

Effects of Teacher-Presented and Student-Generated Authentic Materials on Student Motivation in an EFL Classroom*

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The present study is to explore the effect of the use of teacher-presented and student-generated materials on student motivation. It is a longitudinal study which uses qualitative research methods. Two research questions were used to examine the overall effect of these materials on student motivation to learn, and if there was a difference between teacher-presented and student-generated materials on this classroom motivation. Three students (1 female and 2 male students) studying 'Current Issues in English' in a Korean university volunteered to participate in this study. Data were collected through diary entries, observations, and interviews. Data were recorded, translated, transcribed and analyzed by coding and categorization. Observation was also conducted using observation sheets. Findings indicated that a generally positive overall relationship existed between the use of these materials and student motivation. Furthermore, the data seemed to show a more positive reaction to student-generated materials in terms of driving motivation, but this response was not universal and these results were not entirely consistent.

[classroom motivation/English as a Foreign Language/authentic materials/
교실학습동기/외국어로서의 영어/진정성 자료]

I. INTRODUCTION

Over the past several decades the subject of the use of authentic materials in a foreign language classroom has been of some research interest (Breen, 1985, 2001; Gilmore,

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2007, 2011; Guariento & Morley, 2001; Little, Devitt & Singleton, 1989; Mishan, 2005; Pino, 1990; Purcell-Gates, Degener, Jacobson & Soler, 2001; Rilling & Dantos-Whitney, 2009; Ruddock, 2000; Williams & Bauer, 2006). Most of these studies have focused on the effect of authentic materials on classroom motivation and achievement; however findings have not always been consistent or well-defined.

Research of particular relevance to this present study, which was concerned with the use of these materials in a Korean EFL classroom, have been very limited and also somewhat inconsistent (Murray, 2010; Peacock, 1997). Thus, the two concepts of classroom authenticity and student motivation have frequently appeared in the second language acquisition (SLA) literature as potentially important contributors to student language proficiency. However, studies which have attempted to show a direct correlation between the two notions have not been entirely consistent or well-defined. None of these previous reviews have considered what, if any, differences there may be in using the two types of authentic materials on student motivation. This study will examine if it is useful to examine these possible differences as a means to gain greater understanding of this process and obtain more consistent result.

This study focused on two research questions as follows:

- 1) Does the use of authentic materials have a positive effect on student motivation in an EFL classroom?
- 2) If so, is there a difference between student-generated and teacher-presented materials in driving this student motivation?

II. LITERATURE REVIEW

This literature review will be divided into two sections: one will be about authentic materials in the language classroom and the other about language classroom motivation.

1. Authentic Materials in the Language Classroom

As indicated above, previous studies on this topic of the relationship between the use of authentic materials and student motivation have been few and findings have not been well-defined. This should not be entirely surprising as inconsistent findings are often the case with studies in SLA (Ellis, 2008). It is hoped that further research, such as this study, can contribute to a more definitive clarification of some of these issues.

As also mentioned above, three previous studies have focused on the effect of authentic materials on Korean students in an EFL classroom, and are most similar to this

present paper (Murray, 2010; Peacock, 1997). Murray (2010) was a qualitative study on Korean EFL students and the effect of teacher-presented authentic materials on their classroom motivation. Participants consisted of three volunteers who submitted diary entries and participated in interviews over the course of a semester. Findings indicated that these students generally had a positive response to teacher-presented materials, but this relationship was not always fully clear or well-defined in every case.

Peacock (1997) conducted a quantitative study of the effect of the use of authentic materials on the classroom motivation of two beginner-level classes of Korean college students studying EFL. One class consisted of 16 learners, and the other 15. Ages ranged from 18 to 24 and 18 were male and 13 female. Student motivation was measured by three questionnaires, supplemented by researcher observation. Findings indicated that learner motivation was significantly increased when authentic materials were used. Mean scores for both of the classes were 29 out of 40 when authentic materials were used, and 23 out of 40 when artificial materials were used. However, results also showed that students found authentic materials to be less interesting than artificial materials, and thus the author concluded that “it was not possible to say whether authentic materials motivated learners or not” (p. 152). The author further suggests that ‘interest’ and ‘motivation’ be treated as separate components to provide a better understanding of the construct of motivation and “a more precise picture of the effects of different materials on learner behavior in the classroom” (p. 152).

Another similar study by Matsumoto (2007) looked at peak learning experiences by 128 students studying Japanese as a Foreign Language. This researcher found that one of the most important peak learning experiences and most significant sources of motivation for these students was “being immersed in authentic Japanese language materials, such as TV programs, movies, animation, songs and magazines” (p. 206). Williams and Bauer (2006) also make a case for the use of authentic reading materials in the classroom by focusing on the teacher. Teachers who use authentic materials tend to be more interested in their classroom activity, and it has a positive impact on teacher retention as well as student achievement.

Purcell-Gates et al. (2001) studied the achievement of 159 adult literacy students in 22 states in the U.S. They found that authentic instruction (as opposed to school-like instruction) led to more positive changes in adults’ literacy practices outside the classroom. Rogers and Medley (1988) suggested that authentic materials can be divided into three types, video, audio, and printed materials. Some authentic texts are read for pleasure or entertainment, such as literature, cartoons or magazines. Other materials are read for information, such as signs, labels, advertisements, catalogues, brochures, and some newspapers. There can also be some overlap between these different kinds of text.

Another study by Gonzales (1990) reported on the effect of the use of these materials on student attitudes, motivation, culture, and language achievement. This study was done on a group of 43 students studying Spanish as a foreign language and no statistically significant differences were found in student motivation when authentic materials were used in the classroom when students responded to a self-report questionnaire. However, student diary comments did seem to indicate a positive response to the use of these materials in terms of their motivation.

Kienbaum, Russell and Welty (1996) reported on 29 U.S. college students studying German or French as a foreign language over a period of 30 weeks. Again results were not clear. A communicative language teaching approach was also used in conjunction with various forms of authentic materials. There appeared to be a positive effect on student motivation when compared to another class using traditional grammatical methods. However, it was not possible to determine with any degree of certainty if this positive effect was the results of the use of authentic materials or the communicative teaching approach.

Even though these studies seem to suggest that the use of authentic materials in the language classroom may be helpful in enhancing student motivation, this relationship is not fully conclusive. In fact, some authors have claimed that the use of these materials may in fact inhibit or reduce such motivation (Freeman & Holden, 1986). The researcher of this present study believes that because of these inconsistent findings, it is important to conduct further research on this important topic. Therefore, the purpose of this present study is to determine what effect these materials, either student-initiated or teacher-presented, may have on the development of student autonomous motivation, as they study EFL over the course of a semester.

In the broader perspective, classroom authenticity has been of increasing interest to educational researchers, including those involved in the field of second language learning. One of the primary issues of this research has been to determine a precise definition for this concept, and accurately describe its structural components. Researchers have argued for both a philosophical explanation of classroom authenticity (van Lier, 1996) and, more frequently, for a more pedagogical characterization. This study will be from this latter standpoint, and will consider how the introduction of authentic materials may be a factor in the development of student authenticity and also have some impact on their classroom motivation.

Much of the research focus regarding the use of authentic materials has centered on its impact on student classroom motivation, and ultimately on classroom achievement. Little et al. (1989) define authentic speech as language which fulfills some special purpose in the target language community in which it is produced. Thus, authentic materials are created for native speakers in the target language rather than for non-native

speakers or specifically for language classroom purposes. These materials can include many types of instruments, including newspapers, videos, films, poems, transcripts, advertisements, menus, schedules, or greeting cards (Pino, 1990), or any speech or text that can provide the learner with meaningful input.

However, for Breen (2001), this definition of authentic materials is not sufficient. What is authentic is a relative matter and may be quite different among individuals who make up a particular student population. According to Breen, the more important questions to ask are: "What is an authentic text, for whom is it authentic, for what authentic purpose, and in what particular social situation?" (p. 61)

Depending on the answers to these questions, a text which may be considered authentic for one individual may not be for another. Therefore, simply introducing what may usually be considered an authentic text or speech is not enough. Authenticity is not in the materials themselves, but in the student's view or interpretation of them. Widdowson (1978) recognizes this distinction more precisely and introduces the term "genuine" (p. 164) to describe the kind of authentic materials described above, in that genuineness is a characteristic of the text or speech itself, and authenticity is more a characteristic of the relationship between the text or speech and the student, and a genuine text or speech does not become authentic until the latter relationship is firmly established. Students may be better motivated by texts that serve a real communicative purpose, and these types of authentic texts seem to provide a rich source of natural language for the learner. It is sometimes difficult for textbook writers to accurately reflect how target language speakers talk in real life situations, but authentic L2 texts can readily do this (Cook, 2001).

2. Language Learning Motivation

Classroom autonomous motivation has been the topic of considerable research and is considered by many scholars in the field of SLA to be particularly important in the development of proficiency in the language classroom (Dörnyei & Schmidt, 2001; Dörnyei & Ushioda, 2009, 2011; Ellis, 2008; Ortega, 2009; Oxford, 1996; Stipek, 2002). The noted applied linguist, Corder (1981), has often been quoted as saying that "given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data" (p. 8).

The concept of human motivation has long been a central concern of researchers within traditional psychology, educational psychology and language learning. But despite this heavy emphasis on empirical research and a basic intuitive familiarity with the concept, scholars differ on what motivation is, how it operates and what influences this motivation (Pintrich & Schunk, 2002). Thus, the concept of motivation remains

complex and elusive and has been the subject of many definitions (Brophy, 1999; Ellis, 2008; Gardner, 1985; Pintrich & Schunk, 2002), and in regard to studies on student motivation done in a Korean EFL context (T. Y. Kim, 2012; Y. G. Cho, 2012).

For purposes of this study, Dörnyei's (2001) description of this affective response will be used. Dörnyei, an educational psychologist who focuses on language learning, contends that despite the various descriptions and definitions of motivation, most researchers would agree that motivation is concerned with "*why* people decide to do something, *how long* they are willing to sustain the activity and *how hard* they are going to pursue it" (p. 8). Dörnyei further describes motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and ... carried out" (p. 9).

If classroom autonomous motivation is so important for enhancing learning, a question for classroom teachers and researchers becomes how best to foster and maximize this affective response in students. Some research has suggested that the use of authentic materials in the language classroom may play a role in activating student interest and, in turn, enhance their motivation to learn (Cook, 2001; Little et al., 1989; Peacock, 1997; Pino, 1990). However, these findings have not been entirely clear and can best be described as inconsistent.

Learners who are autonomously motivated take an active role in the learning process, generating their own ideas rather than simply reacting to teacher input. These learners also show insight into their learning styles and strategies, take an active role in the learning task at hand, they are willing to take risks, and have a tolerant attitude to the target language (Wenden, 1998). Intuitively, it might be expected that such a relationship should be positive, and that students would probably prefer to use these materials rather than the more formal standard material found in textbooks and course books. However, as indicated above, the empirical evidence to support this notion has not been well-defined (Peacock, 1997).

III. METHOD

1. Participants

Three students studying 'Current Issues in English' at a Korean university volunteered to participate in this study. As you can see in Table 1, they are 1 female and 2 male students. Their ages ranged from 21 to 25, and two of them had spent some time in an English-speaking country. One female, Myunghee, was a sophomore, and the two males,

Juwhan and Chul, were juniors. One of the male participants, Juwhan, was majoring in English and had spent one year in Australia. Of the other two participants, the female was majoring in environmental landscaping and the male in photography. The English major student, Juwhan was at a higher level than the other two participants and Chul, who has spent one year in the U.S., was at a similar level based on TOEIC scores. The female participant had the lowest proficiency level in English. They all had an average of 11 years of English classes during their previous school years in Korea. Please see Table 1 for a description of the participants.

This EFL class was titled “Current Issues in English” and there was no textbook. Successful completion of this or a similar English course at the grade of B or above was a requirement for graduation. Thus, the class consisted of many different majors, with only five actually being English majors. The class consisted of 40 students, 24 females and 16 males, and they were divided into 10 groups of four students each for the purpose of presentation and discussion of the materials. During the class time, students explored various types of English language authentic materials such as topical newspaper clippings, magazine articles, and videos, and made classroom presentations on these items. Some materials were selected by the teacher and others were selected by the students themselves. Student-initiated items were required to gain prior approval of the instructor to ensure that they were appropriate for class presentation and discussion. The class was held once a week for a total of two hours. The instructor initially demonstrated the method and procedures for selection and presentation.

TABLE 1
Description of Participants

Name	Gender	Age	School Level	Major	Time Overseas
Juwhan	M	25	Junior	Eng. Literature	1year
Chul	M	25	Junior	Photography	1year
Myunghae	F	21	Sophomore	Environmental Landscaping	0year

2. Data Collection and Data Analysis

This study used qualitative methods of semi-structured interviews, student diary entries, and classroom observations by the researcher to obtain the necessary data. During semi-structured interviews, each participant was asked to respond to the following questions:

- 1) How do you feel about the use of authentic materials in this class?
- 2) Do you feel the use of these materials has increased your motivation to learn English since the start of this class?
- 3) Which of the two types of materials, those selected by the teacher or those developed and presented by you, had the most positive impact on your classroom motivation to learn?

These interviews were conducted in Korean and answers were recorded by the researcher for later translation into English. The participants were also asked to write diaries focusing on the above questions and submit them to the researcher on a monthly basis. Observation of these three learners in the classroom setting was also done by the researcher during the course of the semester, for a total of 12 times. During these observations, field notes and observation charts were used to record student behavior, direct quotations and observer comments.

For qualitative researchers, issues of validity, reliability and generalization are equally as important but are handled in a different fashion than in empirical studies. For ethnographic studies, such as the present one, systematic triangulation using interviews, diary entries and observations become the main avenues of contributing to the trustfulness and validity of the study results (Merriam, 2001).

Interviews with the three participants were conducted in Korean on a total of four occasions in the classroom after completion of the class, during the course of the semester. These interviews lasted for approximately 20 minutes for each student. As mentioned above, these contacts were on a semi-structured basis with questions relating to how the use of authentic materials, both those presented by the class instructor and those developed by the students themselves, effected their classroom motivation. The students were generally eager to discuss these topics and express their opinions.

The interviews were tape-recorded and later transcribed and translated into English by the researcher. The analysis of data took place concurrently with the data collection process. A system of coding was used to more easily recognize important or repetitive characteristics of items mentioned during the interviews. Coding was followed by category construction by reading through the transcript of the interviews and making notes and comments regarding important bits of information relating to the research questions.

As a result of coding and categorization of the interviews and diary entries, a master list of important consistencies and regular patterns among the participants such as names, ages and gender of participants, increased feelings of autonomy, development of greater practical vocabulary, increase in motivation to learn English, and greater self-confidence was established. Coded items were grouped under two overall categories, student-

generated or teacher-initiated authentic materials. This master list was helpful in organizing results and conducting analysis and the reporting of finding of the study.

Because the concept of human motivation is not so easily measurable simply by observation, two research instruments, as outlined in Peacock (1997), were adapted and used to obtain a more systematic basis for determining students' levels of on-task behavior, and observed motivation. It was possible to document student interest in various topics as various materials were introduced on a somewhat systematic basis by use of observation sheets shown in Appendices A and B. By using these sheets, and recording the results of observations, the researcher was able to obtain a more complete picture of participant motivation.

Observation sheet 1, shown in Appendix A, was used to quantify the on-task behavior of the students. As indicated in the instructions for Observation sheet 1, each of the three participants were observed one-by-one every five seconds for a total of 12 times, and the observer placed "1" on the sheet if learners were on-task and "2" if they were off-task at the time of the observation.

Observation sheet 2, as shown in Appendix B, was used to determine the overall class motivation of all three participants in the materials being presented, either student-generated or teacher-initiated. This sheet measured items such as student interest, enthusiasm, persistence, level of concentration and enjoyment in the lesson being presented. Each item was scored on the basis of one (low) to five (high). A daily total score for each class from 8 to 40 was produced.

As shown in Peacock (1997), the inter-rater reliability for Observation sheet 1 was $r = 0.91$ ($p = 0.03$), and the intra-rater reliability was $r = 0.97$ ($p < 0.001$). For Observation sheet 2, these computations were inter-rater reliability $r = 0.80$ ($p = 0.009$) and intra-rater reliability $r = 0.91$ ($p = 0.004$). These factors indicate a high level of reliability for these instruments.

IV. RESULTS AND DISCUSSION

1. Interviews

Some excerpts from student responses during interviews with the researcher are summarized or quoted as follows:

R: In terms of the questions I have asked you about the use of authentic materials in this class, how do you feel about their overall impact on your autonomy and

motivation to learn English? Which of these materials had the greatest impact on you, teacher-presented or student-initiated, and why?

Participant # 1- Juwhan, 25 years old, male

Up to now in my English educational experience, I have always used some kind of textbook in class. So, this class is a new experience for me and in the beginning I was a little lost because I had always had a textbook and lectures from the teacher to depend on. But after a while I came to realize that the language contained in these articles was different in many respects from English textbook and I could learn many new words and phrases which were more useful in everyday English. After a while, I got used to using these new phrases and vocabulary and felt more comfortable in interacting with native speakers on the campus. In that respect, I developed more self-confidence in speaking English which also had the effect of increasing my desire and motivation to learn more. Also, I believe choosing the articles ourselves were more effective in enhancing our interest to learn, as we were able to find items of maximum interest to us.

Participant #2- Chul, 25 years old Male

Yes, I think using this framework enabled us to get away from the formalities of using textbooks and learn different and more practical English words and phrases. Choosing the articles ourselves was better because we could concentrate on picking items which were understandable and of interest to us. Sometimes teacher-presented materials were too difficult for us and we had more of a tendency to give up on trying to learn from it. Overall, I think this type of material increased our feeling of autonomy and thus motivated us to make greater efforts in learning English.

Participant #3- Myunghee, 21 years old Female

I thought the use of these items was generally good. We were able to expand our knowledge of everyday English, which is not always possible in usual classrooms. I preferred the teacher-presented clippings because in our particular group we had a hard time agreeing on appropriate articles we would like to present, and one member always tried to insist on which item it would be. This often resulted in a loss of focus and motivation to participate in the selection and presentation process and was uncomfortable for the other two members of the group. For those reasons, I looked forward to teacher-selected articles where we could immediately focus our attention on and prepare our discussion points without internal group dissension. So, my experience regarding being motivated by these classroom authentic materials was definitely mixed. I had a positive experience with teacher-presented items, but

suffered a lack of interest and even some amotivation when our group was assigned to select and prepare these articles for presentation. For me, motivation depended on the process involved in choosing items for consideration and discussion. Perhaps if I was assigned to a more harmonious group I might experience a different outcome.

Being an English major, participant #1, Juwhan stated that he always had a high interest and motivation to learn English, but it was more of an extrinsic orientation in that the main purpose for learning English was to get a job as a teacher. This kind of class further strengthened his determination to pursue an English teaching career, but also afforded him additional more autonomous motivation where learning in itself became more interesting and pleasurable. He believes that this combination of motivational forces would serve him well in his continuing English education and greatly enhance his learning ability. When he becomes a teacher, he would like to try and give his students this same kind of boost to their autonomous motivation to learn English by using the same techniques and exposure to authentic materials.

Chul, participant #2, was more comfortable with student-generated materials mainly because teacher material was too difficult for his level of English proficiency. He also mentioned being able to learn more practical English through the use of these items, and indicated his sense of motivation improved.

Myunghee, participant #3, was the one student who indicated a preference for teacher-initiated items, because she was more used to this type of classroom. She also experienced some trouble with members of her group in selection and presentation of articles. I would suggest that Myunghee's attitude may not be so uncommon among other students and others would feel the same way. In observing her motivational reactions, they did seem to be more robust than her colleagues when dealing with teacher-presented items. On the other hand, she showed considerably less interest when her group was involved in preparing student-generated items.

The overall impression from the interviews was that participating in this course and using the authentic materials did have a positive effect on their classroom motivation to learn English. However, their opinions were somewhat divided on the subject of whether teacher-presented or student-generated articles had the most positive impact.

2. Diaries

These students also submitted diary entries on a monthly basis and were written in Korean and translated into English by the researcher. Students' diaries are summarized and quoted as follows:

Participant #1, Juwhan wrote as follows:

Today we considered the concept of English language immersion. Our professor presented us with an article she had written for a newspaper suggesting that early English immersion may be beneficial for English learners. After reading the clipping, we discussed this issue both pro and con. This was a subject of interest to me as a prospective English teacher and therefore I was eager to discuss and examine new words and phrases. So my enthusiasm for this subject helped enhance my motivation and improve my learning.

Other student-developed topics included changing trends in marriage and divorce in Korean society. According to the article, these days Korean men are now increasingly marrying older women who had already married before and become divorced. The article was pretty easy to understand and I learned various vocabularies relating to marriage. Today we talked about our future spouse or marriage. If my fiancée is older than me, I am not sure that I still want to marry her or not. I don't know about that and it was quite interesting. Usually I don't read news articles or watch TV news, but this class gave me a chance to update social or political issues, which is so good to me. Another group in the class provided a newspaper article and a video about the Oklahoma tornado, which was so devastating. From this class, I was able to get detailed information and discuss these details with my class members. I also learned many new phrases and words relating to tornados and weather in general. I believe each of these kinds of materials were of considerable benefit to us in providing the necessary motivation for us in developing our English language skills.

Participant #2, Chul also agreed on the effectiveness of the authentic materials as motivating factors in seeking to improve English. He expressed a preference for student selected items because allowing students to take responsibility for them provided a greater sense of autonomy and self-confidence. Another reason for preferring student-initiated articles was sometimes the teacher's items were a little beyond his comprehension and harder to understand. Student selected items were more likely to be within his English ability level

Participant #2 also suggested that this kind of classroom experience was very helpful in learning new vocabulary and gave him new confidence when talking with native English-speakers. After learning these new words, he was able to recognize them and use them on other occasions.

For participant #3, Myunghee, her diary entries indicated a preference for teacher-presented articles for the following reasons:

Although both types of authentic materials used in this class seem to have some potential for a positive effect on classroom motivation, I think there are two reasons for my preferring teacher-initiated materials. First, my particular group had some problems in deciding and selecting appropriate items to present. One member insisted on trying to control all decisions and I kind of lost interest in the whole process, including my motivation to continue. I checked with some of the other groups in the class and some of them had similar problems although not to the extent of ours. So, I am not sure if we had a more compatible group this situation would have been different. Secondly, the educational environment in Korea tends to consist of the teacher leading in front of the class and the students sitting listening with limited individual participation. Therefore, many of us are not so used to initiating classroom activities on our own behalf, but we simply rely in the teacher to lead and control classroom events. Thus, it was a somewhat new experience for me to have to initiate these kinds of activities, and it was distracting at times and probably interfered with my motivational support.

These diary entries were subjected to the same coding procedures done for interviews. Under the two broad categories of student-generated materials and teacher-initiated materials, coded items including names, ages, and gender of participants, increased feelings of autonomy, development of greater vocabulary, increasing motivation, and greater self-confidence were identified and placed on a master list.

This coding confirmed that two out of the three study participants were strongly in favor of generating their own authentic materials, as they were more interesting, gave them a greater feeling of autonomy and motivation. However, as indicated below in the discussion for observation results, this feeling somewhat diminished toward the last part of the semester and the preference between the two types of materials became closer. Several possible reasons for this narrowing are discussed under observation results below. One participant, Myunghye, indicated her preference for teacher-initiated materials throughout the course for her own reasons, and probably had an impact on the overall results.

As indicated previously, this study was concerned with how the use of authentic materials in the classroom effected students' autonomous motivation to learn English. It also investigated whether student-presented materials or teacher-generated materials were the most effective in driving this emotional reaction. Authentic materials are defined as being authentic "if they are unaltered language data, and if they are produced by and for native speakers of a common language and not for second language learners of that language" (Adams, 1995, p. 3). However, as Breen (2001) suggests, authenticity is not only in the materials themselves, but for whom it is authentic, for what purpose

and in which particular social context. These factors must also be considered when determining authenticity.

As indicated during interviews and in the diary entries, these students generally felt that they experienced positive motivation and enjoyed the use of classroom authentic materials. They felt that they benefited from acquiring new vocabulary and knowledge of everyday English speech, not previously available to them in a standard textbook-oriented classroom. They also found it enhanced their ability to understand English videos, magazine and newspaper articles, and this fact also served to increase their overall motivation to increase their knowledge of English.

Concerning their preference as to how these materials were presented to them, almost all thought that items developed and presented on their own initiative were the most effective in positively engaging their motivational reactions. Participants #1 and #2 both stated that presenting their own items gave them a greater sense of autonomy, motivation and sense of achievement. Participant #1 also stated that this type of class served to modify his motivation to learn English from primarily extrinsic reasons relating to qualification for a job as a teacher, to a more intrinsic stance involving learning for the sake of personal enjoyment and interest as well.

For participant #3, only teacher-presented materials were effective in promoting her interest and motivation. This was due to some intragroup dissension and dysfunction in selecting and presenting items to the class. This apparently carried over to student-initiated presentations by other groups in the class, and she expressed a strong preference for teacher selected articles, as she was more comfortable with them as it was normally the practice to follow the teacher's lead and direction in Korean classrooms.

Although their comments were not always relevant to the focus of this study, those entries that were germane tended to support the notion that these types of articles did enhance their motivational stance to learn English. This was true especially when compared to classes in which textbooks were used. As indicated during interviews, each of the participants except for participant #3 confirmed that they benefited from both student-initiated and teacher-presented items.

As one of these students was interested in becoming an English teacher, articles which dealt with issues relating to this topic were especially appreciated and sharpened his interest in learning.

3. Observation

Results from classroom observation of these three participants, as generated from the scales shown in Appendices A and B, are shown below in Figures 1 and 2.

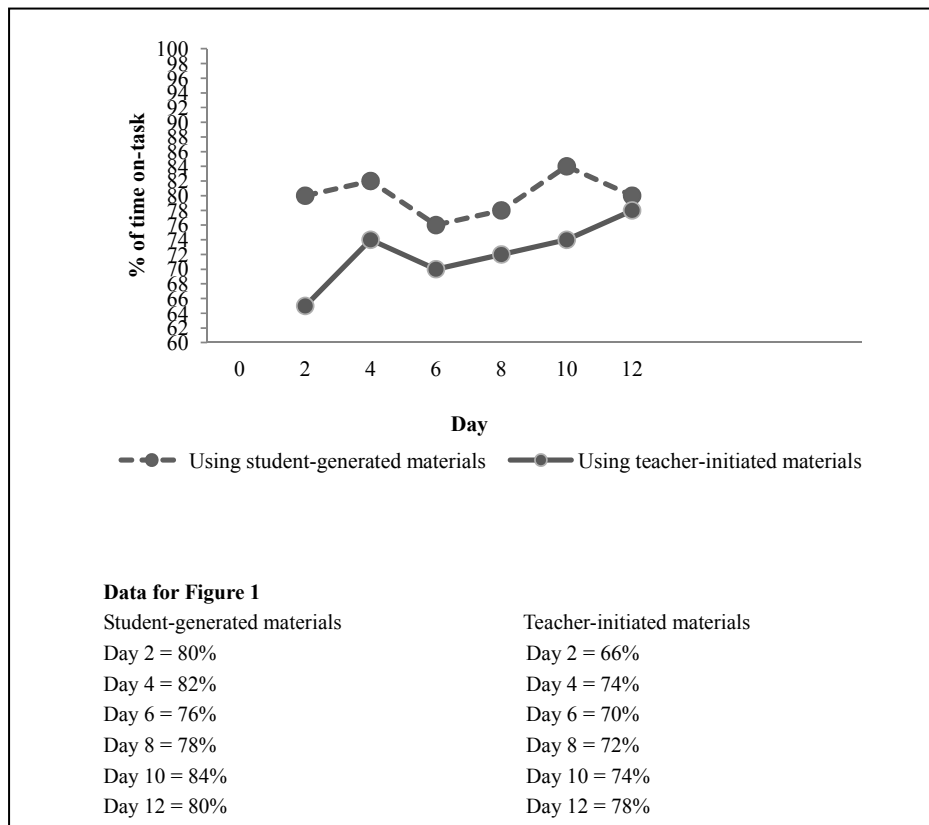


FIGURE 1 On-task Behavior for All Study Participants

Figure 1 shows the percent of time spent on-task when using these materials, and indicates that participants were on task 80% of the time when using student-generated materials, and 72% when using teacher-initiated materials. This generally conforms to interview and diary comments and entries, and sustains the finding that these students had a preference for their own materials. We know from interviews and diaries that one of the participants had a definite preference for teacher-initiated materials, and this could account for the relative closeness of this difference.

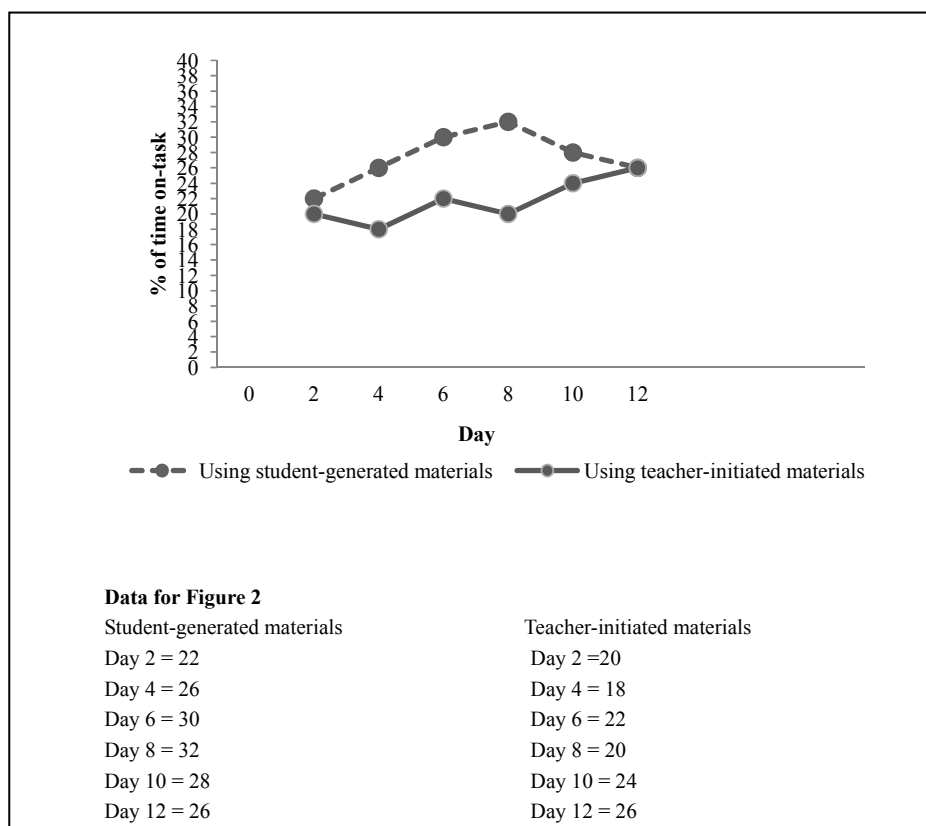


FIGURE 2 Overall Class Motivation for Participants

Figure 2 records observer ratings for motivation for all three participants when using these different materials, using the scale from Observation sheet 2 shown in Appendix B. Again, the differences showed a preference for student-generated materials, with some closeness, especially at day 12 with shows no difference in preferences.

It is interesting to note that the differences in preference in both charts indicated a sharp narrowing toward the end of the study period. Part of this was probably due to the impact of one participant who preferred teacher-initiated materials, but also students could be feeling more comfortable with teacher-initiated materials or teachers could be providing more interesting items as time moved on.

The clear implication from interviews, diary entries and observer findings indicates a preference for student-generated authentic materials in this classroom. However, as indicated this was not a universal sense, as one participant strongly preferred the use of teacher-provided items. The use of authentic materials in this classroom seemed to represent an important factor in language learning, which is that learning a language is

simply a matter of providing students with comprehensible input that they are interested in and will pay attention to (Krashen, 2003). These authentic materials seemed to be one type of comprehensible input which served to generally enhance classroom motivation to learn English. This was apparently especially true of student-initiated authentic materials. This was evident by participants' statements that they improved their vocabulary and speaking skills and felt more comfortable and confident in their interactions with native speakers.

Krashen's Acquisition-Learning Hypothesis suggests that there are two ways of developing ability in a second language, one is called learning and the other is referred to as acquisition (Krashen, 1985). Learning is what goes on in a standard classroom with more artificial inputs such as rules, grammar and textbooks, and acquisition is more of a subconscious process which usually takes place outside of the classroom during interaction with native speakers and everyday speech, with more of an emphasis on meaning than form. According to Krashen, this acquisition-type learning is a more effective way of teaching a second language. I would suggest that a class such as this one, where total reliance is made on authentic materials, is closer to Krashen's acquisition-type learning and thus may provide greater benefit to students in enhancing autonomous motivation, confidence and conversational ability.

V. CONCLUSION AND CLASSROOM IMPLICATIONS

Findings of this study would seem to indicate that use of authentic materials in the classroom could be considered meaningful input in supporting students' autonomous motivation to learn English. Furthermore, each of the participants, with the exception of participant #3, indicated that they benefited in this way from both their own materials and from teacher-presented items.

Participant #3 stated she had a problem with her group submissions as they were somewhat disruptive and contentious in their development, and thus distracting to her motivational stance and interest. Secondly, her previous educational experience had consisted of teacher-centered classroom where students relied strictly on teacher input and student participation in classroom interaction was limited. For these reasons, she preferred teacher-supplied materials and felt that only they served to positively impact her motivational development.

Some classroom implications which may be derived from these findings would suggest that instructors should be sensitive to the internal dynamics of student classroom groups, and make adjustments when necessary to minimize any disruptions or dissension that may be present which could negatively impact on motivation and learning, as

expressed by participant #3 in this study. Also, teachers should try to ensure that materials presented for class work are appropriate to the level of the students' abilities, as suggested by participant #2.

Also, it is important to remember that a text that may be considered authentic by one student may not be for another (Breen, 1985), and teachers would need to be alert to recognize this type of occurrence.

If we accept the general contention that comprehensible input is a vital and key element in language acquisition, then language samples that are beyond the reach of especially low-level learners can only end up in debilitating anxiety and frustration for these learners (Adams, 1995). Therefore, it is very important for teachers to exercise great care in selecting and using these materials to avoid these possible amotivational reactions from their students.

Furthermore, it is important for teachers to keep in mind that not all standard classroom textbooks should be automatically dismissed as not authentic. Some textbooks prepared for the classroom may indeed include some types of authentic material, but in general most of them do not and are more concerned with grammar, rules and use of stilted language. Also, as van Lier (1996) suggests that in trying to determine authenticity it is often not a matter of whether the material was produced for purposes other than language learning or if it represents activities that go in the "real" world. Some materials invented specifically for the classroom can sometimes be more authentic than newspaper articles, etc., as long as they use undistorted language and are for the purpose of encouraging student interest and motivation.

Results of this study would seem to indicate that development of curricula and teaching materials for EFL classrooms should include the use of authentic materials to enhance student motivation and increase learning opportunities. However, the introduction of these materials should not mean the entire elimination of standard textbooks, as some students may find authenticity in such texts and assist them in learning. It is important that these authentic materials be level appropriate for a particular class of students, otherwise they may become confusing and amotivational. It also appears that most students prefer to generate their own materials, but teachers need to maintain control over materials used by providing strict guidelines to students and also presenting their own items during the course. This approach would require teachers to prepare these guidelines ahead of time, and take time to consider and prepare adequate items for presentation and discussion in the class. Teaching materials and curricula would need to be balanced between use of textbooks and authentic materials, consisting of written texts and audio-visual presentations.

Study findings of positive classroom reactions among participants to the use of authentic materials, especially to student-generated materials, were consistently

confirmed by the three research instruments of interviews, diaries, and observations. This is an indication that effective triangulation of study results occurred, and a high level of validity was attained.

Generalization of these findings may be limited due to the restricted sample size. Further, these results may not necessarily apply to classes other than learning English. Although correlations appear to be causal, there may be other confounding and intervening variables.

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APPENDIX 1

Observation Sheet #1. On-task behavior (adapted from Hopkins, 1985)

Observer: _____ Date: _____ D _____ M _____ Y _____
Time of class: _____ No. of students present: _____
Level of class: _____ Description of materials: _____
Type of materials (circle one): student-generated/teacher presented
Activity: _____

Instructions

1. These observations are designed to measure levels of learner motivation generated by the materials in use.
2. Do not participate in the lesson. Place yourself in an unobtrusive position in the classroom.
3. Start the observation when the students have been working together in groups or pairs for two minutes.
4. Observe students one by one, consecutively. Identify students by name.
5. Every 5 seconds write down the category best describing the observed students' behavior at that moment, then pass on to the next student.
6. Write the numbers in sequence down the data sheet.
7. Continue until all students have been observed 10 times, and then complete Observation Sheet 2.

Student Number	Scan Number											
	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												

APPENDIX 2

Observation Sheet #2. Overall participant motivation (adapted from Nunan, 1989)

Observer: _____ Date: _____ D _____ M _____ Y _____
 Time of class: _____ No. of students present: _____
 Level of class: _____ Description of materials: _____
 Type of materials (circle one): student-generated/teacher presented
 Activity: _____

Observation focus Levels of participant motivation generated by the teaching materials in use. 3 is an average mark for any one item.

Instructions

1. This sheet is for observing the participants as a whole, not individual students.
2. Complete this sheet when the activity is drawing to a close.
3. Circle ONE number for each statement below.
4. Add final comments at the bottom of the sheet if you wish.

1. Mark how involved in the learning task the students are.
 not very involved 1 2 3 4 5 very involved
2. Mark the level of student concentration on the learning task.
 low 1 2 3 4 5 high
3. The students are enjoying the activity.
 not really 1 2 3 4 5 very much so
4. The students are paying persistent (extended) attention to the learning task.
 not really 1 2 3 4 5 very much so
5. Mark the students' activity level (effort/intensity of application).
 low 1 2 3 4 5 high
6. The students find the teaching materials interesting.
 not really 1 2 3 4 5 very much so
7. The materials in use are challenging for the students.
 not really 1 2 3 4 5 very much so
8. The materials is use are appropriate for the students.
 not really 1 2 3 4 5 very much so

Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

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