# Authentic Materials and Their Application in the Classroom:
# A Study of the Perspectives and Experiences of Practicing ELT Professionals

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## Abstract

This paper presents the results of a study into the perception and application of authentic materials (AM) by those currently involved in English language education. The paper begins with a literature review of the advantages and disadvantages of AM and then details a research study in which 24 English Language Teaching (ELT) professionals, based in Japan, Singapore, and the United States, were interviewed about their beliefs and experiences regarding practical AM usage. Concrete examples were gleaned from the teachers who use AM in diverse cultures and educational environments, and these examples are also presented in the paper. The study found that teachers not only value the role of AM in language education, citing such benefits as increased student motivation and awareness of the world outside the classroom, but they also work hard and with creativity to overcome the difficulties associated with bringing AM into the class. The greatest of these difficulties is the significant burden placed on teachers in selecting and adapting appropriate material, and the paper concludes that more must be done to increase the availability and ease of use of AM for ELT professionals.

Keywords:  Authentic materials    Materials development    Pedagogical implications    Motivation
Cultural awareness    Autonomy

## Introduction

Authentic Materials (hereafter referred to as AM) have been defined by many researchers, and though there is occasional debate over the finer points of the definition, there is broad consensus. Based on the literature, Yoneda and Valvona (2021: 78) write their own summary definition of AM as "language teaching materials that were originally written, by/for either native or competent speakers of the language, for a social or other non-pedagogic purpose." While there has been much discussion of how to define AM, what constitutes AM, and what the advantages and disadvantages of AM are, more investigation into how they are perceived and applied by practicing ELT professionals would be of great use both in providing a deeper understanding of AM and also in helping teachers to incorporate them into their own teaching. Thus, this paper begins with a review of the literature in regard to advantages and disadvantages of AM and then presents the results of a study into how they are perceived and used by those currently working within the ELT profession. The hope is that by exemplifying materials and methods employed by the participants of this study, in-service teachers may get practical and helpful tips for bringing AM into their own classrooms.

## Literature Review

As the purpose of this paper is to investigate teachers' perspectives and practical experiences in regard to usage of AM in the classroom, it would first be useful to understand how the literature portrays the advantages and disadvantages of AM. Not only will this provide a framework for understanding the theoretical context of AM usage, both positive and negative, it will also be interesting to see whether teachers' opinions and experiences of AM tally with the arguments proposed in the literature.

### ADVANTAGES OF AM

"To my mind it is not a matter of whether or not authentic materials should be used, but what

combination of authentic, simulated and specially written materials provide learners with optimal learning opportunities" (Nunan, 2004: 49). Nunan's message that AM have *some place* in the classroom would be hard to deny, and researchers are indeed in agreement that AM undoubtedly offer benefits to the language learner. Weyers (1999), Guariento and Morley (2001), McGrath (2002) and Gilmore (2011) all argue for gains in communicative competence through the use of AM, and Richards (2001) elaborates with the following advantages:

- They have a positive effect on learner motivation.
- They provide authentic cultural information about the target culture.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching. (pp. 252-253).

Increase in motivation is clearly key and is supported by other researchers (Hyland, 2003; Peacock, 1997). Guariento and Morley (2001) attribute this raised motivation to students feeling that they are getting 'real' language, while Day (2003) goes further in saying that this real language contrasts positively with the unreal and unnatural (and presumably less motivating) language found in regular textbooks. What is more, unnatural textbook language, argue such researchers as Nunan (2004) and Spelleri (2002), does not sufficiently prepare learners for the language and competence that will be required of them outside of the class.

Another advantage of AM is that they are rich in culture and context (Spelleri, 2002), in a way that specially-written materials cannot be. Larsen-Freeman and Anderson (2011) see this as a way of bridging the gap between what is learned in the classroom and what is applied in the real world, something with which students often struggle. Furthermore, the cultural cues and information inherent within AM can enhance learners' cultural

awareness (Garcia, 1991), act as "a window on English-language culture" (Sherman, 2003:2), and develop students' critical thinking (Erkaya, 2005). According to Tomlinson and Masuhara (2004), this cultural aspect leads to greater cultural empathy and sensitivity on the part of the students, as well as a cultural inquisitiveness and positivity that all lead to greater motivation to be exposed to real language, thus creating perfect conditions for increased language acquisition.

## DISADVANTAGES OF AM

Although the literature often frames the counter-arguments to using AM as 'disadvantages,' it is perhaps more accurate to express them as issues that need to be carefully considered when adopting AM, or hesitation to endorse their *exclusive* use in the language classroom. For example, the language of AM (vocabulary and grammatical structures) is generally more complex than specially-written material (Richards, 2001), and may contain low-frequency words and ungrammatical expressions. These can be confusing for learners and burdensome for teachers of low-level classes, leading to potential demotivation among students and teachers alike (Gilmore, 2007; Guariento & Morley, 2001). This demotivating influence on students may be especially acute if the material has not been chosen carefully (Harmer, 2015) — another burden and extra pressure on teachers. In fact, the potential burden on teachers of effort, time, and pressure to select the right materials is perhaps the most oft-cited disadvantage of AM (see Bell & Gower, 1998; Crystal & Davy, 1975; Hughes & McCarthy, 1998; Kilickaya, 2004; Kuo, 1993), though it is a disadvantage not of AM *per se* but the reality of applying them in the classroom.

Although the cultural aspect was previously cited as an advantage, there are also notes of caution in this regard. Nostrand (1989) argues that an authentic text may not give entirely appropriate or accurate cultural information as it is likely to

be presented in isolation from the wider cultural context from which it originates: "the fact that a text is authentic[…]does not assure that it gives a true impression unless one adds to it the context it evokes in the mind of a person who lives in the culture" (p. 50). There are also issues of cultural sensitivity to consider, and Buendgens-Kosten (2014) warns of AM presenting native speakers as the sole creators of authentic material, thereby unfairly discarding important (and authentic) material that is produced from an ELF (English as a *lingua franca*) context. Furthermore, she notes that we must be careful that elevating AM does not negatively impact the image of non-native-speaker teachers of English.

As already mentioned, there is doubt and hesitation over using authentic materials exclusively, with many sensibly arguing that AM are best used in a supplementary role to traditional materials. This would avoid excessive burden on teachers to select and/or adapt material appropriately. And, of course, all ELT practitioners must be careful not to be swept along in the belief that materials are inherently 'good' simply by virtue of being authentic; *good* AM have their place in the classroom, but not all materials are good (or appropriate) simply because they are authentic. On the contrary, some would argue that the main body of a curriculum should be specially-written materials and not AM, on the basis that materials explicitly written with learners in mind are necessarily better for the classroom.

Lastly, the use of AM by itself does not automatically improve the quality of the teaching; care (arguably even more care than with regular materials) is essential to ensure that the implementation of AM is done successfully and with the greatest benefit to all learners. This is shown in a study by Miller and Hegelheimer (2006), in which computer games were incorporated into the lessons. Vocabulary did significantly increase among learners *if there were required*

*supplementary exercises*. This is a fitting example of how AM work best when implemented in conjunction with other, traditional approaches.

In summary, then, there are undoubtedly advantages to AM and the positive effect that they have on learners and the language classroom. There are certainly issues to be addressed regarding their application, but these are not meant in general to negate the overall effectiveness of AM; rather they serve as notes of caution for ELT practitioners planning to use AM, with a hint of advice for red flags to avoid when adopting and implementing AM. To end this section, we return to the quote from the start of Section 2.1: "To my mind it is not a matter of whether or not authentic materials should be used, *but what combination of authentic, simulated and specially written materials provide learners with optimal learning opportunities*" [researchers' italics] (Nunan, 2004: 49).

### Research Questions and Objectives

As exposited in Section 2 above, researchers have posited advantages to using AM as well as issues and potential pitfalls to avoid. The purpose of the current research and paper is to investigate the actual reality of using AM as seen through the lens of those involved at the 'chalkface' of English language education. Specifically, the guiding questions for this research are:

- In what ways do practicing ELT professionals use AM in the classroom?
- What benefits and drawbacks have ELT professionals experienced (or do they perceive) in regard to using AM?
- Do the actual experiences and perspectives of ELT professionals tally with what is proposed in the literature?

Through investigating and attempting to answer these questions, the objective of this paper is to provide pedagogical insights and implications on the use of AM in the English classroom.

### Methodology

PROCEDURE

Individual interviews were conducted with 24 English teachers working at different levels of education. All the interviews were recorded and later transcribed with the permission of the participants (it was made explicit to participants that their answers would be used for research purposes only and that they would not be named or identifiable in subsequent publications). Individual perspectives of these teachers on the usage of AM and explanations on how they use and have used AM in the classroom were extracted.

PARTICIPANTS

The interviews were semi-structured and were conducted in the researcher's office, the participants' office, or at a location designated by the participants in Japan, the USA, and Singapore. The individual interviews lasted for approximately 30-60 minutes and were conducted by either of the researchers. As is shown in table 1 below, of the 24 participants 14 were based in Japan (10 with Japanese as their first language, four with English as their first language), six were in the USA (one with Japanese and five with English as their first language), and four were in Singapore (one with Japanese and three with English as their first language). The interviews with the 12 Japanese-speaking teachers were conducted in Japanese, while the others were conducted in English.

The participants were at varying types of educational institution, teaching students who are at different stages of their English education.

Table 1

Interview Participants

| Country Where Interviewees Teach | Number of Interviewees | |
|---|---|---|
| | Japanese as a first language | English as a first language |
| Japan | 10 | 4 |
| USA | 1 | 5 |
| Singapore | 1 | 3 |
| Total by first language | 12 | 12 |
| Total | | 24 |

The participants' teaching affiliations are shown in table 2 below.

Table 2

Teaching Affiliation of Interview Participants

| Affiliation | Number of Interviewees (Japanese 1st language) | Number of Interviewees (English 1st language) |
|---|---|---|
| University | 6 | 9 |
| Junior College | 1 | 0 |
| Polytechnic | 0 | 1 |
| Senior High School | 2 | 0 |
| Junior High School | 2 | 2 |
| Language School | 1 | 0 |
| Total | 12 | 12 |

That said, participants who teach at tertiary level account for more than half of the total number of interviewees.

## Results

During the interviews, participants explained what kinds of AM they use or have used in class, and how they adopt and adapt them for teaching (the question of whether materials retain their authenticity if changed or adapted for classroom teaching is an area of debate among researchers of AM; the researchers deal with this issue in a separate paper (see Yoneda & Valvona, 2021), and during the interviews it was not suggested to interviewees that any adaptation they made to materials would affect the authenticity of those materials). Their responses and explanations are summarized in table 3 and Chart 1 below. After presenting participants' general usage of AM, further detail of notable approaches and examples will be given in this chapter.

Table 3

Participants' Usage of AM

| Affiliation | Participant* | Usage of AM |
|---|---|---|
| Junior High School | #6J | Newspaper articles. TED Talks. Links from Yahoo Homepage. |
| | #10J | Video animations of *Peter Rabbit* Movie trailers. Tourist information. |
| | #5E | Internet. Movies (e.g. Charlie Chaplin movies and *The Truman Show*). |
| | #7E | Newspaper articles that are simplified for students. Songs. Graphs and charts on the Internet. |
| Senior High School | #1J | Newspaper articles. TED Talks. |
| | #8J | Homepage of the United Nations. TED Talks. National Geographic materials. |
| Junior College | #11J | Recipes on YouTube. Documentaries. Music. Newspaper articles. |
| Language School | #9J | News and articles from The Economist magazine, The Japan Times, Forbes, VOA (Voice of America), NPR (National Public Radio). |
| Polytechnic | #6E | YouTube videos. |
| University | #12J | TED Talks. CNN for Students. BBC for Students. Novels and movies read/watched consecutively. |
| | #2J | Textbooks on CNN & ABC with accompanying DVDs. |
| | #3J | Michael Sandel's *What Money Can't Buy* |
| | #4J | Books (e.g. Oscar Wilde's novels, children's books). Websites about local news for foreigners living in the area. YouTube. Movies (e.g. *Romeo and Juliet, Pride and Prejudice, Alice in Wonderland*). |
| | #5J | Textbooks based on the news with accompanying CD. Newspaper articles. |
| | #7J | None (would like to use AM if they were prepared for teachers). |
| | #1E | Magazine articles (e.g. *The Economist*). TV programs. |
| | #2E | Current event books. Articles from the Internet. Stephen Covey's *7 Habits of Highly Successful People.* |
| | #3E | Listening materials from the ELLLO (English Listening Lesson Library Online) website. Novels (e.g. *Treasure Island* and *A Tale of Two Cities*). |
| | #4E | Video clips. |
| | #8E | TED Talks. TED-Ed. ESL podcasts. *News for You* websites. Breaking News English. Newsela: online education platform for content. Novels (e.g. *Weedflower*). |
| | #9E | News For You (ESL newspaper). |
| | #10E | Locally produced newspaper. Novels (e.g. *Inlander, Weedflower*). Kahoot (online quiz platform). |
| | #11E | Movies (e.g. *The Wizard of Oz, Harry Potter* series, *Star Wars* series). Sitcoms (e.g. *I Love Lucy, The Cosby Show*). Newspaper articles. Novels (e.g. *Little Women* (retold version - i.e. extensive reading)). TED Talks. StoryCorps (National Public Radio). |
| | #12E | Videos. Movies (e.g. *Witness. The Wizard of Oz*). StoryCorps. TED Talks. Newspaper articles. Songs. |

*To maintain anonymity, participants' names are replaced by a code. The number relates only to the method of record-keeping by the researchers and has no significance on the results. The letter refers to participants' first language (J = Japanese, E = English).

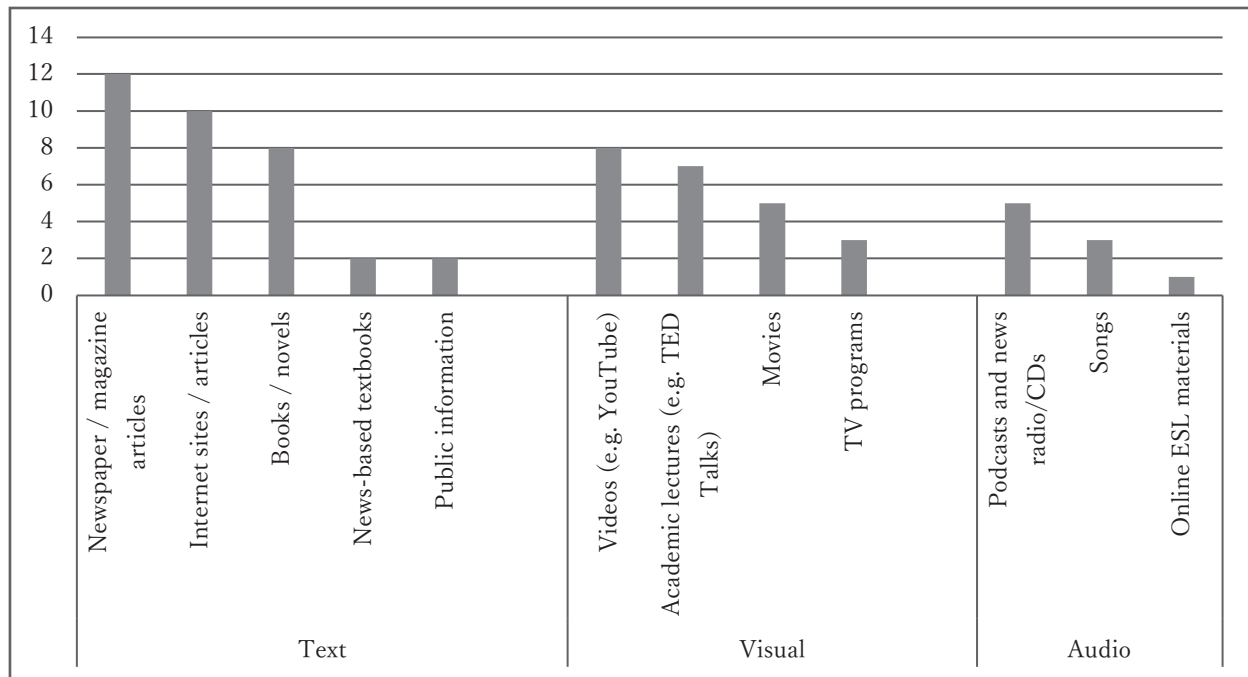For ease of viewing, the above table is summarized in figure 1 below (note: multiple

Fig. 1. Summary of Participants' Usage of AM

examples of the same category given by one participant were logged just once).

## AM AS SUPPLEMENTARY MATERIAL

As mentioned above, most teachers use AM for supplementary purposes and not as their main teaching materials. Some use them as an introduction to a textbook topic that is to be taught. For instance, participant #10J, teaching at a junior high school, sets aside time to use AM such as videos as a "real English challenge" in class besides using the authorized textbooks. When Ogasawara Island was a topic in the textbook, she showed an online video of the official tourist information in English. More than if she had just used a poster, she felt the video to have been very effective, especially as an introduction to the topic, piquing and enhancing students' interest from the beginning.

Moreover, she used AM as a closing for topics as well. When Ayers Rock was a reading topic in the textbook, she showed the Australian government homepage, had students read its story, and asked simple questions such as "How high is Uluru?" She told the students that it was

fine if they did not understand the entire content, but she prompted them to try and catch short expressions or sentences. She explained to the students that English in the textbooks is made for the purpose of students' learning and it is not always 'real English' that they will encounter in genuine situations. She thinks it is important to give students the opportunity to experience 'real English' — a perfect encapsulation of one of the principle motivations underpinning AM. She stated that the reason she tries to use AM in the classroom is that 1) English in the textbook is unnatural; there is no situation when "this is an apple" will be stated. 2) These days, even children can access the world via the Internet. She observes that students enthusiastically watch the videos and that students' motivation and interest are enhanced. 3) She hopes that introducing AM in class can be a catalyst for self-learning. When asked for more details on this, she replied that her experience teaching at an overseas school with a comprehensive ICT environment, and also living overseas herself, have given her a wider perspective on English language education. She did however state that it takes time and effort to

find appropriate supplementary materials such as the ones she uses. Most teachers prepare AM by themselves and finding AM suitable for the class is at the discretion of the teachers, therefore teachers' own experiences, interests, and motivation to 'go the extra mile' in preparing AM matter greatly.

Although the fact that an individual teacher still has to work on finding AM remains the same, one teacher mentioned that teachers cooperate and work in teams to find appropriate materials. #1J who teaches at senior high school overseas explained that the senior high school has a class called "Current English Studies" in which he uses a local English newspaper (a version of the nation's largest daily newspaper). The classes are held twice a week for third-year students and once a week for second-year students. Three teachers (two Japanese-speaking and one English-speaking) are in charge of this class, and they take turns finding articles and making questions, and share them with each other. In other words, each teacher prepares the material once every three weeks. The classes are conducted as follows: Topics are taken from a balanced range of fields for students of both the humanities and the science courses, and are chosen with length (25 to 30 paragraphs incorporated into an A3 sheet of paper) and appropriateness for senior high school students taken into consideration. The classes are conducted as follows:

- Students are given materials as reading homework with a worksheet. On the worksheet, the definitions of 20 keywords that teachers wish students to learn are written.
- The students pick words from the article to match the definitions. Also, on the worksheet, students write the main points and a summary of the articles and their thoughts and opinions about the article.
- The class goes over the article and questions together, and they have discussions on the topic.

Working in a team helps to lessen the burden of finding appropriate articles, though the interviewee did nevertheless mention the difficulty of finding and making the materials.

Regarding the above idea of teamwork, one participant explained that her school has teachers cooperate on a larger scale and in a unique and interdisciplinary way across subjects. The Modern Japanese, social science, and English classes are all linked and approached together. When "Black Rain" (a story about the atomic bomb on Hiroshima) is read in the Modern Japanese class, the world history class, Japanese history class, and civics class also treat the topic, covering World War II from the perspective of each subject. Then, in English class, students go to the homepages of the UN and the United Nations University to look for descriptions of subjects such as Hiroshima, the atomic bomb, peace treaties, and the Declaration of the Rights of Man. These approaches are taken in addition to authorized textbooks, and the students' proficiency must be high to manage this approach.

Another implication of using AM in university is suggested by #12J. She teaches an ESL course with students of diverse nationalities. She uses TED Talks, CNN for Students, and BBC for Students, since the curriculum and textbook are decided in advance by committee. The methods she employs to adopt them in class are shown below, as it will give helpful hints for teaching.
For listening:

- She gives a "listening log" as an assignment. Lower-level students listen to one topic from CNN Students, BBC for Students, and TED Talks and write a summary on the topic.
- Lower-intermediate students listen to 60 minutes in total and pick five unknown words, write their definitions, and make sentences using those five words, and submit the assignment once a week.

・Upper-intermediate students listen to one topic from TED Talks and record the summary within three minutes, once a week. Teachers listen to the recording and check the content, pronunciation, and grammar and give the recording back to students.

For reading:

・In "Read it & Watch" class, novels and movies are read and watched consecutively. First, students read a novel at home and watch the movie in class and compare the expressions. *The Shawshank Redemption*, *The Joy Luck Club*, and *Stand by Me* have all been used in class.

For speaking:

・Play animation without voices and have students work together to create a story to match the animation.

She comments in the interview that AM are fun for the teacher as well. For students, they are appealing and grab their interest a lot better than regular materials, so she would like to use them as much as possible in class. However, preparing takes so much time, and as a result she does not use them as much as she would like.

## AM AS PRIMARY MATERIAL

Shown above are characteristic examples of using AM as supplementary material in junior high school and senior high school. Next, methods using AM as the main curriculum material are presented. One example was presented by interviewee #4J, who is teaching a business-related course at university. Her research area is English literature, and she has used literature works and children's English books with video in her seminar class for students. In order to link her research area and her students' interests, she has used many different kinds of AM in classes. One of them is reading novels. She has students read Oscar Wilde's novels or children's books and explore what kind of social

problems are expressed in them. She has also taught courses in the liberal arts program, which are open to all students at the university, and has used works of literature and their videos, such as *Romeo and Juliet*, *Pride and Prejudice*, and *Alice in Wonderland*. She gives the English script of some part of the video and compares them with the work of literature. Then she explains how and why they are different. She said that the approach is very popular and that this class attracts many students every semester and gains favorable comments from the students.

Being very aware that her students are business-related majors, #4J teacher has also actively used YouTube and the Internet to meet student needs and wants. In her Business English class, she has students investigate on YouTube or the Internet to extend the topics in the textbook, thus making the AM more central to the teaching than the textbook itself. When the topic is about commercials, she has her students watch both Japanese and English versions of adverts for the same product, compare them, and discuss in class differences in light of social, cultural, and economic factors. Also, as many non-Japanese people live in the area (which is in Japan), she believes it is good for students to familiarize themselves with the information given to foreigners. So, she has students choose one topic from the website about local news for foreigners living in the area and present what they have learned from it in class. She spends 10-15 minutes using the AM in this way. In order to bring AM into class, she is always looking to obtain new and genuine information that she can introduce to her students, though of course it would be much easier and less time-consuming if she only concentrated on the textbook. In the interview with her, she mentioned that she has used English novels both in the original and retold version, as she was not sure which would fit her students' needs. She eventually found the original version to be better as she saw her students tried

hard to follow and understand it, so she decided to use the original version subsequently.

Another example of using AM as the main teaching source comes from interviewees #2J and #5J, who both teach at university. In some cases at university, teachers are free to choose the textbooks, and teachers #2J and #5J choose textbooks based on CNN and ABC TV channels, with DVDs attached. Since these textbooks incorporate vocabulary lists and listening activities, such as cloze blank-fill exercises, these teachers find them easy to use. #2J asks in the first class what topics in the textbook the students are interested in, and then teaches those that the students deem to be more interesting. She assigns students to read newspaper articles, choose a topic that they have become interested in, and write a summary and opinion on it twice in the semester. She commented in the interview that students who have learned with the textbooks on CNN or ABC do the writing assignment on the newspaper article a lot better than students who never take these classes. She said that it must be due to a kind of raised awareness, which suggests that using AM in class makes students feel a greater connection and affinity with the news and the topics.

Some other approaches were presented by ESL professionals. One is them is #8E. She uses TED Talks, TED-Ed, and ESL podcasts in class. For listening, she has students choose videos from the ones given by the teacher and watch them as homework. Students then have to send the teacher a recording, explaining what video they watched and what they thought of it. The recording has to be structured, with an introduction, body, and conclusion, and she also focuses on good transitions. This lets the students practice writing and speaking with logical structure in English. For reading, she uses "News for You," "Breaking News English," and "News LEA." The last one has the same article at three different levels, with different vocabulary items and grammar structures. Then,

if students read this and consider it too easy or difficult, they can go down or up a level or two.

For reading activities as extensions to regular topics, #9E's school uses more AM. For example, the students read a local newspaper, which is published once a week. It connects students to the area, as it talks about events, issues, and ideas that are important to native English speakers and anyone including the students living in the area. The articles of this local newspaper are short and some of them present various culturally based topics in a different format. Obtaining information helpful to the students' real life through the newspaper serves the original purpose of AM.

In this school, another approach connecting English and experience is reading a novel called *Weedflower*. In the interviews, two teachers explained about this and how it is connected to the students' learning and experiences. The book is a young adult novel but not a graded reader. The story is about Japanese internment in the U.S. during World War II, and students can learn a little about American history. The students go on a Southwest trip during their stay in the school in the U. S. and this book takes place in the Southwest. Also, they go on a trip to Portland and visit a Japanese-American memorial. The school tries to connect their learning and their experiences. This is an exceptional example because opportunities like this are very limited and not everybody can expect to experience it. However, once again it shows the potential for AM to connect students' learning and real life.

**Pedagogical Implications and Conclusion**

Many of the advantages expounded in the literature are echoed in the opinions and experiences of the participants of this study. Notably, ELT practitioners commented on increased student motivation and a raised awareness of the world outside the classroom (extending to both the wider society and to the

global community beyond the borders of students' home countries). Furthermore, participants reported that AM allow them to create a bridge connecting what is taught to students in the classroom and what they will actually experience in real life. Some commented that this was made possible through AM in a way that is not so with 'unnatural' traditional teaching materials. These all support what has been said in the literature. Not so frequently cited as an advantage, though stated by one participant, is the fact that AM can be a catalyst to encourage students' self-learning. This certainly warrants greater investigation because the implications for student independence and autonomy could be a hugely significant additional benefit of AM.

Participants undoubtedly showed themselves to be both committed and creative in their use of AM; there was inclusion of interdisciplinary approaches, a 'trial-and-error' approach to including appropriate authentic reading material, the connection of participants' own experience being in a foreign country to the cultural benefit of AM in the classroom, and so on. This enthusiasm and creativity in including AM indicates that there is undoubtedly scope to incorporate AM on a wider scale. However, what was also in accordance with the literature is the fact that so many participants stated that the burden of finding, selecting, adapting, and preparing materials was at best a hurdle, at worst a reason not to use AM — even if they believe them to be greatly worthwhile and beneficial. This is the biggest challenge for proponents of AM to overcome; how to make more AM accessible to a greater range of teachers, and how to alleviate the burden on the teacher. Some teachers indicated that they take steps to lessen the burden, such as by working in teams and taking turns to prepare these materials, or by focusing on their own areas of interest and specialty (meaning the teacher, with their significant prior knowledge of the field, has a head-start in the sourcing and selection of good, appropriate material). However, this still depends on the initiative on the teacher or group of teachers, and it is not inconceivable that other burdens could arise from this. Textbooks that already incorporate AM seem like a good move forward in this regard, and indeed several teachers stated that they use textbooks based on authentic news articles and reports. More material that either incorporates or is solely based on AM would be a good way to get a greater number of teachers using AM without the labor-intensity usually associated with them (although one consequence of this is that the selection of the AM itself would be in the hands of the publisher and not the teacher, thus removing one great benefit of AM; that teachers can select according to their own and their students' interests and needs).

To conclude, and in returning to the research questions to do so, this paper has shown the many varied and creative ways in which ELT practitioners actually use AM in the classroom. The manner in which teachers use AM and the lengths they go to incorporate them, despite the extra burden placed on them, indicate that the advantages of AM are clearly felt by ELT practitioners as much as the literature indicates. Furthermore, these are not seen as just abstract advantages by the participants; they were able to articulate precisely in what ways they thought AM were beneficial to learners, and these are also in keeping with the theories from the literature, and even go beyond it with benefits not so often presented. With both theoretical and practical opinion clearly in agreement that AM are beneficial to students and that they have a clear place in the classroom, a significant challenge facing researchers, practitioners, and publishers is how to make AM more widely accessible to all teachers while limiting the not inconsiderable burden on them.

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### Consent to Participate

The research was conducted in a way that would fully protect participants' anonymity and privacy. Participants were given a form, before the interviews, that stated the research goals, data collection methods, and potential benefits. They were told that the interviews would be recorded and later transcribed, but that they need not worry about their identity or their school name being disclosed at any later date. They were also told that they could stop participating in the research at any time, should they choose to. All participants signed a consent form indicating that they understood and agreed to be a part of the research.

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# オーセンティック・マテリアルの授業への応用：
# 英語教員の視点と経験をもとに

ヴァルヴォーナ・クリストファー　＆　米　田　みたか

## 要　　約

　本稿は、英語教員のオーセンティック・マテリアル（AM）についての見解とその応用に関する調査の結果報告である。日本、シンガポール、アメリカの異なる段階の教育機関で教鞭を執っている英語教員（日本語話者と英語話者）に対して個人面談を実施し、授業でのAMの使用方法、AMの使用による利点と欠点、見解を明らかにした。さらに、授業で使用したAMの選定方法、題材の内容、授業での使用方法の詳細の聞き取りを行った。教材として使用するための準備と手間がかかるとしながらも、AMを使用することにより学習者を教室の外の実世界へつなげることができるという利点が報告された。多様な文化や環境のもとで英語教育に携わっている教員の取り組みや工夫などの具体的な授業方法を紹介する。