外国語学習におけるオーセンティックな教材：
グローバルな視点を養うための教材の適切性、選択、授業活動について

Authentic Materials in an EFL Curriculum:
Appropriateness, Selection, Activity Design and promoting a Global Perspective

ジャック・ライアン　Jack RYAN
文化政策学部国際文化学科　Department of International Culture, Faculty of Cultural Policy and Management

　本稿は、静岡文化芸術大学の英語コミュニケーション１と３の授業における学生の言語スキル向上、特に社会語用論的能力向上のための authentic materials（オーセンティックな教材）の活用についての報告である。オーセンティックな教材とは、意図的に英語を学ぶために作成した教育向けの教材ではなく、現実に存在する素材を使った教材のことである。オーセンティックな教材を導入する背景とその活用のための理論的根拠は、それを活用することで、一般的な教育用テキストに示されているよりも自然な英語、そしてより多くの談話機能を学ぶ機会を学習者に提供できることにある。このようなオーセンティックな教材は、特に、上級クラスの授業やゼミを受講する国際文化学科の学生にとって、大いに役に立つものと期待される。オーセンティックな教材に関する文献をもとに、教材を選定する方法、およびアクティビティを作成する際のガイドラインを提供する。最後にオーセンティックな教材を通じてグローバルな視点を生み出す方法を検討する。

　This paper describes the limited use of authentic materials in selected English communication classes as part of an effort to improve the language skills of students taking English courses at Shizuoka University of Art and Culture (SUAC). The background to the introduction of authentic materials is traced and the rationale for their use is explained. It is believed that authentic materials provide learners with exposure to more natural English and more discourse features than are presented in an average textbook and will expose learners to content that will help prepare them for upper-level and seminar coursework. A review of the literature will be undertaken and principles for selecting authentic materials will be outlined. Guidelines for designing tasks and activities based on authentic materials will be presented. Finally, a brief discussion of how authentic materials can help engender a global perspective will be presented.

Introduction

 While the use of authentic materials in second and foreign language classrooms has, in recent years, begun to be reasonably well-researched by educators in the field, those not directly involved in the teaching of a second or foreign language may be unfamiliar with the term. What exactly does "authentic materials" mean? There is actually a fair bit of disagreement about what constitutes "authentic materials." The definitions from researchers in different fields are colored by their specializations and semantic hairsplitting over the meaning of words like "authentic," "real," "genuine" and "natural." A similar debate surrounds the issue of whether materials prepared by nonnative but highly proficient English speakers for a similarly nonnative but highly proficient English speaking audience constitute authentic materials. This debate is beyond the scope of this paper but important to remember because an estimated 80% of the English used worldwide does not involve native speakers (Prodromou 1997). In any case, for the purposes of this paper, Nunan's (1999) simple and general definition of authentic materials as "any material, spoken or written, that has been produced during genuine communication, and not specifically for purposes of language teaching" will be suitable. Upon reading the above definition it should become clear that many non-language teachers also use authentic materials frequently in their courses.

 An examination of the long, historical view of linguistic theories and language education reveals why the use of authentic materials has only relatively recently become more prevalent. The 1960s through the 1980s was seemingly marked by series of linguistic theories that recommended the use of a prescribed teaching method with carefully structured materials. Methods like the "Audiolingual Method" and "Total Physical Response" among others often had specific, contrived materials that dictated the behavior of teachers down to minor details. Many of the methods from this era seriously undervalued both the role of teachers and learners; seeming to suggest that with the perfect method EFL and ESL teaching would be something that anyone could do and would be made "teacher-proof" as a result. Eventually, the search for a perfect method evolved into a kind of informed eclecticism as epitomized by the Communicative Language Teaching approach. Slowly, authentic materials began to appear in language learning classrooms as content began to be recognized for its communicative value rather than only the linguistic form or forms it was illustrating. Eventually, as authentic materials began to be used in classrooms more frequently, research also duly began appearing and has continued apace ever since.
 Why might an English teacher in Japan choose to use authentic materials? There are certainly many valid reasons for doing so. Some commonly cited reasons include because they can provide students with current

information, expose them to the world of authentic target language, bring the real world into the classroom and significantly liven up the classroom (Martinez 2002, Kaprova 1999). Another important reason is the belief that exposing students to the language of the real world will help them improve their communicative competence. It has also been argued persuasively that authentic materials can positively effect motivation. Otte (2006) has argued that authentic materials can give students the feeling that they are using the real language as it is used by the target language community. While these are all valid reasons for introducing authentic materials, the impetus for my use comes largely from an informal needs analysis. A large part of the need analysis comes from casual, "water-cooler" conversations with colleagues in the Department of International Culture here at SUAC. Over the years, I have heard repeated minor grumbling from teachers that their third and fourth year students come into their seminars unprepared and lacking general knowledge to do basic research. After hearing these kinds of comments repeatedly from many colleagues, I began to wonder if I could possibly help. Rather than using another in a series of uninspiring textbooks for class I started researching authentic materials. Eventually, I decided to essentially build my English Communication 1 and English Communication 3 courses around a limited set of what I believe to be appropriate authentic materials.

In the next section of this paper I will do a brief review of the literature surrounding the use of authentic materials in the ESL and EFL classrooms. The review will include a brief discussion of how the research both supports the use of authentic materials and suggests caution in considering their use.

Literature Review

Guariento & Morley (2001) speak rather definitively of a consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process. This pronouncement can be seen as a reflection of the maturation of second language acquisition teaching and research. Rather than a slavish adherence to a prescribed "flavor of the month" method, it implies that whatever works, whatever is beneficial for second and foreign language learners, can and should be utilized in the classroom. Gilmore (2007) points out, in citing Schiffrin (1996), that, "traditional textbooks have often presented learners with a meagre, and frequently distorted, sample of the target language to work with and have failed to meet many of their communicative needs. Authentic materials, particularly audiovisual ones, offer a much richer source of input for learners and have the potential to be exploited

in different ways and on different levels." Indeed, Gilmore (2004) also found that, "textbook dialogues differ considerably from their authentic equivalents across a range of discourse features." He goes on to suggest that, because language is so context-sensitive, carefully selected authentic materials may be able to help contextualize language better than off-the-shelf textbooks. Similarly, Kellerman (1991) has shown that video or film clips can be helpful in developing learners' communicative competence by exposing them to a variety of natural gestures and facial expressions. Even though the often cited claim that most communication is nonverbal has been debunked (Trimboli & Walker, 1987), it is still certainly true that exposure to natural gestures and facial expressions can only help learners improve their socio-linguistic competence. Soon after coming to Japan, I once surprised a woman reading a medical textbook in English by asking her where the nearest bathroom was, only to be met with dumfounded silence. Considering what she was reading, clearly she had the cognitive ability and linguistic competence to easily handle my inquiry. What she seemed to lack was the pragmatic ability to respond to a spontaneous and unexpected question in English. Many English teachers in Japan can probably tell a similar story of students performing well in the controlled environment of the classroom only to struggle mightily when they leave that safe environment for the uncontrolled, real world. Brinton (1991) has argued that authentic materials often underline the relationship between the language classroom and the "real" world. Presenting learners, like the woman descried above, with carefully selected authentic materials containing spontaneous, authentic interaction can help prepare them for the kinds of interactions they are likely to have outside the classroom.

Many researchers (Crystal & Davy 1975, Altman 1990, Wajnryb 1996) have noted that non-authentic material (i.e "textbooks") often present perfect, idealized language with no communication breakdowns. This type of language has been shown to be, perhaps surprisingly, very unlike real-world language between even two native speakers. Berardo (2006) notes that textbook material is often artificial and unvaried and contains the following features: perfectly formed sentences, questions using a grammatical structure which get full answers, repetition of structures and very often do not "read" well. These features make texts "very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used." Berardo (2006).

Gass & Varonis (1991) found that even native speakers spend much time negotiating meaning in conversation; something that is rarely represented in most textbooks. The focus in many textbooks on linguistic competence

at the expense of sociolinguistic and sociopragmatic competence shortchanges learners, as they too often find when in real-world conversation with English speakers. Another reason textbooks may not always be the best choice is that they tend to become outdated very quickly.

Do (2011) found that using authentic materials is one way to effectively increase university student's motivation in foreign language courses. Nuttall (1996) points out that, "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people." Altman (1989), on the other hand, raises the issue of authentic materials being potentially demotivating if the task is too difficult. His concern is particularly with the use of video material. Certainly, it is easy to imagine how poorly designed tasks based on authentic materials could be demotivating. However, an experienced or creative teacher should be able to overcome this potential drawback by carefully designing tasks. For example, a task could require only partial comprehension or call on students to listen for one specific piece of information in a video clip, etc.

This leads into a more practical issue; the fact that authentic materials can be very time consuming for the teachers. Instead of using an off-the-shelf textbook with prescribed lessons and activities, authentic materials require the teacher to not only select the materials, but also make all their own activities and design all their own tasks. In any case, early exposure to authentic materials can encourage students to develop useful strategies that will be helpful when faced with more linguistically complex material. More time will be devoted to task design and specific task types in a later section of this paper. Finally, another reason authentic materials may be appealing to some teachers is that they will presumably be more committed to materials they have selected themselves rather than materials, usually a textbook, that has been forced upon them. However, as is so often the case, the research is not completely unambiguous in support of authentic materials.

Appropriateness

Despite all the above mostly offering support for the use of authentic materials in the EFL and ESL classrooms there are some factors that mitigate against their use. These include the fact that authentic materials often contain complex language structures and unneeded vocabulary items. In addition, the mixing of easier and more advanced language structures in authentic materials may cause lower level learners to have a harder time decoding the texts. Notwithstanding the pronouncement cited at the beginning of this section, Guariento, W., & Morley, J. (2001) have also noted that a cautious approach may sometimes be wise because authentic materials may not expose students to comprehensible input at the earliest stages of acquisition. This can pose challenges to the teacher of lower-level classes and potentially demotivate less proficient students. Martinez (2002) has pointed out that authentic materials can sometimes be too culturally biased, requiring a high level of cultural knowledge.

Clark (1983) is one of the most often cited researchers when arguments against the use of authentic materials are mentioned. He claims that media do not affect learning under any conditions. This has been interpreted by second language acquisition researchers to mean that use of authentic or non authentic materials makes no difference at all and that there are no learning benefits to be gained from using authentic materials. However, Clark is a media researcher, not a second language acquisition researcher, and his oft-cited comment was made in the context of communications studies and does not mention language teaching materials. Extending Clark's criticism to the use of authentic materials as they are used by language educators is rather dubious.

In summary, despite some prudent caveats to remember, the balance of evidence based on classroom-based research offers plenty of theoretical support for any teacher contemplating the use of authentic materials in their ESL or EFL classroom. In the next section of this paper I will explain ways to go about selecting authentic materials for language courses.

Selecting Authentic Materials

The selection of authentic materials should always be informed by course goals and individual lesson objectives. Course materials of any kind should always be compatible with course goals; teachers should never try to force a square peg into a round hole. No matter how wonderful potential course materials, whether authentic or not, may seem, if they are not in keeping with course goals they probably have no place in the classroom. In my case, my authentic materials were selected with the goal of giving students country and regional knowledge through the medium of English. Information gathered from my needs analysis allowed me to create my course goals around appropriate authentic materials rather than discrete grammar or language points.

It is of course possible that students enrolled in English Communication 1 and 3 classes may someday visit the countries we are studying in class. However, despite often having hopes as teachers that our students will forever grow and eventually be able to travel the world, we know that very few will actually do so. I have

selected my materials by trying to determine the real-world needs of students and figuring out how those needs can be partially met with authentic materials. The goal is to impart some basic information about different parts of the world. It is expected that this will provide a provide a stronger foundation when advanced study and research is undertaken as students join a seminar as upperclassmen.

When choosing authentic materials it is useful to have a framework or criteria within which to evaluate potential materials. Berardo (2006) suggests the following three criteria: suitability of content, exploitability and readability. Suitability of content includes areas such as compatibility with course objectives and appropriateness to student needs and student abilities. It also includes the issue of whether the material will be of interest to students. Exploitability covers issues such as whether the text can be used for teaching purposes, how it can be utilized and what skills can be developed by using the authentic materials. Can good questions be asked about the text? Can good tasks be designed based on the text? Readability refers to whether the structure and lexis of authentic materials are too easy or, more likely, too difficult. It also encompasses ideas such as vocabulary and relevance. Important things to consider with regard to readability are: Does the material tell the student something they didn't know? Does the material introduce new and relevant ideas? Perhaps most importantly, does the authentic material make the student want to read for himself and learn more about the topic or something similar?

I will illustrate the usefulness of the above framework regarding the materials selected for the English Communication 1 and 3 classes mentioned in this paper. The materials came from the National Geographic Travel website and consist of 3-5 minute video clips of various countries around the world. The video clips all gave a short introduction of the country while imparting some basic information with the ostensible goal of encouraging international travel. Once the country video was selected a unit was essentially built around the material. In terms of suitability of content, whenever possible the countries selected were deemed appropriate to student needs based in part on specialty areas of colleagues in the Department of International Culture. For example, country video clips selected included Brazil and France, countries and cultures about which a number of students can be expected to study in depth when they join a seminar as third year students. The video clips have high quality production values with good content and images making them highly exploitable, especially for listening and discussion activities. Regarding readability, as mentioned above, the video clips consist of 3-5 minute introductions of various countries and are therefore not

exceedingly difficult. Even so, they do both introduce new and relevant ideas and tell students something they didn't know. Anecdotal evidence also suggests that the video clips have encouraged some students to learn more about the topics.

Altering the variety of authentic materials is another thing to keep in mind when selecting materials. Introducing a variety of materials ensures that they can be used in different ways to promote different skills. Using a combination of interactive material, video, audio and text can also both guard against boredom setting in while mirroring the kinds of real-world authentic materials students will be, and are, faced with everyday outside the classroom. Having a variety of authentic materials also helps reflect the changes in the use of language better than dependence on one type or source of material. Other things to consider include whether the language in the material is natural or has been distorted to emphasize something or include examples of a particular linguistic form. Finally, the presentation and attractiveness of authentic materials are also something to consider. These may seem trivial but the appearance of classroom materials is one of the first things students notice and attractive looking materials are more likely to grab the attention of students. Moreover, a more attractive text, especially one in which the original purpose for its production can be easily understood, may be more motivating for students.

The Internet is perhaps the most logical, if certainly not the only, source of materials especially for teachers in an EFL context. Good reasons to look to the Internet for authentic materials are that the Internet is interactive, continuously updated, provides visual stimulation and most of us in developing or advanced countries have unlimited access to it. While other languages are continuing to gain in popularity, a 2013 study by W3Techs showed that still more than 50% of all websites are in English. Another reason is that the Internet is a great place for expatriate teachers who have been away from their home country for many years to keep up to speed on pop culture, geopolitical events, language change and other trends in their home countries. Although the Internet offers almost endless possibilities, in the early stages of implementation, it may be wise to limit the number and variety of authentic materials so as to not overwhelm both the student and teacher. Indeed, designing activities and tasks based on authentic materials is more challenging than selecting them. The next section will discuss ways in which tasks can be designed based on authentic materials and ways to practically apply authentic texts in the classroom.

Activity and Task Design

Well-designed activities and tasks should always emphasize meaning and communication. Ultimately teachers should strive to ensure that students are genuinely interested in the authentic materials and understand their purpose and relevance.

Previewing activities and tasks before they are done can reduce the cognitive stress on students. Previewing activities can include pre-teaching difficult vocabulary, telling students the topic and having them brainstorm words and phrases they expect to hear, having a discussion about the topic before the main activity. All of these things can help activate students schemata and background knowledge making subsequent activities less difficult than they would be otherwise.

Perhaps one of the most useful guidelines to remember when exploiting authentic materials is to design activities or tasks that require only partial comprehension. This is a particularly good way to exploit authentic materials because it is often all we can realistically expect from our students. Furthermore, partial comprehension is something we all rely on when communicating many times every day. Rarely do we attend fully to an entire message being communicated to us and it is even rarer when it is necessary to understand 100% of something. For example, in a unit on Peru, students may listen to the video clip about the country and can be asked how many climactic regions there are in the country. As long as learners are able to extract this important information they will be making the most of their partial comprehension. Another activity asking for partial comprehension might ask students to listen simply for the population of the country, the best season to visit the country, the most spoken languages or the most popular tourist destinations in the country. These are all pieces of information that would be useful to know in real life. Ellis (1990) points out that, when designing tasks for partial comprehension, it is important to always ask students to do something that would provide them with real, valuable information.

Other activities that require partial comprehension include simple yes-no listening questions. For example, in a unit on Brazil, students may be asked if Rio de Janeiro is the largest city in the country or if the Amazon is larger than the Pantanal. One important reason to design activities that ask for only partial comprehension is to ensure that students do not try, and fail, to understand 100% of a text. Tasks or activities that have a clear objective like listening for the geographic location of most of the cities in Australia requires students to attend to that goal rather than trying to understand the entire message. Multiple listenings is another way to ensure activities ask for only partial comprehension. A first listening can require a simple yes-no answer, a second listening can require a phrase or sentence length answer while a third or fourth listening may ask an interpretative question and require a lengthier answer.

Simplifying materials is one valid option to control for difficulty. However, as Guariento, W., & Morley, J. (2001) point out, simplification can counterintuitively make the authentic materials more difficult, not less. For example, removing technical words can also result in the loss of clues to context. Similarly, longer texts can be shortened with good intentions but can result in a loss of redundancy and repetition that learners, especially lower-level learners, rely on to decode the material. Simplification brings up the issue of if, by simplifying authentic materials, they cease to be authentic any more. Wallace (1992) has argued that simply by bringing authentic materials into the classroom they cease to be authentic anymore. This is not to say that simplifying authentic materials should not be done. Careful and prudent simplification is certainly a valid way to design activities based on authentic materials. A responsible teacher should be aware, however, that simplification is not as easy as it may seem and should be undertaken with care.

Keeping the above guidelines and examples in mind, the creativity and imagination of the teacher as they design activities and tasks around authentic materials should allow even challenging authentic materials to be productively used in the classroom.

Promoting a Global Perspective

The current Japanese government aspires to become a country that contributes more on the international stage. Similarly, Japan's economy and society also continue to become ever more internationalized. A low birth rate means that fewer numbers of Japanese will have to be prepared to make ever greater contributions on the world stage to maintain Japan's status as a leading first-world country. Training Japanese university students to think critically about global issues is one logical way to help prepare them for a future workplace that will increasingly demand a high-level of international knowledge and awareness.

The use of authentic materials to present and examine multiple viewpoints is one way to help engender a more international, more global, perspective in Japanese university students. As has been noted, the Internet, one of the most obvious sources for authentic materials, offers many high-quality news and cultural sources and is constantly updated with the most current information. For English teachers and learners, the Internet also offers the benefit of multiple cultural perspectives and sources from many different countries and regions, both in places where English is the dominant

language and in places where it is a decidedly minority language. Reasonably well-educated, citizens in the 21st century have an obligation to be aware of global issues because many of the most complex problems facing the world today are truly global and will require international cooperation and understanding to resolve. For example, a comparative analysis of the United States invasion of Iraq in 2003, something that touched many millions of people either directly or indirectly in many different countries, as reported on by Fox News from the U.S., Al-Jazeera based in Qatar, ABC News from Australia, the BBC from the U.K and the Straits Times from Singapore would be one way to promote a global viewpoint. An understanding that language and cultural communities are not monolithic is an important step in promoting a global perspective. Another global issue that could be productively examined using authentic materials is climate change. Using authentic materials as a way to investigate global issues exposes students to current information and can motivate them to carry out self-study about a topic. Use of authentic materials to teach a global perspective will ensure that students, as Berardo (2006) puts it, "will not encounter the artificial language of the classroom but the real world and language how it is really used."

Conclusion

 Teachers using authentic materials in their classrooms can find much research-based evidence and theoretical support for their decision. Indeed, valid reasons for using authentic materials include that they give authentic cultural information, they expose students to "real" language, they can positively effect motivation and they can improve communicative competence. Authentic materials compare favorably to textbooks that often present artificial, inauthentic language without any of the negotiation of meaning or communication breakdowns that happen in real life interactions all the time.

 The widespread availability of the Internet allows teachers, especially teachers of English, in virtually any part of the world access to an almost limitless supply of authentic materials. Authentic materials should always be chosen in keeping with course goals and lesson objectives. If that is done, it should be possible to design activities and tasks around virtually any type of authentic materials.

References

Altman, R. (1989). The video connection: Integrating video into language teaching.
  Boston: Houghton Mifflin.
Berardo (2006). The Use of Authentic Materials in the teaching of Reading. The Reading Matrix 6.2: 60-69.

Brinton, D.M. (1991). The use of media in language teaching. In M. Celce-Murcia (ed.), Teaching English as a Second or Foreign Language, Boston: Heinle and Heinle Publishers.
Clark, R. E. (1983). Reconsidering research on learning from media. Review of Educational Research, 43(4), 445-459.
Crystal, D. and Davy, D. (1975). Advanced Conversational English. London: Longman.
Do, Thi Thanh Tra (2011). "Using authentic materials to motivate second year English major students at Tay Bac University during speaking lessons," Academic Network for Development in Asia Conference.
 Ellis, R. (1990). Instructed Second Language Acquisition. Oxford: Blackwell.
Gass, S.M. and E.M. Varonis. (1991). Miscommunication in Nonnative Speaker Discourse. In "Miscommunication" and problematic talk, edited by N. Coupland, H. Giles and J. M. Wiemann. London: Sage, 121-145.
Gilmore, A. (2004). A comparison of textbook and authentic interactions. ELT Journal 58.4: 363-374.
Gilmore, A. (2007). Getting real in the language classroom: Developing Japanese students' communicative competence with Authentic Materials. PhD dissertation, University of Nottingham.
Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. ELT Journal, 55 (4), 347 - 353.
Kaprova, L.V, (1999). Considering the Following when Selecting and Using Authentic Materials, TESOL Matters, Vol. 9, No 2, April/May 1999.
Kellerman, E. (1991). Compensatory Strategies in Second Language Research: a Critique, a Revision, and Some Implications for the Classroom. In R. Phillipson et al. (eds.) Foreign/Second Language Pedagogy Research. Clevedon. UK: Multilingual Matters.
Kilickaya. F. (2004). Authentic Materials and cultural content in EFL classrooms. The Internet TESL Journal, 10 (7). Retrieved August 8, 2013 from http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html
Martinez, A. (2002). Authentic Materials: An Overview. Karen's Linguistic Issues. Retrieved August 10, 2013 from http://www3.telus.net/linguisticsissues/authenticmaterials.html
McNeill, A. (1994). What Makes Authentic Materials Different? The Case of English Language Materials for Educational Television. Paper presented at the Annual International Language in Education Conference, Hong Kong.
Miller, L. (2003). Developing listening skills with Authentic Materials. ESL Magazine, 6 (1), 16-19.
Miller, M. (2005). Improving aural comprehension skills in EFL, using Authentic Materials: an experiment with university students in Niigata, Japan. Unpublished master's thesis, University of Surrey, Australia.
Nunan, D. (1999). Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press.
Nuttall, C. (1996). Teaching Reading Skills in a foreign language. (New Edition). Oxford. Heinemann.
Otte, J. (2006). Real language to real people: a descriptive and exploratory case study of the outcomes of aural authentic texts on the listening comprehension of adult ESL students enrolled in an advanced ESL listening course. Dissertation Abstracts International, 218B. (UMI No. 3212979).
Prodromou, L. (1997). Global English and its Struggle against the Octopus. IATEFL Newsletter, 135, 12-14.
Schiffrin, D. (1996). Interactional sociolinguistics. In S. McKay & N. Hornberger (eds.), Sociolinguistics and language teaching. Cambridge: Cambridge University Press, 307-328.
Trimboli, A., & Walker, M. (1987). Nonverbal dominance in the communication of affect: A myth? Journal of Nonverbal Behavior, 11(3), 180-190.
Wajnryb, R. (1996). Death, taxes and jeopardy: Systematic omissions in EFL texts, or life was never meant to be an adjacency pair. Paper presented at the 9th Educational Conference, Sydney.
Wallace, C. (1992). Reading Oxford. Oxford University Press.
World Wide Web Technology Surveys, W3Techs (2013). Retrieved September 24, 2013 from http://w3techs.com/technologies/overview/content_language/all