Research title: Using authentic materials to motivate second year English major students at Tay Bac University during speaking lessons

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ABSTRACT

This research aims at testing the hypothesis that authentic materials could enhance the motivation of second year majored English students at English Faculty, Tay Bac university when learning speaking. In order to do that, an experiment was carried out at TBU. The subjects were 40 students in class K47C and this class acted as control group in 'non-authentic materials' weeks and as experimental group in 'authentic materials' weeks.

I. INTRODUCTION

It is a common assertion that materials in general play a crucial part in language learning and teaching, this accounts for the fact that discussions about the roles of materials appear in almost all books on course design (Nunan, 1991). Materials not only provide learners a wide range of useful information but also can play a part in enhancing learner motivation - one of the key issues in language learning, thus facilitate their acquisition (Dudley-Evans & St John, 1998; Nonaka, 2001).

Many experts have written on how to choose materials, which are relevant to learners, so that materials can support learners in learning languages. One important suggested things is to use authentic materials because they can provide students with up-to-date knowledge, expose them to the world of authentic target language, can bring the real world into the classroom and significantly enliven the class, etc (Robinson, 1991; Martinez, 2002; Kaprova, 1999; LeLoup &Ponterio, 2000; Dumitrescu, 2000). By this way, authentic materials can motivate students, give them more stimulation in learning a language.

Foreign Faculty at Tay Bac University has been found for five years, its tasks is training English teachers for some mountainous provinces in the northwest of Vietnam like Son La, Lai Chau, Hoa Binh, Bien Bien... The syllabi which have been based on the curriculum suggested by Ministry of Education and Training are followed by some fixed textbooks. However, after several years following these textbooks, it is found that students don't like them very much in term of the relevance/new of the information provided (especially during speaking lessons), so it is common for teachers to adapt the materials by using different materials from various sources like internet, magazines... In order to check the reality of using these materials to motivate students to learn English, an experiment was carried out at Foreign Faculty, Tay Bac University in the school year 2008-2009.

This experiment focuses on 2 types of materials: non-authentic and authentic: in this study, the former are commercially available textbooks and the later can be anything that is available to the language teacher but which was not produced for language-teaching purposes (Robinson, 1991). These materials were both used during this 12-week experiment to assess its roles towards students' motivation.

There is a variety of definitions of motivation and they differ from one another because each author has his own way looking at motivation. For example, Douglas (1994) defined motivation as an inner drive, impulse, emotion, or desire that moves one to a particular action, but for Ellis (1997), motivation involves the attitudes and effective states that influence the degree of effort that learners make to learn an L2. Nevertheless, motivation used in this article is defined by Crookes and Schmit (1991): interest in and enthusiasm for the materials used in class: persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment.

This definition is chosen for this research because in this one, motivation is inspired by the materials used in class, the thing that the researcher have been very interested in and the thing this study focuses on.

II. METHODOLOGY

The experiment method is used to answer the question: Could authentic materials enhance the second year students' motivation in speaking classes at TBU?, It was conducted in 12 weeks. In weeks 1, 3, 5, 7, 9, 11, students worked with non-authentic materials and in weeks 2, 4, 6, 8, 10, 12, they worked with authentic materials. Non-authentic materials were taken from the current textbook namely New-interchange 3, authentic materials were collected from different sources like internet, magazines, newspapers. Both kinds of materials had the same topics, similar types of tasks and similar teaching procedures. The only difference is the type of materials.

Participants: The researcher and the observer have worked as English teachers for 12 years and they have been teaching speaking for more than 5 years.

The subjects: One class with 40 second - year students at English Faculty, TBU that was chosen at random, participated in this study. The majority were female (34 out of 40), all of them were between 19 and 22 years of age.

Variables: Independent variables and Dependent variable

In this study, the independent variables were the kinds of materials. More concretely, they were authentic and non-authentic. The non-authentic materials used in this experiment were textbooks New Interchange 3 (Jack C. Richards & Jonathan Hull, 1998, CUP) and Speaking Extra (Mick Gammidge, 2004, CUP). Authentic materials were collected from different sources like internet, magazines, newspapers... by the researcher and her colleagues at English faculty, TBU. Both kinds of materials had the same topics, similar types of tasks and similar teaching procedures. The only difference is the type of materials.

As mentioned above, the definition of motivation defined by Crookes and Schmidt (1991) was used. Therefore, in this experiment, the dependent variable was the student motivation, which could be specified as levels of learner interest, enthusiasm, activity (effort/intensity of application), persistence with the learning task, concentration, and enjoyment during class.

Data collection instruments

Three data collection instruments were used in the experiment; they were observations, questionnaire and interview.

Observation sheet 1 adapted from Hopkins (1985) was used to quantify learner **on – task behavior** (see Appendix 1A). There were 12 columns for 12 scans and 40 lines for 40 subjects, and was filled out by a non-participant observer. The observer sat in an unobtrusive place in the classroom and started observing when the students had been working for 2 minutes. The observer enters '1' if the learner was on-task and '2' if he/she was off-task for each scan. The learners were considered on-task if they were engaged in the pedagogic work of the day and they were considered to be off-task if they showed a complete lack of attention to the set task. The learners were identified by names and observed one by one. Each student was observed for 5 seconds for each scan. Observations continued until all learners were observed 12 times. A class 'on – task percentage' was then calculated and analyzed.

Observation sheet 2 (see Appendix 1B) adapted from Nunan (1989) was used to assess overall class motivation generated by the materials in use, as manifested by level of learner interest, enthusiasm, activity (effort/intensity of application), persistence with the learning task, concentration, and enjoyment during class (see Appendix 1B). There were 8 items in observation sheet 2 and each item was scored on a scale of 1 (low) to 5 (high). 3 is an average mark for any one item. Observations were taken while the period using the target materials was ending. A daily total score of between 8 and 40 was thus analyzed.

The questionnaire: In this study, the researcher used two questionnaires for the students.

Questionnaire 1 (see Appendix 2A) was designed to find out the topics, which were the most relevant to the second year English major students at Tay Bac University. The informants were asked to fill in the boxes to show the frequency at which they were interested in. The numbers that showed the frequency of each topic would be used in materials collection later.

Questionnaire 2 (see Appendix 2B) was distributed to individual learners to measure levels of motivation generated during class by the materials in use. It consists of seven

closed items on a semantic differential scale of adjectives expressing motivation (e.g. interesting/boring, enjoyable/unenjoyable, etc.). Each item scored from one to seven, making a total of from 7 to 49 for each complete questionnaire, was completed by each learner at the end of the daily activity. From this total, a class means score for the day was scored.

Interview

In this experiment, further qualitative data was collected via five-minute post-class interviews designed to allow learners to give in their own words their views on the materials used that day (it is considered as post-speaking activity)(see Appendix 3). The interviews were conducted in English but whenever students had difficulties in expressing their ideas, they could use Vietnamese and then the interviewer would help them to find equivalence in English. The purpose is to avoid any differences in translation while to not restrict the responses of the learners. It is expected that more accurate information about student motivation would be found through the interviews.

III. DATA ANALYSIS

3.1 Data collected in the preparation for the authentic materials: Data collected from questionnaire 1

As mentioned above, the purpose of this questionnaire was to find out the topics, which were the most likely to be worked on by the students at TBU. The respond rate was 100% as the researcher asked the informants to fill in the questionnaire and collected as soon as they finished.

Results revealed that they like the following topics: Friends, Personality, Career, Story telling, Crossing cultures, The world, Learning styles, Health and fitness. Some topics like Psychology, Biology, Science and technology, Social and environmental issues... are interesting but too difficult for them in term of new words.

Based on these the researcher only focused on the topics that students are interested in during 12 experimental weeks.

3.2. Data collected during the pilot

The aim of this pilot period was to confirm the reliability of the data collection instruments.

 3.2.1. Observation sheet 1: This observation sheet was used to measure on-task behavior of each student in the class. To test the inter-rater reliability of this observation sheet, data were collected in two weeks independently by the observer and the teacher. Then the on-task off-task frequency counts of each student were calculated and these two results were correlated. The total possible count for each student in two weeks was 48. The correlation coefficient was **r = 0,941** -which was an indication of a high level of inter-rater reliability.

 3.2.2. Observation sheet 2: The inter-rater reliability for Observation sheet 2 was calculated by the data collected independently by the observer and the teacher in 4 days during the pilot. The maximum possible mean score by Observation sheet 2 was 40. The mean scores assessed by the observer and the scores assessed by the teacher were calculated, the inter-rater reliability for Observation sheet 2 was **r = 0,839,** an indication of a high level of inter-rater reliability.

3.3. Data collected during the experiment.

3.3.1. Data collected from Observation sheet 1

3.3.1.1. Data collected on 'non-authentic materials' weeks.

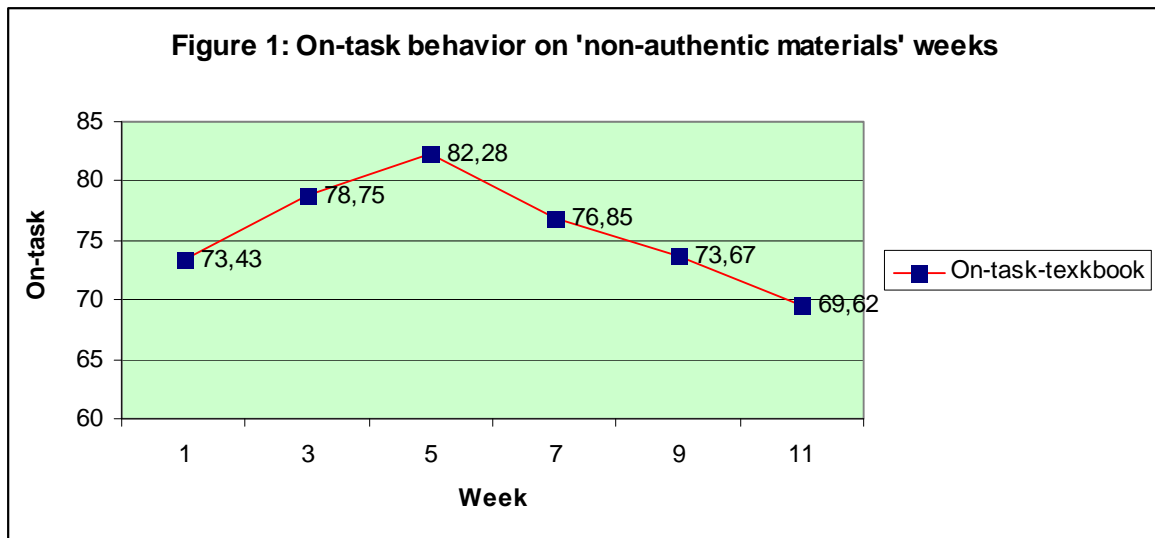**Figure 1: On-task behavior on 'non-authentic materials' weeks**

Figure 1 shows the student's on-task behavior on 'non-authentic materials' week measured by Observation sheet 1. Overall, the mean score for 6 weeks was 75.78, which meant that students were on-task **75.78 %** of the time.

It can be seen from the graph that students' on-task behavior was on an increase from week 1 to week 5 and reached the peak of 82.28% at week 5 and then on a decrease from week 7 to 11. More concretely, students were quite on-task, but not very much in week 1 with the mean score of 73.43%. Then, there was a remarkable increase of approximately 5 % in the student's on-task counts to 78.75% in week 2. Student's on-task score continued to rise to 82.28% in week 5, a steady increase of more than 3 %. It was also the maximum score for student's on-task behavior because after week 5, there was a considerable decrease which continued to the end of this experiment. Week 7 witnessed the biggest reduction of 6 % to 76.85% and week 9 and week 11 experienced 3 and 4 % of decrease respectively.

In short, student's on-task behavior at first increased steadily but then decreased considerably. This may be that students at first were attracted by the materials but soon lost their interest because the materials in use may contained irrelevant uninteresting information.

3.3.1.2. Data collected on 'authentic materials' weeks.

Figure 2: On-task on 'authentic mateials' weeks

A line graph titled "Figure 2: On-task on 'authentic mateials' weeks" showing On-task percentage on the vertical axis (0.00 to 100.00) against Week on the horizontal axis (2 to 12). Data points: 72.12, 75.00, 82.04, 86.09, 88.49, 91.25. Legend: On-task on 'authentic mateials'.
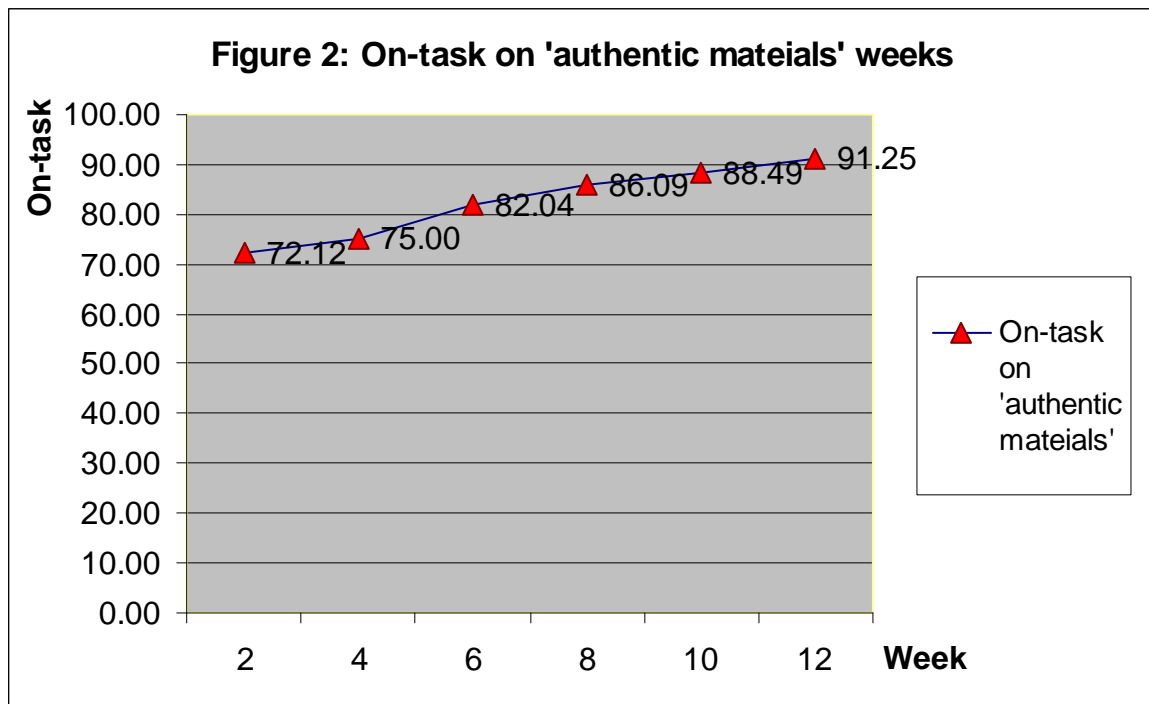
Figure 2 reveals the student's on-task behavior on 'authentic materials' weeks assessed by Observation sheet 1. On the whole, students were on-task 82.71% of the time when using authentic materials in 6 weeks.

As could be seen from the graph, students' on-task behavior was on an increase, the mean score was 72,12% in week 2, which showed that the students were rather on-task, but not very much. After experiencing vigorous increases in week 6 and 8, student's on-task behavior rose steadily, 88.49% in week 10, and reached the peak of 91,25% of the time in week 12.

To summarize, student's on-task behavior kept increasing from the beginning until the end of the experiment, the level of student on-task behavior gradually increased to show a clear tendency of being more interested in the materials in use as the time went by.

3.3.1.3. Comparisons

Figure 3: On-task behavior during the experiment
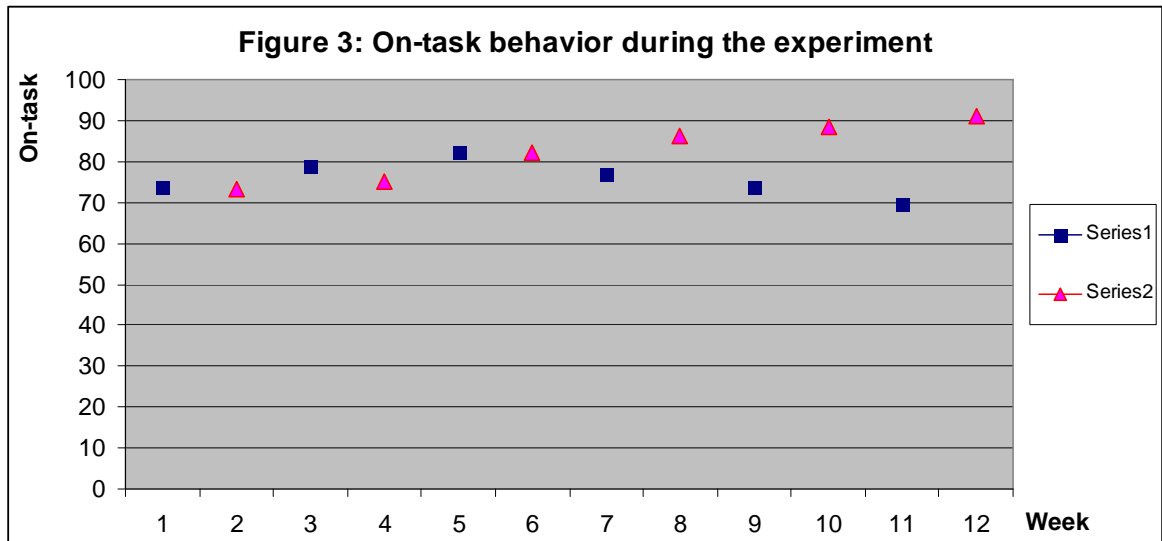
As clearly indicated in the graph, overall, students were on-task **75.78 %** of the time when using non-authentic materials, and **82.71%** of the time when using authentic materials. When analyzed by paired-sample T-test in the SPSS, the result is t = **4.233** (n = 12, df = 11, p =0.05). This result revealed that the difference between two variables was statistically different. The result also showed a considerable difference between the effect of authentic and non-authentic materials on students on-task behavior. This also confirmed that authentic materials significantly increased student on-task time, therefore, increased student motivation.

3.3.2. Data collected by Observation sheet 2

As stated earlier, Observation sheet 2 was completed at the end of each period which made 2 scores for each week and 12 scores in total, the following discussions are for the mean scores of each week.

3.3.2.1. Data collected on 'non-authentic materials' weeks

Figure 4 shows the overall class motivation collected by Observation sheet 2 on weeks in

Figure 4: Overall class motivation on 'non-authentic materials' weeks
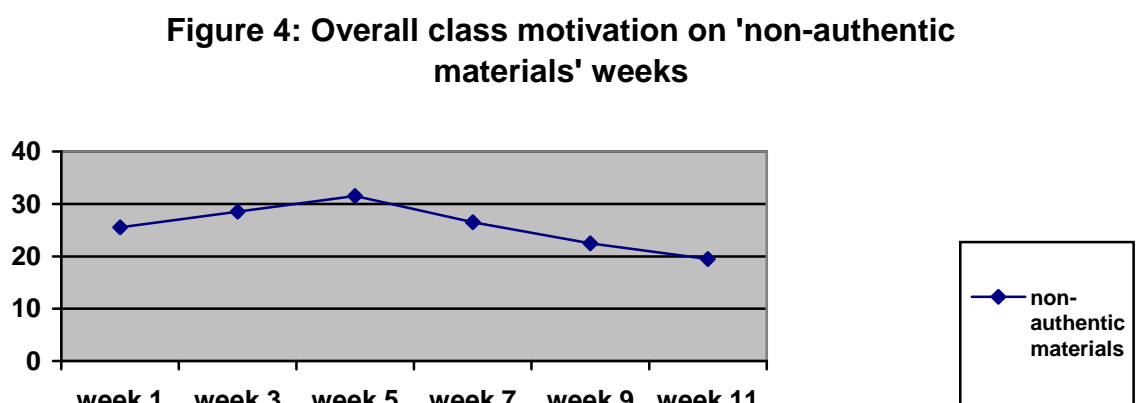
which non-authentic materials were used and the mean score of overall class motivation over 6 weeks was **25.66**.

Generally, overall class motivation was on an increase from week 1 to week 5 and then on a decrease from week 5 afterwards. The mean score in week 1 was 25.5 out of a maximum possible of 40 indicated that the class was not very motivated as a whole. But then, they were more and more motivated which was advocated by the increasing mean scores of 28.5 in week 3, and 31.5 in week 5, a rise of 3 each week. After that, all the students were less and less motivated which was shown by the continuous reduction in the mean scores from 31.5 in week 5 to 26.5 in week 7, 22.5 in week 9 and the lowest level of 19.5 in week 11.

On the whole, overall class motivation gradually increased in the first three week and also was the highest in week 5. Then, it decreased in the last three weeks although the materials were rather appropriate and a bit challenging. Students found the materials less and less interesting that explained for the decrease in their effort as well as their involvement in the lesson.

3.3.2.2. Data collected on 'authentic materials' weeks

Figure 5: Overall class motivation on 'authentic materials' weeks
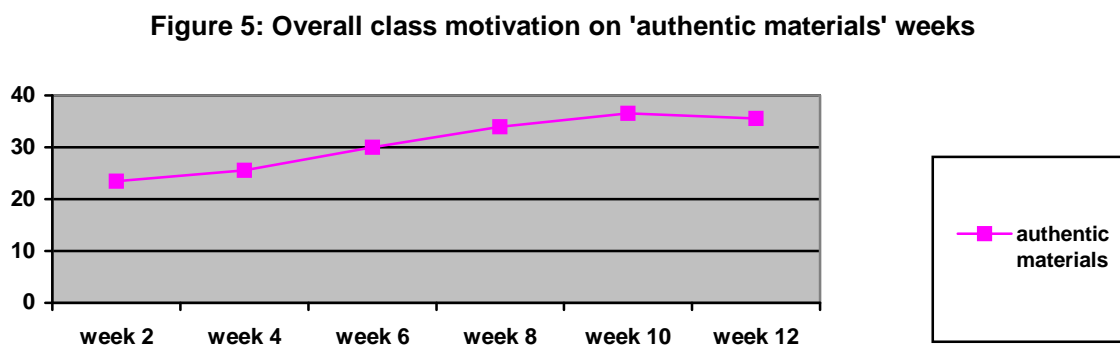
Figure 5 shows the overall class motivation collected by Observation sheet 2 on 'authentic materials' weeks. Mean **score** of overall class motivation over 6 weeks during which authentic materials were used was **30.83**.

Generally speaking, mean scores kept increasing during the experiment starting from 23.5 in week 2 to 25.5 in week 4. These scores indicated that the class was quite motivated, but not of high level. Then, mean scores rose significantly to 30 in week 6, an increase of nearly 5, and 34 in week 8, an increase of 4. Week 10 experienced the highest mean score of 36.5 which marked that the class was very motivated by the use of authentic materials. After that, the class motivation decreased slightly to 35.5 in week 12.

In a summary, data collected showed that scores of overall class motivation increased step by step and reached the peak of 36.5 out of the possible maximum of 40 in week 10.

3.3.2.3. Comparisons

Figure 6: Overall class motivation during the experiment
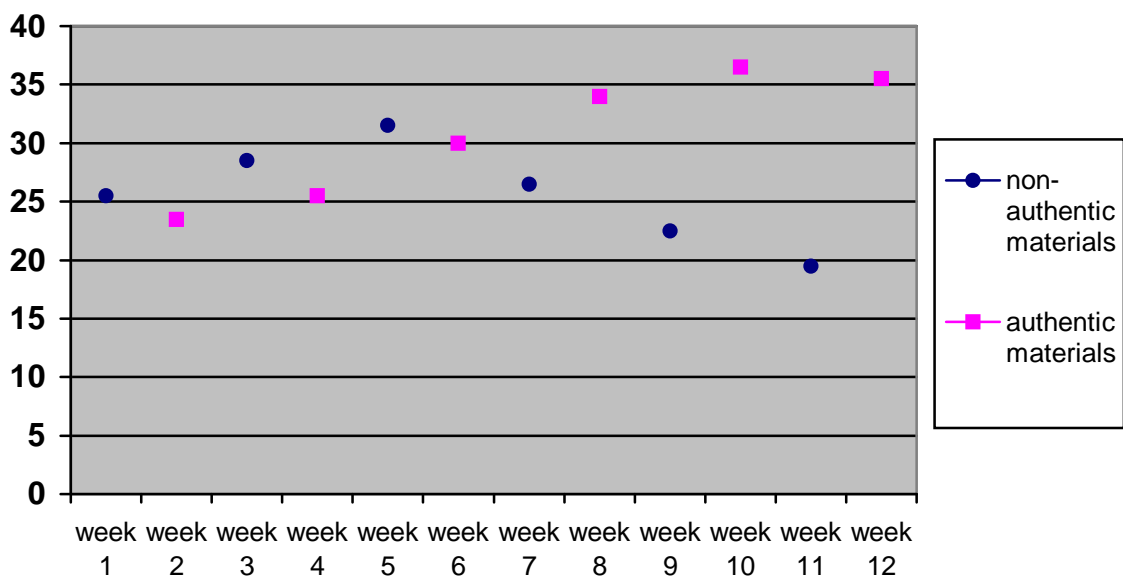
It can be seen from the graph that the mean score for overall class motivation on weeks using non-authentic materials is 24.83 and on weeks using authentic materials **is 30.17.** The result when analyzed by paired- sample T-test in S.P.S.S. is that t = 2.411 (n = 12, df = 11, p = 0.05). The t-value showed that the differences in the two variables are statistically different. This means that authentic materials can considerably increase overall class motivation because of the difference of more than 6 in the mean score. It also can be seen from the graph that there is a time effect because overall class motivation when using authentic materials is higher than when using non-authentic materials only from week 6.

3.3.3. Data collected from questionnaire 2

As stated above, Questionnaire 2 was completed by the students at the end of each day which made 1 score for each week and 6 scores in total.

3.3.3.1. Data collected on 'non-authentic materials' weeks

Figure 7: Student's self-reported motivation on 'non-authentic materials' weeks
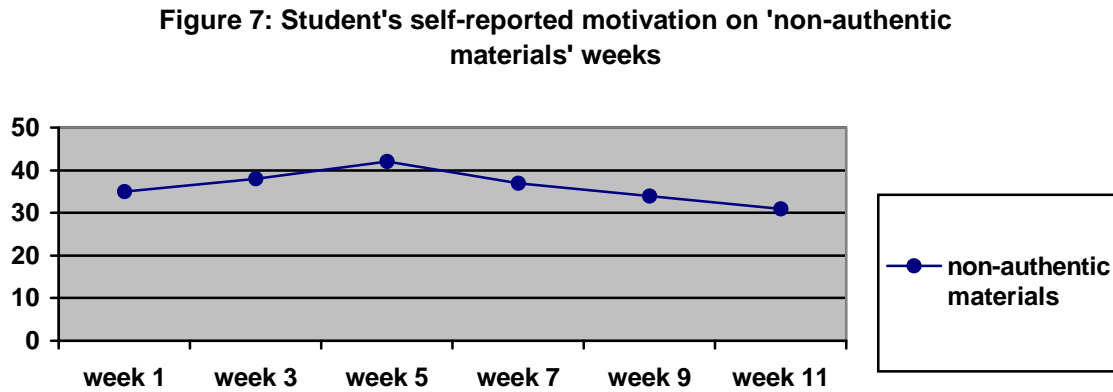
Figure 7 shows the student's self-reported motivation measured by Questionnaire 2 during 'non-authentic materials' weeks. The graph indicated that the mean score for learner self-reported motivation increased gradually from 35 in week 1 and reached the peak on week 5 with the mean score of 42. Then the mean score decreased sharply in week 7 to 37 and gradually to 34 in week 9 and fell to lowest level of 31 in week 11. This trend revealed the fact that students were at first attracted by the non-authentic materials and found them interesting and appealing but then soon lost interest in the materials. Mean score for 6 weeks using non-authentic materials was 36.1.

3.3.3.2. Data collected on 'authentic materials' weeks

Figure 8: Student's self-reported motivation on 'authentic materials' weeks
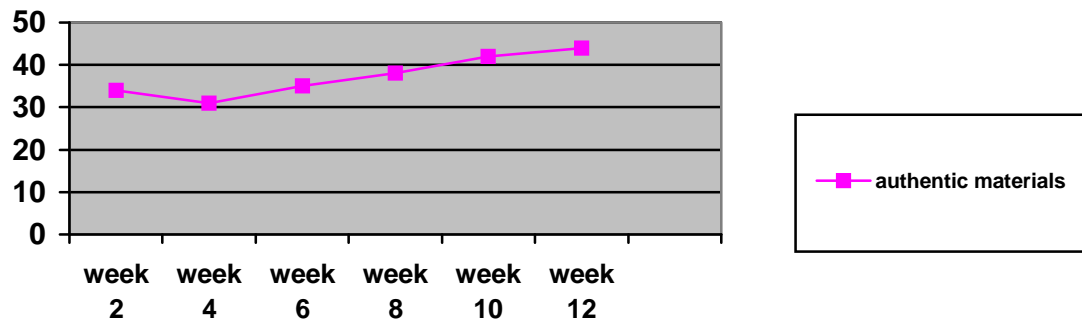
Figure 8 shows the student's self-reported motivation measured by Questionnaire 2 during 'authentic materials' weeks. The graph show that mean score of students self-reported motivation fell from 34 in week 2 to the lowest level of 31 in week 4 and reached the highest level of 44 out of the maximum score of 49 in week 12. This may be explained by the fact that the students at first found the authentic materials strange because they were not used to them, therefore were not very interesting and appealing to them, then when they were used to this new kind of materials, they found them very appealing and useful for them. Mean score for 6 weeks using authentic materials was 37.3.

3.3.3.3. Comparisons

Figure 9: Student's self-reported motivation during the experiment
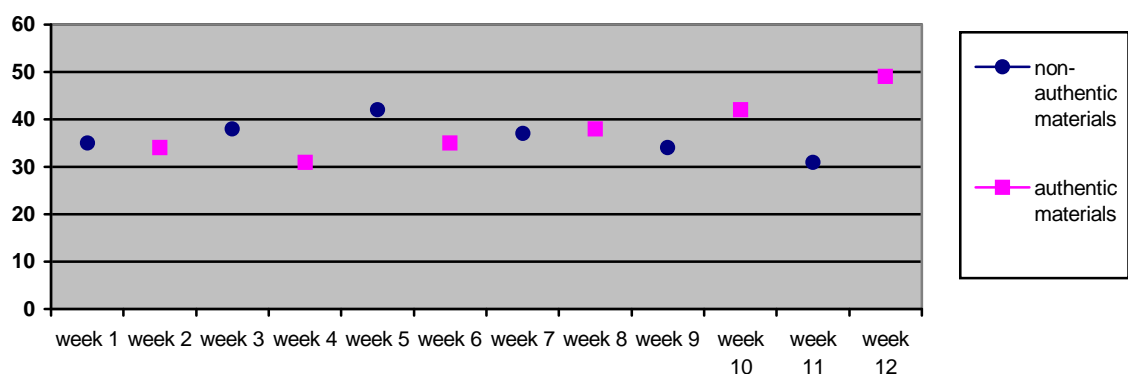
It can be seen from the graph that the mean score for student's self-reported motivation on weeks using non-authentic materials is **36.1** and on weeks using authentic materials is **37.3**. The results when analyzed by paired- sample T-test in S.P.S.S. is that **t = .355** (n = 6, df = 5, p =0.01). The t-value showed that the differences in the two variables are not statistically

different and therefore, could not reject the null hypothesis (authentic materials could not increase student self-reported motivation). This does not mean that the authentic materials did not increase the student's motivation. This might resulted from the insufficient time for students to realize the difference between authentic materials and non-authentic materials.

3.3.4. Data collected in the post-class interviews

3.3.4.1. Data collected on 'non-authentic materials' weeks

At the beginning of the experiment, the students who were interviewed thought that this kind of materials was good, interesting and exciting. It can also help them to develop their writing and speaking. Moreover, they found the vocabulary was useful and appropriate for them. But as the time went by, students found that there was no difference in this kind of materials, some time they could read and prepare the lesson beforehand. Their motivation therefore, reduced significantly.

3.3.4.2. Data collected on 'authentic materials' weeks

For most students, when they first introduced the new kind of authentic materials, they found it was difficult and hard understand some words and structures. Some of them even did not want to try because they felt that was out of their ability. However, step by step, they got used to with this kind of materials. They realized that the lessons were a little bit difficult but they contained a lot of interesting and up-to-date knowledge. Furthermore, they were not the same everyday and that was interesting. As a result, they were more and more interested in the lessons and their motivation therefore, increased considerably.

Conclusion： It can be concluded from all the above discussions that student's motivation increased significantly in 'authentic materials' weeks in comparison to 'non-authentic materials' weeks. However, students' self-reported motivation did not increase considerably and this might be because the time for authentic materials was insufficient.

IV. CONCLUSION

In this experiment, the hypothesis whether authentic materials have the positive effect on the second year students' motivation at TBU was tested. To collect the data, three data

collection instruments were used. The authentic materials and non-authentic materials had the same topics, similar kinds of exercises. The authentic materials were selected carefully in terms of student linguistic and conceptual knowledge level. The data collected from the data collection instrument confirmed the hypothesis. From this result, it is suggested that using authentic materials is one way to effectively increase student's motivation at TBU to learn speaking in particular and English in general. The results should be taken into account in order to improve the English teaching and learning quality at TBU.

Due to the small number of subjects in this experiment, this conclusion could not be generalized for all speaking classes. Therefore, replications of this study with bigger amount of subjects, different level and at other faculties are called for so that the positive effect of authentic materials on student's motivation will be tested widely and more concretely.

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Appendix 1A: Observation sheet 1

(On–task behavior)

Observer: Date:

Teacher: Time of class:

No. of students present   Level of class:

Type of materials (circle one): artificial / authentic

Description of materials:

Activity:

Instructions

1. These observations are designed to measure levels of learner motivation generated by the materials in use.
2. Start the observation when the students have been working together in groups or pairs for two minutes.
3. Observe students one by one, consecutively, clockwise around the class. Identify students by names.
4. Every 5 seconds write down the category best describing the observed student's behavior at that moment, then pass on to the next students.
5. Write the numbers in sequence down the data sheet.
6. Continue until all students have been observed 12 times, then complete Observation sheet 2.

Categories 1 = student on – task: 2 = student off – task

'On – task ': engaged in the pedagogic work of the day

'Off–task': a complete lack of attention to the set task

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

Hà Văn An												
Vũ Thị Vân Anh												
Hoàng Đức Công												
Hoàng Thị Dung												
Quách Thị Duyến												
Trần Thị Hồng												
Quách Thị Hiền												
Lê Thu Hương												
Long Thị Thuý Lĩnh												
Nguyễn Thị Ngát												
Trần Thị Nghĩa												
Vũ Thị Nụ												
Lý Thị Kim Oanh												
Đặng Thị Thảo												
Lường Văn Toại												
Nguyễn Thị Tuyết												
Trần Thị Tươi												
Đinh Thị Khánh Vân												
Bùi Thị Yến												
Trần Thị Bảo Yến												
Lưu Thị Dịu												
Lê Hồng Hạnh												
Tô Thị Hiền												
Chu Thị Thanh Hoa												
Nguyễn Thị Thanh Loan												
Nguyễn Thị Hồng Lê												
Trần Thị Tuyết Lan												

Nông Thị Thuỳ Liên															
Phạm Thị Liễu															
Lê Thị Ngà															
Lê Thị Oanh															
Phạm Thị Phương															
Đinh Thị Hà Phương															
Đặng Hồng Quảng															
Bùi Văn Quyền															
Đào Thị Quỳnh															
Nguyễn Thị Thắm															
Lương Thị Hoài Thu															
Bùi Văn Tiềm															
Nguyễn Thị Thanh Tuyền															

Appendix 1B: Observation sheet 2

Overall class motivation

Observer: Date:

Time of class: Level of class:

No. of students present:

Type of materials (circle one): textbook / authentic

Description of materials

Observation focus: Level of student motivation generated by the teaching materials in use, 3 is an average mark for any one item.

Instructions

- This sheet is for observing the class as a whole, not individual student.

- Complete this sheet when the activity is drawing to a close.

- Circle ONE number for each statement below.

- 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 student's 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 in use are appropriate for the students

    not really   1   2   3   4   5   *very much so*

Comments:..
....
....
....
....

Appendix 2A: Questionnaire 1

QUESTIONNAIRE

The purpose of this questionnaire is to find out the topic, which are the most relevant to the second year English mojor students at Tay Bac University. Your effort in completing this questionnaire would be highly appreciated and of great use to my study. You can be positive that you are not identified in any discussions of date. Thank you so much in advance.

For each topic given, please circle from 1 (low) to 5 (high) to show the extent to which you think the topic is appropriate to you in terms of interests, background knowledge (please circle 5 if the specialist knowledge of the text is completely within the knowledge that you have learnt in Vietnamese).

UNIT 1   That's what friends are for
Topic

      Uninteresting 1   2   3   4   5   very interesting

Background knowledge

      New   1   2   3   4   5   familiar

UNIT 2   Career moves
Topic

Uninteresting 1   2   3   4   5   very interesting

Background knowledge

      New   1   2   3   4   5   familiar

UNIT 3   Could you do me a favor?
Topic

      Uninteresting 1   2   3   4   5   very interesting

Background knowledge

      New   1   2   3   4   5   familiar

UNIT 4   What's a story?
    Topic

    Uninteresting 1   2   3   4   5   very interesting

    Background knowledge

      New   1   2   3   4   5   familiar

UNIT 5   Crossing cultures
    Topic

    Uninteresting 1   2   3   4   5   very interesting

    Background knowledge

      New   1   2   3   4   5   familiar

UNIT 6   What's wrong with it
Topic

Uninteresting	1	2	3	4	5	*very interesting*

Background knowledge

New	1	2	3	4	5	*familiar*

UNIT 7   The world we live in
Topic

Uninteresting	1	2	3	4	5	*very interesting*

Background knowledge

New	1	2	3	4	5	*familiar*

UNIT 8   Learning to learn.
Topic

Uninteresting	1	2	3	4	5	*very interesting*

Background knowledge

New	1	2	3	4	5	*familiar*

UNIT 9   Travel and tourism
Topic

Uninteresting	1	2	3	4	5	*very interesting*

Background knowledge

New	1	2	3	4	5	*familiar*

UNIT 10   Health and fitness
Topic

Uninteresting	1	2	3	4	5	*very interesting*

Background knowledge

New	1	2	3	4	5	*familiar*

UNIT 11   Education.
Topic

Uninteresting	1	2	3	4	5	*very interesting*

Background knowledge

New	1	2	3	4	5	*familiar*

UNIT 12   Money.
Topic

Uninteresting	1	2	3	4	5	*very interesting*

Background knowledge

New	1	2	3	4	5	*familiar*

UNIT 13   Science and technology.
Topic

     Uninteresting 1   2   3   4   5   *very interesting*
     Background knowledge
         New   1   2   3   4   5   *familiar*

UNIT 14   Social and enviromental issues.
Topic

     Uninteresting 1   2   3   4   5   *very interesting*
     Background knowledge
         New   1   2   3   4   5   *familiar*

     OTHERS: (please specify)..

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Appendix 2B: Questionnaire 2

Teaching materials---

Do not write your name on this sheet. Fill it out and give it back to your teacher.

The purpose of this questionnaire is to assess the value of the above teaching materials which were used in class today**, not** to assess the performance of **you** or **your teacher**.

This is not a test. There are no right and wrong answers; we want your own ideas and impressions.

Please **CIRCLE ONE NUMBER** on each scale to show how you rate the following concepts. 4 is an average mark for any one item.

Circle ONE NUMBER on each line:

boring	1	2	3	4	5	6	7	Interesting
unenjoyable	1	2	3	4	5	6	7	enjoyable
meaningless	1	2	3	4	5	6	7	meaningful
dull `	1	2	3	4	5	6	7	exciting
unsatisfying	1	2	3	4	5	6	7	satisfying
unappealing	1	2	3	4	5	6	7	appealing
monotonous	1	2	3	4	5	6	7	absorbing

Comments:

Appendix 3: Questions for interviews

Questions for students

1. What do you think about the materials used today?

2. Could you tell me something you like and dislike about the materials used today?

3. Would you like to change the materials used today? If yes, how?

Questions for teachers

1. Which topics are appropriate to the students (K47) in terms of interests, background knowledge?

2. What do you think about these topics? Friends, Career, a favor, Past events, Crossing cultures, Coplaination, The world we live in, Learningstyles.

Will the students be interested in these topics?

3. What kind of topics do you think they are interested in?

4. What activities do you think they like doing?

5. What kind of materials do you think they are interested in?

6. What do you think about these materials? (the textbook and authentic materials)

7. How appropriate are these authentic materials to the students?