b>Authentic Short Story</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
<i>Motivation</i>	7	37
<i>Reframed Attitudes</i>	1	5
<i>Likeness to real life and Target Language Culture</i>	3	15
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	2	11
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	6	32
<b>Total</b>	19	100

The results showed that 37 % of the students in the experimental group pointed out that this material increases their motivation. The following students' excerpts exemplify students' opinions:

*"This story affected me a lot. Our motivation increased by the help of the activity we did today. These materials make the lesson more enjoyable."*

*"I can't forget this story until I die! By having a lesson like this, we want to participate in the activities more and our motivation increases. If I have fun in the lesson, that lesson becomes lasting for me."*

32 % of the students indicated their view points about the course content. Here are some of their comments:



*“I believe that the materials except from the course book and the samples taken from the world literature take my interest to English lessons. When we act the stories we read from literature, we learn better than the course book.”*

*“We learn a little from course book but when we act , we remember better. The things about real literature took my interest today. Using real costumes was very nice.”*

15 % of the students stated that the short story reflects target language culture. For example, one student stated:

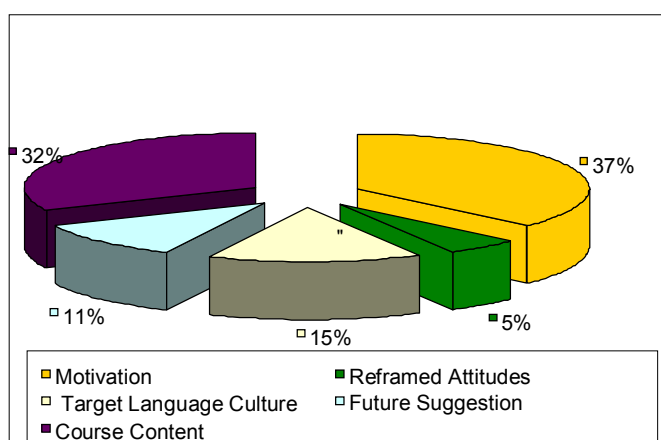
*“I will tell this story to my children! I have read at least a hundred stories from the book but none of them was so real, exciting and interesting. The acting was very enjoyable. The lessons passed quickly. We both learned about Maupassant, he is a famous writer and our cultural knowledge developed by this story.”*

Two students (11 %) also mentioned self evaluation and they had future suggestions about the course. One of the students’ entries is displayed below:

*“I like having lessons like this. It is both more enjoyable and more informative. I think we should always have English lessons in this way. I liked the story a lot. When we use real materials, the lesson turns into a theatre. It is like real.”*

Lastly, 1 student commented about his changing attitudes towards the lesson. S/he stated that:

*“The lesson was full of fun. I used to like English lessons but I am getting started to love English more. I read from literature in my daily life but when we use both literature and English, it becomes wonderful.”*



**Graph 4.3** The Distribution of Issues in the Students’ Diaries about Authentic Short Story

#### 4.2.2.2.3 Effects of the Realia

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.12** The Distribution of Issues in the Students' Diaries about Realia

<b>Realia</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
<i>Motivation</i>	5	26
<i>Reframed Attitudes</i>	2	11
<i>Likeness to real life and Target Language Culture</i>	3	15
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	7	37
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	2	11
<b>Total</b>	19	100

According to the results, 37 % of the students stated future suggestions, confessions and made self evaluation. Here are two of their responses:

*“When we use real materials in lessons, I understand quickly. I can remember easily. I remember the visuals in the exams. I love English double. For example, we learned illnesses and giving advices today. I hope we all have lessons like this.”*

*“I love English. Materials make the lessons more informative. I want to have lessons like this.”*

26 % of the students stated realia was motivating. Here are two of their comments:

*“The lessons are not boring anymore. My interest to the lesson increases when we use different materials. The subjects are better understood in this way. Today everybody wanted to participate to the activities. Nearly all of us acted by using bandages.”*

*“English became my favourite and my best lesson. Every lesson I wanted to take part in the class activities because they were entertaining. I feel more willing now.”*

15 % of the students stated that realia can be regarded as real life-like. For example, one student stated:

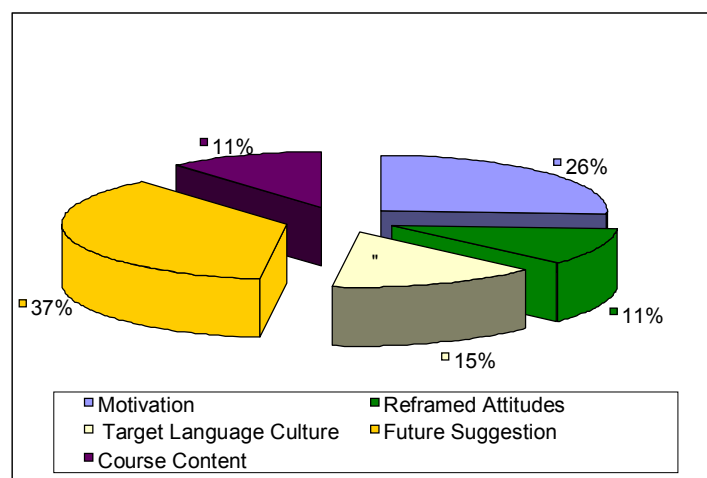
*“I think real materials help us to learn and understand better. When we see, touch, use the real materials and when we act using these materials, we learn easily. We used bandages today, we made dialogues, and we learned to talk with a doctor.”*

11 % of the students wrote about their changed opinions about English lesson by the help of realia. Here is one of their comments:

*“Today I learned the names of the illnesses and giving advice subjects which I could not understand in the past years. If we continue to use these materials, I think I will learn everything.”*

Similarly, 11 % of the students made comparison with the course book. For example, one student stated:

*“We must absolutely have lessons with practice like today. This takes my interest to the lesson. Materials are very useful. Course book is very boring. Let’s leave the course book and continue lessons in this way.”*



**Graph 4.4** The Distribution of Issues in the Students’ Diaries about Realia

#### 4.2.2.2.4 Effects of the Advertisements

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.13** The Distribution of Issues in the Students' Diaries about Advertisements

Advertisements	Experimental Group	
	n	%
<i>Motivation</i>	7	37
<i>Reframed Attitudes</i>	2	11
<i>Likeness to real life and Target Language Culture</i>	2	11
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	3	15
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	5	26
<b>Total</b>	19	100

As seen from the table, nearly half of the students (37%) thought that advertisements were motivating. Here are some of their comments:

*“The lessons became more attractive. We both learn and have fun at the same time. I come to the lessons more eagerly. The advertisements we wrote today were very motivating. Everybody took part in the activity. (We are not used to have situations like this in English Lessons ☺).”*

*“I felt myself creative in the English lesson that’s why I felt motivated. We were in a group and tried to find an attractive motto (!) for the products, it was different from an ordinary lesson.”*

26 % of the students pointed out that this material was better than course book. The comments include:

*“It is different with the ordinary English lessons with the course book. It is not boring. Before entering the class nobody says “Is it again boring English lesson?” Dealing with different materials is more effective than only following the course book.”*

*“I think English lessons like this are more informative. No one remembers the words in the stories of the book but I think everyone will remember the words in the advertisements we read and wrote today.”*

In addition to this, 15 % of the students reported some suggestions for the future lessons. Here is one of their comments:

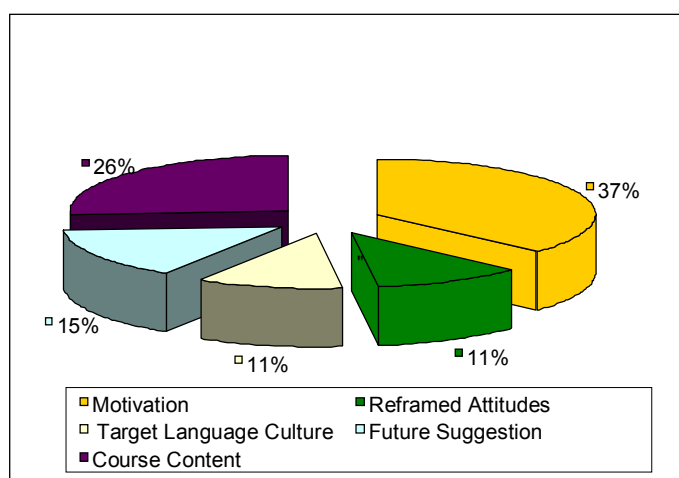
*“I liked advertisements very much. They were very effective in teaching vocabularies. Teacher, please can we go on using these kinds of interesting materials in the second term?”*

Two students (11 %) mentioned that advertisements are a part of real life. One of the students’ entries is displayed below:

*“I can understand what is written on the products we use and see everyday by this way. Today, the lesson was very beneficial. We learned real English from real newspapers and TV commercials.”*

Two students (11 %) also reported about the changes in their attitudes towards English course in general. For example, one student stated:

*“As we watch the advertisements visually, as we use real products, the lesson becomes effective in vocabulary teaching. I used to hate English lessons in the past, but now I come to class willingly. I want to take part in every activity because they are not boring as the ones in our workbook. I wish you were my English teacher in the past years. Maybe I could learn more☺”*



**Graph 4.5** The Distribution of Issues in the Students’ Diaries about Advertisements

#### 4.2.2.2.5 Effects of the Internet

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.14** The Distribution of Issues in the Students' Diaries about Internet use

<b>Internet Category</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
<i>Motivation</i>	3	16
<i>Reframed Attitudes</i>	3	16
<i>Likeness to real life and Target Language Culture</i>	5	26
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	7	37
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	1	5
<b>Total</b>	19	100

The 37 % of students made self evaluation, appreciated the teacher and made suggestions for the future. For example, two students indicated that:

*“The lesson is more amusing in this way. These kinds of things take my interest. I think today’s lesson is more beneficial than others. Thank you very much Teacher.”*

*“I want all English lessons like this way. I like these kind of activities. Our English level increases while we are writing our own sentences.”*

26 % of the students pointed out that this approach teaches target language culture. The following students’ excerpts exemplify students’ opinions:

*“Today is interesting. Different countries, different people interest me. Today we saw lots of different people from different countries, Africa, Britain, Germany, and India. I preferred Tedwin from India because I want to learn about Taj Mahal.”*

*“I think I can use English in real life easily. Today’s lesson was helpful to teach real English.”*

3 students (16 %) stated that internet use increased their motivation in English lesson. Here is one of their comments:

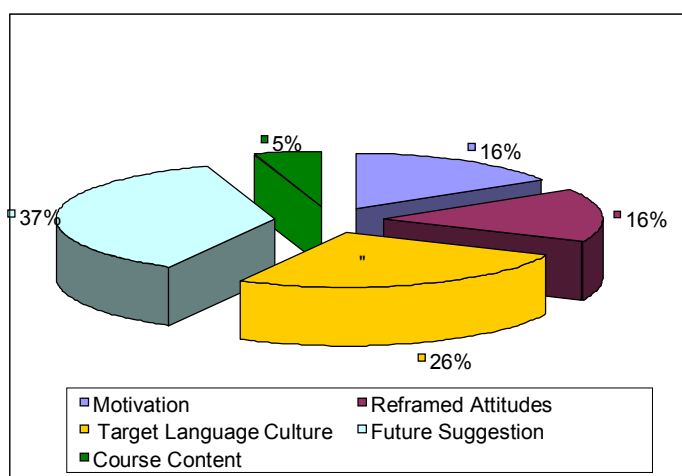
*“Nobody in the class understood how the lesson passed today. We all could have English lesson until evening. All my friends in the class were participated in the lesson. Everybody had a very high motivation. Everybody found a pen pal from Internet. We were very happy during the lesson.”*

Similarly, 3 students (16 %) wrote about their changed views about the lesson. For example, one of the students stated:

*“Today’s lesson was different from every other lesson. I have a pen friend now. I wrote something about me to him. I could not believe myself how I wrote these things. Now then, I don’t afraid of English anymore!”*

1 student (5%) stated about the course content that:

*“Internet use provided me finding a real friend from the other side of the world. Working with course book is very boring; everything stays on air not in our minds. I prefer to use computers and especially Internet. The teachers have to change their presentation styles. We don’t want to use course books!!!”*



**Graph 4.6** The Distribution of Issues in the Students’ Diaries about Internet use

#### 4.2.2.2.6 Effects of the Authentic Scientific Magazine

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.15** The Distribution of Issues in the Students' Diaries about Authentic Magazine

<b>Authentic Magazine</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
<i>Motivation</i>	2	11
<i>Reframed Attitudes</i>	2	11
<i>Likeness to real life and Target Language Culture</i>	6	32
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	4	20
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	5	26
<b>Total</b>	19	100

According to the results, 32 % of the students stated that the main strength of using authentic text is its likeness to real life and its reflection of the target language culture. Here are some of their responses:

*“Today our teacher brought an English magazine which is read by all foreign people in different countries. The magazine was updated. It was about the latest inventions. I improved my cultural knowledge about the world and I learned what real foreign people read.”*

*“I read a real magazine with lots of people around the world at the same time. My culture improved. Now then I don't learn only grammar in English lessons. I can read original newspapers and magazines which are read by English and American people. My father will be happy when he sees I am reading an English magazine.”*

26 % of the students wrote about their comments on the course content. Here is one of the responses:



*“Last week we read a passage, scientific and technological developments, in the course book. It was very difficult. There were a lot of unknown words. But today the teacher brought a real magazine. It was difficult also but it was real. The photos were different from the course book. The photos were real not cartoons. They took my interest a lot. I prefer real texts.”*

In addition to this, 20 % of the students reported some suggestions for the future English lessons. Here is one of the responses:

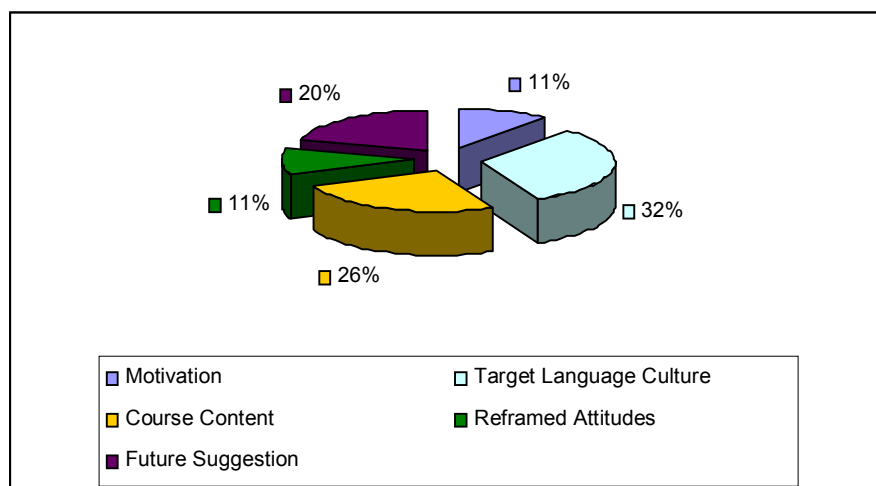
*“I did not want the lesson finish today. We learned the best inventions of 2010 today. It was a useful lesson. I think we have to use these kinds of real important texts which provide us useful information in our English lessons.”*

Reframed attitudes are reflected by two students (11%). For example, one response indicated that:

*“I don't afraid of English anymore. I can invent something and write its description in English.”*

2 students (11 %) stated that authentic text reading motivated them in English lesson. Here is one of their comments:

*“We read a real text today. Even the lazy students participated in the activity. Everybody wanted to read the magazine. When we read passages in other English lessons, half of the students were sleeping but today nobody slept. Every student was happy and forgot about the university entrance examination. We relaxed in the lesson.”*



**Graph 4.7** The Distribution of Issues in the Students' Diaries about Authentic Magazine

#### 4.2.2.2.7 Effects of the Authentic Song – Video Clip

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.16** The Distribution of Issues in the Students’ Diaries about Authentic Song

<b>Authentic Song / Video Clip</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
<i>Motivation</i>	5	25
<i>Reframed Attitudes</i>	2	11
<i>Likeness to real life and Target Language Culture</i>	–	–
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	6	32
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	6	32
<b>Total</b>	19	100

As it can be seen from the table, 32 % of the students stated that the main strength of this material was its improving vocabulary and guessing skills better than the course book. The following students’ excerpts exemplify students’ opinions:

*“This lesson was better. It was better than the one with advertisements. Having English lessons with the course book is very boring. While learning English with songs, my attention increases, my imagination develops. For learning English words, songs are better than the boring passages in the course book.”*

*“Music has a powerful effect on teaching new words in English. I can remember the words with singing the song. We need to escape from the boring English lessons limited with only course books by the help of these materials and activities.”*

As strength of this material, 6 students (32 %) appreciated the teacher for using song and made suggestions for the future English lessons. The comments include:

*“We should listen to more songs and watch more video clips. I learned at least five new words from the song today. Keep going like this!”*

*“Thank you for the song teacher. None of our teachers use these kinds of things in their lessons. English is different!”*

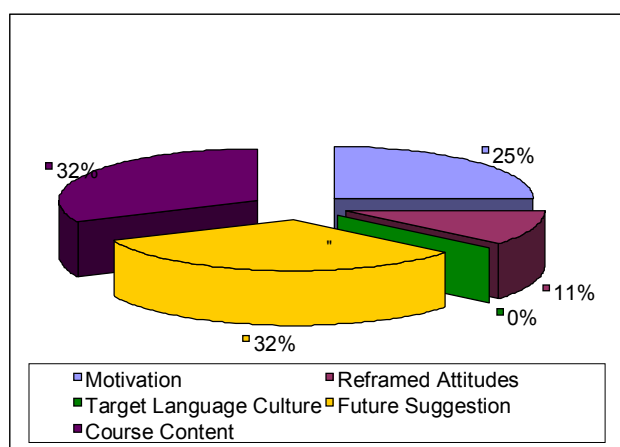
In addition to this, 25 % of the students reported that songs have a motivating effect on English lessons. Here are two of the students’ comments:

*“As we are at the last grade, this year is very hard and boring. These kind of activities motivate us. We come to English lessons eagerly.”*

*“Videos and songs are very necessary for our age. We get bored from other lessons but we don’t feel bored in English lessons. We don’t have time for getting bored. Time passes quickly in this lesson. Songs have a positive effect on us. We both learned a new song and sang together. Everyone sang. We were all very happy and relaxed.”*

Lastly, 2 students (11 %) indicated that the song changed their attitudes towards English course. For example, one student stated:

*“My attitude towards English has changed. This lesson becomes more entertaining and informative. We both learn English and relax at the same time. It was very boring in the past lessons. This year is fantastic!”*



**Graph 4.8** The Distribution of Issues in the Students’ Diaries about Authentic Song

#### 4.2.2.2.8 Effects of the Authentic Teenage Magazine

The following table shows the categories and how many students have used the particular issues related to these categories in their diaries.

**Table 4.17** The Distribution of Issues in the Students' Diaries about Authentic Teenage Magazine

<b>Authentic Teenage Magazine</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
<i>Motivation</i>	5	26
<i>Reframed Attitudes</i>	1	5
<i>Likeness to real life and Target Language Culture</i>	6	32
<i>Future Suggestion, Confessions/Self Evaluation, Appreciation of Teacher</i>	4	21
<i>Course Content &amp; Comparison of Authentic Materials and the Course Book</i>	3	16
<b>Total</b>	19	100

The results showed that 32 % of the students in the experimental group pointed out that this material reflects target language culture and real life. Two of the students' responses are as following:

*“Real texts reflect real life. We read real teenage problems today. They were not different from ours. But I learned other cultures, people's life styles, their relationships with their parents. The teenagers from other countries had problems with their parents like us. Other countries' newspapers and magazines contain problem pages like Turkish newspapers. I feel myself like the ones in those countries.”*

*“We learned about English magazine pages. The problem pages show real problems of real teenagers from England and other countries. Reading one of their famous magazines helps us to learn about their language and culture.”*

As strength of this material, 5 students (26 %) commented that the material made them motivated. The comments include:

*“When we use real materials in English lessons, time passes quickly for me. I never get bored. I want to learn everything about English culture.”*

*“Real materials take my interest a lot and my motivation increases.”*

21 % of the students reported some suggestions for the future English lessons. Here is one of the responses:

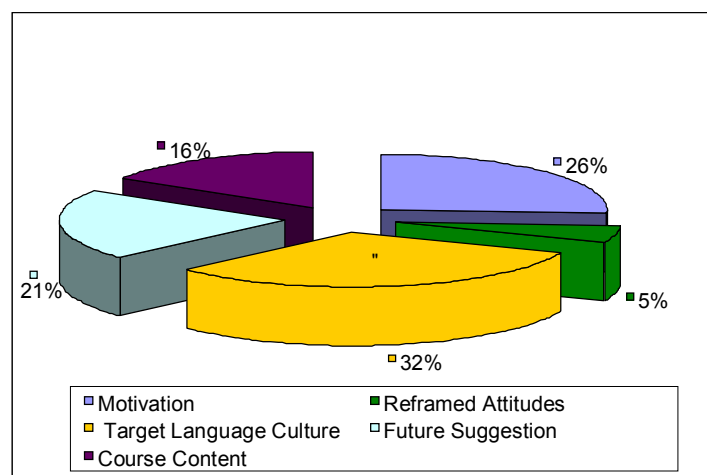
*“In order to learn English better students need to use language in real contexts. We need to watch a film, listen to a song and read one of their newspapers as we did today. I think we should use more materials in the second term. That is helpful for me.”*

16 % of the students pointed out that this material was better than course book and activities done with this material was useful. For example, one student stated:

*“When we read a passage from the course book I don’t want to do the exercise about that passage .I can’t learn anything because it doesn’t take my interest. Today’s activities were great. We wrote about our real problems and others tried to give advice to us. That was necessary in life. For example, one day I will need to talk about my problems with a foreigner. I learned how to tell my problem. This lesson was full of necessary information. I learned better than the course book.”*

Lastly, 1 student (5%) stated about the change in his views about the lesson:

*“It was better than past lessons. I can understand easily now. I love the lesson more than last year. I can do better than last year.”*



**Graph 4.9** The Distribution of Issues in the Students’ Diaries about Authentic Teenage Magazine

#### 4.2.2.2.9 Overall Effects of the Authentic Materials

In order to get an overall understanding, all the frequencies of the same categories for eight materials were added up. By this way, the overall frequencies were calculated for each category. The aim of this practice was to elicit more detailed comments on the effects of authentic materials that could be used to provide an answer to the 2<sup>nd</sup> research question. While analyzing the findings, the table below will be the main instrument to infer about the major effects of authentic materials on the experimental group students.

**Table 4.18** The Distribution of Categories Identified in the Students' Diaries about All Implemented Authentic Materials

MATERIALS	Video	Short Story	Realia	Advertisement	Internet	Scientific Magazine	Song	Teenage Magazine	Total	Frequencies
CATEGORIES	Number of students that used the issues in their diaries									
<i>Motivation</i>	4	7	5	7	3	2	5	5	<b><u>38</u></b>	
<i>Reframed Attitudes</i>	2	1	2	2	3	2	2	1	<b><u>15</u></b>	
<i>Target Language Culture</i>	8	3	3	2	5	6	–	6	<b><u>33</u></b>	
<i>Self Evaluation, Appreciation of Teacher</i>	2	2	7	3	7	4	6	4	<b><u>35</u></b>	
<i>Course Content</i>	3	6	2	5	1	5	6	3	<b><u>31</u></b>	

Examining the table above, it can be concluded that students perceived authentic materials positively. The frequency scores regarding the category about motivation above showed that most of the students perceived that authentic materials were motivating. The figure also suggested that the students perceived these materials as an effective way of drawing attention to the lesson.

Among other categories, motivation is evaluated as the highest one. As the diaries suggest, the use of authentic materials in teaching English increases students' motivation and creates an atmosphere where most of the students are willing to participate in the activities. Below are some example sentences illustrating this point, mentioned in the diaries:

*"I think this kind of materials increase my vocabulary knowledge which I need in real situations. I can speak with any foreigner. I want to take part a lot in the speaking activities in the classroom because I want to learn more."*

*"I don't feel afraid in the English class anymore, I feel more comfortable. I don't become shy in the activities because of my speaking because I listen to native speakers and improve my speaking."*

*"Time passes very quickly in this lesson. Even the lazy students want to participate in group work activities. When we have a contest, everybody become eager to win. Because of the prize!! I like this lesson because I feel relaxed and happy."*

Moreover, the frequencies also indicated that the materials helped the students to make self evaluation and suggestions for the future lessons. They mostly stated that, these kinds of materials should be used in every English lesson and appreciated the teacher for the instructions given with authentic materials. The possible reason for these supporting results is that the materials were suitable for the age and interest of the students. For example, one student stated:

*"Please, teacher, can we go on using these materials in the second term? You are the first teacher that uses these kind of different materials. I can learn better now! Thank you very much."*

According to the results, the authentic materials were evaluated as useful in terms of teaching target language culture. This was an encouraging result for the effectiveness of the materials. For example, one student stated:

*“I think a language can't be learned without having information about that country's culture and history. I loved the film because it shows the historical information of England. I learned about the kings, knights, wars, etc. If I want to learn English, I have to learn English history and culture, too.”*

Furthermore, the frequencies here reveal clearly that authentic materials were considered as better than the course book and the activities are more supportive than the ones done with the course book. Students agreed that using authentic materials was an interesting way of learning the target language and they were also aware of the positive effect of the materials on learning grammar or structure. This is also a satisfactory result for the application and effectiveness of authentic materials. It was often mentioned in the diaries that the students favoured the way of learning English by using authentic materials compared with the course book they use. Below are some excerpts exemplifying students' opinions about this topic:

*“I prefer to read authentic texts rather than read the boring and long reading passages in the book. Authentic texts are colourful, interesting and real but the course book does not take my interest. I get bored.”*

*“These materials develop my English especially my speaking and listening ability more than our course book and workbook do. We don't have any speaking and listening chance while using course book. I learn the grammar in an entertaining atmosphere.”*

*“The authentic materials we use, especially the magazines and advertisements introduce me to how language is used in the real world. But the book does not help me.”*

*“My vocabulary knowledge was increased by the help of authentic materials. But I can't remember the words in the course book.”*

Lastly, it can be implied from the frequencies above that the authentic materials changed students' negative attitudes towards English course into positive. Some examples reflecting students' positive attitudes towards English are presented below:

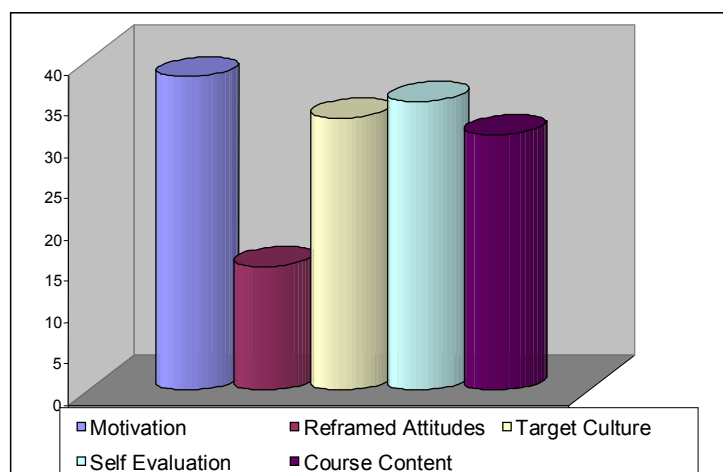
*“Last year, I thought English lesson was time consuming. I thought I did not need to know English. But this year, I changed my mind. I have a reason to learn more English because I have two pen friends. We send mails every week. Sometimes I forget about the lesson, it becomes something different. It is like a special course. I wish I had learned English before.”*

*“I did not like English at the beginning of this year. I was not successful at the English exams last year. I start loving. The videos, the songs, advertisements changed my mind. I also passed my exams. I think I am more successful now.”*



*“I could not write anything in English. However, I write e-mail every day to my pen friend. My teacher found a pen friend for me and my pen friend helps me to read and write in English. English lessons are not boring any more. I feel happier since the beginning of this term.”*

The results of this qualitative data could be used to support the results of the quantitative data, attitude scale by providing written proofs for the effects of authentic materials on students' attitudes in EFL classes.



**Graph 4.10** Distributions of Students' Overall Reflections about Implemented Authentic Materials

In this graph, the major effects of the authentic materials can be examined. The findings of the second research question “What are the students' view points about the use of authentic materials in EFL classes” showed that the students' overall reactions were positive towards the authentic materials. Of those different opinions, motivational effect is evaluated as the highest one.

#### 4.2.2.3 Findings based on the Research Question 2.1

The first sub problem of the second research question is what the experimental group students' view points are about the most effective authentic material in EFL classes. In order to provide an answer to this question, when the study was over, the students were asked to keep a last diary, make a review about the lessons with authentic materials and write an answer for the question below.

*“Which of the authentic materials we used in our lessons this term, do you think is the most effective one for your English lessons? Why? Explain briefly.”*

While analyzing the answers given by the students, the table below will be helpful to infer about the most effective authentic material for the students. Students’ reasons for choosing one of the materials as the most effective one are given with their excerpts below. Besides, frequencies and percentages were used in order to show the rankings of the materials. Results will be given from the most preferable material to the least preferable material according to rank order.

**Table 4.19** Distribution of Students' Rankings about the Most Effective Authentic Material

<b>Authentic Materials</b>	<b>n</b>	<b>%</b>
Film	6	31,5
Realia	4	21
Internet	3	16
Literature (Short Story)	3	16
Songs and Video Clips	2	10,5
Advertisements	1	5
Magazines	-	-
<b>TOTAL</b>	<b>19</b>	<b>100</b>

## **Film**

6 students (31,5 %) chose film as the most important of all the materials and the reasons they stated are below:

*“Because we learn English history and culture, too”*

*“We both learn and get amused”*

*“Because our pronunciation develops”*

*“Because there is more pronunciation”*

*“Because we acquire knowledge by listening, reading and watching together”*

*“Because we are always willing to the video lesson”*

### **Realia**

4 students (21 %) chose realia as the most important of all the materials and the reasons they stated are below:

*“It makes the lessons entertaining and easy to remember”*

*“We don’t get bored in the lessons”*

*“Our interest to the lesson increases”*

*“Because real English usage is understood better with real materials “*

### **Internet**

3 students (16 %) chose Internet as the most important of all the materials and the reasons they stated are below:

*“Because it saves our lessons from being boring”*

*“Because computer use relaxes us”*

*“Because I feel comfortable as I am in my room at home”*

### **Literature (Short Story)**

3 students (16 %) chose short story as the most important of all the materials and the reasons they stated are below:

*“We read, learn, act, and get involved in the story”*

*“We don’t get bored as with the course book, we enjoy and learn at the same time”*

*“Stories increase our interest and we acquire knowledge by reading and acting”*

### **Song and Video Clip**

2 students (10,5 %) chose song as the most important of all the materials and the reasons they stated are below:

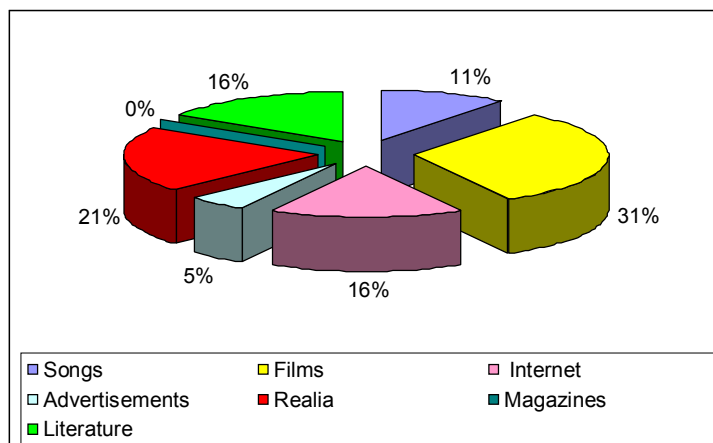
*“Because songs increase our interest and as we listen we acquire knowledge by listening”*

*“We both enjoy ourselves and learn at the same time”*

## Advertisements

1 student (5 %) chose advertisements as the most important of all the materials and the reasons s/he stated is below:

*“Advertisements make us active and help us to work together”*



**Graph 4.11** Distributions of Students' Rankings about the Most Effective Authentic Material

In this final graph, the most effective authentic materials according to students' rankings can be examined. The findings of the research question “What are the students' view points about the most effective authentic material in EFL classes” showed that film was the most preferable type of authentic material to learners whereas magazines were the least preferable. In other words, of those seven different authentic materials, authentic film was chosen as the most effective one by the students. The data taken from the diaries supplied this outcome.

### 4.2.2.4 Control Group Learners' Diary Samples

While authentic materials were being implemented to the experimental group, eighteen control group learners carried on their English lessons with traditional teaching method, limited with the course book throughout the study. In one of the lessons, they were asked to write their opinions about the present course content and the effect of the course material, the course book they followed, on their motivation in EFL classroom. The following students' excerpts exemplify students' opinions:

*“I get really bored in English lessons. I sometimes ask myself: “Why am I learning English?” I don’t need the words or Simple Past Tense in the University Entrance Exam. I wish there was Maths or Physics instead of English. I am sorry, teacher.”*

*“English lesson is a waste of time!”*

*“I want to change the book. Please, teacher. The passages are too long and too complicated. Why don’t we learn songs? I want to sing. Maybe I can learn English by songs. The workbook is also, very hard. I can’t do the examples. As a result, I get lower marks.”*

*“Everybody is stressful in the class because this is our last year. We need fun and relaxing atmosphere in lessons. The topics in the book are very hard and I can not memorize every word. Do we have to use it? ☹☹”*

*“The lesson is a bit boring. The book has only long, difficult passages. I can’t learn anything new about life. For example, the text about computer invention was very old fashioned. What did I learn? Nothing. I could solve at least 10 Maths questions instead of reading that hard passage!”*

As it can be seen from the excerpts students don’t like to use the course book, want a change in their English lessons. Due to the monotonous English lessons and pressure of the University Entrance Exam, students are demotivated in English lessons.

#### **4.2.2.5 Findings based on the Research Question 3**

The aim of the third research question was to determine the effect of authentic materials on 12<sup>th</sup> graders’ motivation in EFL classes. In order to provide an answer to this question, when the training was over, the experimental group learners were asked to make a review about the implemented authentic materials throughout the instructions and write an answer for the question below in their diaries.

*“What is the effect of authentic materials on your motivation in English lessons? Did any change occur in your motivation after the implementation of authentic materials?”*

As a result of the analysis of the diaries, three major themes were categorized according to commonly mentioned points by students. The following categories will be defined and exemplified by using excerpts from students’ reflections.

**Table 4.20** The Distribution of Issues in the Students' Diaries about the Effects Of Authentic Materials on Students' Motivation

<b>Effects of Authentic Materials on Students' Motivation</b>	<b>Experimental Group</b>	
	<b>n</b>	<b>%</b>
Attention and interest	7	36
Enjoyment and having fun	6	32
Desire and willingness	6	32

- **Attention and interest**

This category refers to the ideas grouping around the utterances which indicate that authentic materials have raised their attention and interest in English lessons. As it can be seen from the table, 36 % of the students stated that authentic materials held their attention. The following students' excerpts exemplify students' opinions:

*“A big change occurred in my motivation. I never got bored this term. The materials took my interest a lot because we used different materials each week. Everybody was interested in these materials. I want to learn new things about English culture. My motivation increased a lot because English lessons became very interesting for me.”*

*“These materials held my attention. Because each material was about the topics I am interested in. Especially I love songs and films. My motivation increased positively because I prefer to use these materials to the course book. I can learn every language by using these materials. A very positive change occurred. Thank you.”*

- **Enjoyment and having fun**

This category refers to the ideas grouping around the utterances which indicate that students have enjoyed and have had fun during the implementation of authentic materials. 32 % of the students reported that they enjoyed learning English while using authentic materials. Here are three of the students' comments:

*"We had great fun this term. Especially I can not forget the lesson we did with advertisements. I enjoyed a lot. We both enjoyed and learned lots of new words. Of course lots of change occurred in my motivation. Before, I had no reason to like this lesson but now I have % 100 motivation in English lesson. I wish we had these materials when we started to learn English."*

*"The materials changed my motivation in a very positive way. I enjoy in English lessons. When we work in groups and do something together we both have fun and learn English. Materials were very effective for our motivation because we are young and we need interesting things suitable to our age. The book is not good. We prefer the authentic materials."*

*"A great change occurred in my motivation. While I was doing the activities, I was thinking about how much I enjoyed them."*

- **Desire and willingness**

This category refers to the ideas grouping around the utterances which indicate that students have had desire to learn English and have been willing to take part in the activities during the English lessons. As can be seen from the table, 32 % of the students stated that they were willing to participate in English lessons. Here are two of the responses:

*"A lot of things changed in my motivation. Before, I could not talk because the topics were very hard in the course book. But now I want to take part a lot in the activities in the classroom because they are not difficult and boring as in the course book and I want to learn more and more English."*

*"I think we should continue to use these materials. I think there is nobody who can say my motivation did not increase. Everybody was very willing to take part in the activities. Nobody was absent during English lessons. In the past we did not come to English lesson because we got bored. But now everything changed. We are happy and want to use these materials again."*

Examining the reflections above, it can be concluded that students perceived authentic materials positively. All of the nineteen students in the experimental group answered the question “*Did any change occur in your motivation after the implementation of authentic materials?*” in a positive way, by answering “*yes.*” The analysis of all nineteen diaries showed that all of the students believed that authentic materials were motivating. Besides, examining the Graph 4.10 above, among other categories, motivational effect is evaluated as the highest effect of authentic material. As the diaries suggest, the use of authentic materials in teaching English increases students’ motivation and creates an atmosphere where most of the students are willing to participate in the activities.

As seen from the students’ diaries, learner motivation was usually at its highest level during the instructions. Even the most passive learner became more active in the classroom. Authentic materials built up positive emotions in learners which is the most important base for learning. Moreover, it was often mentioned in the diaries that the students favoured this way of learning English compared with other methods. In this research, it has been found out according to the students’ view points, authentic materials have a very important effect and role on motivation.



## CONCLUSION AND SUGGESTIONS

This chapter aims to discuss the major findings of the study in the light of the research questions by comparing and contrasting them with related literature when necessary. In addition to the discussion of the findings, after concluding this study relevant pedagogical implications for teachers and suggestions for further researches that might be carried out will also be presented.

### DISCUSSIONS

In this part of the study, the results of the data will be discussed by connecting the findings with the previous chapter and by providing interpretations. The findings will be discussed in the order of the research questions introduced in Chapter 1 and the data presented in Chapter 4. Hence, for the first research question, the findings of the descriptive statistics and *t* tests; for the second and third research questions, the findings of the student diary analysis will be discussed. This section also clarifies the relation of these findings to review of literature. Each section refers to one of the research questions.

#### *What is the effect of authentic materials on 12<sup>th</sup> graders' attitudes in EFL classes?*

The first research question was answered by the help of the data taken from the attitude scale. To determine the extent of the attitudes the students had in EFL classes, the researcher calculated the highest and lowest scores that can be obtained (see section 4.1.1) and the means, medians, modes and standard deviations of the scores the participants had both from the pre-test and from the post-test of the Attitude Scale.

As a result of these calculations, the mean score of the experimental group according to pre-test results is found 59, and the mean score of the experimental group according to post-test results, is found 87. Whereas, the mean score of the control group according to pre-test results is found 60, and the mean score of the control group according to post-test results, is found 64.

**Table 5.1** Experimental Group Learners' Attitudes at the Beginning and at the End of the Study

	Attitude Total	Attitude Total
	Pre-test	Post-test
n	19	19
Mean	<b><u>59</u></b>	<b><u>87</u></b>
Median	56	90
Mode	54	99
Std. Deviation	10,02	14,84

**Table 5.2** Control Group Learners' Attitudes at the Beginning and at the End of the Study

	Attitude Total	Attitude Total
	Pre-test	Post-test
n	18	18
Mean	<b><u>60</u></b>	<b><u>64</u></b>
Median	58,5	61
Mode	59	60
Std. Deviation	10,65	10,48

When the scores of the pre-tests are taken into consideration, difference between the two group students' mean scores indicated that they did not differ in their attitude levels. However, when the scores of the post-tests are taken into consideration, difference between the two group students' mean scores indicated that they differed significantly in their attitude levels. The findings yielded to the conclusion that, after the implementation of authentic materials in their English lessons, experimental group learners proved to have higher attitude levels compared to that of control group learners (see Graph 4.1 in section 4.2.1.5).

Tsiplakides and Keramida (2010) assert that students often develop negative attitudes towards learning English as a foreign language due to the lack of stimulating, authentic teaching material and tasks. According to Brown (1994), it is the duty of school to help students develop positive attitude towards foreign language. In this respect, Çakıcı (2007: 34) suggests that foreign language teachers should follow effective methods and modern techniques of language teaching. Using different and appropriate supplementary materials,

they may arouse students' interest. If the atmosphere in a language classroom is authentic and relaxing, it will enhance the learners' attitude.

Taking the above supportive views into consideration, the findings of this study are consistent with the current literature, which shows the positive effects of authentic materials in ESL/EFL classes (Little, Devitt & Singleton 1989; Bacon & Finnemann 1990; Peacock 1997).

***Is there a significant difference between the experimental group students and the control group students in terms of their attitudes in EFL classes at the beginning of the study?***

At the beginning of the study, an Attitude Scale was given in order to measure learners' (who were formed as the control group and experimental group) level of attitude towards English course. According to the Pre-test results, the t-value (see Table 4.6 in section 4.2.1.2) showed that there was no significant difference between two groups in terms of learners' attitude towards English. In other words, this result makes clear that previous to training, control group and experimental group students are equivalent in terms of their attitudes in EFL classes.

***Is there a significant difference between control group students' attitudes in EFL classes according to their pre-test and post-test results?***

When the results of the Attitude pre-test and post-test were compared within control group, students showed a slight improvement in their attitudes. The t-value (see Table 4.7 in section 4.2.1.3) indicated that there was a slight difference between the pre-test and the post-test in the control group. Thus, the following points would be the reason of the improvement which was observed within the control group.

Firstly, it should be noted that, as for being last grade students, control group learners need to get high marks from English lesson in order to have a high mean score in their certificate. They might have had an external reason to study (getting high marks). In other words, they would at least have extrinsic motivation which occurs when students engage in activities for external reasons such as praise, grades, and certificates or material rewards. (Alderman, 2004: 247) This type of motivation would generate positive student attitudes in EFL classes.

Therefore, within the control group the improvement in a ten week period could be attributed to the above views.

***Is there a significant difference between experimental group students' attitudes in EFL classes according to their pre-test and post-test results?***

When the results of the Attitude pre-test and post-test within experimental group were compared, the t-value ( see Table 4.8 in section 4.2.1.4 ) indicated that there was a significant difference between the pre-test and the post-test which was given after a ten week period of teaching English through authentic materials. According to the results, experimental group learners embody positive attitudes. This can be explained with the fact that students enjoyed the use of authentic materials which give the learners the opportunity to gain real information and know what is going on in the world around them as Guariento & Morley (2001) defines.

Utilizing natural authentic materials is considered to be motivating by many researchers (Bacon and Finnemann, 1990; Lee, 1995; Peacock, 1997; Guariento & Morley, 2001; Kılıçkaya, 2004; Gilmore, 2007; Cross, 1984 cited in Gilmore, 2007; Sun, 2010) and this study offers support to these researchers by suggesting the positive effects of authentic materials. Thus, it can be concluded that, as previously mentioned (see Chapter 2, section 2.1.4) authentic materials have a particular effect on student' attitudes. In this study these are the authentic materials which helped the experimental group develop positive attitudes in EFL classes.

***Is there a significant difference between the experimental group students and the control group students in terms of their attitudes in EFL classes at the end of the study?***

The t-test results (see Table 4.9 in section 4.2.1.5) revealed that there was a statistical significance between the experimental group students and the control group students' attitudes at the end of the study. The reason for the students in the control group not having positive attitudes as the experimental group has, may be due to the fact that, they received a traditional instruction. It can be said that there is a noticeable progress in relation to post-test scores on the part of the experimental group, which can be attributed to the application of authentic materials in teaching English rather than traditional techniques with the course book during the training. The progress on the experimental group may be due to the fact that using

authentic materials in teaching English to 12<sup>th</sup> graders allowed students to be motivated more and to develop a more positive attitude in EFL classes.

Allwright (1990 cited in Kitao, 1997) emphasizes that materials control learning and teaching. Therefore, in many cases, materials are the centre of instruction and one of the most important influences on what goes on in the classroom. According to Little et al., (1994) the best learning results are achieved if learners work as much as possible with authentic and semi-authentic materials which are used in the context of authentic, real-world-based situations or at least simulations and thus are supported by authentic tasks.

Taking the above supportive views into consideration, it could be possible to say authentic material based teaching English is beneficial. But, this does not mean that the teaching of the target language through formal presentations with course books is worse. After all, as it was mentioned before, both the control group and the experimental group showed improvement when the within group (Attitude pre-test – Attitude post-test) comparisons were taken into consideration. In this case, when the mean values of the control group and the experimental group were taken into consideration, the experimental group demonstrated stronger positive attitudes in the Attitude post-test.

Thus it could be said that, subjects who were taught through authentic materials had more positive attitudes than the subjects who were taught through formal presentation based teaching of English. The findings yielded to the conclusion that authentic materials seemed to have a remarkable positive effect on the learners' attitudes towards English.

***What are the experimental group students' view points about the use of authentic materials in EFL classes?***

When the experimental group learners' diaries were analyzed, motivation was the major category generated from the most common mentioned points by students (see Table 4.18 in section 4.2.2.2.9). The effect of authentic materials on students' motivation will be exemplified by using excerpts from students' reflections below:

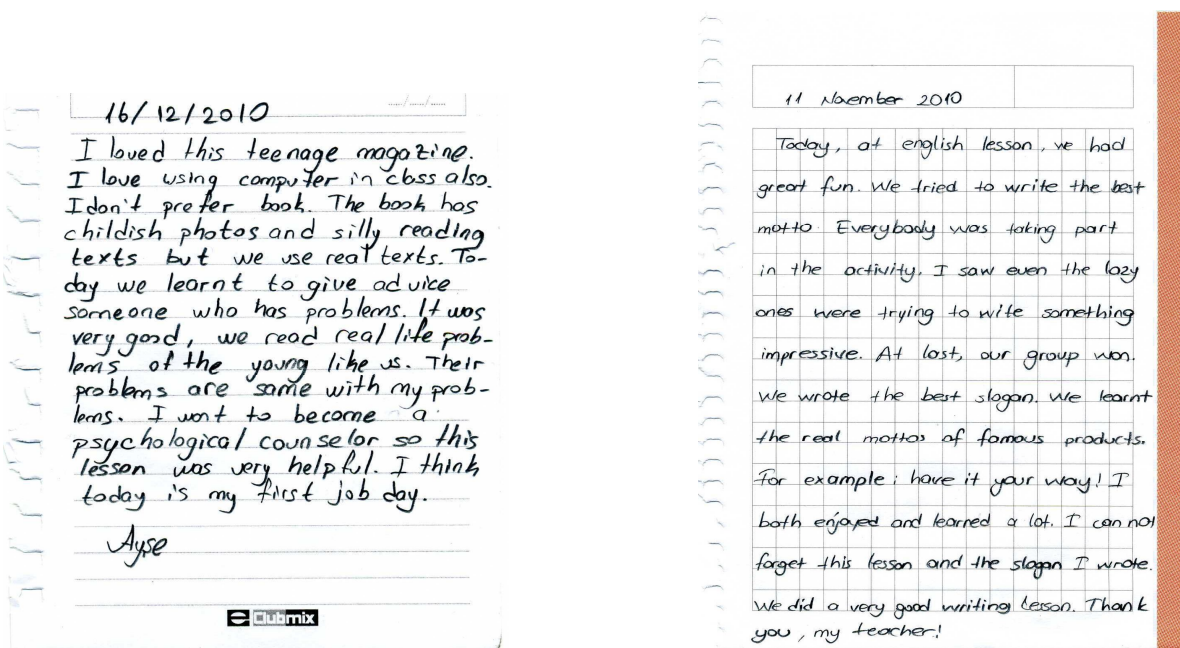


Figure 5.1 Diary Samples

According to the reflections above, it is seen that the use of authentic materials has a great influence on students' participation, attention, interaction. The students were very much keen on the implemented authentic materials as they were all suitable for their age and interest. These materials took them from their limited learning environment (using only textbooks) to another environment connecting them with the language as it is used in the real world by native speakers.

Among other viewpoints of the students, authentic materials were considered as better than the course book and the activities were more supportive, authentic materials were evaluated as useful in terms of teaching target language culture, authentic materials helped the students to make self evaluation and suggestions for the future lessons, lastly authentic materials changed students' negative attitudes towards English into positive.

As seen from the diaries, the use of authentic materials in this study promoted the motivation level of the students considerable and made the learning contexts more meaningful and enjoyable. These findings are consistent with the current literature, (e.g., Zhu, 1984; Swaffar, 1985; Morrison, 1989; Bacon and Finnemann, 1990; Herron and Seay, 1991; Peacock, 1997; and Morton, 1999) which shows that several researchers provided evidence supporting the advantages of using authentic materials in improving FL learning.

***What are the experimental group students' view points about the most effective authentic material for learning English?***

In order to provide deeper insights about the effect of authentic materials, the researcher aimed to determine the most effective authentic material according to the students. The results indicated that authentic film was the most preferable type of authentic materials for the experimental group learners whereas magazine was the least preferable (see graph 4.11 in section 4.2.2.3).

The reasons of students for preferring authentic film are: learning the history and culture of the language they have been learning, the effect of videos on students' pronunciation and the entertaining feature of films.

King (2002) believes that video is a much more dynamic medium than a static text. Furthermore, films are such valuable and rich resources for teaching for they present colloquial English in real life contexts rather than artificial situations. Similarly, Saint-Leon (1988) claims that video is used as "*supplementary*" material to enliven the classroom and to provide insight into the culture of a given country; Merino (1996: 20) asserts that, "*giving visual messages through films in the foreign language offers a refreshing change of routine in the classroom*".

Taking the above supportive views into consideration, film was chosen as the most effective authentic material as a result of exposing students to authentic language in natural setting, changing the routine of the lesson and being more entertaining for the students than printed texts.

***What is the effect of authentic materials on 12<sup>th</sup> graders' motivation in EFL classes?***

The third research question was answered by the help of the data taken from student diaries. According to the results of the analysis of diaries it was seen that authentic materials increased the students' motivation. Besides, according to the categories that were generated from the utterances that were used by the students in their last diaries, (see Table 4. 20 in section 4.2.2.5) the participants indicated that authentic materials took their attention and held their interest, they had enjoyed while doing the activities and they had great desire to learn English in this way.

As McCoy (2009) states, authentic materials are mainly learner-centred, and that they can serve effectively to promote learner's interest in language learning. The results of the current study further revealed that the all the participants indicated that authentic materials increased their motivation. Previous research also found motivation to be a key justification for the use of authentic texts in language learning (Kılıçkaya, 2004; Gilmore, 2007).

The implementations with authentic materials and the viewpoints of the students about these materials are consistent with Labrador's (2007: 59-60) strategies to motivate in the language classroom. In order to make students motivated, he suggested the following ideas which were used by the researcher during the training process in this study:

- *to foster the idea of "pen-friends" as making friends is always something pleasant for the students,*
- *to encourage positive self-evaluation,*
- *to set up tasks in which teams are asked to work together towards the same goal as cooperation among learners is very important and it may increase students' motivation,*
- *to promote a positive disposition towards the other language, its speakers and their culture, and*
- *to make the teaching materials attractive for the learners by including students' interests, needs and goals in the curriculum.*

Furthermore, in an attempt to check the course book's effect on the control group learners' motivation, the students in the control group were asked to keep a diary and write about their opinions about the course content and course book. The analysis of the diaries indicates that the course book has a demotivating effect on students. They mostly mention about their being stressful because of the forthcoming University Entrance Exam and they needed more entertaining activities in English lessons instead of the exercises in the workbook. The majority of the students complained about they studied English only to get high marks in English exams which would return them as high mean scores of certificates.

When the two group learners' diaries were compared, the results indicate that, the use of authentic materials seemed to arouse a great deal of interest among the experimental group students; moreover, instruction with authentic materials was very effective on increasing the students' participation. As Peacock (1997) states, learners are motivated by the authentic materials which are considered to be more interesting or stimulating than invented ones.



Likewise, findings of empirical studies (Kim, 2000; Kılıçkaya, 2004; Gilmore, 2007) have confirmed that students' motivation and self-satisfaction increased after exposure to authentic materials. There have also been other studies into the methodology and effects of using authentic texts on EFL/ESL learners. ELT professionals (e.g. Zhu, 1984; Swaffar, 1985; Morrison, 1989; Peacock, 1997; Morton, 1999) have experimented with practical methods to teach English courses with authentic texts of various types and levels and they show overall positive outcomes both with respect to motivating learners in learning the target language and in terms of developing in them communicative competence.

This study offers support to these findings. In conclusion, Wachob (2006: 95) puts emphasis on this aspect and points out; motivation depends on a variety of factors. One of the factors relates to materials; developing effective materials for different learners is necessary for having motivated learners.

## CONCLUSIONS

EFL students in Turkey often have difficulties in learning English. One of the reasons might be lack of positive attitudes and motivation. There is a well known principle that the students do not come into learning environment with the sufficient motivation. Without motivation, students may spend long hours in classroom with poor achievement. It is clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and to unsuccessful attainment of proficiency. According to Gardner (2001) attitudes and motivation, have been found to have an effect on language learners' success in their language learning. Chambers (1999) asserts that learning occurs more easily, when the learner has a positive attitude towards the language and learning.

In numerous studies it has been shown that attitude toward foreign language learning is positively associated with foreign language proficiency and achievement (Gardner & Lambert, 1972; Gardner, 1985; Ruddle, 1992; Mantle-Bromley, 1995; Kuhlemeier, Bergh, and Melse, 1996; Saracaloğlu, 2000; Dörnyei, 2002; Masgoret and Gardner, 2003; Gan, Humphreys and Hamp-Lyons, 2004). Moreover, there have been many studies on motivation and its effect on the performance of the learners (Gardner, 1985; Williams and Burden, 1997; Dörnyei and Csizer, 1998; Noels, 2001; Petrides, 2006; Lamb, 2007; Cheng and Dörnyei, 2007).

As Mantle-Bromley (1995) point out, teachers of foreign language can change students' attitudes towards the cultures and the target language, especially in cases where students come to class with certain negative attitudes, beliefs or expectations. The teacher, in this respect is seen as the key element of the learning process. So, the teacher needs to be aware that everyone has both positive and negative attitudes because it is important to be aware of these attitudes as they can influence pupils' desire and motivation to learn and their success in learning English. Yashima (2002: 57) clarifies the situation in a way that if language learners have little daily interaction with target language speakers, it is not possible for the language learners to have a reaction to the foreign language and group. This kind of interaction can only be provided (in such a non native setting) by the unaltered materials generated by native speakers for native speakers which we call authentic materials.

Using authentic language materials has become more widespread over the last decades. The increase in use of these materials in the foreign language classrooms can be explained by their effectiveness in providing sources of real language input that enables learners to interact with the real language and by their being highly motivating. By using these materials, teachers can have active involvement of the students. Authentic materials not only bring learners closer to the target language culture but also affect students' attitude and motivation. These materials have also been proven to be effective and interesting in enhancing students' learning. There have been many studies into the methodology and effects of using authentic texts and materials on EFL/ESL learners (Zhu, 1984; Swaffar, 1985; Morrison, 1989; Herron & Seay, 1991; Peacock, 1997; Morton, 1999; Kim, 2000; Masgoret & Gardner, 2003; Gilmore, 2007; McCoy, 2009; Sun, 2010).

The need to increase students' motivation is a must for teachers to create motivated lessons as well as reaching the goals in the educational settings. Hence, teachers should have all the necessary qualifications to make the students learn a foreign language enthusiastically with the help of sufficient materials. It has been known well that the implementation of authentic materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes. Because providing a natural learning environment motivates the students well and helps them to take part in the learning and experiencing processes. Providing and exposing students to different kinds of authentic materials may increase their interest and therefore, it might be reflected on their attitude towards the target language and make them more motivated. Consequently, it is necessary for EFL teachers to use authentic materials to enhance students' attitude and motivation.

By considering, all these things as mentioned above, this study aimed to enhance the attitudes and motivation of the 12<sup>th</sup> grade students in EFL classes at Bucak Anatolian High School through authentic materials. The results of the study have indicated that the use of authentic materials enhances the students' attitudes and promotes their motivation in EFL classes. To achieve this, the current course book, *New Bridge to Success, Intermediate*, used at Bucak Anatolian High School for the 12<sup>th</sup> graders has been supplemented with authentic materials, additional activities, exercises and handouts prepared and adapted by the teacher, researcher herself.

Since the experimental design of this study was pre-test and post-test with a control group, the materials, additional activities and exercises were added into the appropriate parts of the course book and were made use of in the experimental group throughout the ten-week training. The control group, on the other hand, was not given any additional materials and activities and instructed through traditional instructional approach with the course book. Although the main focus was of this work on students' attitude and motivation, the study also examined the viewpoints of the participants about the use of authentic materials for teaching English. The participants of the study were 37 twelfth grade students who were attending Bucak Anatolian High School. In order to collect appropriate data, the attitude scale, pre-and post-tests, student diaries on motivation were used as data collection tools. The analysis of data collected by different data collection methods revealed that students were highly satisfied with authentic materials mainly in terms of adding variety to the classroom activities and increasing motivation in class.

The analysis of the student diaries have proved that the use of authentic materials had a great influence on students' participation, attention and interaction in EFL classes. Motivational effect was the major category generated from the common mentioned points by students in diaries. Among other categories, authentic materials were considered as better than the course book and the activities were more supportive, authentic materials were evaluated as useful in terms of teaching target language culture, authentic materials helped the students to make self evaluation and suggestions for the future lessons, lastly authentic materials changed students' negative attitudes in EFL classes into positive.

Besides, the findings indicated that authentic film was the most preferable type of authentic material for the experimental group learners whereas magazine was the least preferable. As seen from the students' diaries, using authentic materials especially video, realia, short story, etc. triggered the students' attention to the course. Class participation and

learner motivation was usually at its highest level during the instructions. Even the most shy and passive learners gained self confidence and became more active in the classroom. Authentic materials built up positive emotions in learners which is the most important base for learning.

In other words, using authentic materials in the experiment group seemed to help create an enjoyable atmosphere for language learning. Most of the students in this group felt that they benefited from the experience; they reported that authentic materials were motivating for them, and lessons with these materials took them into real life. Authentic materials were thought to be a positive addition to the classroom for the experiment group. As a result, it is proved that teaching only the subject of course book is not enough for teachers to take students interest and motivate them.

When the research questions of this study were considered, according to the qualitative data analysis, students' reflections, it can be concluded that the experimental group learners' motivation increased while studying with the authentic materials. Most of the students in the experimental group support the statement that authentic materials have beneficial effects on promoting learners' motivation in EFL class on the condition that it is used effectively by the teachers in EFL classes.

The findings of the students' diaries also revealed that authentic materials were helpful in students' motivation and learning. They encouraged students' practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. In the light of students' reflections for the materials used during the study, which were very positive, it can be concluded that students were receptive to the idea of using authentic materials while learning English as a second language.

In this study, for the quantitative part, an attitude scale was used to determine the attitude levels of students in EFL classes. The quantitative results of the study revealed that a significant difference occurred in the attitude levels of the students in the experimental group, while a slight difference occurred in the attitude levels of the students in the control group which showed the effectiveness of using authentic materials on fostering students' attitudes in EFL classes. According to the obtained data from the attitude pre and post-test results, a statistical difference had been determined between the two groups. The experimental group has outperformed the control group in the post-test and the experimental group of students' attitudes in EFL classes significantly increased. The mean value of the statistical analysis of

the pre-test for the experimental group was 2, 11 (sd =, 35) which increased to 3, 11 (sd =, 53) in the post-test results. The difference between the two test results was statistically significant ( $p < .05$ ).

However, the increase in their attitudes in EFL classes made a slight difference between pre-and post-tests of the control group. When compared to those in the experimental group, it is observed that there is a remarkable difference between the two groups. When the research questions of this study were considered, according to the results obtained from the data collection tools, those who were trained with authentic materials, maintained positive attitudes more than those who didn't get a similar training. The students in the experimental group did make a striking enhancement in the attitude post- test.

In addition to these, the students reported in their diaries that this course was the most effective course they had had, changed their ideas about the importance of English positively and authentic materials increased their interest and motivation in English lessons. Authentic materials changed the milieu in the classroom. It was experienced that the students who joined the lessons were very enthusiastic in the following lessons and they were much more interested in learning English. These results support the assumption made by previous researches which found motivation to be a key justification for the use of authentic texts in language learning (Kim, 2000; Kılıçkaya, 2004; Gilmore, 2007).

Both the qualitative and quantitative results of the study indicated that 12<sup>th</sup> graders in Bucak Anatolian High School maintained highly positive attitudes and had a high motivation in EFL classes by the help of the implementation of authentic materials in their EFL classes. It can be concluded that, authentic materials are tools which can enhance attitude and promote motivation in EFL classes on the condition that they are used effectively both by the teachers and students. Additionally, it was found that the students felt positive towards the authentic materials and working with them, except for the fact that they had limited time to work with the materials. This study offers support to earlier findings that suggest the advantages of using authentic materials in improving FL learning (e.g. Herron and Seay, 1991; Peacock, 1997; Morton, 1999; Guariento & Morley, 2001; Berardo, 2006).

As it is known learning a foreign language is a complex process, learners need motivation and encouragement in this difficult field. Authentic material-based classrooms may be good solutions for demotivated students. Authentic materials can empower students with a communicative advantage, by contributing to a more relaxed learning environment. These materials also offer a good source including a wide range of reading, listening and writing

materials. They can be alternatives, supplementary resources for reading and listening sources and provide students with extra writing and speaking practice. Therefore, with the findings of this study, teachers may design effective authentic material-based instruction by overcoming and minimizing the challenges students may encounter. In this way the teachers can create desire of learning and all the students participate in the lesson vividly and voluntarily.

Furthermore, as in this study, authentic material implementation has been proposed as an effective way to improve the attitudes and motivation in EFL classes, authentic material use might be implemented into the curricula of high schools as an effective way to enhance attitude and promote motivation in EFL classes, because both the instructor, researcher herself and the students indicated strong acceptance of the practice using authentic materials in foreign language. Adapting authentic materials for classroom use can be a time consuming affair, however it usually can generate a big payback with the motivation and learning opportunities for the students who engage in the activities. As a result, if the chance is given the authentic materials presented to the students can be provided; the attitude, motivation and the learning can be enhanced.

### **IMPLICATIONS FOR TEACHERS**

The first important implication for this study is the importance and necessity of being aware of the students' attitude level and motivational level in EFL class. Attitudes are related strongly to motivation, it is evident that people with a negative attitude towards a language could not be motivated learners. According to Gardner (2001), attitudes and motivation have been found to have an effect on language learners' success in their language learning. Thus, language teachers should be aware of their students' attitude towards English and motivation level in EFL class. Being awareness may help them understand the psychological reasons underlying learners' success and failure in English.

Secondly, it is apparent from the results of the study that the course book does not meet students' expectations and they include many things which are not motivating for the students. Therefore, teachers who use these course books and take all these factors into consideration should prepare and bring different materials to their classrooms to motivate their students during the lesson. Language teaching materials not only have an important effect and role in language learning and teaching activities but also can provide motivation and positive attitudes towards English. EFL students like to learn with different types of

materials. Therefore, EFL instructors should pay attention to the most important and least important materials and use a variety of authentic materials. In this sense, the authentic materials can provide interaction for the development of language skills as well as being an opportunity to encourage practicing authentic language in a non-threatening manner.

When EFL instructors decide to use authentic materials, they should select authentic materials using the following principles. The materials should be appropriate to students' target language area that applied to the four basic skills (listening, speaking, reading, and writing) and meet students' needs and interests. How many skills these materials include from the four basic skills should be considered also. The more skills the authentic materials embrace, the more valuable authentic materials are.

The selection of such materials should also be based on some specific criteria such as linguistic complexity, amount of information, length, speed of delivery, varieties of English accents and the objectives to be achieved. Besides, having students participate in the selection of authentic materials might be beneficial to learners. Therefore, EFL teachers might consider giving language learners the opportunity to choose some authentic materials to incorporate into their English lessons.

Another implication is for the teachers who decide to use authentic texts. Depending on the nature of the authentic texts, teachers should caution learners about frustrations they may encounter in reading or studying the authentic texts. Since authentic texts are generated by and for native speakers of the language, they are perceived as being too difficult for EFL students to understand. Even if the student cannot read every word of the text, the teacher can scaffold (provide temporary support to students to reduce the complexity of a task) his or her reading skills and minimize the difficulty of the text by helping with vocabulary words and teaching scanning skills. In addition, authentic texts should be adapted to the learners' levels which would increase their sensitivity to and competence in the target language.

Finally, the teachers should consider the importance of keeping diaries in teaching a foreign language and insert diaries into their teaching programs because diaries help teachers to investigate and better understand their own classrooms. Diary studies also make teachers more aware of and sensitive to the learners' perceptions and feelings. In other words diary studies help teachers' understanding of what is going on in their classrooms. Students should be encouraged to keep diaries in foreign language classes as they may come to a greater

understanding about their learning by keeping diaries which helps them to develop a better self-awareness.

### **SUGGESTIONS FOR FURTHER RESEARCHES**

Although the current study provides a reasonably deeper insight into the effect of using authentic materials in helping the students develop positive attitudes towards English and feel more motivated in English lessons, much remains to be investigated in scholarly research in the field of foreign language teaching. Based on the findings and limitations of the current study, the following suggestions identify possible areas for future research. Following those implications and suggestions are believed to be of help for further research studies.

This study was carried out among English language learners of twelfth grades. At the beginning of this study, language learners were accepted as at the same proficiency level according to their English marks in their last school reports. As this study only measured attitude and motivation, the researcher did not need to measure the proficiency level of the participants. Further research might use an English proficiency test to determine learners' proficiency level before the study takes place. Besides, an experimental study again may be carried out in which the effect of authentic materials on learners' language proficiency is investigated.

Since this study dealt with the situation only on one level (the twelfth grade), it can be extended more by comparing other grades. In other words it is better to implement further studies with a larger number of participants in different levels of proficiency over a longer period of time in order to examine if it works with large classes at different levels and to divulge the similarities and differences among the motivation and attitudes of students at different grades (i.e. the fourth grade, the beginning level of English; the eighth grade, the end of middle school education; and the university level). In this way, the strength of the results can be boosted; additionally, more valid and reliable results can be gained.

Furthermore, the qualitative data for this study was limited with student diaries. Thus, in order to increase the effectiveness of the study and to obtain a clearer and more complete understanding of students' motivations, a further extension of the study can be conducted via teacher diaries, observations, or interviews with the students. In addition to this, a specific instrument, which would attempt to measure motivation, can be designed by the researcher to



gain more precise results by using quantitative data within the aim of strengthening the results of qualitative data. The researchers could also investigate teachers' views of their students' attitudes toward English in order to find out whether the students' responses to the questionnaires reflect their actual behaviour.

Lastly, the materials and the related activities presented in the current study are just some of the possible ways to widen the students' motivation and maintain it as long as possible. A further study could use other authentic materials which were not implemented during this study because of the limited time, such as: newspapers, catalogues, brochures, timetables, menus, cartoons, e-books, greeting cards, poems etc. in order to investigate the effectiveness of authentic materials.

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**WEB RESOURCES**

[http://ir.lib.au.edu.tw/dspace/bitstream/987654321/2628/1/AUGD-conf.2008\\_su01\\_01.pdf](http://ir.lib.au.edu.tw/dspace/bitstream/987654321/2628/1/AUGD-conf.2008_su01_01.pdf)

<http://www.statsoft.com/textbook/statistics-glossary/t/button/t/>

<http://www3.telus.net/linguisticsissues/authenticmaterials.html>

## APPENDICES

## APPENDIX 1

**ATTITUDE SCALE TOWARDS ENGLISH COURSE**  
**İNGİLİZCE DERSİNE İLİŞKİN TUTUM ÖLÇEĞİ**

Sevgili Öğrenciler,

Bu ölçeğin amacı sizlerin İngilizce dersine karşı tutumlarınızı belirlemektir. İlk bölümdeki kişisel bilgilerinizi doldurun. İkinci bölümde verilen ifadeleri dikkatlice okuyup, duyu ve düşüncenize uygun olan seçeneği işaretleyin.

Teşekkür ederim.

Zerhan KILIÇ

Bucak Anadolu Lisesi  
İngilizce Öğretmeni

Akdeniz Üniversitesi  
Yabancı Diller Eğitimi  
Yüksek Lisans Öğrencisi

**Örnek:**

Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
		<b>X</b>		

Adınız:

Soyadınız:

Sınıfınız:

Cinsiyetiniz:

<b>K</b>	<b>E</b>
----------	----------

Tarih: ...../...../.....

	<b>Tamamen Katlıyorum</b>	<b>Katlıyorum</b>	<b>Kararsızım</b>	<b>Katılmıyorum</b>	<b>Kesinlikle Katılmıyorum</b>
1. İngilizcemi mümkün olduğunca geliştirmek isterim.					
2. İngilizce dersi, önem verilmesi gereken derslerden biridir.					
3. İngilizce derslerinde kendimi tedirgin ve mutsuz hissedirim.					
4. İngilizce öğrenmek ilgimi çekmez.					
5. İngilizce öğrenmek bana çok eğlenceli gelir.					
6. İngilizce haftalık ders saatinin azaltılmasını isterim.					
7. Zamanımı İngilizce öğrenmeye çalışarak harcamaktansa, başka şeylerle ilgilenmeyi tercih ederim.					
8. İngilizce derslerinde, farklı dil ve kültürleri tanımak ilgimi çeker.					
9. İngilizce öğrenmenin hayat boyu bana yararlı olacağını düşünürüm.					
10. İngilizce derslerini ipte çekerim.					
11. İngilizce dersinde öğrendiğim kelimeleri veya cümle kalıplarını unuttuğumda ders çalışma isteğim azalır.					
12. Bir konu hakkında İngilizce yazı yazmak veya konuşmak zorunda olduğumda kendimi çok sıkıntılı hissedirim.					
13. İngilizce olarak iletişim kurmanın anlamsız olduğunu düşünürüm.					



14. İngilizce öğrenmek insanın bakış açısını genişletir.					
15. İngilizce konuşabileceğim veya mektuplaşabileceğim bir arkadaşım olsun isterim.					
16. İleride İngilizce kullanmamı gerektirecek bir meslek seçmeyi düşünmem.					
17. İngilizce dersiyile ilgili bir problemim olduğunda çalışma hevesimi kaybederim.					
18. İngilizce derslerinde zamanın nasıl geçtiğini anlamam.					
19. İngilizce derslerinde ileride bana gerekli olan becerileri kazandığımı hissederim.					
20. İngilizce dersi zorunlu olmasa, İngilizce öğrenmek için hiç çaba harcamam.					
21. İngilizce öğrenmenin günlük hayatta bir yararı olmayacağını düşünürüm.					
22. İngilizce dersi, gereksiz bir derstir.					
23. İngilizce dersinde yeni şeyler öğrenmek hoşuma gider.					
24. İngilizce, sevdiğim dersler arasındadır.					
25. İngilizce öğrenmek zorunda olmayı istemezdim.					
26. İngilizcemini geliştirmek için daha fazla ders almak isterim.					
27. İngilizce derslerinden nefret ederim.					
28. Bos zamanlarımı İngilizce çalışarak geçirmekten zevk alırım.					

## APPENDIX 2

## “İngilizce Dersine İlişkin Tutum Ölçeği” Kullanım İzni

Re: ingilizce dersine ilişkin tutum ölçeği

[Back to messages](#) |  To see messages related to this one, [group messages by conversation](#).

DEVRİM ERDEM  
To zerhan kilic

3/23/2010  
Reply 

Merabalar,

Ölçeği kullanabilirsiniz. Çalışma bittikten sonra atf bilgileri için tez bilgilerinizi ve kaynakça sayfanızı gönderebilerseniz memnun olurum.

iyi çalışmalar dilerim.

--- On **Mon, 3/22/10, zerhan kilic <zerhan79@hotmail.com>** wrote:

From: zerhan kilic <zerhan79@hotmail.com>  
Subject: ingilizce dersine ilişkin tutum ölçeği  
To: erdem\_devrim@yahoo.com  
Date: Monday, March 22, 2010, 10:37 PM

Sayın Devrim Erdem

Ben Akdeniz üniv. Yab. Diller Eğitimi bölümü yüksek lisans öğrencisiyim yüksek lisans tezim için İngilizce tutum ölçeğine ihtiyacım var sizin ölçeğinize

*Seda SERABATIR*

*Abant İzzet Baysal Üniversitesi*

*Eğitim Programları ve Öğretimi*

*Yüksek Lisans*

tezinde rastladım. Ben de aynı ölçekten tezimde yararlanmak için izninizi rica ediyorum. Lise öğrencilerine uygulayacağım ve taradığım ölçekler içinde en uygunu sizin ölçeğiniz. Bana yardımcı olursanız çok sevinirim. Şimdiden teşekkürler...

**APPENDIX 3****LESSON PLANS & ACTIVITIES****APPENDIX 3. 1****1<sup>st</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Simple Past Tense

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45+45+45 minutes

**Objectives:** To develop the use of Simple Past Tense, to give information about a past event using conjunctions

**Materials:** Article on King Arthur, Merlin (BBC TV Series) Episode 1

**Skill:** Listening, Reading, Writing

**PROCEDURE:****1) Pre-viewing****Warm-up and Motivation**

Teacher shows some photos of the characters from Merlin in order to take students' interest. She asks students to make predictions about the film.

**Lead-in Presentation**

Teacher gives the students an article which reflects the historical period which Merlin takes place in. The article gives information about King Arthur and information about the legend. Teacher makes students read in five minutes and then make them guess the meanings of some words (legendary, myth, empire, knight, magician, sword, fantasy) related to the article. After that she explains the meanings of these words by showing pictures through projector.

**Comprehension**

Teacher asks questions about the mini authentic text to make students comprehend the text.

**2) While-viewing**

Students are engaged in the core activity: viewing the movie. While doing so, students are administered a worksheet in order to write the new words they heard and take notes about the plot and characters in the film.

**3) Post-viewing**

Teacher has the students identify how the target culture in the film differs significantly from their own culture. To facilitate the students' attempt to contrast the cultures, teacher devises a table that can assist them in recognizing the differences.

**Comprehension**

Students are administered a worksheet in order to check their understanding of the film. Teacher makes the students to answer the true-false questions.


**4) Follow-up Activities****Practice**

Students are introduced a scrambled order exercise. Students have to put them in the correct order according to the natural order in the film.

**Production**

Students match the quotations with the correct pictures from the film. Then, they summarize the film with a few sentences below the pictures given.

**APPENDIX 3.1.1**

	<p>King Arthur was a leader in Britain after the Romans left Britain, probably someone in the 6th century who led resistance against invasions by the Angles and Saxons. King Arthur (if he ever existed) was a legendary British leader who, according to myth, folklore, medieval histories and romances, led the defence of Britain against the Saxon invaders in the early 6th century and established an empire over Britain, Ireland, Iceland, Norway and Gaul. Camelot , Knights of the Round Table, Merlin the magician, the Holy Grail all add to the myth and mystery of the King Arthur legends. Pulled out from the stone or given by the Lady of the Lake according to the different versions of the legend, the life of King Arthur of Britain is however strictly tied to the magical and mysterious Excalibur sword. The Sword of King Arthur, Excalibur, pays tribute to this legendary kings's great spirituality and wisdom. He may well have existed, but the accretions of legend that surround him (Merlin, the Round Table etc) are almost certainly fantasy.</p>
<p>Source: <a href="http://www.kingarthursword.com/">http://www.kingarthursword.com/</a></p>	

**Comprehension Questions**

- 1- Who was King Arthur?
- 2- When did he live?
- 3- What was the importance of Excalibur?
- 3- Did King Arthur really exist?

**APPENDIX 3.1.2**

*You have seen some events that reflect the British culture in the movie, and they are quite different in Turkey. In the left column, list these typically British events. In the right column, write the equal or similar ones in Turkey.*

<b>British culture</b>	<b>Turkish culture</b>

### APPENDIX 3.1.3

#### WRITE TRUE & FALSE NEXT TO STATEMENTS

- 1) Arthur, a young man with the gift of magic, arrives in Camelot .....
- 2) The beautiful Lady Morgana is King Uther's daughter .....
- 3) King Uther executed Mary Colin's husband .....
- 4) Gaius is an old friend of Merlin's mother .....
- 5) Merlin's destiny lies with Arthur's .....
- 6) Gwen is Lady Morgana's cousin .....
- 7) Lady Helen is changed into Mary Colins by magic .....
- 8) Mary Colins poisoned Arthur .....
- 9) Merlin saved Arthur's life .....
- 10) King Uther rewarded Merlin by making him a knight .....

### APPENDIX 3.1.4

#### PUT THE SENTENCES IN THE CORRECT ORDER

- a) Merlin soon learned his destiny lied with the young Arthur from The Great Dragon
- b) Merlin used of magic and saved Prince Arthur
- c) A magic wielding old woman named Mary Collins took the guise of a singer named Lady Helen
- d) Merlin met Lady Morgana, the king's ward and her loyal servant Guinevere
- e) She tried to kill Prince Arthur
- f) Merlin had witnessed an execution of a magician upon his arrival at Camelot.
- g) Merlin arrived in Camelot by request of his mother
- h) King Uther rewarded Merlin for saving his son, by making him Arthur's manservant
- i) Gaius soon discovered the young man's magical secret

## APPENDIX 3.1.5

## MATCH THE PICTURES WITH THE CORRECT QUOTES



- a) **Mary Collins:** There is only one evil in this land but it is not magic. It is you! With your hatred and your ignorance! You took my son. But I promise you, before these celebrations are over, you will share my tears. An eye for an eye, a tooth for a tooth, and a son for a son!
- b) **Hunith:** My dear Gaius, I turn to you for I feel lost and alone and don't know who to trust. It is every mother's fate to think her child is special and yet I would give my life that Merlin were not so.
- c) **Lady Helen:** (*about Arthur*) Poor child. It can't have been easy to grow up without a mother.



- a) **Arthur:** Heeeeeey why are you not paying attention to me anymore?  
**Merlin:** It may have escaped your notice but I have better things to do.
- b) **Arthur:** I warn you, I've been trained to kill since birth.  
**Merlin:** Wow. And how long have you been training to be a prat?
- c) **Arthur:** I am the prince, plebeian. Reflect upon that in your prison, then.





**APPENDIX 3.2****2<sup>nd</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Prepositions, Simple Past Tense, Adjectives

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45+45+45 minutes

**Objectives:** To develop reading skills, to make students gain the ability of reading authentic short stories from literature, to stimulate students' interest in reading in English, to stimulate students' interest in the text by making predictions

**Materials:** A short story from Guy de Maupassant 'The Necklace' , real objects such as costumes, jewels (realia), worksheets about comprehension questions.

**Skill:** Reading, vocabulary, grammar

**PROCEDURE:****1) Pre-Reading:****Warm-up and Motivation**

Teacher shows some pictures of the story. The students express their ideas what the story is about. Teacher asks about the title. From the title the students try to guess what will happen in the story.

**2) While-Reading:****Presentation**

Teacher hands out the simplified version of the story. She asks students to make groups of four. She divides the story into five parts and shares each part with a group. Each group reads their part, then teacher shows the pictures again. After each picture, the teacher asks questions like 'what happened then?' to arouse the attention.

## **Comprehension**

Before the end of the story, the teacher asks ‘What will happen at the end of the story?’ The students guess about the end of the story. Teacher shows the cartoon of the story by using internet, from the website: [http://www.youtube.com/watch?v=iIZnWyu\\_8MI](http://www.youtube.com/watch?v=iIZnWyu_8MI)

### **3) Post- Reading:**

#### **Practice**

The teacher writes the names of the characters on the board and wants the students write the characters’ characteristics using adjectives. (such as jealous, pretty, sad) Then, the teacher delivers worksheets, wants students to rearrange the sentences according to the sequence of events in the story and then students will take a short multiple choice test, lastly teacher asks some questions about the story in order to see whether or not the students understand the story and she asks three comprehension questions in order to make students think deeper and express their opinions.

### **4) Follow-up Activities:**

#### **Production**

The teacher wants each group to summarize their part in a few sentences and wants them to find another title for the short story. Finally, the teacher wants the students to demonstrate some parts of the story by using acting out by the help of real objects.

## APPENDIX 3.2.1

### The Necklace

By Guy de Maupassant

Mathilde was a pretty and charming girl, born in a poor family. She got married to a little clerk, named Liosel, in the Department of Education. Mathilde had no dresses or jewelry. However, Mathilde had a rich friend in Mme Forester, a comrade of her convent days, whom she seldom visited. One evening her husband came with a large envelope. It was an invitation from the Minister of Education and Mme Georges Rampouneau, requesting M and Mme Loisel to pass the evening with them at the Palace of Ministry.

Mathilde felt reluctant to attend because of her poor outfits. She asked her husband to give the card to some colleague whose wife had better outfit than her. Mathilde's husband wanted her to buy a pretty dress and gave her four hundred francs, which he had saved for buying a gun. The day of the party drew near and Mme Loisel seemed sad, restless and anxious even when her dress was ready. She did not have jewels to put on. She didn't want to look poor in front of rich women.

As suggested by M Liosel, she approaches her friend Mme Forester to get a necklace. Mathilde discovered a superb necklace, which Mme Forester gladly spared. Mme Liosel looked gorgeous that evening and many people, including the Minister wanted to dance with her. After enjoying the fun filled evening, they returned to the residence in a cab at late night. Mathilde became terribly upset when she found the necklace missing. M Liosel searched for the missing necklace going through the street, contacting the cab, police etc but he had discovered nothing. M Liosel suggested Mathilde to write a letter to her friend asking her to give them some time, as the clasp of her necklace had broken and needed some repair.

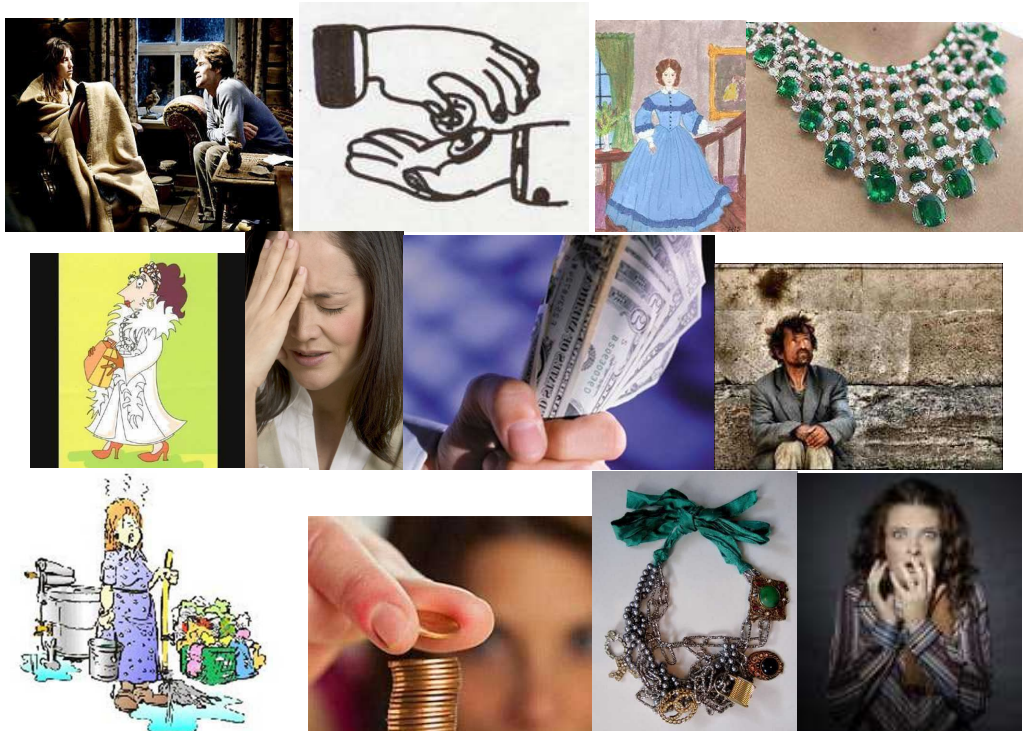
Next day they took the case which had held the necklace to the jeweler. But since he had only supplied the case he could not tell the name of the shop which sold the necklace. After a lot of search they could find a shop at Palais Royal which had similar diamond necklace. It was priced forty thousand francs. They could have it for thirty six .M Liosel begs, borrows to collect the required amount by the stipulated three days and gets the diamond necklace. When Mathilde took back the necklace to Mme Forester, the latter said with irritated air "You ought to have brought it back sooner, for I might have needed it."

Both M Liosel and Mathilde had to toil for ten years to clear the amount advanced to them. Mme Liosel looked aged but robust, hard and rough. She thinks how young she must have been had she not borrowed the diamond necklace. She meets Mme Forester, who looked young, beautiful and seductive. She tells Mme Forester that actually her diamond necklace was lost. Mme Forester said, "Oh poor Mathilde. But mine was false. At the most it was worth only five hundred francs.

APPENDIX 3.2.2

ACTIVITY 1

WHAT DO YOU THINK THE STORY WILL BE ABOUT?



**APPENDIX 3.2.3****ACTIVITY 2**

**Rearrange the sentences below according to the sequence of events in the story.**

- a. She borrowed a necklace from her friend, Madam Forestier. (     )
- b. Instead, they bought another necklace, and incurred a huge debt. (     )
- c. Mathilde did not want to go to the ball without a suitable gown. (     )
- d. Mathilde met Madam Forestier one day and told her the truth. (     )
- e. They did not tell Madam Forestier the truth. (     )
- f. Madam Forestier revealed that the necklace was imitation. (     )
- g. She lost her necklace. (     )
- h. M.Loisel sacrificed his own interest in order to get his wife a gown. (     )
- i. Mathilde was not happy with her life. (     )
- j. M.Loisel obtained an invitation to a ball. (     )
- k. They worked hard for ten years and suffered a lot. (     )
- l. M.Loisel looked for the necklace without success. (     )
- m. She enjoyed herself at the ball and made a great impression. (     )
- n. Mathilde needed jewellery to go with the gown. (     )

**APPENDIX 3.2.4****ACTIVITY 3****Comprehension Quiz**

1. The story is based on “The necklace”, a story written by Guy de Maupassant, and he was \_\_\_\_\_.
  - a. an English writer
  - b. a French writer
  - c. an American writer
2. Ten years earlier, Mathilde had borrowed a necklace from her friend Madam Forestier in order to \_\_\_\_\_.
  - a. go to a party
  - b. go to the theatre
  - c. go to a palace ball
3. The necklace Mathilde had borrowed from Madam Forestier was made of \_\_\_\_\_.
  - a. diamond
  - b. stone
  - c. glass
4. On her way home from the ball, Mathilde found her \_\_\_\_\_ missing.
  - a. money
  - b. necklace
  - c. watch
5. The next day M. Loisel and Mathilde bought \_\_\_\_\_.
  - a. a glass necklace to return to Jeanne
  - b. a gold necklace to return to Jeanne
  - c. a real diamond necklace to return to Jeanne
6. For ten years both Mathilde and her husband had worked day and night, because \_\_\_\_\_.
  - a. they wanted to save money to buy a real diamond necklace
  - b. they had to pay back the money they had borrowed
  - c. they wanted to save money to buy a house

**APPENDIX 3.2.5****ACTIVITY 4****ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE “NECKLACE”**

1. Why did M. Loisel expect his wife to be pleased to receive the invitation from the Minister of Education?
2. What did M. Loisel give up in order to buy his wife a dress?
3. Did the Loisel's tell Madame Forestier that they lost her necklace?
4. How did Mathilde's life change after she lost the necklace?
5. What was Mme Forestier's reaction when the necklace was returned?

**COMPREHENSION QUESTIONS**

1. How might Mathilde's life be different if she would have told Forestier the truth about the necklace?
2. What if the necklace was real, would it have made a difference?
3. How will Mathilde's life be different now that her debt is repaid?

APPENDIX 3.2.6

PHOTOS FROM THE STUDENTS' ACTING OUT THE SHORT STORY





## APPENDIX 3.2.7

## WEBSITE FOR THE CARTOON OF THE STORY

The screenshot shows a Windows Internet Explorer browser window displaying a YouTube video. The video player is the central focus, showing a scene from a cartoon adaptation of 'The Necklace'. The scene depicts a grand ballroom with a red carpet and ornate architecture. Several people in formal attire are visible, including a woman in a pink dress and a man in a dark suit. The video player includes a progress bar at the bottom, showing the video is at 4:33 / 9:12. The video title is 'Necklace' by FramorForce, with 9 videos available and a 'Subscribe' button. The video player also displays the text 'elegant and gracious; even the Minister took notice of her.' at the bottom. To the right of the video player, there is a 'Suggestions' section with several video thumbnails and titles, including 'The Necklace' by maxflower13 (7,606 views), 'The Necklace by Guy de Maupassant (1)' by notyouweirly (7,081 views), 'The Necklace Movie Trailer' by KyleGecko (1,216 views), 'Guy de Maupassant: Mademoiselle Perle' by MovieTime (10,207 views), and 'The Necklace' by AliceBabo (1,870 views). The browser's address bar shows the URL 'http://www.youtube.com/watch?v=I2rhWyu\_8M'. The browser's taskbar at the bottom shows the 'Başlat' button and several open applications, including 'YouTube - Necklace...'. The system tray in the bottom right corner shows the time as 23:18.

**APPENDIX 3.3****3<sup>rd</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Giving Advice - Illnesses

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45 minutes

**Objectives:** To talk about illnesses and how to get well, give and receive advice using *should* and *shouldn't*, review vocabulary: parts of body, illnesses

**Materials:** coursebook, worksheets, bandages, medicines, doctor uniform (realia)

**Skill:** Reading, vocabulary, grammar

**PROCEDURE:****Warm-up and Motivation**

Teacher brings the toy body statue in class. She wants students to make a review of the body parts and illnesses.

**Lead-in Presentation**

Teacher wants the students to read the dialogue in their coursebook which reflects illnesses and the advices given according to the situations.

**Presentation**

The teacher tells students “What is the matter?” is used to inquire about illness, injury or any kind of problem. She explains giving advices in some situations by giving examples, she writes example sentences on the board and has students copy it into their notebooks. Students will give examples by using *should* and *should not*. The teacher points to the various parts of her body to elicit the following exchange in open pairs.

Teacher points to	Students say
tooth	<i>A: What's the matter?</i> <i>B: I've got a toothache</i>
head	<i>C: What's the matter?</i> <i>D: I've got a headache</i>
ear	Etc.

Then teacher tells students to work with a partner and get them to point for themselves and practise the exchanges in closed pairs.

### Practice

Teacher prepares a matching activity. She puts six health problems on the left-hand side of the board and five solutions on the right. She has students match the problem with the solution.

a toothache	don't eat anything
a headache	take some medicine
an earache	go to the dentist
the flu	go to bed
a stomach-ache	don't drink ice cold drinks
a sore throat	go to the doctor

After completing matching activity, students will do a listening activity, they will listen to three similar dialogues from the internet about health problems. Then, teacher delivers worksheets to students. Their first task is to write the illnesses under the pictures. Then, they will write conversations below each illness using should or should not.

### Follow-Up Activities:

#### Production

Teacher wants the students to make pair work, prepare a dialogue like on the board. One of them will be the patient and other will be the doctor. By the help of realia the dialogues will be like real like situations. Students will prepare and act out the dialogues.

### APPENDIX 3.3.1

#### LISTENING ACTIVITIES ABOUT HEALTH

##### 1) STOMACHACHE

- A: I have a stomachache.  
 B: Is it something you ate?  
 A: Maybe. I'm not sure.  
 B: What did you have for breakfast?  
 A: The usual, cereal with milk and a banana.  
 B: Maybe the milk was bad.  
 A: It didn't smell bad.  
 B: Maybe the banana was bad.  
 A: No, the banana was delicious.  
 B: Maybe you just need to go to the bathroom.  
 A: No, that's not the problem.  
 B: Maybe it will go away in a little while.

Web source: <http://www.eslfast.com/easydialogs/ec/health01.htm>

##### 2) A PAPER CUT

- A: I cut my finger.  
 B: How did you do that?  
 A: It's a paper cut.  
 B: Paper can be dangerous.  
 A: It hurts, too.  
 B: Paper cuts can hurt a lot.  
 A: Where are the band-aids?  
 B: I think they're in the medicine cabinet.  
 A: It's on the tip of my finger.  
 B: A band-aid might not work.  
 A: I must not use this finger until the cut heals.  
 B: It might take a day or two to heal.

Web source: <http://www.eslfast.com/easydialogs/ec/health05.htm>

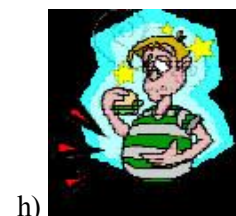
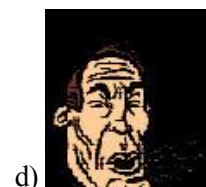
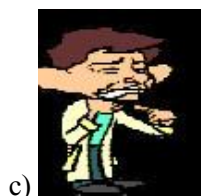
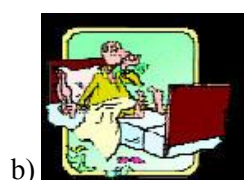
##### 3) NOSE DROPS

- A: Do you have a cold?  
 B: Yes, I do.  
 A: How did you get it?  
 B: My sister had a cold. She gave it to me.  
 A: Have you taken anything for your cold?  
 B: No, I just blow my nose a lot.  
 A: Your nose is stopped up?  
 B: Yes. I have to breathe through my mouth.  
 A: Have you tried nose drops?  
 B: No, I don't like nose drops.

Web source: <http://www.eslfast.com/easydialogs/ec/health07.html>

## APPENDIX 3.3.2

## A) WRITE THE HEALTH PROBLEMS BELOW THE PICTURES



## B) WRITE A CONVERSATION BETWEEN A DOCTOR AND THE PATIENT FOR ALL ILLNESSES ABOVE. LOOK AT THE EXAMPLE.

**Ex:**

A: What's wrong?/ What's the matter?

B: I have a headache.

A: You should.....

APPENDIX 3.3.3

PHOTOS OF STUDENTS WHILE ACTING OUT THE DIALOGUES THEY PREPARED BY USING REALIA



**APPENDIX 3. 4****4<sup>th</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Prepositions, Adjectives, Making command

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45+45 minutes

**Objectives:** To develop reading skills, to make students identify and begin to analyse advertisements found in environmental print, newspapers, magazines, radio, and television. To locate and understand key information found in ads; write and illustrate simple ads, write mottos for given products.

**Materials:** Authentic advertisements found in newspapers, magazines, radio, and television.

**Skill:** Reading, Writing, Oral and Visual Communication, Social and Cultural Competence

**PROCEDURE:****Warm-up and Motivation**

Teacher shows some real famous brands. She wants students to use their background knowledge about the slogans of these famous brands. Students discuss about the slogans of these famous brands. A matching activity will be done by the help of power point presentation.

**Presentation**

The teacher teaches about the use of logos and slogans in advertising. Students will identify the needs and fears that advertisers use to merchandise products. Teacher shows some famous brand names, corporate logos, and slogans. Students are introduced to language skills and patterns used in advertising. They examine flyers, coupons, and magazine ads and identify the key information and persuasive tactics such as photos and mottos used to market products. The teacher explains the use of persuasive techniques found in ads. Common abbreviations

and adjectives are covered. The teacher starts a discussion about the effects on consumer buying habits of television commercials and other forms of advertising. Students will participate in this discussion.

### **Practice**

The teacher will deliver students a sheet which contains analyzing advertisements. Then, students will construct another activity sheet, and they will be divided into groups. Each group will design some slogans for the given products. The group works together to develop a checklist to evaluate their final slogan for the given product. Students will read and listen to others read a variety of slogans; the best slogan will be chosen by themselves. Students will participate in shared writing activities in small groups by participating in directed group work. Vocabulary skill continue to be developed.

### **Follow-Up Activities:**

#### **Production**

Teacher delivers some activity sheets, students will choose two of the brands and will write an attractive motto and a brand name for each product. Students brainstorm for possible slogans to advertise. Teacher writes these key questions on the board to focus their selection:

*Who will buy this product?*

*What is special about this product?*

*What describing words can be used?*

*Where should this product be advertised?*





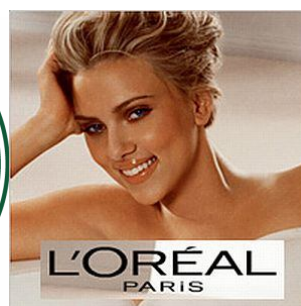
## APPENDIX 3.4.2

## MATCHING ACTIVITY

HERE ARE SOME MOTTOS OF ADVERTISEMENTS. TRY TO GUESS THE PRODUCTS.



TODAY TOMORROW **TOYOTA**

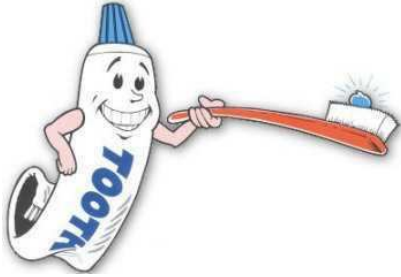


1. "Because I'm worth it"
2. "Have it your way"
3. "It keeps going, and going, and going..."
4. "I'm lovin' it!"
5. "The taste of choice"
6. "Today...Tomorrow... ---"
7. "100 per cent dandruff-free"

**APPENDIX 3.4.3****FIND AN ATTRACTIVE SLOGAN FOR THE PRODUCTS BELOW****WORK IN GROUPS****GROUP 1****GROUP 2****GROUP 3****GROUP 4**

## APPENDIX 3.4.4

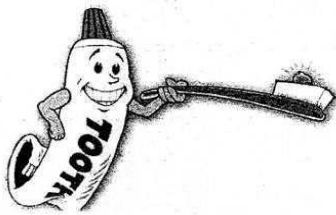
**CHOOSE TWO OF THE PRODUCTS BELOW, FIND A SUITABLE BRAND NAME  
AND ATTRACTIVE MOTTO TO MARKET IT**



## APPENDIX 3.4.5

## EXAMPLES FROM STUDENTS' BRANDS AND MOTTOS

WRITE A BRAND FOR THE PRODUCT BELOW  
AND  
WRITE AN IMPRESSIVE MOTTO TO MARKET IT



SİMSEK TOOTH PASTE  
Our work is your teeth

Necat!

WRITE A BRAND FOR THE PRODUCT BELOW  
AND  
WRITE AN IMPRESSIVE MOTTO TO MARKET IT



DVS  
TOUCH THE WORLD!  
It is your fingers' love ☺

WRITE A BRAND FOR THE PRODUCT BELOW  
AND  
WRITE AN IMPRESSIVE MOTTO TO MARKET IT



⇒ Everybody's choice, anything small.  
⇒ A gleam on your fingers.  
⇒ For your love/Love's address.  
[SEVA pirlanta]

**APPENDIX 3. 5****5<sup>th</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Spelling, punctuation, capitalization, and structure.

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45 minutes

**Objectives:** To develop writing skills, to demonstrate an ability to create a letter, edit letters for clarity, punctuation, capitalization, and correct verb tense, to increase awareness of societies and cultures from around the world, to communicate with people who live far away

**Materials:** All about me sheet, example letter, showing format, online penpal website: <http://www.anglik.net/penpals.htm>

**Skill:** Writing skills

**PROCEDURE:****1) Pre-Writing:****Warm-up and Motivation**

Teacher asks students to define what they think a "pen pal" is. She asks students if they have ever had a pen pal. She explains to class that they are now going to start writing to students in another high school, in other countries. She asks students to choose the countries they will like to have a penfriend from. She delivers All About Me sheet for students to record their interests, hobbies, etc. The students will be able to use these sheets to refer back to when needing ideas for their first letter. This sheet will be filled out by the students before introducing Pen Pal Letter.

**2) While- Writing:****Presentation**

Teacher uses the website : <http://www.anglik.net/penpals.htm> Teacher wants students to brainstorm ideas to write in the first letter. She makes the first suggestion, then asks the students for further possibilities. She reminds students that they should try to ask their pen pal questions. She writes some ideas on the board for the students to refer back to. (Suggested ideas: hobbies; favourite music; the town/state you live in; if you have ever had a pen pal; , etc.) Teacher creates a large sample letter on the board; labels the date, greeting, body, closing, signature.

**3) Post- Writing:****Practice**

Teacher defines the criteria: letters should have at least two paragraphs and must include capital lettering and correct punctuation. By looking at the pen pal list, students will pick their penpals according to their age, gender and interests, from the names and the countries. Students will begin writing their letters. Once letters are completed, the teacher should check. Then, they will begin writing their final copy of the letter. The final draft will be prepared and mailed to the penpals's mail addresses. All other copies should be put in an envelope and kept in the writing folders by the teacher.

## APPENDIX 3.5.1

**ALL ABOUT ME**

**My name is \_\_\_\_\_ . I am \_\_\_\_\_ years old.**

**My birthday is \_\_\_\_\_ .**

**The people in my family  
are \_\_\_\_\_ .**

**My nick name is \_\_\_\_\_ .**

**My hobbies are \_\_\_\_\_  
\_\_\_\_\_ .**

**My favorite television shows are \_\_\_\_\_  
\_\_\_\_\_ .**

**My favorite books are \_\_\_\_\_  
\_\_\_\_\_ .**

**I feel bad or sad when \_\_\_\_\_  
\_\_\_\_\_ .**

**My favorite season of the year is \_\_\_\_\_ because \_\_\_\_\_ .  
\_\_\_\_\_ .**

**My favorite songs are \_\_\_\_\_  
\_\_\_\_\_ .**

**My favorite animals are \_\_\_\_\_ .**

**My pets are \_\_\_\_\_ .**

**When I grow older I want to be a \_\_\_\_\_ .**

**My favorite food are \_\_\_\_\_ .**

**Famous people I like are \_\_\_\_\_ .**

**My favorite color/colors are \_\_\_\_\_ .**

**My favorite place to go is \_\_\_\_\_ .**

**I feel happy when I am \_\_\_\_\_ .**



## APPENDIX 3.5. 2

## Samples of International Female Friends

<p><b>Posted On:</b> November 24, 2010 10:20:46 PM</p> <p><b>Name:</b> Liz  <b>E-mail:</b> <a href="mailto:daughrityliz@yahoo.com">daughrityliz@yahoo.com</a>  <b>Age:</b> 14  <b>From::</b> United States of America  <b>Seeking::</b> Both Male and Female Friends  <b>Hobbies::</b> Any sports, reading, listening to music, and hanging out with friends.  <b>Comments / Remarks::</b> Hey!! I'm looking for people around my age to talk to. :) &amp;#9829;</p>	<p><b>Posted On:</b> November 24, 2010 07:04:56 PM</p> <p><b>Name:</b> Ella  <b>E-mail:</b> <a href="mailto:webmaster@panela.zzn.com">webmaster@panela.zzn.com</a>  <b>Age:</b> 18  <b>From::</b> Portugal  <b>Seeking::</b> Both Male and Female Friends  <b>Hobbies::</b> Singing, embroidery, reading, writing,  <b>Comments / Remarks::</b> I lived in Canada but now I moved away for college . I would like a penpal so I can practice writing in english since I no longer live in an anglo phone country.  I am a very open minded person studying languages, literatures and cultures hopping to major in English and minor in French.  If you want to be my penpal just e-mail me. :D</p>
<p><b>Posted On:</b> November 24, 2010 06:44:28 PM</p> <p><b>Name:</b> Dia  <b>E-mail:</b> <a href="mailto:stecinadia@gmail.com">stecinadia@gmail.com</a>  <b>Age:</b> 16  <b>From::</b> Hungary  <b>Seeking::</b> Both Male and Female Friends  <b>Hobbies::</b> watching anime, rock music  <b>Comments / Remarks::</b> I am looking for penfriends between the age 16-20. I am outgoing so we can talk about everything.  I am not interested in love and flirt so if you searching for a girlfriend please don't write me. =D xD  Aww i am waiting for your emails \(^-^)/ &lt;3</p>	<p><b>Posted On:</b> November 23, 2010 11:54:35 AM</p> <p><b>Name:</b> BAGUMA NICHOLUS  <b>E-mail:</b> <a href="mailto:nicholusbaguma@yahoo.com">nicholusbaguma@yahoo.com</a>  <b>Age:</b> 18  <b>From::</b> Uganda  <b>Seeking::</b> Both Male and Female Friends  <b>Hobbies::</b> MUSIC, SWIMMING, READING  <b>Comments / Remarks::</b> Am intrested in every person accross the world for making friendship and to know each other, such that we can always send to each other emails and always have a chat.</p>
<p><b>Posted On:</b> November 21, 2010 06:17:09 PM</p> <p><b>Name:</b> Nicki  <b>E-mail:</b> <a href="mailto:The_small_Witch@gmx.de">The_small_Witch@gmx.de</a>  <b>Age:</b> 18  <b>From::</b> Germany  <b>Seeking::</b> Both Male and Female Friends  <b>Hobbies::</b> Cooking, reading, baking  <b>Comments / Remarks::</b> hi, I'm looking for penpals from around the world. I am very interssiere for other countries and I look forward if you would answer me.</p>	<p><b>Posted On:</b> November 21, 2010 12:24:31 AM</p> <p><b>Name:</b> Vicky  <b>E-mail:</b> <a href="mailto:b.vicky@hotmail.com">b.vicky@hotmail.com</a>  <b>Age:</b> 17  <b>From::</b> Hungary  <b>Seeking::</b> Male Friends  <b>Hobbies::</b> sports, parties, hanging out with friends  <b>Comments / Remarks::</b> Heyy :)  My name is Vicky, I'm 17 and I live in Hungary. I really love having fun, like parties, friends and so on :) I write here because I'm just bored :D. I speak English well, and a little bit of Spanish, so if you speak Spanish, I'd be happy to practice that also.  If u wanna talk, add me. No stupid people please!  Bye:)</p>

**APPENDIX 3. 6****6<sup>th</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Recycling tenses, recycling if clauses

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45+45 minutes

**Objectives:** To develop reading skills, to make students gain the ability of reading authentic scientific articles from scientific magazines, to stimulate students' interest in reading in English,

**Materials:** The Scientific Article: The 50 best inventions of 2010 from "TIME" magazine, issue: November 22, 2010

**Skill:** Reading, vocabulary, grammar

**PROCEDURE:****1) Pre-Reading:****Warm-up and Motivation**

Teacher asks about the advantages and disadvantages of technology. Students will discuss about technology's place in their lives. Teacher asks, what the best inventions of 2010 are. Students will try to guess.

**2) While- Reading:****Presentation**

Teacher hands out the "Time" magazine, She asks students to turn page 45 in order to read about the invention. Students will scan through the pictures and articles. Teacher asks students to choose the item they interested in most, read it, find the unknown words, write a short description about that invention with their own words.

**Comprehension**

After writing the descriptions, each student will come to board, give information about that invention, state why he thinks that one is the most important invention while others are looking at the picture of that item through the magazine.

**3) Post- Reading:****Practice**

The teacher wants students to think about the most effective invention in the magazine that will be necessary to use, and describe the reasons by using ‘if clauses’ to class. This activity will strengthen their speaking and vocabulary skills.

**4) Follow-Up Activities:****Production**

The teacher gives a homework for the next lesson, each student will think about a new invention, describe it in their own words, write it on a sheet of paper, as the examples in the “TIME” magazine.

APPENDIX 3.6.1

THE COVER OF THE IMPLEMENTED MAGAZINE



APPENDIX 3.6.2

THE MOST EFFECTIVE INVENTION CHOSEN BY THE STUDENTS  
(THE ENGLISH TEACHING ROBOT)

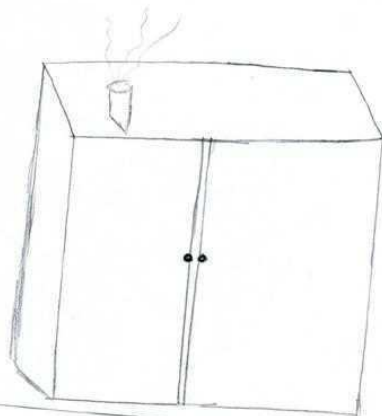


## APPENDIX 3.6.3

## EXAMPLES FROM STUDENTS' INVENTIONS

## IRON CUPBOARD

Shock shock shock! The Iron revolution is ending. The iron could redefine the steamy. Your costumes hanging on the cupboard. And The Iron Cupboard will correct your costumes by means of high steam pressure. The cupboard is keeping hanger and steam button. The Iron Cupboard, whose 100 volt motor gets it one hour, isn't going to be a match for a normal iron. Just \$1000. You use at home. Designed by Sema Yigit.



Sema Yigit  
12 TM-A 383

Are you students or housewife. Don't want to clean house. Your home will be clean without your effort. Have you got a dog or cat in your home? If you say "yes". The perfect solution here will change your life. Your dog or cat will clean your home? How? inserting a piece of cloth with their feet and finished your home will clean when your pet walking in home. This is a perfect and cheap solution of busy housewife.

Gülşem ÖNER  
12 TM-A 386

**APPENDIX 3.7****7<sup>th</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Recycling Simple Present Tense, Present Cont. Tense and Adjectives

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45 minutes

**Objectives:** To develop listening skills, to make students gain the ability of listening authentic songs, to stimulate students' interest in English lesson, to revise tenses

**Materials:** The song by Fool's Garden 'Lemon Tree' , songsheet, the video clip of the song

**Skill:** Listening, Writing

**PROCEDURE:****1) Pre- Listening:****Warm-up and Motivation**

Before listening to the song, teacher shows the animated video clip of the song without sound.

Teacher wants students to predict what the song is about by using the clues in the video clip.

Teacher shows the video clip of the song without subtitles by using internet, from the website:

<http://www.youtube.com/watch?v=hTTyYHScsck&mode=related&search>

**2) While- Listening:****Presentation**

Students start to fill in the missing parts while listening. They will listen to the song twice.

Teacher shows the video clip of the song again, but this time uses the clip with subtitles, wants students check the lyrics and sing the song altogether. Teacher shows the video clip of the song by using internet, from the website:

<http://www.youtube.com/watch?v=W3x4HvXTyGQ&mode=related&search>

### 3) Post- Listening :

#### Practice

Then teacher wants students to read the song and make a list of adjectives they can find in the text. Then, try to find antonyms for them. Teacher writes some categories on the board and wants students to find words belong to the following category.

(The categories given are:      a- Weather conditions    b- Days of the week  
c- Means of transportation      d- Moods / States      e- Colours  
f- Parts of the body              g- Objects found in a bedroom)

### 4) Follow-Up Activities:

#### Production

Teacher divides the class into three groups, she prepares a contest, she calls the two groups to the board and the third group will be the jury to choose the best group. Then the teacher tells them they will have a karaoke contest. The group who sing the song better will be given a gift at the end of the contest and the jury will decide which group is the best. After the decision is made by the jury, the teacher gives the winner group, lemon cakes. As a last activity, teacher wants students dramatize the song with their classmates according to the lyrics.

## APPENDIX 3.7.1

## FILL IN THE MISSING PARTS OF THE SONG

## Fool's Garden - Lemon Tree

I'm ..... here in the ..... room  
 It's just another rainy .....  
 I'm ..... my time  
 I got nothing to .....  
 I'm hanging .....  
 I'm ..... for you  
 But ..... ever happens ..... I wonder

I'm ..... around in my .....  
 I'm driving .....  
 I'm driving .....  
 I'd like to ..... my point of view  
 I feel so .....  
 I'm ..... for you  
 But ..... ever happens ..... I wonder

I wonder .....  
 I wonder .....  
 ..... you told me 'bout the blue ..... sky  
 And all that I ..... is just a yellow .....  
 I'm ..... my head up and .....  
 I'm turning turning turning turning turning .....  
 And all that I ..... is just ..... lemon-tree

I'm ..... here  
 I ..... the power  
 I'd like to go out .....

But there's a heavy cloud ..... my head  
 I feel so .....  
 Put myself into .....  
 Well, ..... ever happens ..... I wonder

Isolation is not good .....  
 Isolation I don't want to ..... the lemon-tree

I'm steppin' around in the ..... of joy  
 Baby anyhow I'll get ..... toy

And ..... will ..... and you wonder





## APPENDIX 3.7.2

## Fool's Garden - Lemon Tree Lyrics

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

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

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

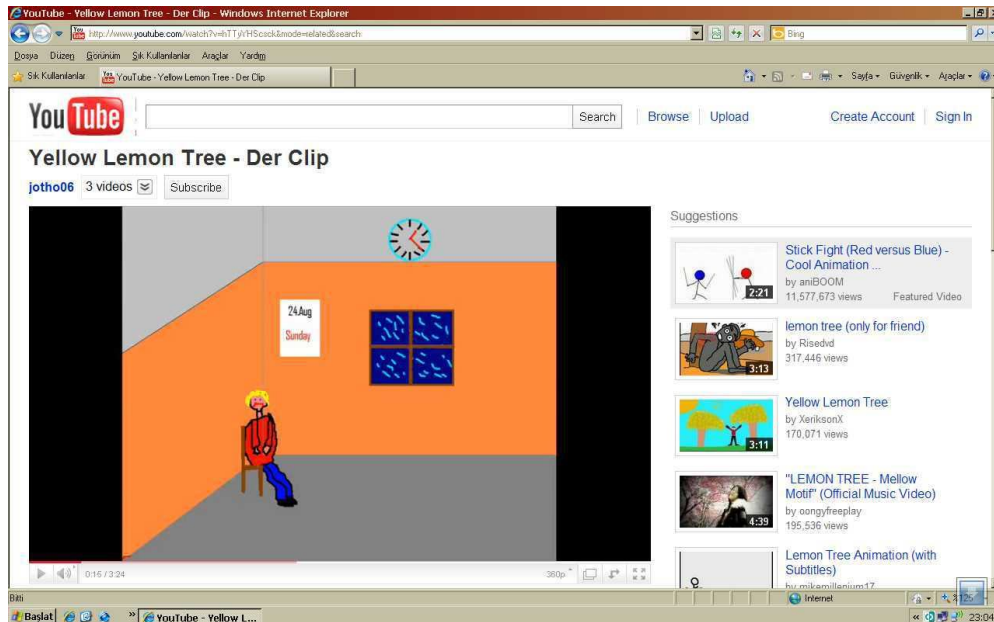
I'm sitting here  
I miss the power  
I'd like to go out taking a shower  
But there's a heavy cloud inside my head  
I feel so tired  
Put myself into bed  
Well, nothing ever happens and I wonder

Isolation is not good for me  
Isolation I don't want to sit on the lemon-tree

I'm steppin' around in the desert of joy  
Baby anyhow I'll get another toy  
And everything will happen and you wonder

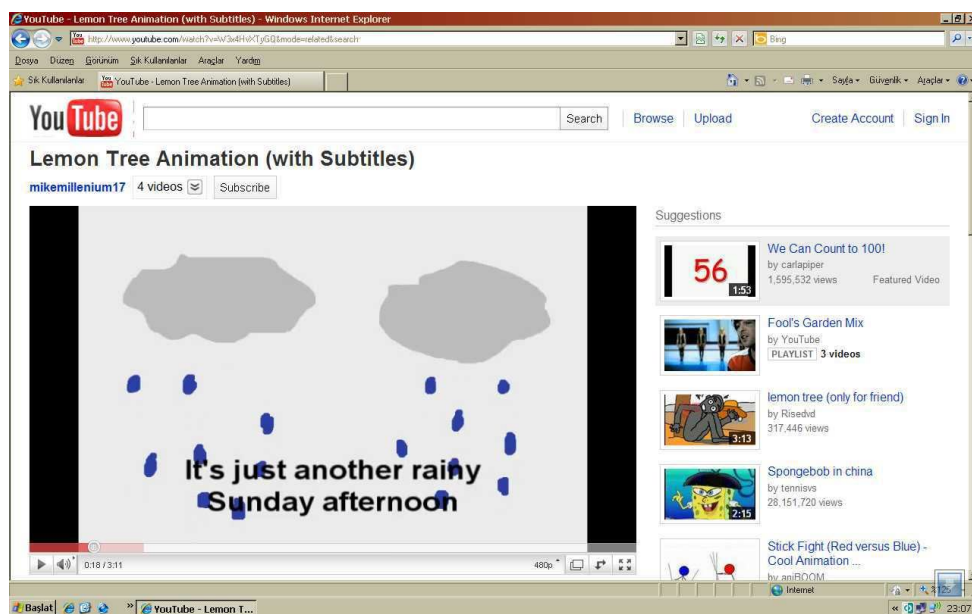
### APPENDIX 3.7.3

WEBSITE FOR THE VIDEO CLIP OF THE SONG WITHOUT SUBTITLES



### APPENDIX 3.7.4

WEBSITE FOR THE VIDEO CLIP OF THE SONG WITH SUBTITLES



**APPENDIX 3.8****8<sup>th</sup> WEEK LESSON PLAN**

**Lesson:** English

**Subject:** Recycling tenses, should & should not, adverbial clauses with: although, in spite of, however, so that

**Level of the Students:** Intermediate

**Duration of the lesson:** 45+45+45 minutes

**Objectives:** To develop reading and writing skills, to make students gain the ability of reading authentic articles from famous teen magazines, to stimulate students' interest in writing in English,

**Materials:** The Problem Pages of : "Seventeen" online teenage magazine, internet

**Skill:** Reading, writing, vocabulary, grammar and advice giving skills

**PROCEDURE:****1) Pre-Reading:****Warm-up and Motivation**

Teacher starts off the lesson by asking students to suggest what type of problems teenagers typically may have.

**2) While Reading:****Presentation**

Teacher uses the website: [http://answerology.seventeen.com//index.aspx/topics/friends-family?click=ans\\_uni](http://answerology.seventeen.com//index.aspx/topics/friends-family?click=ans_uni) , she chooses a suitable problem beforehand and uses this problem mentioned by asking questions such as, "What happened to the girl?", "Do you think her parents are wrong?", etc. She asks students for advice on what the person should do

(reviewing the modal verb 'should'). Students should use the modal verb 'should' to give advice.

### **Comprehension**

Students will write an advice for that girl and read their advice in front of the class.

### **3) Post- Reading:**

#### **Practice**

The teacher has students get into small groups (four or five students). She distributes the handout with the various teen problems taken from real life, assigns one situation to each group, has the students answer the questions as a group. Asks students to use the same forms as given in the questions (i.e. "What should she do? - ANSWER: She should apologize from her father") Students should then use the sheet to report back to the class actively using the modal verb 'should' to give advice This activity will strengthen their writing and vocabulary skill.

### **4) Follow-Up Activities:**

#### **Production**

As a homework: teacher asks students to write about a problem they have had. Students should not write their names on their short problem description, instead they should use nicknames. The next lesson, teacher will distribute the problems to other students , then she will have students answer the questions about the situation described by one of their classmates. She will ask students to verbally give recommendations.

### APPENDIX 3.8.1

#### THE SAMPLE PROBLEM

##### **My parents are stressing me out! i cant do this anymore!**

So my mom and my step dad are stressing me out so much, like my step dad is supper strict. for example last weekend i wanted to go over to a friends house and the day before mama had to cook alot for a party and as one of my chores i have to clean up the kitchen, i cleaned until 11! and i left one pan and i put it all the way to the side so it wouldnt get in the way; in the morning i get yelled at for not cleaning it and i was saying why i didnt, and appartly that was giving excuses so i got grounded for 2 weeks! i couldnt go over to my friends house and go to the big baseball game that everyone is going to, and i've had it planned for months! this is just one of the examples on how crazy this is!!

and then my mom always has to call like my friends parents before even letting me go anywhere. she wont let me stay at a game unless i'm supervised.. (its a small town) and its a middle school game!! i'm 15!! they never let me go do stuff, either i'm in trouble or something else isnt right.

this stresses me out so much, like seriously like i cant stand it at all. so i dont even know what to do, i dont think i can handle all of this much longer, so if any of you have any advice i would REALLY apreciate it!! (:

- Asked by A Beauty Expert, Girl, 15, Student

Source:

[http://answerology.seventeen.com/index.aspx?template=recent\\_questions.ascx&showEditedDialogs=&topic=25&page=21](http://answerology.seventeen.com/index.aspx?template=recent_questions.ascx&showEditedDialogs=&topic=25&page=21)

### APPENDIX 3.8.2

#### QUESTIONS THAT WILL BE ASKED AFTER READING THE PROBLEM ABOVE

##### **Questionnaire: Read your situation and then answer the following questions**

What might the relationship be between the person and his / her parents?

How must he / she feel?

Why might he / she have this problem?

What should he / she do? (Give at least 3 suggestions)

### APPENDIX 3.8.3

#### TEEN PROBLEM FOR GROUP 1

##### Hates School

I hate school. I cannot stand my school so I skip it almost every day. Luckily, I am a smart person and I'm in all of the advanced classes and don't have reputation as a rebel. Only the people who really know me know about my strange feelings. My parents don't care - they don't even mention it if I don't go to school. What I end up doing is sleeping all day and then staying up all night talking to my girlfriend. I get behind in my work and when I try to go back to school I get a bunch of crap from my teachers and friends. I just get so depressed when I think about it. I have given up on trying to go back and now am considering dropping out altogether, but I really don't want to do that because I realize it would ruin my life. I don't want to go back at all but I also don't want it to ruin my life. I am so confused and I have really tried to go back and just can't take it. What should I do? Please help.

- Asked by *Male, 16*

#### TEEN PROBLEM FOR GROUP 2

##### How do I become more sociable?

I just got text on my phone, I don't have many friends because my school isn't diverse (pretty much one race). They all like the same things and I don't really want friends like that. I have other friends but they aren't the type that I had in elementary school. When I speak, they ignore me or choose not to answer and I don't really get respect. I just found out that most talk about me behind my back. I don't want to go to college as a loser, but I don't want to conform to what my classmates like. What do I do?

- Asked by A Guy Critical, Girl, 17, Chicago

#### TEEN PROBLEM FOR GROUP 3

##### Worried about finding a job?

So I'm currently 15, turning sixteen in the middle of June. I really need to find a job, since I really need the money. One of my local options is the local library (the only place I know of which will hire 15 year olds) but the issue is you only work a max of about 4 hours a week there. I also need a summer job, probably something more substantial than just the library. Finally, I am just generally nervous about finding a job. Does anyone have any advice, either on where I should look for a job, or how to get over my worries on finding a job (I'd like to try to avoid working at a camp if I could)

- Asked by An Arty Girl, Girl, 15, Student

#### TEEN PROBLEM FOR GROUP 4

##### For Friendship or Love?

I'm one of those guys who have "the quite normal" problem: I'm in love with a girl, but I don't know what to do. I have already had a crush on some girls, never with any success, but this is something different. My problem is actually that I'm too cowardly to tell her anything. I know that she likes me and we're very, very good friends. We've known each other for about three years, and our friendship has constantly become better. We often get into quarrels, but we always make up. Another problem is that we often talk about problems with each other, and so I know she is having problems with her boyfriend (who I think is no good for her). We meet almost every day. We always have very much fun together, but is it really so difficult to love someone who has been a good chum to you until now?

- Asked by *Male, 15*

## APPENDIX 3.8.4

## EXAMPLES FROM STUDENTS' PROBLEMS AND OTHERS' RECOMMENDATIONS

## HELP ME, PLEASE

I love my father and my mother, but they got divorced I and my brothers are very sad and unhappy. My younger brother went to my father's home. My lessons are too bad because I don't see my father and my younger brother. I want to see my father and my younger brother but my mother doesn't allow.

I don't like my mother. I want to go to my father's home. What shall I do?

Please help me!

Fullmoon

I'm really sorry. You shouldn't be sad. But life is this. You should study your lessons. Because you are smart. You should love your mother. She is your mother. You should think good and positively. I'm sure you will be happy. But you need some time. Just try...

Butterfly

## = LIFE TRIANGLE =

Hi! I am a teen at the age of 16. I have got a problem. I often disagree with my parents and my brother. Because they don't understand me. I feel alone too. I don't speak with them. For example, I love my best friend. But I can't tell it to my mother. I always think about him. So my lessons are very bad. And so my parents are angry to me. What can I do? How can I talk with them

Alone Girl

You shouldn't worry. You should study lessons, because 6 months later you will take the exam. You should be sociable. You should go to cinema, park and museum. Don't be sad.

You should try to talk to your mother again. Don't forget, she loves you!

LOVES

Happy Angel

## APPENDIX 4

## SAMPLE STUDENT DIARIES

## APPENDIX 4.1

## SAMPLE STUDENT DIARIES ABOUT AUTHENTIC FILM: MERLIN

20.10.2010

I was really hating English lessons-until today!!! But I liked this lesson very much. It helps to learn new vocabularies and develop our imagination. We are expecting more.

The words I learnt today are: magic, physician, gift, promise, special, dragon, knight.

October, 2010

As for we are at the last grade, we have lots of stress in our school life. Having English Lessons makes me bored but today I felt different. I did not want the lesson to finish.

Watching films in the lessons increases my motivation. It also helps me to develop my pronunciation.

Thanks for this film, teacher.

Furkan Tolga

20.10.2010

We learnt English history today. It was very interesting. There were kings, princes, knights. The costumes and the palace were very beautiful. I changed my mind about English lessons. The book was very boring but watching film is very supportive. I can not remember the words in the long passages from our book but I can remember the words I heard in the film. Merlin was a good choice. Please, my teacher, I want to watch other episodes.

Duygu

20 October

While learning English with the course book, I could not learn correct pronunciation of the words. By the help of this film, my pronunciation will get better. We also learn the meanings of the words.

Besides we not only learn our history, but also learn about other countries history and culture. My knowledge about culture is developing, also.

Gölsüm Öner



## APPENDIX 4.2

## SAMPLE STUDENT DIARIES ABOUT AUTHENTIC SHORT STORY- THE NECKLACE

28.10.2010

The acting was very enjoyable. The lesson passed very quickly unlike other English Lessons. Meelin was very good but today we read and acted, we wore real party costumes. Everyone was very excited. Why don't we play this story at the end of school to other students. I think that would be great. (By this way other students will be jealous, because no teacher does activities like you thank you, Zerkhan teacher.

B.

28-10-2010

I can't forget this story until I die! By having a lesson like this, we want to participate in the activities more and our motivation increases. If I have fun in the lesson, that lesson becomes lasting for me. I prefer these real stories from literature than the passages in the book. Acting was also full of fun. why did the bell ring? 😊😊

I like this type of English Lessons. It is both interesting and teaching. I think we must have all English Lessons like this. I liked the story of Matilda very much. When we use real materials I feel I am an actress on theatre, it is like a real play. I want to read more like this.

28 October of 2010 English lesson, in the afternoon, in class at B.A.L. high school 😊😊

(can you know me?)

We learn a little when we read from course book but when we act, we remember better. The things about real literature took my interest today. Using real costumes was very nice. It was different from other boring lessons. Thanks, my dear teacher. I love English more. I forgot the University exam today. I was very happy during the lesson. Everybody was excited and full of positive motivation.

One of your students....?..

October 28, two thousand and ten

## APPENDIX 4.3

## SAMPLE STUDENT DIARIES ABOUT REALIA

We learn quickly while learning with these materials. The class was hospital today; everybody was ill. There were real medicines, bandages, doctor and nurse uniforms. It was a different place. We did not get bored we had fun, we love English more this term.

Thanks..

4 NOVEMBER

November 2010

Today, our subject was illnesses and giving advice.

I learned to use should and should not. I know the names of the illnesses better. The bandages we used today, and the dialogues helped me to learn. I never got bored. Please, teacher! Go on like this! What will we do next week? 😊😊

Necoti

4, 11, 2010

I want to have always these lessons. Because I learnt very well. If we have exam tomorrow about illnesses, I will take 90 or 100. These real materials both entertain us and we want to come to lesson more willingly. It is a good idea and it is helpful.

Zelige

4 NOV / 2010

We really enjoyed today. At last, I learned giving advices and correct names of all illnesses. If we had lessons like today's last year I would learn everything I believe that. Teacher wrapped the boys today they became ill people and went to doctor. I was the doctor! He checked them and gave advice. One day, if I become a teacher, I tell today to my students. It was a very effective lesson my teacher. I love English without book and grammar rules. I want to give advice because I learnt today. You SHOULD use these real materials in other lessons.

Your hardworking student...

## APPENDIX 4.4

## SAMPLE STUDENT DIARIES ABOUT ADVERTISEMENTS

11/11/2010

The English lesson has changed a lot of. The lessons became more attractive. We both learn and have fun at the same time. I come to the lessons more eagerly. The advertisements we wrote today were very motivating. Everybody took part in the activity. (We are not used to have situations like this in English Lessons 😊) the group activity was also very helpful. There are very perfect slogans for the products..

a rainy November..

We wanted to be creative in the class. We learn, think, create, write and have a contest in the lessons. Today I learnt something about myself, I want to be a writer for advertisements for famous magazines. Because I loved using my brain to write a slogan. It was very entertaining. The products were good. I prefer these things than the boring book. I can learn English until my die by using these materials. Thank you teacher, if you did not bring these things, we would sit, sleep and remember the hard words in the book. May be I will finish school by hating English. BUT I LOVE ENGLISH LESSON..!!!

11, 11, 2010 English lesson

I FEEL MORE MOTIVATED IN ENGLISH LESSON. IN OTHER LESSONS WE GOT BORED AFTER 15 MINUTES BUT TODAY WE FORGOT TIME. NOBODY LOOKED AT THEIR WATCH TO LEARN THE TIME! I FOUND A LOT OF MOTTOS. I CAN WRITE GOOD SENTENCES IN ENGLISH. THAT WAS A VERY INTERESTING ENGLISH LESSON. THIS ACTIVITY IS BETTER THAN THE WORKBOOK EXERCISES.

D.

## APPENDIX 4.5

## SAMPLE STUDENT DIARIES ABOUT PEN PALS

Today was wonderful. I forgot University Exam stress in this lesson. We entered into a different world in English lesson. Real people from real countries. We found pen friends from foreign countries. English was a very necessary lesson, we could not guess before. While writing about myself in the letters, I sometimes felt I know a lot of English. Today I am very happy because I have a pen friend. I will ask her their university exam and how do they have English lessons. I will tell her Martin and the necklace.

25 November

25.11.2010

Today is interesting. Different countries, different people interest me.

Today we saw lots of different people from different countries, Africa, Britain, Germany, India. We found a suitable penpal. I preferred Tedwin from India because I want to learn about Taj Mahal.

We used Internet today. We searched pen pals. We described ourselves in English. We sent photos of our school. This lesson is different from other lessons. I don't like books, and readings in the books, today we used real English. We are going well. I like this lesson very much.

I can't forget today. I found a penpal from internet in English lesson. I wrote to Melissa from England. I wanted her to send photographs and I sent my school photos. I learned lots of words. For example, snail mail, cheater, hang out, socializing. This lesson is very helpful in teaching words.

## APPENDIX 4.6

## SAMPLE STUDENT DIARIES ABOUT "TIME" MAGAZINE

Today I learned a lot of inventions in the world. They are real. We read an original real newspaper from England. It is better than our book. It is more colorful than our book. There are difficult words but I like it very much.

2010

We learned inventions today. We read time newspaper or magazine. We found the most liked inventions. It was another lesson. It was different. I enjoyed and I learned new things about world. The newspaper is better than the new bridge book. I don't like the book. It is boring. But newspaper is very much colorful. A lot of photos are there.

I learned a new invention. Eyewriter. If your body can't move, you can use this eye glasses. It is wonderful I think. Our homework is we will invent a new thing. And we will make a magazine. I will invent a thing for my mother for help cooking. I think today is not English lesson, it is also Physics, History. I like today lesson. It is interesting and lots of culture in.

2-12-2010 december

Today we learnt the best inventions of 2010. We also read about inventions from the course book. But it was very difficult and it was about older inventions (for example computers...) We read a real English magazine. It was a very famous magazine. TIME magazine. I think a lot of people read TIME in English. There were photos for the inventions. Now, we will invent something and write about it. I feel excited. I have to find a new thing. This lesson helps me to think deeply and create new things. For example we found good mottoes for advertisements. This lesson is good because we use real things. We see the slogans on tv and we can read real English magazines. There are not any rules like in the book. I will write today's lesson to my penpal.

Isra

## APPENDIX 4.7

## SAMPLE STUDENT DIARIES ABOUT AUTHENTIC SONG "LEMON TREE"

Learning English while singing is more entertaining and more useful learning vocabularies. We hear the word in the song, we see the writing of the word in the video clip and we learn the meaning in video clip. I learnt pronunciation also. Besides, as we are at the last grade, english lesson helps us when we get bored. We can relax and learn. Music helps people to motivate also.

9, 12, 2010

Cihat

December 9

This lesson was better. It was better than the one with advertisements. Having English lessons with the coursebook is very boring. While learning English with songs, my attention increases, my imagination develops. We love this lesson more with these materials. For learning English words, songs are better than the boring passages in the coursebook.

As a person who does not like english, I feel myself happy in your lessons. The things we do with you is different from other teachers english teaching. We mostly learned kid songs last years. They were boring. But today we learnt a popular song. I heard this song before but today I learnt the words. It was different from an ordinary english lesson with our books.

December 2010

I learn better than coursebook.  
I like learning English with song.  
That is funny.

I can remember the words  
faster better in this way.

Rabia 20RLU  
12TM-A 266

## APPENDIX 4.8

## SAMPLE STUDENT DIARIES ABOUT TEENAGE MAGAZINE "SEVENTEEN"

16/12/2010

Real texts reflect real life. We read teenage problems today. They were not different from ours. But I learned other cultures, people's life styles, their relationships with their parents. The teenagers from other countries had problems with their parents like us. Other countries' newspapers and magazines contain problem pages like Turkish newspapers. I feel myself like the ones in those countries.

BİLİŞRA

16th December 2010

We repeated the things we learnt before in the English lessons. For example we gave advices again as we are doctors or writers in the magazine. There were very funny advices, some of us started the letter with, dear my friend... We laughed a lot. This activity helped me to write better. I can write some of my thoughts. I think it was very useful. Thank you my teacher.

December 16, in English class  
 English magazines have the same silly pages like in Turkish magazines. I thought they were very serious people but they were like Turks. I learnt about their culture and life style. Do their tv channels have some programmes like our tv channels? Can we look at their tv programmes next week, teacher? Anyway, it was a useful lesson I think. We can learn grammar from the books but we can not learn their culture from our books (because Turkish teachers wrote our book.) I also want to learn about their food, what do they eat on religious days? Can you bring materials about their food?

## APPENDIX 4.9

## SAMPLE STUDENT DIARIES ABOUT ALL IMPLEMENTED MATERIALS

December 23. english lesson : my diary

Merlin! Merlin! I love the film. I can not forget. watching video is the best because we acquire knowledge by listening, reading and watching together. I still remember the words when we watched Merlin. We learned their culture also. If I be a teacher one day I always will use video. Advertisements was good also. Everybody worked in the groups. These different materials (everything outside the book) were very attractive. I want to continue english lessons in the same way. Motivation was %100. thank you, my Zertion teacher.

December 23-2010

If you ask me, I say: the necklace. I loved the short story. The first time I did not bored while reading a long thing. I think everybody are the same. We don't get bored as with the course book, we enjoy and learn at the same time. Last years, we did not use other things. There was a computer but my teachers did not opened only one time. We use technology also, we saw everything on the screen. Video, song, clip, advertisements, seventeen magazine ---- Computer is necessary in english lessons. And we used a lot. Thank you for everything. English is the only lesson we relax this term

Öge

23-12-2010

This term in english lesson, we learnt culture, technology, english history, geography literature. I think every material was very good. we entertained very much. This year is very difficult for our class. Song, film, advertisement and real materials all of them very useful. I think the most important lesson was with the Internet. I ~~use~~ use english everyday while writing to people. We talk about our schools, I learn their culture also. I think internet and computer are the most important this term because computer use relaxes us.

23 ARALIK 2010

All the things we did during this term, except the book, were very good. I learnt with fun in a good atmosphere. Nobody get bored. We always wonder what we will do next week. When I learn new things while seeing on the screen I remember better. I think the best lesson was with real materials. We learnt illnesses and giving advices with bandages and real medicines. The most important was that lesson because real English is understood better with real materials.

B.Ü.



## APPENDIX 4.10

## SAMPLE STUDENT DIARIES FROM CONTROL GROUP ABOUT THE COURSE BOOK

1 december english lesson  
 I could not get a high mark from the english exam. But I need high Marks because the lesson is 4 hours and my mark will be four times. Can we do another book or only worksheets. This book is very hard. My brother is at the last grade in university. He can't understand the texts.  
 How do I understand?

1 December  
 I can like english if I choose language class. But I need maths and Turkish more than english. Because I don't answer english questions in the exam. The book is very bad, old fashioned and childish. The photos are for primary school students. But we are 18 years old. I want to read about famous people, learn famous songs, see real pictures. I want to read about 50 cent and learn his songs for example. Maybe in the university...

1-12-2010  
 I know English very important for life - but university exam is more important. I want to learn good English speaking but I have no time to study. Also, I don't like the book - The passages are very long and pictures are childish. They are not suitable to my interest and age. I prefer more colorful books. And I don't prefer long passages and difficult grammars. There are a lot of different topics in one page. How can we learn everything in one day?  
 There is only on side of the book is very good. it is free. I don't have a reason to love the lesson. So, there is no motivation in me.

1.12.2010  
 Everybody is stressful in the class because this is our last year. We fun, and relaxing atmosphere in lessons. The topics in the book are very hard and I can not memorize every word. Do we have to use ☹️☹️. I think we can talk to the headmaster and we can want to shorten English lesson hours. 4 hours is very long. I am sorry, it is my real opinion.

The book gives a lot of grammar in one page. The exercises are very very long and hard. I don't like this book and lesson. In internet there are lot of web sites for students. Can we use the websites and forget about the book. For example we can visit Brad Pitt's website and write his life. That is a good writing lesson. I prefer:

December 2010

## Ö Z G E Ç M İ Ş

**Adı ve SOYADI** : Zerhan VARMIŞ KILIÇ

Doğum Tarihi ve Yeri : 1979, Antalya

Medeni Durumu : Evli

### **Eğitim Durumu**

Mezun Olduğu Lise : Akdeniz Koleji

Lisans Diploması : Ege Üniversitesi, İngiliz Dili ve Edebiyatı

Yükseklisans Diploması: Akdeniz Üniversitesi, İngilizce Öğretmenliği

Tez Konusu : The Effect of Authentic Materials on 12<sup>th</sup> Grade Students' Attitudes and Motivation in English as a Foreign Language Classes

Yabancı Dil / Diller : İngilizce, Almanca

### **Bilimsel Faaliyetler**

**M.E.B.** İngilizce Öğretim Yöntem ve Teknikleri Semineri 2010

**M.E.B.** Alternatif Öğretim Yöntem ve Teknikleri Semineri 2009

**Ulusal Ajans** Eğitim ve Öğretim Yoluyla Kültürler Arası Diyalog Konferansı 2008

**M.E.B.** İngilizce Ders Kitaplarını Tanıtma Semineri 2006

**Ege University** 8th Annual International Cultural Studies Symposium 2003

**Ege University** 6th Annual International Cultural Studies Symposium 2001

**Ege University** 5th Annual International Cultural Studies Symposium 2000

### **İş Deneyimi**

Stajlar : Bornova Anadolu Lisesi İngilizce Öğrt. 2000-2001

Projeler : Comenius Project: "European Team Building" 2008-2010

Çalıştığı Kurumlar : Bucak Anadolu Lisesi İngilizce Öğrt. 2008-.....

Bucak Anadolu Meslek Lisesi İngilizce Öğrt. 2001-2008

E-mail Adresi : zerhan79@hotmail.com

Tel. no : 0 544 563 74 11