

**T.C.**  
**ISTANBUL AYDIN UNIVERSITY**  
**INSTITUTE OF SOCIAL SCIENCES**



**INCIDENTAL VOCABULARY LEARNING THROUGH READING**  
**AUTHENTIC TEXT**

**MASTER THESIS**

**Pınar MUTLU**

**Department of English Language and Literature**  
**English Language and Literature Program**

**Thesis Advisor: Assist. Prof. Dr. FILİZ CELE**

**JULY, 2017**

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İSTANBUL AYDIN ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

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## **FOREWORD**

First, I owe great debt to my husband and children for their devotion. And I am thankful to my advisor Assist. Prof. Dr. Filiz Çele for her wisdom, encouragement, patience and generous guidance. Without her, I couldn't have completed the study. I would like to express my gratitude to my colleagues as they always supported me in the implementation part of the study. Lastly, special thanks to my parents who unconditionally loved me and convicted me to finish my study.

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**Pınar MUTLU**

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## **ABBREVIATIONS**

<b>CLT</b>	: Communicative Language Teaching
<b>CTL</b>	: Contextualized Teaching of Language
<b>DIY</b>	: Do It Yourself
<b>ELT</b>	: English Language Teaching
<b>EFL</b>	: English Foreign Language
<b>ESL</b>	: English Second Language Learners
<b>FFI</b>	: Form Focused Instruction
<b>L1</b>	: First Language
<b>L2</b>	: Second Language
<b>OPT</b>	: Oxford Placement Test

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## INCIDENTAL VOCABULARY LEARNING THROUGH READING AUTHENTIC TEXT

### ABSTRACT

This study examines whether authentic reading texts are more effective than simplified reading texts in improving incidental vocabulary learning in instructed foreign language classes. We compared the vocabulary development and retention of randomly divided two intermediate level groups through matching, sentence completion and production tasks after reading authentic story and simplified authentic story. Results of the pre-test, post-test and delayed post-test showed us that both of the groups could boost their vocabulary knowledge and usage however, experimental group given authentic text, achieved higher scores in all tests. Consequently; authentic text has been proved to be beneficial for the students at intermediate level without simplification, as the rich input together with interaction and attention leads to better vocabulary development.

**Keywords:** *Authentic reading text, simplified reading text, incidental vocabulary learning, EFL, Turkish.*

## GERÇEK METİN OKUMA İLE DOLAYLI KELİME ÖĞRENMENİN ÖNEMİ

### ÖZET

Bu çalışma, İngilizce yabancı dil öğrenimi sınıflarında otantik okuma metninin tesadüfi kelime öğreniminin geliştirilmesi açısından basitleştirilmiş okuma metninden daha etkili olup olmadığını inceliyor. Otantik ve basitleştirilmiş hikâyelerin okunmasından sonra orta seviyede gelişmiş güzel bölünmüş iki grubun kelime öğrenimi ve kalıcılığını; eşleştirme, cümle tamamlama ve cümle oluşturma testleriyle karşılaştırdık. Ön test, son test ve ertelenmiş son test sonuçları bize her iki grubun da kelime öğrenimi ve kullanımı açısından gelişim gösterdiğini ancak otantik metnin verildiği deney grubunun daha yüksek puanlara ulaştığını gösterdi. Dolayısıyla; otantik metnin sadeleştirme olmadan orta seviyedeki öğrenciler için yararlı olduğu kanıtlandı çünkü etkileşim ve zengin içerik dikkatle birleştiğinde daha iyi bir kelime öğrenimine yol açıyor.

**Anahtar Kelimeler:** *Otantik okuma metni, basitleştirilmiş okuma metni, tesadüfi kelime öğrenimi, İngilizce yabancı dil öğrenimi, Türkçe.*

## 1. INTRODUCTION

Learner centered communicative approach to language teaching has been adopted for language teaching since mid-1970s as it employs real communication. From the communicative language teaching framework, teachers create simulations of real world activities because what allows students to produce and process actual usage is communicative competence (Widdowson, 1979). Therefore, authentic materials and tasks have become one of the most basic principles of CLT.

Although authenticity issue has been regarded as beneficial in foreign language teaching, the use of authentic materials have been debated for years to reach a common point about whether incorporating authentic materials in language teaching develops communicative competence of students or not. It is known that authentic materials aren't prepared for language teaching purposes but for native speakers (Martinez, 2002). However; the utmost concern of language teaching is to prepare students to tackle with real life exposure. For this reason; the presentation of English language in the classroom should be authentic since naturally occurring communication is more persuasive than ready-made tasks. But when they should be introduced and how they should be utilized haven't been agreed on exactly yet.

Reading exposes students to lexical, syntactic and cultural features of target language but course books are poor representation of real things (Gilmore, 2007). Whereas, authentic reading that are conveying a real message rather than teaching specific grammar or vocabulary, can promote interest among students. Students learn vocabulary better from accessing to natural contexts rather than artificial contexts when the lexis is finely tuned to their needs, interests and abilities. Yet, they are inherently difficult and complex in terms of structure and lexis. Nevertheless; when students are intrinsically motivated, they engage in language willingly and it arouses curiosity and highlights understanding of L2 lexis (Willis, 1993).

Traditionally, materials are suggested to be simplified for easy access and acquisition however; there are also recommendations for the presentation of language to be authentic (Widdowson, 1990). Whether authentic texts can enrich and facilitate L2

vocabulary acquisition, no matter how difficult and challenging they are, is attempted to be found out. The type of text has been discussed especially for lower level learners to enhance overall language ability. Consequently, texts are simplified or modified for pedagogical reasons for students with limited level of proficiency. Whereas, the literature has revealed strong and convincing results for the real representation L2 discourse which will be mentioned in this study.

Besides, previous to this study, authentic materials have been proved to improve and promote linguistic abilities in communicative language learning, despite some challenges. There has been lack of conclusive study in the field that measures the differences between authentic and simplified text in terms of vocabulary development. This paper attempts to contribute to the field with its implications and fill the gap by means of three theories; input hypothesis, noticing hypothesis and interaction hypothesis.

The aim of the study is to examine whether authentic reading text boosts students' interest and develops and heightens their learning abilities in vocabulary as well, although it is rather above their level of proficiency. More specifically, whether authentic reading texts are more successful than simplified reading texts in incidental learning of new vocabulary in EFL classes will be examined. The significance of the study is that there isn't enough study in the field which compares simplified and authentic text in terms of vocabulary learning. The data for this study was collected from two EFL groups: one group with authentic reading text and the other with simplified reading text. The incidental vocabulary development of the participants was measured through three tasks: a vocabulary matching test, a cloze test and sentence completion task which were given in the form of pre-, post- and delayed post-tests.

The study is organized as follows. In Chapter II, theoretical background of the study with a few hypothesis that construct the basic premises of utility in authentic material usage will be presented. In Chapter III, information about the importance of authentic material in communicative language teaching will be given and in the following chapter, what is authenticity will be explained. Later, the relation between authentic material and vocabulary learning and reading will be discussed. In the last chapter, the empirical studies made on authentic texts will be discussed.

## **2. THEORETICAL BACKGROUND**

It is possible to associate the success that lies behind authentic materials on incidental vocabulary learning by Hulstijn (2001) with three well-known hypothesis proving the acquisition of second language. These are “Input Hypothesis” of Krashen (1982), “Noticing Hypothesis” of Schmitt (1990) and “Interaction Hypothesis” of Long (1996). The relation between these hypotheses and authentic material is that authentic materials can provide what these hypotheses presuppose. The general idea of these hypotheses and authentic material is compatible with each other.

### **Input hypothesis**

- The input hypothesis (Krashen, 1982) offers that contextually rich input entails language development in learners although it is over their level. Competence together with world knowledge work together to make sense of the messages received. According to Krashen (1993), authentic materials offer the excellent input for intermediate learners whereas for beginner levels, the real world may be incomprehensible.
- The affective filter hypothesis suggests that if learner experience negative emotions, then filter goes up and blocks learning ability or just the opposite; positive sensations let the filter down and this triggers learning ability. Learning is impaired under stress or reluctances. Krashen (1982) claims that comprehensible input supplied in low anxiety situation with the message that students demand, will allow output when students are ready but this will take time. Krashen (1993) strongly advocates that optimal input which is comprehensible and interesting and/or relevant provides language development. Further; he suggests that voluntary reading for pleasure in which the affective filter gets low, is the most powerful and overwhelming educational tool.

In other words, the required rich input can be provided by authentic material. And authentic material can motivate students better so that affective filter can't constrain learning environment. Consequently, comprehensible and communicative input which doesn't force learners to learn target language conveys the message in natural communication rather than just teaching forms of utterances.

### **Interaction hypothesis**

Interaction hypothesis suggests that language can be strengthened when learners interact with each other (Long, 1996). How does it work? During the negotiation, learners pay attention on grammar and meaning exchanges and if there occurs any gap, they provide feedback and develop communication strategies (Long, 1996) so that the learners can process the input of target language more efficiently. But Ellis (2001) criticizes that interaction is a complex process and it can overwhelm learners when it isn't understood properly. Consequently, authentic material should be comprehended to entail language development. Authentic material and task together can show the way of real and strong interaction and include learners into the communication.

### **Noticing hypothesis**

Noticing Hypothesis (Schmitt, 1990) proposes that second language is acquired on condition that the grammatical form is noticed consciously or to a degree sub-consciously. Authentic materials can draw attention of learners to the target language when they deal with their own interests. In Schmidt's (2001) cognitive theory, SLA is largely driven by "Noticing" which plays a crucial role in language learning. By means of "Noticing" learners pay attention to input. Even, he extends his claims about that prosodic and paralinguistic features can be acquired when they are noticed by the help of elaborate material selection and task design. So, authentic materials are assumed to help internalizing distinctive competencies for communicative aims.

### **Incidental learning**

Negotiation of form is important in CLT. According to Long (1996), meaning can be acquired through negotiation so interactive input triggers negotiation and facilitates learning together with selective attention and internal learner capacity. This is called incidental learning. Incidental learning means that learners "pick up" linguistic features from the input they are exposed to and intentional meaning implies that learners show deliberate efforts (Hulstijn, 2001). Nagy et al. (1985) propose that

vocabulary knowledge is incidentally promoted during reading, which is the easiest, the most powerful and single way of learning. Krashen (1993) supports the same idea and claims that words are picked up during reading 10 times faster than intensive vocabulary instruction.

On the other hand, Huljstin (2001) remarks that while teaching vocabulary, attention should be given on learning and efficient strategies must be taught. Incidental learning takes place subconsciously according to Krashen (1989), consciously according to Schmitt (2001) and both implicitly and consciously according to Ellis, N. (1994). The role of consciousness creates difference in their view of incidental learning. Long (1996) points out that interactive input which is derived from social interaction is more beneficial for incidental learning although non interactive input samples which don't require response, can also enable incidental learning. In this research, incidental vocabulary learning from authentic input is investigated since the main aim is to convey the message rather than focus learners' attention on vocabulary. Now, the study will continue to explain why authentic material is highly recommended in CLT.

### **3. COMMUNICATIVE LANGUAGE TEACHING**

As a starting point, it is necessary to mention about Contextualized Language Teaching and Learning (CTL) which depends mostly on authentic materials. Content can be applied to real life matters to contextualize what is learned. In other words; students can make connections between real life contexts and acquired knowledge and skills (Berns & Erickson, 2001). If students learn target language in a context, then they are more likely to transfer content knowledge into reality (Berns & Erickson, 2001). Students relate their skills and knowledge with real life situations and integrate them into real context through CTL (Dirkx & Prenger, 1997).

Communicative Language Teaching (CLT) is closely related to CTL (Contextualized Teaching of Language) and the principles are relied on pragmatic, authentic and functional usage of language meaningfully (Brown, 2007). These principles consist of the techniques and materials like information gap, role play, games and so on which prepare students for the real life purposes.

The key tenet of CLT is assumed to be the way in which language is used (Harmer, 2005). After the mid of CLT, adequate knowledge of vocabulary has become one of the significant necessity to communicate in real situation so material designers have adapted authentic material as a tool in task based approaches (Bax, 2003).

Rather than concentrating just on grammar, the communicative function of language performed by the natives should be the main concern in CLT (Wilkins, 1976). The communicative character of language is defined as a system to express meaning and interact through grammatical and structural units with functional features (Richards & Rogers, 1986). The main notion of the system is when and how to use linguistic items appropriately in terms of spoken and written discourse. That's to say, CLT is assumed to embrace teaching of form together with function and traditional techniques together with communicative tasks. Moreover, CLT is against the approaches purposes of which are teaching just bits of language but not their communicative usages (Harmer, 2007).



Communicative tasks which are subsequently followed by development in skills and knowledge are the major strand in which students are exposed to language usage and performance quite a lot (Harmer, 2007). The general purpose of activities is the achievement of tasks as well as accuracy, also students watch out for the content instead of the form during the usage of language (Harmer, 2007). Hedge (2000) has associated the occurrence of the notion of authentic material with communicative language teaching.

### **Communicative competence**

Now, communicative competence is to be looked at very briefly. The concept is first defined by Chomsky (1965) as knowledge of language and this notion refers to ideal speaker or listener. It is meant different for different commentators for instance; this concept is enlarged by Hymes (1979) as including the knowledge of language usage socially. Ellis (2000) describes the term as internalized knowledge which enables to understand and produce language in order to negotiate meaningful messages. Five dependent components of linguistic competence have emerged from a lot of experts and their works (e.g. Canale & Swain, 1980; Thomas, 1983; Schmidt & Richards; 1980; Leech, 1983):

- 1) Linguistic Competence: Speaker's lexical, syntactic, morphological, syntactic and phonological knowledge. It is the smallest part of a pyramid nevertheless this doesn't mean it is rejected totally.
- 2) Pragmalinguistic Competence: Speaker's ability to comprehend and convey a message in a given context and the knowledge of a speaker to interpret or express speech acts (request, apology, acknowledgement... etc.).
- 3) Sociopragmatic Competence: Speaker's intuitions about what is culturally or socially accepted like conventions, taboo topics and non-verbal behaviors.
- 4) Strategic Competence: Speaker's skill to use both verbal and non-verbal strategies in case a problem arises. Compensation for deficiencies.
- 5) Discourse Competence: Speaker's sufficiency to produce, develop and expand written or spoken discourses of different genres coherently and cohesively (Halliday & Hasan, 1989).

Turning to the real purpose of the study, it is necessary to ask the relation between communicative competence and authentic material. Gilmore (2007) remarks that impoverished and distorted source of language shown in textbooks fail to meet communicative needs and the tendency to teach what is understood misleads to see clear picture of natural discourse. Authentic materials provide rich source of input by means of which students recognize wide range of discourse features to develop communicative competence (Brown & Yule, 1983). But other materials are especially intended for displaying specific lexico-grammatical patterns instead of conveying real message (Brown & Levinson, 1987).

The study goes on explaining what is authenticity and authentic material. Later advantageous and disadvantageous, the problems related with authentic materials and the ways to overcome possible difficulties, sources and classification of authentic materials, theories either supporting or declining the benefit of using authentic materials, suggestion about how to adopt and adapt authentic materials into teaching process through appropriate tasks will be introduced in this section. Also, comparison of controversial views about text types, similar studies and their results and authentic tasks will be evaluated. Lastly the relation between authentic text and vocabulary retention through reading activity will be assessed.

#### **4. AUTHENTICITY**

The meaning of the concept “authenticity” is constructed by the society not the language itself so it is a symbolic meaning given by culture (Seargeant, 2005). Each culture in which English is adopted for communication reflects their own characteristics; which hinder “authentic English” view (Seargeant, 2005). To fulfill the gap, Seargeant (2005) has detected authenticity as a concept which doesn’t need to be equal with reality but necessarily it should allow the quality of reality which persuades that it has the authority of representing truth. It can be concluded that it is a matter of perception and belief about reality and even real language can contain some kind of artificial qualities.

The reason why authenticity is motivating and preferred is that it has a trustworthy relation with reality rather than artefact or fabrication. Widdowson (1979) refers to authenticity as any text which is taken from the flow of social strata and believed to be untouched in class. Also he declares that authenticity is an act of interpretation not property of text as it is a matter of perception. On the other hand, Widdowson (1979) differentiates authentic and genuine materials by acknowledging that authentic materials are original and they are not changed whereas genuine materials are adapted for class.

Authenticity has been attacked if some features of the authentic text is removed from the original and it becomes inauthentic (Cook 2001; Widdowson, 1990). Learners should practice with the language of outside world to communicate. Hence, if text doesn’t display any or little resemblance to real language, it can’t help learners in dealing with real world issues. That’s to say, if the language in class is differentiated from the real language in order to teach specific language points and make it understandable, authenticity is lost.

The studies focusing on authenticity deal with employing authenticity in class and material design. The desire of teaching with authentic materials which create natural

and realistic language experience is a key tenet of communicative approach (Jakobovits, 1972; Savingnon, 1972). Tatsuki (2006) defines the technique by attributing realness, genuineness, validity, reliability, truthfulness of the materials whereas, the materials designed for instructional aims illustrate linguistic forms rather than communication. Brown and Eskenzai (2004) claim that textbooks are not enough on their own to prepare learners for real language used by natives. Consequently; teachers should incorporate authenticity with learning course.

### **Types of authenticity**

Although authenticity is classified under different terms in literature, they share basic principles. Breen (1985) has specified 4 types of authenticity;

- 1) Authenticity of learners: the interpretation of learners about text. It means learner's ability to interpret real text just like natives do in reality. When communicative meaning is received, it is self-based authenticity. Widdowson (1978) agrees on that authenticity isn't bestowed upon the material but upon the response of the intentions carried by the material in an interaction.
- 2) Authenticity of tasks: the activity which facilitates the learning. It refers to given task for authentic reasons to deal with communication. Also, task-based authenticity is related with learners' authentic responses to the contrived texts while they are engaging in communicative tasks (Widdowson, 1978).
- 3) Authenticity of social situation: the classroom environment. Authenticity of classroom is related with the environment which provides the content of shared language and brings out the possible problems and the strategies to overcome such problems.
- 4) Authenticity of texts: the data which can be used as input. It is associated with the essential quality of text for being authentic and the context of language. If a speaker chooses forms to convey intended meaning, it is text based authenticity.

On the other hand; Taylor (1994) conflicts the common notion about authenticity which proclaims the existence of all these types simultaneously and she advocates that it is a relative issue and different aspects can be available in different degrees. Widdowson (1978) distinguishes between genuineness of a passage quality and authenticity of passage perception by the reader. But the confusion and debate remain

same in spite of the contributions made by many authors to refer to the term authenticity as the text only (Taylor, 1994). Nevertheless; there are some restrictions as well as beneficence of applying authentic text in course design, which will be discussed and come about with solutions in the following section.

#### **4.1. Authentic Material**

ELT has always dealt with varied methods and approaches to make language acquisition possible in other words to enable students use a language properly and accurately. For this reason; sources are the prominent premise and authentic materials are highly recommended to utilize real exposure to target language (Oura, 2012).

There are slightly distinctive descriptions in literature for authentic materials but they are compatible with each other on the basis. Authentic materials are defined as real texts intended for speakers of the language not for language students (Harmer, 1991). Jordan (1997) also claims that they aren't made up for teaching purposes. Similarly; Peacock (1997) defines authentic materials as serving social purposes in a community. On the other hand; Rogers (1988) finds them not only qualified and suitable for learners but also genuine for meaningful communication.

Widdowson (1990) makes a very common definition as 'exposure to real language and its usage in its own community'. Likewise, Bacon and Finnemann (1990) state that authentic materials are real language items which meet social requirements of a community but they aren't for teaching foreign language. So it can be inferred from these definitions that authentic materials are created for native speakers of a community and for real and social reasons not for educational aims.

Widdowson (1990) differentiates authentic materials from genuine materials, which slightly differs from other definitions. He claims that authentic materials aren't changed for classroom and they stay in their original form but genuine materials are designed and adapted for classroom environment such as jumbled paragraphs, cut out headlines etc. Martinez (2002) also acknowledges the same point that there is no alteration in authentic materials but if the material is adapted to meet specific requirements of foreign language learners, it is genuine material. Widdowson (1990), Jacobson et al (2003) also suppose that authentic materials can be used in class similar to real purposes.

## **Sources of authentic material**

Any piece of language used in everyday life and in its original form can be the source for authentic material. From this point of view, there are large amount of sources in today's global world. They can be auditory, printed or visual. Most common ones are; newspapers, magazines, radio and TV programs, products of literature, brochures, menus, advertisements, recipes, leaflets, labels, stamps, songs, films, Internet, bills, tickets, mails....etc.

If visual information doesn't accompany to verbal information such as radio, it hardens the comprehension of input whereas it is easier to get access to information via television since there are all types of visual supports (Akbari & Razavi, 2016). TV is assumed to be obtained the most to reach authentic materials for teaching (Miller, 2003). It is also assumed that internet is the most preferred and useful source because it is updated constantly in contrast to daily newspapers and it is interactive as well as providing visual and aural support (Berardo, 2006). Besides, internet comprises all of the other sources inside. All of these sources can be utilized in foreign language teaching process but there are some criteria to get the most effect. The possible ways of using authentic materials, advantages and disadvantages of using authentic materials, problems associated with authentic materials, and what can be done to overcome problems will be revised in the following part.

## **Classification of authentic materials**

The objective should be the suitability of authentic material to meet needs of the course since different types of materials are applicable for distinctive skills. First, teacher should be aware about which skill is to be developed; productive (speaking & writing) or receptive (listening & reading) skills and what to teach; grammar or vocabulary, then suitable one should be introduced. For this purpose Lingzhu and Yuanyuan (2010) classified four types of authentic materials;

- Authentic Listening/ Viewing Materials: such as TV commercials or programmes, audio taped short stories and songs, documentaries... etc.
- Authentic Visual Materials: for instance slides, photographs, paintings, street signs, pictures of books, magazine... etc.
- Authentic Printed Materials: newspaper articles, advertisements, sports reports, columns, lyrics, menus, packages, brochures, catalogues, comics... etc.

- Realia (Real world objects): phones, coins, folded papers, dolls, puppets, clocks... etc.

Vaiciuniene and Uzpaliene (2010) make another classification as

- Daily objects: business card, leaflets, bank cards, pictures, cards, registration or application forms, diagrams, e mails or letters, photographs ... etc.

- Broadcast texts: newspapers, journals, TV and radio programmes, films, documentaries, literature... etc.

- Web sites: internet provides rich source of material which are both visually stimulating and interactive in different formats (audio, text, visual... etc.) and in addition to that internet sources are up to date and relevant to study field (Bocanegra-Valle, 2010).

### **Selection of authentic material**

Authentic material should be chosen according to suitability of content, exploitability and readability (Bernardo, 2006). Exploitability refers to how authentic material succeeds in developing comprehension and readability refers to lexical and structural difficulty of language in the text. Also; authentic material that are culturally relevant and compatible with student's experience should be preferred (Bacon and Finneman, 1990).

The role of teacher is very prominent to choose, elicit and collaborate the authentic input in class. Harmer (2005) emphasizes the necessity of roughly tuned language materials which allow learners read and listen what they understand instead of pushing learners into a possible failure. If the material is chosen carelessly, it can be extremely discouraging. Nevertheless, the language can be simplified to approximate usage but it should still keep the naturalness (Harmer, 2005).

Heitler (2004) proposes some questions to set up criteria for choosing written materials;

- 1) Is it relevant to the requirements and needs of students?
- 2) Is it up to date and contextual?
- 3) Does it teach something new?
- 4) Can students make connection between previous and newly learned language?

- 5) Can students make progress?
- 6) Is the area of language limited sufficiently?

According to Cook (1981), the task in using material should be functional, the material isn't the ultimate point. Harmer (2005) remarks to select neither too easy nor too difficult texts and tasks rather; to set the level at the right point; they should be challengeable and achievable tasks. Thus, what needs to be considered here is to convert the text into right task while preserving its features.

### **Authentic tasks**

Authentic tasks are worthwhile to pursue since they are teaching what to do in real life not at school so that students can construct active comprehension of content literacy which means understanding of context (Pearson & Raphael & Benson & Manda, 2007). Authentic tasks can function usefully in their life due to the fact that understanding content enhances vocabulary knowledge and increases motivation. However; Bacon and Finnemann (1990) suppose that it is teachers' role to find ways to exploit authentic materials since what is important isn't the materials themselves but the outcome of authentic materials as Harmer (2005) states. Also due to their rich input and cultural context, they must be indispensable supplement. Yet, in literature debates go on about whether they should be exploited in the course and how they should be included into process.

Turner (1995) has distinguished authentic tasks into open and closed tasks. In open tasks; students find the solution on their own, it is student oriented. Closed tasks; students are directed toward a specific solution, it is teacher centered. Open tasks are believed to be facilitative instrument for motivating because it requires higher cognitive skills.

Miller and Meece (1999) have found that high challenge tasks are embedded with meaningful experiences which is vital to instigate students' critical thinking and expanding content literacy (Brozo & Flynt, 2008). Authentic tasks invite students to incorporate newly learned vocabulary into usage while they are dealing with assignments which require collaboration in nature (Morrow, 2002). Studies demonstrate that authentic tasks are conducive to strengthen vocabulary in meaningful and tangible experiences (Guthrie & Ozgungor, 2002). They put what they learn in practice through open tasks.



Authentic tasks surely demand time and effort to design and implement but they provide meaningful, challenging and interactive learning environment. By the way, it should be kept in mind Tamo's (2009) advice suggesting what is really essential is the task not the material and real life materials add students learning experience if they are organized diligently. For example; making meaning of headlines rather than full pages.

All of these tasks can be utilized in teaching a foreign language process but there are some criteria to get the most effect. We'll revise the possible ways of using authentic materials, advantages and disadvantages of using authentic materials, problems associated with authentic materials, and what can be done to overcome possibilities.

### **Advantages of authentic materials**

Some experts believe the capability of authentic materials in eradicating social and cultural barriers by means of providing social context (Kim, 2000). It is likely for students to encounter with everyday situations outside the classroom thanks to authentic material. Therefore, to make them ready, teachers ought to offer opportunities to practice real language for coping with the language of reality. Sherman (2003) attributes authentic materials as "a window into culture" which makes them appealing. Cultural awareness which is essential for communication can be raised through authentic materials as information exchange in language cannot exist without culture.

Natural situations in real life including level of formality, different settings, time and place and exchanging meaning are spontaneous and unsolicited. So real life situations that students can encounter are best represented in authentic materials and they don't lose any meaning contrary to non-authentic ones (Flowerdew and Peacock, 2001). While students are interacting through authentic materials, they focus on communication to meet needs just as it is used in culture rather than showing the knowledge of grammar (Melvin & Stout, 1987). According to Cook (1981), as students get closer to target language and participate in real life language, students get more excited by their ordinaries and flavor. Because authentic material keep their interest alive while taking part in target language community, no matter what the content is (Cook, 1981).

In "Teaching with Authentic Materials" Heithler (2004) advises that making connection with the English used in reality to communicate can motivate students.

Authentic materials are up-to-date so that students can be intrinsically motivated and well informed what is going on around them (Tamo, 2009; Heitler, 2004). Similarly; Morton (1999) points out that being familiar with real English increase their motivation and interest. Also McDonough (1981) proposes that what is influential for students' success or failure is motivation. Real life elements evoke learners' interest towards language and persuade them for ambitious learning. Peacock (1997) compares the traditional and authentic materials and students find authentic materials less interesting than artificial ones so this shows not all authentic materials can motivate students unless proper choice is made.

Lingzhu and Yuanyuan (2010) offer three main advantages of using authentic material: exposure to real language, motivation and knowledge enhancement. Also, Lingzhu and Yuanyuan (2010) suggest that the topic taught at school should be correlative with real world, students should associate or connect their knowledge with real world and students should accumulate the information across cultures which facilitates adaptation. On the other hand, Peacock (1997) and Richards (2001) claim that authentic materials are requisites as they prepare students for real life, they meet the demands, motivate and allow teachers for effective teaching and serve cultural information.

Martinez (2002) lists advantageous part of authentic materials as being exposed to real language, factual acquisition, inclusion of inaccurate language, inspirational, various activities and tasks with one piece, variety of styles, genres and formality and reading for pleasure. Besides, textbooks don't contain improper English but it is necessary for learners to be aware about incidental usages. Nunan (1998) puts forward that the relationship between form, meaning and usage isn't included into the contexts of non-authentic forms.

Martinez (2002) states that authentic materials can be yielded to develop mini skills like scanning. For example in an article specific information may be asked to look for such as prices, requests, or students are asked to detect certain key words or structures etc. He exemplifies that lower level students can identify the names of countries in a weather report or in news. Moreover, students can listen a video interview with famous people for gist when they are exposed to real language. Martinez (2002) gives an example of brochure given to students for planning a visit to show how piece of

material can be adapted for different tasks under different circumstances and how learners of language can enjoy the sense of achievement thanks to authentic materials.

### **Disadvantages of authentic material**

While authentic materials have been regarded as being beneficial since the late 1970's, there are still disagreements on their success. Some of the reasons for this are these; they are too challenging for lower learners, they might be irrelevant or long, they are out of date quickly and they may not obey the rules told beforehand (Haines, 1995). Because of such hardships, they often have to be edited, simplified or even discarded.

Martinez (2002) looks from rather a different perspective as he claims that the cultural gap may lead the difficulty in comprehension, and the vocabulary may not be compatible with their current needs. He proposes that as culture changes from one to another, the context of authentic material should be exemplified. Besides; they are believed to be difficult to be understood by the others apart from language community as they are too culturally biased (Martinez, 2002). Their nature of being too culturally biased makes the comprehension vigorous job. So the cultural background is exactly essential to make right inference from the text.

In addition, the preparation of materials and activities is demanding and time consuming process to select, edit and prepare. That's why Kılıçkaya (2004) claims that they put burden on teachers because not only teachers need time but also they exert effort to explain and clarify difficult vocabulary and structure. The learners may experience formidable study to decode meaning and structure. The time required to find suitable authentic material for pedagogical tasks and the expense to purchase are stated as another challenges (Mc Neil, 1994 & Miller, 2005).

Besides, arranging appropriate materials that are concordant with the immediate needs of students causes teachers to abstain from authentic types. Osbourne (2005) suggests teachers to have a clear purpose in mind otherwise; adapting authentic material to the activity is proven to be ineffective. For this reason authentic materials that are locally meaningful must be incorporated. She goes on by expressing that lower level learners can be frustrated or demotivated due to the lack of required skills and necessary vocabulary included in the text. Guariento and Morley (2001) assert that as authentic materials confuse learners, they are discouraged and hindered from giving meaningful responses.

On the other hand; Kılıckaya (2004) and Ur (1996) are discontented with authentic material because authentic materials are formed randomly in terms of vocabulary, structure, function, context, length... etc., so this random choice pose a problem for teachers to access authentic materials. They also put forward that when learners at the initial stage confront with authentic material, they lose their self- satisfaction and motivation and when they can't respond meaningfully, they get confused and frustrated. These factors make the issue compelling for teachers to incorporate the authentic materials into curriculum appropriately. Likewise; Kim (2000) agrees on that providing authentic materials at earliest stage isn't sensible for students to engage in real life tasks.

However; the defenders of authentic materials and their justification about making language learners familiar with authentic materials prevail others who aren't convicted about their usefulness in classroom, especially for the beginners. As a matter of fact; simplifying the task rather than the text by means of proper task design and in accordance with students' need can solve the difficulties (Field, 1998).

### **The use of authentic materials in EFL classes**

The disadvantages of authentic materials raise the question about how authentic materials should be used in classroom activities. Guariento and Morley (2001) claim that authentic materials should be brought into classroom at post intermediate level since at this level vocabulary knowledge and structural awareness are available while they assume that lower levels may cause demotivation and frustration due to the lack of lexical and grammatical knowledge in target language. So, all authentic materials can't be adopted regardless of the level of students.

Whereas, Chavez (1998) has carried out a survey which proves the possibility of using authentic materials not only in advanced or post intermediate learners but also in lower class. Learners state that they enjoy engaging with authentic materials and they don't sense difficulty instinctively but they sometimes need assistance such as the provision of auditory and visual clues while dealing with listening or reading literary texts. Likewise; Matsuta (2003) asserts that authentic materials with audio visual support is beneficial for beginners for comprehension and this prevents them being frustrated and demotivated. The trick is arranging the task regarding the level in order not to be difficult. However; there are rich sources of authentic materials for all levels if it is

searched thoroughly. Nevertheless; explanations and definitions may need to be taught previously.

Jordan (1997) stresses the suitability of authentic material with the interest area of students in the earlier stages. From the very beginning; materials should be related to learner's life experiences and they should consist of appropriate features to make it understandable (Rings; 1986; Vandergift; 1997). Teachers must clearly keep in mind to set a goal and decide what students need to learn (Senior; 2005). Heitler (2005) suggests teachers to be prepared and knowledgeable about everything within material before applying materials in the classroom. Bacon and Finnemann (1990) suppose that it is teachers' role to find ways to exploit authentic materials since what is important isn't the materials themselves but the outcome of authentic materials as Harmer (2001) states.

Martinez (2002) advises listening audio authentic materials for the gist of information or reading authentic texts for pleasure which contain the topics of their interest. Further he suggests teachers to utilize authentic materials for the gist of information presented and to read specific topics for pleasure according to their interest. He also claims that audio visual aiding will prevent students from being frustrated and some materials like popular and traditional songs can provide nonthreatening environment.

For instance; Widdowson (1990) remarks that newspapers are mostly preferred type because of the advantages they offer such as the reflection of daily spoken and vivid language while they are transmitting news together with cultural features. But there are also restrictions need to be taken into consideration such as; in headlines infinitives are used to refer to future, auxiliaries are omitted in passives, not all of them are full sentences, question marks are used instead of question (Özay, 2011). Apart from cultural and everyday language patterns, learners can understand daily news and learn about basic expressions.

Jacobson and Purcell-Gates (2004) advise in their books firstly to start with a need assessment of the learners. Teacher should identify the reason of learning a language. Because the aims and goals of learners will determine the target of instruction which motivates and urges them to learn. Secondly, Jacobson and Purcell (2004) suggest convincing students to participate in classroom activities by bringing or collecting authentic but non-school materials into class to aid their learning experience in contrast

to conventional perspective. Moreover, the book offers that teacher can collect local materials such as theater schedule, municipal bus maps, and recipes of local dishes as stimulating tool. Collecting materials is not enough, they have to be used in authentic ways. The purpose and function of material will assign how to use the material. Lastly, Jacobson and Purcell (2004) propose that authentic materials can be challenging related with the nature of text, thus teacher should warn about the difficulty and support their skills to minimize the complexity of task.

#### **4.2. Authentic Text**

Authentic texts are approximate items to the outside world used for practice in classroom (Mc Donough and Shaw, 1993). Traditional methods have some confinements because they are inadequate in offering complete view of target language without reference to the structure beyond sentence level so the learners cannot be familiar with the language exactly (Rutherford, 1987).

Authentic texts are created by native writer and to the native reader and language is untouched, structures aren't simplified or adapted in any way. It occurs in a natural way so it's not fabricated or artificial. For this reason, Kramsch (1993) expresses that slang and idioms which are the products of culture and reflection of natural occurrences in society aren't mostly reflected in textbooks. Yet, idioms and slangs present the model of cultural experience and the features of language in the firsthand.

Widdowson (1990), being aware of the difference among materials, recommends about authentic language presentation which was traditionally supposed to be simplified for easy access and acquisition. He asserts that what is easy in class may not help outside the class. Authentic texts sometimes can be adapted to certain level in a pedagogical way through supplying explanations to make them suit to specific instruction. Yet, lexical and syntactic complexities that are inherent in authentic texts may result in cognitive overload in learners' skills (Koda, 1992) and to release this burden, educators should tend to modifications to support linguistic competence and to impede comprehension breakdowns. Texts can be modified in two ways: elaboration or simplification.

Simplification is a prevalent process in which syntactic constructions or lexical items are adjusted to the level of learners (Long, 2007). On the other hand elaboration is a

technique in which unfamiliar terms are replaced by synonyms, restatements and rhetorical signaling in L2 during the interaction between native to non-native interactive exchanges so as to make the text comprehensible without devastating linguistic content (Parker & Chaudron, 1987).

Simplified texts are cleared of morphological inflections, complex syntactic constructions and difficult lexicon to make utterances shorter and more comprehensible and they also abandon idioms (Oh, 2001). Complex structure and lexical items are deleted or paraphrased in simplified version (Long & Ross, 1991). Indeed, many studies have proved that they are understood better (Ross, Long & Yana, 1991; Parker & Chaudron, 1987). Tweissi (1998) has implemented a study and found that if students aren't ready, the best and most justifiable text type is simplified texts not authentic texts showing that simplified texts facilitates the comprehension and the amount of simplification isn't of prominence but it is the type of simplification which is major premise.

However; Yano et al. (1994) defend negative impact of simplified texts on language acquisition. Likewise Ross et al. (1991) argue that simplified texts prevent the opportunity of accessing the real language which they will eventually come across. Simplification is not only associated with linguistic items they are also related with the cultural content and thus inhibits reader to obtain text message owing to conceptual unfamiliarity (Brown, 1987; Swaffer, 1985). Kramersch (1993) asserts that meaning is obtained from the "central code" which is the cultural meaning involved in a system of ideas and customs.

Therefore, authentic texts provide sociocultural elements, prepare students for future experiences and show the models of linguistic forms whereas simplified texts deny the access to structural and lexical excellence and in turn content which will affect language acquisition in the long run. But it is true that reading can be daunting and laborious process for learners with limited language capacity when they cannot access to lexical or syntactic resources. In fact, what is necessary is the simplification of the task not the text (Rutherford, 1987).

Although there are studies measuring high scores in comprehension of simplified texts, impoverished texts are claimed to induce reading strategies of understanding abstractly, conceptually and holistically (Brown, 2007; Oh, 2001; Parker & Chaudron,

1987). Swaffer, Arens and Byrens (1991) suggest that simplification in which easier words are substituted for difficult words, prevents learners to get the chance of learning certain idioms and phrases which reflects the cultural and lexical comprehension. They claim that the replacement of synonyms and other linguistic items also hinders the development of learner's ability to adopt new words.

After learners read a text, they can produce more ideas on the text on condition that the level of the text is at the readability but they may lose the track of plot of the text since simplified texts are generally lack of cohesion markers (Alderson & Urguhart, 1984). In contrast, real life materials are said to stimulate learners' relational thinking skills while engaging in text as these texts aren't arranged sequentially and the same sentence may have different meanings in different contexts (Kramersch, 1993).

The real texts includes students into reading process as they carry real message, they perceive it more genuine and vivid due to everyday language and slang (Lundahl, 1998). The plot is the essential element in an authentic text not a specific purpose like teaching grammatical item, that's why it captures student's attention easily (Lundahl, 1998).

### **The relation between language proficiency level and authentic text**

One and the most controversial issue about authentic materials is when to introduce authentic materials. Although it is highly recommended by researchers; it isn't certain whether it is appropriate for all levels or not and how teachers can obtain the most efficiency from authentic material. Methodology should be chosen carefully especially for the learners with low proficiency level due to the fact that some of the real sources aren't compatible with their level which doesn't make any sense.

Some researchers like Guariento and Morley (2001), Kılıçkaya (2004), and Kim (2000) informs that lower level isn't suitable to expose the real language as they included variety of vocabulary and structure as well as cultural background; others such as Mc Neil (1994) and Miller (2005) assert that from the earliest stage learners start developing strategies for dealing with complex tasks that they will later come across. In other words, the level of text has been discussed widespread about whether they pose problem especially for those who have limited proficiency in language since they aren't equipped to manage linguistic and social complexities.



On the other hand; Taylor (1994) expresses that unless they are used in the same way as in the original context it was designed for, one cannot gain any benefit. Reading text must fit the level of learner and not possess demanding words or structures for lower levels so that they could decode the meaning. Farrell (1995) supposes that authentic materials can be used for rather low levels as long as tasks are designed well to avoid implying how inadequate they are. For example; teachers can divide the activities into sequences to go further. On the other hand; as Krashen (1989) proclaimed, a text which is appropriate for students must be slightly over their level to comprehend. Yet, in reading process recognition of words and comprehension may become an overwhelming process if they are unprepared.

Similarly, Hellström (2006) supports the same idea which proposes that learning a foreign language with authentic materials is possible on condition that they are adjusted according to the level of students because students don't possess the knowledge of native speakers to read sufficiently. However; Kramsch (1993) notes that there is a gap between literal meaning and dictionary meaning of the text so they should be introduced after intermediate level to be conceived as fair. Students are left with burden if they are lack of implicit knowledge of natives' to cope with syntactic and lexical complexities (Bernhardt, 1991).

On the other side, Neuner (1997) disputes that the level of student is not the main factor and what teachers should consider is the perception of student about real world or the information presented. The primary concern can be the general comprehension of text like guessing the meaning or message referred by pictures or titles. Background knowledge will help students to draw reasonable conclusions. Besides, if students become accustomed to original texts, they can comment on the meaning and content of the text later in time, since in fact they can understand not all the information but enough to guess the meaning of unknown words and they are likely to make deduction about the meaning or content from the very beginning (Tornberg, 2013).

### **Authentic text versus textbook**

Passages in textbooks are preplanned to serve a specific purpose and for this reason they are simplified or adapted and the related exercises and activities are introduced clearly within certain grammatical core, which bores students in traditional language teaching.

Prodromou (2002) reviews the advantages and disadvantages of using textbook in his article. The advantages of textbooks are as below:

- For teachers; they save time, they can be carried to everywhere, and they provide a certain plan and syllabus systematically, as the sheets are bound together by the cover of a book, the pages can't get lost and it is for professional aims.
- For students; they present a clear program and common point for distinctive learners, they are facilitative if students need revision, and they are accompanied by enriching components.

The disadvantages of text books are listed as;

- They are lack of humor and boring for students since topics maybe repetitive and may not be relevant to their needs and culture, some of the texts and exercises can be too long and difficult or just the opposite too easy and too short,
- They can be outdated quickly, they aren't qualified for acquisition, they are against spontaneity, they neglect teachers' and students' making choice on their own, and these issues are objective so textbooks often avoid controversy.

If course books only comprise of explicit grammar description in a traditional way, they are believed not to reflect native speaker's usage of language in their communication (Glisan and Drescher, 1993). But some of the textbooks investigated includes other types of descriptions and information which enables learning in a fast and enjoyable way. Therefore; to be meaningful, the link between form and function should be established in natural contexts and real situations just like the case in native speaker's speech (Glisan and Drescher, 1993). Textbooks must take sources of authentic materials as basis to approach real discourse. So, the main concern of textbooks should be native speaker's real language usage to motivate and familiarize students with real English (Morton, 1999).

Nunan (1998) points out that due to the fact that the representation of language in textbooks is mostly without context, it is hard for learners to conceive systematic relationship between form, meaning and context exactly. Moreover; Schwartz and Gorman (2003) suggests using contextually rich materials rather than exploiting rules of language to get rational results.

Further Taylor (1994) complains about the artificiality of dialogues or questions in textbooks since in real life teacher or student wouldn't get into such an interaction in which they know the answer of the question they have asked. Nevertheless; the students will eventually have to deal with language in its original form in the future. Another assumption he has made is that what is artificial, not genuine here is the use of language or the communication, not language itself.

However, it should be stated that it's not recommended to put aside textbooks but rather they should be supported with additional materials to introduce real way of communication. Authentic materials are commonly accepted to be used exclusively by the advocators for all L2 learning (Day& Bamford, 1998). So, authentic texts don't have to take the place of textbooks but they can be substituted for certain texts that are giving cultural messages and read for pleasure (Swaffer, Arens &Byrens, 1991).

While students get access to the target language of the country, they also find vivid and funny way of learning. Lundhal (1998) recommends that the materials which aren't full of pages like signs, menu, ads... etc. can be introduced to class. There are lots of way to utilize students from authentic texts. They can make inference about not only cultural but also lexical and structural information.

In Turkey, Akar (1999) has searched for the positive impact of authentic materials through questionnaires, observations and interviews on reading skills and motivation. On the other hand; Erkaya (2005) compares authentic materials and textbooks in a view of that textbooks create socially isolated learning environment whereas authentic materials come up with rich, natural and communicative environment.

Harmer (2005) disputes the advantages and disadvantages of textbooks and lists the advantages as following:

- They offer coherent syllabus, extra sources apart from motivating texts such as CD-ROMs, DVD or CD and controlled language.
- They give assurance and confidence if teachers are unprepared for the lesson at the last minute.
- They provide guides for teachers and give suggestions about the procedure.
- Students can turn back to revise and check their progress by the time units are completed.

Disadvantages are here:

- They take the control of learning styles and content over themselves
- Imposed methodological processes “presentation, practice, production” are followed and the routine format demotivates students.
- Sometimes the topic choice can be culturally irrelevant.

Harmer (2005) proposes “DIY” (Do It Yourself) as a solution (Block, 1991; Maley, 1998; Thornbury and Meddings, 2005 cited in Harmer). This approach is claimed to raise motivation, offer varied programs and relevancy for students’ needs and also involvement in a creative environment. But the achievement through “DIY” is possible provided that teachers have the access of a wide range of materials and know what to do and when to do with these materials. This means that they need to study as if they are syllabus designer. He is aware of that enduring this time consuming process will end up incoherent teaching process so teachers should be given time opportunity for organizing and finding “DIY” materials in order to contribute course programme coherently with exclusive activities arranged in relation to needs and interests.

Reading materials of classical textbooks don’t illustrate the real world texts therefore students cannot cope with the readings of native speakers of the target language, which is essential part of language (Ur, 1996). But what is important here is that, as Schmitt (2001) has pointed out, students can get accustomed to lifelike tasks progressively with assistance rather than implementing immediately (Breen; 1985).

Traditional methods may have some confinements because they are sometimes inadequate in offering complete view of target language without reference to the structure beyond sentence level. So the learners cannot be familiar with the language exactly (Rutherford, 1987). On the other hand, another crucial factor is that generalizing the learned vocabulary and grammar knowledge to intricate new information is very common way of language learning strategy of human brain and authentic text enables employing the knowledge in new circumstances (Brown, 1994). Before comparing text types, how these learning strategies utilize authentic texts through increasing learner’s participation, self-discovery and awareness will be discussed.

*Learner participation*

Pedagogical rules given in textbook are inadequate in supplying essential input due to simplification and they cannot fully improve reading comprehension thus, reliance on authentic texts has come out (Brown, 1994). Traditional methods like Grammar Translation, Classical method, Audiolingualism Method, include practices of memorization of vocabulary, explicit grammatical formulas, declension, drilling, structural patterning, doing written exercises, translation and so on (Brown; 1994) and these are admitted to be beneficial for lower learners whereas they exclude learners from taking active role (Richards & Rodgers, 1986). However; presentation of language should base on communicative usages of language as it is demonstrated by Notional Functional Method (Rogers and Richards, 1986).

It is necessary for learners to make inference and derive insights from the input they read to make sense in their own system (Willis, 1994). Also learners from different knowledge, skills and level can be stimulated by authentic texts (Willis, 1994). The reason why authentic texts make learners familiar with variable usages is that learners can develop their own techniques or hypothesis controlled individually by themselves to understand what is covered quickly or even not mentioned in presentational lessons (Ellis & Hedge; 1993).

#### *Self-discovery*

Authentic texts also raise consciousness to draw conclusion sufficiently through hypothesis about complex meanings in grammatical relations in authentic data rather than assimilating the rules imposed and restricted by the teacher or material (Willis, 1994; Rutherford; 1987). It is stated that no one could possibly learn from given vocabulary list or set of rules in syntax but from generalizations made by themselves (Rutherford, 1987). Learners are stimulated to seek for how a linguistic feature works or what it is consisted of thanks to authentic materials and learners experience their own pace in language development rather than just being exposed to illustrated forms (Ellis and Hedge, 1993).

Similarly; the relationship within lexical items can be examined in three ways; beyond sentence level, across conversational boundaries and within discourse framework (Carter; 1987). Word meaning cannot be captured by dictionary whereas, authentic materials can fulfill this requirement to discover the meaning within context (Willis,

1994). Authentic contexts highlight the meaning of words and give opportunity of cultivating or extending the lexicon.

For example, a diligent student can encounter a word which is unknown to him because of less frequency however it can be very crucial to meaning and can be adapted even it appears once in a text (Carter, 1987). So if learners are exposed to various authentic texts, it ensures the capability of learners to induce relationships among grammatical points and lexical features (Barlow, 1996). The teacher sometimes may be insufficient to present everything and this may hinder the curiosity of learners, which enforces the necessity for authentic materials (Willis, 1994).

### *Awareness*

Authentic database where compilation of various resources is stored to enrich knowledge of language and which determines the frequent patterns is a necessity (Barlow, 1996). The learners can build up their own strategies to explore the structures, words, meanings and usages hence the database raises awareness (Johns, 1994). Furthermore; as learners get acquainted with distinctive texts, they become more equipped to differentiate what is written or what is spoken language (McCarthy and Carter, 1995). Authentic social discourse operates flexible which needs to be recognized.

Codified grammars may not always be valid in its discourse. For this reason the communicative function is mostly neglected and non-syntactical usages aren't involved in textbooks (McCarthy and Carter, 1995). It is expressed that "even the best grammars are incomplete, partial and misleading" (Johns cited in Willis, 1993: 90). Therefore, learners can learn best through discovering real usages in authentic materials rather than through pedagogical rules dictated by teacher.

### **Factors relevant to text preference**

Which text type is more relevant for L2 students especially with low language proficiency? In the purpose of satisfying both side of debate, it is currently suggested to modify authentic texts while preserving discourse features so that texts can be both comprehensible and suitable for instruction. Learners with limited cultural and linguistic knowledge may confront with some deficiencies to comprehend authentic texts presented them. Do modified texts or authentic texts have impact on readers' comprehension or vocabulary recognition?

The more motivated a student is, the better learner he becomes, who is engaging in reading not reading merely as they activate background knowledge to obtain new meaning and in turn the more understanding students have, the more enthusiasm they inspire (Verhoeven & Snow, 2001). So, the primary concern must allow them to be interested within reading text then increasing motivation, which is the basic trick.

The questions of how teachers can motivate the students in reading and how they can perpetuate the situation, find answers in several suggestions. Verhoven and Snow (2001) have recommended to allow students to choose text content on their own and give them responsibilities to reflect their knowledge to the process so that they can be encouraged to choose what to learn or how to learn. The teacher can act as guiding rather than directing the process. Students can realize different ways of engaging in a text and they can create different learning environments, but the needs of the students should be taken into consideration and methods should be adapted necessarily.

The theme of the text must be both entertaining and relevant to be maintained in class otherwise it becomes out of interest easily (Carter & Long, 1991). Since the familiarity and easy understanding enable students to activate prior knowledge (Verhoben & Snow, 2001). Students are said to enhance their vocabulary if they find the text challenging as well as stimulating (Carter & Long, 1991).

Apart from the theme, the language is also difficult to decide. Teacher must choose neither too easy nor too difficult language because it is either boring and lack of purpose or demotivating and unattractive which results in giving up. As it is stated before the level must be just above, teachers have to prefer more accessible texts to the students so they can be satisfied if the text is comprehended (Collie & Slater, 1987). Well, but how can teacher associate authentic text with vocabulary learning strategies? The reason of why authentic text fosters vocabulary development will be clarified.

## **5. AUTHENTIC MATERIAL AND VOCABULARY LEARNING**

In this section, firstly what is vocabulary knowledge will be explained and theories of vocabulary learning and the beneficial ways of teaching vocabulary will be introduced, and lastly the effects of authentic materials in vocabulary knowledge achievement will be evaluated. All the ideas stated have been taken into consideration while deciding on the material and implementing the procedure.

Vocabulary knowledge is one of the fundamental components to convey desired meaning. It is the core basis for communication because lack of vocabulary knowledge blocks the linguistic abilities of speaking, writing, listening and reading (Richards & Renandya, 2002). Wilkins (1972) points out that vocabulary acquisition is the necessity to obtain and process these language skills. However; it has taken attention recently in addition to grammar teaching. The reason why most students struggle about inferring meaning from text is that they have limited vocabulary (Broaddus & Ivey, 2002). Vocabulary contributes to comprehension and fluency in addition to making up much of achievement (Bromley, 2002).

“Word” means sound and written symbols combination which conveys meaning (Ying, 2010). What does the knowledge of word include?

What is word knowledge? Carter & McCarthy (1995) gives a list for this question;

- Actively using vocabulary in appropriate context
- Expecting specific words in specific contexts
- Recognizing proper syntactic functions of the word
- Discriminating lexical realizations from basics
- Understanding fixed expressions
- Correlating L2 word with L1 reflex.



According to Cook (1991) in fact the real matter is not learning a word but memorizing it. According to Richards (1976); apart from including explanations of meaning, word knowledge consists of frequency of word, collocation, register, case relations, underlying forms, word associations and semantic structure. He reminds some assumptions to determine the application within syllabus; to capture the meaning of a word and to realize the nature of teaching vocabulary;

- 1) Frequency of word occurrence and different words with similar meanings
- 2) Limitations and variations of word according to function and situation should be captured
- 3) Syntactic behavior of a word
- 4) Underlying forms and derivations of a word
- 5) Associations of a word with other words
- 6) Semantic value of a word
- 7) Different meanings of same word
- 8) The continuation of vocabulary expansion in adulthood (whereas not syntactic development).

Variable approaches, techniques, strategies, practices have been introduced about vocabulary teaching and learning. Traditional instruction is looking up the meaning of words from dictionary and dictating the sentence using that word so word lists, memorization and quizzes are usual way of teaching (Basurto, 2004). As learners comprehend easily, they read more quickly and relatedly get better success in tests. It is claimed that vocabulary is learned if it is needed to convey a message or decode a message which is highly individualistic (Mobarg, 1997).

Wessels (2008) explained 5 steps of vocabulary learning necessary for students;

- 1) Accessing to previous knowledge
- 2) Associating unknown with known
- 3) Facilitating vocabulary usage meaningfully
- 4) Enabling exposure to language
- 5) Handling a rather high knowledge.

He proposes a lesson plan to promote vocabulary learning through reading text into three phases; before reading, during reading and after reading. In the first part; students are given a number of words and allowed to draw or write something about given words so that they can activate their background knowledge together with linguistic and nonlinguistic representations.

During reading, when students encountered the words, they are expected to comment on their initial connections and text related information so that students can attend to target vocabulary and their background resources and text meaning interfere with their understanding. After reading, they can generate their own definition for words, which demonstrates the acquisition of new vocabulary. This process develops their critical thinking process while students can integrate the existing knowledge with newly established knowledge.

Bromley (2002) compiles some advices about effective vocabulary teaching every teacher should remember and bear. First, she compares English with some other languages and suggests that it has larger vocabulary than others whereas it has simpler rules. Language develops from oral to written which means that students learn conceptual and vocabulary knowledge from what they listen or articulate and this comprises the foundations for what they write or read. Then, existing vocabulary can be associated with new ones since students tend to link existing schema or network with new information to facilitate memorization of meaning.

Then, existing vocabulary can be associated with new ones since students tend to link existing schema or network with new information to facilitate memorization of meaning. Word parts can be analyzed to infer meaning of most of multisyllabic words. Most words have multiple meanings then context gives the clues so students should be aware of how to use context to figure out meaning. However; Juel & Deefes (2004) point out that if students engage in letter, sound and spelling patterns rather than dealing with context, it promotes better learning for most multisyllabic words. But in this study, linguistic structure of target vocabulary isn't examined.

Later, direct instruction is claimed to most influential way as it is systematic way of building word knowledge. Teachers should prefer fewer words elaborately to several words in cursory way since retaining lots of words at a time is difficult. Lastly, teachers

must display the attitude of excitement and interest. When students anticipate teacher's enthusiasm or passion, they become curious contagiously.

Any vocabulary instruction should immerse students in word learning strategies which are built on their own and will remain lifelong (Bromley, 2002). Any conscientious teacher can create opportunities to relate meanings, analyze word structure, learn multiple meanings and use them authentically (Bromley, 2002).

Vocabulary ability includes two aspects; ability to decode meaning and ability to encode meaning, which Carter (1987) calls as learners' active (that is thought to be smaller) and passive (that is thought to be larger) vocabulary. Conventional dictionary method is inadequate in associating the words to semantic fields (weather, kinship, colors ...etc.) (Nuessel and Cicogna, 1994). Apart from semantic relations, syntactic relations are also important such as the word functioning in a sentence context as noun, verb, adverb... etc. and so are idiomatic usages which are deviated slightly from original denotation of the word (Nuessel and Cicogna, 1994).

Miller (1978) states that the main reason of poor reading and low comprehension is vocabulary deficiency. Difference between L1 vocabulary learning and L2 vocabulary learning is that former co-occur with conceptual learning whereas later runs after conceptualization process (Mobarg, 1997). Further; in L1 process children are monitored constantly while it is weaker in L2 process. It is claimed that vocabulary is learned if it is needed to convey a message or decode a message which is highly individualistic (Mobarg, 1997).

2 types of approaches are defined by Mobarg (1997); lexical based approach and grammar based approach. Briefly lexical based approach entails more communicative input to use right word in right place on the other hand the other bases on structure of the word. For measuring vocabulary, lexical approach suggests to evaluate what is taught in a given text since it is impossible to teach everything. Of course word lists according to frequency of usages are compiled to help.

Krashen (1989)'s well-known theory "Input hypothesis" supposes that vocabulary knowledge is essential for comprehension and acquisition, that the reason why Krashen and Terrell (1985) state in "Natural Approach hypothesis" contextualized vocabulary input is crucial for learning a language. Krashen (1993) sees reading as powerful input for contextual understanding and extracting.

Ellis (1985) remarks learning as a mental process in which learners associate new knowledge with existing ones either consciously or subconsciously. Later Ellis et al. (2001) propose that integrated or isolated FFI in the context of vocabulary teaching through reading is more efficient than incidental vocabulary learning due to attention. By the way; integrated FFI refers to teaching linguistic form in a communicative context incidentally or planned; whereas isolated FFI means teaching language form without shifting the focus between the meaning of text while students engage in reading in second language text (Ellis et al., 2001; Spada & Lightbown; 2008).

It is claimed for integrated FFI is superior as meaning of text is linked with form. In a study which is carried out by File and Adams (2010), isolated form focused instruction and integrated form focused instruction to teach vocabulary have been compared with each other and results have shown that isolated instruction in which meaning of vocabulary is given prior to reading leads to higher rates of learning because of attention.

Apart from these results; it is found out that incidental exposure without attention is not enough on its own whereas some studies shows that incidental learning is possible for second language (Nagy, Herman, Anderson; 1985). Laufer (2005) asserts that reading input needs to be meaningful to gain vocabulary knowledge besides Schmidt (1990) makes a further claim that to acquire and retain a word, it should be noticed.

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Huljstin (2001) makes distinction between two types of vocabulary learning; incidental and intentional vocabulary learning. Incidental learning means that learners "pick up" linguistic features from the input they are exposed to and intentional meaning implies that learners show deliberate efforts. In this research incidental

learning of vocabulary from authentic input will be looked for as the main aim is to convey the message rather than focus learners' attention on vocabulary.

On the other hand; it is proved that vocabulary can be acquired and retained from reading incidentally in the first language environment (Nagy, Herma & Anderson, 1985), even researches demonstrate the same as likely for second language acquisition (Horst, Cobb & Meara, 1998). Reading input is not enough, but meaningful input is prerequisite which facilitates conscious attention and enables learners to notice the form, then learn and later retain (Schmidt, 1990).

It is convincingly demonstrated that form and meaning relations in vocabulary can be obtained from context but in the beginning authentic input can be overwhelming or confusing then, students become resentful, feel uneasy or unwilling (Carter, 1987). Whereas; Krashen (1989) states that rich environment and natural exposure entail language acquisition so that authentic materials can help learners in learning task.

Moreover; no consensus has been accepted about how vocabulary should be taught despite the prominence of vocabulary acquisition in language production and recognition is completely accepted by most of the scholars. As it has been proposed several times beforehand that authentic materials bring real exposure, cultural awareness, creative teaching, motivation, and content to the classroom (Peacock, 1997); authentic contexts for vocabulary teaching programs should be prepared and implemented.

## **6. AUTHENTIC MATERIAL AND READING PROCESS**

There is a close relation between vocabulary knowledge and reading comprehension so first of all this relation will be looked for. Then, proposals about how reading activity should be done will be revised and association between text types and vocabulary gain will be examined in this part. While doing reading activity, the steps proposed were applied in the procedure.

Reading is one of the basic skills in the context of foreign language teaching as it provides linguistic input necessary for language teaching. During reading process, contextual clues, linguistic ability and background knowledge of students work together to comprehend the message hence texts can be used versatility to promote different skills.

Anderson (1994) proposes theoretical Active Framework to teach reading. This framework is intended for how something interactive should be handled like authentic texts. The framework has sequences as;

- Activate prior knowledge
- Cultivate vocabulary
- Teach for comprehension
- Increase reading rate
- Verify reading strategies
- Evaluate progress

Day and Park (2005) have identified 6 types of reading comprehension;

- literal; direct understanding of text
- reorganization; gathering and combining information from various parts of the texts
- inference; relating literal meaning with their own intuition and knowledge

- evaluation; general judgement about the text
- personal response; individual idea
- prediction; guessing the end and plot of text

There are four strategies in reading described by Spratt, Pulverness and Williams (2005);

- skimming: reading to find out main idea
- scanning: reading for the purpose of finding a specific idea
- extensive reading: reading a lot to gain knowledge or for pleasure (real life readings are extensive readings)
- intensive reading: reading intended to find the explanation of all written symbols, scrutinize text thoroughly, analyzing linguistically.

Reading process and the relationship between the reader and text have been explored by linguists many times and Lundahl (1998) explains two model which have been assumed for a long time; namely bottom up and top down. In bottom up process, reader builds up meaning by carefully scrutinizing vocabulary and syntax required to check and in top down process, reader brings his world knowledge into text to infer or predict meaning. (Alderson, 2000).

Bottom up process means decoding the text in which reader incessantly tries to identify and conjure or build up the information of sounds, words and sentences in turn. Top down process refers to the process in which the reader puts his or her early knowledge, experience and background into the text to draw conclusion. Top down process gives the control of what should be understood from a text to the reader and later the reader establishes the meaning on his own (Alderson, 2000).

The problem is that how meaning should be presented in class with regard to these two processes. The bottom up process has been taken as a model to make the second language learner feel comfortable (Alderson, 2000). Because of this reason; simplified texts with short sentences, certain vocabulary and structure, familiar situations have been adapted to ease comprehension (Alderson & Urguhart, 1984). There is a controversy about whether it is possible to familiarize students with the real communication of target language only by adapted language rather than natural language.

Day (2011) notifies that the basic way to learn vocabulary is reading rather than songs, videos... etc. because students get acquainted with new words while eliciting or reinforcing previous ones. Waring (2009) claims extensive reading is the way to achieve success in target language comfortably and in the pace and level the learners want. It aids in acquiring new ones together with retaining prior knowledge. There are versatile authentic text types to promote different skills and real materials prepare students to actual language usage but artificial texts delude learners.

Artificial texts are believed to be false text indicators designed to teach specific structures (Peacock, 1997) so they aren't good for developing reading skills. Authentic texts give the opportunity of interacting with real content rather than the form. Nuttall (1996) advises some criteria to choose right authentic text for classroom environment:

Reading provides extensive input for vocabulary and syntax in target language which will empower students to develop language skills (Krashen, 1982). Gillmore (2007) points out that communicative approach gives rise for authentic materials but inadequate understanding of the method for application, results in tendency to artificial textbooks. Harmer (2001) declares that the misunderstanding of implementation discourages students because of carelessly selected materials.

Additionally, Wessel (2008) proposes a lesson plan to promote vocabulary learning through reading text into three phases; before reading, during reading and after reading. In the first part; students are given a number of words and allowed to draw or write something about given words so that they can activate their background knowledge together with linguistic and nonlinguistic representations.

During reading, when students encounter with new words, they are expected to comment on their initial connections and text-related information so that students can attend to target vocabulary and their background resources thus, text meaning interfere with their understanding. After reading, they can generate their own definition for words, which demonstrates the acquisition of new vocabulary. This process develops their critical thinking process while students are integrating the existing knowledge with newly established knowledge.

Miller (1978) states that the main reason of poor reading and low comprehension is vocabulary deficiency. Vocabulary knowledge is essential for comprehension and acquisition. That's the reason why Krashen and Terrell (1983) has presented "Natural



Approach hypothesis” which supports the necessity of contextualized vocabulary input for learning a language. Furthermore; Krashen (1993) asserts reading as a powerful input for contextual understanding and extracting.

There are versatile authentic text types to promote different skills and real materials prepare students to actual language usage. But artificial texts are supposed to be false text indicators designed to teach specific structures, which delude learners (Peacock, 1997) so they aren't satisfactorily good for developing reading skills. On the other hand, authentic texts give the opportunity of interacting with real content rather than the form. Nuttall (1996) advises some criteria to choose the right authentic text for classroom environment:

- suitability of content: the relevance of material according to students' needs and interests
- exploitability: the benefits that the text can release
- readability: the comprehension level of the text
- variety: appropriateness of text type
- presentation: the way of how text is introduced to the class

Also the cognitive intelligence together with linguistic intelligence is suggested to be taken into account while choosing authentic text.

## **7. EMPIRICAL STUDIES ON AUTHENTIC TEXTS**

Several studies have compared comprehension and vocabulary learning in simplified, elaborated and authentic texts. Parker and Chaudren (1987) define “elaboration” as modified version by repetition and redundancy together with explicit thematic information. Brown (1985) demonstrated that simplified texts in terms of structure and vocabulary through redundancy of paraphrases and synonyms promoted better comprehension than authentic text.

Later, Brown (1987) extended his research by comparing all of text types and pointed out that students reading modified version scored the highest. However, he has noted that interactive modifications such as redundancy, expansion and clarification are more prominent than modifications on sentence length and lexical simplicity. Therefore, linguistic complexity doesn't need to be exploited for comprehension. Instead of this, students need to be offered interactional strategies to process the text. Results have showed that texts can remain at its level but students should be allowed to understand the text through additional tactics.

Ross et al. (1991) replicated similar study and elaborated texts were proved to be higher level in readability than simplified and authentic texts. Also according to the study, elaborated texts put higher burden than simplified texts but they are cognitively simpler and less demanding than authentic version. Due to the provided support, comprehension was easier in elaborated text. The simplified text is weakened from rich implicative details necessary for perception and authentic text is averted by lexical and syntactic difficulties.

Chung (1995) investigated five versions of texts; lexically modified text, structurally modified text and both lexically and structurally modified text, authentic text and simplified text in terms of reading comprehension and incidental vocabulary learning. Chung (1995) expresses lexical elaboration as making linguistic items redundant through synonyms, antonyms, hyponyms, exemplification and prepositional phrases

to clarify what is unknown. Also, structural elaboration is defined as making text explicit through bringing sentential relations out with retention of full NPs, repetitions, supplying omitted elements, using anaphoric (not cataphoric reference) and paraphrasing but without adding new information. He explored reading comprehension in simplified and elaborated texts was high, in comparison with unmodified authentic texts. Three vocabulary tests; form, meaning and delayed meaning recognition showed no significant results for incidental vocabulary learning.

Another study which is line with this study is Demircan's (2004) study. It was indicated that 9<sup>th</sup> grade students at Ankara TED College achieved development in grammar knowledge, and in retention of the knowledge. The opinions and feedbacks obtained from questionnaire were positive. In the experiment, authentic materials were compared with traditional course books in a rather long process. Likewise; Demiröz et al (2011) achieved improvement in spoken language through authentic sketch samples through eight weeks lectures in the view of situational learning approach and criticized teaching rules and grammatical patterns. Oh (2001) studied comprehension comparing simplified and elaborated texts with unmodified texts. The findings demonstrated that elaborated passages were understood better, took less time and enabled improvisation for both low and high level learners. Up to here, studies which explored reading comprehension have been checked, and now studies conducted for vocabulary development will be mentioned.

A study applied in Iran by Ghanbari, Esmaili, Shamsaddini (2015) demonstrated that vocabulary learning through authentic texts was more successful than textbooks among a group of students who received the same vocabulary during the treatment and who were at the elementary level. Kim (2006) focused on vocabulary acquisition through reading elaborated texts both implicitly and explicitly. The subjects were given meaning of the words clearly and without being told exactly. Two aspects of vocabulary recognition namely form and meaning were tested. Findings prove that implicit elaboration of passages solely doesn't have an impact on form recognition whereas implicit and explicit modification together make difference on meaning recognition. By the way, reading comprehension wasn't checked out.

In a research conducted by Baleghizadeh (2010); it has been proved that untouched texts are more efficient on condition that correct assistance is given by teacher during negotiation process. It correlates with Krashen's (1982) claims about that facilitation

that contextualized clues assist students in comprehending texts, word usages, collocations and syntax while reading. In addition, Yu (2006) discovered positive results in scrutinizing vocabulary as well as verbal expressions, motivation and cultural awareness by utilizing articles from The New York Times.

Soltani (2011) has proved that reading increases vocabulary knowledge and Ponniah (2011) supports the similar results in an experiment which divulges that reading is more efficient way to acquire vocabulary than conscious learning. Replacing authentic texts instead of textbooks will enable students to manipulate and direct their own comprehension process and generalization. Golkar and Yamini (2007) acknowledge that vocabulary level is in the same line with proficiency and comprehension.

Rodengam (2011 cited in Ghanbari, N., Esmaili, F., Shamsaddini M., 2015) found out for authentic materials' effect on vocabulary enhancement of listening comprehension and promotion of positive attitudes and motivation. Another study made by Pellicer-Sanchez and Schmitt (2010) looked for incidental vocabulary learning of advanced learners and they recorded development in spelling, recognition of word class, recall of meaning through reading a novel. But Kienbaum (1986) concluded that performance of children didn't differ in authentic or traditional classroom environment.

Daskalovska (2014) discovered an achievement of incidental vocabulary learning from reading an authentic text and different vocabulary size of participants didn't affect the results. In the study; EFL students already knew English at a certain degree so whether authentic materials have any effect in inferring meaning of unknown words from text context was checked out. In her research; similar studies have been exemplified discovering the same results such as Horst, Cobb and Meara (1998) and Waring and Takaki (2003) who found out success in incidental vocabulary learning in a simplified text but the words learned weren't long lasting. In the same study; Brown (2008) is indicated to have confirmed the recognition and recall of vocabulary learning gains.

Some investigations (e.g. Depuy and Krashen, 1993; Zahar, Cobb and Spada, 2001 cited in Daskalovska, 2014) explored incidental vocabulary learning from authentic text by means of multiple choice test and the participants with small vocabulary size achieved great success. Yet, the vocabulary knowledge size didn't play role in gaining unknown words. Besides Pellicer- Sanchez and Schmitt (2010 cited in Daskalovska,

2014) enlarged the study and proved the acquisition of spelling, word class, recognition and recall of meaning from reading authentic novel.

So far, theoretical background of the study and the explanations about authentic material which set foundation for the ground of this study have been presented however; integrating authenticity in language teaching process has some limitations and drawbacks so authentic materials aren't sufficiently proved to achieve a success. Although comprehension in different text types has been studied before, vocabulary gain hasn't been inspected respectably yet. There are very few studies proving the benefits of authentic texts although a lot of previously mentioned ELT researchers agree on the exploitation of authentic materials. The rationale of the study is to find a moderate way of employing authentic text for incidental vocabulary learning as well as comparing simplified version.

## **8. THE STUDY**

In this chapter, the general design of the study will be explained. In order to accomplish the objectives of the study, quasi experimental research design is adopted. The research used proficiency test, pre-test, post-test, delayed test. Parallel tests were given to both groups to provide quantitative data about their achievement after treatment. Experimental group and control group were administered into pre-tests, post-tests and delayed tests during training process.

### **8.1. Participants**

In this study, thirty eleventh grade ESL students accompanied to the research. They were chosen especially from foreign language students at post intermediate level as they engage in language matters more intensively and the level of text was assumed to be compatible with their level. Ages of students range from sixteen to seventeen. Half of them are girls and others are boys. They all attend to an Anatolian high school in 2016- 2017 academic year. There are two groups; control and experimental groups. The groups were randomly divided into control and experimental groups after proficiency test (OPT) was applied. So, the group homogeneity was guaranteed. Their level of proficiency was measured as upper intermediate by means of Oxford Placement Test.

Before the treatment, eleventh grade students had taken ten years of English instruction and still they have taken intensive language courses, approximately twelve hours in a week. There were three students who stayed in an English speaking country but they reported that they were too little and they couldn't acquire the language like a native speaker. Some of the students were reported to have stayed or visited an English speaking country but just for a short period.

Before implementation, their consent was taken. Students were given the documents ensuring their consent to participate in the study and background questionnaire

adopted from Gürel (2004) was handled to them. All students were English language students. They were already taking English literature courses. Yet, they weren't told in which aspect they would be examined so they were unaware about the real aim of the study. They were just informed about the steps of the procedure. On the other hand, prior grammatical knowledge, analytic and literary skills of participants were not measured which may have an influence in meaning inference of the text.

**Table 8.1.** L2 Learners background information

Groups	Mean age of testing	Mean age of first exposure	Gender		Arithmetic means of OPT
			Male	female	
<b>Experimental group (n=15)</b>	16.7	9.4	8	7	43.1
<b>Control group (n=15)</b>	16.5	9.6	7	8	44.2

## 8.2. Instrument

The instruments utilized in the research were pre-tests, post-tests, delayed post-tests and authentic text which was a story by E. Hemingway (1843) "Tell-tale Heart" and simplified version of the same story. Just like Krashen (1982) suggested, the authentic text was over their level but the input was still comprehensible to their level.

Attention is claimed to be a significant factor in learning, for this reason target words were chosen from the parts of the story where meaning drew attention. Besides, target words were deliberately chosen since they have great impact on grasping the main theme of the text. Also the common target words were chosen from different word classes. Definitions were taken from Longman English to English dictionary. Despite having more than one meaning in different contexts, only related explanations were chosen.

Pre- tests were prepared to make sure that all target words were previously unknown to the students. Ten of thirty five words in pre-test were extracted as they were recognized by most of the students. Although three of the target words were recognized by some from both groups, they were included in post-tests since those

words were important for meaning and those who couldn't recognize should have learned them. The vocabulary that were correctly recognized by some students were excluded. So, target vocabulary was unknown to them before reading activity.

Pre-test assessed only the comprehension of target vocabulary since the learners couldn't use the vocabulary which they hadn't mastered yet. However; to ensure the vocabulary learning of students, sentence completion and sentence production parts were included to ensure reliability and usage since production of language is regarded as a significant sign of language learning. Not only comprehension of the meaning but also the production of words were checked due to the fact that vocabulary learning doesn't only consist of recognition of the word but also usage. In cloze test, sentences were adapted from the story as they learned the words very newly.

Delayed tests were in compatible with others in terms of question forms. There were twenty five target words that are common in both stories for both groups. Assessment of word knowledge is reinforced with matching, sentence completion and sentence making parts. All tests were formed to be completed maximum in an hour.

Authentic story and simplified story were the same stories so as to ensure the conformity of topic and vocabulary. Same topic was chosen to obtain reliable results. Simplified version of the story was taken from the book of "Great American Short Stories for EFL learners".

The reason of why the short story of "Tell Tale Heart" was chosen was students' wish as they were asked beforehand. Reading text was selected for its relevance to their interest. An important reminding should be noted here; while comparing test results, ten words existed in pretest but extracted in post and delayed post-tests weren't included in statistical calculations.

### **8.3. Material**

The material utilized in the study were authentic and simplified texts, pre-tests, post-tests, delayed tests and white board. Authentic text and simplified text were necessarily the same stories thus, the topic and target words were same. What was different was the structure of the texts and choice of vocabulary. Simplified text was adapted to intermediate level in a way.



The texts were roughly at the same length and the duration necessary for reading was approximately same. Simplified story was prepared for educational reasons and original story was written to natives for reading pleasure. Tests also required the same duration for both groups and tests applied to each group were at the same length.

The differences between simplified and authentic texts:

- Authentic text includes complex structures along with simple forms.
- Sentences that are clarifying meaning or deducing meaning are also added to simplified stories. Making the inference given in simplified texts is the job of reader in authentic text.
- Readers come across reductions or inversions in authentic texts.
- Some events, scenes or feelings are taken out in simplified texts.
- Vocabulary that are generally taught at upper levels are lack in simplified text or replaced by different another vocabulary which is likely for students to come across previously. The biggest difference between two text types benefitted in this study, is in vocabulary due to the choice of author for more literary words.

#### **8.4. Treatment**

Incidental vocabulary learning and retention of words taught in reading course were examined and the vocabulary wasn't selected randomly but deliberately since some words have an effect in the story plot. Before starting treatment, common vocabulary in both texts was detected firstly and students were handled the texts to revise at home that they were going to read in class after pre- test. The texts were allowed to be read beforehand and through comprehension questions, words were reinforced to infer meaning. What was important in reading process was getting the meaning. Therefore, students couldn't stop for every word that they didn't know and try to recite words. Had it been so, they couldn't have contrived the theme of the story.

The primary concern of students was grasping the meaning of the story while reading the story. Consequently, no intentional vocabulary learning (no deliberate vocabulary teaching or practice) took part. On the other hand, participants couldn't have stopped to focus on vocabulary otherwise, they would have lost their attention in general story meaning in two hours course. They were also asked to revise the story at home until

they got the meaning completely. This was the routine requirement of the lesson which was exerted for the exams. That's the reason for not being certain about students' own studies.

Wessel's (2008) proposal for lesson plan for teaching vocabulary through reading text was benefited. Learners' attention was drawn to target vocabulary through comments when they encountered. The instructor supported their background information and did the warm up activities. Necessary explanations were given for ambiguous expressions or the sentences which was hard for students to contrive. The instructor directed students to certain parts of the story much more and spent more effort to clarify text in the treatment with experimental group.

When the story was finished, it was revised by the instructor. Upon testing, no feedback was given before retention test. The research manipulates independent variable that is vocabulary teaching through authentic text and simplified text and measures dependent variable that is amount of vocabulary.

Reading steps of Active Framework were considered in order. First title was discussed in that students' attention was captured. Then, the story was read together to ensure that all had the same pace of reading and the researcher could control the comprehension by stopping at some parts, asking questions, and summarizing main events. Meanwhile of this interaction process, target vocabulary was aimed at and as Bromley (2002) has suggested, existing vocabulary was associated with new ones to facilitate memorization.

After reading activity, students were asked given questions. Target words were included either in questions or expected answers for three reasons; firstly, to make students practice target vocabulary, secondly to strengthen interaction and thirdly to get their attention. Interaction is important for communicative language teaching; hence questions were used abundantly. On the other hand, the questions including target words were helpful to clarify the text and make the input comprehensible.

### **8.5. Procedure**

The study goes on with explaining how the results were obtained. Firstly, Oxford Proficiency Test was utilized for detecting the language level of students. OPT was applied in an hour and background information and pre-tests were filled in two hours

lesson. Before testing, the reading procedure at school lasted two hours. Each group attended to sessions at different times.

A day before the application of post-test, students were asked to revise the story on their own. Two tests (post-test and delayed test) took separately two hours so all together nearly eight hours-time was devoted for the implementation process of investigation except from the students' own reading process at home. In addition, a month later delayed – tests were handled to students and done in an hour.

During testing the vocabulary gain, texts were closed so that they couldn't find the opportunity to look for and they weren't allowed to look up dictionaries but they may have looked up before treatment. Also some of the explanations were ambiguous to some students so these were clarified by the instructor. While using vocabulary, students were required to produce meaningful and grammatically correct sentences on their own. Delayed tests were given a month later so as to be sure about retention. Besides; all students completed the test on time. The rules and assessment of retention tests were also the same with post-tests.

The test results were double checked by two teachers working at the same school. While evaluating the results and means of scores, reliability was tested by means of SPSS in which independent sample t-tests were used to compare pre-tests with post-test and delayed test results of experimental and control groups. In this research, the correlation between frequency of word occurrences and learning gains wasn't examined.

#### Variables of the Study

- 1- Experimental and control groups
- 2- Control variables: Pre-test score
- 3- Independent variables: Authentic texts based on instruction & simplified texts based on instruction
- 4- Dependent variables: Post-test scores and retention scores.

#### Learning Outcomes:

- 1- Identify vocabulary (receptive skill)
- 2- Comprehend the main ideas (receptive skill)

### 3- Using vocabulary in a sentence (productive skill)

#### Research Questions:

- 1- Are authentic reading texts more useful than simplified reading texts in incidental learning of new vocabulary in EFL classes?
  - 1.1. Do EFL learners exposed to authentic reading text perform better than learners exposed to simplified reading text in matching vocabulary task in L2 English?
  - 1.2. Do EFL learners exposed to authentic reading texts perform better than learners who are exposed to simplified reading text in sentence completion task in L2 English?
  - 1.3. Do EFL learners exposed to authentic reading texts perform better than learners who are exposed to simplified reading text in sentence production task in L2 English?

#### Hypothesis:

- 1- Authentic reading texts are more useful than modified texts for incidental learning of new vocabulary in EFL classes.
  - 1.1. EFL learners exposed to authentic reading text are expected to perform better than learners exposed to simplified reading text in matching vocabulary task in L2 English.
  - 1.2. EFL learners exposed to authentic reading texts are expected to perform better than learners who are exposed to simplified reading text in sentence completion task in L2 English.
  - 1.3. EFL learners exposed to authentic reading texts are expected to perform better than learners who are exposed to simplified reading text in sentence production task in L2 English.

## 9. RESULTS

In this study, data from three different tasks was collected, namely a vocabulary-matching task, a cloze test task and a sentence production task to examine whether authentic or simplified reading texts are more effective in vocabulary acquisition in L2 English. The accuracy scores from the three written tasks was analyzed using Bonferroni statistical analyses, descriptive statistics and two-way repeated measures ANOVAs.

Firstly descriptive results of the three tasks within each group will be presented. Then, results from both the experimental and control group will be compared to understand whether the difference between them and within them in three tasks is statistically significant.

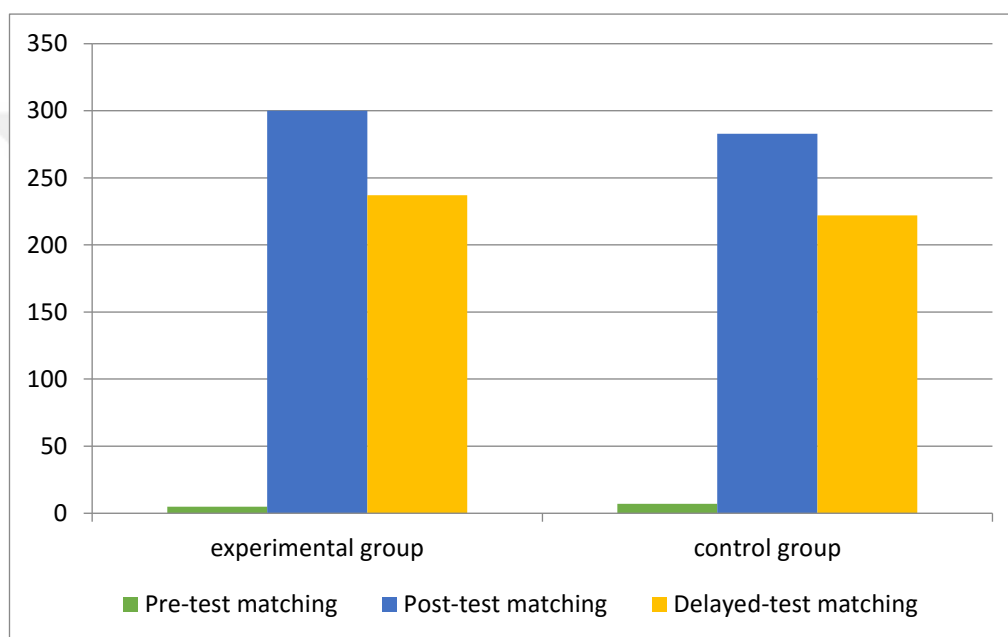
### 9.1. Results from vocabulary- matching task in pre-test, post-test and delayed post-test

In this task, the accuracy data from pre- post- and delayed post-test results of both experimental and control group was examined using both descriptive statistics and repeated measures-ANOVA. Table 2 presents means and standard deviations of the two groups from the three tests in vocabulary matching task.

**Table 9.1.** Accuracy means of the two groups from vocabulary-matching task

	Pre-test		Post-test		Delayed post-test	
	M	SD	M	SD	M	SD
Experimental Group (n=15)	0.33	0.488	20.00	2.035	15.80	2.274
Control Group (n=15)	0.47	0.743	18.87	2.949	14.80	1.821

Pre-test results show that experimental group and control group are identical in terms of vocabulary knowledge as mean scores are similar and they are at the same level. The mean score of experimental group is higher than that of control group regarding the score of students in finding the definition of word meanings in post-test results. Also, statically analyzed delayed test results reveal that both of the groups have experienced some loss of the vocabulary knowledge that they have newly learned. Yet, the accuracy score of experimental group is still higher than that of control group in delayed tests. The graph below exactly displays the prominent success of authentic material in word recognition task.



**Figure 9.1.** Matching results of experimental and control groups

## **9.2. Results from cloze test and sentence production tasks in post-test and delayed test**

In this section, accuracy scores and standard deviations obtained from post- and delayed-posttests of the cloze test and sentence completion test given to the experimental and the control groups were analyzed through using descriptive statistics. Table 3 provides accuracy means of the total scores collected from both post- and delayed post-test of the cloze test and the sentence production task in two groups.

**Table 9.2.** Accuracy means of cloze test and sentence production task

	Cloze Test				Sentence Production			
	Post-test		Delayed-Posttest		Post-test		Delayed-Posttest	
	M	SD	M	SD	M	SD	M	SD
<b>Control group (n=15)</b>	18.40	1.639	15.87	1.885	17.73	1.437	14.80	1.781
<b>Experimental group (n=15)</b>	19.47	1.642	16.00	2.299	18.93	1.672	15.87	2.416

Descriptive statistics in Table 3 have displayed that the group reading authentic text is clearly more successful than the group reading simplified text, in post- test and delayed post-test of both cloze test and sentence completion task regarding mean scores. Post-test results are better than delayed test results for each group and for all tasks.

Results of delayed tests showed that vocabulary retention of experimental group reading original authentic text is %65 success whereas vocabulary retention of control group reading simplified authentic text is %58. Both of texts were authentic although the text experimental group read was unmodified, which is the reason for approximate results.

Standard deviation in all tests was detected to be not high and interval confidence is indicated as %95 through Bonferroni analyses. To examine whether the difference within control and experimental group in sentence production and cloze test task was statistically significant, independent-samples t-tests were conducted.

### 9.3. T-test analyses of the data form three tasks

The accuracy means of the two groups form three tasks using T-test statistics were compared. Levene's statistical measurement ensured the equality of variances before analysis. To examine whether the difference within control and experimental group in sentence production and cloze test task was statistically significant, independent-samples t-tests was conducted. The following Table 4 displays dependent t-test results and significance of each group on three test in three tasks.

**Table 9.3.** T-test results between groups in matching, cloze test and sentence production tasks

Tests	Matching test						Cloze test				Sentence making test			
	Pre -test		Post test		Delayed test		Post test		Delayed test		Post test		Delayed test	
Result	t- test	Si g.	t- tes t	Si g.	t- tes t	Si g.	t- tes t	Si g.	t- tes t	Si g.	t- tes t	Si g.	t- tes t	Si g.
<b>Control&amp;Experimental</b>	0.58	0.56	1.22	0.23	1.33	0.19	-	0.08	-	0.15	-	0.04	-	0.18
							1.78	8	1.47	5	2.14	4	1.37	8

Significance between and within groups' task results in pre-test, post-test and post delayed tests was confirmed by statistical analyzes. To verify whether the difference observed between the experimental and the control group in vocabulary matching test was statistically significant, a two-way repeated measures ANOVA was conducted, with time ( Pre-, Post-test, Delayed post-test) as the repeated-within factor and groups (experimental and control) as the between-subject factor, which show a main effect for time ( $F(2,56) = 1240, p < .01$ ); but no significant interaction between time and group ( $F(2,56) = 1.49, p = .231$ ). These findings show that the difference among the three tests are statistically significant. All students are significantly better in post-test than delayed-posttest in matching words with their meanings. There was also a significant difference between post-test and delayed-posttest ( $F(1, 28) = 1, 61, p = .215$ ), which shows that students are more successful in post-test than delayed post-test.

However; the difference between the experimental and the control group in vocabulary matching, cloze test and sentence production task, is not statically significant except sentence making task in post-test. The table shows us that dependent t-test results between groups in cloze test and sentence production tasks as  $P \geq 0.5$ . But experimental group achieved a significant difference in sentence production task.

Table 5 provides independent t-test results and clarifies the significance of the total scores collected from both post-tests and delayed post-tests of cloze test and sentence



production tests in two groups. The table shows us the comparison between groups in matching, sentence completion and production tasks of pre, post and delayed post-tests.

**Table 9.4.** T-test results within groups in matching, cloze test and sentence production tasks

Groups	Control group		Experimental group	
	t-test	Sign.	t-test	Sign.
<b>Matching</b>	4.55	0.00	5.33	0.00
<b>Pre- post- delayed post test</b>				
<b>Cloze test</b>	5.48	0.00	4.75	0.00
<b>Post- delayed post test</b>				
<b>Sentence production</b>	4.96	0.00	4.08	0.00
<b>Post- delayed post test</b>				

To verify whether the difference observed between post-test and delayed post-test was significant in each group, a repeated measure ANOVA was conducted in sentence production and cloze test, repeated measures ANOVA, with time (Post-test, Delayed post-test) as the repeated- within factor in control group. And a main effect for time was found ( $F(2,28) = 471, p < .01$ );. By means of pairwise comparison of the test types (post- and delayed tests) through Bonferroni adjustment, it has been found that the difference between post- and delayed post-tests are statically significant. In the second ANOVA, for experimental group, the main effect for time was found ( $F(2,28) = 856, p < .01$ ); which shows significant difference between post- and delayed post-tests. That's to say; within group comparison results in all tasks and in pre, post and delayed post-tests demonstrate statically significant difference.

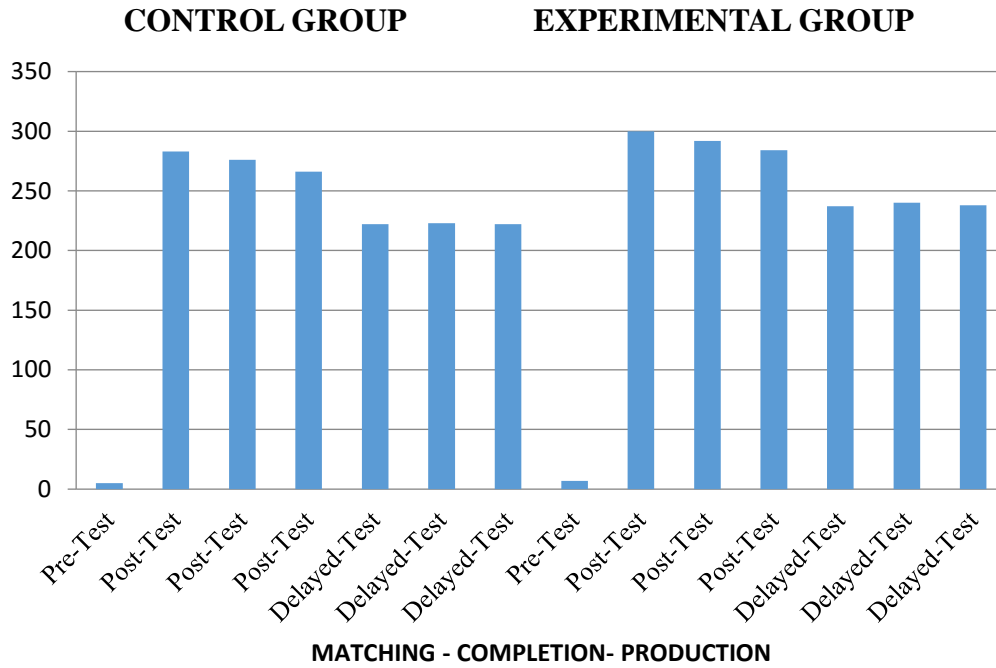
The analysis demonstrate the significant difference for pre-test, post-test and delayed post-test of each group. Within results verify that both of the groups have got significant gain in matching, cloze test and sentence production tasks compared to pre-test results. But each group experienced the loss of newly learned vocabulary. On the other hand; compared results between groups doesn't confirm a significant difference in all tasks and tests except sentence production results in post-test. Experimental

group students achieved significant difference in sentence making task in post-test. But significant difference wasn't obtained between groups' dependent t-test comparisons. Although the text experimental group read was unmodified, both of text were authentic; which is the reason for approximate results. Still, this enables to support that simplification of authentic materials isn't necessity for upper intermediate level students regarding higher mean scores of experimental group.

On the other hand; very few students confused the meaning of some words which have similar meanings in matching part yet, they were able to place the word in correct place or just the opposite; they could find the words in matching but couldn't replace them in cloze test. There were some exceptions. Nevertheless, the tables show us the number of such differences wasn't a lot. Besides; in production part some of the sentences were either syntactically or semantically incorrect so these sentences weren't evaluated.

In post test results of control group; six students weren't able to use few words which they matched but two students couldn't find the meaning of few words which they could correctly replace. In delayed test, two students in control group could use two words in correct place which they couldn't match. In post test results of experimental group, seven students weren't able to use few words which they matched and three students couldn't find the meaning of few words which they could correctly replace. In delayed test, two students in experimental group could use two words in correct place which they couldn't match.

In the assessment of correct word usage in a sentence, syntactically or semantically incorrect sentences were excluded even though, received scores of students signaled knowledge of words beyond recognition, for both groups and for both tests (delayed and post). Maybe they have learned the meaning but it isn't enough to have a command of word. The number for these up and downs aren't too excessive; just one or two words.



**Figure 9.2.** Overall results from pre-test, post-test and delayed test in three tasks

Delayed tests offer us more stable and reliable results than post test results of both of groups. The success of experimental group regarding higher scores on tables can easily be detected. Yet, the overall results didn't suggest a big difference between experimental and control group Results conducted in retention tests showed that experimental group reading original authentic text achieved more vocabulary development; nearly %65 success and on the contrary control group reading simplified authentic text got %58 success in incidental vocabulary learning although, both of the groups improved to a degree in terms of vocabulary, which shouldn't be underestimated.

## 10. DISCUSSION

The study has proved that authentic reading text is more useful both in comprehension and production than simplified reading text in incidental vocabulary learning in EFL classrooms. Students exposed to authentic reading text performed better than students exposed to simplified reading text in all tasks; vocabulary matching task, in sentence completion task, in sentence production task. Additionally; the ratio of vocabulary retention learned from authentic text is more than that of simplified text.

Both of the groups were approximately at the same level; upper intermediate and pre-test results were almost the same. However; the post test results demonstrated the performance of experimental group passed that of control group in the first assessment and vocabulary retention of experimental group was a little more successful than control group. So; one of the perceived disadvantage of authentic material; incomprehensibility of text, has been eliminated. Input should be both rich and comprehensible to make learning occur on condition that necessary support is provided to be understood (Krashen, 1982).

The study proves right the researches like Guariento & Morley (2001), Kramsch (1995) and Krashen (1993) who suggest that post intermediate level is the right level to introduce authentic material. Besides, it also confirms Yano et al. (1994) who defend negative impact of simplified text on language acquisition due to the prevention of accessing to real language. Also, the results justify Horst, Cobb & Meara (1998) in that incidental vocabulary learning from reading is possible for L2 just like the case in L1.

The reason for the success of authentic text can be associated with input hypothesis as the level of story is just over their level but still comprehensible. Therefore, while students strived to get the meaning, they focused on some words without deliberate effort through questions which were directed by the instructor during interaction. They could pick up target vocabulary incidentally and attentively to reach meaning. On the

other hand; simplified version didn't compel the students. Hence, they didn't devour themselves to understand specific words despite the same efforts of the teacher.

Positive findings have justified the incorporation of reading authentic texts for vocabulary improvement as the level of students was upper intermediate and the story was not too challenging for comprehension, authentic short story and its adapted version were benefited for the study. In fact; both texts utilized in this study facilitated vocabulary gain and they were authentic not fabricated texts. Due to the fact that the texts were contextually attractive and motivating, target vocabulary was noticed efficiently to conclude meaning through interactional strategies proposed by Brown (1987), yet without deliberate effort. Yet, for lower levels authentic text can be different or easier than literary short story. They can serve as a complement to course books. Besides; students were able to apply certain vocabulary into sentences which showed that they grabbed not only the comprehension or recognition but also the production. For this reason, it isn't a coincidental achievement.

While reading authentic or simplified text, the focus was on the interacting and delivering the message of the text rather than linguistic features so students gained vocabulary incidentally, interactively and attentively. Teaching vocabulary in a given context which is lexical based approach suggested by Mobarg (1997) was proved to be more successful than direct vocabulary instruction. Also, it was a kind of integrated FFI in which text meaning was linked with form. Although File and Adams (2010) found out that isolated FFI instruction was more successful than integrated FFI, the findings of the research is in line with Bromley (2002) suggestions about that it becomes more permanent than direct instruction when students built their own learning strategies.

This study exactly demonstrates that any authentic text doesn't need to be simplified as long as it is understood by students and it can still enable vocabulary enhancement for students. Contextual clues given by instructor can facilitates learners in comprehending texts and word usages (Krashen, 1982). Likewise; there is a well-known and valuable quotation of Davies (1984: 192) which deserves to mention from this perspective:

*“It is not that a text is understood because it is authentic but that it is authentic because it is understood. Everything the learner understands is authentic for him.”*

In addition; O'Donnell (2005) suggests that modified texts with pedagogical techniques can reconcile both advocators of authentic text and simplified text. Moreover; it is suggested for students to read texts that are sufficiently challenging not excessively to obtain optimal benefit. As long as authentic texts are chosen carefully according to linguistic and cognitive level and interest, there is no reason for an authentic text to be unsuccessful. As Rutherford (1987) advised, what is prominent is the simplification of task not text.

In fact in order to assess the real vocabulary knowledge, production in general should be looked for to be certain and explicit about what is learned but it requires organized tasks, time and environment which is very demanding since usage of a word is more sophisticated than just knowing the meaning of a word.



## 11. CONCLUSION

Authentic material usage in classroom environment is one of the most debated issue recently. Authentic texts have been proved to be appreciated by students and teachers many times in spite of some hardships of implementation mentioned before. This investigation was conducted for the purpose of revealing authentic text effect on vocabulary learning. Authentic text can enhance vocabulary knowledge as they are taken attention due to its nature, context and topic. For this reason, authentic materials can fulfill the requirements of ELT theories.

Authentic material in contemporary language teaching pedagogy is regarded as helpful to encourage students and arouse interest in learning real language usage which they will face eventually. Simplified texts are also an option to authentic materials but they are sometimes judged whether they are lack of carrying certain natural contextual qualities (Day & Bamford, 1998). Authentic materials serve as a bridge between classroom pedagogy and real world situations so that they can entail more effectual language development.

Topics that interest students are likely to heighten learning capacity. Lundhal (1998) proposes that students learn better if they are motivated and participated. The message and natural values of the materials make themselves attractive and desirable for students. Authentic material can be used to make students acquainted with real usages with the support of teacher and careful task design, no matter how difficult it is. The combination of authentic material and course book should be preferred to achieve ambition of curriculum as it is suggested by Schmitt (2001) that students can get accustomed to real usages step by step with adequate assistance.

In this study; authentic texts have been investigated to reveal whether they have positive impact on developing vocabulary knowledge in EFL classes. Both simplified and authentic version have been proved to be effective in vocabulary teaching but authentic text is more successful than simplified version in vocabulary enhancement.

Besides; it has been challenged in this study that the complex structure and intensive unknown vocabulary of authentic text is the biggest obstacle for students hindering learning.

The success of authentic version can be related with input hypothesis as rich and comprehensible input compelled students for learning specific words to get the meaning. In addition, due to the attractive nature of both texts and interactive course design, students could notice target words without deliberate vocabulary teaching efforts, which is another reason for the success.

Besides, the success lying behind authentic material can be associated with learning strategies of human brain mentioned before. Authentic texts raise consciousness and students learn by their own techniques which is called self-discovery. And, students have database and activate this to explore language when it is urged; this is called awareness. Also, they participate into reading activity to derive insights; which means learner participation. All in all, authentic texts can be supplemented into curriculum to achieve success in EFL teaching and for the purpose of getting closer to real life communication. Briefly; authentic text whether simplified or not, can enhance vocabulary development but it should be chosen carefully according to the level of students.

### **Implications of the study**

The investigation has shown that the use of authentic text for vocabulary teaching can be beneficial method for achieving success. Apart from the topic, the linguistic structure of text shouldn't be too difficult or too easy and the length of the text shouldn't be too long or too short. In other words, the relation between their level of proficiency and comprehension should be foreseen carefully as Harmer (2001) offered. Nevertheless; the interests and needs of students should be analyzed first. Otherwise; it will be impossible to make students eager to learn target language.

Rather than text being authentic, task must be authentic too just as Harmer (2001) suggested in DIY. Communicative activities should be integrated into text for interaction or participation since native like usage of target language is aimed at behind using authentic materials. On the other hand, such activities increase the control of learners as they take active role to express themselves. But, time need to be arranged



well to allow each student to comment on it and if there are confusing parts in text, necessary support and explanation should be offered.

The study also implies that authentic texts can be used versatile (Martinez, 2002); they can be adopted to different tasks to develop different skills in language such as writing, listening speaking and with different levels. The study doesn't propose putting course books aside, but cooperating authentic topics with them. Course books are also accepted as useful in some aspects ranged previously. Although they provide a framework for teachers about what to teach; authentic texts can complete missing parts because they are better than made-up texts in course books in terms of contextual aspects revised beforehand. As authentic materials are capable of bringing real language world to the class and beyond borders of course books, they can empower students with communicative skills while encouraging them to practice language in non-threatening manner.

#### **Limitations of the study and recommendations for further researches**

It's an experimental study and affective factors weren't searched and included. Maybe different perspectives and dimensions of the study can be brought about. Also different variables can be taken into account like gender, level or background differences. The study doesn't touch on how students cope with authentic text comprehension with relatively limited linguistic and cognitive ability. Additionally, it doesn't make explanation for perceptions of students and experiences of the instructor.

Due to the predetermined curriculum, the research couldn't be flexible and extended in time and subject. The syllabus of academic year have to be followed; that's the reason why implementation is short-termed. The number of students joined to the study is not large enough since only volunteers who are really eager to learn English were chosen. Therefore, the study can be conducted with larger groups to test validity and reliability.

The selected material is very limited but more variant materials can be used for further researches to generalize the results. Internet includes the most abundant and inexhaustible variation of text types. On the other hand; course book texts aren't compared with authentic materials since it demands more time and more material so as to get the same and equal number of vocabulary in similar topics. Further investigations can look for this issue. Besides, vocabulary gain isn't limited only to the

meaning of words. Therefore; other aspects of vocabulary acquisition which are introduced in previous parts of the study can be looked for thoroughly.



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## **APPENDICES**

### **LESSON PLAN**

Teacher: Pınar Mutlu

Class: Intermediate level

Enrollment: 35 students

Date: 17/02/2017

Time: 40+40 min.

Theme: Story reading

Topic: Tell Tale Heart by E. Hemingway

Focused skills: Reading

Integrated skills: Writing

Material: Reading texts, worksheets, smart board

Content Standard: By the end of reading activity, students are expected to show knowledge of target words in constructing meaningful sentences.

Learning Standard:

- To be able to read and understand vocabularies, phrases, sentences in a text
- To be able to demonstrate understanding of text by answering sample questions

Language Focus: Vocabulary (target words)

Behavioral Objectives: by the end of lesson students will be able to

- Identify and recognize vocabulary learned in activity
- Use words correctly to complete meaning (Put the right word into the right blank)

Prior Knowledge: Vocabulary and grammar knowledge

Educational Emphasis: Decision making, contextual learning, knowledge acquisition

Moral Value: Villains will not lie more.

Teaching and Learning Activities:

Pre Reading (15 min.): Pre- test are to be applied before the lesson to decide on unknown words. Before reading texts, students are asked two questions to make them think about the topic and to motivate and prepare them. Students are given the handouts and they are asked to inspect the headline and pictures.

Rationale: to lead in lessons and generate ideas about topics.

Remarks: Teaching aids.

During Reading (45 min): The short story are to be read together with instructor and the instructor asks question about the text to enable interaction and participation. During the course students are picked up randomly and they are given feedback but target words are used in questions deliberately.

Rationale: to measure students understanding of text and vocabulary  
to enhance reading skills

Post Reading (20 min.): The teacher asks discussion questions about the story and revise some vocabulary meaning in an exercise. Feedback should be given to confirm or correct answers.

Rationale: Strengthen and construct the vocabulary knowledge learned in the text and comprehension of the text

General Aim and Objectives: General or overall comprehension of text idea  
Recognizing meanings of words in the text

Questions for The Story of Tell-Tale Heart by E. Hemingway to be asked in the Course

Pre-reading questions:

Have you ever seen eye of a vulture?

How can an idea conceive the brain?

During reading questions:

What did the mad man use while leaping into the room? Lantern.

What kind of sensation did he feel while he was proceeding the work?

What did the old man feel when the madman attacked to him? Startled.

What kind of sound did the madman make when he was dying? Groan of what is it?  
Awe and grief.

He shrieked only once, do you think he died easy?

Why do you think he moved stealthily?

What did he want to do with heart? Burst.

What did he do with the corpse of the victim to get rid of?

How did he clean all blood stain?

Why did the police come? Shriek.

How did he convince the police? Confident.

Was the heart of old man pleasant to him? No. Hideous.

Why did his horror turn into agony? Derision.

Post reading questions:

What was his reason before admitting the deed?

How did he proceed the murder? Cunningly.

Why was he successful in conceiving the police at first?

The old man never insulted him but why did the old man want to kill him?

What is the moral lesson sentence in story? Villains will not lie more.





UPPER INTERMEDIATE LEVEL - THE TELL-TALE HEART BY ERNEST HEMINGWAY

VOCABULARY PRE-TEST

A) Match the given vocabulary with the correct definition or meaning.

- |                      |                    |                      |
|----------------------|--------------------|----------------------|
| 1) Insult (verb)     | 2) Sharpen (verb)  | 3) Passion (noun)    |
| 4) Vulture (noun)    | 5) Yell (verb)     | 6) Proceed (verb)    |
| 7) Lantern (noun)    | 8) Cunningly (adv) | 9) Deed (noun)       |
| 10) Conceive (verb)  | 11) Triumph (noun) | 12) Startle (verb)   |
| 13) Spring up (verb) | 14) Groan (verb)   | 15) Agony (noun)     |
| 16) Soul (noun)      | 17) Awe (noun)     | 18) Grief (noun)     |
| 19) Villain (noun)   | 20) Swear (verb)   | 21) Stealthily (adv) |
| 22) Furiously (adv)  | 23) Burst (verb)   | 24) Shriek (verb)    |
| 25) Pulse (noun)     | 26) Conceal (verb) | 27) Leap into (verb) |
| 28) Derision (noun)  | 29) Rave (noun)    | 30) Hideous (adj)    |
| 31) Confident (adj)  | 32) Stain (noun)   | 33) Convince (verb)  |
| 34) Mockery (noun)   |                    | 35) Corpse (noun)    |

- |                                   |                                            |                            |
|-----------------------------------|--------------------------------------------|----------------------------|
| a) make apart suddenly            | b) extremely ugly, unpleasant              | c) scream loudly           |
| d) severe pain                    | e) extreme sadness                         | f) hide                    |
| g) noise when you breath          | h) talk angrily, uncontrolled              | ı) move suddenly           |
| j) bad character in story         | k) formal way of saying to someone "silly" |                            |
| l) large wild bird                | m) type of lamp                            | n) say bad words           |
| o) continue to do smt.            | p) cleverly                                | q) be sure about oneself   |
| r) make smo believe               | s) mark, difficult to remove               | t) fear                    |
| u) something that someone does    | v) frighten                                | w) important success       |
| x) imagine a situation            | y) dead body                               | z) say something to offend |
| ç) make something thin edged      | i) strong love                             | ö) moving quietly          |
| ü) part of body exist after death | ae) very angry                             | ş) heart beat              |
| é) make someone look stupid       | &) heart beat                              | ğ)angrily                  |

## VOCABULARY POST-TEST/ DELAYED POST-TEST

A) Match the given vocabulary with the correct definition or meaning.

- |                   |                     |                      |
|-------------------|---------------------|----------------------|
| 1) Vulture (noun) | 2) Swear (verb)     | 3) Proceed (verb)    |
| 4) Insult (noun)  | 5) Cunningly (adv)  | 6) Conceive (verb)   |
| 7) Triumph (noun) | 8) Startle (verb)   | 9) Groan (verb)      |
| 10) Agony (noun)  | 11) Deed (noun)     | 12) Awe (noun)       |
| 13) Grief (noun)  | 14) Villain (noun)  | 15) Conceal (verb)   |
| 16) Burst (verb)  | 17) Shriek (verb)   | 18) Stealthily (adv) |
| 19) Corpse (noun) | 20) Derision (noun) | 21) Rave (noun)      |
| 22) Hideous (adj) | 23) Confident (adj) | 24) Stain (noun)     |
|                   | 25) Convince (verb) |                      |

- |                                |                                            |                          |
|--------------------------------|--------------------------------------------|--------------------------|
| a) make apart suddenly         | b) extremely ugly, unpleasant              | c) scream loudly         |
| d) severe pain                 | e) extreme sadness                         | f) hide                  |
| g) noise when you breath       | h) talk angrily, uncontrolled              | i) move suddenly         |
| j) bad character in story      | k) formal way of saying to someone "silly" |                          |
| l) large wild bird             | m) say smt to offend                       | n) say bad words         |
| o) continue to do smt.         | p) cleverly                                | q) be sure about oneself |
| r) make smo believe            | s) mark, difficult to remove               | t) fear                  |
| u) something that someone does | v) frighten                                | w) important success     |
| x) imagine a situation         | y) dead body                               |                          |

B) Complete the meaning using the words given above.

The idea of killing of the old man 1..... the madman's mind but there was no reason for that because he never 2..... him before. However; his 3..... eye ran his blood cold. The madman 4..... the murder 5..... He put a lantern while he was leaping into the room 6..... every night. He always felt 7..... when he thought about how he 8..... while he was attacking to him. Old man 9..... only once and madman heard 10..... of old man's 11..... and 12..... The sound of heart beating led him to think of 13..... the 14..... heart of him. Then, he cut off the 15..... of the victim. He cleaned all 16..... of blood.

Because of the noise, the police came. Yet he was 17..... enough so that he could 18..... them. Nevertheless; he couldn't 19..... the murder any more. The ringing in his ears became more distinct and he thought the police was making mockery of his horror and this 20..... turns his horror into 21..... In the end; he 22..... and 23..... In the end, he admitted the 24..... because 25..... will not lie no more.

C) Write your own simple, meaningful and grammatical sentences using the words given above.

Ex: I saw a big vulture on tree last night.

## **RESUME**

**Name Surname:** Pinar Mutlu

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## **EDUCATION**

- Bachelor: 2008, Hacettepe University, Faculty of Language and Literature, Department of Linguistics
- Master: 2017, Aydın University, Faculty of Language and Literature, Department of English Language and Literature, English Language and Literature Program

## **PROFESSIONAL EXPERIENCES**

Ministry of National Education, English Language Teacher, since 2008