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BENEFITS OF USING AUTHENTIC MATERIAL IN COMMUNICATIVE TASKS IN THE EFL CLASSROOM

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TABLE OF CONTENTS

ABSTRACT

RESUMEN

1. INTRODUCTION.....	2
1.1. Justification and relevance.....	4
1.2. Sections	6
2. OBJECTIVES	7
3. LITERATURE REVIEW.....	8
3.1. Authentic materials.....	8
3.1.1. Definition.....	8
3.1.2. Authentic materials and authenticity.....	9
3.1.3. Proposals for the classification of authentic materials and the analysis and evaluation of authenticity	10
3.2. Communicative tasks.....	12
3.2.1. Definition.....	12
3.2.2. A brief overview of the integration of communicative tasks into foreign language teaching.....	13
3.3. The use of authentic materials in the English classroom.....	15
3.3.1. A brief overview of the use of authentic materials in foreign language teaching and the CEFR.....	15
3.3.2. Some guidelines	16
3.3.3. Advantages.....	18
3.3.4. Disadvantages.....	20
4. METHODOLOGY.....	22
4.1. Research design.....	22
4.2. Sample.....	23
4.3. Instruments	24
4.4. Data collection.....	24
4.5. Data analysis	25
5. RESULTS AND DISCUSSION.....	30
6. LINES FOR FUTURE RESEARCH.....	35
7. CONCLUSION.....	36
8. REFERENCES.....	38
APPENDIX.....	43

ABSTRACT

Authentic materials are considered a valuable resource for learning languages since they provide real samples of language in the way they are used by native speakers. These materials are particularly beneficial in communicative tasks, as they promote students' communicative competence. Many academics have discussed the importance of authentic materials in foreign language teaching, as well as possible inconveniences which may arise if they are inappropriately used. However, there is not enough research about the use of authentic materials in students of Compulsory Secondary Education in Andalusia. Therefore, this paper analyses these benefits through the evaluation of authentic materials in two EFL coursebooks. Results will show if those authentic materials are varied and conveniently used for learning purposes and will highlight the weaknesses of the authentic materials included in those coursebooks.

RESUMEN

Los materiales auténticos son un valioso recurso para el aprendizaje de lenguas porque son ejemplos reales de esas lenguas como las utilizan sus hablantes nativos. Son especialmente beneficiosos para las tareas comunicativas porque fomentan la competencia comunicativa de los estudiantes. Muchos académicos han hablado de la importancia de los materiales auténticos en la enseñanza de lenguas extranjeras así como de los posibles inconvenientes que pueden surgir si no se utilizan correctamente. Sin embargo, no existen estudios suficientes sobre el empleo de materiales auténticos con alumnos de Educación Secundaria Obligatoria en Andalucía. Por tanto, este documento analiza estos beneficios a través de la evaluación de los materiales auténticos de dos libros de texto de inglés como lengua extranjera. Con los resultados se demostrará si estos materiales son variados y se emplean adecuadamente con fines educativos y se destacarán las deficiencias de los materiales auténticos incluidos en los libros de texto señalados.

1. INTRODUCTION

The field of foreign language teaching has been widely studied throughout history from many different perspectives. This analysis has been intensified specially during the 20th century and the beginning of the 21st century. One of the most relevant reasons could be the emergence of English as a global language or a lingua franca. Crystal (2003) signalled that the 1990s, with the proliferation of the Internet and the increasing globalization made English the most widely used language in business, science, technology and in many other aspects of our lives, both by native and non-native speakers (Srinivas, 2019: 66). It is considered a widespread

language used by people all over the world for communication purposes (Marlina and Xu, 2018: 3). Therefore, there is a growing tendency to learn to speak English fluently. This situation has resulted in the fact that many people “depend on English for their economic and social well-being” (Crystal, 2003: 29-30).

In this regard, it should be noted that the effects of COVID-19 have altered the current educational systems throughout the world, as well as other fields of society. The pandemic was officially declared on 11 March 2020 by the WHO (World Health Organization). Since then, schools have been massively closed in many countries in order to minimise the possibilities of infection. For instance, as of 18 April 2020, 191 countries had closed all the educational centres, a measure which affected 91.3% of the total amount of enrolled learners in the world, according to the UNESCO (United Nations Educational, Scientific and Cultural Organization). Therefore, both teachers and students have had to adapt themselves to new methodologies, attend virtual lessons in online platforms and communicate via email in many cases. As a consequence, many students may feel left aside this process because they do not have technological devices to be in contact with their teachers or maybe they have to share them with their families, who can also be working at home. The result is that COVID-19 has deepened the social gap because not all students in the world can access online education appropriately. As the UNESCO Director-General Audrey Azoulay stated, online distance learning cannot be the only solution because it intensifies inequalities and social differences in students. Therefore, experts agree that new methods need to be found to meet the current necessities of education.

Coming back to the the status of English as a global language, it has naturally affected education (Marlina and Xu, 2018: 2) and foreign language teaching in particular. It seems logical that foreign language methodologies have to be adapted to the changes in society, as it is happening nowadays with the COVID-19 pandemic. Particularly, the emergence of new technologies and their incorporation into the classroom has proved to be a salutary lesson which has literally revolutionized the scenario of education. There is even a growing demand for online education. The study of English has become compulsory in many countries (Srinivas, 2019: 73), so it is important to be able to understand it appropriately. In the long run, a good level of English would probably increase people’s possibilities to find a good job, since it is considered one of the essential requisites for employment (Srinivas, 2019: 74). In addition, the creation of the Common European Framework of Reference for Languages (CEFR henceforth) also marked a turning point in the assessment of language levels (Council of Europe, 2001) and established relevant guidelines in the field of foreign languages learning, in consonance with the successive changes in society.

Another important contribution of the CEFR was the division of the classic speaking skill into two separate skills: spoken production and spoken interaction (Council of Europe, 2001). Traditionally, speaking has been considered one of the most difficult aspects of English teaching. According to Amumpuni and Rahmasari, speaking is “halting, slow and fragmentary” (2019: 60), what implies that learners may usually experience many difficulties when they speak in a foreign language as their accuracy and fluency are limited. In the case of English, students usually require some time to master speaking rules and become fluent. This process can even be complicated due to external reasons: for instance, Spanish students of English as a foreign language are often afraid of making mistakes while they are speaking in public. For this reason, EFL teachers should provide opportunities to practice English orally in the classroom. It is true that teaching speaking skills is not an easy task. Resources to achieve this aim can be very varied, but it has been demonstrated that visual aids are one of the most complete resources to motivate them. After all, a high number of people are visual learners, and they remember more things if they are exposed to visual materials (Pateşan, Balagiu and Alibec, 2018). For this reason, teaching speaking in English should be fun and interesting. A creative effort is needed on the part of teachers, especially with young learners (Suharsih and Hamidiyah, 2012). One of the most valuable resources for this aim are the use of authentic material both from students’ native culture and the foreign culture. Students are usually attracted to elements of other cultures because they foster curiosity among them (Andrijević, 2010: 158). It seems logical because for many students the English classroom is the only means of contact with the English culture. At the same time, authentic materials can also be a means to be involved with their own culture and establish connections with their native culture. Therefore, the inclusion and use of authentic materials in the EFL classroom is going to be analysed in this paper from the study and evaluation of two EFL coursebooks.

1.1 Justification and relevance

Many scholars (Philips, 1998; Harmer, 2001: 52-53; Kilickaya, 2004 and Dakowska, 2012) state that knowing a language involves not only a perfect command of vocabulary, grammatical rules and pronunciation. Furthermore, the current era of globalisation needs a total revolution in foreign language teaching and learning methodologies because the traditional educational resources may not be appropriate in many cases. These materials do not usually have a persistent effect in their learning and are not usually motivating or exciting for learners (Bala, 2015: 47). Whereas lessons traditionally used to be teacher-centred, it seems unnatural that students have a passive role in the classroom nowadays. Teachers have many

different tools to use in the classroom, so they have the opportunity to make the most of technological devices, applications or other online resources and combine them with textbooks, tests, flashcards or other more traditional tools. In this sense, the present paper includes the analysis and evaluation of two EFL coursebooks. More specifically, it is based on the inclusion and adequacy of different types of authentic materials in two coursebooks of secondary education. Ultimately, language learning, and in particular, EFL learning, should be a dynamic and communicative process where students are the true protagonists (Bably and Nusrat, 2017: 1).

Furthermore, the current situation caused by the COVID-19 pandemic has radically changed the scenario of education. The massive closure of schools and universities has turned face-to-face lessons into online lessons where technology plays even a more relevant role. The future is unclear because the possibility of new outbreaks of the COVID-19 or other pandemics may mean the extension of school closures, what may imply important consequences in the long term, such as the reduction of economic and job opportunities specially for young people (The World Bank, 2020).

For this reason, EFL teachers should be eager to look for innovative resources and incorporate them to the classroom (Bably and Nusrat, 2017: 6). Although they are not new, one of these examples could be the use of authentic materials to teach English through communicative tasks. Many authors consider this methodology a good tool to foster students' performance in the classroom (Andrijević, 2010; Bernard, 2010; Bala, 2015; Bably and Nusrat, 2017). Anyway, it has been considered an opportunity for learners to experience real-life situations from the foreign culture in the educational context (Bala, 2015).

Therefore, the relevance of this topic is of the utmost importance. Although it has been studied by many linguists and foreign language teachers specially in the last decades, there is not enough research about its application into the EFL classroom for students of Compulsory Secondary Education in Andalusia. These studies have traditionally focused on the strengths and weaknesses of authentic materials, but there is not enough research on their connection with communicative tasks in coursebooks for teenage students in Andalusia. This Spanish region has its own peculiarities which make it different from others which have two official languages, such as Galicia or Catalonia. Thus, it seems natural to understand that, at the time of learning English as a foreign language, Andalusian students may face problems different from those of students from other Spanish regions. For instance, Andalusian students often have problems with the English pronunciation, particularly with final consonants, which are

sometimes aspired. Thus, authentic materials may help these learners overcome some of these difficulties.

In this sense, the present study also aims at analysing the amount and adequacy of authentic materials in different EFL coursebooks to check if they are truly authentic and assessing their adequacy to promote students' communicative competence. Other aspects related with authentic materials, such as the inevitable links between students' native culture and the culture of English-speaking countries will be studied too in order to promote intercultural awareness in the EFL classroom.

As society evolves, the use of authentic materials needs to be adapted to meet the challenges of the 21st century, so this paper will also determine if the authentic materials included in the two coursebooks under study are conveniently updated.

1.2 Sections

In chapter one an introduction to the use of authentic materials in the field of language teaching and EFL in particular has been offered, with a focus on the importance of updating educational methodologies to the current necessities of students in the 21st century, when education should be as student-centred as possible. Authentic materials are, therefore, resources which can become quite valuable to help students develop their competence in linguistic communication, specially orally. For that reason, the objectives of this paper have been stated in the second section, with a special interest in demonstrating the effectiveness of already existing studies which advocate a fierce defence of the benefits of authentic material. Chapter three is devoted to the existing literary review about the topic. It starts with a section about the concept of authentic materials, which will be examined in detail according to different perspectives. Although the literature in the field is coincident on the key aspects, there are relevant differences which are conveniently highlighted. Then, a brief overview of the relationship between authentic materials and authenticity is offered. This subsection finishes with a table with different ways of organizing authentic materials in order to explain the approach followed in this paper.

As the concept of communicative tasks is strongly linked to authentic materials, in section 3.2 the main features of communicative language teaching are under scrutiny, offering some relevant details about the inclusion of communicative tasks into the particular context of EFL teaching.

The third chapter finishes with section 3.3, containing the most relevant information about the practical application of authentic materials. First, some general guidelines are offered to use

them in the EFL classroom. It is important to take into account aspects such as the age of learners, their language level, the lexical density of materials or their adequacy to the student's context. A brief overview of the main educational trends which have incorporated authentic material into their teaching practice is also included, as well as a special remark to the references included in the CEFR. Then, the advantages of using authentic materials in the EFL classroom are outlined, as well as some possible disadvantages which may emerge in the process.

Methodology is the fourth chapter and deals with the specific features of the analysis followed in the study. This research tries to assess the appropriateness of the authentic materials included in two EFL coursebooks. For this reason, details about the different stages in the process are specified.

This chapter leads to the fifth section, which is devoted to the assessment and discussion of the results obtained in the evaluation of these two EFL coursebooks. Thus, the focus of attention in this paper is assessing the amount and appropriateness of the authentic materials included in the two coursebooks under study, specially regarding their use in communicative tasks.

Before the conclusion, a brief section deals with different lines for future research in the field. The results of this paper have some limitations, so it outlines which aspects have not been fully exploited yet, as well as how subsequent studies could complement this analysis.

In the seventh section, the main conclusions are offered, having as a reference the objectives initially stated. The paper finishes with the list of references, as well as an appendix with some screenshots of relevant examples of different types of authentic materials included in the EFL coursebooks under scrutiny.

2. OBJECTIVES

This paper is devoted to the analysis and evaluation of two EFL coursebooks in order to study the appropriateness of the authentic materials included. More specifically, these different types of authentic materials are examined to assess the scope of their contribution to authenticity in the classroom. This topic is applied to the context of Andalusian students of Compulsory Secondary Education. Although authentic materials can be incorporated in the teaching of most contents in the curriculum, this study is focused on the teaching of spoken production and interaction because these resources can be specially useful in communicative tasks. Therefore, this paper aims to achieve the following objectives:

- illustrate the concepts of authentic materials and authenticity,
- state some guidelines to effectively apply authentic materials on communicative tasks in the EFL classroom,

- analyse and evaluate the different types of authentic materials included in two EFL coursebooks, with a special emphasis on authentic audiovisual materials, highlighting their adequacy to the students' level and their limitations.

3. LITERATURE REVIEW

3.1. Authentic materials

3.1.1 Definition

The concept of authentic materials has been discussed in the literature as one of the most widely used resources in the EFL classroom. From a general perspective, they are “print, video and audio materials” from real life which were not created for the purpose of learning. Thus, they can be helpful resources for students “precisely because they are authentic” (Sally, 2007). This idea is also contained in the definition proposed by Richards and Schmidt (2010: 53), who stress the fact that these tools are used in the classroom because they provide samples of actual language, as opposed to traditional coursebooks which are usually more artificial and less student-centred.

Nevertheless, in the field of authentic materials, it is essential to mention Widdowson's relevant contributions. He considers these resources as the material created by native speakers for the purpose of communication (Widdowson, 1983: 30). This idea was also previously stated by Cook (1981), who advocated for a more general definition of authentic materials. For him, any samples of real language produced by native speakers for a real-life purpose were already authentic materials, in opposition to other types of materials which were specifically created to promote learning in an educational context.

Widdowson also talks about a related concept that is authenticity, “[...] the communicative activity of the language use, [...] the engagement of interpretative procedures for making sense, even if these procedures are operating on and with textual data which are not authentic in the first sense” (Widdowson, 1983: 30). This concept was already introduced by him in earlier publications, where he considered authenticity “not as a quality residing in instances of language but as a quality which is bestowed upon them, created by the response of the receiver” (Widdowson, 1976: 263). This “appropriate response” is essential in the communicative interaction between the hearer and the reader (Widdowson, 1984: 57). From his words, we can infer that authenticity is more a process than real samples of language, or to be even more precise, “a property of the discourse as a process” (Widdowson, 1984: 57), an aspect which was later remarked by Breen (1985).

The concept of realia is strongly linked to authentic materials but while the former is the usual word to refer to the product, the latter is related to the process itself (Widdowson, 1983: 30). Basically, the term authentic materials is preferred now instead of realia because it affects not only to real objects but also to any samples of language created by native speakers.

In this sense, it is also important to mention that these two concepts have not remained impassive to the impact of technology. Eventually, this situation has led to the redefinitions of realia and authentic materials, as happened with the concept of virtual realia, which actually refers to digitized authentic materials (Smith, 1997). In fact, Smith himself created a website, named Virtual Realia, compiling different types of linguistic and non-linguistic authentic materials, and which allowed teachers instant access to elements of the American culture (Smith, 1997).

In conclusion, Widdowson states that using genuine texts is not the only way to achieve authenticity in the classroom because students have to develop their own processes to extract the meanings of the language input which they are receiving (Widdowson, 1984: 258). Language is the basis of social relations (Widdowson, 1996: 14), but he acknowledges that the language which students usually learn in the educational context is different from the actual language use (Widdowson, 2003). In essence, this means that authentic language can be used for teaching purposes contributing to the students' learning experience in the EFL classroom.

3.1.2 *Authentic materials and authenticity*

Although the concept of authentic materials has slightly been discussed in the above sections, it is necessary to provide some remarks to the concept of authenticity because it can seem ambiguous. Therefore, it is required to agree on a common basis to refer to it throughout this paper.

Morrow (1977: 13) stated that “[a]n authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort”. From these remarks we can infer the concept of authenticity, which was later developed by Widdowson (1983: 30). For him, authenticity is seen as a process of interpretation of meaning on the part of learners who receive language input. In this sense, authenticity does not involve only working with authentic materials, since it “is not a matter of selection but of methodology” (Widdowson, 1984: 258).

Later, Nunan (1989) stated that the concept of authenticity derives from the inclusion of authentic materials in the classroom. For him, if learners are expected to understand written and oral texts in the real world, they should have access to them in their learning process.

Gilmore (2007) agrees with Morrow's definition and points out the prominent role of teachers in the concept of authenticity based on their selection of materials. They should be aware of the learning aims which they want to achieve in their students and use their available resources with a relative degree of authenticity if possible (Gilmore, 2007).

We find additional definitions of authenticity which also present this concept in opposition to adapted or artificial materials, which are prepared specifically to be used in the classroom (Richards and Schmidt, 2010: 42).

From these definitions, we can see how this concept has evolved throughout history. Therefore, in the present paper, authenticity is understood from the perspective of the actual use of authentic materials. According to Widdowson's view of authenticity, these resources are only truly effective if students are able to respond to them appropriately (Widdowson, 1976: 263). Thus, the analysis and evaluation of two EFL coursebooks in this study will determine the true value of these authentic materials to achieve authenticity in the classroom.

3.1.3 Proposals for the classification of authentic materials and the analysis and evaluation of authenticity

The following table summarizes some of the main proposals for the classification of authentic materials. We have chosen Sally's (2007) and Yilmaz (2012) proposals because they offer two interesting and contrasting views about the classification of authentic materials. The former is based on the channel of communication, so it only indicates two broad categories of authentic materials: print and auditory. On the contrary, the latter focuses on the learner's level of communicative competence, which determines the existence of three types of authentic materials: for beginners, intermediate and advanced learners. In our opinion, it may seem inappropriate due to the unclear limits to differentiate beginner, intermediate and advanced learners. Having these two proposals into consideration, we have elaborated a personal proposal which signals the existence of four big groups of authentic materials (images, written, audio and virtual materials) according to the channel of communication and format of these resources, as it can be seen in the last column of Table 1. It is slightly based on Sally's idea (2007) because we consider it an effective and convenient way to classify the authentic materials which are usually present in EFL coursebooks. Furthermore, this division of resources based on format is more appropriate since it allows an easy localization of authentic materials in the coursebooks both by teachers and students. The following table summarises some of the main ideas in these proposals.

AUTHOR	Sally (2007)	Yilmaz (2012)	Personal proposal
VARIABLE	Channel of communication	Learner's level of competence	Channel of communication and format
TYPES	- Print (e. g. tickets, TV guides, magazines or newspapers). - Auditory (e. g. films, videos, TV programmes, e-books, podcasts or phone messages).	- Beginner (e. g. train timetables or recipes). - Intermediate (e. g. teenage magazines, adverts or instruction manuals). - Advanced (e. g. magazine articles, newspapers).	- Images: fixed images, such as photographs or maps, and images in motion, like TV programmes or films. - Audio materials (e. g. songs or radio programmes). - Written materials (e. g. news articles or cooking recipes). - Virtual materials (e. g. websites, blogs or profiles of social networks)

Table 1. Classification of authentic materials.

Due to the aforementioned different possibilities for classifying authentic materials, some authors prefer talking about examples of authentic materials rather than set groups. Many authors have shown a preference for visual materials. This is the case of Harmer (2001), who mentions the benefits of visual materials like photographs, cinema timetables, recipes or newspapers. Goldstein (2009) also talks about the potential of images in the learning experience despite the fact that in many cases, visual materials are only a mere complement to authentic texts. Therefore, it would be impossible to imagine a language lesson in the 21st century in which visual images are not used (Donaghy and Xerri, 2017: 1). Dakowska (2012: 176) focuses on the relevance of audiovisual materials specially for young learners. She mentions, among others, stories, tales, songs, chants and poems. Young students are usually visual learners, so this type of materials and realia are very convenient to foster students's creativity (Bably and Nusrat, 2017: 3).

Apart from the classification of materials, it is necessary to evaluate authenticity in those materials. For this reason, due to its relevance in this field, it is convenient to refer to Pérez and Almagro's (2015) proposal of evaluation of authenticity in ESP (English for Specific Purposes) textbooks. It is the first study which uses checklists and record sheets to evaluate the degree of authenticity in textbooks. Furthermore, the importance of this model lies in the fact that it has

served as the starting point for the elaboration of the personal proposal used in this study, which can be found in Table 3 (section 4.5).

Only three features of Pérez and Almagro's model (2015) have been applied into our personal proposal. The first one is the wording of items in the form of questions because it allows an easy appreciation of results. The second feature is the division of the checklist into four groups, which coincide with the four aspects necessary for the adequate evaluation of authenticity in coursebooks: context, students, teacher and contents. This organization has also been followed in the personal model due to its clarity to study authenticity from these different points of view. Finally, items in our personal proposal have also been evaluated in a scale of four variables, although they correspond to different values from those of Pérez and Almagro's model (2015). Thus, the personal proposal used in this analysis has been particularly created for this case study. Specific types of authentic materials of different formats have been included into the checklist (Table 3 in section 4.5), such as authentic audiovisual materials, which are very frequent in textbooks nowadays. Items in the checklist also specifically analyse if authenticity of materials is truly relevant and these resources are appropriately used for the performance of communicative tasks. In this sense, for the analysis of authenticity each item in the checklist (Table 3) has been graded in a scale of four variables: E (*Excellent*), A (*Appropriate*), P (*Poor*) or NE (*Not evident*). Results obtained for each of the samples are analysed and subsequently discussed in sections 4.5 and 5 of the present paper.

3.2 Communicative tasks

This section contains relevant ideas for the concept of communicative tasks because they are related to authentic materials. As it has been already mentioned, the present study deals with the analysis of two EFL coursebooks with a special emphasis on the authentic materials which can be useful for the performance of communicative tasks.

3.2.1 Definition

Nunan (1989: 10) sees communicative tasks as “pieces of classroom work” in which learners use the target language. He, therefore, places the emphasis on meaning, not on form. Furthermore, these tasks can stand alone as communicative acts when they are complete. A task is usually a combination of smaller actions whose objective is to achieve a given result. They are subdivided into activities, which “[i]nvolve the exercise of one's communicative

language competence in a specific domain in processing one or more texts in order to carry out a task” (Council of Europe, 2001: 10).

Ellis (2003: 4) develops a very complete overview of some relevant definitions of tasks according to some prominent linguists. He points out the necessity of addressing the task from different perspectives to acknowledge its potential (Ellis, 2003: 2). From these dimensions we find authenticity, the degree to which a task involves communication between learners and relates to any language of the real world (Ellis, 2003: 6).

Additional references to communicative activities are found in subsequent studies. According to Thornbury (2006: 36), they are those activities which contain real communication. The CEFR (Council of Europe, 2001) had previously said that communicative activities and strategies were essential to achieve a communicative task. For this reason, we can find mainly production, reception and interaction activities. In all these cases, a negotiation of meaning is produced. Furthermore, the division of communicative tasks into smaller units is also signalled by Dakowska (2012), as a means of making tasks more manageable to students.

Finally, Ellis (2013) also made significant contributions to the field. The relevance of communicative tasks in foreign language teaching is so important because a negotiation of meaning between two or more people is made and both of them want to use the foreign language to obtain something for their own benefit. They should, therefore, develop their own strategies to effectively perform these tasks and for communication to be successful. These strategies will avoid possible confusions or misunderstandings (Ellis, 2013: 20).

3.2.2 A brief overview of the integration of communicative tasks into Communicative Language Teaching

Meaningful communication is the basis of Communicative Language Teaching (CLT henceforth). However, before CLT, there were other educational approaches which did not use communicative tasks. These first methods were based on repetition and included a focus on form. For instance, we can mention the Grammar-translation, Direct method and Audiolingualism. This led to the emergence of the already mentioned PPP (Presentation, Practice and Production) as well as other methods such as Community Language Learning and Suggestopaedia in the 1970s and 1980s in which learners started to gain some protagonism in the classroom but still played a passive role in learning.

The integration of communicative tasks into the learning and teaching systems led to the creation of CLT in the seventies. This approach focused on the message itself, not in its form.

Therefore, grammar was now relegated to a second position. Learners were expected to use a target language to communicate with other speakers (Nunan, 1989: 13).

CLT is really a group of approaches in which students use the foreign language to perform certain communicative functions. Therefore, they should have a desire to communicate something and adopt a more active role in the learning process because teachers only intervene when it is necessary (Harmer, 2001). One of the most popular approaches which appeared as an evolution of CLT is the already mentioned task-based learning, which focused on “the performance of meaningful tasks” as the cornerstone of the learning process (Harmer, 2001 and Ellis, 2003).

Among the main benefits of CLT, we can mention its emphasis on learners’s skills, specially their ability to communicate. It also allows them to express their opinions and participate in social interactions where they can negotiate meaning (Gor and Vatz, 2009: 241).

However, as other educational approaches, CLT also has its inconvenients. For instance, Dakowska (2012: 151) signals that learners may experience some stress or a lack of comfort because they may not still possess as much fluency as native speakers. Moreover, following CLT does not necessarily mean that learning is fully achieved. The role of teachers is essential in planning lessons and developing materials which are meaningful for a true development of students’ communicative competence. CLT should, therefore, be adjusted to the context of learning (Dakowska, 2012: 119).

In conclusion, we can observe that the integration of communicative tasks into teaching methodologies was gradually implemented when experts realized the huge potential of these tasks in the students’ learning processes. All in all, students gained protagonism in the classroom and possibilities of interaction were multiplied. Thanks to CLT, students can use language for real-life purposes and perform communicative functions. It also improves their motivation and interest in learning foreign languages. Furthermore, if this approach is followed together with the use of authentic materials, learners will be in contact with the language used by native speakers. It may result in significative developments in their overall communicative competences.

3.3 The use of authentic materials in the English classroom

This section deals with the actual use of authentic materials for teaching purposes, as well as with a brief overview of their progressive integration into the different educational approaches and the CEFR. Then, some guidelines are presented to use authentic materials effectively. Then, both the advantages and disadvantages of these educational resources are presented.

3.3.1 A brief overview of the use of authentic materials in foreign language teaching and the CEFR

One of the first references about the use of authentic materials in foreign language teaching dates back to the end of the 19th century. Sweet (1899) was an advocate of “natural” texts because they did not own a degree of repetition of grammatical or word constructions which were distinctive of artificial texts. However, this trend was not totally followed in the 20th century because other foreign language approaches started to focus on structured or adapted materials, as opposed to the authentic ones. For example, this is the case of the New and the Audiolingual Method (Richards and Rodgers, 1986) or PPP (Presentation, Practice and Production), which also gained a lot of popularity among language teachers (Harmer, 2001), despite the fact that they were based on resources specifically created for learners.

In the decade of 1960, approaches did not study the roles of teachers and learners. Nevertheless, a new horizon appeared in the 1970s, when the concept of authenticity emerged again (Gilmore, 2007). The reason was Chomsky’s (1965) and Hymes’ (1972) view of communicative competence as a broader concept which also encompassed contextualised communication.

Therefore, authentic texts were slowly introduced in foreign language teaching on a larger scale. They proved to be very valuable resources for learning specially for their huge potential on communicating ideas rather than focusing on language structures (Gilmore, 2007: 97). Nevertheless, the shift from adapted to authentic materials in the classroom has been slow.

The advancement of authentic materials was accompanied by other student-centred educational approaches, like the Communicative Language Teaching or the Task-Based Approach. At the same time, this situation originated severe criticism to the already mentioned PPP methodology, precisely because of the excessive protagonism of teachers and the passive role of learners.

The concept of authenticity was also naturally influenced by the changes of society, particularly by technology and the advance of ICT (Information and Communication Technology)

resources. Furthermore, as the use of authentic materials could be addressed from different perspectives, there were many multiple possibilities to incorporate them into the classroom.

Technology also made authentic materials more interactive tools. For instance, the appearance of virtual realia (Smith, 1997) was considered one of the landmarks in the implementation of these resources in the classroom. Authentic materials will probably be increasingly popular due to the prevalence of learner-centred tasks and the communicative language teaching method, where they can help students to communicate ideas rather than focusing on linguistic forms.

In this sense, authentic materials are also present in the CEFR (2001) as valuable resources for the process of foreign language learning. The most relevant references appear in the section 6.4 of the CEFR. As a general approach, students can acquire a foreign language “[b]y direct exposure to authentic use of language in L2” (Council of Europe, 2001: 143). Among the options proposed we can find listening to the radio, watching TV or simply participating in face to face conversations with native speakers.

According to the CEFR, the role of authentic texts –both written and oral– is also marked as an interesting possibility of providing real language to the learners. Authentic materials can be graded if grammar is too complex, but at the same time, this can be a chance for students to learn new linguistic structures (Council of Europe, 2001: 165). Thus, apart from their usefulness to develop vocabulary, pronunciation or sociolinguistic competence in learners, authentic texts can be considered a stimulus for learners. In addition, from the CEFR, we can infer that one of the best advantages of using authentic materials in the classroom is the exposure to real samples of the language while developing different skills, specially interaction and mediation between speakers. The CEFR outlines many possibilities to use them as powerful resources for communicative purposes with other speakers.

From this overview, we can observe the progressive shift to student-centred approaches where learners should become responsible of their own learning process. Authentic materials can therefore become valuable resources to help them learn a foreign language from the native speakers’ point of view and a target culture at the same time.

3.3.2 Some guidelines

Throughout the paper, some guidelines regarding the application of authentic materials in the classroom have been already presented, such as the convenience of incorporating them into communicative tasks or their valuable help to develop real-life tasks. Nevertheless, it is necessary to remark some general aspects with a special focus on authentic audiovisual

materials such as films, online videos or songs because they are very common in EFL textbooks and particularly relevant for students' learning.

Authentic texts have positive qualities (Widdowson, 1976) and appropriate responses on the part of learners are necessary for authenticity to occur (Widdowson, 1976: 263). However, the mere use of authentic materials does not imply the acquisition of competences by learners, since the selection and contextualization of materials is pivotal (Hutchinson and Waters, 1984: 109-111). In this sense, materials need to be fully integrated in the lesson plan and must be only considered as a vehicle for language practice (Hutchinson and Waters, 1984: 111). Therefore, design is so relevant because learners should be fully involved both in the content and the language of tasks. Authentic materials have to communicate a message rather than outlining the target language use (Hutchinson and Waters, 1987: 159). All in all, the true authenticity of a text comes from "the context for which it was originally written" (Hutchinson and Waters, 1987: 15); and the essential role played by teachers and learners in the effective use of authentic materials in the EFL classroom.

Thus, when creating a task, it is important to take into account the learners' attitude and the availability of resources (Nunan, 1989: 138). As it has been mentioned, learners' individual characteristics play a pivotal role because the use of authentic materials can even lead to learners' demotivation in case they fail to understand real language (Harmer, 2001: 273).

As the context of creation of authentic materials is different from the context of the actual use in the classroom (Widdowson, 2003), it is essential to estimate the real convenience and appropriateness of these tasks in the EFL classroom. Learners usually feel better when they work with authentic materials because this is an opportunity to engage them in the real language whenever teachers provide them with the necessary guidance and pedagogical support (Kilickaya, 2004).

Furthermore, the convenience of authentic materials can be related to the gap existing between authentic language and textbook language because the latter do not usually prepare students for the situations they may experience in the real world (Gilmore, 2007: 98). Thus, the analysis of the two EFL coursebooks under scrutiny will determine if authentic materials are really useful for this purpose.

Other important features which need to be taken into account when using authentic materials are their organization and integration into the lesson (Bably and Nusrat, 2017: 4). The lexical density and the complexity of grammar structures must also be analysed by teachers to elucidate the appropriateness of authentic materials. Otherwise, students may experience some frustration

when they are confronted to the tasks (Bably and Nusrat, 2017: 4). Thus, the use of these educational resources should be accompanied by a careful planning and positive reinforcement. In conclusion, it is clear that lesson planning, a careful choice of materials and their adaptation to the context of learning are the three cornerstones which should guide the implementation of authentic materials in the EFL classroom. For this reason, decontextualization can be precisely one of the risks of authentic materials (Hutchinson and Waters, 1987: 159). The focus should be on the learning aims, the “fitness to the learning purpose” (Hutchinson and Waters, 1987: 159) rather than discussing the level of authenticity or genuineness in these materials.

3.3.3 Advantages

This section outlines some of the most relevant advantages of the use of authentic materials. They are presented in different groups according to the scope of these benefits. First, personal or individual advantages are mentioned because they affect students’ ability to learn a foreign language. Then, some cultural advantages are also offered in order to observe how authentic materials can promote intercultural awareness. Lastly, their positive influences in the learners’ language are presented, with a special emphasis on the advantages of audiovisual materials (such as films, songs or online videos) for their unquestionable relevance in communicative tasks.

Among the individual advantages for students, the most relevant one is the positive effect of authentic materials on learners’ motivation and self-esteem (Richard, 2001) because these resources are usually appealing for them. Students also feel satisfied when they are able to understand information which is authentic and has not been adapted for them (Richard, 2001). In addition, they also feel that they are learning real language in real-life situations, not isolated chunks or expressions (Kilickaya, 2004).

The issue of motivation is also stated by Bala (2015) when she mentions that learners are more involved in classroom activities (Bala, 2015). Authentic materials can also serve as a personal strategy to activate learning in the EFL classroom because it is easier for them to remember words appearing in those materials which they have seen in the classroom (Bala, 2015). Other important personal skills which are promoted are engagement and confidence (Bala, 2015). Some EFL learners may experience some frustration when they are learning English because their knowledge in this language may be limited. However, when they see that they can communicate with other speakers effectively, their self-esteem improves.

In relation to these aspects, authentic materials also imply numerous cultural advantages. For instance, they represent a bridge between learners’ language and the foreign language culture

(Smith, 1997). In this sense, the appraisal of the foreign culture is another common benefit. Learners perceive the language, as well as information from the foreign culture (Bala, 2015). Thanks to this aspect, they can find similarities or differences between their culture and the one of the foreign country (Bala, 2015: 47). For this reason, the possibility of using the language in real situations may stimulate their interest in the foreign culture and their intercultural awareness.

Regarding the positive impact of authentic materials in learners' language, we can find that all skills of language can be enhanced thanks to the help of these resources. Nevertheless, they are particularly valuable for practising oral production and interaction skills, as the CEFR (Council of Europe, 2001) suggests. For this reason, the benefits of authentic materials are exemplified in the case of audiovisual materials due to the relevance of oral communication in the context of the classroom.

For instance, songs are very popular examples of authentic language. Although they are particularly beneficial to develop oral reception skills and improve students' pronunciation of English, it is also possible to work other skills with them. Anyway, songs are also a vehicle for the transmission of cultural values, so they can serve to learn the language and its culture simultaneously (Dakowska, 2012: 221).

The use of authentic videos and YouTube in particular is also considered a valuable resource because students can also practise at home or with their own partners, what means that they have access to thousands of authentic materials outside the EFL classroom and practise following their teachers' guidance (Silviyanti, 2014: 43). As a source of access to authentic materials, YouTube has a huge potential and offers an endless amount of possibilities to practice listening and speaking, such as conversation analysis or the reenactment of famous scenes from films (Watkins and Wilkins, 2011: 113-115). Moreover, these resources usually offer more motivation and enthusiasm than traditional listening practices (Silviyanti, 2014).

The new video viewing habits of consumers and the advances in mobile phones technology caused the appearance of Netflix, a platform which has gained a lot of popularity since it offers immediate access to thousands of authentic materials such as videos, films, series or documentaries. Therefore, students can watch videos not only for entertainment purposes but to acquire vocabulary and grammar from the target language also (Dizon, 2018: 38). These benefits of videos were also stated by Srinivas (2019), who remarked the convenience of films to learn English in the classroom, since they allow the contextualization of the real language which students are perceiving from the language input. Thus, thanks to these resources, which

usually have an excellent reputation among students, they can experience important improvements in the development of their language skills (Srinivas, 2019: 436).

In conclusion, the benefits of authentic materials and, in particular, the audiovisual materials outlined in this section have highlighted the important connections with real language and the culture of the target country. They offer motivation, enthusiasm and an increase in self-esteem to students. These cultural and personal advantages also positively affect students' learning of a foreign language. Authentic materials can help students improve their linguistic competence due to their wide range of possibilities to be integrated into communicative tasks. It is precisely for this reason that, in many previous studies, we can observe a clear predominance of audiovisual authentic materials as the most beneficial for students because they contribute to the development of all language skills, promote interest in learners and contextualize the real language which students are learning. These aspects are going to be assessed in the evaluation of two EFL coursebooks in subsequent sections.

3.3.4 *Disadvantages*

As any other educational resources, authentic materials also present some disadvantages if they are not effectively used in the classroom. Some of them directly affect learners' personal characteristics, such as the possible frustration they may experience when they have access to authentic materials which are too difficult to understand. At the same time, some interferences between cultures may also appear when working with authentic materials in the classroom. Other disadvantages focus on the essential role played by teachers in the selection of authentic materials. If they do not choose resources carefully, authentic material can be detrimental for learners. This section closes with specific disadvantages of these resources in learners' language, once again with an emphasis on audiovisual materials.

Regarding students' personal characteristics, one of the main disadvantages of the implementation of authentic materials in the EFL lesson is the students' age. For instance, some "low-level learners are traumatised when first exposed to authentic samples of language" (Nunan, 1989: 138). They may need some time to acknowledge that it is not necessary to understand every word of the authentic texts. In this sense, Andrijević (2010) points out that some authentic materials may cover topics which are not relevant for students's needs, so they might think that authentic materials are useless for their learning process.

Cultural disadvantages of authentic materials may be caused by misunderstandings or the lack of information about the foreign culture. Thus, a solid cultural background may be necessary

to understand some authentic materials because some of these resources require good knowledge of the foreign culture (Tamo, 2009).

For these reasons, authentic materials can also present some disadvantages from the teachers' perspective. Some authentic materials may become outdated in a short period of time, as happens, for example, with newspaper articles (Tamo, 2009). It is necessary, therefore, a constant renovation on the part of teachers. This task as well as the selection and preparation of authentic materials may demand additional efforts from teachers (Andrijević, 2010: 161).

If we consider the possible linguistic disadvantages of authentic materials, many students may have some difficulty in understanding texts because real language usually shows a high concentration of complex linguistic structures or dense vocabulary. This obstacle can be particularly important for their implementation in lower-level classes (Richard, 2001: 53). In addition, some authentic materials may contain vocabulary which is not relevant for the students' immediate needs (Tamo 2009), so they may experience frustration or rejection.

Apart from the possible linguistic inconvenients of authentic materials, there are some specific disadvantages of authentic audiovisual materials. Nowadays, there is an increasing number of English films which may contain inappropriate scenes for some underage students. For this reason, teachers must check that these films do not include references to sex, crime, violence or other controversial topics (Srinivas, 2019: 435). Furthermore, students may need additional investments for their technological devices if they want to practice English outside the classroom. Therefore, mobile data restrictions and costs in video on demand services, such as Netflix, can entail certain limitations to use authentic materials outside the classroom (Dizon, 2018: 38).

In conclusion, we have seen that despite the huge potential of authentic materials, they could have some negative effects in EFL learners if they are not used appropriately. Authentic materials can generate some frustration or demotivation to students and cultural interferences can also appear. As it has already been said, the linguistic disadvantages of authentic materials may be related to the lexical density or complexity of structures. In the specific case of audiovisual materials, other negative effects may be related to content or technological problems. Thus, some EFL teachers may show some aversion to authentic materials because their disadvantages may outweigh their benefits on students or the fact that these resources need more adaptation and a higher effort on the part of teachers.

4. METHODOLOGY

This study is aimed at analysing the authentic materials included in two EFL coursebooks for students of the third year of Compulsory Secondary Education in Andalusia. This specific educational level has been chosen because these students have been learning English for at least eight years. This means that they should have the ability to use the language with a relative degree of fluency for communicative purposes. The fact that many of them are in the middle of their adolescence process, a period when social relationships gain more importance, surely contributes to their personal desire of communicating with people from other countries and backgrounds.

The following sections explain the main features of the analysis of authentic materials and the different stages of the process followed in the evaluation of the two forementioned EFL coursebooks. The personal proposal used in this study is slightly inspired in the model developed by Pérez and Almagro (2015), as it will be explained in detail.

4.1. Research design

According to the general framework, this is a clear example of applied research because it refers to the inclusion of authentic materials in two EFL coursebooks. Therefore, it belongs to the specific field of EFL. This area of knowledge has traditionally been considered of a high interest in countries where English is not a native language but whose learning and study has become quite common and socially accepted, as it is the case of Spain, and more specifically, of Andalusia.

The research is based on primary sources of information, the analysis of two EFL coursebooks to study the occurrence of authentic materials and their effectiveness, if any. For this reason, the approach followed is analytic.

The previous sections have discussed the main benefits derived from the use of authentic materials in the process of foreign language teaching. Some of these were the increase in their motivation and curiosity in the foreign language, the development of their communicative competence or the discovery of new aspects of a foreign culture. For these and other reasons, the research has a deductive goal as it intends to test the hypothesis formulated by many previous researchers: authentic materials are valuable resources for students because they help them use languages as native speakers do.

As only two EFL coursebooks are involved in this project, due to the limitations of the research, it is a case study. Moreover, from the point of view of data collection, it is a non- experimental research because it is associated with primary sources of information.

According to the type of data, the research is clearly qualitative because the coursebooks are analysed in a search for likeness and differences regarding the treatment of authentic materials. In order to carry out this study, the first stage is a deep analysis of the samples. After the exhaustive data collection, the results are presented and conclusions are reached to see whether initial hypotheses are tested. Precisely for this reason, an interpretive method of analysis is followed. The focus lies in the relevance of the results regarding the appropriateness of the authentic materials included.

4.2. Sample

Only two coursebooks have been chosen for the elaboration of the case study because the limitations present in the guidelines of this project hinder the possibilities of a deeper analysis with additional samples. The two coursebooks are *Way to English 3. Andalusian Edition*, by Marks and Devlin (2016) and *Live Beat 3* by Kilbey, Freebairn, Bygrave and Copage (2015). Both of them are from two of the most popular publishing companies of EFL materials in Spain, that is, Burlington Books and Pearson Education.¹ This choice is not due to any specific reason because we thought that analysing coursebooks of the same publishing company did not offer relevant results. The analysis has been carried out with the students' book, although some details of the digital book will be remarked in the section devoted to the discussion of results. The digital book contains exactly the same contents as the students's book, although they are presented in an interactive format.

They both aimed at the study of English as a foreign language of students of the third year of Compulsory Secondary Education and their choice is founded on the importance of analysing coursebooks of the same educational level in order to establish similarities and differences in the materials presented. Thus, the sole criterion used for the selection of the two coursebooks has been the educational level. As it was previously stated, students in the third year of Compulsory Secondary Education are expected to use English with a relative fluency and accuracy for different contexts and situations. In addition, coursebooks of this level usually cover different students' areas of interest, an aspect which inevitably seems to be a good reason to include authentic materials.

Furthermore, the analysis of WTE3 has been developed in the Andalusian version, which is slightly different from the general one and which is used in other countries or regions. Results

¹ Henceforth, the two coursebooks will be referred to as WTE3 and LB3, respectively.

will determine if the authentic materials included in these activities and tasks are truly contextualised with Andalusia.

4.3. Instruments

Analysis is carried out in different stages of the research to examine the inclusion of authentic materials in the two EFL coursebooks. The first analysis serves to design the instruments used in the investigation. These record sheets and checklists, which can be found in tables 2 and 3 (in sections 4.4 and 4.5, respectively), have been specifically created for this case study, as it was previously stated in section 3.1.3. Successive analyses are carried out, which become more detailed as the investigation process progresses. In order to control the amount and type of authentic materials, information is registered in record sheets and then an evaluation checklist (Table 3) is filled in for each of the coursebooks. These stages of the process lead to the compilation of results and their detailed analysis in reference to the objectives initially stated in this paper.

4.4. Data collection

The initial analysis to check the inclusion of authentic materials in the two coursebooks led to the fact that it was necessary to design a simple record sheet to classify the data. As it was previously stated in section 3.1.3, authentic materials have been organized into four categories depending on their format and the channel used. The first of them deals with authentic images, whether fixed or in motion. The other categories involve authentic written materials, authentic audio materials and virtual authentic materials. Although some resources can belong to different categories, virtual authentic materials are those which are published online and have a relative degree of interactivity. When authentic materials are identified in any of the coursebooks, they are annotated in their correspondent category. In certain cases, a brief description of the content of the task is also included as well as any other relevant details which may be useful for an easier localization. These data can be better seen in Table 2, which includes the results obtained in both samples. Once that this information is brought together, it is easier to find similarities and differences in the amount of different types of authentic materials and study how they are used in each coursebook.

			WTE3	LB3
AUTHENTIC MATERIALS	AUTHENTIC IMAGES	FIXED IMAGES (photos, pictures, graphs, signs, maps...)	18.6 %	27.4 %
		IMAGES IN MOTION (films, TV programs, advertisements...)	50 %	7.4 %
	AUTHENTIC WRITTEN MATERIALS (novels, poems, news articles, cooking recipes, tickets, menu cards...)		0 %	1.7 %
	AUTHENTIC AUDIO MATERIALS (songs, radio programmes...)		2.6 %	3.6 %
	VIRTUAL AUTHENTIC MATERIALS (websites, blogs, profiles on social networks...)		28.6 %	0 %

Table 2. Amount of the different types of authentic materials in each textbook.

4.5. Data analysis

Results in Table 2 show that only 18.6 % fixed images of WTE3 are authentic. Thus, the remaining percentage is conformed by pictures, drawings, maps and other types of images which were specifically created for teaching purposes. Nevertheless, this trend is reversed in the case of images in motion, where authentic materials account for 50 %. This is the highest figure in WTE3. In the case of authentic written and audio materials, results are particularly low or even inexistent, 0 % and 2.6 %, respectively. Lastly, it is relevant to mention the significant occurrence of virtual authentic materials in WTE3, 28.6 %, as shown in Table 2. On the contrary, in LB3, the highest figure corresponds to authentic fixed images (27.4 %) because of the presence of numerous photographs which accompany the different activities of the coursebook. Nevertheless, the percentage decreases considerably in the case of other types of authentic materials: 7.4 % in images in motion, 1.7 % in written materials and 3.6 % in audio materials. In this sense, it is important to highlight the total absence of virtual materials in LB3 (0 %).

Results display the low occurrence of authentic materials in both samples. The amount of authentic fixed images is slightly higher in LB3 (27.4 %), but the situation is reversed in the case of authentic images in motion, which account for 50 % in WTE3 and only for 7.4 % in LB3. Regarding authentic written and audio materials, figures are quite similar –and exceptionally low– in both coursebooks, although slightly superior in LB3. From these figures we can infer that these types of authentic materials are not relevant enough for editors of both

coursebooks. Finally, there is a very significant difference between the amount of virtual authentic materials in WTE3 (28.6 %) and LB3 (0 %).

Thus, the following stage deals with the analysis of authenticity in the aforementioned coursebooks. The instrument used for this purpose is the following personal checklist specifically adapted for this case study, which was conveniently described in section 3.1.3. Results for each of the coursebooks, *Way to English 3* (WTE3) and *Live Beat 3* (LB3), are included in the last two columns of Table 3.

		WTE3	LB3
1. CONTEXT			
I. Is the coursebook suitable for the students' context of learning?	E A P NE	E	E
II. Does the coursebook prepare students for other contexts?	E A P NE	P	P
III. Does the coursebook include authentic material relevant for students' context of learning?	E A P NE	P	P
2. THE STUDENT			
IV. Can the student understand the importance of the coursebook's objectives to communicate effectively in English in real-life situations?	E A P NE	A	P
V. Is the coursebook suitable for the students' level of communicative competence?	E A P NE	E	P
VI. Can students easily identify authentic materials in the coursebook?	E A P NE	A	P
VII. Does the coursebook include authentic samples of language useful for students?	E A P NE	P	P
VIII. Does the coursebook demand an active role on the part of students?	E A P NE	A	P
3. THE TEACHER			
IX. From the teacher's point of view, is the degree of authenticity of the coursebook appropriate for the students' level?	E A P NE	P	NE
X. Can the authentic material included in the coursebook be easily adapted by the teacher to meet the students' needs?	E A P NE	A	P

4. CONTENTS			
4.1 <u>Linguistic aspects</u>			
XI. Does it include a wide range of different samples of authentic language?	E A P NE	P	P
XII. Are these samples of authentic language up-to-date?	E A P NE	A	A
XIII. Are authentic materials helpful to use language to perform communicative functions?	E A P NE	A	A
4.2 <u>Sociocultural aspects</u>			
XIV. Do authentic materials include relevant sociocultural aspects for students' needs and interests?	E A P NE	E	A
XV. Do authentic materials make reference to other countries where English is not an official language?	E A P NE	A	E
XVI. Are sociocultural aspects clearly contextualised with background information if necessary?	E A P NE	P	E
4.3 <u>Topics</u>			
XVII. Are the topics suitable for the students' level of communicative competence?	E A P NE	E	E
XVIII. Do topics match students' interest?	E A P NE	E	E
XIX. Does authenticity of materials foster students' curiosity to know other cultures?	E A P NE	A	A
XX. Are topics varied to cover different areas of interest?	E A P NE	E	E
4.4 <u>Organization</u>			
XXI. Does it include the same structure in each unit, which allows an easy identification of authentic materials?	E A P NE	E	A
XXII. Are authentic materials only present in specific sections of the coursebook?	E A P NE	A	P
XXIII. Does the teacher have additional authentic materials supplied by the publishing company?	E A P NE	P	NE
4.5 <u>Activities and tasks</u>			
XXIV. Do the activities and tasks contain clear communicative purposes for students?	E A P NE	A	A
XXV. Are the exercises and tasks well planned?	E A P NE	A	A
XXVI. Are all English skills covered in activities and tasks which include authentic materials?	E A P NE	P	NE
XXVII. Are there activities and tasks with authentic materials in different formats (printed, online, video, interactive...)?	E A P NE	P	NE
XXVIII. Is authenticity of materials sufficiently covered throughout the coursebook?	E A P NE	P	P

Table 3. Evaluation checklist of authenticity of materials.

Data obtained in both samples provide significant conclusions. In WTE3, 25 % of questions are marked as *Excellent* (E), 39.2 % are *Adequate* (A) and 35.8 % are *Poor* (P), which is the minimum mark because none of the items have been evaluated as *Not evident* (NE). If we consider that both E (*Excellent*) and A (*Adequate*) are appropriate values, results are particularly positive in subsections 2, *The student*, (80 % are *Excellent* or *Adequate*) and 4.3, *Topics*, (100 % are *Excellent* or *Adequate*). On the contrary, the lowest results can be found in items related to the context (section 1, where 66.6 % of results are *Poor*) and activities and tasks (subsection 4.5, where 60 % are *Poor* or *Not evident*), but these are not particularly negative due to the aforementioned absence of NE values in the checklist for WTE3.

In the case of LB3, results are more heterogeneous. 6 questions have received the maximum mark, what represents a 21,4 % of the whole checklist. Meanwhile, 25 % of items are *Adequate*, 39.3 % are *Poor* and 14.3 % are *Not evident*. Therefore, negative results (those with an evaluation of *Poor* or *Not evident*) slightly exceed the positive ones (*Excellent* and *Adequate*). If we get into details into the different sections of the checklist, items which have received a better assessment are those included in subsections 4.2 (*Sociocultural aspects*) and 4.3 (*Topics*) because in both of them 100 % of results are *Excellent* or *Adequate*. On the contrary, sections 2, *The student* (100 % of *Poor* results) and 3, *The teacher* (100 % of *Poor* or *Not evident* results) have not obtained a positive evaluation.

As it can be seen in Table 3, in general, WTE3 obtains better outcomes –25 % items marked as *Excellent* and 39.2 % as *Adequate*, whereas LB3 has 21.4 % questions marked as *Excellent* and 25 % as *Adequate*. This negative trend in LB3 is also exemplified in the fact that 4 items (14.3 %) are *Not evident* or partially evident, an aspect which is not present in WTE3, where P (*Poor*) is the minimum mark.

If we now consider the results according to the sections of the checklist, some relevant appreciations can be made. Items of the first section, *Context*, show exactly identical results in both textbooks, 33.3 % of *Adequate* and 66.6 % of *Poor* results. They obtain the highest outcomes in their suitability for the students' learning context (question I), despite the fact that they do not offer enough preparation to students for other contexts where they can use English (*Poor* results in question II both in WTE3 and LB3). In this sense, question III reveals that both samples do not include many authentic materials relevant for the aforementioned students' learning context.

This situation radically contrasts with the second section, *The student*, because 100 % of the items referred to authenticity from the student's perspective receive *Poor* results in LB3 and are considerably more acceptable in WTE3 (20 % of results are *Excellent*, 60 % are *Adequate*

and 20 % are *Poor*). According to question IV, students who use WTE3 can better understand the importance of the coursebook's objectives to use English for communication purposes in real-life situations. Differences between WTE3 and LB3 are more notorious in question V, dealing with the suitability of the coursebook to the students' level of communicative competence. Students have less difficulties in the identification of authentic materials in WTE3 (question VI), but both coursebooks do not contain many examples of authentic language useful from the students' perspective (hence the *Poor* results in question VII). Finally, according to the results of question VIII, in WTE3 students can have a greater deal of protagonism because they adopt a more active role in their own process of learning.

The prevalence of positive values in WTE3 is also reflected in section 3, *The teacher*. Results are remarkably negative in LB3 (50 % are *Not Evident* and 50 % are *Poor*), whereas in WTE3, 50 % of items are *Adequate* and 50 % are *Poor*. For instance, neither of the two samples obtain acceptable results in question IX, dealing with the teacher's point of view about the degree of authenticity of the coursebooks in relation to the students' level. In this sense, it is particularly surprising to observe the relevant divergences regarding the easiness of the adaptation of authentic material on the part of teachers to meet students' needs; this aspect from question X is *Adequate* in WTE3 and *Poor* in LB3. This is maybe one of the most notorious differences regarding the authenticity of materials in the two samples under scrutiny.

Regarding the *Contents* section, items are divided into different subsections. We find identical results in both samples in the *Linguistic aspects* subsection (4.1): 66.6 % are *Adequate* and 33.3 % are *Poor*. For instance, WTE3 and LB3 obtain *Poor* results in item XI, which covers the variety and diversity of authentic materials. Nevertheless, these samples of authentic materials are somehow appropriately updated (question XII) and are considered valuable resources for the performance of communicative functions (question XIII).

The *Sociocultural aspects* subsection (4.2) is the only part of the whole checklist where results in LB3 are better because 66.6 % of the items are marked as *Excellent* and 33.3 % as *Adequate*. On the contrary, only a third of results in WTE3 are *Excellent*, another third is *Adequate* and, finally, the last third part is *Poor*. Although authentic materials from WTE3 cover more interesting sociocultural aspects for students than those from LB3 (question XIV), they are notably better contextualised in LB3 (question XVI) due to the background information included in this coursebook. Furthermore, authentic materials in LB3 make reference to other non-English speaking countries. For this reason, results in item XV are *Excellent* in LB3 and only *Adequate* in WTE3.

In subsection 4.3, *Topics*, results in both coursebooks are also identical and quite positive (75 % are *Excellent* and 25 % are *Adequate*), what shows that topics are perfectly appropriate for the students' level of communicative competence (item XVII) and cover several centres of interest in relation to students' preferences (item XVIII). According to *Adequate* results in question XIX, topics in both coursebooks include materials which can be used to engage learners to know other cultures. This part of the checklist concludes with item XX, where the two samples under scrutiny obtain the highest possible results (*Excellent*) in the evaluation of the diversity of topics.

Regarding the subsection *Organization* (4.4), results are again higher in WTE3: *Excellent*, *Adequate* and *Poor* values receive 33.3 % each and there are not any items considered *Not evident*. Nevertheless, neither of the items in LB3 have received the maximum outcomes; only 33.3 % are *Adequate*, another third is *Poor* and the last third part corresponds to *Not evident* items. According to question XXI, authentic materials in WTE3 are more easily identified and are also included in a wider variety of sections of the coursebook (question XXII). An interesting remark can be observed in question XXIII, dealing with the lack of access to additional examples of authentic materials supplied by the publishing companies of the two coursebooks. Although results are negative in both samples, they are slightly higher in WTE3. Another particularly significant issue is the situation in subsection 4.5, *Activities and tasks*, Results are once again better in WTE3 (40 % of *Adequate* and 60 % of *Poor* answers) than in LB3 (40 % are *Adequate*, 20 % are *Poor* and 40 % are *Not evident*). The two first items in this subsection conclude that activities and tasks have clear communicative purposes (question XXIV) and are adequately planned (question XXV) in the two coursebooks. Divergences are more notorious in item XXVI, which shows that the activities including authentic materials in LB3 always refer to the same English skills. A similar case is question XXVII, which says that there is a relevant lack of authentic materials in different formats (*Poor* results in WTE3 and *Not evident* in LB3). The last question of the checklist (XXVIII) intends to offer a general overview of authenticity: it indicates that authenticity of materials is poorly covered in the activities and tasks of both samples.

5. RESULTS AND DISCUSSION

The results of the analysis and evaluation of the authentic materials in the two coursebooks are discussed here following the same structure as the *Contents* section in Table 3. The reason is that this specific part of the checklist shows the most significant differences between WTE3 and LB3. Thus, results related to the linguistic aspects are first covered, such

as the low amount of samples of authentic language in both coursebooks. This leads to the outcomes about sociocultural aspects, which deal with the treatment of the cultures of English-speaking countries in the two coursebooks. Next, details about the diversity of topics and their connections to students' interests are offered. The results referred to the organization and identification of authentic materials –which are totally different in both coursebooks– are then mentioned. According to the last section of the checklist, results about the inclusion of authentic materials in activities and tasks are detailed. In this sense, specific results for each type of authentic materials (images, written materials, audio materials and virtual materials) are also outlined to understand how authenticity is covered in WTE3 and LB3.

First, from the results in Table 2, we can infer that authentic materials do not have a high occurrence in both coursebooks, what implies that adapted materials are preferred. In fact, the highest amount corresponds to authentic images in motion in WTE3 (50 %), whereas results are even notably inferior and do not exceed 30 % in the remaining types of materials. This preference for artificiality has consequences in the language which students learn and this heavily contrasts with the ideas proposed by Richard (2001), Kilickaya (2004), Bala (2015) and others who praised the numerous benefits of authentic materials. However, editors of WTE3 and LB3 might think that non-authentic resources already have a teaching purpose and are specifically created for this aim. This means that their level of complexity and lexical density is limited and, thus, students have less difficulties in understanding and mastering them. This fact is proved by the almost absolute absence of authentic written materials (0 % in WTE3 and 1.7 % in LB3). Nevertheless, it is possible to find some examples of “semi-authentic” texts which are created specifically for learning purposes, although they include some chunks or samples of real language. This strategy is sometimes used to provide a relative degree of authenticity to materials. An example to illustrate this situation can be found in the screenshot 1 of the appendix.

Anyway, most examples of authentic materials in both coursebooks are extremely useful for the practice of all language skills, specially oral reception skills, and the performance of communicative functions (both WTE3 and LB3 obtain adequate results in this aspect in the checklist included in Table 3). This is the case of authentic images, which often serve as a warming activity to introduce interaction or mediation tasks where students need to communicate with their partners. These could be examples of how authentic images help students develop their linguistic competence in communicative tasks (screenshot 2 in the appendix).

If we now turn to results about the sociocultural aspects, we can make relevant remarks. As it has been already said, contextualization is one of the key aspects of authentic materials. The chosen version of WTE3 is specifically aimed at Andalusian students. Nevertheless, it is surprising to observe that there are not any references to this Spanish region. For this reason, EFL teachers could select some relevant authentic materials from Andalusia to compare them with authentic materials from English-speaking countries which are included in the coursebooks. Many authentic photographs in WTE3 and LB3 depict cities from less known English-speaking countries like India (Marks and Devlin, 2016: 14), or South Africa and New Zealand (Kilbey et al, 2015: 58), as shown in screenshot 3 of the appendix. Thus, the comparison of different cultures through authentic images could promote curiosity and intercultural awareness in the classroom. It is also an excellent opportunity to acknowledge the importance of the English language worldwide.

Another sociocultural consequence of the authentic materials analysed is the notorious inclusion of extracts of National Geographic documentaries in WTE3 (see screenshot 4 in Appendix). This fact proves the interest in incorporating authentic videos as a valuable resource for discovering relevant cultural aspects and appreciating the features of the pronunciation and accents of native speakers from different parts of the world (Silviyanti, 2014: 49).

In relation to the results about the topics in WTE3 and LB3, we can state that both cover interesting topics for students, like free time activities, tourism or technology. In all of them we can find many examples of authentic materials, particularly images, in many cases combined with adapted material. A perfect example can be found in screenshot 5 in the Appendix. Although authentic photographs only account for 18.6 % in WTE3 and for 27.4 % in LB3, they are the undeniable protagonists of authentic materials in the coursebooks.

Regarding the organizational aspects of the two coursebooks, we can find important similarities. Both of them are structured into nine units which contain some examples of authentic materials. For instance, authentic fixed images are very common and easily identified by students in most cases because they are often a visual aid to illustrate other contents. Nevertheless, there are remarkable differences in the identification of other types of authentic materials. In WTE3, learners can find the pictogram of a chain in those activities which include a link to authentic videos (screenshot 6 in the Appendix). However, in LB3, this is not marked with any specific symbol.

The sections where authentic materials are included in the two samples is also another distinctive feature. As it was already mentioned, authentic photographs usually accompany written texts both in LB3 and WTE3, so they are often associated to written reception skills.

Nevertheless, in WTE3, images appear in many sections: vocabulary, grammar, reading and CLIL, as shown in screenshot 5. In this sense, authentic materials in WTE3 allow students practice all English language skills. The situation is different in LB3 because authentic materials there enjoy a considerably lower level of protagonism and are not very frequent in all sections of the coursebook.

Finally, results about the contents of the authentic materials of the two coursebooks are grouped into the different types of materials. Fixed images are the most frequent resource, as it has already been stated. Nevertheless, photographs should not be the only type of authentic fixed images. As it was previously mentioned in Table 2, graphs, signs and maps also belong to this group. There are not any examples of them in either of the two books, an aspect which could be improved in subsequent editions.

Regarding authentic images in motion, we can observe significant differences between the two coursebooks. Only WTE3 contains a wide range of authentic videos –50 % of the total of videos are authentic, although they are only available in the digital book version; although the majority of them are links to external videos from YouTube or other platforms. For instance, this is the case of a promotional video of Dublin (Marks and Devlin, 2016: 52), which can be seen in screenshots 6 and 7 in the Appendix. The short duration of the videos from WTE3 (5 minutes maximum in most cases) seems very appropriate for students because they may stop paying attention if videos are very long. Apart from their linguistic potential, authentic videos are excellent resources to show different English dialects and accents to students (Watkins and Wilkins, 2011: 117).

In the case of authentic audio materials, the low inclusion of songs in the two coursebooks is curious, despite the fact that they are one of the most popular resources in EFL teaching (Dakowska, 2012: 221). There are only a few examples in WTE3. In this sense, there are not samples from radio programmes either. The only references to authentic audio materials are fragments from tour guides which can be found in LB3 (Kilbey et al, 2015: 39 and 51) and screenshot 8 in the Appendix, so a wider variety of audio formats would be desired in updated versions of the coursebook.

A similar situation happens with authentic written materials, which have a very low presence in the coursebooks (0 % in WTE3 and 1.7 % in LB3), as it has been mentioned. The reason might lie in the preference for adapted texts which have less linguistic complexity for students, something which could be another possibility for improvement in subsequent editions of the coursebooks.

The last type of authentic resources, virtual authentic materials, is not excessively present in the books either (only 28.6 % in WTE3 and 0 % in LB3). There are only some links to websites and blogs in WTE3: these resources are truly extension activities which allow the teacher add some authenticity to the contents explained in the coursebook. For instance, in order to provide additional materials to a grammar activity, there is a link to a news article which talks about the legality of self-driving cars in California (Marks and Devlin, 2016: 103), which is included in screenshot 9 in the Appendix. Although the content of the news article might seem outdated, this type of multimedia resources add interactivity to the classroom and promote curiosity in students while providing authentic language.

It seems surprising to observe that neither of the two coursebooks includes authentic examples from social networks, despite the fact that they are very popular among teenagers. They could contribute some authenticity and interactivity to the EFL classroom and could also be excellent vehicles to provide authentic materials. Social networks can help students develop their written and oral production skills, as happens with Pinterest (Zakime, 2017-57).

In conclusion, the analysis and evaluation of these EFL coursebooks prove that authentic materials are not very frequent in comparison with non-authentic materials. There is only a relative remarkable presence of authentic photographs which are quite useful for the development of intercultural awareness and communicative tasks to practice different skills of English, such as the example in screenshot 2 in the Appendix. Furthermore, they can be used in other activities together with samples of real language in order to provide true authenticity to the teaching and learning process. Anyway, as it has been said in previous sections of this paper, the mere presence of authentic images is not enough. According to question XXVIII of Table 3, authenticity is poorly covered in both coursebooks. Teachers should select and contextualise these authentic materials because both coursebooks do not adequately prepare students for other contexts different from the learning environment (question II in Table 3). In this sense, perhaps the most remarkable advantage of the authentic materials included in the two coursebooks is that they refer to varied topics attractive for students (questions XVII-XX in Table 3). Although interactive and multimedia authentic content is only present in WTE3, some of these references should be updated to be related to some of the most recent developments in society. Thus, authentic materials should have a higher degree of protagonism due to their numerous benefits to help students develop their communicative skills in English.

6. LINES FOR FUTURE RESEARCH

This analysis and evaluation of the authentic materials included in two EFL coursebooks (one of them is a specific version for Andalusia) has produced interesting outcomes in relation to authenticity. Nevertheless, the case study has experienced certain limitations which should be taken into account to analyse authentic materials from different perspectives, such as the students' opinion of these authentic materials.

One of these proposals could be the use of more samples of different publishing companies, which could offer more precise and specific outcomes. As the analysis of only two coursebooks has highlighted many notorious differences in the amount of authentic materials, it seems logical to think that more relevant results will be obtained if more coursebooks are analysed. The study only focuses on the third year of Compulsory Secondary Education, so it could also be applied to other levels following the organization of the educational system of a certain country or region or those proposed by the CEFR.

From the foregoing, it can be inferred that due to the restricted representativeness of this study, additional qualitative or quantitative studies could be carried out among EFL learners. It could be interesting to study authenticity from the students' point of view by means of questionnaires and see if authentic materials truly help them develop their communicative competence. Although students are the protagonists of the learning process, this aspect may not have been deeply covered in the present paper. In this sense, studies about the actual applications of authentic materials in the classroom could be welcomed. For this reason, a possible line for future research could also be interviewing different teachers about their opinions regarding authenticity of materials in the EFL classroom.

Another proposal for future research could be related to the emphasis on a certain type of authentic materials. From the present analysis, we can observe that authentic images prevail over other types in the two coursebooks focus of attention. Although their great potential for learning is undeniable, there are not enough current investigations about the inclusion of virtual authentic materials with communicative purposes in EFL coursebooks. This could be an interesting aspect to be analysed because new technologies and social networks are powerful tools which have gained a lot of popularity among teenagers. Furthermore, they can be exploited from a different number of perspectives in the classroom.

In conclusion, there could be many varied possibilities for future research in the field of authentic materials in EFL teaching and learning. This study could serve as the starting point to study other aspects of the real use of authentic materials in specific levels or contexts.

7. CONCLUSION

After the analysis and evaluation of authenticity in two EFL coursebooks, several conclusions can be drawn regarding the specific objectives of this dissertation. Previous sections of the present paper have shown that authentic materials have been progressively integrated into teaching despite the fact that they were not originally created for this purpose. There is disagreement about the definition of authentic materials, since they can be addressed from different perspectives. In this sense, Widdowson (1978) raised the concept of authenticity, an important contribution to the field of language teaching. For him, authenticity lies in the truly authentic use which is made of materials. This trend, who was followed by many other experts (Breen, 1985; Hutchinson and Waters, 1987), proved that merely using authentic material is not enough to achieve authenticity in the EFL classroom.

Therefore, EFL teachers have been traditionally concerned about proper ways of bringing authenticity into their teaching practice. For some authors, such as Breen (1985), there are many different types of authenticity which may overlap, but “authenticity of the actual social situation of the language classroom” (Breen, 1985: 61) is of the utmost importance. The classroom is the place where most of the teaching and learning process takes place, so contextualization is essential. Authentic materials should be used in accordance with the students’ needs and learning purposes (Hutchinson and Waters, 1987: 159) and teachers should know how to integrate authentic materials into the classroom (Breen, 1985).

Thus, authenticity does not mean the mere use of authentic materials in the classroom because selection and contextualization of these resources is essential in order to be successful (Hutchinson and Waters, 1984). In this sense, it is also of the utmost importance to wonder if authentic materials are truly valuable and helpful for the students’ process of learning. After all, learners are the protagonists of this process and authentic materials are meaningful if they help them be prepared for real-life situations.

Traditionally, many authors such as Smith (1997) and Richard (2001), have long discussed the advantages of using authentic materials in the classroom. For instance, they are usually motivating for students and can help them improve their communicative competence in the English language. These benefits are more notorious in oral language skills because using English for communicative purposes is one of the main objectives of Compulsory Secondary Education. Nevertheless, the inadequate use of authentic materials or the lack of contextualization may also entail some disadvantages.

This study is based on the analysis and evaluation of authentic materials in two EFL coursebooks. Thus, it intends to provide some remarks about the effective use of these authentic materials in the EFL classroom. Although this case study is focused on the third year of Compulsory Secondary Education, results can be representative for the integration of authentic materials in the EFL classroom in similar levels. The analysis of the occurrence of authentic materials in the two coursebooks under scrutiny (Table 2, section 4.4) and its corresponding discussion proves that the amount of authentic materials is scarce both in WTE3 and LB3, with the only exception of authentic videos in motion in WTE3, which account for only 50 % of the total. This means that adapted materials have a greater deal of protagonism because editors may think that they are more manageable for students. The reason may lie in the possible language complexity of some authentic materials (Andrijević, 2010) and their lack of appropriateness for students of this level and background (Richard, 2001). Nevertheless, the authentic and semi-authentic materials included both in WTE3 and LB3 can be easily adapted into other tasks and activities and are valuable resources to promote communicative competence in students, in connection with the objectives initially stated in this paper. This partial authenticity (or semi-authenticity), therefore, may be a good solution to make authentic materials more accessible for students.

Results derived from the evaluation checklist (Table 3 in section 4.5) also reveal significant conclusions. In general, authentic materials are poorly covered in WTE3 and LB3. There are not numerous examples of different types of authentic materials. Only authentic images, particularly photographs, are the most frequent authentic resource included in the two coursebooks under scrutiny. They usually appear in connection with other tasks in order to make activities more appealing. For this reason, despite the low occurrence of authentic fixed images, these resources may be helpful for EFL teachers because they can be used as the introduction of new communicative activities. This task demands an additional effort on the part of teachers but it is an adequate solution for the provision of true authenticity to the classroom.

In addition, authentic materials need to be adequately contextualised in order to be truly effective. For instance, most types of authentic materials appearing in the two coursebooks under scrutiny have been selected according to the personal characteristics of students (e.g. their age) and their academic level: these learners are supposed to be independent users of the English language since they have been learning it for several years. Results from Table 3 highlight that these two coursebooks are excessively centred in the learning context and do not prepare students for other contexts and situations. Furthermore, WTE3 is a special version for EFL

students in Andalusia, but it is surprising to observe that it does not include any specific type of authentic materials related to the Andalusian region, despite the fact that intercultural awareness and sociocultural aspects should be promoted in the classroom.

In general, it can be concluded that authenticity is better covered in WTE3 because its overall results in the whole checklist are mostly acceptable: 25 % are *Excellent* and 39.2 % are *Adequate*. In the majority of sections of Table 3 results are also higher for WTE3. Therefore, authentic materials included in WTE3 seem to be more appropriate and contextualised to help students improve their communicative competence in English. Although results for LB3 are not so positive, some specific issues, such as authentic materials dealing with sociocultural aspects, are well covered and can be helpful for students.

Thus, this paper has provided answers to the three objectives stated in section 2. Firstly, the concept of authentic materials has been discussed focusing on the differences stated by some scholars. Secondly, some general guidelines regarding the effective use of authentic materials have also been stated, particularly in relation to authentic images because of their high presence in the two coursebooks under study and their usefulness for the development of communicative tasks. And last but not least, the study has analysed the occurrence of authentic materials in two EFL coursebooks and their implications into the teaching practice, with a special emphasis on communicative tasks.

In conclusion, despite the limitations and restricted representativeness of the present study, it shows that authentic materials do not enjoy a lot of protagonism in EFL coursebooks. Furthermore, most types of authentic materials, such as written, audio and virtual resources are not enough exploited in these coursebooks despite the fact that they could provide interesting opportunities to promote communication in the classroom. Nevertheless, the possibility of combining authentic and adapted materials could be a partial solution to connect students with the the English language and the real world of English-speaking countries.

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APPENDIX

This Appendix includes different screenshots of some relevant authentic materials found in WTE3 and LB3, which better illustrate the results of the analysis. The criteria used for the selection of screenshots has been the alternance between the two coursebooks and the variety of the different types of authentic materials. Each screenshot is accompanied with a brief explanation.

Use your English: Show interest

7  Listen and repeat. Then practise the conversation in pairs.

A: I didn't go online at all last week.
B: Didn't you? Why not?
A: We had no connection.
B: Really? How awful.

Show interest
Echo questions: <i>Are/Aren't you? Did/Didn't you?</i> , etc.
Really?
How awful/exciting/amazing ...
Why?/Why not?

8 Practise similar conversations in pairs. Then invent other situations.

1 I'm going to be on TV tonight. (They're showing the football match I went to.)
2 I need some dollars. (I'm going to New York.)
3 I'm not coming to school tomorrow morning. (I'm going to the dentist's.)

Screenshot 1. These activities of LB3 include a box of useful expressions of authentic language to perform a certain communicative function, that is, showing interest. It could be considered an example of the integration of small chunks of authentic language into the activities of the coursebook. (Kilbey et al, 2015: 47).



Listen

4 Listen to a Skype conversation between Sandy and Karima. Answer the questions.

- 1 What does 'Inuit' mean? *It means 'people'.*
- 2 Where do the Inuit people traditionally live?
- 3 Why did they invent games?
- 4 How many types of games are there?
- 5 Why does Karima often lose the voice games?
- 6 What is Karima going to send Sandy?

Next stop: Canada!

The Inuits have lived in Canada for over 5,000 years and are famous for their traditional games. I asked Karima, an Inuit from northern Canada, to tell me about them. She said that life in the Arctic could be hard and it was important for people to have strong minds and strong bodies. So the Inuits invented games to help them survive during their long hunting trips. My favourite game is the 'kneel jump'. You start on your knees and jump forward. The person who jumps the furthest wins. Karima told me all about the Arctic Games. It seems the competition began in 1970 and it has both traditional games and modern sports, like ice hockey.



Finally I spoke to Kylie, an Aboriginal Australian from Sydney and I asked her about Aboriginal music. She told me about the didgeridoo. The didgeridoo's an Aboriginal musical instrument over 1,500 years old. It's a pipe that's 1–3 metres long and yes, you blow into it! Today you can still listen to traditional didgeridoo music or fusions with hip-hop or rock! Kylie told me that her uncle was the didgeridoo player in a group. Check out her photo!



Speak

5a In pairs, discuss the questions.

- 1 Before you visit a new country, which of these things do you think are important to find out about? Decide with your partner: 1 = most important, 6 = least important.
 - ☐ the famous sights
 - ☐ the landscape
 - ☐ the music
 - ☐ the people
 - ☐ interesting facts about the culture
 - ☐ the language
- 2 Which country in the magazine article would you like to visit? Why?

b Imagine you are going to visit the country you talked about in Exercise 5a. Think of five questions to ask when you get there.

Project

6 Do a project to find the answers to the five questions you talked about in Exercise 5b.

- Write a title for your text.
- Use your questions from Exercise 5a as paragraph headings.
- Write the information you have discovered under each heading.
- Download two or three images to go with your text.

NEW WORDS

- indigenous • Maori • war cry • combat
- costume • warrior • the Inuits
- the Arctic • mind • survive
- Aboriginal Australian • didgeridoo • pipe

Screenshot 2. This page of LB3 shows how authentic images from a reading task can serve as an introduction to perform communicative tasks, such as activities 5a and 5b. (Kilbey et al, 2015: 79).

5d Wonders of nature

SKILLS FOCUS: READING

ACROSS CULTURES

Get started

- 1 Look at the photos (1–3) and answer the question.

Which photo shows:

- a) caves? b) a waterfall? c) a mountain?

Read

READING TIP: HOW TO MATCH SENTENCES TO GAPS IN THE TEXT

Look for words in the sentences that match the words in the text. Then read the sentences before and after the gap in the text.

Now do Exercise 2.

- 2  Read the article and complete it with the sentences (a–d). There is one extra sentence. Then listen and check.

- a) This strange animal, which looks like a guinea pig, is also known as a rock rabbit.
- b) The valley, which is ten kilometres long, has many streams and woods.
- c) When you enter, light comes from millions of glow worms on the ceiling of the cave.
- d) On the way up, you can dive into the pools or take photos of water falling around you.

Comprehension

- 3 Read the article. Answer true (T), false (F) or doesn't say (DS).

- 1 The Dunn's River Falls are on the coast. T
- 2 You can walk up the Dunn's River Falls without help.
- 3 Table Mountain has 2,200 species of wild flowers.
- 4 The 'dassie' is only found on Table Mountain.
- 5 There are millions of bats inside the Waitomo Glowworm caves.
- 6 Glow worms generate light to get something to eat.

NEW WORDS

- end up • on your own • slippery
- hand in hand • chain • overlook
- endangered species • cave • stalactite
- stalagmite • luminous • torch
- glow worm • creatures • regret

58



Screenshot 3. Here it is possible to find these photographs of impressive landscapes in English-speaking countries: Dunn River Falls (Jamaica), Table Mountain (South Africa) and Waitomo Glowworm Caves (New Zealand). They accompany a text and other reading comprehension activities which appear in the following page (Kilbey et al, 2015: 58).



Screenshot 4. This is an extract of a documentary titled *Lopburi Monkey Festival* (National Geographic, 2010). It is linked to page 36 of WTE3 (Marks and Devlin, 2016: 36). This is an external video hosted in YouTube (<https://www.youtube.com/watch?v=J9ki0mK6NQ0>), which can serve as an extension activity to the contents of the coursebook.

- 8** Read Kevin's itinerary for his trip to London. Then complete the sentences with the verbs in brackets. Use the Future Continuous affirmative or negative. Type the answers. Then check.

1 At 12 o'clock on Monday, Kevin (visit) the Tower of London.

2 At 3 o'clock on Tuesday, he (watch) a play at the Globe Theatre.

3 At 1 o'clock on Wednesday, he (look) at paintings in the National Gallery.

4 At 6 o'clock on Wednesday, he (shop) at Broadway Market.

5 At 12 o'clock on Thursday, he (watch) a football game at Wembley Stadium.

6 At 7 o'clock on Thursday, he (eat) fish and chips on an aeroplane.

	11 am-2 pm	2 pm-4 pm	6 pm-8 pm
MONDAY	Tower of London		
TUESDAY		walking tour of city	
WEDNESDAY	National Gallery		Broadway Market
THURSDAY	boat ride on the Thames	fish and chips lunch on Foley Street	



Check

Show first answer

Show all answers



Screenshot 5. This activity from *WTE3* represents a perfect combination of authentic material (the photograph of the Guard of the Tower of London) with non-authentic samples of text, in which students need to write the correct form of the future continuous. (Marks and Devlin, 2016: 37).

HOME AND AWAY

READING A web page 

 1 Read the web page. Which city would you like to visit? Why?

HOME AND AWAY A site for young people on exchange visits

HOME FORUM ABOUT US NEWS

If you plan to go on an exchange visit, you'll probably have lots of questions about your destination. To find helpful information about universities, football pitches or markets in your destination, check out our students' forum and read about other students' experiences away from home.



ANTHONY ROBERTS from Bolton, England

If you like the beach, you'll love Paris. Sound strange? It is. Paris hasn't got any real beaches, but every summer they put sand along the River Seine and turn the middle of the city into a beach.

Paris is such a fun place to spend time. If you're interested in art and history like me, you'll love it here. After my lessons, I sometimes walk around the Montmartre area. Many artists sit and paint on the streets there and I enjoy looking at their paintings. I also go to the Left Bank. That's an old and historic area of Paris. The Champs-Elysees, a very well-known street in Paris, is my favourite place to shop. It's too bad I'm only here for three weeks. I'd stay here longer if I had the time.



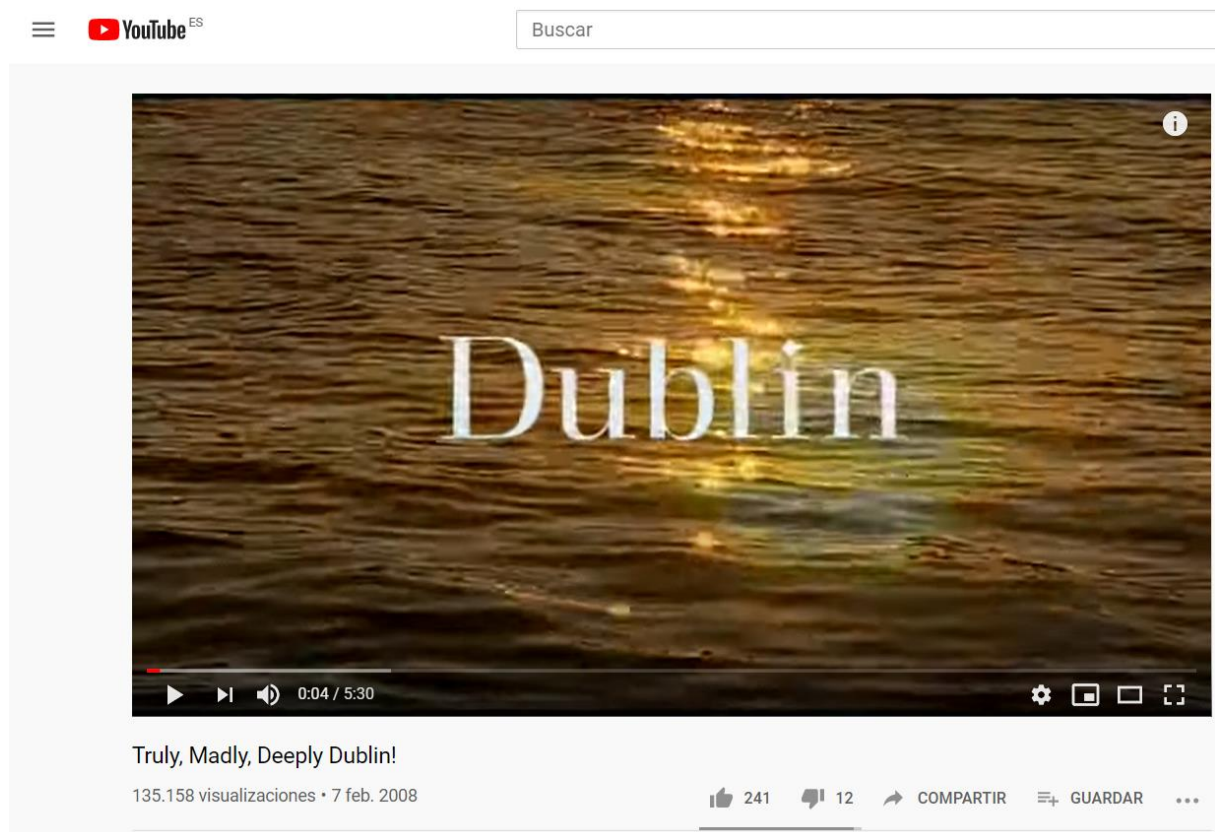
LENA MULLER from Leipzig, Germany

I'm spending a month in Dublin, the capital of Ireland. I'm living with a wonderful family and learning English.

About 50% of Dublin's population is under the age of 25, so it's a great city for young people. The Irish love music and there are always exciting bands to listen to. In pubs, musicians perform almost every night and play traditional Irish music. If you bring a musical instrument, they'll often invite you to play with them. If I'd known that, I would have brought my violin to Ireland.

Since I arrived here, I've already watched three hurling matches. Hurling is an Irish sport like hockey. Players have got sticks (they call them hurleys!) and they use them to hit the ball into the other team's goal. There's also a game called camogie. Only girls play camogie. It's similar to hurling, but the ball is smaller and some of the rules are different.

Screenshot 6. The digital version of WTE3 includes links to external videos, such as this example of page 52. This type of authentic materials is marked with the pictogram of a chain. (Marks and Devlin, 2016: 52).



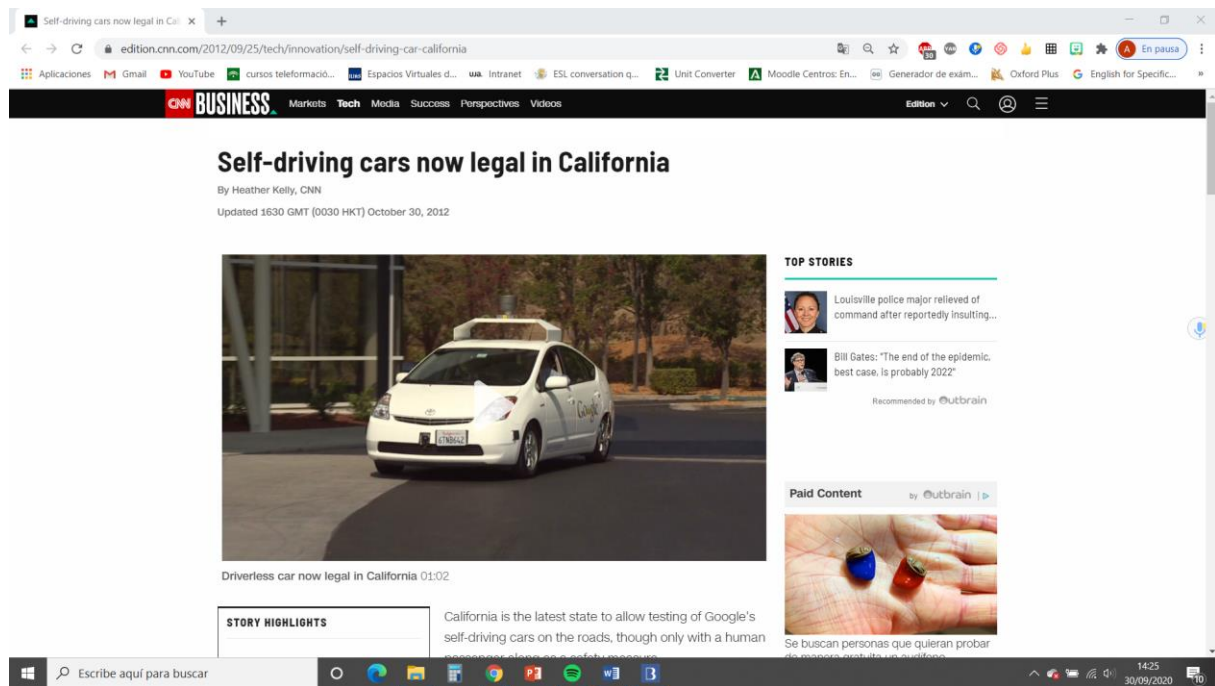
Screenshot 7. This is a video of Dublin titled *Truly, Madly, Deeply Dublin!* (visitdublin, 2008) which is linked to the page 52 of WTE3 (Marks and Devlin, 2016: 52). This is a external video hosted in YouTube (https://www.youtube.com/watch?v=LnFeByHu_jE), which can serve as additional materials.

Listen

4  Listen to the information about the Sydney 'Hop-on hop-off bus tour'. Complete the notes in the table.

Bus type:	¹ <u>Open-air double-decker</u>
Duration of tour:	² ___ minutes
Ticket types:	³ ___ / ___-hour tickets
Sights:	⁴ ___, ___
Language of tour commentary:	⁵ ___
Place to start tour:	⁶ ___ bus stop
Number of bus stops:	⁷ ___

Screenshot 8. This activity of LB3 is based on an excerpt of authentic audio materials, a talk by a tour guide in Sydney. Students have to listen to it and complete the chart with the information which they listen to. (Kilbey et al, 2015: 39).



Screenshot 9. This example of virtual authentic material is linked to WTE3 (Marks and Devlin, 2016: 103). Students can access this CNN article (Kelly, 2012) and read this report about self-driving cars. The text is available in <https://edition.cnn.com/2012/09/25/tech/innovation/self-driving-car-california> and it also contains multimedia content: a short video and other links.