

ARTICLES AND APPENDIX

Effective Ways to Use Authentic Materials with ESL/EFL Students

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This paper explains how authentic materials can be effectively used in the ESL classroom. Each pair of students is given a copy of the authentic material accompanied by a set of questions about the contents of the handout. Students work together with a partner to extract pertinent information that is necessary to answer the questions.

The Authentic Materials

Background

We have been using authentic materials for over 10 years and have found that they complement English classes by enlivening the class and creating a more positive attitude toward learning. We now have an extensive collection of materials that include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various pamphlets of sightseeing and tourist information. We have found that using sets of materials are particularly appealing. A set could include a map, a travel guide, a menu, and a store advertisement from the same town -- all of which are interwoven, immersing the student in a multidimensional English experience.

Choosing Authentic Materials

There are several important points to consider when choosing authentic materials. You should make sure that you have enough copies of the materials to be used so that each student or pair of students can have a copy to use. It is best not to use material with too many pages, unless the pages are clearly numbered for easy reference. If you plan to use the same materials in more than one class, it is important that they be hardy enough to withstand a lot of handling and they should be easily refolded and put back together. Materials with multiple pieces or pages that fall out or come apart should be avoided. Also, keep in mind that some materials are more easily dated than others. For example, last season's catalog does not have the same impact as a current one which is filled with items which the student could actually order. A menu, on the other hand, can be used as long as the prices remain contemporary. Students are generally uninterested in special events, for example an Expo, that have already past. Remember to choose material that is appropriate for the students' level. However, a certain amount of adjustment can be made depending on the type and level of questions used in the accompanying question handout.

Using Authentic Materials

When we first began using authentic materials, we handed out materials to each student and had them work individually. However, experience has shown that having students work in pairs is a better approach because they tend to be more enthusiastic and work harder. We give each pair the authentic material and a question handout. Interestingly, the student with the stronger command of English is not necessarily the one who is able to extract the most information from the material. Students of different

abilities tend to complement one another and, as a result, do not get bogged down easily. Students tend to contribute individual strengths to the completion of the task. We usually tell students that question handouts will be collected since this keeps them more focused on the completion of the exercise. The teacher's personal anecdotes and other background information should be shared before the students begin concentrating on the material.

After the authentic material has been distributed, we give a brief explanation and point out, for example, the importance of the table of contents in a pamphlet or the legend in a map. We point out small print and other parts of the material that are easily missed. We have found that pointing out Japanese words and products raises the level of interest in the material. This is a good time for the teacher to explain measures, abbreviations, and difficult words and expressions.

While the students are working on the assignment, we help them by answering questions and commenting on their work. This is also a good chance to give hints to those who are stuck on a particular question.

Once the allotted time is up, we collect the material along with the question handout and go over the difficult questions with the class. If the handouts are to be factored into the students' grades, it is a good idea to make sure they have a chance to work with various partners over the course of the semester.

Putting the Question Handout Together

For the authentic materials to be effective, the questions must be well constructed to (a) give the students the opportunity to practice English, (b) help the students gain confidence in their English ability, (c) expose the students to cultural differences and customs, and (d) help the students develop their ability to find pertinent information quickly.

Tour Questions

The first part of the question handout should contain easy multiple choice or fill-in factual questions. These questions give the students a 'tour' of the material and exposes them to a variety of question types. The students gain an overview of the material as they answer these initial easy questions and this makes them feel confident enough to tackle more difficult questions later.

Cultural and Personal Choice Questions

The second part of the handout should contain questions that can be used to bring attention to cultural differences in packaging, sizes, and pricing. Authentic materials often contain references to cultural events such as holidays, and questions can be used to bring these to the students' attention. Questions which require one word or written answers could be used at this stage. Furthermore, students are familiar enough with the material at this point to answer personal choice questions. These questions usually require the students to choose items from the material or a course of action based on personal preference. These often lead to lively discussion because students must agree on what answer to write.

Challenging Questions

The third part should have questions that are more challenging and time consuming. Because of the differences in abilities (and sometimes luck), the time it takes students to complete a question handout can vary considerably. The more challenging questions at the end of the handout tend to work as 'equalizers' and slow down faster students so slower students can catch up. Questions can involve reading the small print, be especially detailed, or involve deductive reasoning. When students are

working on the challenging questions they often begin to compare their progress to that of their neighbors'. Deliberately misleading 'red herring' questions add to the competitiveness while developing the students' critical thinking.

Types of Questions and Sample Questions

Multiple Choice:

1. How many *Navel Oranges* can you buy for a dollar? a) 3 b) 4 c) 5
2. Which is the cheapest? a) orange juice b) grapefruit juice c) tomato juice

One Word Answer:

1. What country are the seedless grapes from? _____
2. On the back page it says *Chilean Asian Pears* for \$1.00 each. What do you think "Asian pears" are called in Japanese? _____

Written Answer:

1. Why are the strawberries on the back page called *California Strawberries*?
2. How do you order coupons on the Internet for this store?

Lists:

1. You want to make sandwiches for your family. What would you buy?
 1. Stone Ground Wheat Bread - 2 loaves - \$4.00
 2. _____ - _____ - \$ _____
 3. _____ - _____ - \$ _____
 4. _____ - _____ - \$ _____
 5. _____ - _____ - \$ _____
2. You are having a party for five friends at your house. You can spend only 50 dollars. What would you buy for the party?
 1. Cape Cod Potato Chips - 4 six ounce bags - \$6.00
 2. _____ - _____ - \$ _____
 3. _____ - _____ - \$ _____
 4. _____ - _____ - \$ _____
 5. _____ - _____ - \$ _____

Factual:

1. How many large brown eggs can you buy for \$1? _____
2. How much are two jars of *Mayonnaise* on page 7? \$ _____

Analytical (multi-step):

1. How much do 10 ears of *Florida Super Sweet Corn* and 2 pounds (lb.) of *Fresh Ground Round* cost? \$ _____
2. Which costs more, one lb. of *Fresh Boneless Shark Steaks* or one lb. of *Whiting Fillets*?

Personal Preference:

1. Look at the back page. What fruit would you like to eat? _____
2. What flowers do you want to give to your mother on Mother's Day?
_____ \$ _____

Conversion:

1. How many ounces are there in a two liter bottle of *Pepsi One*? _____
2. How many grams of *Florida Red Potatoes* can you buy for five dollars? One pound is about 453 grams. _____

Red Herring:

1. One *Florida Juice Orange* costs \$2.00. True or False (NOTE TO TEACHERS: The advertisement says one bag is \$2.00.)
2. Which is cheaper, one lb. of *Whiting Fillets* or one lb. of *Crunchy Clam Strip*? _____

Obvious:

1. What is the name of this store? _____
2. What month is the Mother's Day Sale? _____

Challenging:

1. Find something that is cheaper in Japan than in the USA. _____
2. What can you buy in a glass jar that is usually sold in a plastic bottle in Japan? _____

Activities

There are other methods of using authentic materials. Some of these can be used as a supplement to the question handout, or on their own, for variety. Here are four examples of effective activities with brief explanations.

Word Search

The students search for parts of speech such as adjectives on a given page or search for certain categories of things. An advantage of this activity is that students do not need identical copies of the authentic material.

Crosswords

The teacher prepares a crossword puzzle using words from the handout. The questions for the handout can also be presented as crossword clues. Crossword generating programs found on the Internet make this easy.

Personalizing

The students write a list of purchases for an imaginary party using a supermarket handout, plan a trip using a travel brochure or plan a meal with a menu. The students could also be asked to fill out a mail

order form with an imaginary order of purchases for family members, boyfriends, girlfriends, and themselves.

Pair Practice

The students ask and answer the printed questions on the handout and are encouraged to ask their own questions. The students can role play the parts of customer and clerk either following a sample conversation provided by the teacher or making up their own.

Internet

The Internet can be used to provide authentic material as well. The teacher can search for sites that focus on a specific topic, make questions, and post them online. These online lessons can be completed by the students on their own. Although the Internet has many advantages, it cannot replace the hands-on, three dimensional quality of real materials brought into the classroom by the teacher.

See the following URLs for examples of online lessons:

- Web Site Guides for ESL Students
<http://iteslj.org/guides/>
- Internet Treasure Hunts for ESL Students
<http://iteslj.org/th/>
- EFL/ESL Lessons Using Web Sites
<http://iteslj.org/tws/>
- Travel Plans for Conversation Practice
<http://aitech.ac.jp/~offner/travelesson/>

Conclusion

When used effectively, authentic materials help bring the real world into the classroom and significantly enliven the ESL class. Exposing the students to cultural features generates a deeper understanding of and interest in the topic. On one hand, the students develop their ability to zero in on relevant information, and on the other, they learn how to disregard what is not relevant. As students pool their individual strengths they gain confidence in being able to function in an English-speaking society.

Authentic Materials and Cultural Content in EFL Classrooms

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This paper aims to answer the questions of when and how authentic materials should be used in EFL classrooms, and how cultural content may be included in the curriculum. To address these questions, the paper is organized in two parts. In the first part, the definition of authentic materials is given. Then advantages and disadvantages of the use of authentic materials are discussed. In the second part, the definition of culture is given and then, why and how cultural content should be used is discussed.

Introduction

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes. Generally, what this means is materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom.

Authentic Materials: Definition

The definitions of authentic materials are slightly different in literature. What is common in these definitions is 'exposure to real language and its use in its own community'. Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (p. 467). Harmer (1991), cited in Matsuta (n.d., para. 1) defines authentic texts as materials which are designed for native speakers; they are real text, designed not for language students, but for the speakers of the language. Jordan (1997, p. 113) refers to authentic texts as texts that are not written for language teaching purposes. Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001, p. 347). The main advantages of using authentic materials are (Philips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001):

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching.

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

Disadvantages of Using Authentic Materials

Richards (2001, p. 253) points out that alongside with these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martínez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. There comes the question of when authentic materials should be introduced and used in a classroom; in other words, can we use authentic materials regardless of our students' level?

Using Authentic Materials: At Which Level?

Guariento & Morley (2001) claim that at post-intermediate level, the use of authentic materials is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. Matsuata (n.d.) states that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students.

Do all these mean we are not able to use authentic materials in lower-level classes apart from post-intermediate and advanced levels? According to the findings of the survey carried out by Chavez (1998), learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. Also they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of cues (auditory and visual including written language).

What Can be Done to Overcome Difficulties We Face?

We may conclude that learners feel better with authentic materials helping them involve in the 'real' language as long as we, as teachers, provide them with pedagogical support. In order to achieve this, we have a wide range of choices.

Martínez (2002) suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. Matsuata (n.d.) claims that using audio-visual materials aiding students' comprehension is beneficial since it will prevent students especially beginning ones from being frustrated about authentic materials. Materials such as popular and traditional songs will help us to create a non-threatening environment.

Guariento & Moley (2001) suggest that authentic materials should be used in accordance with students' ability and adds that suitable tasks can be given to learners in which total understanding is not important. According to Jordan (1997), in the earlier stages, non-authentic materials can be used, but stresses that upon students' dealing with materials from their own subject area, authentic materials should be introduced.

Cultural Content

Westerhuis (as cited in Cheung, 2001, p.56) defines 'culture' as the customs, values, laws, technology, artifacts and art of a particular time or people. Culture in English language teaching materials has been subject to discussion for many years. The reason for the use of cultural content in classroom is for the supposition that it will foster learner motivation (McKay, 2000, p.7).

Changes in linguistic and learning theory suggest that culture can be used as an important element in language classrooms, but many students say that they do not want to learn about the culture of the target language. This might be because of the fear of assimilation into what they perceived as something strange to them. Also, misrepresenting cultures by reinforcing popular stereotypes and constructing these cultures as monolithic, static 'Others', rather than as dynamic, fluid entities might result in failure in making cultural content an effective element in language learning and teaching (Guest, 2002).

I believe that cultural content is a key to effective teaching and learning a language provided that problems arising from introducing culture into EFL classroom are dealt with effectively and teaching strategies and learning materials are chosen appropriately.

Why Should We Use Cultural Content?

As all we know, knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. Successful language learning requires language users to know that culture underlying language in order to get the meaning across. Also, Tseng (2002) suggests that culture affects changes in individual perception and is vital for expanding an individual's perspective of the world. According to Stuart and Nocon (1996),

Learning about the lived culture of actual target language speakers as well as about one's own culture requires tools that assist language learners in negotiating meaning and understanding the communicative and cultural texts in which linguistic codes are used" (p. 432).

Also, Shanahan (1997, p. 168) states that cultural content provides exposure to living language that a foreign language student lacks. So, culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need to speak and use the target language.

How Can We Deal with Problems?

Today, English teachers have a lot of choices in terms of textbooks, and it is surprising that many of them rely on uninteresting textbooks that focus students' attention on grammatical structures, and on practice in isolation. Also, the activities chosen are based on teacher-talk and student-listen routines as suggested by Cheung (2001). These practices are unlikely to lead students to develop a genuine interest in learning English. Students lacking motivation to learn a language need variety and excitement. We should help them to notice that learning a language is not just learning its grammatical rules, vocabulary items and so on.

The reason for the use of cultural content in classroom is that it will foster learner motivation (McKay, 2000, p. 7). She, like many other experts, believes that there should be a variety of culture in the materials and not only an overload of western culture in ELT classrooms. Besides, learning about a culture does not mean accepting that culture. If the role of the culture in the materials is just to create learner interest towards contents and thus towards language, that is highly desirable. But overuse of cultural material in the language classrooms will constitute problems not for students but also for the teachers and decrease the motivation.

McKay identifies three types of cultural materials: target culture materials, learners' own culture materials and

international target culture materials. For her, the best one is international target language materials, which supposedly covers a variety of knowledge from different cultures all over the world using the target language (McKay, pp. 9-10). That will most probably increase the learners' interest rather than imposing only one culture all the time and prevent learners from having the fear of assimilation into a specific culture, and help them respect other people's cultures. Students' own culture should be discussed together with target culture. In other words, home and target culture should be integrated. Robinson (as cited in Stuart and Nocon, 1996, p. 435) refers to this integration as 'Color Purple'. According to Stuart and Nocon, this synthesis is created when one becomes aware of one's own cultural lens (e.g. blue) through the recognition that a person from another culture has a different lens (e.g. red). Neither person can escape his or her own cultural lens, but each can choose to overlap lenses (e.g. purple) in order to understand better the other's perspectives and arrive at shared meaning. While using cultural content in classrooms, teachers should keep in mind that English is an international language, and culture is an aid to motivate our students rather than something to be taught.

How Can We Introduce Cultural Content in Our Classrooms?

There are a lot of activities we can use in our classrooms in order to create interest towards the target language by using cultural content. The key point is that we should create a relaxing environment where our students can discuss their own culture together with the target culture in meaningful and communicative tasks and activities. This will ensure that students are doing something with a purpose in their mind.

Sources and Techniques for Cultural Content

Today, with the help of technological developments, we have access to many sources easily and quickly. Almost all the printed materials are on the Internet in electronic forms and we can easily search anything anytime. As a result, we do not lack cultural content to use in our classrooms. Cullen and Sato (2000) suggest practical techniques, and a wide range of sources for teaching culture in the EFL classroom using three different parameters, namely, information sources, activity-types and selling-points and also Kodotchigova (2002) discusses the role of role-play in teaching culture for classroom suggesting quick steps for classroom implementation. Jordan (1997, p. 105) lists sources of cultural information:

- Newspapers: these are a good source of cultural information; local papers will give more of a flavour of everyday life in towns.
- Video: a number of published ELT video tapes are a good visual source of cultural information. (Today, we have CD/DVD versions of these video tapes, which provide us with better quality.)
- Talks/discussions: some topics may be suitable for giving information to students in a plenary session.
- Role play/dramatizations: these can be used to initiate discussion and introspection.
- Culture quizzes/tests.

Conclusion

Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level authentic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This requires the language patterns being put into practice in real life situations. Since learning about a culture is not accepting it and the role of the culture in the materials is just to create learner interest towards the target language, there should be a variety of culture in the materials, not a specific one.