

Authentic ELT Materials in the Language Classroom: An Overview

Shameem Ahmed *

In-Charge (English), Democracywatch Education, Dhaka, Bangladesh

Abstract

The importance of materials in language teaching and learning has been extensively acknowledged (McGrath, 2013). Teaching materials are a key instrument in most language courses. Language teaching throughout the world today could not be more successful without the extensive use of commercial materials (Richards, 2001). This paper gives an overview about material design and the use of authentic materials in the English as a second/foreign language classroom and their significance for language learners. It also looks for the sustaining theories which support the efforts in developing culture sensitive ELT materials in a view to improving classroom teaching. Recently, the necessity of culturally acceptable authentic material has been felt more intensely. It is found from this study that authentic and culturally appropriate materials play a vital role in teaching a foreign/second language. They enrich the traditional lessons and can be very interesting to the learners.

Keywords: material development, authenticity, authentic materials, culturally appropriate materials

INTRODUCTION

A good textbook goes a long way to promote more predictable learning outcomes in the average teaching-learning situation. The use or interpretation of textbooks can promote good learning. A good textbook carries with it built-in structural scaffolding that ensures certain desirable outcomes even in situations where teachers are not prepared, not reflective, untrained and indifferent. A learner can become more independent with the help of a good textbook, in spite of bad or non-existent teaching. One of the first roles or functions of materials is that they provide opportunities for learning. Rubin (1979, p. 17-18) says that, "Good language learning depends on at least three variables: aptitude, motivation, and opportunity". Opportunity includes materials and all those activities both within and outside classrooms which expose the learner to the language and which provide an opportunity to practice what has been learned. The role of teaching materials can be said to be that of an instrument or tool to be used by both teachers and learners. This tool can be applied effectively more or less depending on the understanding the users have of the nature of the tool. Wright (1987) and Richards and

Rodgers (1986) have emphasized the importance of teacher and learner roles in an understanding of language teaching, and in an understanding of learning content through materials and tasks.

In this regard, Cunningsworth (1984, p. 58) comments are a good reminder, "Most general English include supplementary materials of various kinds and we should evaluate these individually and also as part of the whole package. We also need to know how much support is provided for teacher and whether the material can be easily used by a non-native speaker. Some sophisticated courses require access to projection equipment and rooms with blackout facilities and this may be a limiting factor in many schools and colleges." There is a need for texts which are in use in real-life transactions. These can be called authentic texts, i.e. texts which are not doctored or simplified. The authentic texts are an alternative to simplified texts, and imply a second perspective on language acquisition where language is acquired not by planned assimilation but through the learner's effort to use whatever communicative resources are available to the learner to make meaning. In the words of Grellet (1981, p. 8-9), "Authenticity means that nothing of the original text is changed and layout are retained. ...Exercises must be meaningful and correspond as often as possible to what is one expected to do with the text". Authentic materials appear in various course books in two forms: undoctored and doctored-pseudo-authentic materials.

This paper provides an overview about material design for English Language Teaching at the tertiary level. It also looks for the sustaining theories which support the efforts in developing culture sensitive ELT materials in a view to improving classroom teaching.

CHARACTERISTICS OF GOOD/AUTHENTIC TEXTBOOKS

All good and authentic material has got the characteristics of having the language input and skill development; positive impression in learner's mind; useful information to deal with language; an easy familiarity; a thought provoking insight; a remedy and improvement in the deficiencies of the learning outcome; and a sense of security and confidence to the language teachers. Widdowson (1978) defines authentic text as the reader's response to it is more important than whether it is simplified or not. According to him, coherence contributes to the authenticity of a text, and it depends on the reader's response. For whether simplified or not, if the reader is able to react to the text, then only can the text be considered authentic. The learner is a necessary factor in all consideration of understanding of meaning or reading, emphasizing the fact that meaning is personal to the reader and "authenticity lies in the act of interpretation" (Widdowson, 1979, p. 165). While Hutchinson and Waters (1987, p. 107) maintain that ELT materials provide a stimulus to learning; help embody a view of the nature of language and learning; reflect the nature of the learning task; can have a very useful function in broadening the basis of teacher training; and provide models of correct and appropriate language use.

Tomlinson (1998) outlines the characteristics of good materials as follows: materials should achieve impact; materials should help learners to feel at ease; materials should

help learners to develop confidence; learners should perceive learning materials as relevant and useful; materials should require and facilitate learner self-investment; learners must be ready to acquire the being taught; the learners' attention should be drawn to linguistic features of the input; materials should provide learners with opportunities to use the target language to achieve communicative purposes, through meaningful, realistic interaction; materials should consider the positive effects of instruction to be delayed, thus incurring recycling; materials should be attentive that learners differ in learning styles; materials should deliberate that learners differ in affective attitudes; materials should permit a silent period at the beginning of instruction; materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities; materials should not rely too much on controlled practice; materials should provide opportunities for outcome feedback.

McGrath (2013) contends that the importance of materials-as-content act as a stimulus for communicative interaction, and materials-as-language serves the purpose of information about the target language and carefully selected examples of use. According to him, following are the advantages of textbooks: reduce the time needed for lesson preparation; provide a visible, coherent programme of work; provide support; a convenient resource for learners; make standardized instruction possible; visually appealing, cultural artifacts; and contain a wealth of extra materials. According to Tomlinson (as cited in Ahmed, 2016), 'materials' are inclusive of anything which can be used to facilitate the teaching and learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional, experiential, elicitive or exploratory while informing learners about the language, providing experience of the language in use, stimulating language use or helping learners to make discovery about the language for themselves.

While supporting the idea that teachers should prepare their own materials, Howard and Major (2004) present a set of guidelines for designing effective materials for teaching and learning English: English language teaching materials should be contextualized; Materials should stimulate interaction and be generative in terms of language; English language teaching materials should encourage learners to develop learning skills and strategies; English language teaching materials should allow for a focus on form as well as function; English language teaching materials should offer opportunities for integrated language use; English language teaching materials should be authentic; English language teaching materials should link to each other to develop a progression of skills, understandings and language items; English language teaching materials should be attractive; English language teaching materials should have appropriate instructions; English language teaching materials should be flexible.

According to Harmer (as cited in Ahmed, 2016) course books have the following advantages: sensibly prepared to offer a coherent syllabus, adequate language control, motivating language use with supplementary materials; often nicely presented; a source

of some dependable materials under pressure; have got detailed teacher's guide providing not only lesson plans but also suggestions and alternatives, extra activities and resources; adoption of a new course book offers a great stimulus for methodological development.

Cunningsworth (1995) analyses the role of materials in language teaching as: a resource for presentation materials; a source of activities for learner practice and communicative interaction; a reference source for learner on grammar, vocabulary, pronunciation etc.; a source of stimulation and ideas for classroom activities; a syllabus; and a support for less experienced teachers lacking self-confidence. Hall (2011) believes that well-designed textbooks have a number of recognizable benefits for teachers and learners since they provide language input and exposure for learners; offer interesting and motivational material, organized in an appealing and logical manner; arrange for a written record of what has been studied, allowing revision and continued study beyond the classroom; and also reduce time teachers require for preparation. He also observes that accessibility to computer and web-based technologies are increasingly blurring the boundaries between the textbooks and new technologies. Kitao and Kitao (1997) believe that materials are valuable in that they act as course organizers; lesson organizers; teacher's tool for reaching the learners; sources of information as well as sources of ideas.

Moreover, Ansary and Babaii (2002) argue in favour of using texts as a textbook is a framework which regulates and times courses/programs; as no textbook means no purpose in the eyes of learners, also without a textbook learners think their learning is not taken seriously. Garton and Graves (2014) contend that course book: gives structure to lessons and to a course; saves time; gives a sense of security; promotes autonomy as learners can use and refer to it outside the classroom; is reliable as it is written by experts and published by well-known publishers; gives a sense of professionalism in a way it is presented; offers different perspective as it focuses on diverse cultures and places.

Various other writers have pointed to particular functions fulfilled by textbooks. They play a major role in supporting and complementing the teacher, as well as supporting the learner. As a result, the most commonly found elements in ESL/EFL classrooms around the world are teachers, learners and textbooks. Since textbook or materials are such a key component of language classrooms, their suitability and effectiveness deserve critical attention (McGrath, 2013).

THE AUTHENTICITY PARADIGM

The notion of authentic materials in language learning is very comprehensive and wide. Nunan (1997) thinks of authenticity in terms of the materials used in a given teaching activity, and then recommends Candlin and Edlehoff's four types of authenticity which are important for language learning and teaching: authenticity of goal, environment, text and task. He also suggests another type of authenticity called learner authenticity which means the realization and acceptance by the learner of the authenticity of a given

text, task, set of materials or learning activity. Learners authenticate materials, firstly by recognition as having a legitimate place in the language classroom; secondly engage the interests of the learner by relating to his interests, background knowledge and experience, stimulating genuine communication.

Richards (2001) identifies two types of materials, i.e., authentic materials (unprepared teaching resources such as texts, photographs, video clips etc.) and created materials (textbooks and other specially developed instructional resources) where the difference between the two materials is becoming increasingly blurred since many published materials integrate authentic texts and other real-world sources. Richards (2006, p. 20-21) further maintains that since classroom activities should in all probability mirror the real world and use real world or “authentic” sources as the basis for classroom learning. Authentic materials are good since they provide cultural information about the target language; they provide exposure to real language; they relate more closely to learners’ needs; they support a more creative approach to teaching. Although many critics of authenticity have opposing views on those positive sides, however, since the arrival of CLT, textbooks and other teaching materials have taken on a much more “authentic” look.

Gilmore (2007) has given eight possible meanings from the review of literature of authenticity that means:

- a) the language produced by native speakers for native speakers in a particular language community.
- b) the language produced by a real speaker/writer for a real audience, conveying a real message.
- c) the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener.
- d) the interaction between students and teachers.
- e) the types of task chosen.
- f) the social situation of the classroom.
- g) relevance to assessment.
- h) culture, and the ability to behave or think like a target language group in order to be recognized and validated by them.

He believes that idea of authenticity may be found in the text, in the participants, in the social or cultural situation and in the purposes of the communicative act, or some combination of all these. Brandl (2008) maintains that materials need to be authentic to reflect real-life situations and demands. According to him, authentic materials: expose students to real language in contexts where it naturally occurs; relate more closely to learners’ needs and provide a link between the classroom and students’ needs in the real world; supports a more creative approach to teaching, allows teachers to develop their full potential, designing activities and tasks that better match their teaching styles and the learning styles of their students. He then advocates for a mixture of both

textbook-based and authentic materials use (at beginning levels) that are pedagogically necessary and manageable.

Jordan (2012) views authenticity from four angles- authenticity of: language input, task, event, and learner experience. He then takes into consideration issues regarding the true meaning of an authentic text and whether authentic texts are meant to be used only in the ESP/EAP classroom. McKay (2013) defines authenticity as:

- Content-based where authentic language learning texts are not those that serve a non-pedagogic purpose with another community of users but rather those texts that particular group engage with and create discourse around for meaningful purposes;
- Interaction-based where there is a desire to prepare learners for “real” interactions outside of the classroom.

Authenticity in the language classroom is not as much of matching the classroom with the real world but further making the classroom a community of learners where the students are provided with the chances of interacting with a text or with others in the classroom “about matters of importance to them”. Jiuhan et al. (2011) investigate the adult ESL teachers’ successful use of types of authentic materials and activities in their classrooms. They find five thematic categories such as:

- Employment (employment-related materials including those for finding job openings, applying, and interviewing)
- Technology (e-mail, internet, videos/podcasts, audio recordings/CDs, television, cell phones)
- Consumer Goods (menus, advertisements, checks/applications, labels)
- Consumer-Related Services (medical paperwork and information, emergency services information, transportation-related materials e.g., schedules and maps, driving-related publications/ materials, news-related materials e.g., articles, cartoons, and special reports, postal and banking materials)
- Citizenship and Civic Participation (materials and information related to citizenship, materials and information related to civic participation)

Tomlinson (2013) defines an authentic text as ‘one which is produced in order to communicate rather than to teach’ and an authentic task as ‘one which involves the learners in communicating to achieve an outcome, rather than to practice the language’. According to him all texts and tasks should be authentic in these ways or else learners will not be prepared for the realities of language use.

According to Scrivener (2011) when a teacher has the three core characteristics such as respect, empathy and authenticity, a language classroom becomes stronger, deeper, and educational climate becomes more positive, forward-looking and supportive enabling

gradual learner autonomy. Language exposure may come through texts that are specially prepared and simplified for students or are unadapted, authentic texts from non-specialists sources. Authentic exposure to language occurs when it is used in a natural way while learners are:

- Reading magazines, books, articles, product labels, etc.
- Listening to small talk and listening to recordings, radio, etc.
- Watching English films or television channels.
- Living in a place where the language is used.
- Hearing the incidental language used in class.
- Reading pieces of language on notices, posters, etc. around the classroom.

Michael Breen (1985, as cited in Pinner, 2015) categorizes four types of authenticity language teachers are constantly involved with and summarizes them as follows:

1. Authenticity of the texts which include use of input data for learners.
2. Authenticity of the learners' own interpretations of such texts.
3. Authenticity of tasks conducive to language learning.
4. Authenticity of the actual social situation of the language classroom.

These four domains of authenticity are visualized in the following diagram:

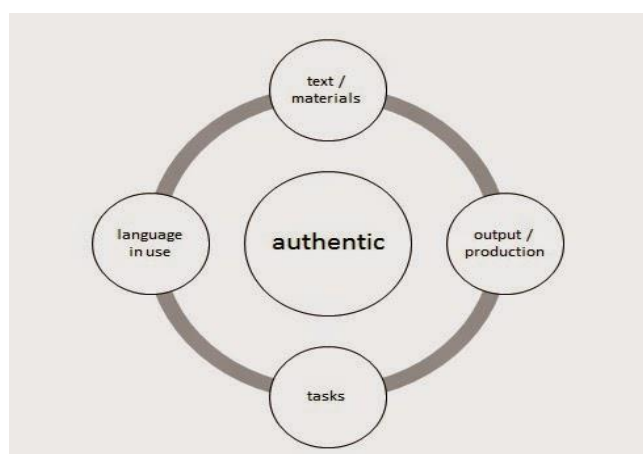


Figure1. Four Domains of authenticity

Although there is a lot of overlap and yet authenticity can relate to four very different aspects of the work that teachers do in the language classroom.

Pinner (2014b) further suggests authenticity from a broader angle that incorporates not only the materials and task setting but also the learner in the classroom and the social context of the target language. He proposes that authenticity should be seen from something like a continuum with both social and contextual axes in the following illustration:

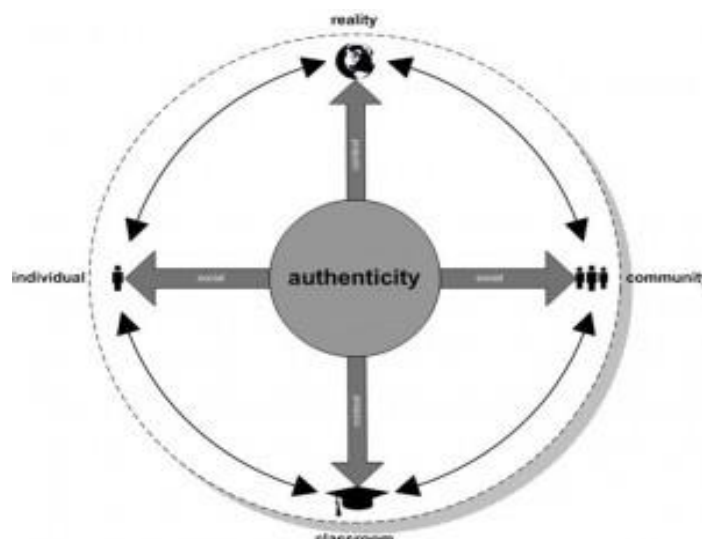


Figure 2. Authenticity as a continuum

The vertical axis represents the language user, mostly the learner although it could also be the teacher while selecting materials. The horizontal lines embody the context of language use. Using this continuum, materials, tasks and language use can be evaluated according to relevance and context.

LITERATURE REVIEW

There are varied and divergent definitions of authentic materials. The issue itself is highly controversial. Tomlinson (2013, p. 6) identifies two broadly distinguished groups of researchers having conflicting views on this largely contested issue. Researchers such as Bacon and Finneman (1990), Kuo (1993), Little et al. (1994), McGarry (1995), Wong, Kwok & Choi (1995), Nuttall (1996), Mishan (2005), Gilmore (2007a, 2007b) and Rilling and Dantas-Whitney (2009) maintain that authentic materials can facilitate meaningful experience to language as it is genuinely used, motivate learners and enable them to develop a range of communicative competencies and enrich positive attitudes towards the learning of a language. Another group of researchers such as Widdowson (1984, 2000), Yano, Long and Ross (1994), Day and Bamford (1998), Ellis (1999) and Day (2003) contend that authentic materials can create too many difficulties for learners: they object for manufacturing materials that will simplify and facilitate learning.

Nunan (2001) argues that classroom texts and dialogues are inadequate for learners for coping with the language they hear and read in the real world outside the classroom. To grasp aural and written text in the real world, learners need opportunities for engaging in these real-world texts in class. Nunan then endorses two types of authenticity: input and activity broadly based on the tasks in the language classrooms. Hutchinson and Waters (1987) evaluate authenticity in terms of ESP. According to them, authenticity is not idiosyncratic of a text in itself rather a feature of a text in a particular context. The implication of a text is not inherent to the text, but arises from the role of the text has to play in the teaching and learning process.

McDonough and Shaw (1997) define authenticity roughly as the world outside the classroom, in selection of both language material, and the activities and methods used for practice in the classroom. Trabelsi (2010) deals with authenticity of Business English materials and its implications in English as a foreign language context at a Tunisian university, and finds that the authenticity of materials is associated with the learners profile along with the consideration of others such as teachers, the students' future potential employers demands.

Richard Pinner has found relationship between authenticity and motivation through some of his researches. From Content and Language Integrated Learning (CLIL) and conventional language pedagogy perspectives, Pinner (2013a, 2013b) tried to find a connection between content and authenticity, and also an authenticity of purpose that could enrich resources for authentic language exposure and production in EFL contexts. Also, Pinner (2014a, 2014b) viewed authenticity as a continuum from the perspective of English as an international language; and found that the notion of authenticity should be realigned the way English is utilized and taught throughout the world for international communication putting emphasis on global voices and shifts from culturally embedded definitions. There are also widespread proponents of authentic materials as the motivating force for language learners such as Cross 1984; Deutsch 1984; Hill 1984; Wipf 1984; Swaffar 1985; Freeman and Holden 1986; Keinbaum, Russell and Welty 1986; Little, Devitt and Singleton 1989; Morrison 1989; Bacon and Finnemann 1990; Gonzalez 1990; King 1990; Little and Singleton 1991; McGarry 1995; Peacock 1997 (as cited in Gilmore, 2007, p. 45). The following is a survey of some researchers' point of views on authenticity and such related notions and ideas in terms of L2 language teaching and learning:

Taylor (1994) examines diverse views of authenticity, especially in the language classroom; Lee (1995) considers the discrepancy between text authenticity and learner authenticity; Lewkowicz (2000) reflects the nature and role of authenticity in language testing and in general education; MacDonald et al. (2000) examine the usefulness of the criterion of authenticity for the selection and evaluation of EAP materials; Amor (2002) explores the manner in which texts and other materials can be authenticated in the classroom; Bonnett and Cuypers (2003) strive to find the issues of autonomy and authenticity and its relationship to education; Mishan (2004) inquiries the notion that corpora are authentic with certain reference to their application in language pedagogy; Mishan (2005) and Gilmore (2007) explain the disputes surrounding the idea of authenticity as varied, abstract, overlapping and often contradictory; Hung and Chen (2007) suggest that authenticity is a facet of both the context and the process of learning; Rilling and Dantas-Whitney (2009) contend that authenticity is not mere materials used in the classroom, or not just modeling native-speaker language and culture.; authenticity is creating real uses for English also; Badger and MacDonald (2010) contest the idea of authenticity as a guide for pedagogic practice and agree that texts are processes than product; Parsons and Parsons (2011) find how well-designed tasks are closely associated with increasing student engagement and expanding word knowledge; Zahra Zohoorian and Ambigapathy (2011) review the implementation of

authentic materials in ESP contexts; Kramersch (2012) discovers the ever changing aspects of authenticity, legitimacy, and language use in multilingual contexts; Zohoorian (2014) investigates Iranian EAP students' lack of motivation and low achievement in reading skill and finds that authentic context has positive effects on motivation level, reading motivation, and reading achievement; Cobb (2014) examines authenticity in this globalized world context as a paradox as it recounts to cultural products; Siegel (2014) explicates the authenticity and usefulness of textbook topics; Trabelsi (2014) studies the authenticity of Business English teaching materials used in a Tunisian context; Külekçi (2014) investigates the multi-dimensional and dynamic nature of authenticity in English language classrooms; Zohoorian (2015) discovers that in an EAP context, a higher motivation level is achieved by the students in the authentic context as compared to the students in the traditional contexts; Lowe and Pinner (2016) explore the links between the dual notions of native-speakerism and authenticity.

Trabelsi (2016) tries to find a specific definition for the term authenticity. After much literature reviews in this field, he has broadly identified the definition and notion of authenticity into four different categories and classifications: a native speaker-based perspective; the real communication perspective; the interactive perspective; and the learner needs and interests perspective.

The notion of authentic materials as a basis for language learning is so popular and comprehensive in scope that Day (as cited in McKay, 2013) refers this phenomena as a "cult of authenticity". A specific definition of authenticity seems quite improbable after an appraisal of the above literature in this field. Mishan (2005) tries to find a set of criteria in the context of language learning materials design after 'finding the diverse nature of the issue and the inconclusiveness of many of the arguments'. After an elaborate review of various positions and opinions, she has synthesized a set of 'criteria for authenticity'. According to Mishan, authenticity is a factor of the:

1. Provenance and authorship of the text.
2. Original communicative and socio-cultural purpose of the text.
3. Original context (e.g. its source, socio-cultural context) of the text.
4. Learning activity engendered by the text.
5. Learners' perceptions of and attitudes to, the text and the activity pertaining to it.

In spite of all the disputes and controversies surrounding authenticity and authentic materials, their role in language classroom is indispensable. Pinner's (2015) observation in this regard is worth mentioning here, "... authenticity can be a powerful concept to empower both learners and teachers, because authenticity connects the individual learner to the content used for learning".

METHODOLOGY

The main objectives of this study have been to find answers to these questions:

- What constitutes authentic materials in language classroom?
- How authentic and culturally appropriate materials can be beneficial for the classroom?
- What are the advantages and disadvantages of authentic materials?

The current study was undertaken as a secondary research and data was collected through review of books, articles, journals and such other relevant materials for the topic.

TYPES OF MATERIALS

In recent times language teaching has become more technology oriented especially in the developed countries. For developing up to date materials, computers, overhead projectors, audio-video equipment and other resource facilities increase the opportunities for language proficiency development in a modern classroom. As a result, materials selection becomes much diversified. Variety of materials can be chosen from the following areas. Here are examples of types of materials:

Audio visual: movies, cartoons, serial drama, sport, interview

Paper: picture, poster, photograph, calendar, cue cards, students' writing for error correction, newspaper and magazine items as reading texts

Realia: restaurant menu, brochure, air ticket, wedding card, coffee maker, camera, and receipt of purchase

Audio: news, interview, commentary, weather forecast and variety of short dialogues covering language functions and notions.

Ianaro (2007) recommends two broad categories of authentic materials beneficial for ESL/EFL students such as print and auditory. Print materials include Utility bills, Packing slips, Order forms, ATM screens/receipts, Web sites, Street signs, Coupons, Traffic tickets, Greeting cards, Calendars, Report cards, TV guides, Food labels, Magazines, Newspapers etc. Whereas auditory materials include Phone messages, Radio broadcasts, Podcasts, E-books, Movies, Videos and DVDs, Television programs etc.

ADVANTAGES OF ADAPTING CULTURALLY APPROPRIATE MATERIALS

Course designers who carefully consider various approaches to syllabus design may arrive at the conclusion that a number of different ones are needed and are best combined in an eclectic manner in order to bring about positive results (Dubin and Olshtain, 1986, p. 38). The most important feature of any modern language syllabus, therefore, is its inherent potential for adjustment based on careful decision-making at each level within the course.

There are many textbooks for English language skill development published from English speaking countries especially from USA and UK having native culture biased materials which are sometimes criticized for unacceptability among the non-native

learners. Widely published books like *Interactive*, *Headway*, *True to Life*, *The New Cambridge English Course* etc., contain maximum contents reflecting western life style although these textbooks are well organized incorporating variety of stimulus materials, effective tasks and activities in a view to improving all four language skills in an integrated style.

The necessity of culturally acceptable authentic material has been felt more intensely. Nixon (1996) and Adaskou (1990) in their experience of material development in Vietnam and Morocco found lot of local materials more stimulating in English teaching. Dumitrescu (2000) found some positive experience and her comment about using authentic material is quite comprehensive. "Authentic materials, when appropriately selected and implemented, can be used to develop tasks that depart from formulaic language learning and provide a bridge between the linguistic skills of learners and their professional knowledge goals. Such materials in their various formats can provide a wealth of linguistic and conceptual content to learners who are focused on specific applications to their linguistic skills." She emphasized three basic aspects in selecting a material – linguistic, conceptual and cultural.

Mishan (2005), in this context, has developed the notion of 'the 3 c's' for culturally compatible materials that constitute the central pedagogical rationale for using authentic texts to facilitate language learning:

- Culture (enable learners' comprehension of the language they learn and their image of the society where it is spoken).
- Currency (topical potential of authentic texts that brings interests and motivation to the learners).
- Challenge (manage strategies by both teachers and learners to assist with the perceived level of difficulty).

Following are the advantages of adapting culturally appropriate materials:

- Learners can automatically make relationship with materials because of familiarity,
- They can express themselves at ease,
- They can develop new vocabulary through further explanation or description,
- Teacher may not have to provide extra information for the acceptability of the materials,
- They feel encouraged to relate their personal experience with the materials,
- They can also improve language skills through consciousness raising process.

Tomlinson and Masuhara (2004) argue that cultural awareness consists of the awareness of our own and other people's cultures. This consciousness is internal, dynamic, variable, multi-dimensional, and interactive in that they link with and inform each other. These insights can be gained from experiencing the culture or through films, songs, literature etc. As such understanding can expand the mind, enhance broadmindedness and help international communication, "increased cultural

knowledge can give us increased credibility and expertise. Increased cultural awareness can help us to achieve cultural empathy and sensitivity. It can also facilitate language acquisition, as being positive, empathetic and inquisitive can contribute to one of the optimal conditions for language acquisition: motivated exposure to language in use".

SOME CULTURALLY FAMILIAR IDEAS FOR LANGUAGE DEVELOPMENT

Tasks can contribute to creating a congenial environment in the classroom. A task is "an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). ... The use of a variety of different kind of tasks in language teaching is said to make language teaching more communicative ... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake" (Richards and Schmidt, 2010, p. 584). Long (1985, p. 89) defines a task as a piece of work undertaken freely or for some reward. Breen (1987, p. 23) identifies a task as any structured language learning endeavour which would naturally have its own objectives, content, working procedures and outcomes. When Nunan (1989, p. 10) describes a task as basically "a piece of classroom work which involves learners in activities like comprehending, manipulating or interacting in the target language". While selecting the materials for tasks in the classroom, following are the issues that should be taken into consideration: relevance; authenticity; focus on processes; potentiality for active roles; feasibility in the classroom; level of the learners. Long (as cited in Farrell and Jacobs, 2010, p. 61-62) emphasizes that tasks should be authentic in that the tasks students do in the class should mirror the kinds of tasks they are or might be doing in the outside world.

The emergence and widespread use of technology has made it possible for the language teachers to get access to various sources quite easily and quickly. Familiar and authentic situations and functions can enable learners to interact, communicate and participate in the classroom with ease and comfort. The following familiar and common ideas can be used quite effectively in a language class covering all the four skills, such as, listening, reading, speaking and writing.

Listening Skill

Morley (2001) suggests that an appropriate aural comprehension programme that targets learner listening at all levels of instruction is an essential for second/foreign language learning. She further opines that the following four perspectives could be incorporated in any ESL/EFL listening courses:

- Listening and repeating
- Listening and answering comprehension questions
- Task listening
- Interactive listening

Hedge (2003) argues that contrived listening texts have features which in no way be accurate to real spoken language. If students hear only unnatural language in the

classroom, their first experience of hearing authentic spoken English in real life can be demoralizing. Here classroom can provide conducive environment of learning in which authentic texts can gradually be introduced and utilized to build learners confidence. As Hedge (2003, p. 68) finds the following common topics for intermediate level current course books for listening skills, they could be quite helpful for the classroom as authentic materials: radio plays, news items, children's stories, travel news, weather forecasts, airport and station announcements, radio talks, debates, extracts from recorded guided tours, relaxation tapes, exercise instructions, interviews etc.

For developing listening skill there are huge resources on different TV channels which can definitely help learners develop their listening informally. Channels like BBC, National Geographic Channel, Animal Planet, Discovery, Adventure1, Star Plus, HBO, CNN, AXN, CN, ESPN offer news, interview, talk show, travel show, movies and sports commentary which informally help learners develop general comprehension in listening. Most importantly, by using these resources learners can be familiar with variety of Englishes used in different countries.

Reading and Writing Skills

Grabe and Stoller (2001) recommend that the choice of primary texts and textbooks, supporting resources, classroom library materials have a major impact on students' motivation to read and their engagement with reading. Hedge 's (2003, p. 68) list of the following common topics for intermediate level current coursebooks for reading skills could be also quite helpful for the classroom as authentic materials: letters, recipes, menus, newspapers, articles, train timetables, horoscopes, advertisements, publicity brochures, postcards, street maps, route maps, yearbook entries, weather forecasts, curricula vitae, theatre programmes, poems, instructions for use of equipments etc.

With regard to teaching writing, Brown (2001) poses an important question of how much of the classroom writing is "real" writing. Following are some activities that could be undertaken for the developments of reading and writing skills:

- Local English newspaper clippings, magazines, advertisements, brochure, flyers, common informative literature of different well reputed organizations,
- Post-colonial writings, popular fiction, comics and visual novels for reading,
- Students' writings for identifying and correcting mistakes,
- Job advertisements for job applications and CV writing,
- Any official documents related to job offer, essay and report writing.

Speaking Skill

Lazaraton (2001) maintains that while teaching speaking skills, teachers need to be specifically proficient in organizing class activities that are authentic, motivating, and varied. The use of authentic, engaging materials should be the basis for in-class activities. Following are some of the speaking activities for an adult language class:

- How traditional marriages are organized – function-language focus-vocabulary-connectives.
- How to cook favourite and other popular local/international dishes.
- How to play ‘various games or cricket or football.
- How to wear a tie, kimono, Indian shari, turban.
- Describe some social occasions like: different religious festivals, popular and cultural marriage and other ceremonies around the world.
- Describe some problems like, load shedding, drug abuse, terrorism, corruption, student politics, cheating and plagiarism, traffic jam, local/international political leaders.
- Describe your favourite personalities like, a person who you consider very successful, who you feel greatly indebted to, your dream lady/man.
- Describe some successful organization like Facebook, Apple, Microsoft, Grameen Bank, BRAC, World Bank.
- Describe your favourite band group, shopping center, restaurant, game.
- Give your own suggestions about how the practice of giving and taking bribe can be stopped.
- Give your own view about the statement like ‘arranged marriage is much safer and happier than love marriage’.
- Some real life situations: describe your daily routine of life, narrate how you spent the day when you got your Higher School Certificate result or imagine yourself 10 years later from now.

A material design model consists of four basic principles (Hutchinson and Waters, 1987): input (starter), content (text), language (function) and task (activities). If we apply all these to our culturally appropriate situations, it appears to yield a positive feedback. At the same time teachers can provide useful vocabulary in order to smoothly run the communication.

The above mentioned materials are some items which can be developed as authentic materials for English language classes alongside existing materials being used from other sources. It is imperative to begin with an overview of existing curriculum and syllabus and then how other materials can supplement the process of language learning. Dubin and Olshtain (1986, p. 29) sets five basic components to examine a language programme (i) the existing curriculum and syllabus (ii) the materials in use (iii) the teacher (iv) learners and (v) the resources of the programme. Furthermore, while developing a material for language teaching one has to go through several steps like: selecting grading, sequencing implementing, and evaluating materials. Some basic questions for evaluating materials:

- By whom and where are the materials developed?
- Are the materials compatible with the syllabus?
- Which language skills do the materials cover?
- How authentic are the text types included in the materials?
- How do the learners and teachers feel about the materials?

Harmer (1998) also pointed out some criteria for evaluating a material that might be essential for learners and trainee teachers. The points considered in Harmer's evaluation form are practical consideration, layout and design, activities, skill, language type, subject and content, guidance and conclusion. Each of these criteria has got some questions with sample answers. These criteria can be extended with some more points, for example, level of learners, role of teacher and learners, any advantage/disadvantage etc.

Material Adaption

Murray and Christison (2011) state that "...textbooks do not always drive the teaching-learning process, but rather provide a scaffold on which teachers and learners can build. Because textbooks are mostly written for a wide range of learners, teachers find they need to adapt a textbook that they or their institutions have chosen. This may include making changes to activities and texts in the textbook or supplementing the textbook with additional materials, either from other sources or written by the teacher". In this context Richards (2002), states that commercial textbooks can hardly be used without some adaptation to make them more suitable for the particular context of their usage. Language teachers need to build this essential skill of adapting commercial textbooks in the following procedures: modifying content, adding or deleting content, reorganizing content, addressing omissions, modifying tasks, extending tasks etc. (as cited in Ahmed, 2016).

A course book is a learning tool shared by teachers and learners that can be used in systematic and flexible ways. In order to use a course book systematically and flexibly, it is important to understand how it is put together and how it can be adapted to meet the needs of the particular learners. A course book is not an inflexible document; it is a learning tool that is used by learners and teachers. The decisions about what to "select, adapt, reject and supplement" depend on who the learners are (age, interests, purposes for studying and language level), what the institution emphasizes, the available resources, duration or time frame, and what is important (Graves, 2003). In this connection, Harmer (2007) is of the opinion that many teachers want to use course books as a kind of facilitator for their lessons, rather than as a manual to be mindlessly followed, i.e. they use the course books as a main basis for lessons while they have the option to decide when and how to use its essential parts (as cited in Ahmed, 2016).

ADVANTAGES AND DISADVANTAGES OF AUTHENTIC MATERIALS

According to Mishan (2005), richness of content generates a positive environment, especially for motivation and engagement in language learning. In a second/foreign language setting, authentic texts have the following advantages: provide the best sources of rich and varied comprehensible input for language learners (Mishan, 2005, Richards, 2001); elaborate change to a text enrich lucidity better than does simplification (Mishan, 2005); impact on affective factors indispensable for learning such as motivation, empathy, and emotional involvement (Mishan, 2005); generate students' motivation and interest (Cook, 1981, Richards, 2001); enable learners to communicate and interact socially in the target language environment, thus having an

integrative learning value (Cook, 1981); learning style pose no problem to the efficacy of the use of authentic texts and tasks for learning (Mishan, 2005); suited to a naturalistic, consciousness-raising approach to learning target language grammar (Mishan, 2005); particularly suited to the disposition of the more holistic mode of language processing, top-down processing (Mishan, 2005, Richards, 2001); stimulate whole brain processing which can result in more durable learning (Mishan, 2005); keep students informed about what is happening in the world, so they have an intrinsic educational value (Martinez, 2002); textbooks often do not include incidental or improper English (Martinez, 2002); language change is reflected in the materials so that students and teachers can keep abreast of such changes (Martinez, 2002); books, articles, newspapers etc. contain a wide range of text types, language styles not easily found in traditional teaching materials (Martinez, 2002); produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit (Martinez, 2002); materials are constantly updated and topical (Case, 2012); easy availability of various types of texts (Case, 2012); provide authentic cultural information (Kilickay, 2004, Richards, 2001); relate more closely to learners' need (Kilickay, 2004, Richards, 2001).

Authentic materials have got its own shortcomings or disadvantages which may include: clearly lack in grammatical accuracy, acquisition order or durability of learning (Mishan, 2005); do not fit into the systematized language syllabus (Mishan, 2005, Richards, 2001); too culturally biased, unnecessarily difficult to understand outside the language community; too many structures are mixed so lower levels have a hard time decoding the texts; listening is tough with too many different accents; materials can become easily obsolete (Martinez, 2002); design of the materials is a complex task (Nixon, 1996); difficult to find interesting and accessible materials for beginners level; copyright issues can be a concern (Polio, 2014); carelessly chosen materials can be extremely demotivating for learners since they will find it difficult; deciding the authenticity of materials are not easy (Harmer, 2007); texts are usually too high level (Richards, 2001, Case, 2012); they are probably idiosyncratic (Case, 2012).

To overcome the inadequacy of authentic materials and make them more effective and conducive for the language class, Cook (1981) suggests measures, such as, texts or the exercises that should be motivating; materials need not be too ephemeral, rather as up-to-date as possible and have a timeless quality of them; materials have to be organised in some way, noticeably linked through themes; it is also advised that the actual content is acceptable educationally or linguistically. In this connection, Pinner (2015) contends that as authentic materials are more difficult due to the originality of the language, it has to be modified for the learners. Since authentic texts are not originally intended for second/foreign language learners, there is the issue of difficulty and ambiguity of usually too higher level of comprehension. Therefore, it is the duty of the language teacher to either adapt them or prepare the learners for them.

CONCLUSION

Textbooks are obviously the life-blood of a lively, interactive and meaningful language classroom along with other available, relevant materials. It is very important that while choosing materials for language class, teachers have to be very careful about the materials, activities and methods, be selective about authentic and genuine materials to facilitate learning the four language skills, ensure that the content or topic convey relevant messages that enrich and widen students' use of the 'real world' language and lastly pay attention to the background, needs and expectations of various target groups.

Although there are some differences of opinion in defining authentic materials, it is generally accepted that authentic materials play a significant role in motivating students' learning. Authentic materials can play manifold roles in language teaching. They enable learners to interact with real language and content rather than mere form, i.e. grammar and vocabulary etc. Learners become more articulate and responsive in the classrooms while using these proper and systematic materials as they are learning the language as it is used in outside the classroom and in the real world, enabling them to make it more authentic and genuine. Furthermore, "every text that learners encounter should be authentic and that most tasks should be authentic too- otherwise the learners are not being prepared for the reality of language use" (Tomlinson, 2012).

Moreover, in the context of globalized world it is crucial to provide ideas to the language learners about different nations and cultures to enhance cross-cultural understanding. Similarly, teachers have to be mindful about learners' cultural sensitivity. Therefore, in selecting materials it is important to create a good blending of materials collecting from various sources such as: local, target language culture, multicultural and universal contexts which will enhance more meaningful teaching learning culture and also reduce unnecessary cultural hegemony. In this context, the following comment of Tomlinson (2003) is worth mentioning here "Materials which address the learner in an informal, personal voice are more likely to facilitate learning than those which use a distant, formal voice." Gilmore (2008) further articulates appropriately that "'richer' input provided by authentic materials, combined with appropriate awareness-raising activities, would be better able to develop a range of communicative competencies in learners (linguistic, pragmalinguistic, sociopragmatic, strategic and discourse competences)".

REFERENCES

- Adaskou, K., Britten, D., & Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal*, 44(1), 3-19.
- Ahmed, S. (2016). An Evaluation of Effective Communication Skills Course book. *Advances on Language and Literary Studies*, 5(3), 57-70.
- Amor, S. (2002). *Authenticity and authentication in language learning: Distinctions, orientations, implications*. Frankfurt: Peter Lang.
- Ansary, H., & Babaii, E. (2002). Universal characteristics of EFL/ESL textbook: A step towards systematic textbook evaluation. *The Internet TESL Journal*, 2, 1-8.
- Badger, R. & M. MacDonald 2010. Making it real: authenticity, process and pedagogy. *Applied Linguistics [online]*, 31(4), 578-582.

- Bonnett, M. & S. Cuypers (2003). Autonomy and authenticity in education. In N. Blake, P. Smeyers, R. D. Smith, & P. Standish (Eds.), *The Blackwell guide to the philosophy of education* (pp. 326-340). London: Blackwell.
- Brandl, K. (2008). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, N.J.: Pearson/Prentice Hall.
- Breen, M. P. (1987). Learner contributions to task design. In C. N. Candlin & D. Murphy (Eds.), *Language learning tasks. Lancaster practical papers in English language education*, Volume 7 (pp. 23-46). Englewood Cliffs, NJ: Prentice-Hall International.
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. UK: Longman.
- Case, A. (2012). Advantages and disadvantages of using authentic texts in class. Retrieved from <https://www.usingenglish.com/articles/advantages-disadvantages-using-authentic-texts-in-lass.html>.
- Cobb, R. (Ed.). (2014). *The Paradox of Authenticity in a Globalized World*. New York: Palgrave Macmillan.
- Cook, V. (1981). Using Authentic Materials in the Classroom. *MET*, 9(14).
- Cunningworth, A. (1984). *Evaluating and selecting EFL materials*. London: Heinemann.
- Cunningsworth, A. (1995). *Choosing your Coursebook*. London: Macmillan.
- Dubin, F. & Olshtain, E. (1986). *Course Design: Developing Programs and Materials for Language Learning*. Cambridge: Cambridge University Press.
- Dumitrescu, V. (2000). Authentic Materials: Selection and Implementation in Exercise Language Training. *English Teaching Forum*, 38(2), 20-25.
- Farrell, T.S.C., & Jacobs, G.M. (2010). *Essentials for Successful English Language Teaching*. London: Continuum.
- Garton, S. & Graves, K. (2014). Materials in ELT: Current Issues. In S.Garton & K. Graves (Eds.). *International Perspectives on English Language Teaching*. London: Palgrave Macmillan.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40 (02), 97-118.
- Gilmore, A. (2008). *Getting real in the language classroom: Developing Japanese students' communicative competence with authentic materials*. Unpublished PhD Thesis. Retrieved from <http://eprints.nottingham.ac.uk/11928/1/478936.pdf>.
- Grabe, W. & Stoller, F.I. (2001). Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 187-203). USA: Heinle & Heinle.
- Grellet, J. (1981). *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Hall, G. (2011). *Explaining English Language Teaching: Learning in Action*. London: Routledge.
- Harmer, J. (1998). *How to teach English*. NY: Longman ELT.
- Harmer, J. (2007). *The Practice of English Language Teaching. 4th Edition*. England: Pearson Education Limited.
- Hedge, T. (2003). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

- Howard, J. & J. Major. (2004). Guidelines for designing effective English language teaching materials. Retrieved from <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf>.
- Hung, D. & Chen, D.T.V. (2007). Context-process authenticity in learning: implications for identity enculturation and boundary crossing. *Educational Technology Research and Development*, 55(2), 147-167.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Ianiro, S. (2007). *CALPRO Professional Development Fact Sheet-1: Authentic Materials*. Retrieved from <http://www.calpro-online.org/documents/factsheetauthenticmaterials.pdf>.
- Jiuhan, H., Tindall, E., & Nisbet, D. (2011). Authentic Activities and Materials for Adult ESL Learners. *Journal of Adult Education*, 40(1), 1-10.
- Jordan, R. R. (2012). *English for Academic Purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, 10(7).
- Kitao, K. & Kitao, S. K. (1997). Selecting and Developing Teaching/Learning Materials. *The Internet TESL Journal*, 6(4).
- Kramsch, C. (2012). Authenticity and legitimacy in multilingual SLA. *Critical Multilingualism Studies* 1(1), 107-128.
- Külekcı, E. (2014). *Exploring different dimensions of 'authenticity' in English language classrooms*. Paper presented at the Warwick International Postgraduate Conference in Applied Linguistics. University of Warwick, UK., Language Learning, Teaching, and Assessment.
- Lazaraton, A. (2001). Teaching Oral Skills. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*, (103-115). USA: Heinle & Heinle.
- Lee, W. Y. (1995). Authenticity revisited: Text authenticity and learner authenticity. *ELT Journal* 49(4), 323-328.
- Lewkowicz, J. A. (2000). Authenticity in language testing: some outstanding questions. *Language Testing* 17(1), 43-64.
- Long, M. (1985). A role for instruction in second language acquisition. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Acquisition*. Clevedon Avon: Multilingual Matters.
- Lowe, R. Z. & Pinner, R. (2016). Finding the Connections Between Native-speakerism and Authenticity. *Applied Linguistics Review*, 7(1), 27-52.
- MacDonald, M. N., Badger, R., & White, G. (2000). The real thing?: authenticity and academic listening. *English for Specific Purposes* 19(3), 253-267.
- Martinez, A. (2002). Authentic materials: an overview. *Karen's Linguistic Issues*. Retrieved from <http://www3.telus.net/linguisticsissues/authenticmaterials.html>.
- McDonough, J. & Shaw, C. (1997). *Materials and Methods in ELT*. Oxford: Blackwell Publishers Ltd.
- McGrath, I. (2013). *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory*. London: Bloomsbury.

- McKay, S. (2013). Authenticity in the Language Teaching Curriculum. In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1-6). USA: Blackwell Publishing Ltd.
- Mishan, F. (2004). Authenticating corpora for language learning: a problem and its resolution. *ELT Journal* 58(3), 219-227.
- Mishan, F. (2005). *Designing authenticity into language learning materials*. Bristol: Intellect Books.
- Morley, J. (2001). Aural Comprehension Instruction: Principles and Practices. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 69-85). USA: Heinle & Heinle.
- Nixon, U. (1995). Developing Appropriate Materials: The Vietnam Project. *English Teaching Forum*, 33(3).
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 192-203). London: Longman.
- Nunan, D. (2001). *Second language teaching and learning*. Boston: Heinle & Heinle Publishers.
- Parsons, S. & Parsons, A.W. (2011). The Case for Authentic Tasks in Content Literacy. *The Reading Teacher* 64(6), 462 - 465.
- Pinner, R. S. (2013a). Authenticity of Purpose: CLIL as a way to bring meaning and motivation into EFL contexts. *Asian EFL Journal*, 15(4), 138 - 159.
- Pinner, R. S. (2013b). Authenticity and CLIL: Examining authenticity from an international CLIL perspective. *International CLIL Research Journal*, 2(1), 44 - 54.
- Pinner, R. S. (2014a). The Authenticity Continuum: Empowering international voices. *English Language Teacher Education and Development*, 16(1), 9 - 17.
- Pinner, R. S. (2014b). The authenticity continuum: Towards a definition incorporating international voices. *English Today*, 30(4), 22-27.
- Pinner, R. (2015). What We Talk About When We Talk About Authenticity. *UniLiterate*. Retrieved from <http://uniliterate.com/2015/05/talk-talk-authenticity>.
- Polio, C. (2014). Using authentic materials in the beginning language classroom. *Clear News*, 18(1), 1-4.
- Richards, I. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J.C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics (4th Ed.)*. London: Longman (Pearson Education).
- Rilling, S. & Dantas-Whitney, M. (Eds.). (2009). *Authenticity in the language classroom and beyond: Adult learners. Classroom Practice*. Virginia, USA: TESOL Inc.

- Rubin, J. (1979). What the good language learner can teach us. In J.B. Pride (Ed.) *Sociolinguistic Aspects of Language Learning and Teaching*. Oxford: Oxford University Press.
- Scrivener, J. (2011). *Learning Teaching: The essential guide to English language teaching. 3rd Edition*. UK: Macmillan Education.
- Siegel, A. (2014). What should we talk about? The authenticity of textbook topics. *ELT Journal* 68(4), 363-375.
- Taylor, D. (1994). Inauthentic Authenticity or Authentic Inauthenticity? *TESL-EJ* 1(2), 1-12.
- Tomlinson, B. (Ed.) (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (Ed.). (2003). *Developing Materials for Language Teaching*. London: Continuum.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179.
- Tomlinson, B. (2013). Introduction: Are Materials Developing? In B. Tomlinson (Ed.), *Developing Materials for Language Teaching. Second Edition*. London: Bloomsbury Academic.
- Tomlinson, B., & Masuhara, H. (2004). Developing cultural awareness. *Modern English Teacher*, 13(1), 5-11.
- Trabelsi, S. (2010). Developing and Trialling Authentic Materials for Business English Students at a Tunisian University. In B. Tomlinson & H. Masuhara (Eds.), *Research for Materials Development in Language Learning: Evidence for best practice*. London: Continuum International Publishing Group.
- Trabelsi, S. (2014). Towards a New Approach to Authenticity in ELT. *US-China Foreign Language* 12(8), 1-14.
- Trabelsi, S. (2016). Authenticity in Materials Development: towards a framework for a localized approach to authenticity of EFL teaching and learning materials. In M. Azarnoosh et al. (Eds.), *Issues in Materials Development* (145-158).
- Widdoson, H.G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Widdoson, H.G. (1979). *Explorations in Applied Linguistics*. Oxford: Oxford University Press.
- Wright, T. (1987). *Role of Teachers and Learners*. Oxford: Oxford University Press.
- Zohoorian, Z. & Ambigapathy, P. (2011). A Review on the Effectiveness of Using Authentic Materials in ESP Courses. *English for Specific Purposes World*, 31(10).
- Zohoorian, Z. (2014). *The Effect of Authentic Context on Motivation Level, Reading Motivation and Reading Achievement among Iranian EAP Students*. Unpublished PhD Thesis. Retrieved from http://eprints.usm.my/29093/1/zahra_zohoorian_PhD.pdf.
- Zohoorian, Z. (2015). Motivation level: A study on the effect of an authentic context. *Procedia-Social and Behavioural Sciences* 192, 15-25.