

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES



**TURKISH EFL TEACHERS' PERSPECTIVES ON USING
AUTHENTIC MATERIALS IN EFL CLASSES AT TERTIARY
LEVEL**

MASTER'S THESIS

Salsabil EL KAMILI

Department of Foreign Languages Education

English Language Education Program

AUGUST, 2023

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APPROVAL PAGE

DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis. (20/07/2023)

Salsabil EL KAMILI

FOREWORD

My ultimate gratitude goes to Almighty God who gave us health, patience, blessing, and guidance to fulfill whatever we want to achieve in our lives.

I would like to express sincere gratitude to my thesis supervisor Prof. Dr. Saeed MEHRPOUR for his insightful guidance, recommendations, endless support, and priceless advice he provided me with throughout the process. This work would not have been possible without his assistance.

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TURKISH EFL TEACHERS' PERSPECTIVES ON USING AUTHENTIC MATERIALS IN EFL CLASSES AT TERTIARY LEVEL

ABSTRACT

Within the realm of English Language Teaching (ELT), the concept of authenticity of materials has been given a significant attention from researchers ever since the emergence of Communicative Language Teaching (CLT) approach. Nonetheless, it is hard to determine whether EFL teachers are keen to use authentic materials with tertiary students in EFL contexts such as Turkey. The present study aimed at investigating the perspectives of Turkish EFL teachers on using authentic materials at the tertiary level of education. In this regard, an online survey questionnaire was completed by forty-four teachers, while ten of them further participated in semi-structured interviews. Corresponding outcomes showed that the teachers exhibit a favorable attitude toward the utilization of authentic materials in their EFL classes and that they were fully aware of their impact on their students' language development. The findings also revealed that the majority of teachers prefer using authentic materials as a primary source, believing that those materials provide their students the opportunity to interact with real language, improve their language skills and assist them to become proficient in learning English as a foreign language. Furthermore, the findings of this study suggested that educators perceive accessing authentic materials to be an easy process.

Keywords: Authentic Materials, EFL Teachers, Perspectives, Tertiary level.

TÜRKÇE YABANCI DİL (EFL) ÖĞRETMENLERİNİN ÜNİVERSİTE HAZIRLIK SEVİYESİNDE EFL SINIFLARINDA GERÇEK MATERYALLERİN KULLANIMINA İLİŞKİN GÖRÜŞLERİ

ÖZET

İngilizce Dil Öğretimi (ELT) alanında, materyallerin otantikliği kavramı, İletişimsel Dil Öğretimi (CLT) yaklaşımının ortaya çıkışından bu yana araştırmacılar tarafından önemli bir dikkatle ele alınmaktadır. Bununla birlikte, Türkiye gibi EFL bağlamlarında üniversite öğrencileriyle otantik materyalleri kullanma konusunda Türk EFL öğretmenlerinin istekli olup olmadığı belirlemek zordur. Bu çalışma, Türk EFL öğretmenlerinin üniversite hazırlık seviyesinde, özellikle Türkiye'deki üniversite hazırlık okullarında otantik materyallerin kullanımına yönelik görüşlerini araştırmayı amaçlamaktadır. Bu bağlamda, kırk dört öğretmen tarafından bir çevrimiçi anket doldurulurken, bunlardan on tanesi ayrıca yarı yapılandırılmış görüşmelere katıldı. Elde edilen sonuçlar, öğretmenlerin EFL derslerinde otantik materyallerin kullanımına olumlu bir tutum sergilediğini ve bu materyallerin öğrencilerin dil gelişimine olan etkisinin farkında olduklarını gösterdi. Bulgular ayrıca öğretmenlerin çoğunluğunun otantik materyalleri birincil kaynak olarak tercih ettiğini ve bu materyallerin öğrencilere gerçek dil ile etkileşim kurma, dil becerilerini geliştirme ve İngilizceyi yabancı dil olarak öğrenmede yetkin hale gelmelerine yardımcı olduğunu düşündüklerini ortaya koydu. Ayrıca, bu çalışmanın bulguları, eğitimcilerin otantik materyellere erişimin kolay bir süreç olduğunu algıladıklarını gösterdi.

Anahtar Kelimeler: Otantik Materyaller, EFL Öğretmenleri, Görüşler, Üniversite hazırlık seviyesi.

TABLE OF CONTENTS

DECLARATION	i
FOREWORD	ii
ABSTRACT	iii
ÖZET	iv
TABLE OF CONTENTS	v
LIST OF ABBREVIATIONS	viii
LIST OF FIGURES	ix
LIST OF TABLES	x
I. INTRODUCTION	1
A. Nature of the Problem	1
B. Research Aims.....	2
C. Research Questions	2
D. Significance of the Study	2
II. LITERATURE REVIEW	4
A. Introduction	4
B. The Rise of Authenticity	4
C. Defining Authenticity in ELT	5
1. Text Authenticity	5
2. Task Authenticity	6
3. Learner Authenticity	7
4. Curriculum Authenticity	8
D. Authentic Materials	9
E. Rational for Using Authentic Materials.....	9
1. Increasing Learners' Motivation	9

2. Promoting Students' Language Proficiency.....	11
3. Engaging in Meaningful Communication.....	12
4. Providing Real-Life Language Use.....	13
F. Using Authentic Materials to Teach the Four Skills.....	14
1. Using Authentic Materials to Teach Listening	14
2. Using Authentic Materials to Teach Reading	16
3. Using Authentic Materials to Teach Speaking.....	18
4. Using Authentic Materials to Teach Writing.....	20
G. Challenges of Using Authentic Materials	22
H. Relevant Studies	23
III. METHODOLOGY	25
A. Introduction	25
B. Research Design	25
C. Participants	25
D. Data Collection Instruments.....	26
1. Questionnaire	26
2. Interview	27
E. Data Analysis.....	28
IV. FINDINGS AND ANALYSIS.....	29
A. Introduction	29
B. Findings from the Questionnaire	29
1. Findings from the Questionnaire: Part I.....	29
2. Findings from the Questionnaire: Part II	31
3. Findings from the Questionnaire: Part III	32
4. Findings from the Questionnaire: Part IV	35
5. Findings from the Questionnaire: Part V	38
C. Findings from the Interview	41
V. DISCUSSIONS AND CONCLUSIONS	46

A. Limitations of the Study	48
B. Suggestion for Further Research	49
VI. REFERENCES	50
APPENDICES	63
RESUME.....	77

LIST OF ABBREVIATIONS

CLT : Communicative Language Teaching

EFL : English as a foreign language

ELT : English Language Teaching

LIST OF FIGURES

Figure 1	Respondents' Gender.....	30
Figure 2	Highest Degree Earned.....	30
Figure 3	Years of Teaching Experience.....	31
Figure 4	Respondents' Beliefs on Commencement of Exposure to Authentic Materials	31
Figure 5	Factors Influencing the Selection of Authentic Materials	32

LIST OF TABLES

Table 1	General Beliefs About the Use of Authentic Materials: Statistical Analysis ...	33
Table 2	Percentages and Frequencies of General Beliefs About the Use of Authentic Materials	34
Table 3	Authentic Materials in Reading/ Listening classes: Statistical Analysis	35
Table 4	Percentages and Frequencies of Using Authentic Materials in Reading/ Listening Classes	36
Table 5	Authentic Materials in teaching Grammar/ Vocabulary: Statistical Analysis..	38
Table 6	Percentages and Frequencies of Authentic Materials in teaching Grammar/ Vocabulary.....	39

I. INTRODUCTION

A. Nature of the Problem

In today's competitive world, having communication skills is a must for students to be prepared to excel academically, succeed professionally, think critically, and more importantly to build relationships. Since language is the direct tool individuals use to communicate and the essential goal of learning English is to be able to communicate with native speakers, language teachers need to design their classroom activities based on real world "authentic sources" (Richard, 2006). In other words, the materials used in language classrooms should be taken from everyday language as spoken by native English speakers. Unfortunately, learners have a very low chance to naturally use the language both inside and outside the classroom context. That is to say, teachers sometimes blindly depend on textbooks and grammar-based teaching methods without taking into consideration the importance of using supplementary authentic materials in their classes. As a result, the learners' language proficiency usually remains low.

Textbook materials are often criticized for several reasons, one of which is that the language used in textbooks is different from real spoken language in terms of grammar, vocabulary, and pragmatics (Gilmore, 2007). Textbook materials, particularly those containing artificial listening exercises, do not mirror the language spoken in real-life situations (Hedge, 2000). To explain, authentic language is full of the use of idiomatic expressions, pauses, fillers, and repetitions to ensure mutual understanding, unlike the error-free discourse found in textbooks. Therefore, in such language classrooms, students acquire only basic speaking skills, limiting their ability to naturally engage in informal conversations. Another issue arises when teachers primarily depend on a single resource to teach all their students (Richards, 1998). Classrooms are made up of diverse learners with different needs, backgrounds, and expectations (Hedge, 2000). Therefore, textbooks are more likely to fail in meeting the different needs of individual learners in their particular socio-cultural settings.

Overall, textbooks, including the ones used for teaching English in Turkey, lack authenticity because their objectives and purposes differ significantly from those of authentic materials. That is to say, textbooks are designed to provide learners with unnatural language, activities, and situations for educational purposes, while authentic materials aim to communicate messages in real-world contexts. As a result, the textbooks used in Turkey often contain artificial texts that do not feel natural or realistic to the learners.

B. Research Aims

The present study aims to investigate the perspectives of EFL teachers on the use of authentic materials in EFL classes in institutes of higher education in Turkey, specifically focusing on universities in Istanbul and Izmir. This study employs an interpretive inquiry to examine Turkish EFL teachers' views regarding authentic materials and their use in their classes. Furthermore, it focuses on how the teachers see the role of authentic materials in developing students' language proficiency levels. Gathering insights from the teaching practitioners will uncover the underlying factors that influence their choices and preferences in selecting teaching resources and materials.

C. Research Questions

In line with the purpose of this study, two main research questions were addressed as follows:

- What are the Turkish EFL teachers' views on the use of authentic materials?
- Are Turkish EFL teachers aware of the importance of using authentic materials in their classes?

D. Significance of the Study

There is a lack of research exploring how teachers in an EFL context such as Turkey think of using authentic materials as a complementary resource to textbooks. A review of the existing literature revealed a limited number of studies that have explored the impact of using authentic materials on the English proficiency of Turkish EFL students, especially within tertiary EFL contexts and from the teachers' perspective. Therefore, this research aims to bridge this gap in the current literature.

As an ELT student in Turkey for the past two years, I have personally witnessed the relevance and importance of this topic. Through this interpretive study, I hope to contribute to the Turkish EFL teachers understanding of the extent to which authentic materials can enhance their students' language proficiency. Furthermore, I aim to shed light on language teachers' perspectives regarding the utilization of authentic materials in their language teaching practices.

By conducting this research, I also hope to provide a valuable reference for future Turkish EFL teachers or those who may not yet be fully aware of the importance of implementing authentic materials in their EFL classes. Ultimately, I believe the outcomes of this study will contribute to uncovering language teachers' perceptions concerning the use of authentic materials in their classrooms.

II. LITERATURE REVIEW

A. Introduction

The purpose of this chapter is to delineate the literature on the concept of authenticity with a focus on using authentic materials in language classes. I start the discussion by providing an overview of the rise of authenticity and its definition within the field of ELT. Secondly, I discuss authentic materials, focusing on rationales for using such materials in EFL classes, followed by using authentic materials in the four skills and challenges of using such materials.

B. The Rise of Authenticity

The notion of authenticity has been discussed in the field of English Language Teaching (ELT) for the past few decades with the emergence of the Communicative Language Teaching (CLT) approach. The CLT approach has shifted the emphasis from language structures in textbooks to real communication as the primary objective of language teaching and rejected the traditional idea of focusing on language structure in language learning. Thus, the CLT paradigm in ELT has resulted in the re-emergence of authentic texts, with a stronger focus on meaningful communication rather than traditional form-focused language teaching approaches like the study of syntax and vocabulary (Mishan, 2005).

Generally speaking, CLT aims to assist language learners in developing the language competence to become capable of using “real” language outside the classroom. Within this context, Clarke (1989) assumes that for this to be achieved, language learners should be exposed to ‘real language’ through ‘real life tasks’ in the classroom context. This emphasis on “realness” has made the concept of “authenticity” very common in ELT materials and task design and recently has become the central component of language teaching tasks (Nunan, 1989; Roberts & Cooke, 2009). According to Azizah (2016), when language teachers rely on authentic teaching materials in the classrooms, learners benefit from what he called “direct interaction with input data that reflect real dialogue in the TL” (2016, p. 366). Consequently,

language teachers and materials developers feel the need to present and/or create “authentic input” for language learners that meet their “communicative needs” (Brown & Menace, 1993; Mitchell, 1994).

Over the centuries, the methods of language teaching have gone through substantial changes whereas the basic concepts available to language teachers have remained mostly the same. However, the manner of developing these methods and the way these concepts are presented have evolved and changed over time (Kelly, 1969). Through an examination of historical literature, several examples of authenticity in language acquisition can be found, as Mishan (2005) suggests, may be classified into three categories: 1. “communicative approaches” which refer to language teaching methods that prioritize communication as both the goal of language learning and the method used to teach it; 2. “materials-focused approaches” which focuses mainly on the text and uses it as the central element of learning, and 3. “humanistic approaches” that take into account the learner as “whole” and emphasizes individual growth and development.

C. Defining Authenticity in ELT

“Authenticity [...] is a term which creates confusion because of a basic ambiguity” (Widdowson, 1983: 30). In language learning authenticity has been a matter of continuous and contentious debate especially when researchers began to focus on materials development. Initially, the authenticity debate was primarily concerned with authentic texts and tasks, but recent years have brought about a shift towards examining other dimensions of authenticity, including those related to learners and curriculum (Tomlinson, 2017).

1. Text Authenticity

In literature, the term “authenticity” is usually discussed from a text-based perspective. That is, “text” in this context encompasses a broad range of printed or recorded materials, including written and spoken language samples, as well as other types of data. Scholars define authentic text as “[...] a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Morrow, 1977: 13). In the same vein, Porter and Roberts (1981) claim that authentic texts are “real” language samples created by native speakers for genuine communication purposes, rather than for pedagogical ones (1981:

37). Likewise, Wilkins (1970) states that for a text to be authentic, it needs to be “originally directed at a native-speaking audience” and not used for language teaching purposes (1981: 79).’

The concept of text authenticity can be considered from a range of perspectives. For some scholars, the authenticity of a text is an inherent quality of the text itself. However, others claim that authenticity is conferred upon a text by specific people or circumstances (Taylor, 1994). Similarly, Breen (1985) states that the same text can be considered authentic or inauthentic depending on the context of its use and audience. In other words, if the text is taken out of its context it is then not considered authentic anymore:

Authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context.... A text is a message from a writer to an assumed reader.... A text can only be truly authentic ..., in the context for which it was originally written (Hutchinson & Waters, 1987: 159).

2. Task Authenticity

As mentioned earlier, the concept of authenticity is embedded in the CLT approach whose principles are based on the idea that language learning should be centered on communication and interaction. Hence, tasks that are considered authentic are those that provide opportunities for genuine communication, are designed to serve real communicative needs and reflect real-world situations (Tomlinson, 2017). According to Nunan (1989), to achieve authenticity in the classroom, the design and execution of tasks should be approached with the goal of creating authentic communication that mirrors “real-world” situations. Moreover, Hedge (2000) believes that in order to design classroom tasks that are relevant and appropriate, it is essential to consider learners’ goals, interests, prior knowledge, and possible interpretations. To provide an example of task authenticity, when designing a lesson for English learners preparing for future travel experiences, the teacher can assign a task that mirrors real-world situations instead of having the students memorize travel-related vocabulary and verb tenses. In this scenario, students can assume specific roles: one as a traveler seeking assistance at an airport, while the other acts as a customer service representative. In this case, the students will fully immerse themselves in the situation, experiencing every aspect of it from checking in and navigating through security to asking questions about their flight.

It is believed that “authentic” input may not always be sufficient to meet communicative goals and create a truly authentic learning experience in the classroom. For this reason, to foster learner authenticity in language learning, it is essential to prioritize task authenticity (Guariento & Morley, 2001). In this sense, Oğuz and Bahar (2008) suggest that learners’ creativity, awareness, and autonomy can be enhanced by an authentic learning environment, where they are motivated to tackle practical issues, engage in activities that solve real-life problems, or create products with real-life purposes (p. 329). Therefore, it is important for language teachers to focus not only on creating and implementing effective tasks but also on the potential results they may yield (Porter & Roberts, 1981). Neglecting this issue could result in the use of “inauthentic” means to present texts in the classroom. Stated differently, the language classrooms in which authentic texts are presented traditionally lack the diversity of samples of “real” language use learners need to experience. Therefore, “authentic” tasks in language classrooms must incorporate both linguistic and socio-cultural elements of the text to effectively engage learners.

3. Learner Authenticity

Language learners are not “empty vessels”; they play an active role in the language teaching process. Breen (1985) claims that real communication in a language learning classroom can be reached by using an authentic text. Thus, the authenticity of a text is determined by the successful establishment of “authentic communication” between the writer's intended message and the reader's interpretation (Breen, 1985). In other words, authenticity can only be achieved through the ability of the receiver to appropriately interpret the intended message of a discourse produced by a writer or a speaker (Widdowson, 1978; 1979). Learner authenticity is attained when there are effective or positive reactions from the language learner to the text (Lee, 1995). In the same line, Widdowson (1979) further explain:

Authenticity... is a function of the interaction between the reader/hearer and the text which incorporates the intentions of the writer/speaker. We do not recognize authenticity as something there waiting to be noticed; we realize it in the act of interpretation (Widdowson, 1979: 165).

Breen (1985) affirms that language teachers “should be willing to welcome into the classroom any text which will serve the primary purpose of helping the learner to develop authentic interpretations” (1985: 63). Learners’ engagement and willingness

to communicate in the classroom are crucial factors for attaining language authenticity. Therefore, the criteria teachers use to select and use texts needs to be based on the learners themselves, rather than merely on the characteristics of the text. Teachers can also promote learners' authenticity by providing them with opportunities to engage in communicative activities that reflect real-world situations and to use language in a way that is relevant to their lives. In line with Breen's perspective, the teacher should encourage each student to bring in texts or topics of personal significance, rather than relying solely on a standardized curriculum. That is to say, one student might share a news article about environmental issues, while another brings in a chapter from a beloved novel. As they delve into these personally significant texts and engage in meaningful discussions, the classroom transforms into a dynamic learning community, where learners not only enhance their language skills but also gain the ability to apply English in situations that matter to them.

4. Curriculum Authenticity

Curriculum is discussed here based on Tomlinson's (2017) definition as "an educational program" which encompasses the "individual academic courses" along with their interconnections. To put differently, for the curriculum to be authentic, its content should be coherent, relevant, and connected to learners' real-world experiences. Tomlinson further explains that a curriculum is likely to be authentic when it includes knowledge and skills which can be applied in new and unexpected situations. In line with this, Nunan (1991) claims that an authentic curriculum should consider learners' interests and needs and offer chances for learners to utilize language in "real" contexts.

It is argued that an authentic curriculum should be culturally responsive (Gay, 2010). As the learning process does not happen in a vacuum, language classrooms environment should reflect learners' backgrounds, values, and beliefs. Breen (1985b) suggests that classroom settings may not be the best place to learn a language in a systematic way or to practice using the language in real-world situations. Nevertheless, "the classroom has its own communicative potential and its own authentic metacommunicative purpose" (Breen, 1985b: 154). Therefore, the most authentic situation in a language class is where learners are allowed to communicate and exchange ideas about the lesson's content and their language learning progress in the classroom's social setting (Breen, 1985a). Furthermore, language educators are asked

to select authentic texts and tasks that create real social situations to engage learners and prepare them for real-world communication (Mishan, 2005).

D. Authentic Materials

The term 'authentic material' has been defined in various ways within the field of ELT. One common element among all these definitions is the notion of “exposing learners to real-life situations”. Researchers generally agree that authentic materials are any material which has not been originally created for the purpose of language teaching, but rather for real-life communication and social interaction within a particular language community (Nunan, 1989). Bacon and Finnemann (1990) also claim that authentic materials are texts which are created by native speakers for non-pedagogical purposes. Similarly, Stoller and Grabe (1997) state that "Authentic materials are any texts, documents, video or audio clips, or other forms of media that have not been specifically created for pedagogical purposes, but which are used as teaching and learning tools in language classrooms" (1997: 2).

In fact, there is no specific source for authentic materials that could be used in EFL classes. The most common ones to be mentioned are TV, newspapers, magazines, radio, and the internet. TV and video seem to be easier sources as learners can quickly get the meaning from pictures, gestures and body language. In this area, Miller (2003) claims that TV and videos are easier for learners to comprehend since learners can perceive the "paralinguistic features of the spoken text". However, it is assumed that the internet is the most useful source for now (Berardo, 2006). That is because the internet is updated regularly, and this exposes learners to new information and up-to-date language that is used by native speakers. He also believes that the internet is an interactive tool and constantly provides visual stimulation. However, as Miller (2003) states, TV is considered to be the most used source of material especially for authentic listening purposes for language instruction.

E. Rational for Using Authentic Materials

1. Increasing Learners' Motivation

Motivation plays a crucial role in language learning. In his book, Spaulding (1992) discussed two types of motivation. The first one is extrinsic motivation which is affected by external factors. The strategies of extrinsic motivation intend to

encourage learners to engage in classroom activities by offering them rewards they find valuable (Brophy, 1998). To explain, learners who are extrinsically motivated would prepare well for the final exams in high school because they are willing to be accepted in the faculty of medicine. On the contrary, intrinsic motivation refers to the inner desire of learners to learn and improve. That is to say, learners participate in classroom activities willingly and with no external motivations (Brophy, 1998). In line with this, Reid (2016) claims that “ideally motivation should be intrinsic”. Learners need to develop self-motivations by having a strong drive to succeed and clear objectives.

Gardner (1985) describes true motivation 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” (1985: 10). As Wachob (2006) claims, learners’ motivation can be affected by different factors. One of those factors is the materials used in the classroom. Scholars agree on the fact that authentic materials have the power to motivate learners more than the materials produced for learning purposes (Almusallam, 2015; Azri & Al-Rashdi, 2014; Berardo, 2006; Guariento & Morley, 2001; Guo, 2012; Lee, 1995; Mestari & Malabar, 2017; Mishan, 2005; Peacock, 1997; Richards, 2001; Tomlinson, 2001). Aligned with this, Gilmore (2007) states that authentic materials are essential for learning the language successfully. Moreover, Tamo (2009) declares “Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the students’ learning experience” (p. 75).

Empirical studies have proved that materials increase learners’ motivation in the classroom, Peacock (1997) conducted a study with two beginner-level classes at a South Korean university. The two classes alternatively used authentic materials and non-authentic materials. Based on two observation sheets and a self-report questionnaire, the results suggest that the use of authentic materials led to a significant increase in on-task behavior and observed motivation compared to the use of non-authentic materials. Additionally, a study by Marzban and Davaji (2015) explored the motivation of intermediate EFL learners in Iran by comparing the use of authentic and simplified texts before and after reading. The results indicated that the group which used authentic materials demonstrated higher motivation levels.

2. Promoting Students' Language Proficiency

As mentioned above, authentic materials offer learners a realistic representation of how language is genuinely used by native speakers in their real-life situations. Arnold and Brown (1999) point out that language teachers use authentic materials as a tool not to only foster students' communicative competence but also to enable them to comprehend and generate language in authentic and meaningful ways. By exposing students to authentic materials, learners experience real language forms, idiomatic expressions, and cultural references that equip them with relevant language skills which they can use in various real-life contexts (Nunan, 1991). Additionally, Mercer (2011) suggests that learners get more motivated to actively participate in the learning process and develop more profound comprehension of the language when they perceive language learning as meaningful and applicable to real-life situations. Within the same context, Berardo (2006) argues that authentic materials improve learners' speaking, writing, reading, and listening skills.

Numerous studies have been conducted to investigate the influence of authentic materials on learners' language ability. Rahimi and Hasanpour (2020) conducted a quasi-experimental research to investigate the influence of authentic materials on vocabulary development in EFL learners. The experimental group was taught utilizing authentic materials, whereas the control group was taught using typical textbook-based materials. The results showed that learners in the experimental group acquired and retained more vocabulary than those in the control group. Furthermore, a quantitative study by Ghaderpanahi (2012) investigated the influence of authentic aural materials on the listening capacity of thirty female tertiary psychology majors learning English as a foreign language in Iran. The instructor-researcher offered students real listening input. Following the listening part, students were instructed to complete several tasks to improve their academic listening abilities, such as listening to main ideas, listening for specific details, or note-taking. At the start and conclusion of the program, an IELTS test was given. The results showed that EFL undergraduates' listening abilities improved significantly. The post-test's mean was much greater than the pre-test one.

3. Engaging in Meaningful Communication

The ongoing need for communication and collaboration among nations for various purposes has increased the importance of teaching materials. In order to prepare learners with the necessary language skills they need to function in real-world communication. It is essential to provide learners with opportunities to become familiar with authentic materials through meaningful communication in environments like language classrooms by exposing them to authentic materials gradually and engaging with them in ways that boost their self-confidence (Hedge, 2000). Genhard (1996) claims that authentic materials offer an opportunity to convey information and foster communication and comprehension across cultures. Moreover, Tomlinson (2012) talk about an authentic text as “one which is produced in order to communicate rather than to teach ... The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication” (2012: 162). Similarly, Swaffar (1985) claims that “an authentic text, oral or written, is one whose primary intent is to communicate meaning” (1985: 17). Finally, authentic materials promote the acquisition of communicative competence and provide learners with the chance to interact with real-life language and situations (Feyten,1991).

In a study conducted by Gilmore (2011), the effectiveness of authentic materials in enhancing the communicative competence of Japanese learners was investigated. The data was collected during a 10-month period through various assessments including listening, pronunciation, C-test, grammar, vocabulary, discourse completion task, oral interview, and student-student role-play. The results showed that the experimental group outperformed the control group in five out of the eight measures. When compared to textbook materials, the utilization of authentic materials and tasks demonstrated to be more successful in fostering the development of a wider variety of learners’ communication abilities. Therefore, the realistic materials and challenges offered more thorough linguistic input, allowing learners to acquire different linguistic features.

4. Providing Real-Life Language Use

The concept of authenticity is central to real-life language use, with the learner being exposed to the same language as a native speaker. Using authentic materials can be the best way to prepare learners for real-life situations (Tamo, 2009). Swan (1990) claims that authentic materials provide learners with opportunities to use real language and valid linguistic data for their unconscious acquisition process. It is also believed that authentic materials relate directly with learners' specific needs and offer them exposure to real-life language discourse (Kılıçkaya, 2004; Martinez, 2002; Peacock, 1997). Likewise, Mitchell (2003) suggests that authentic materials acquaint learners with the type of language they are likely to meet in real-life situations, providing them with practical experience. In other words, if learning tasks are authentic, learners recognize the significance of what they are learning as the tasks closely mirror real-life experiences. For example, when learners are required to practice in role-play situations, they are more likely to make their speech more authentic because they can combine their knowledge of discourse with the samples provided by authentic language (Bacon, 1989). Thus, as Hadley (2001) points out:

“[the] Use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint learners more directly with real language than any set of contrived classroom materials used alone” (2001: 97).

Akbari and Razavi (2016) explored high school EFL instructors' attitudes and opinions about the usage of authentic materials in an Iranian context. For this study, a survey questionnaire was completed by fifty-seven female and male in-service English instructors. The results indicated that the majority (97.3%) of the participants recognized the value of using authentic materials in providing students with opportunities to engage with real-world language. The findings also revealed that television, the Internet, and movies were the most popular sources of information and possibilities for exposure to the real world. Furthermore, Huda (2017) studied EFL instructors' attitudes on using authentic materials in the Indonesian setting at the high school level. Two surveys and one interview were completed by six English teachers, one male and five females. According to the findings, authentic materials, particularly the internet, were regarded as significant tools for motivating learners and exposing them to real language.

F. Using Authentic Materials to Teach the Four Skills

The four language skills (listening, reading, writing, speaking) are very significant in language learning process as they are the main language skills (Masood, 2013). The skills, along with the language system of sound structure and vocabulary must be addressed by students if they are to master the language and utilize it as a means of communication (Kurniasih, 2011). That is, learners are expected to be able to combine these elements into their communication actions after they have mastered them. Additionally, he emphasizes “Each language process enhances students’ ability to use the others” (2011: 73). In what follows, using authentic materials to teach the four language skills is delineated.

1. Using Authentic Materials to Teach Listening

In a basic sense, listening can be defined as “the ability to understand spoken language” (Rankin,1952: 847). Jones (1956) extended the definition to be "... a selective process by which sounds communicated by some source are received, critically interpreted, and acted upon by a purposeful listener" (1956: 12). Moreover, Purdy (1997) stated listening to be "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings" (1997: 8).

Listening, as stated by Thanajaro (2000), holds a great significance in individuals' lives. It is the most fundamental of the four key areas of communication skills and language development. He claims that it is quite apparent that children engage in listening and language comprehension before they acquire speaking abilities. Even as children progress to learning how to read, they continue to rely on listening to acquire knowledge and information which will allow them to follow instructions. He further goes, “In the classroom, students have to listen carefully and attentively to lectures and class discussions in order to understand and to retain the information for later recall” (2000: 1).

The significance of teaching listening in language classrooms has become a primary issue for second-language educators and researchers (Rubin, 1994). However, the language used in the classroom does not usually mirror the usage of the real-world language which leads students to struggle to understand people outside the classroom

setting (Paulston & Bruder, 1976; Porter & Roberts, 1981; Rings, 1986; Robinett, 1978). Therefore, it has been suggested that teachers incorporate listening materials comprising authentic language samples from diverse sources so that students may gain familiarity with a wide range of topics, contexts, and speakers (Nagle & Sanders, 1986; Paulston & Bruder, 1976). To explain further, if learners are to be equipped to cope with English outside the classroom (Hafernik & Surguine, 1979), and develop a functional proficiency for effective communication in real-world contexts, they must be exposed to the language of the real world within the classroom environment (Rogers & Medley, 1988). Similarly, Grittner (1980) asserts that to ensure the application of language skills in real-life conversations, language teachers must offer authentic language materials with native accents and intonation at a natural speed of utterance similar to that of native speakers.

Language teachers and linguists emphasize the critical role of authentic spoken texts during the initial stages of language acquisition (Bacon & Finnemann, 1990; Wing, 1986). In line with this, Hansen and Jensen (1994) argue that learners of all levels should regularly encounter authentic speech as an integral component of their listening practice. Morrison (1989) also emphasizes that all proficiency levels, ranging from beginners to advanced may and should use authentic listening materials because every student requires exposure to authentic language as it serves as the medium for daily communication.

An increasing number of empirical research has validated the positive outcomes attained by listeners who are given the chance to engage with authentic oral texts (Porter & Roberts, 1981; Shrum & Glisan, 1999). According to a study conducted by Duquette, Dunnett, and Papalia (1989) at the elementary school level, children who used authentic texts increased their linguistic improvement. Moreover, in their study conducted with intermediate-level students, Herron and Seay (1991) discovered that learners who listened to authentic radio tapes instead of engaging in regular classroom activities exhibited notably higher levels of listening comprehension. According to their findings, the increased exposure to authentic speech contributes to the enhancement of listening comprehension skills.

2. Using Authentic Materials to Teach Reading

Reading is a vital skill in language learning as it plays a fundamental role in expanding learners' minds and enhancing their understanding (Klemer, 2016; Cunningham & Stanovich, 2001). In literature, reading has been given numerous definitions. Reading can be defined as the act of pronouncing words and obtaining meanings from any written material that involves analysis and structuring of complicated abilities such as lessons, ideas, deliberation, integration, and problem solving to provide comprehensible information for readers (Songsingchai, 2010). Hellekjær (2007b) sees that "reading comprises decoding the written text on the one hand and efficiently processing the information on the other hand" (2007b: 2). Similarly, Koda (2007) states that reading is "converting print into language and then to the message intended by the author" (2007: 1). Alderson (2000), on the other hand, suggests that reading is "...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed" (2000: 28).

According to research findings, learners who enjoy reading usually perform better in most courses than those who do not (Krashen, 2004). With this being said, to find real and practical topics which can be interesting to learners and encourage them to read for pleasure, authentic materials can be the best option (Martinez, 2002; Peacock, 1997). Nuttall (1996) claims that "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people" (1996: 172). Furthermore, since authentic materials might be more up-to-date and connect to real situations and activities, they are frequently thought to be more captivating than textbook materials (Lee, 1995). Likewise, Ayyürek (2008) states that authentic materials make it easier for teachers to motivate learners by including real-life scenarios in the classroom and presenting language within its actual communicative context. More significantly, through authentic materials, teachers can provide learners with an understanding of the real usage of the language (Grellet, 1982).

Wallace (1992) defines authentic texts as "...real-life texts, not written for pedagogic purposes" (1992:145). Gates (2003) views authentic materials as written materials used in classrooms in a manner that is similar to how they would be used in the real world. Concisely, authentic materials should encompass the type of content that learners will find relevant and desirable to read while engaging in daily activities

such as traveling, studying abroad, or utilizing the language in various real-life situations beyond the classroom (Berardo, 2006).

There is a great variety of authentic reading materials that can be used in the classroom. However, newspapers, magazines, poems, and stories are considered the most popular ones. In light of this, Nutall (1996) argues that the extensive range of text types makes it easier for learners to discover material that captivates them and encourage them for further reading or read for pleasure. He further explains, when teachers choose to incorporate magazines or newspapers as language teaching resources in the classroom, learners will have the opportunity to engage with genuine language that reflects the current usage employed by native speakers.

To illustrate this, as Erkaya (2005) believes, short stories not only provide teachers with the means to teach the four skills to learners of various levels of language proficiency, but they may also be utilized for enhancing students' vocabulary and reading abilities. Short stories, with their characteristic structure with a beginning, middle, and finish, encourage students of any language ability level to read until the conflict is resolved, thereby their motivation level can be increased. Moreover, Long and Harlow (1988) state that newspapers give actual engagement with the target language and culture instead of being effective educational material. They play a crucial role as an instructional resource and facilitate the development of coping skills in language learning. According to Akyel (1995: 63), the utilization of poems in language classes can enhance learners' language awareness and improve their interpretive abilities. Furthermore, as noted by Çubukçu (2010: 789), teachers can build connections between everyday language and literature by employing poetry and boosting students' understanding. As per many scholars, novels should be a part of language learning due to various reasons: they provide an enjoyable reading experience, offer authenticity, facilitate cultural comprehension, serve as a catalyst for language acquisition, encourage students to express their opinions and feelings and foster personal engagement in the language learning journey. (Aebersold & Field, 1997; Brumfit & Carter, 1986; Collie and Slater, 1997; Lazar, 1993; McKay, 2001; Ur, 1996). In addition, Hişmanoğlu (2005) says, “The use of a novel is a beneficial technique for mastering not only the linguistic system but also life in relation to the target language” (2005: 63).

Several empirical studies have proven the positive outcomes experienced by learners who have engaged with authentic texts. In his research, Peacock (1997) confirmed the positive outcomes of utilizing authentic texts and materials. Peacock's investigation involved two beginner-level classes at a South Korean university, alternating between authentic and artificial materials. The results of two observation sheets and a self-report questionnaire indicated a significant increase in on-task behavior and observed motivation when authentic materials were used. In addition to this, Dheram and Rani (2007) conducted a study to investigate the utilization of newspapers to foster learner autonomy in an international classroom comprising students with diverse levels of English proficiency. The study also explored how the authentic use of language in newspapers could transform them into a powerful tool for promoting reflections on their relevance to language learning. The findings demonstrated that through the implemented activities, students' imaginative and creative capacities were effectively harnessed, leading to enthusiastic interaction within the class. The emphasis on meaning and familiarity with the genre appear to assist every student, regardless of English skill, participate enthusiastically and contribute considerably to the conversations.

3. Using Authentic Materials to Teach Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1989: 270). It is viewed as the most vital of the four skills (Jung, 1995). Speaking has also been defined as an interactive process that involve learners' engagement in producing, receiving, and processing information while simultaneously conveying and constructing meaning (Brown, 1994). Within this, Richards (2006) provides an interpretation of the speaking skills process, which he defines as the speaker's use of natural language in purposeful interactions. Another definition is given by Tarigan (1990) based on which speaking is a language skill which emerges during childhood and is acquired through the development of listening skills.

Learners who excel in speaking performances tend to achieve greater success not only academically but also in various aspects of their personal lives (Malmir & Shoorcheh, 2012). With this being said, speaking appears to be the most crucial of all language skills, because when we say a "speaker of a language we mean someone who knows the language very well as if we include all other skills (listening, reading, and

writing) in speaking (Ur, 1996). Hence, prioritizing speaking skills is essential for the personal and social development of language learners since it is how everyday people communicate (Kurudayoğlu, 2011). Folse (2006) also argues that the majority of people think that knowing a language directly refers to speaking the language. In this case, in language classrooms, teachers should focus on communication competence for the acquisition of language competence more than on linguistic competence (Diyab et al., 2013). Giving so much emphasis to teaching linguistic competence does not help language learners to improve their oral fluency to communicate smoothly with native speakers in informal settings (Cullen & Kuo, 2007). More importantly, by gaining proficiency in speaking skills learners can naturally acquire grammatical and structural skills (Ellis, 2012).

As stated by Pinner (2016), “authentic language is something which is produced in a context where the language is meant for a ‘real’ purpose, and that this text or sample has not been modified in any way in order to aid language instruction” (p. 64). Within this, Brown (2007) highlights the need for using authentic language as an essential characteristic while teaching speaking skills. By using authentic materials, language teachers are able to offer learners the opportunity of practicing the language in real-life communication situations (Grittner, 1980; Lund, 1990; Meyer, 1984; Rogers & Medley, 1988; Schmidt- Rinehart, 1994). In fact, authentic materials not only contribute to learners’ oral communication development (Miller, 2005; Thanajaro, 2000), but they also provide them with opportunities to comprehend the cultures of others (Gebhard, 1996).

There is no room for doubt that speaking is the hardest skill to master (Hinkel, 2005). According to Rahayu (2011), learning a foreign language is difficult, particularly when it comes to speaking. As he states, many senior high school students, despite years of study, struggle with oral communication which, he claims, is the result of their limited speaking skills, and which eventually leads them to choose silence as their preferred approach. Equally, Folse (2006) asserts that for language learners, speaking can be extremely challenging especially because it requires proficient use of the language in social interactions to ensure effective oral communication. These interactions, along with verbal communication, involve paralinguistic speech components like stress, tone, and intonation. (Seligson, 1997; Fulcher, 2003).

The improvement of students' communication abilities is now a need in every institution, as speaking allows learners to express themselves and acquire language proficiency. Renandya (2000: 117) states “A large percentage of the world’s language learners study English in order to develop proficiency in speaking”. To give an example, research on students' speaking skills in the context of English as a foreign language emphasizes the use of YouTube videos as a tool for growth and development. According to the results, students become more actively involved in the learning process while engaging in practice sessions and using engaging learning materials. In addition, in a quantitative piece of research, Gusminar and Sofyawati (2018) examined the effectiveness of teaching descriptive texts using authentic materials in order to enhance students' speaking abilities. 40 first-graders participated in the study, which used a pre-experimental methodology. An oral test that was given over the course of a month was used to gather the data. According to the results, the use of authentic materials significantly improved students' speaking abilities as seen by the rise in average achievement scores from the pre- to post-test. The findings imply that utilizing authentic materials while teaching descriptive texts promotes student involvement and active learning.

4. Using Authentic Materials to Teach Writing

Writing is an essential tool for learners’ success as it promotes critical thinking by allowing them to analyze, organize, and incorporate new ideas with their previous knowledge (Bean, 1996). He also states that writing can be “a way for students to express their idea and opinion”. In a similar vein, Abisamra (1998) believes that writing enables us to express feelings and emotions, engage in various forms of communication, convince others, and learn to mold our thoughts, ideas, and lives. On the other hand, writing should be considered an effective means of producing language rather than merely one of the language abilities to be taught (Raimes, 1985).

The inability to apply effective teaching methods in the classroom may lead to unfavorable outcomes in English writing. However, if accompanied by the appropriate tools (Katilie, 2003) and instructional support, writing can be effectively taught and improved (Feez & Joyce, 2000). Therefore, with the use of authentic materials learners can demonstrate great progress in their writing skills when it comes to organization and relevant grammar and vocabulary use (Sundana, 2017). Authentic materials have also proved to have a positive effect on learners as it increases their motivation

(Masood & Farouq, 2013) by being connected to their lives and relevant to their own experiences (Kilickaya, 2004). Moreover, Yuhong (2012) argues that authentic materials enhance students' writing skills as they provide them with writing ideas and expand their vocabulary. He further explains, if teachers ask learners to read and respond to an email sent by a foreign friend, they may acquire effective conversational expressions and learn how to deal with authentic resources in real life situations. In another perspective, Sundana (2017) sees that printed authentic materials provide learners with more advantages. That is, by employing printed authentic materials, students are exposed to a real-life atmosphere and can make significant improvements in their text writing. Finally, in order for students to succeed in their writing, tasks, audience, and purposes need to be authentic, too (Pinner, 2016).

To teach writing, there are many types of authentic materials teachers can use. Qamariah (2016) believes that authentic materials can be divided into three categories. The first category is authentic listening-viewing materials which include TV shows, video clips, movies, and documentaries. The second one is authentic visual materials such as all kinds of pictures photographs, stamps, and paintings. The last type is authentic printed materials, and it contains articles, magazines, newspapers, letters, restaurant menus, song lyrics, etc. Setyowati & Sukmawan, (2019) suggest that literary works like fiction (novels, short stories, poems, plays) and non-fiction (news, articles) can also be considered as examples of authentic materials.

Sundana (2018) conducted an experimental study to investigate the effectiveness of authentic materials for teaching writing at the university level. The students were divided into two groups: the experimental group and the control group. The purpose of the task was to write a descriptive text, so students in the experimental group received real-world resources from a website and Readers' Digest magazines, unlike the control group which did not. The study's findings demonstrate that the use of authentic materials effectively enhances students' proficiency in writing descriptive texts. Furthermore, similar research was done by El-Sulukiyyah and Aisyah (2019) who examined how authentic materials can affect EFL students' essay-writing abilities. The authentic resources used for the essay writing course were printed texts taken from the internet. Their study revealed that these online web-based printed texts were successful in enhancing students' proficiency in essay writing. In addition to this, Setyowati & Sukmawan (2018) investigated the use of authentic resources for essay

writing in a qualitative study using a content analysis approach. The research involved students who were required to write a four-paragraph essay to analyze the intrinsic elements of the short stories they had read. The findings indicated that the students acknowledged the beneficial impact of essay-based prose analysis on their comprehension of the stories and writing skills. When reading and analyzing fiction, students pick up writing skills including how to create an introduction, a thesis statement, and the body of an essay by providing examples and information.

G. Challenges of Using Authentic Materials

The great benefits of the use of authentic materials mentioned earlier along with learners' exposure to the real language are what make teachers motivated to use authentic materials in their classrooms (Tamo, 2009). Nevertheless, "authenticity doesn't necessarily mean good, just as contrivance doesn't necessarily mean bad" (Gilmore, 2007: 98). It has been acknowledged that authentic materials have also their drawbacks.

The main disadvantage of using authentic materials is their potential difficulty for language learners, especially those with low-level proficiency as it is not often aligned with their specific learning needs and motivations (Varmış Kılıç, 2011). Within this, Baghban & Pandian (2011), Berardo (2006), Kılıçkaya (2004), and Tamo (2009), assert that learners usually find it hard to deal with authentic materials as they contain difficult language, complex structures, and unfamiliar vocabulary items. Moreover, according to Higuchi (1998, as cited in McCoy, 2009), authentic materials cause linguistic difficulty since they frequently lack simplification and have more complicated syntactic structures and vocabulary. He further explains, while using materials like novels or news stories, grammatical items might unexpectedly appear at any time, demanding learners to have a solid grasp of grammar rules. In other words, due to their challenges learners might encounter, authentic materials could be more relevant and appropriate to teach older age learners (Dumitrescu, 2000). Likewise, Spirovskaya (2009) emphasize that authentic materials can be extremely difficult for beginner learners, believing that only the materials that are specifically designed for very young learners can be suitable for low-level learners. More importantly, this difficulty in understanding authentic materials can lead to students' confusion, frustration, and even demotivation (Peacock, 1997; Guariento & Morely, 2001; Kilickaya, 2004). In the same vein, Ma (2005) states: "if consideration of difficulty

level is insufficient, students can be demotivated rather than being motivated by mixed structures, profound vocabulary, and intimidating knowledge” (2005: 71).

Another disadvantage of authentic materials is that they can be culturally biased (Martinez, 2002). According to Varmış Kılıç (2011), authentic materials sometimes represent certain cultural aspects that pose challenges for learners to understand within their own cultural context, and which may potentially evoke negative emotions such as hatred or repulsion towards the target language. Also, Berardo (2006) agrees that “authentic materials are often too culturally biased and difficult to understand outside the language community” (2006: 65). Likewise, Beresova (2015) claims that students may misunderstand authentic materials because of their cultural backgrounds. He continues, it could be difficult for lower-level pupils to comprehend the impact of authentic materials on culture.

Furthermore, Matsuta (n.d.) contends that the difficulties associated with authentic materials primarily burden the instructor rather than the learner as there is often a dearth of accompanying support materials such as authentic videos or texts. Therefore, creating lessons from authentic sources requires specific preparation and might take longer than creating lessons from EFL-specific materials. Similarly, Richard (2001) claims that it is difficult for teachers to use authentic materials as teachers need to invest a lot of time in tailoring the materials to the learning objectives and designing activities, assignments, and assessments. In order for students to learn and benefit from a lesson, language teachers should carefully gather, select, and match existing resources with specific courses (Gebhard, 2006).

H. Relevant Studies

Due to the importance of using authentic materials in language classrooms, a great number of studies have been conducted to investigate their effectiveness in the progress of English language learning. These studies have examined the issue from different angles. For example, some studies have investigated the effect of using authentic materials on increasing learners' motivation levels. Others, on the other hand, have explored the importance of using authentic materials in developing students' four language skills and vocabulary learning. What follows are some relevant studies that were conducted in the past few years.

Shakibaei et al. (2019), conducted a study which aimed to explore the impact of using authentic texts on the incidental vocabulary learning of 52 Iranian EFL learners. Based on the findings, students who were exposed to authentic materials outperformed students who were taught using non-authentic materials, indicating that the use of authentic texts had a positive impact on vocabulary learning. The study also suggested that the reason for gaining such a result could be based on the fact that reading texts provide authentic cultural information, exposure to real language, and are more related to students' needs.

Moreover, Huynh and Dan (2022) carried out a piece of research that sought to evaluate the importance of authentic papers with cultural issues in the growth of intercultural competence in English language students. The results showed that, with the use of authentic materials, students had more understanding of diversity, value other cultures, and were eager to learn about other social structures. The results also indicated that the students' opinions about the use of authentic materials in the classroom were positive. Additionally, the majority of students preferred using authentic materials over textbooks claiming that they are motivational and can boost their language learning.

Finally, in their case study, Chamba et al. (2019) intended to investigate the effect of using authentic materials in developing EFL learners' writing skills. They found that the participants' language proficiency level was boosted in terms of appropriate lexical and syntactical use. Also, their coherence, cohesion, and cultural understanding were improved. Overall, the results showed that authentic materials had a positive effect on fostering students' writing skills.

In fact, research about the use of authentic materials is still ongoing. However, in the literature, studies usually focus more on investigating about the use of authentic materials from the learner's perspective. In other words, we rarely can find studies which aim to examine the perspectives of EFL teachers towards using authentic materials in their EFL classes especially in a context like Turkey. Therefore, this research serves to bridge the gap in the literature.

III. METHODOLOGY

A. Introduction

This chapter provides information about the design of the research, the participants, the data collection instruments (a questionnaire and an interview), and the data collection analysis. All parts are presented in detail for a better understanding of the research aims and its methodological procedure.

B. Research Design

This study aimed to investigate the perspectives of Turkish EFL teachers working in preparatory schools and universities with specific reference to using authentic materials in their EFL classes.

To collect data on the teachers' points of view, both quantitative and qualitative research methods were used. To start with, quantitative research collects data in a way that allows it to be quantified and analyzed statistically to either support or contradict "alternate knowledge claims" (Creswell, 2003, as cited in Williams, 2007: 66). On the other hand, Anderson (2006) believes that qualitative research collects data, analyzes it, and interprets it through observations of people's actions and words. It often relies on in-depth interviews or focus groups with few participants. It also involves asking participants for their opinions, perceptions, and feelings regarding the idea being discussed. In fact, "Although interpretive research tends to rely heavily on qualitative data, quantitative data may add more precision and clearer understanding of the phenomenon of interest than qualitative data" (Bhattacharjee, 2012: 103-104). He further claims that "joint use of qualitative and quantitative data" may contribute to "unique insight" (Bhattacharjee, 2012: 104).

C. Participants

In terms of the study's population, there are hundreds of EFL teachers working at preparatory schools and universities in Turkey. Therefore, due to the large size of the target population, the selection of participants was based on convenient sampling

which is considered as a non-probability sampling method where the researcher selects individuals who are available and easily accessible (Ary, Jacobs, & Sorensen, 2010). The sampling included a total of forty-two Turkish teachers from university preparatory schools and universities in both Istanbul and Izmir, and who were reached out through their emails. In addition, there were other teachers who participated in this research through snowball sampling based on responses given to a final question appearing at the end of the questionnaire. According to Ary, Jacobs and Sorensen (2010), snowball sampling “occurs when the initially selected subjects suggest the names of others who would be appropriate for the sample” (p. 340). All the teachers had at least three years of experience in teaching English as a foreign language to at least one class for each level (e.g., A1, B2, C1) which indicated their diverse experience. Therefore, different viewpoints and perspectives were included in this study. To ensure a diverse range of perspectives, participants were contacted from various departments, faculties, and universities.

D. Data Collection Instruments

The selection of instruments was carried out based on the research design and the nature of the data needed for this study. Both a questionnaire and a semi-structured interview were used to accomplish the study’s objectives. When both types of instruments are used, a more comprehensive picture of the study is provided rather than it would be with only one data collection method (Creswell, 2009).

1. Questionnaire

In this study, a modified version of a questionnaire initially developed by Soliman (2013) was used to find out Turkish EFL teachers’ perceptions about using authentic materials in their EFL classes (See Appendix 1). Upon receiving permission to use and modify the survey, the questions were edited to align with the objectives of this study, and its validity was checked by Prof. Dr. Saeed Mehrpour. The questionnaire consisted of four main parts. Part one was intended to collect demographic data about the participants, while the main parts focused on asking the teachers about their beliefs on different aspects of using authentic materials. The participants were asked to rate their opinions on a 5-point Likert scale, with '1' indicating 'Strongly Disagree' and '5' representing 'Strongly Agree'. Additionally, the survey included open-ended free-response questions.

The initial section was designed to collect data to gather factual or background information that was relevant to the study's purpose, such as names, gender, nationalities, and the highest degree earned. Moreover, it included inquiries about years of teaching experience.

The main sections of the survey consisted of 39 questions in a five-point Likert scale divided into three parts. Part A collected data about general opinions on using authentic materials. It contained 17 closed-ended statements which investigated the teachers' beliefs with respect to using authentic materials as a tool to improve students' language proficiency, and the importance of using authentic materials in EFL instructions. Part B dealt with the teachers' views about using authentic materials to teach reading and listening. It included 12 statements (items 18-29) which addressed whether using authentic materials improves students' reading and listening comprehension and if they have any effects on developing students' writing and speaking skills. Furthermore, part C investigated the perspectives of teaching regarding the use of authentic materials to teach grammar and vocabulary. 12 statements (items 30-41) were set to understand whether teachers believed that authentic materials are very helpful in contextualizing grammatical structures to students, and what they think of using authentic materials for teaching vocabulary. At the end of the questionnaire, the responding teachers were asked to provide the contact information of other EFL teachers who might be interested in participating in the survey. Finally, they were requested to leave their phone numbers and/or email addresses if they wished to take part in the interview.

2. Interview

Semi-structured interviews were used during the second phase of data collection. In qualitative research, interviewing is the most common used data collection method (Merriam, 1998). It leads the researchers to better “understanding the lived experience of other people and the meaning they make of that experience” (Seidman, 2013: 9). As this research aims to uncover EFL teachers' perspectives and beliefs regarding the use of authentic materials in their classes, interviewing can be the best technique for unraveling individuals' feelings, or their unique way of understanding the world (Merriam, 1998: 72). Moreover, interviews allow researchers to collect information directly from the target population (Galfo, 1983; Nisbet & Entwistle, 1970).

After the initial survey, 10 one-to one interviews were conducted. The majority of the interviews took place through the Zoom application, following the Turkish Ministry of Education's decision to shift to the online mode of education in response to Turkey-Syria's devastating earthquake happening in February. The teachers were asked nine questions which unveiled how they think of using authentic materials in their EFL classes. Questions investigated the teachers' reasons behind using or not using authentic materials, the importance of using them to develop students' language proficiency, as well as some difficulties they usually face using them. Finally, teachers were asked to share their personal experiences regarding notable changes they believe using authentic materials could bring about.

E. Data Analysis

The data analysis included an examination of both quantitative and qualitative data. The data obtained from the online survey questionnaire was analyzed through using the SPSS software program. The SPSS (version 21. 0) along with MS Excel Program provided great statistical analysis in the form of percentages (%) and frequencies (f). On the other hand, the data gathered from the interviews were subjected to thematic analysis for a deeper understanding of the teachers' experiences using authentic materials in their EFL classes.

IV. FINDINGS AND ANALYSIS

A. Introduction

This chapter presents the main findings derived from the analysis of the quantitative and qualitative data. The purpose of this study was to determine whether Turkish EFL teachers are aware of the effectiveness of authentic materials and their use in their EFL classes. The findings of the study are presented in two major sections. The first section (1) presents the findings gathered through quantitative data. The second section (2) presents the findings from the qualitative data (interview).

B. Findings from the Questionnaire

This section presents the findings obtained from the analysis of questions from the first part (1.1), the second part (1.2), the third part (1.3), the fourth part (1.4) and the fifth part (1.5) of the questionnaire.

As far as the reliability of the questionnaire is concerned, its internal consistency was determined. Internal consistency is one of the fundamental concerns underlying reliability, which means the extent to which the items on the questionnaire can be grouped under the same construct (Pallant, 2016). Therefore, in order to measure the internal consistency of this questionnaire, Cronbach's Alpha reliability test was used in SPSS. The analysis revealed that the Cronbach's Alpha coefficient is .87 (See Appendix 2 Cronbach's Alpha Coefficient for Reliability), above the minimum level of .7. This indicates that there is a moderate to high degree of internal consistency among the 51 items included in the questionnaire. To put differently, the questionnaire items reliably measured the same construct.

1. Findings from the Questionnaire: Part I

This section presents the findings gathered from the analysis of demographic information (questions from the first part of the questionnaire). This section encompasses three primary elements, namely participants' gender, educational level, and teaching experience. Among the participants who took a part in the survey (N = 42), Figure 1

indicates that 73.81% of them are female and 26.19% are male teachers. Figure 2 shows that 54.76% of the participants hold a master's degree and 42.86% hold a bachelor's degree, while only 2.38% of the participants have attained a doctoral degree.

Regarding years of teaching experience (See Figure 3), 28.58% of the participants had from four to six years of teaching experience, while an equal percentage of 26.19% of the individuals demonstrated both over ten years of experience and one to three years of experience in teaching English as a foreign language. Similarly, 9.52% of them indicated more than one year of experience and from seven to nine years of experience.

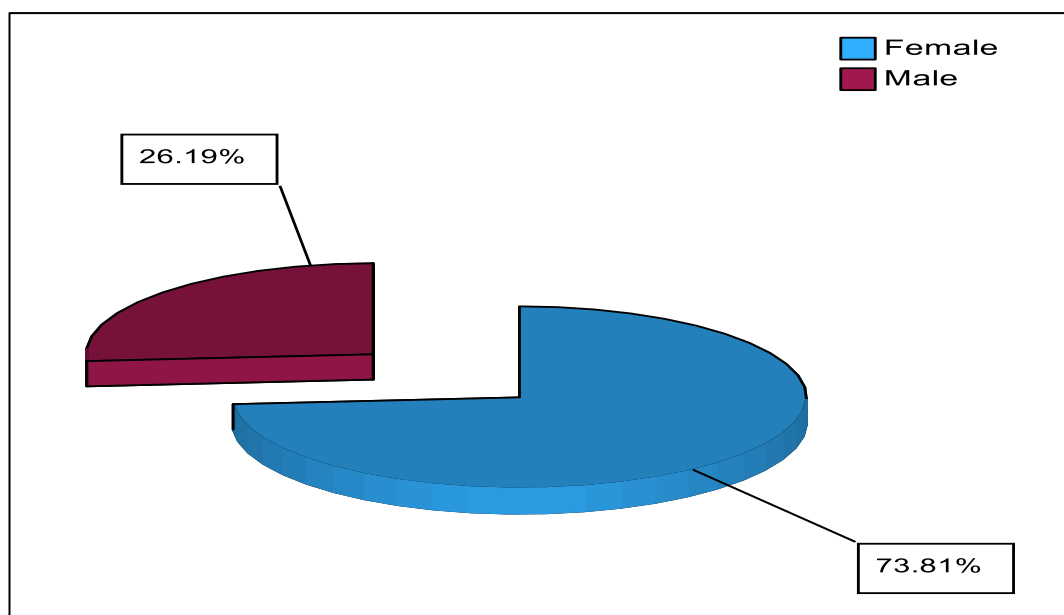


Figure 1 Respondents' Gender

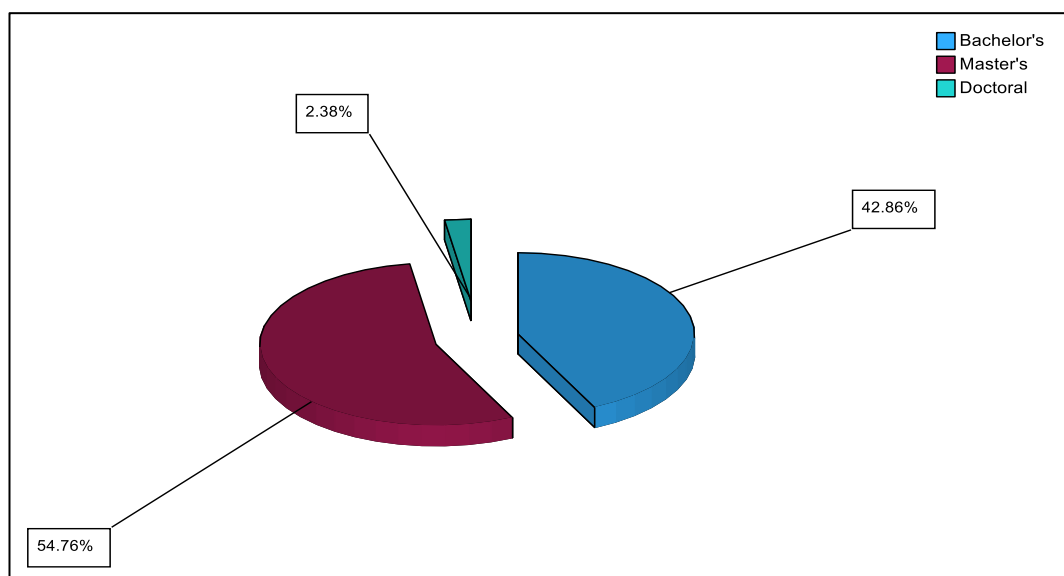


Figure 2 Highest Degree Earned

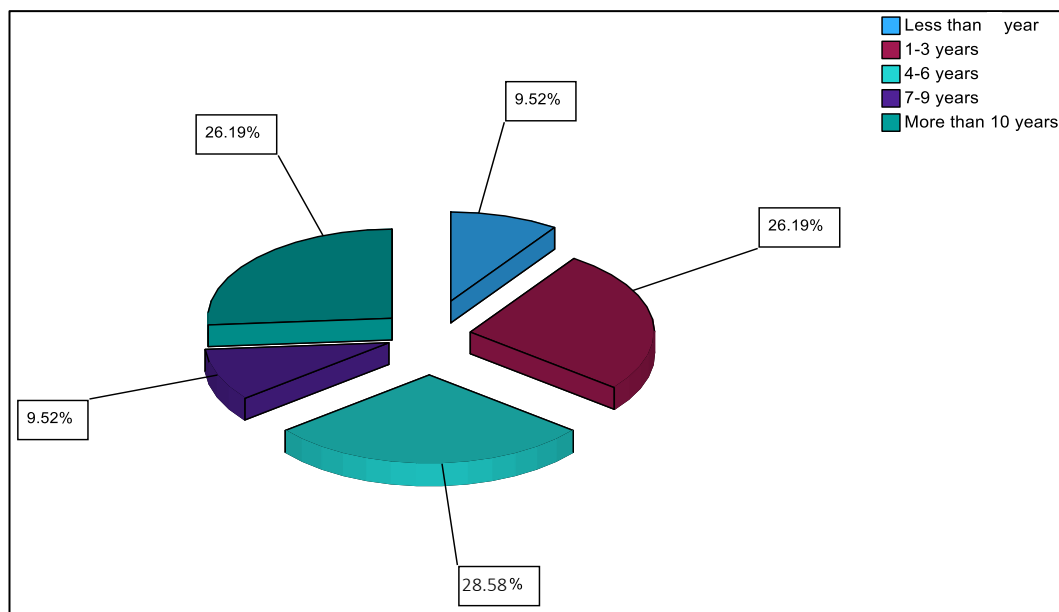


Figure 3 Year Teaching Experience

2. Findings from the Questionnaire: Part II

This section aims to find out the teachers' beliefs about when students should start receiving exposure to authentic materials and the criteria for selecting authentic materials. Figure 4 displays the percentages and frequencies of participants' responses to the Likert scale question regarding the commencement of exposure to authentic materials.

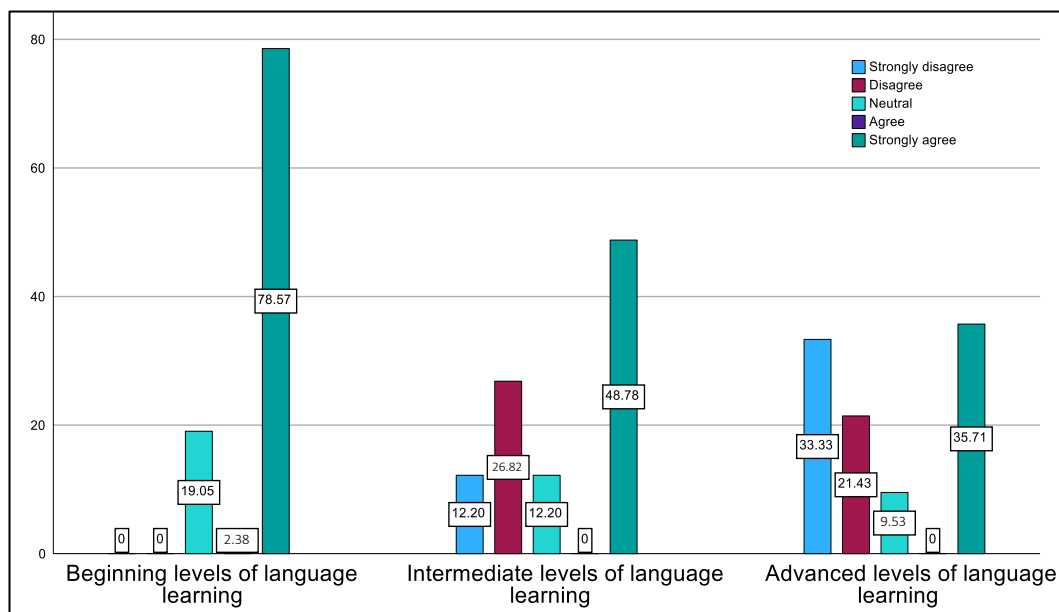


Figure 4 Respondents' Beliefs on Commencement of Exposure to Authentic Materials

As indicated in Figure 4, 78.57% of the participants strongly agree that the exposure to authentic materials should start at the beginning levels of language learning process. However, 48.78% of the participants strongly agree that teachers need to start exposing students to authentic materials at the intermediate level of language learning. On the other hand, the majority of the teachers disagree with starting exposing students to authentic materials at the advanced level of language learning, with a percentage of 33.33% strongly disagreeing and 21.43% disagreeing. Figure 5 presents the factors influencing the selection of authentic materials.

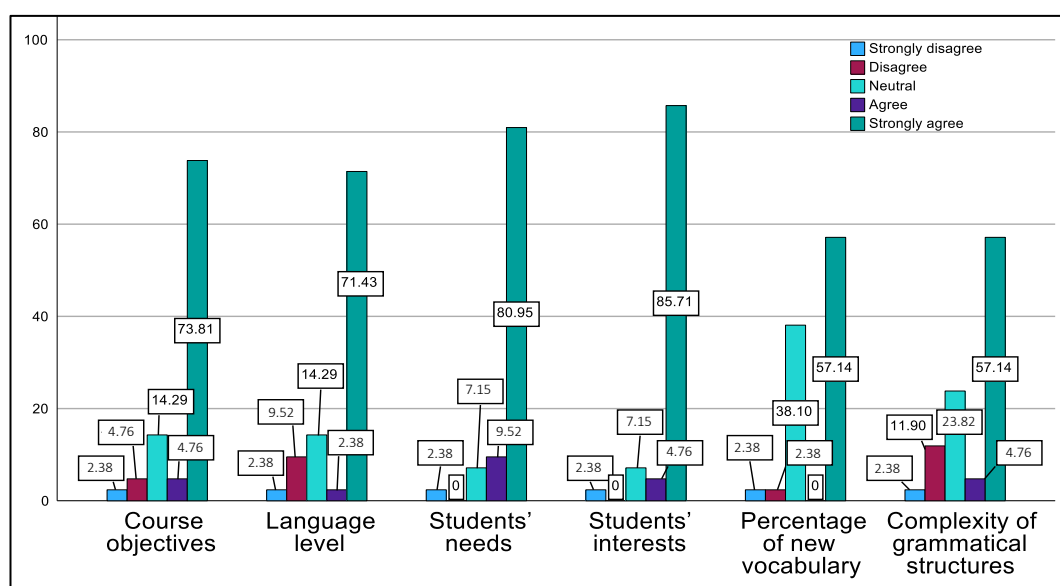


Figure 5 Factors Influencing the Selection of Authentic Materials

By looking at Figure 5, it can be clearly seen that the participants primarily select authentic materials based on students' interest (85.71%) and students' needs (80.95%). While selecting authentic materials, the teachers from this study also take into account students' language level (71.43%) and course objectives (73.81%). However, 38.10% of the participants are neutral when it comes to selecting authentic materials based on the percentage of new vocabulary and the complexity of grammatical structures (23.82%).

3. Findings from the Questionnaire: Part III

The items in this section seek to gather information about teachers' points of view towards some general beliefs about the use of authentic materials. In this section there are a total of 15 items. Table 1 presents Minimum, Maximum, Mean, and Standard deviation of the responses given to those items.

Table 1 General Beliefs About the Use of Authentic Materials: Statistical Analysis

Statements	Minimum	Maximum	Mean
Authentic materials introduce students to how language is used in the real world.	4	5	4.71
Authentic materials fulfill students' needs.	3	5	4.38
The frequent use of authentic materials improves students' language proficiency.	3	5	4.17
Authentic materials improve students' cultural understanding.	2	5	4.14
Authentic materials are interesting to students.	3	5	4.31
Authentic materials help students to overcome some cultural barriers to language learning.	1	5	3.71
Authentic materials will cause cultural conflicts that hinder comprehension.	1	5	2.48
It is important to use authentic materials in EFL instructions.	3	5	4.52
It is difficult to access authentic materials.	1	5	3.07
Authentic materials are culturally biased and might contain inappropriate cultural topics.	1	5	2.33
Using authentic materials in EFL classes makes students feel frustrated.	1	4	1.79
It is difficult to design the appropriate types of tasks when using authentic materials.	1	5	3.50
The use of authentic materials is time consuming.	1	5	3.14
It is better to use authentic materials rather than non-authentic materials in EFL classes.	1	5	3.88
It is preferable to use authentic materials as supplementary materials in EFL classes.	1	5	3.60

The findings suggest that participants are generally positive regarding the use of authentic materials in EFL classes. The statement "*Authentic materials introduce students to how language is used in the real world*" has the highest average (Mean = 4.71). Next comes the statement "*Authentic materials fulfill students' needs*" (Mean = 4.38) and "*The frequent use of authentic materials improves students' language proficiency*" (Mean = 4.17). However, statements like "*Authentic materials will cause cultural conflicts that hinder comprehension*" (Mean = 2.48) and "*Using authentic materials in EFL classes makes students feel frustrated*" (Mean = 1.79), have the lowest average.

The findings also revealed that the statement "*Authentic materials introduce students to how language is used in the real world.*" received the highest rating, with a maximum value of 5, indicating strong agreement among participants. On the other hand, statements such as "*Authentic materials will cause cultural conflicts that hinder*

comprehension.” “Authentic materials will cause cultural conflicts that hinder comprehension.”, and “It is difficult to access authentic materials,” had the lowest average rating, with a minimum value of 1.

Table 2 Percentages and Frequencies of General Beliefs About the Use of Authentic Materials

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. Authentic materials introduce students to how language is used in the real world.	0	0.0%	0	0.0%	0	0.0%	12	28.6%	30	71.4%
2. Authentic materials fulfill students' needs.	0	0.0%	0	0.0%	6	14.3%	14	33.3%	22	52.4%
3. The frequent use of authentic materials improves students' language proficiency.	0	0.0%	0	0.0%	10	23.8%	15	35.7%	17	40.5%
4. Authentic materials improve students' cultural understanding.	0	0.0%	2	4.8%	9	21.4%	12	28.6%	19	45.2%
5. Authentic materials are interesting to students.	0	0.0%	0	0.0%	7	16.7%	15	35.7%	20	47.6%
6. Authentic materials help students to overcome some cultural barriers to language learning.	1	2.4%	1	2.4%	14	33.3%	19	45.2%	7	16.7%
7. Authentic materials will cause cultural conflicts that hinder comprehension.	13	31.0%	9	21.4%	11	26.2%	5	11.9%	4	9.5%
8. It is important to use authentic materials in EFL instructions.	0	0.0%	0	0.0%	3	7.1%	14	33.3%	25	59.5%
9. It is difficult to access authentic materials.	5	11.9%	14	33.3%	8	19.0%	3	7.1%	12	28.6%
10. Authentic materials are culturally biased and might contain inappropriate cultural topics.	12	28.6%	10	23.8%	15	35.7%	4	9.5%	1	2.4%
11. Using authentic materials in EFL classes makes students feel frustrated.	19	45.2%	14	33.3%	8	19.0%	1	2.4%	0	0.0%
12. It is difficult to design the appropriate types of tasks when using authentic materials.	2	4.8%	11	26.2%	9	21.4%	4	9.5%	16	38.1%
13. The use of authentic materials is time consuming.	6	14.3%	12	28.6%	7	16.7%	4	9.5%	13	31.0%
14. It is better to use authentic materials rather than non-authentic materials in EFL classes.	2	4.8%	3	7.1%	6	14.3%	18	42.9%	13	31.0%
15. It is preferable to use authentic materials as supplementary materials in EFL classes.	2	4.8%	1	2.4%	14	33.3%	20	47.6%	5	11.9%

According to Table 2, a significant majority of participants (71.4%) strongly agree that authentic materials introduce students to how language is used in the real world. 52.4% of them strongly agree that authentic materials fulfill students' needs and motivate them to practice English outside the classroom. Furthermore, 40.5% of the participant also strongly agree with the statement “The frequent use of authentic

materials improves students' language proficiency.”, and 45.2% of them strongly agree with the statement “*Authentic materials improve students' cultural understanding*”. With the statements “*Authentic materials help students to overcome some cultural barriers to language learning*” and “*It is preferable to use authentic materials as supplementary materials in EFL classes.*”, the participants are neutral with 33.3%. Additionally, 45.2% of the participants strongly disagree with the statement “*Using authentic materials in EFL classes makes students feel frustrated.*”

Surprisingly, a significant number of participants (33.3%) strongly disagree with the statement “*It is difficult to access authentic materials.*” which suggests that participants tend to view authentic materials as relatively accessible.

4. Findings from the Questionnaire: Part IV

This section attempts to collect data on the teachers' perspectives regarding using authentic materials in teaching reading and listening. The section contains a total of 12 statements. Table 3 gives Minimum, Maximum, Mean, and Standard deviation of the responses given to those statements.

Table 3 Authentic Materials in Reading/ Listening classes: Statistical Analysis

Statements	Minimum	Maximum	Mean
1. Authentic materials improve students' reading and listening comprehension.	3	5	4.21
2. Authentic reading/ listening materials motivate students to frequently use their dictionary to look up words when they encounter unfamiliar vocabulary.	1	5	3.33
3. Authentic reading/ listening materials usually provide students with unnecessary information.	1	5	1.88
4. The use of reading/listening authentic materials develops students' writing and speaking skills.	2	5	3.88
5. It is not important to use authentic materials in EFL reading/listening instructions.	1	5	2.17
6. The exposure to authentic materials helps increase the students' self-confidence to read/ listen to different topics in the target language.	2	5	3.98
7. EFL teachers quite often rely on teaching reading/ listening through authentic materials.	1	5	2.76
8. Authentic reading/ listening materials should only be used as supplementary materials.	1	4	2.40
9. Using authentic reading materials prevents students from seeing the value of reading.	1	5	1.93
10. Authentic listening materials might be phonologically demanding for some learners (different accents/ dialects).	1	5	3.62
11. It is easy to find authentic reading/ listening materials that match the course content.	1	5	2.76
12. It is difficult to find authentic reading/ listening materials that are relevant to students' lives and interests.	1	5	3.36

According to the findings, participants hold positive views on the use of authentic materials in reading and listening classes. Based on the data presented in Table 3, it is evident that the statement “*Authentic materials improve students' reading and listening comprehension.*” scored the highest Mean (4.21), followed by the statement “*The use of reading/listening authentic materials develops students' writing and speaking skills.*” (Mean = 3.88). Moreover, the statement “*The exposure to authentic materials helps increase the students' self-confidence to read/ listen to different topics in the target language.*” also scored a high mean of 3.98. Interestingly, the statement “*Authentic listening materials might be phonologically demanding for some learners (different accents/ dialects).*” has a quite high average too (Mean = 3.62). On the other hand, the following statements received the lowest rating “*Authentic reading/listening materials usually provide students with unnecessary information*” (Mean = 1.88), and “*Using authentic reading materials prevents students from seeing the value of reading.*” (Mean = 1.93).

Concerning the maximum value, it is obvious from the table that statements “*Authentic materials improve students' reading and listening comprehension.*”, and “*The exposure to authentic materials helps increase the students' self-confidence to read/ listen to different topics in the target language.*” received the highest maximum rating of 5. Conversely, the statement “*Authentic reading/ listening materials usually provide students with unnecessary information.*” and the statement “*Authentic reading/ listening materials should only be used as supplementary materials.*” had the lowest minimum rating of 1.

Table 4 Percentages and Frequencies of Using Authentic Materials in Reading/ Listening Classes

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. Authentic materials improve students' reading and listening comprehension.	0	0.0%	0	0.0%	6	14.3%	21	50.0%	15	35.7%
2. Authentic reading/ listening materials motivate students to frequently use their dictionary to look up words when they encounter unfamiliar vocabulary.	2	4.8%	4	9.5%	21	50.0%	8	19.0%	7	16.7%
3. Authentic reading/ listening materials usually provide students with unnecessary information.	17	40.5%	16	38.1%	7	16.7%	1	2.4%	1	2.4%
4. The use of reading/listening authentic materials develops students' writing and speaking skills.	0	0.0%	2	4.8%	12	28.6%	17	40.5%	11	26.2%
5. It is not important to use authentic materials in EFL reading/listening instructions.	20	47.6%	11	26.2%	1	2.4%	4	9.5%	6	14.3%

Table 4 (cont.) Percentages and Frequencies of Using Authentic Materials in Reading/Listening Classes

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
6. The exposure to authentic materials helps increase the students' self-confidence to read/ listen to different topics in the target language.	0	0.0%	1	2.4%	13	31.0%	14	33.3%	14	33.3%
7. EFL teachers quite often rely on teaching reading/ listening through authentic materials.	4	9.5%	17	40.5%	9	21.4%	9	21.4%	3	7.1%
8. Authentic reading/ listening materials should only be used as supplementary materials.	9	21.4%	14	33.3%	12	28.6%	7	16.7%	0	0.0%
9. Using authentic reading materials prevents students from seeing the value of reading.	23	54.8%	8	19.0%	4	9.5%	5	11.9%	2	4.8%
10. Authentic listening materials might be phonologically demanding for some learners (different accents/ dialects).	1	2.4%	4	9.5%	9	21.4%	24	57.1%	4	9.5%
11. It is easy to find authentic reading/ listening materials that match the course content.	11	26.2%	8	19.0%	8	19.0%	10	23.8%	5	11.9%
12. It is difficult to find authentic reading/listening materials that are relevant to students' lives and interests.	4	9.5%	11	26.2%	5	11.9%	10	23.8%	12	28.6%

Table 4 shows the frequency and percentage of the participants' perspectives on the use of authentic materials in teaching grammar and vocabulary. According to the analyzed data, 50.0% of the participants agree that authentic materials improve students' reading and listening comprehension. 40.5% of them agree that the use of reading and listening authentic materials develops students' writing and speaking skills. Moreover, a total of 66.6% of the participants showed agreement with the statement “*The exposure to authentic materials helps increase the students' self-confidence to read/ listen to different topics in the target language.*”

Furthermore, 57% of the participants agree that authentic listening materials can sometimes be phonologically demanding for some learners, while 21.4% were neutral. In this regard, the participants also expressed a neutral perspective, with 50.0%, towards the statement “*Authentic reading/ listening materials motivate students to frequently use their dictionary to look up words when they encounter unfamiliar vocabulary*”. Additionally, 28.6% of the participants remain neutral with the statements “*The use of reading/listening authentic materials develops students' writing and speaking skills.*” and “*Authentic reading/ listening materials should only be used as supplementary materials*”.

5. Findings from the Questionnaire: Part V

This section contains 12 statements which aim to gather the teachers' viewpoints on the utilization of authentic materials in teaching grammar and vocabulary. Table 5 presents a comprehensive summary of the participants' reactions to the statements, including the minimum and maximum ratings, the mean score, and the standard deviation.

Table 5 Authentic Materials in teaching Grammar/ Vocabulary: Statistical Analysis

Statements	Minimum	Maximum	Mean
1. Authentic materials consist of vocabulary/ grammatical structures that are often used in everyday life.	2	5	4.55
2. Authentic materials are very helpful in contextualizing grammatical structures to students.	3	5	4.33
3. Using authentic materials in EFL classes increases students' knowledge of vocabulary.	3	5	4.24
4. Authentic materials cause grammatical structures to become deeply internalized.	2	5	3.93
5. Authentic materials can mislead students into guessing the right meaning of the given vocabulary items.	1	5	2.57
6. When exposed to authentic materials, students are more likely to acquire language structures more efficiently.	2	5	4.00
7. Using authentic materials can promote the students' interest to use the acquired words/ grammatical structures when participating in group discussions.	2	5	3.90
8. Non-authentic materials are more effective in practicing grammatical rules.	1	5	2.67
9. Using authentic materials for vocabulary learning helps students increase their depth and breadth of vocabulary knowledge.	3	5	4.19
10. Authentic materials help students feel less bored when learning grammatical rules.	1	5	4.14
11. The use of authentic materials facilitates the learning process in teaching vocabulary.	3	5	4.26
12. Students usually find it difficult to understand the grammatical rules from the samples provided with authentic materials.	1	5	2.55

Based on the data provided in Table 5, the statement "*Authentic materials consist of vocabulary/grammatical structures that are often used in everyday life*" received the highest mean rating (4.55). This statement is followed by "*Authentic materials are very helpful in contextualizing grammatical structures to students.*" (Mean = 4.33) and "*The use of authentic materials facilitates the learning process in teaching vocabulary.*" (Mean = 4.26). In addition, the statement "*Authentic materials cause grammatical structures to become deeply internalized.*" also scored a high average (Mean = 3.93) along with the statement "*Using authentic materials can promote the students' interest to use the acquired words/ grammatical structures when participating in group*

discussions.” (Mean = 3.90). Nonetheless, the statement “*Students usually find it difficult to understand the grammatical rules from the samples provided with authentic materials.*” scored the lowest average (Mean = 2.55), together with the statement “*Authentic materials can mislead students into guessing the right meaning of the given vocabulary items.*” (Mean = 2.57).

The analysis of the data also indicates that the statement “*Authentic materials consist of vocabulary/ grammatical structures that are often used in everyday life.*” received the highest maximum rating of 5, suggesting strong agreement among participants on the relevance of authentic materials in representing real-life language usage. In contrast, the statements “*Non-authentic materials are more effective in practicing grammatical rules.*” and “*Students usually find it difficult to understand the grammatical rules from the samples provided with authentic materials.*” had the lowest minimum rating of 1 which indicates a lower level of agreement among participants.

Table 6 Percentages and Frequencies of Authentic Materials in teaching Grammar/ Vocabulary

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. Authentic materials consist of vocabulary/ grammatical structures that are often used in everyday life.	0	0.0%	1	2.4%	2	4.8%	12	28.6%	27	64.3%
2. Authentic materials are very helpful in contextualizing grammatical structures to students.	0	0.0%	0	0.0%	7	16.7%	14	33.3%	21	50.0%
3. Using authentic materials in EFL classes increases students' knowledge of vocabulary.	0	0.0%	0	0.0%	4	9.5%	24	57.1%	14	33.3%
4. Authentic materials cause grammatical structures to become deeply internalized.	0	0.0%	2	4.9%	11	26.8%	16	39.0%	12	29.3%
5. Authentic materials can mislead students into guessing the right meaning of the given vocabulary items.	8	19.0%	14	33.3%	11	26.2%	6	14.3%	3	7.1%
6. When exposed to authentic materials, students are more likely to acquire language structures more efficiently.	0	0.0%	2	4.8%	7	16.7%	22	52.4%	11	26.2%
7. Using authentic materials can promote the students' interest to use the acquired words/ grammatical structures when participating in group discussions.	0	0.0%	2	4.8%	9	21.4%	22	52.4%	9	21.4%

Table 6 (cont.) Percentages and Frequencies of Authentic Materials in teaching Grammar/ Vocabulary

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
8. Non-authentic materials are more effective in practicing grammatical rules.	7	16.7%	11	26.2%	14	33.3%	9	21.4%	1	2.4%
9. Using authentic materials for vocabulary learning helps students increase their depth and breadth of vocabulary knowledge.	0	0.0%	0	0.0%	7	16.7%	20	47.6%	15	35.7%
10. Authentic materials help students feel less bored when learning grammatical rules.	2	4.8%	2	4.8%	5	11.9%	12	28.6%	21	50.0%
11. The use of authentic materials facilitates the learning process in teaching vocabulary.	0	0.0%	0	0.0%	5	11.9%	21	50.0%	16	38.1%
12. Students usually find it difficult to understand the grammatical rules from the samples provided with authentic materials.	15	35.7%	6	14.3%	8	19.0%	9	21.4%	4	9.5%

The analyzed data revealed that the majority of participants (64.3%) strongly agree with the first statement "*Authentic materials consist of vocabulary/grammatical structures that are often used in everyday life.*" and 28.6% agree with it. The participants also express positive views on the usefulness of authentic materials in contextualizing grammatical structures to students (50.0% strongly agree, 33.3% agree). Similarly, using authentic materials in EFL classes is seen as effective in increasing students' knowledge of vocabulary, with 57.1% of participants agreeing and 33.3% strongly agreeing. Furthermore, 52.4% of them agree with the statement "*Authentic materials cause grammatical structures to become deeply internalized.*" while 26.8% are neutral. Additionally, the participants agree with 52.5% with both statements "*When exposed to authentic materials, students are more likely to acquire language structures more efficiently.*" And "*Using authentic materials can promote the students' interest to use the acquired words/ grammatical structures when participating in group discussions.*"

However, some participants believe that authentic materials can mislead students into guessing the correct meaning of given vocabulary items (33.3% agree, 26.2% neutral). More importantly, a notable number of participants (21.4%) agree with the

statement “*Non-authentic materials are more effective in practicing grammatical rules.*” and 33.3% remain neutral.

C. Findings from the Interview

The fundamental objective of interviewing the teachers was to know their deeper thoughts, based on their experience and observations, about the effectiveness of using authentic materials in EFL classes. Among 42 participants who completed the questionnaire, ten participants agreed to proceed with the interview phase, during which they were asked a series of nine questions (see Appendix 4).

Generally speaking, the findings from the interviews with the teachers revealed a highly positive perception regarding the use of authentic materials in their EFL classes. To start with, all the teachers (100%) confirmed that they had previous experiences in using authentic materials in their classes. One of the teachers mentioned,

“Yes, I have a lot of experience in using authentic materials as I have been teaching more than 15 years”, she also added “in the first years of my teaching, there weren’t a lot of authentic materials, but now yes, there are many options and I use them a lot”. Another teacher explained, “Yes, I generally use a lot of authentic materials in class and even suggest my students to use them while they study at home by giving them specific instructions for it”.

Regarding the reasons for using authentic materials, most of the teachers suggest that authentic materials expose students to authentic language which they will need for real-life situations outside the classroom, as one of the teachers claimed,

“I like authentic materials because it prepares students for the real life. They won’t have any surprises when they go out there to the real natural authentic life.” Similarly, another teacher suggested “we need to expose students to real life language, like expressions, idioms, phrases, and cultural differences. Which helps students develop deeper understanding of the language not just memorizing phrases and vocabulary. Then they can use it practically.”

The notion of enjoyment and encouragement was also present in the teachers’ responses to this question, as mentioned by a teacher, *“They enjoy it when I bring authentic materials to the class.”*

Another teacher suggested, *“It gives students the enthusiasm to make use of them within class then the encouragement to use what they learn through them outside the class simply because they experience a similar scenario in school before they face it in real life.”*

Among the answers, there is also, *“the reason why I keep using them is that I realized my students became more collaborative during the times when I use these materials.”* And, *“Authentic materials could be more engaging, more interesting to students as they show us real life situations.”*

When asked whether authentic materials should be a major source or supplementary, the vast majority of teachers thought that authentic materials should be used as a major source in the language classes.

For example, one teacher said, *“I think authentic materials should be the major source for all levels of foreign language learners.”*

In addition to this, another teacher explained, *“Authentic materials should be the major source rather than the supplementary because when you use authentic materials within the curriculum, we provide the students with valuable chances to interact with the real language, so they can improve their language and become more fluent in the target language, especially if we as teachers, support them with clear instructions.”*

Yet, one of the teachers expressed a quite different point of view when he mentioned, *“For low proficiency levels I think they can be major sources but for higher proficiency level students it would be enough to present them as supplementary learning materials.”*

Ninety percent of the interviewed teachers agree with the idea that the middle of the lesson is the best time of using authentic materials. To give an example, a teacher stated, *“The students tend to be already energetic in the beginning of the lesson but after a while, in the middle of the session, they lose focus and get tired, and here is the time when I use the authentic materials mostly.”*

He further explained, *“Since these materials make them eager to engage with learning activities, it is kind of a trigger which I use to make them forget about their tiredness or boredom.”* 10% of them, however, believe that the beginning of the lesson is a good time to use authentic material, too.

A teacher claimed, *“I use authentic materials at the very beginning of my lesson because they engage my students sooner and they become more motivated to know what the main lesson is about.”*

The outcome of the interview showed that there is more than one factor based on which teachers select authentic materials. Among the factors mentioned a teacher stated, *“They should represent exactly what I want to introduce or explain. They should serve the curricular target and also look appealing to the students in various ways. They should meet the goals of the lesson and my students’ interest. They should be relevant to students’ level and language objectives. The materials I would use in my classes should be appropriate for my students’ cultural background because the countries such as our, Turkiye, people’s cultural background is so important, so it is better to find resources that it relevant to them.”*

Finally, a teacher claimed *“I try to find some real-life situations my students are more likely to encounter outside the classroom. I also choose materials depending on their complexity and difficulty so a reading text for example will not be too short, too long, or too difficult so as to reach the objective of the lesson.”*

All the teachers agree that if not exposed to authentic materials, students would miss out a lot, especially when using the language outside the classroom environment. To illustrate, one of the teachers stated, *“Yes of course they will miss out a lot of learning opportunities if they are not exposed to authentic materials as they give them real-life language use, so different accents, different cultural situations, and if they do not learn those kind of things they will have a lot of problems to understand language when they get out of the classroom.”*

Another said, *“Yes, I really do students will miss a lot if they are not exposed to authentic materials. And when times comes to travel abroad there when they encounter troubles regarding the language barrier.”*

Another teacher explained, *“Since I experienced a lot of positive sides of using authentic materials for many students who have different levels of proficiency, I really think that not using these would make them miss the opportunity to recognize the difference between traditional learning materials and real-life elements for learning which gets them ready for daily conversations.”*

Moreover, another teacher declared, *“Honestly I think they would miss a lot because after practicing in a total synthetic learning environment, real life practices are mostly challenging for students, even adult learners.”*

Another interesting response was, *“Sure they will. Especially with the different accents of English, I mean the British, American, Canadian accent, etc., what I mean is that if the students in the classroom are only exposed to listening materials of the textbooks which focuses on the British accent only, if the students meet an American outside the classroom or an Australian, they might find it so hard to communicate with them.”*

Interestingly, when asked about the importance of using authentic materials to enhance students' proficiency level, an average of 50% of the teachers agreed with it. Some of them believe that, *“Authentic materials are not just materials that help learn the language, moreover, these materials create and shape the cultural idea of the language itself which gives the opportunity to develop students' proficiency.”*

Similarly, a teacher claimed, *“Yes, authentic materials are very important for the development of language proficiency because they provide my students with the opportunity to learn different forms of vocabulary and cultural differences which classical textbook materials don't.”*

In contrast, the other 50% of the teachers had a different opinion as one of the teachers declared, *“I can't say it has to do with proficiency but rather with the motivation to use the language.”*

Another teacher affirmed, *“It does not directly affect the proficiency however it leads students to want to become more well-dominated to reach a good proficiency level because they find it interesting to get connected with a foreign world where another language representing a totally different culture is used.”*

Concerning the difficulties, they face when using authentic materials, the teachers highlighted several challenges. One common issue was finding the suitable authentic materials for low level students.

For example, a teacher claimed, *“Sometimes there are tons of authentic materials for upper intermediate or intermediate, but it is almost impossible to find authentic materials for elementary or beginner students.”*

Another teacher talked about the vocabulary gap which can exist by saying, *“There is usually a gap especially with elementary level (A1 and A2) students. let’s say in a reading text there might be a lot of phrases idioms and expressions that they do not understand, or that they are not so much familiar to hear, and which can make them feel bored and demotivated.”*

The issue of distraction was also presented as mentioned by a teacher, *“It can get too distractive for students sometimes but under a fair classroom management, that wouldn’t cause a huge problem as well.”*

Finally, a teacher stated another problem with using authentic materials, as she said, *“The teamwork I assign to my students can get complicated when authentic materials are used however, I started assigning also team leaders for it so now it is okay.”*

For the last question, most teachers confirmed that they have noticed some effects on their students’ language proficiency development when using authentic materials in their classes.

One of the teachers stated, *“Yes, I have noticed the effect and as I recall now, my students get more involved and engaged in the lesson when I use authentic materials.”* likewise, it was mentioned by a teacher that, *“Students are more emotionally involved in the lesson, they become energetic while answering the questions or discussing topics taken from authentic materials.”*

Besides, a teacher claimed, *“What I realized generally is that students tend to take the language learning more seriously through the use of authentic materials thus that affects their studies to master their level.”*

Another teacher suggested, *“Once my students realize they take many advantages of using these materials, they become a little bit judgmental against other type of learning sources.”*

However, one of the teachers declared that, *“In prep departments when the levels change, our students change as well, so we cannot follow their development from the beginning to the end with the same students. But of course, it has a lot of positive effects because they are the real language materials, so they definitely help students develop their language proficiency.”*

V. DISCUSSIONS AND CONCLUSIONS

This study employed a questionnaire and an interview to investigate the perspectives of EFL teachers on using authentic materials. The findings indicated that English teachers who participated in the study hold positive views towards the use of authentic materials in their EFL classes in Turkey. This positiveness demonstrated by the teachers aligns with the results reported from a number of studies (AbdulHussein, 2014; Almusallam, 2015; Mestari & Malabar, 2017; Soliman, 2013). More specifically, the results of some studies revealed that authentic materials increase students' motivation and overall proficiency (Narayana,2023), introduce them to real language use (Berardo, 2006; Huda, 2017; Kilickaya, 2004; Lee, 1995; Mestari & Malabar, 2017; Richards, 2001), fulfill their needs (Kılıçkaya, 2004; Martinez, 2002; Peacock, 1997), and most importantly prepare them for real life situations outside the classroom (Azri & Al-Rashdi, 2014; Cook, 1998).

In addition, the teachers in this study highlighted key factors that they take into consideration when selecting authentic materials, including students' language level, interests, needs, and cultural relevance and appropriateness. On the one hand, the findings of this study are in line with the studies conducted by Oğuz and Bahar (2008) and Almusallam (2015), which emphasize that, when selecting authentic materials, teachers primarily consider students' language level, interests, and needs. On the other hand, the study outcomes are consistent with that of McGrath (2002) who listed "relevance" as the major concern of choosing authentic materials. His work suggests that materials which are not relevant to students' cultural background and which are not appropriate to their linguistic level, cannot be justified, no matter how fun and engaging they might be.

Regarding the usage of authentic materials, all the interviewed teachers (100%) confirmed that they include authentic materials frequently in their classrooms. However, when asked about their preference for using authentic materials as either the primary or supplementary source, the majority of the interviewed teachers expressed the view that authentic materials should be utilized as the major source of material.

Some teachers also suggested that it can be used as a supplementary source specifically for high-level students. Here we can refer to the results of the study conducted by Almusallam (2015) which suggests that the most effective reading class ought to involve a combination of authentic texts and textbooks.

In terms of the effectiveness of authentic materials in enhancing students' language proficiency, both the interviewed teachers and the teachers responding to the questionnaire highly agreed that authentic materials significantly contribute to students' language development. More specifically, the findings indicated out that teachers are fully aware that the use of authentic materials positively affect students' vocabulary learning, reading, listening abilities, and improve their writing and speaking skills. Similar to the teachers' beliefs in the present study, Mandasari (2015) also argue, authentic materials improve students' knowledge, boost their English competence in both spoken and written, enhance their vocabulary, and develop their listening abilities. In the same vein, a study conducted by Tasnimi and Mahmoudi (2023) concluded that providing clear and direct instructions to students while implementing authentic materials, appear to have a great effect on their speaking fluency.

In line with the literature (Akbari & Razavi, 2016; Almusallam, 2015; Belaid & Murray, 2015; Soliman, 2013), the interviewed teachers mentioned that using authentic materials with intermediate level students is more convenient. According to the current study, one of the challenges teachers usually encounter when using authentic materials in their classes is, finding suitable materials for low-level students. In other words, authentic materials might consist of an excessive number of language items and structures that are difficult to teach to students at beginning or lower levels (Berardo, 2006; Huda, 2017; Kilickaya, 2004). In fact, this point of view was indicated by interviewed teachers alongside with the idea of demotivation. That is, when the selected authentic material is too difficult for students to understand, it can frustrate, confuse, and demotivate students (Guariento & Morely, 2001; Ma, 2005).

Interestingly, this research revealed a very surprising outcome regarding the resources of authentic materials. The questionnaire findings indicated that more than 45% of the participants disagree with the statement that says, "*It is difficult to access authentic materials,*" while 19.0% of them remained neutral. In a similar vein, interviewed teachers suggested that, nowadays, it has become quite easier to have

access to more authentic sources, especially with the availability of the internet which has become the number one source of authentic materials (Berardo, 2006).

The findings of the present study directly address the research questions related to the perspectives and awareness of Turkish EFL teachers regarding the use of authentic materials in language classrooms. The study revealed that the interviewed teachers expressed a highly positive view of authentic materials, with all the participants confirming earlier experiences with such materials. They acknowledged the value of authentic materials in exposing students to real-world language use, cultural differences, and preparing them for real-life situations outside the classroom. Teachers also emphasized the significance of authenticity in developing students' language proficiency and motivation.

In addition, the study assessed teachers' awareness of the significance of using authentic materials in the classroom. The findings revealed that almost all the respondents viewed authentic materials as a primary source of instruction and not as a supplementary source. They believed that using authentic materials as the major source allows students to interact with real language, enhance their language abilities, and become more proficient in the target language. This is consistent with the notion that authentic materials offer significant opportunities for language exposure and engagement.

All in all, this study's findings cast light on the perspectives and awareness of Turkish EFL teachers regarding the use of authentic materials in their EFL classes. The findings demonstrate a favorable perception of authentic materials and an appreciation for their significance in language learning. Teachers emphasized the advantages of authenticity, the necessity of relevance to students' interests and cultural background, and the positive influence on students' motivation and language proficiency. These results contribute to the comprehension of the perspectives of Turkish EFL teachers and emphasize the significance of incorporating authentic materials into the language instructions.

A. Limitations of the Study

This study, although valuable in its findings, has several limitations that should be acknowledged. Firstly, the sample size of forty-four EFL teachers from private university preparatory schools may be considered relatively small. Consequently,

caution should be taken when generalizing the findings of this study to a larger population. Additionally, the study solely focused on the teachers' viewpoints, neglecting the perspectives and experiences of students which would have provided more reliable results. Moreover, having more than ten teachers for the follow-up interviews could have offered deeper insights and a broader range of perspectives on the topic.

B. Suggestion for Further Research

Considering the limitations of the study just mentioned, it is suggested to incorporate class observations for gaining better understanding of the behaviors and actions of participants in the actual classroom. Moreover, future research could be undertaken to explore the experiences of EFL teachers and students, being the main part of the teaching and learning process, across various educational institution all over Turkey. There is a suggestion that expanding the overall number of participating teachers can also serve to enhance the credibility of the findings.

Furthermore, the study findings indicated a notable decrease in the challenges faced by EFL teachers when it comes to accessing authentic materials. Therefore, further research could focus on the impact of teacher training and professional development programs on enhancing EFL teachers' competencies in selecting, adapting, and effectively integrating authentic materials into their instructional practices. This would shed light on the effectiveness of various training approaches which can support EFL teachers in utilizing authentic materials more effectively.

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APPENDICES

Appendix 1: Soliman (2013) Original Questionnaire

Appendix 2: Cronbach's Alpha Coefficient for Reliability

Appendix 3: Questionnaire Components

Appendix 4: Interview Questions

Appendix 5: Ethical Committee Approval Form

Appendix 1: Soliman (2013) Original Questionnaire:

Teachers' Questionnaire

Dear teacher,

The main purpose of this questionnaire is to collect data about your beliefs concerning the use of authentic materials in your EFL reading classes. Authentic materials are those materials which were produced by native speakers for non-teaching purposes and were directed at other native speakers of English. Examples of such materials include newspapers, magazines, books, short stories, novels, internet information, brochures, and so on. Your participation in this study is very important and will contribute to the improvement of the teaching of EFL reading in Libya. Please answer the items in this questionnaire as carefully and honestly as possible. This is a survey asking for your opinion. It is not an evaluation of your knowledge about teaching reading. It is not necessary that you teach or have taught reading. It asks about your beliefs as an EFL teacher. Your answers will remain confidential. Completing the attached questionnaire means that you have consented to participate in this study.

Thank you for your cooperation.

yours sincerely, Soliman Adrees.
M.A. Candidate, UUM

Part 1: (Demographic information)

1. Name:

2. Nationality:

3. College:

4. University:

5. Highest degree earned:

A. Bachelor's Degree

B. Master's Degree

C. PhD

6. If you have studied overseas (in English-speaking countries), please list the country, level of study, and length of stay.

Country	Level of study	Length of stay
1.		
2.		
3.		
4.		

7. For how long have you taught a foreign language?

A. Less than 1 year

B. 1-3 years

C. 4-6 years

D. 7-9 years E. 10 or more

8. For how long have you taught the foreign language in Libya?

- A. Less than 1 year
- B. 1-3 years
- C. 4-6 years
- D. 7-9 years E. 10 or more

9. Are you teaching/ have you taught reading?

- A. yes
- B. No

Part 2: (Statements)

Please check (✓) in the box that best reflects your opinion about each of the following statements using this scale:

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

Your opinion on reading in English:

	SA	A	N	D	SD
10. Reading in English is important.					
11. Reading helps to improve students' language proficiency.					

The current reading classes/courses

	SA	A	N	D	SD
12. Reading classes are beneficial.					
13. The reading courses enable the students to read and comprehend other materials outside the classroom					
14. The reading courses introduce the students to how language is used in the real world.					
15. The reading courses motivate the students to read other materials outside the classroom.					
16. I am satisfied with the current reading courses.					

Using authentic texts will probably

	SA	A	N	D	SD
17. Introduce students to how language is used in the real world.					
18. Fulfill students' needs.					
19. Enable students to see the value of reading classes.					
20. Improve students' language proficiency more than textbooks do.					
21. Improve students' reading comprehension ability more than textbooks do.					
22. Help develop students' writing styles more than textbooks do.					
23. Increase students' familiarity with the use of grammar rules in their original context.					
24. Increase students' knowledge of vocabulary items which they need in real situations.					

25. Improve students' cultural understanding.					
26. Be difficult for students to comprehend.					
27. Will cause cultural conflicts that hinder comprehension.					
28. Make students feel frustrated.					
29. Be interesting.					
30. Motivate students to do more reading outside the classroom.					
31. Help to overcome some cultural barriers to language learning.					
32. It is important to use authentic materials in EFL reading instruction.					
33. It is difficult to access authentic materials.					
34. It is difficult to select appropriate authentic materials.					
35. It is difficult to design the appropriate types of tasks when using authentic texts.					
36. The use of authentic materials is time consuming.					
37. I prefer to use authentic texts rather than textbooks in my reading classes.					
38. I prefer to use authentic texts as supplementary materials in my reading classes.					

Exposure to authentic materials should start at:

	SA	A	N	D	SD
39. Beginning levels of language learning.					
40. Intermediate levels of language learning.					
41. Advanced levels of language learning.					

I would like to use the following authentic materials in class:

	SA	A	N	D	SD
42. newspapers					
43. magazines					
44. novels					
45. short stories					
46. internet material					
47. books					
48. poems					
49. brochures					

I would select authentic reading materials according to the following factors:

	SA	A	N	D	SD
50. Language level					
51. Length of text					
52. Students' needs					
53. Students' interests					
54. Percentage of new vocabulary					
55. Complexity of grammar structures					
56. Course objectives					

57. Type of text					
58. Writing style					
59. Cultural content					

Part 3: (Multiple choice questions)

Please circle one of the given choices:

60. Which of the following types of reading classes is the best one in your opinion?

- A. Reading class which uses authentic texts only
- B. Reading class which uses a textbook only
- C. Reading class which uses a combination of both authentic texts and textbooks.

61. Which of the following types of reading classes is the worst one in your opinion?

- A. Reading class which uses authentic texts only
- B. Reading class which uses a textbook only
- C. Reading class which uses a combination of both authentic texts and textbooks.

Part Four: (Open-ended Questions)

62. What are the types of authentic texts (not mentioned in this questionnaire) that you prefer to use in your reading classes?

.....
.....
.....

63. What are your suggestions for using authentic reading materials to improve the Libyan students' English reading comprehension abilities?

.....
.....
.....

64. What other criteria would you follow in selecting authentic reading materials for your reading classes?

.....
.....
.....

65. Do you think that you need training in using authentic materials? If so, what type of training would you suggest?

.....
.....
.....

Other comments: (Optional)

.....
.....
.....
.....

Thank you for your cooperation.

Appendix 2: Cronbach's Alpha Coefficient for Reliability:

Reliability Statistics	
Cronbach's Alpha	N of Items
.874	51

Appendix 3: Questionnaire Components:

Turkish EFL Teachers' Perspectives on Using Authentic Materials in EFL Classes at Tertiary Level

This survey is meant to collect data about EFL teachers' perspectives on using authentic materials in their classes in Turkey. The collected data is going to be used for a study conducted by Salsabil El Kamili, an MA student at Istanbul Aydin University.

Authentic materials are able to stimulate students' motivation to learn and support their learning process in a more natural way as they engage learners in real life context of the target language. In other words, authentic materials help students to bridge the gap between classroom knowledge and their capacity to participate in real-world events. Therefore, it is the teachers' s main concern to use authentic materials while presenting the content to make the learning process more engaging, motivating and learner centered as so to help students to be exposed to how the language is really used.

Please note that information taken from this survey will be kept confidential and will be used only for the research purpose.

Your participation is highly appreciated.

Part A. Demographic information

1. Full Name:

2. Gender:
 - a) Male b) Female c) Other

3. Highest degree earned:
 - a) Bachelor's b) Master's c) Doctoral

4. For how long have you taught English as a foreign language in Turkey?
 - a) Less than 1 year

- b) 1 - 3 years
- c) 6 years
- d) 7 - 9 years
- e) More than 10 years

5. Please tick the box which most shows your opinion of the item.

Key: 1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

Items	1	2	2	4	5
1. Beginning levels of language learning					
2. Intermediate levels of language learning					
3. Advanced levels of language learning					

6. I would select authentic materials according to the following factors:

Items	1	2	2	4	5
4. Course objectives					
5. Language level					
6. Students' needs					
7. Students' interests					
8. Percentage of new vocabulary					
9. Complexity of grammatical structures					

Part B. General Thoughts about the Use of Authentic Materials

Please choose the option that best reflects your opinion about each of the following statements:

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

Statements	1	2	3	4	5
1. Authentic materials introduce students to how language is used in the real world.					
2. Authentic materials fulfill students' needs.					
3. The frequent use of authentic materials improves students' language proficiency.					
4. Authentic materials improve students' cultural understanding.					
5. Authentic materials are interesting to students.					
6. Authentic materials help students to overcome some cultural barriers to language learning.					
7. Authentic materials will cause cultural conflicts that hinder comprehension.					
8. It is important to use authentic materials in EFL instructions.					
9. It is difficult to access authentic materials.					
10. Authentic materials are culturally biased and might contain inappropriate cultural topics.					
11. Using authentic materials in EFL classes makes students feel frustrated.					
12. It is difficult to design the appropriate types of tasks when using authentic materials.					
13. The use of authentic materials is time consuming					
14. It is better to use authentic materials rather than non-authentic materials in EFL classes.					
15. It is preferable to use authentic materials as supplementary materials in EFL classes.					

Part C. Authentic Materials: Reading/ Listening

Please choose the option that best reflects your opinion about each of the following statements:

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

Statements	1	2	3	4	5
1. Authentic materials improve students' reading and listening comprehension					
2. Authentic reading/ listening materials motivate students to frequently use their dictionary to look up words when they encounter unfamiliar vocabulary.					
3. Authentic reading/ listening materials usually provide students with unnecessary information.					
4. The use of reading/listening authentic materials develops students' writing and speaking skills.					
5. It is not important to use authentic materials in EFL reading/listening instructions.					
6. The exposure to authentic materials helps increase the students' self-confidence read/ listen to different topics in the target language.					
7. EFL teachers quite often rely on teaching reading/ listening through authentic materials.					
8. Authentic reading/ listening materials should only be used as supplementary materials.					
9. Using authentic reading materials prevents students from seeing the value of reading.					
10. Authentic listening materials might be phonologically demanding for some learners (different accents/ dialects).					
11. It is easy to find authentic reading/ listening materials that match the course content.					
12. It is difficult to find authentic reading/ listening materials that are relevant to students' lives and interests.					

Part D. Authentic Materials: Grammar/ Vocabulary

Please choose the option that best reflects your opinion about each of the following statements:

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

Statements	1	2	3	4	5
1. Authentic materials consist of vocabulary/ grammatical structures that are often used in everyday life.					
2. Authentic materials are very helpful in contextualizing grammatical structures t students.					
3. Using authentic materials in EFL classes increases students' knowledge of vocabulary.					
4. Authentic materials cause grammatical structures to become deeply internalized.					
5. Authentic materials can mislead students into guessing the right meaning of the given vocabulary items.					
6. When exposed to authentic materials, students are more likely to acquire language structures more efficiently.					
7. Using authentic materials can promote the students' interest to use the acquired words/ grammatical structures when participating in group discussions.					
8. Non-authentic materials are more effective in practicing grammatical rules.					
9. Using authentic materials for vocabulary learning helps students increase their depth and breadth of vocabulary knowledge.					
10. Authentic materials help students feel less bored when learning grammatical rules.					
11. The use of authentic materials facilitates the learning process in teaching vocabulary.					
12. Students usually find it difficult to understand the grammatical rules from the samples provided with authentic materials.					

Thank you for your respon

- Do you know other EFL teachers who work in preparatory schools and who would will to answer this questionnaire?

- a) Yes b) No

- If yes, please leave me their contact information (phone number or email address) that I can send the survey link to them.

- Would you be interested in participating in a follow-up interview either face-to-face or online?

a) Yes b) No

- If yes, please leave me your contact information so I can reach you.

Appendix 4: Interview Questions:

1. Do you have experience in using authentic materials in your classes?
2. If yes / no, what are the reasons for either using/ not using them?
3. Do you think authentic materials should be used as major source or a supplementary one?
4. For you, what is the best time to use authentic materials: is it before the lesson, in the middle of the lesson, or at the end of the lesson?
5. What are the criteria that you take into account when selecting authentic materials?
6. Do you think students will miss anything if they are not exposed to authentic materials?
7. Are authentic material important for the development of students' proficiency?
8. What are some difficulties you face when using authentic materials?
9. Have you ever noticed the probable effects at using authentic materials on the development of your student's language proficiency?

Appendix 5: Ethical Committee Approval Form

Evrak Tarih ve Sayısı: 19.09.2023-96321



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-96321
Konu : Etik Onayı Hk.

19.09.2023

Sayın SALSABIL EL KAMILI

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Eğitim Bilimleri Etik Komisyonu'nun 17.08.2023 tarihli ve 2023/09 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

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