

## **Teachers' Perceptions on Importance of Using Authentic Materials in Teaching Foreign Languages**

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### **Abstract**

Today, exposing the students to authentic materials throughout the teaching learning process is crucial. Authentic learning situation is also one of the core pillars which have a connection to the real world in which students can have the opportunity to practice language through the use of authentic materials. It is necessary for the language teachers to develop their own materials according to the needs of learners. In order to achieve the objectives of language teaching, it is important for the language teachers to exploit other materials around them according to the needs of learners and to create interest in them. This study aimed to analyze the foreign language teachers' perception toward the use of authentic materials in Mandalay University of Foreign Languages (MUFL) and Yangon University of Foreign Languages (YUFL). A quantitative descriptive method was used with structured questionnaire which was based and adapted from original questionnaire developed by Yeung, Ting-Fai. (2011), Soliman E. M. Soliman (2013) and Abdulhakim M. Belaid (2015). Total 101 teachers were included from 16 different departments of two universities. In this study, perception and attitude of the language teachers towards using authentic materials, including effect on students' motivation and needs of training were observed. The results revealed that using authentic materials is effective, not difficult and achieves positive effect on teaching-learning process. It can also improve student's motivation and cultural awareness.

**Keywords:** authentic materials, language teaching, foreign language classroom, teachers' perception

### **Introduction**

In the new global era learning a foreign language is vital in order to produce good human capital. Acquiring a foreign language implies developing several skills in the target language which sometimes can be a challenge for students or learners, especially when they are exposed to real-life situations of communication. Therefore, using authentic materials in the class can be a useful tool to motivate students and make them feel comfortable using the foreign language.

The employment of authentic materials in foreign language learning has a long history. Henry Sweet (1899) was one of the pioneers and also one of the first linguists who utilized authentic texts in his books because he was aware of their advantages over fabricated materials. The need for authenticity reappeared in the 1970s when the goal of language teaching began

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favoring the concept of actual language use. The use of authentic materials in the language classroom has been considered to be beneficial to the students in different aspects. Harmer (1994) stated that authentic materials can provide great effectiveness to students in the production and acquisition of language with a boost in their confidence in real-life use.

With the advent of communicative approach and action-oriented methods, the idea of “learner centered” comes to the fore and the authentic materials become one of the essential tools for teaching language. The ideas of exploitation authentic materials are in line with the requirement of real communication. Using authentic materials represents a relatively easy and convenient way to improve not only students’ communicative competences, but also their confidence in real life situations.

### **Purpose of the study**

This study was to study the teachers’ knowledge, attitude and practice on importance of using authentic materials in teaching foreign languages.

### **Research Questions**

This study was based on the following questions:

1. In which levels would the teachers use authentic materials most?
2. In using authentic materials, which criteria do the teachers apply in selecting such materials for their students?
3. What are the sources of the authentic materials available to the teachers?
4. What are the teachers’ attitudes toward using authentic materials in foreign language classes?

### **Literature Review**

The word ‘authentic’ comes from Latin *authenticus* and Greek *authentikos* which mean” principal, genuine”. The definition of authentic materials are slightly different in literature. Today, teaching a foreign language has gained much more attention in most countries around the world. As a result, teachers become aware of searching for appropriate and effective teaching materials. The purpose of learning a foreign language is to get benefits from using it in the real world, in real situations. There are many reasons for using authentic materials in foreign language classrooms as they are effective in various ways (Jacobson et al., 2003).

Since a few years, there has been an argument that teaching materials is required to motivate the students by stimulating their interests, encourage them to possess the potential for language learning capacities, and provide the teachers to make important and interesting activities. Teachers should motivate the students by using appropriate teaching materials. If the teaching materials are not interesting and motivating, students will learn nothing. In order to help them get better in learning, many researchers suggest the use of authentic materials. Due to the need in the educational field, the selection of teaching materials in language teaching becomes an

important issue for teachers. From the point of view of authenticity, there are two types of materials, authentic and non-authentic. Many scholars define authentic materials as texts that are produced by a real speaker or writer for a real audience, such as: newspaper articles and radio programs. Some other researchers (Allwright, 1984; Little & Singleton, 1991; Basturkmen, 2001) recommended the use of authentic materials because of the pedagogic benefits on students' communicative competence and learning motivation.

However, some other authors have an opposite point of view claiming that the lexical difficulty of authentic materials may demotivate students' learning process. It is suggested that this problem can be addressed by selecting authentic materials which are at the right level of the students and designing appropriate learning tasks. Finding appropriate authentic materials and designing suitable learning tasks can be a time-consuming process (Hughes & McCarthy, 1998).

Peacock (1997), Porter and Roberts (1981) found that the more students interact with the real of the target language in the classroom activities, the higher their interest in learning. Aligned with this, Nuttal (1996) pointed out that authentic text can be motivating because they are proof that the language is used for real-life purposes by real people.

According to Nunan (1999), authentic materials are spoken or written language data that are produced in the course of real-life communication. However, they are not written for the purposes of language teaching. Moreover, he proposed to bring into the classroom his learners' own samples of authentic language data from real-world contexts outside of the classroom.

Bacon and Finnemann (1990) thought that teachers should guide the students in the classroom by utilizing authentic materials, so that students can become better prepared for the outside world.

Rogers and Medley (1988) contended that teachers should bring authentic materials into the classroom and make them consistently accessible to the students. Guariento & Morley (2001) also valued using authentic materials since they believe that extracting real information from a real text in a new/different language can be extremely motivating.

According to Shrum and Glisan (2000), authentic materials provide an effective mean for presenting real language, integrating culture, and heightening comprehension. They brought two reasons for believing that authentic materials are beneficial. Firstly, with a exposure of such materials, students will be provided with the opportunity to see language as is used in real world to serve a real purpose.

Chavez (1998) agreed that using authentic materials is to the benefit of the students because they are more enjoyable and students find a chance to interact with the language and its use. Oguz and bahar (2008) saw the advantage of authentic materials as they engaged both the learners' and teachers' attention in the language being taught. They had a great interest because of their relevance to the real world in order to keep the students informed about what is happening in the world they live.

Mishan (2005) introduced the concept of 3Cs by which she means culture, currency, and challenge in order to explain the advantages of authentic materials. Referring to culture she

stated that authentic materials can represent the target language culture. As she mentioned, currency of the authentic materials is an exclusive quality especially when the materials are driven from the media because the topics offered are of the “language in current use”. And finally she asserted that authentic materials are more challenging than artificial materials.

According to Carter & Nunan (2001) authentic materials are ordinary texts not produced specifically for language teaching purposes”. Jacobson et al. (2003) claimed authentic materials as printed materials which are used in classroom in the same way they would be used in real life.

Despite the debates on the use of authentic materials, why they should or not be included in lessons, and how they are to be used or exploited, the advantages of authentic materials are more than disadvantages. Integrating authentic materials in language teaching will bring lively educational atmosphere and have better practical learning results.

### **Types and the sources of Authentic Materials**

Authentic materials are considered as a rich source of target language input. Tomlinson (2008) suggested that amongst the elements in teaching materials that facilitate language acquisition and development are those that provide rich input and that promote discovery and independent learning.

There are different kinds of authentic materials such as realia (objects), printed materials (newspaper, magazines, books, recipes, manuals, food labels, restaurant menus, brochures etc.), auditory materials (radio news, songs, phone messages, podcasts etc.), visual materials (photographs, postcards, posters, street signs etc.), audio visual materials (films, commercial advertisements, music videos, television programs etc.), online materials (websites, blogs, social networking sites, games etc.)

### **Important factors in selecting authentic materials**

According to Berardo (2006), regarding choosing authentic materials, there are three factors: suitability, exploitability, and readability. Suitability is regarded as the most important one because the texts must be chosen based on students’ interest and they should be relevant to their needs. Exploitability stands for the way in which the text is used to develop the reading competence of students while readability means choosing texts’ difficulty based on students’ language level. He also pointed out that using a variety of texts and presentation of those text are important when teachers need to select authentic materials. Using of pictures, charts and photographs is to build a context for the text being presented which can be more appealing and can better motivate students.

Rogers and Medley (1988) highlighted that the source and purpose are not the only vital factors for the identification of authentic materials and other characteristics such as quality, appropriateness, and naturalness of the language should be considered.

Karpova (1999) provided a list of the criteria which need to be considered when selecting authentic materials is such as: content in which authentic materials has to be appropriate for

students' age, interest, needs and goals, tasks that must be sequenced and differentiated and must include communicative and cognitive procedures so that the students' background and new knowledge can be integrated, teacher- student relationship in which the materials must be structured in a way that a reciprocal interaction between the instructor and the student takes place, learning strategies that cognitive abilities of the students must be improved by paying attention to learning strategies, learning environment which provides a way encourage risk taking and idea sharing, social values and attitudes reflected by authentic materials, culture issue that authentic materials provides students' cultural, sociolinguistic, and paralinguistic awareness.

Oguz and Bahar (2008) mentioned that when choosing materials there should always be an aim in using them and chosen materials should meet the objectives of the lesson. They pointed out as well that students' age, level, interests, needs, goals, and expectations must always be met as a criteria. Fei and Yu-feng (2008) also mentioned the importance of level of the students is a determining factor in choosing appropriate authentic materials.

### **Advantages of Using Authentic Materials**

According to Harmer (1994), the use of authentic materials helps students become better readers and better learners which helps them produce good language. Learners' acquisition will be also better and faster. Students will get a sense of achievement over their accomplishment because of the skills they required make them feel that they can handle the situation in the real life too. Using authentic materials in language teaching helps the students bridge the gap between the classroom and the outside world. It can enhance grammar knowledge and boost vocabulary. Improving pronunciation and intercultural understanding are also the usefulness of authentic materials in teaching.

Berardo (2006) expressed the advantages of using authentic materials are such as a positive effect on student motivation, an authentic cultural information, an exposures to real language, an additional to students' needs and a more creative approach to teaching and learning process.

### **Disadvantages of Using Authentic Materials**

Several researchers mentioned there are also some disadvantages of using authentic materials. The vocabulary might not be relevant to the student's needs and level. Martinez (2002) mentioned that providing too many structures are mixed so lower levels have a hard time to decode the texts and it causes a burden for teachers too. Teaching with authentic materials may be too culturally biased so it is difficult to be understood outside the language community. Special preparation is needed which can be time consuming. Students become confused because of too many different accents can be heard while teaching with auditory and visual materials. The material can become outdated easily. There are many headlines, adverts, signs, and so on that students have to require good knowledge of the cultural background. Miller (2005) also stated that authentic materials are too difficult and time consuming to select, edit and prepare.

Guariento and Morley (2001) stated that the use of authentic texts at lower levels may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and demotivated.

### **At which level (s) can authentic materials be introduced?**

Even though using authentic materials in teaching a foreign language have some recommendations by many researchers, we should consider whether it is appropriate for all students at all levels. One of the important points is that when using authentic materials, we must bear in mind the learners' level. If the materials are beyond the learners' ability or level, it might cause to demotivation and discourage learners from learning the target language. Kim (2000) and Kilickaya (2004) expressed that authentic materials can be used with advanced and intermediate level learners only. Despite that fact, Miller (2005) and McNeil (1994) had another point of view and they believe that authentic materials can be used even with lower level learners.

Larisa Lutskovskaia (2016) indicated that adult professional are more active and show better learning outcomes when they are exposed to authentic materials for their class and individual work.

This study adapted from previous research on how the use of authentic materials in teaching language from the perspective of the teachers in Libya (Soliman E. M. Soliman, 2013).

## **Methodology**

### **Study Design**

This study was institution based cross-sectional study which was conducted from August to October 2019 in MUFL and YUFL. A total of 135 teachers of the 16 language departments including Chinese, English, French, German, Japan, Korea, Russia and Thai of MUFL and YUFL were asked to participate voluntarily.

A survey questionnaire was distributed to those who volunteered to participate. Anonymity was maintained. Data was collected through self-filled questionnaire by participants. A total of 101 (75%) teachers responded to the questionnaire.

### **Questionnaire Design**

The survey questionnaire was constructed and adapted from original questionnaire developed by Yeung, Ting-Fai. (2011), Soliman E. M. Soliman (2013) and Abdulhakim M. Belaid (2015). In order to have systematic, representative and reliable information, structured type questions were employed to scrutinize respondents. The questionnaire was based on the knowledge regarding the use of authentic materials in foreign language classes. The main purpose of this questionnaire was to obtain a sizeable volume of information that could be classified by type, frequency and by mean of descriptive statistical measurements. The questionnaire consisted of two parts in the form of close ended questions, multiple choice questions and five point Likert-scale. Part one of the questionnaire was to collect the personal

information (including gender, age, years of experience, academic degree and position, department and institution). Part two of the questionnaire was to enquire the perception and attitudes on using authentic materials in teaching foreign languages classes including the academic level that authentic materials are used for teaching, criteria for selecting the authentic materials, sources of authentic materials, needs of training for using authentic materials. In part two of the questionnaire, the teacher participants were given the opportunity to select more than one option in question number 1, 2 and 3. Some of the survey items were five point Likert-scale questions measuring level of agreements, where 1 stand for “strongly disagree”, 2, “disagree”, 3, “neutral”, 4, “agree, 5, “strongly agree”. The survey was in English only.

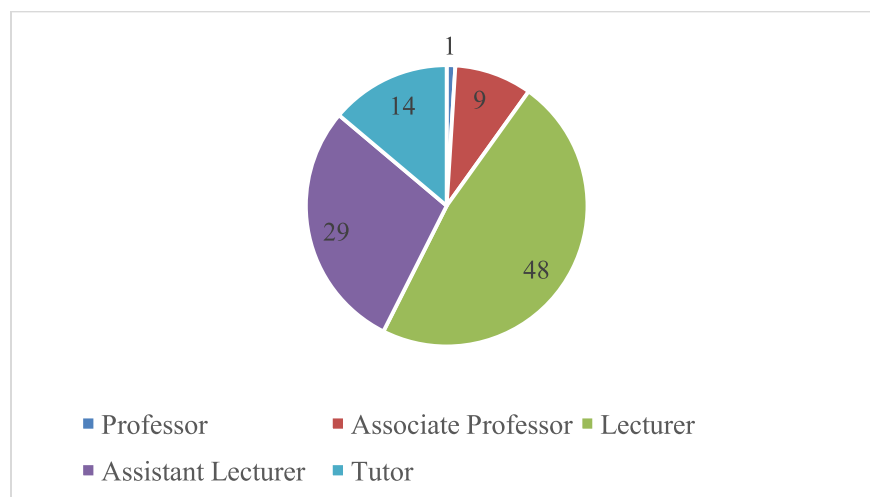
### Statistical Analysis

Data analysis consisted of frequency distribution for each variable when applicable. Mean scores and standard deviation were analyzed and reported to reflect the perception on each aspect.

### Findings and Discussion

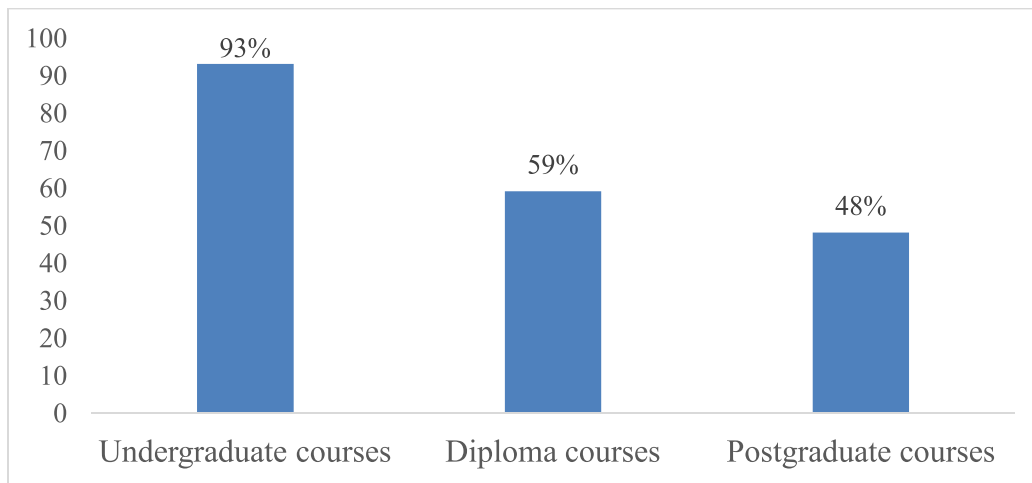
The current study worked on finding out the teachers’ perceptions, attitudes and reactions towards using authentic materials in foreign language teaching.

The first part of the questionnaire is to determine the demographic profile of the teacher participants. Fifty six out of 101 teachers were from YUFL and 45 from MUFL. The teachers were from a variety of department including Chinese, English, French, German, Japan, Korea, Russia and Thai. Majority of the teachers were female (91%). Mean age of teachers was 39.04 years with average teaching experience of 13.31 years. Different positions of teachers such as professor, associated professors, lectures, assistant lecturers and tutors were included in this study. (Figure 1)



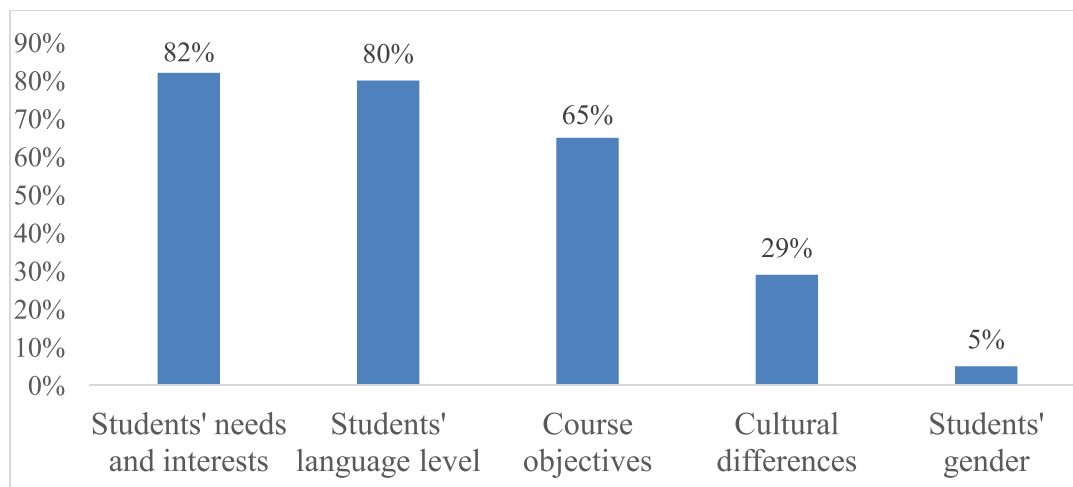
**Figure 1: Academic Position of the teaching staffs**

The second part is concerned with teachers' opinion on the use of authentic materials. In the first question, level or courses in which authentic material are used for teaching, response of teacher participants were described in Figure 2. According to the study, authentic materials were used in all level including diploma, undergraduate and postgraduate courses. However, the undergraduate courses were mostly selected by the teachers (93%) in using the authentic materials.



**Figure 2: Academic level at which authentic materials were used**

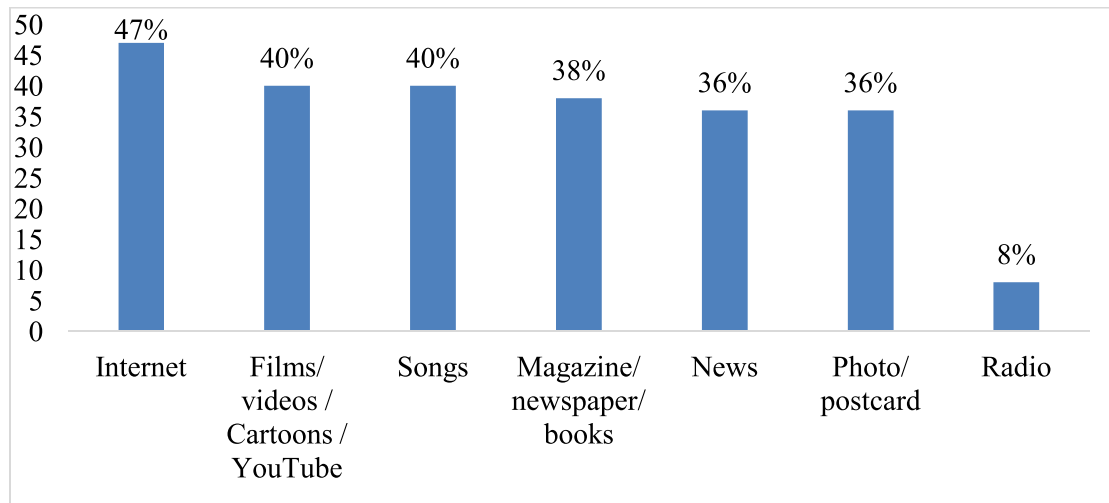
Regarding the second question that inquired about the criteria for selecting authentic materials. The data was described in Figure 3. Most of the teachers indicated that students' need and interests (82%), students' language level (80%) and course objectives (65%) would be used as the primary strategies for selecting the authentic materials. Nearly one-third of the teacher participants (29%) would consider the culture differences as a criterion. Only very few participants (5%) believed to consider the students' gender for selecting the authentic materials.



**Figure 3: Criteria for selecting authentic material**

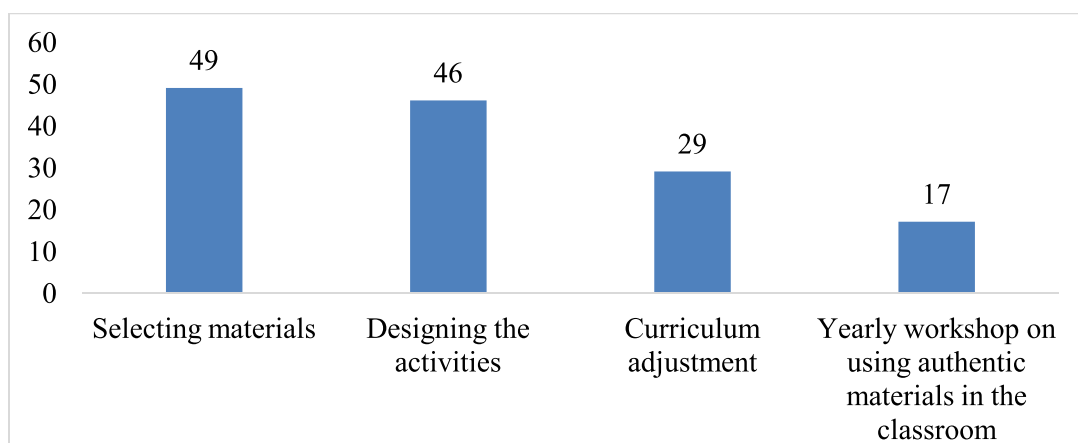


The third question was to investigate the sources of authentic materials that teachers use to gain authentic input. The findings were described in Figure 4. Most of the participants indicated that they would prefer to use Internet (47%), followed by films, videos, cartoons, YouTube (40%), songs (40%), printed materials such as magazines, newspaper, books, short stories and brochures (38%), news (36%) and images such as photographs, postcards, posters and pictures (36%). Only few teacher participants (8%) preferred to use as an authentic material.



**Figure 4: Sources of authentic materials**

The next question inquired the teacher participants whether they need specific training in using authentic materials. Most of the teacher participants (75%) believed that they need training for using authentic materials. The results were described in Figure 5. Regarding the type of training for using the authentic materials, most of the teacher participant would prefer to have training in selecting the materials (49%) ahead of designing the activities (46%), curriculum adjustments (29%) and yearly workshop (17%).



**Figure 5: Training to use authentic materials**

No.	Statements	Strongly Disagree (N, %)	Disagree (N, %)	Neutral (N, %)	Agree (N, %)	Strongly Agree (N, %)	Mean
1.	I prefer using authentic materials in my language classes.	1, 1%	-	8, 8%	56, 55%	36, 35%	4.25
2.	Using authentic materials has positive effects on students.	-	-	6, 6%	66, 65%	29, 29%	4.23
3.	Authentic materials expose students more confident to deal with real life situations.	-	-	11, 11%	68, 67%	22, 22%	4.14
4.	Authentic materials help students to acquire the language faster.	-	-	19, 19%	58, 57%	24, 24%	4.06
5.	Authentic materials develop students' listening skill.	1	-	24, 24%	50, 50 %	26, 26%	3.99
6.	Authentic materials develop students' speaking skill.	-	-	23, 27%	55, 54%	23, 27%	4.01
7.	Authentic materials develop students' reading skill.	-	1, 1%	24, 24%	55, 54%	21, 21%	3.95
8.	Authentic materials develop students' writing skill.	-	2, 2%	28, 28%	54, 53%	17, 17 %	3.81
9.	Authentic materials develop students' learning motivation.	1, 1%	-	11, 11%	52, 51%	37, 37%	4.23
10.	Using authentic materials helps to improve the students' cultural awareness.	1, 1%	1, 1%	12, 12%	70, 70%	17, 17%	3.97

No.	Statements	Strongly Disagree (N, %)	Disagree (N, %)	Neutral (N, %)	Agree (N, %)	Strongly Agree (N, %)	Mean
11.	It is relevant to use the authentic material in my language classes.	-	2, 2%	14, 14%	71, 70%	14, 14%	3.96
12.	It is difficult to use the authentic material in my language classes.	6, 6 %	38, 38%	43, 43%	13, 13%	1, 1%	2.65
13.	Using authentic material is time consuming.( in terms of selection and preparation)	-	10, 10 %	33, 33%	53, 52 %	5, 5%	3.52
14.	Using authentic materials adds a burden on teachers, as they may contain difficult vocabulary and structures.	1, 1%	19, 19%	33, 33%	39, 39%	9, 9%	3.36
15.	There are syllabus constraints to use the authentic materials.	1, 1%	15, 15 %	44, 44%	39 39%	2, 2%	3.26
16.	Using authentic materials encourage teachers to adopt creative approach.	-	-	16, 16%	74, 73%	11, 11%	3.95
16.	Using authentic materials encourage teachers to adopt creative approach.	-	-	16, 16%	74, 73%	11, 11%	3.95

**Table 1: Frequency, percentages, mean and standard deviation of teachers' perception on using authentic materials in teaching foreign languages.**

Table (1) summarizes the question number five providing the teachers' perception on using authentic materials in teaching foreign languages. Using a five-point scale, the levels of agreement like "agree" and "strongly agree" were concerned as positive attitude and "disagree"

and “strongly disagree “ as negative attitude. The results in the first statement showed that most of the teachers (92%) had positive attitude about using the authentic materials. The mean average was  $4.25 \pm 0.68$ . Regarding the positive effect on students by using authentic materials, a great number of the teacher participants (95%) also had positive perception. The result in Table 1 also illustrated that the majority of the teacher participants (90%) thought that authentic materials expose students more confident to deal with real life situations. Eighty two percent of teacher participants supposed that authentic materials help students to acquire the language faster. Two-thirds of teacher participants expressed that authentic materials develop students’ listening, speaking, reading and writing skills. Most of the teacher participants (89%) considered that authentic materials motivate the learners. Many teachers also admitted that using authentic materials helps to improve the students’ cultural awareness. The mean average was  $3.97 \pm 0.67$ . Based on the teachers’ responses, maximum number of the teacher participants (87%) agreed that it is relevant to use the authentic material in their language classes. Only two teachers did not support that statement. Only few teachers (14%) believed that integrating the authentic material in teaching languages was difficult. Some of the teacher participants (58%) thought that using authentic materials is time consuming, 48% expressed that using authentic materials adds a burden on teachers, as they may contain difficult vocabulary and structures. Forty-one percent of the teachers stated that there are syllabus constraints to use the authentic materials. The results from the last statement demonstrated that 85% of the teacher participants stated that using authentic materials encourage teachers to adopt creative approach. The mean average was  $3.95 \pm 0.52$ .

Generally, the findings demonstrated that teacher participants positively perceived the use of authentic materials in foreign language teaching. In this study authentic materials were used mostly in undergraduate courses than the diploma courses and postgraduate courses. These findings agreed with the findings of Miler (2005) and McNeil (1994). They both referred to the possibility of using authentic materials even with lower level learners. However, great attention should be paid to the suitability of materials to learners’ learning levels, as Day (2004) stated that: “teachers should use materials that are appropriate for the linguistic abilities of their students”.

According to this study, the teachers believed that students’ needs and interest and students language level were major criteria for selecting the authentic materials. These findings are comparable with Berardo’s (2006) and Lee’s (1995) statements. They pointed out that the content is suitable if it interests the students and is appropriate to their needs and abilities and authentic texts must be chosen based on suitability of content, exploitability, and readability. However less than one-third of teacher participants believed that cultural differences are one of the criteria for selecting the authentic materials. This finding was contradicted to the statement of Bacon and Finneman (1990) in which they asserted that the authentic texts should be culturally relevant to the students’ experience.

Based on the data obtained from this study, the Internet were the most accessible authentic material sources to teachers. The films, videos, cartoons, YouTube, and songs appeared second and printed materials such as magazines and newspapers appeared third. Results of the current study are consistent with what Berardo (2006) stated on the significance of Internet as a significant and continuously modernized source of materials: "Whereas newspapers and any other printed materials, e.g. textbooks date very quickly, the internet is continuously updated, more visually stimulating and being interactive...".

An analysis of teachers' responses to the need for training in using the authentic materials in the classes discovered that most of the teachers perceived that they need a training. Regarding the kind of training, this study clearly pointed out that they require a training for selecting the materials and designing the activities. It can be noted that selecting the materials due to authentic materials, is more challenging than designing the materials.

The study showed that most of the teachers preferred to use authentic materials in their classes and they believed that authentic materials have also positive effect on the students, exposed them more confident to deal with real life situations. Herrington and Oliver (2000) suggested a new pedagogical term, called "authentic learning" which is directly related to the students' real life and prepares them to face and deal with real world situations.

The result of the data illustrated that authentic materials help students to acquire the language faster and to develop students listening, speaking, reading and writing skills. Richards (2001) explained the advantages of authentic materials in language teaching, due to the following reasons: (1) they expose learners to real language; (2) they are more related to learners' needs; (3) they have a positive effect on learners' motivation; (4) they bring cultural information to the students' attention.

The analysis of the teachers' responses also pointed out that authentic materials develop students' learning motivation. Nuttall (1996) noted that authentic texts can be motivating because they are proof that the language is used for real-life purpose by real people. Thanajaro (2000) and Otte (2006) also stated that authentic materials have a positive effect on learners' motivation and encourage them to learn better. According to the result of the data, teachers stated that authentic materials helps students to improve their cultural awareness. This finding supported to Sherman's report (2003) that the importance of authentic materials is like a window into culture.

Most of the teachers' responses showed that it is relevant to use the authentic materials in the classes. Larsen-Freeman (2000) stated that one of the characteristics of communicative language teaching is using authentic materials. Communicative language teaching approach is a very important tool of communication inside and outside the classroom. According to the study, using the authentic materials was not difficult but half of the teachers thought that it is time consuming. It can be compared with Miller's statement (2005) in which authentic materials are "too difficult and time consuming to select, edit and prepare."

Some of the teachers approved that using authentic materials add a burden to teachers. This finding was in line with Kilickaya (2004) who claimed that authentic materials may contain difficult vocabulary and structures which need more effort to be simplified and explained, in order to make them appropriate for their learners.

This study also demonstrated that there are syllabus constraints to use the authentic materials. Because using authentic material constantly requires extensive explanations that may delay or slowdown the pace of a planned language class, which is a significant factor of a tightly packed syllabus. It is especially a truth at university level, where time constraints exert another pressure on teachers. Teachers have to find the best way to achieve the course objectives in the set time frame. On the other hand, the nature of the courses sometimes requires the use of authentic teaching material. It is the 'real life' material which prepares students for performing their professional tasks. Interestingly, the study illuminated that using authentic materials encourage the teachers to adopt creative approach. These findings were also compatible with reports of Peacock (1997) and Richards (2001).

Understanding the teacher's perception toward the use of authentic materials could improve the teaching and learning process of language and subsequently, could motivate the students' learning. Dörnyei (2003) clarified that students' motivation and, learning achievement are highly influenced by the teacher's attitudes.

### **Conclusion**

This study explored the perception of teachers toward the important of using authentic materials in foreign language teaching classes in Myanmar. The data highlighted that all teacher participants, despite differences in their teaching experiences, academic degrees and teaching languages all agreed using authentic materials in language classes. According to the study, authentic materials were effective in teaching learning process and can support the students' language learning skills. Moreover, they help to develop the students' motivation and improve the students' culture awareness. This study also concluded that although using authentic materials is time consuming in terms of selection and preparation, it is interestingly found out that most teachers participants do not have special difficulties in using authentic materials and also students' motivation level becomes higher by using authentic materials. Consequently, authentic materials provide the students with large amount of advantages and lead to improve their communicative competence. Finally, teachers suggested that they need a training especially in selecting the authentic materials and in designing the activities to overcome the difficulties and problems while integrating them in teaching.

### **Limitation of the study**

This study has some limitation. Firstly, the data collection was limited to only sixteen departments of the two universities, YUFL and MUFL. Secondly, the study focused only on perception of the teaching staffs. They didn't represent student's perception on using authentic

materials in learning foreign language. Finally, teachers' view on how authentic materials can develop productive skills, that can be explored in future investigation.

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