

## The Effect of the Use of Authentic Reading Materials in Teaching English on Eleventh Grade EFL Students' Motivation

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Received Date: June 9, 2005

Accepted Date: Nov. 26, 2005

**Abstract:** This study investigated the effect of using English language authentic reading materials in teaching English on EFL students' motivation. The sample consisted of two eleventh grade sections. One was randomly assigned as the control group (37 students) and the other was assigned as the experimental group (35 students). Then students' motivation level was measured against a self-reported learner motivation questionnaire. The data were analyzed via factorial ANOVA repeated-measures factors and between-groups factors. The results of the study revealed a significant increase in the EFL students' motivation across time in both of the experimental and control groups. Moreover, the results revealed significant differences between the two groups after 12 weeks of treatment in favor of the experimental group. Based on the results of the study, more studies are recommended to be carried out in different situations for a more thorough investigation. (**Key words:** motivation, authentic materials & non-authentic materials, teaching English)

### Introduction

Motivation plays a crucial role in the second/foreign language learning. It influences how students use the second/foreign language; how much they interact with native speakers; how much input they receive in the target language; students' achievement; students' proficiency level, and how long students preserve and maintain the second/foreign language skills after language study is over (Oxford & Shearin, 1994: 12). Over the past few years, ESL (English as a second language) and EFL (English as a foreign language) researchers have discussed a number of motivational concepts and theories (Crooks & Schmidt, 1991; Dornyei, 1994 and 2001; Tremblay & Gardner 1995) and suggested two dichotomies of motivation: intrinsic/extrinsic and integrative/instrumental. While extrinsically motivated learners do something because of an external reward that may be obtained, intrinsically motivated learners do something because of the rewards obtained from the activity itself. Community integrative motivation is the positive disposition towards the second language group and the desire to interact with and even become similar to valued members of that community (Dornyei, 2001). Instrumentally motivated individuals are motivated if they see language learning capacity as having extrinsic benefits such as a job opportunity.

### اثر استخدام نصوص القراءة الأصلية في تدريس القراءة باللغة الانجليزية على دافعية طلبة الصف الحادي عشر

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**ملخص:** هدفت هذه الدراسة الى استقصاء اثر استخدام نصوص القراءة الاصلية في تدريس اللغة الانجليزية في اثاره دافعية الطلبة. وقد تكونت عينة الدراسة من شعبي حادي عشر تم اختيارهما بالطريقة العشوائية العنقودية من مديرية التربية والتعليم للواء الكورة. وتم قياس دافعية الطلبة من خلال استبانة اعدت خصيصا لهذا الغرض. واستخدم تحليل التباين المتكرر في تحليل البيانات، وقد اظهر التحليل ازديادا في مستوى دافعية الطلبة في المجموعه التجريبية عبر الزمن. وبالإضافة إلى ذلك أظهر فروقا ذات دلالة بين المجموعتين الضابطة والتجريبية لصالح المجموعه التجريبية بعد مضي 12 اسبوعا على بدء الدراسة. وقد اوصت الدراسة بإجراء المزيد من الدراسات على مستويات مختلفة من الطلبة. (الكلمات المفتاحية: الدافعية، المادة الأصلية وغير الأصلية، تعليم الانجليزية)

Brown (1994) categorizes three levels of motivation and claimed that learning a foreign language requires some or all of the three levels. The three levels are global motivation, situational motivation, and task motivation. Global motivation refers to the general motivation of a person to learn a second or foreign language. Situational motivation depends on the environmental context in which the second/foreign language is being learned. It involves the level of comfort or anxiety the learners feel during the learning situation, as well as the learners' willingness to take risk and attempt to interact with others. Task motivation, on the other hand, refers to learners' perceptions of the relevance of classroom language tasks ((Van Aachen, 1999: 114).

Crookes & Schmidt (1991) claim that motivation to learn a language has both internal and external features. Internal motivation includes four attitudinal factors: a) interest in the L2/FL (second/foreign language) based on existing attitudes, experience, and background knowledge on the learner's part; b) relevance that involves the perception of personal needs; c) expectancy of success or failure; and d) outcomes. In contrast, external characteristics are manifest in the learner's behavior when he: a) decides to choose, pays attention to, and engages in L2/FL learning; b) persists in L2/FL over an extended period of time and returns to it after interpretation; and c) maintains a high activity level.

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One of the main components of foreign language learning motivation is the learning situation which is made up of intrinsic and extrinsic motives and motivational conditions concerning three areas. The first area relates to course-specific motivational components which are related to the syllabus, the teaching materials, the teaching method, and the learning tasks. These can be described by four motivational conditions: interest, relevance, expectancy, and satisfaction. The second area relates to teacher-specific motivational components which include the affiliative drive to please the teacher, authority type, and direct socialization of student motivation (modeling, task presentation, and feedback). The third concerns group-specific motivational components and includes orientation, norm and reward system, group cohesion, and classroom goal structure (Dornyei 1994:273).

The teaching materials of the second/foreign language play a vital role in learners' motivations (Dornyei, 2001). Therefore, great concern should be paid to the process of choosing them. In this regard, L2/FL researchers have recently started calling for the use of authentic materials; consequently, a considerable theoretical discussion is devoted to their role in teaching foreign languages and their positive effects on the learners' achievement and motivation (Lin, 2004; Abanomey, 2002). Authentic materials which are materials written by native speakers for native speakers for their life affairs and not specifically designed for pedagogical purposes, have been recently recognized in many studies to be effective and interesting in teaching foreign languages. Compared to specially designed textbooks, authentic materials are intrinsically more interesting and stimulating (Lee, 1995, Peacock, 1997, Shei, 2001). Moreover, authentic materials have been claimed to bring learners closer to the target language culture and to make learning more enjoyable and more motivating (Krasmsch, 1993). Students often show more active involvement and participation in learning by pursuing what is of personal interest to them. Lee (1995) points out that the use of authentic materials has become a common practice inside language teaching classes because they are interesting, engaging, motivating, relevant, and culturally enlightening.

One of the problems in using authentic materials in EFL classes in the past was that such materials and resources were not easily available for classroom use. The problem no longer exists nowadays because English newspapers, magazines, and books are available all over the world. Moreover, the World Wide Web has become an appropriate tool because it links a wide range of websites and provides easy accessibility of information based on categories and related features. EFL teachers can use many useful resources and items related to the students' interests.

Although most of the materials on the websites are not designed for pedagogical purposes, the World Wide Web is flexible and appropriate to facilitate the

integration of authentic materials in EFL language classroom (Besco, 1998; Brandl, 2002; Chun & Plass, 2000; Walz, 1998). In other words, web authentic materials can be obtained and used to motivate students to learn. Besides, learners may foster autonomy and life long learning by searching what is interesting for them on the internet.

To conclude, the teaching materials of the second/foreign language play a vital role in learners' motivation. Moreover, there is a feeling among many EFL researchers that authentic materials might be helpful in increasing students' motivation to learn English.

### **Review of Literature**

Many researchers claim that authentic materials motivate learners in developing all language skills because they are intrinsically more interesting and stimulating than artificial or non-authentic materials (Lee, 1995; Peacock, 1997; Shei, 2001).

Lin (2002) found that authentic songs had great effect on EFL learners' motivation. He reported that English songs were interesting and appropriate to students' proficiency levels. In a doctoral dissertation, McCrann (1998) investigated the native English speakers' reading strategies for Japanese and Spanish in the United States of America, the researcher found that students' motivation affects their reading strategies.

Shei (1994) conducted a quasi-experimental study in Taiwan to investigate the effect of authentic materials on EFL learners' listening comprehension and attitudes towards learning English. After two semesters of exposing students to authentic materials, the results indicated that the learners had developed positive attitude towards authentic English.

In a study done by Reakes (1990) to investigate the effect of authentic materials on communicative competence of Fifth Grade students studying the French language twenty minutes a day over nine months, the results showed no significant gains in communicative competence, but they reflected some significant gains on a French language attitude questionnaire.

In another study by Besco (1998), students reported that the web based authentic materials were more real to them than other instructional materials. Further studies were carried out by Gonzalez (1990), and Peacock (1997) to investigate the effect of authentic materials on learners' attitudes and motivation. The two studies were quasi-experimental ones. The sample size ranged from 8 to 22. The two studies revealed no statistically significant differences in students' self-reported questionnaires on motivations. Nevertheless, the students reported that they were more enthusiastic and motivated by the use of authentic materials. Moreover, Thanajaro (2000) investigated the effect of using authentic materials on ESL students listening ability and students' motivation. The results revealed that the use of authentic materials in ESL (English as a second language) classroom had a positive effect on ESL students' motivation to learn English.

Furthermore, in a quasi-experimental study Lin (2004) investigated the effect of using web-based authentic materials and non-authentic materials on motivation and reading achievement of EFL learners in two classes at a college in Taiwan. The sample was 102 students. The students' motivation level was measured against a self-reported learner motivation questionnaire as a repeated measure-design. The study was conducted over a period of six weeks. Contrary to expectations, the results indicated that the motivation levels did not change much across time. Even, the non-authentic material group showed significantly higher motivation than the web-based authentic material group. The findings implied that authentic and web-based authentic materials did not have a positive effect on EFL learners' motivation.

As can be inferred, the above reviewed literature shows a contradiction in the results of the different studies regarding the effect of using authentic materials on EFL learners' motivations. Some studies indicated that authentic materials have a better effect than non-authentic materials; and some did not indicate significant differences between the use of authentic and non-authentic materials. One study indicated that non-authentic materials had even a better effect on EFL learners' motivation than web-based authentic materials. This contradiction requires more investigation and more studies of larger samples of learners and different types of authentic materials. The present study is an attempt in this direction.

#### Statement of the Problem

This study attempts to investigate the effect of using English language authentic reading materials in teaching English on EFL students' motivation. It addresses the following question:

1. Is there any significant difference in motivation levels across time between Jordanian EFL students who use authentic materials and those who use non-authentic materials?

#### Definition of Terms

*Authentic materials:* Materials that are obtained from real-life situations without being modified or changed for pedagogical purposes (Spence-Brown, 2002). They are materials written by native speakers of a language to be read by other native speakers of the same language by various walks of life. In this study authentic materials refer to English language materials produced by native speakers of English for native speakers of English and not for pedagogical purposes.

*Non-authentic materials:* English language materials produced for pedagogical purposes.

*Motivations:* Students' enthusiasm for the materials used in class and their active involvement in the learning process.

#### Research Design and Procedures

In order to obtain permission to conduct the present study, the researcher approached the director of Al-Kourah Directorate of Education, the principals, and the

teachers of English of the two schools involved in this study. The duration and purposes of the study were explained to them.

Two schools were randomly selected from Al-Kourah Directorate of Education/Jordan - one Eleventh Grade section was randomly chosen from each of the two schools. The purpose of the study was explained to the students. Then the students signed a consent form to agree to have their data included for analysis in the study.

This study is a quasi-experimental one using one control group and one experimental group. The primary variable was students' motivation levels. The study was conducted over a period of twelve weeks (the beginning of October/2004 – end of December/2004), five hours per-week, with the group size and membership remaining constant.

#### The Sample

The sample of the study consisted of two eleventh grade student sections in Al-Kourah Directorate of Education chosen randomly using the cluster sampling method. One of the two sections was randomly assigned as the control group (37 male students) and the second section was assigned as the experimental group (35 male students). Then students' motivation level was measured against a self-reported learner motivation questionnaire.

To decrease the effect of outside factors, the experimental and control groups were chosen from two different schools using the cluster sampling method. There were no homework assignments to be done outside the classroom. Moreover, t-test of independent samples was also used to ensure the equivalence and homogeneity of the two groups (the control group and the experimental group) at the beginning of the study (results are presented in table 1 below).

**Table 1:** Results of T-test of Independent Samples at the Beginning of the Experiment

Group	N	Mean	SD	Standard Error	DF	T-value	Pr> t
Control	37	3.00	1.20	0.2349	70	-0.63	0.53
Experimental	35	3.15	1.19	0.2256			

The results of the T-test of independent samples show that there was no significant difference between the motivation of the experimental group and that of the control group (T, 70= -0.63, P= 0.53). This indicates that the two groups were equivalent and homogenous with regard to their motivation towards foreign language learning (FL) before starting the experiments. Thus, any significant change in the students' motivation would be attributed to the difference in the teaching materials.

#### Materials

The control group used the non-authentic materials which Eleventh Grade students' use in all Jordanian public schools. The experimental group used authentic materials chosen by the researcher from magazines, newspapers, and websites. The materials covered topics

like: menus from restaurants on the web, weather, advertisements, entertainment such as movies, and food.

All the materials had been chosen before the study started. Then they were given to four Eleventh Grade teachers of English, two university professors of TEFL (Teaching English as a Foreign Language) and two supervisors of English for their comments. Parts of the materials were deleted and new ones were added based on the experts' comments.

The control and the experimental groups were taught by their respective English language teachers who have a bachelor degree in English and a university diploma degree in TEFL. The purpose and the procedures of the study were explained for the teachers. The teacher of the experimental group was provided with the whole module of authentic materials needed for his students before the study started.

#### Instrument and Data Collection

This study used a highly structured self-reported learner questionnaire (adapted from Peacock, 1997 and Lin, 2004). The questionnaire aims to measure the levels of motivation generated by the materials used in the study. The questionnaire consists of eight questions measuring the following components of motivation: interest (items 1 & 2), relevance (items 3 & 4), expectancy (items 5 & 6), outcome (items 7 & 8), learner's involvement (item 9), and learner's concentration on the learning task (item 10). Each item scored from one to eight. Two questions are added to the questionnaire to measure the increase in the students' language and culture knowledge during the study.

The questionnaire was completed by both the control and experimental groups three times: at the beginning of the study (week one), in the middle of the study (week six), and at the end of the study (week 12). The questionnaire was validated by three TEFL professors, three TEFL graduate students, and three TEFL supervisors. The reliability coefficient for the ten items in the pre-test of the motivation questionnaire was 85.6%. Moreover, a split-half reliability check was conducted to check the internal consistency of the self-reported motivation questionnaire, correlating total scores on five items in part one and five items in part two. The reliability coefficient for part one was  $r = 78.79\%$  and for part two  $r = 81.22\%$ .

#### Data Analysis

The collected data were analyzed via factorial ANOVA repeated-measures factors and between-groups factors using the SAS software to check if there were changes in the students' motivation across time, and to check if there were significant differences between the motivation levels of the control group and the experimental group in the two post tests (after six weeks and after 12 weeks).

#### Results

**Table 2:** Results of MANOVA Test of the Effect of Time and Teaching Materials (authentic and non-authentic) on the Students' Motivation across Time.

Source	Value	F-value	Num DF	Den DF	Pr>F
Wilks' lambda	0.67	16.91	2	69	<0.0001

The results of the MANOVA test show that there were statistically significant effects for both time and teaching materials on the students' motivation for learning English (Wilks' Lambda (2, 69) = 0.67,  $P = 0.0001$ ).

**Table 3:** Repeated Measures Analysis of Variance Univariate Test Effect of Group\*Time on Students' Motivation

Source	DF	Type III SS	Mean Square	F- Value	Pr>F
Time	2	113.59	56.80	95.57	<0.0001
Time*Group	2	36.16	18.08	30.43	<0.0001
Error	140	83.20	0.59		

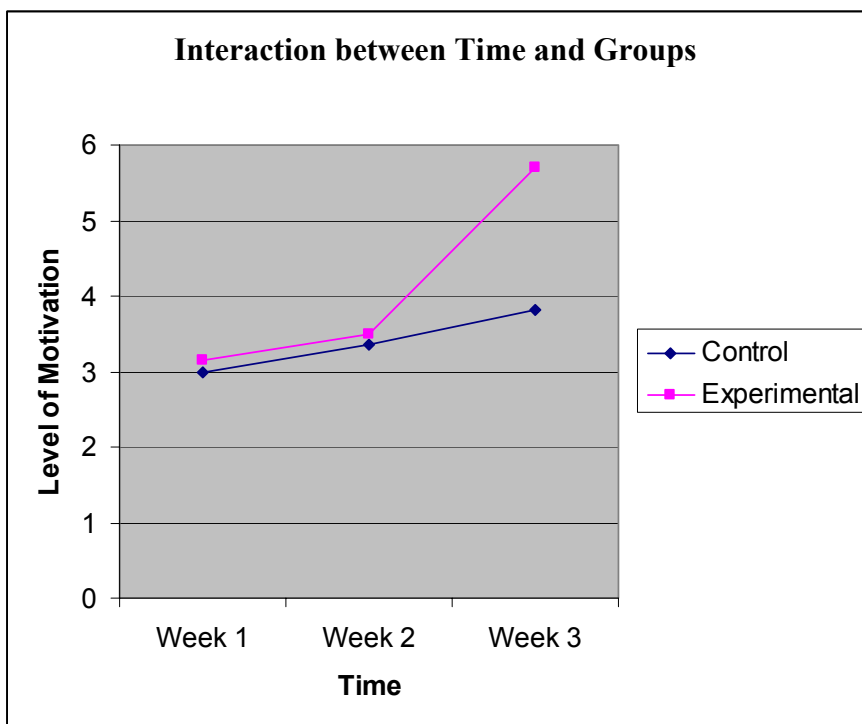
As evident in table 3 there was a statistically significant interaction between time and groups (experimental group and control group) ( $F(2,140) = 30.43$ ,  $P = 0.0001$ ). For more clarification see figure 1 below. The results also show that there were significant differences between the students' motivation across time ( $F(2, 140) = 95.57$ ,  $P = 0.0001$ ). This calls for contrasting the students' motivation across time.

**Table 4:** Means and Standard Deviation of the Interaction between Time and Groups

Time	Control Group			Experimental Group		
	N	X	SD	N	$\bar{X}$	SD
Week 1	37	3.00	1.20	35	3.15	1.18
Week 6	37	3.35	1.56	35	3.50	1.09
Week 12	37	3.81	1.12	35	5.70	1.39

\* Means are out of 8

The means of the two groups in week 1 and week 6 were very close to each other. Regarding week 12 the table shows that the mean score of the experimental group (5.70) was greater than the mean score of the control group (3.81).



**Figure 1: Interaction between Time and Groups**

Figure 1 shows that although the motivation of the control group and the motivation of the experimental group were very close in week 1 and week 6, there was a big difference in their motivation in week 12. The motivation of the experimental group in week 12 was significantly greater than the motivation of the control group.

**Effect of Time:**

**A: Results of MANOVA Test**

Table 5 below presents the results of MANOVA test and exact F statistics for the effect of time on the motivation of the students of the control group across time.

**Table 5: Results of MANOVA Test of the Effect of Time on the Motivation of the Students of the Control group across Time**

Statistic	Value	F-Value	Num DF	Den DF	Pr>F
Wilks' Lambda	0.47	20.80	2	35	0.0001

MANOVA test of variance shows that there was a significant effect for time on the students' motivation (Wilks' Lambda (2, 35) = 20.80, P= 0.0001). Because the results do not present the specific effect of each period of time, the repeated measures analysis of variance was run in table 6 below.

**B: Results of Repeated Measures Analysis of Variance-Analysis of Variance of Contrast Variable (Time) of the Control Group.**

**Table 6: Contrast Variable: Time 2 with Time 1**

Source	DF	Type III SS	Mean Square	F-Value	Pr>F
Mean	1	4.71	4.71	25.41	<0.0001
Error	36	6.67	0.19		

The comparison of the motivation of the control group after six weeks of treatment with their motivation at the beginning of the experiment shows that their motivation after six weeks of treatment was statistically significantly higher than their motivation at the beginning of the experiment (F(1,36) = 25.41, P < 0.0001).

**Table 7: Contrast Variable: Time 3 with Time 1**

Source	DF	Type III SS	Mean Square	F-Value	Pr>F
Mean	1	24.81	24.81	23.44	<0.0001
Error	36	38.12	1.06		

Table 7 shows that the motivation of the control group after 12 weeks of treatment was significantly higher than their motivation at the beginning of the experiment (F(1,36) = 23.44, P < 0.0001).

**C: MANOVA Test of the Effect of Time on the Motivations of the Students of the Experimental Group across Time**

**Table 8: MANOVA Test and Exact F Statistics for the Effect of Time on the Motivations of the Students of the Experimental Group**

Statistic	Value	F-Value	Num DF	Den DF	Pr>F
Wilks' Lambda	0.28	42.98	2	33	<0.0001

MANOVA test of variance shows that time has a significant effect on the students' motivation (Wilks' Lambda (2, 33) = 42.98, P< 0.0001). This requires running the repeated measures analysis of variance.

**D: Results of Repeated Measures Analysis of Variance-Analysis of Variance of Contrast Variable (Time) of the Experimental Group.**

**Table 9:** Contrast Variable: Time 2 with Time 1

Source	DF	Type III SS	Mean Square	F-Value	Pr>F
Mean	1	4.11	4.11	25.32	<0.0001
Error	34	5.53	0.16		

**Table 10:** Contrast Variable: Time 3 with 1

Source	DF	Type III SS	Mean Square	F-Value	Pr>F
Mean	1	227.33	227.33	88.33	<0.0001
Error	34	87.51	2.57		

As shown in Tables 9 and 10 there were statistically significant differences between the motivation of the individual students of the experimental group across time in favor of time 2 (after six weeks) and time 3 (after 12 weeks of treatment). F-values were (F (1, 34) = 25.32, P<0.0001) and (F (1, 34) =88.33, P<0.0001) respectively.

**E: Effect of Groups:** Tables 11, 12 and 13 below present the results of the repeated measures analysis of variance between groups across time

**Table 11:** Results of the Analysis of Variance between the Two Groups at the Beginning of the Experiment (Week 1)

Source	DF	Type III SS	Sum Square	F-Value	Pr>F
Model	1	0.46	0.46	0.32	0.57
Error	70	99.35	1.42		
Corrected Total	71	99.80			

The results of the analysis of variance between the two groups at the beginning of the study show that there were no significant differences between the motivation of the students of the experimental group and the control group (F(1, 70) =0.32, P=0.57). This means that the two groups were equivalent at the beginning of the study.

**Table 14:** Means and Standard Deviations of the Students' Responses on Items 11 and 12 across Time

No.	Item	Control Group				Experimental Group			
		Six Weeks		12 Weeks		6 Weeks		12 Weeks	
		Mean	SD	Mean	SD	X	SD	X	SD
11	My language knowledge increased after using the teaching materials.	3.68	0.95	4.03	0.91	3.71	1.02	5.68	0.98
12	My Culture Knowledge increased after using the teaching materials	3.45	1.18	3.87	1.15	3.68	0.95	5.26	1.02

The results in table 14 indicate that the mean score of the students' responses regarding the increase in their language and culture knowledge after six weeks of treatment was 3.68 and 3.45 respectively for the control group students. For the experimental group, the means were 3.71 and 3.68 for the language and culture knowledge respectively. Moreover, the results show that there were no big differences between the responses of the control group and the experimental group. The low results, however, show that the students were not satisfied with the increase in their language and culture knowledge after six weeks of treatment.

However, the results revealed significant differences between the responses of the two groups after 12 weeks of treatment. Regarding language

**Table 12:** Results of the Analysis of Variance between Groups in the Middle of the Experiment (Week 6)

Source	DF	Type III SS	Mean Square	F-Value	Pr>F
Model	1	0.38	0.38	0.30	0.58
Error	70	85.58	1.27		
Corrected Total	71	88.96			

As indicated in table 12 after six weeks of treatment, the two groups continued expressing no significant differences in their motivation. The results show that there was no statistically significant difference between the motivation of the experimental group and that of the control group (F (1, 70) = 0.30, P = 0.68).

**Table 13:** Results of Analysis of Variance between Groups at the End of the Experiment (Week 12)

Source	DF	Type III SS	Mean Square	F-Value	Pr>F
Model	1	64.20	64.20	41.44	<0.0001
Error	70	108.45	1.55		
Corrected Total	71	172.66			

The results of the analysis of variance between the two groups at the end of the study (after 13 weeks of treatment) show that there was a significant difference between the motivation of the students of the experimental group and that of the control group (F(1, 70) =41.44, P < 0.0001) in favor of the experimental group.

**Results Related to Items 11 & 12**

Items 11 & 12 in the questionnaire asked students to identify the level of increase in their English language knowledge and culture knowledge after 12 weeks of treatment. Table 14 below presents the means and standard deviations of the students' answers.

knowledge, the mean score of the control group was 4.03 whereas the mean score of the experimental group was 5.68. For culture awareness, the mean score was 3.87 for the control group and 5.26 for the experimental group.

The results also show that the increase in language and culture knowledge from week six to week 12 was greater for the experimental group than it was for the control group. Furthermore, the results indicate that there was a big difference between the responses of the students of the two groups with regard to the increase in their culture knowledge in week 12 in favor of the experimental group.

## Discussion of Results

The results of the study revealed a significant increase in the EFL students' motivation across time (after six and 12 weeks of treatment) in both groups (the experimental and control groups). Nevertheless, there were no significant differences between the motivation of the EFL students of the experimental group and that of the control group after six weeks of treatment, but there were significant differences between them after 12 weeks of treatment in favor of the experimental group.

The increase in the motivation of the students of the control group across time might be due to the nature of the English language teaching materials of the Eleventh Grade which is more related to the students' life in comparison with the teaching materials of the previous grades or might be due to the character of the teacher, his teaching techniques and his personal ability to motivate learners to learn English. The increase in the motivations of the students of the experimental group across time could be partially attributed to the fact that authentic materials are more realistic and more interesting than non-authentic materials.

Although there was an increase in the motivation of the students of the two groups across time, the increase in the motivation of the students of the control group was less than the increase of the motivation of the students of the experimental group even after 12 weeks of treatment. The results show that there was no significant difference between the motivation of the two groups after six weeks of treatment. It could be so because of the difficulty of the authentic materials which might require more time for students to understand. Authentic materials usually have more new words and phrases than non-authentic materials.

Nevertheless after 12 weeks of treatment, there was a significant difference between the motivation of the two groups in favor of the experimental group. This indicates that EFL students need time long enough to cope with authentic materials with regard to their new words, phrases, and the stylistic way of native speakers' writings. The results also indicate that enough exposure of students to FL authentic materials increases their understanding and makes them more motivated to learn. This finding supports Krasmich (1993) who claims that authentic materials bring learners closer to the target language culture, make learning more enjoyable and, therefore, more motivating. This might be because students often reflect more active involvement and participate in learning by pursuing what is of personal interest to them.

It can be concluded that based on the findings of the study authentic materials tend to motivate learners because they are intrinsically more interesting and stimulating than artificial or non-authentic materials. However, authentic materials are more difficult than non-authentic materials as they are real samples of the target language. These two characteristics contribute to such materials being more interesting, engaging,

motivating, relevant, and culturally enlightening (Lee, 1995).

The increase in the students' language and culture knowledge was disappointing after six weeks of treatment for the two groups. For the students of the control group, the teaching material among other factors might be the reason because as students stated it was not interesting. For the experimental group the reason might be the difficulty of the authentic material itself. Another reason for this low motivation is perhaps because it was the first time that the students were exposed to foreign culture texts.

While the increase in the students' language knowledge continued to be disappointing for the control group after 12 weeks of treatment, it was satisfying for the experimental group. It seems that exposing students to authentic materials for a long period of time offers them an opportunity to cope with and understand new terms, expressions, and native speakers, styles of writing and FL ways of social and cultural behavior.

There was also a better increase in the students' culture knowledge with regard to the experimental group in comparison with the control group. This result is expected because authentic materials include more cultural items and terms than non-authentic materials do.

The results of this study support the findings of Lee (1995) Peacock (1997), Shei, (2001), & Lin (2002) and contradict those of Gonzalez (1990), Peacock (1997), and Mainenti (1997) which might be because the samples of these three studies were small.

## Conclusion

This study revealed that the use of authentic materials has advantages over the use of non-authentic materials if students are given enough time. The use of authentic materials increases students' motivation and their willingness to learn. Exposing EFL students to authentic materials increases their language and culture knowledge just as well. The results of the study should motivate EFL teachers to include authentic materials in teaching English as a foreign language.

Based on the results of this study, more studies are recommended to be carried out in different situations for further investigation.

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**Appendix A**

**Self – Reported Learner Motivation, Language Knowledge, and Culture Knowledge Questionnaire (Adapted from Peacock, 1997 & Lin, 2004)**

Thank you for your participation in this study. Please complete the following questionnaire with directions preceding each section.

**Part I: Personal Information**

1. Which group do you participate in?  
 A). Authentic material group                      B). Non-authentic material group
2. Gender  
 A). Male    B). Female

**Part II:** The purpose of this part is to assess your perception regarding the value of the teaching materials used in your group; please circle the number on each item to show how you rate the following concepts. For all the items, the higher number represents the positive impression about the materials or learning tasks. The lower number represents the negative impression about the materials or learning tasks.

No.	Concept	8	7	6	5	4	3	2	1	concept
1	Interesting	8	7	6	5	4	3	2	1	Boring
2	Exciting	8	7	6	5	4	3	2	1	Dull
3	Meaningful	8	7	6	5	4	3	2	1	Meaningless
4	Relevant	8	7	6	5	4	3	2	1	Irrelevant
5	Easy	8	7	6	5	4	3	2	1	Difficult
6	Clear	8	7	6	5	4	3	2	1	Confusing
7	Enjoyable	8	7	6	5	4	3	2	1	Unenjoyable
8	Satisfying	8	7	6	5	4	3	2	1	Unsatisfying
9	Personally involved	8	7	6	5	4	3	2	1	Not Involved
10	High Concentration	8	7	6	5	4	3	2	1	Low Concentration

**Part III:** The following two questions relate to the improvement of your language and cultural knowledge after experiencing the materials.

11. My language knowledge increased after using the teaching materials.  
 Strongly Disagree    1      2      3      4      5      6      7      8      Strongly Agree
12. My Culture Knowledge increased after using the teaching materials.  
 Strongly Disagree    1      2      3      4      5      6      7      8      Strongly Agree