

## The Effect of Using Authentic Texts on Iranian EFL Learners' Incidental Vocabulary Learning: The Case of English Newspaper

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### ARTICLE INFO

Received: July 02, 2019

Accepted: August 05, 2019

Published: September 30, 2019

Volume: 2

Issue: 5

DOI: 10.32996/ijllt.2019.2.5.47

### KEYWORDS

*Authentic Text, English Newspaper, Incidental Vocabulary Learning, Iranian EFL learners*

### ABSTRACT

This study intended to investigate the effect of using authentic texts on Iranian EFL learners' incidental vocabulary learning. To this end, a population of 52 Iranian female EFL learners aged 15 to 17 was selected. They were two intact classes; experimental group (25 students) and control group (27 students). Both groups received a pretest at the first session. Regarding the treatment, the authentic reading texts selected from World News for students of English, Level1 was taught to the experimental group while the texts selected from book 1 was taught to the control group. After a month post-test were run among all of the participants in both control and experimental groups to find out the possible effects of the treatment on the participants' vocabulary improvement. The analysis of data paired samples t-test and independent samples t-test showed that there was a significant difference between the post-tests of experimental and control groups. The experimental group outperformed the control group on the post-test.

### 1. INTRODUCTION

In the world of language, words play a fundamental role. Words are the building blocks of languages because they help their users convey their desired meaning (Lotfi, 2007). Richards and Renandya (2002) held that the core component of language proficiency is vocabulary and it makes the basis for how well learners of a language speak, listen, read, and write (Ghanbari, Esmaili, & Shamsaddini, 2015). In the mid-1970s, communicative approaches to language teaching mentioned that language learners needed skills to be able to encounter the real world. Most language institutes and teachers tried to make their teaching communicative in order to be suitable for real situation. To this end, students needed to have an adequate knowledge of vocabulary in addition to other language skills. The use of authentic texts in EFL classes started in 1970s as a result of the spread of the Communicative Language Teaching Approach. Authentic materials became the main part in syllabus design, task-based approaches, materials

development and the main Communicative Language Teaching (CLT) (Bax, 2003). Freeman (2000) stated that one of the characteristics of communicative language teaching is using authentic materials.

The best offers for dissolving the problem is that authentic texts instead of simplified ones are used because authentic texts transfer a message by a real author to a real audience, such as newspapers, letters, and books (Gilmore, 2007). Moreover, authentic texts can increase the interest among the learners (Gilmore, 2007; Hosseini, Nasri, & Afghari, 2017).

The purpose of authentic texts is that the readers engage in meaning and content and "learners feel that they are learning a target language as it is used in social setting" (Berado, 2006, p. 62). Berado (2006) takes the newspapers, magazines, TV programs, movies, songs, literature and internet into account as some examples of authentic sources. One of the disadvantages of the authentic texts is that learners do not know meaning of new words. Therefore, it is important to pay attention to the text readability and proficiency level of the learners related to this issue. Harmer (2001) states that materials which aren't opted carefully decrease students' motivation because

the learners can't comprehend that is caused by applying these materials (Marzban & Davaji, 2015; Namaziandost, Abedi, & Nasri, 2019).

Nowadays it is stressed that teachers apply authentic texts in the classroom instead of simplified texts because they can engage the learners in "real language" (Berado, 2006, p. 60). It is also believed that using authentic texts in the classroom will lead to "... the enhancement in learner participation in learning, promoted learner grammar and lexicon knowledge levels through self-discovery, and the development of learner awareness about language and differences between written and spoken mediums (Murdoch, 1999, p. 2).

Authentic materials are an effective way to language acquisition and vocabulary acquisition as well. According to Lewis (1993), "vocabulary is often described as the cornerstone of language learning" (p. 50). Without vocabulary, learners can't make the simplest of utterances and it is near impossible for them to communicate at even elementary level. Knight (1994) also discussed that vocabulary acquisition is often prioritized in the learning process by students and teachers. Today many teachers utilize authentic materials such as magazine, newspapers and advertisements, written notes and messages for vocabulary acquisition (Hashemifardnia, Namaziandost, & Shafiee, 2018).

Vocabulary knowledge seems to be one of the most important language components that Iranian students need to achieve to be able to communicate well. It is supposed that the lack of vocabulary knowledge can cause communication failure.

It is believed that vocabulary knowledge plays a significant role in daily communication and educational process. This study aimed to contribute to the literature on material development in EFL classes. It focused on teaching vocabulary with the use of authentic materials and its influence on learner achievement and improvement of vocabulary. Hopefully, this study could present a framework for vocabulary teaching in EFL classes (Ghanbari, et al., 2015; Namaziandost, Nasri, & Keshmirshekan, 2019).

## 2. REVIEW OF THE LITERATURE

The authentic text was defined as a text that was created to fulfill some social purpose in the language community in which it was produced (Little & Singleton, 1988). The term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improve not only their communicative but also their cultural

competences. Authentic materials - also known as *realia* - can be described as anything created for native speakers of a language, we can use for our teaching purposes. With the changing linguistic boundaries, it is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real-life situations (Mirshekaran, Namaziandost, & Nazari, 2018).

In accordance with the tendency to develop not only the communicative but also the cultural competences in language teaching, there was a need to clarify the notion of authentic text and communicative authenticity. It has been debated in Europe (Breen, 1985) and The United States (Nostrand, 1989).

According to Widdowson (1990), authenticity does not lie in the text but in the way speakers and readers make use of it, namely in their response. Taking also into account that the link between a certain language and its social community can be very changeable, we believe that cultural and communicative competence means understanding the social conventions of the target language speech community while preserving one's own. Learners can mimic the behavioral patterns of that community derived from the authentic text to a certain extent since the first goal is to communicate and not to behave like someone else which means somehow losing one's social and linguistic identity (Tahmasbi, Hashemifardnia, & Namaziandost, 2019). The learner can behave both as an insider and an outsider of the target culture if he understands the cultural situation. Consequently, teachers should be concerned more about authentic language learning which require communication and meta communication in the language education (Keshmirshekan, Namaziandost, & Pournorouz, 2019).

Nostrand (1989) raised the issue of cultural competence which include to a certain extent the obligation to behave in accordance with the social conventions of a given speech community. Students should mimic linguistic and patterns of behavior of observed in the authentic texts as a good way of understanding the culture of the target language. Additionally, Nostrand (1989) recommends separate knowledge about the culture and experience of the culture through what they called cultural competence and cultural performance (Namaziandost, Nasri, & Ahmadi, 2019).

Ultimately, Breen (1985), speaking about the ability of the learner to behave both as an insider and an outsider to the speech community whose language he/she is learning suggests that the learner will re-define any text against his own priorities, precisely

because he is a learner. Such critical understanding becomes an educational issue of pedagogic effectiveness while he concludes that “perhaps all other questions of authenticity in language teaching may be resolved if the potential of the classroom is fully exploited” (Kramsch, 2010, p. 183).

Several definitions of the term authenticity and authentic materials have been given in the field of language teaching. One shared element among all such definitions as is given by Kilickaya (2004) ‘*exposure to the real usage of the everyday life language*’, and how native speakers use for their daily lives purposes. Kilickaya (2004) also indicated that something in common in all definitions of authentic materials is exposure to real language and its use in its own community.

Bacon and Finnemann, (1990), for instance, defined authentic materials as texts produced by and intended for native speakers for non-pedagogical purposes. Polio (2014) expresses the same feeling toward authentic materials, in which she stated that despite the many definitions of authentic materials, they are not created for educational language purposes. Authentic materials are designed for real-life goals and native speakers’ communications. Also, she refers to spoken and written materials as samples of authentic materials. Kramsch (1993) presented another definition in which she emphasized the non-pedagogical communication, the same as was given by Bacon and Finnemann, (1990). Rogers (1988) refers to the quality and suitability of goals, objectives of the materials to learner needs and interests and their relationship to the real world.

Regarding the effects of authentic materials on learning English language some studies were conducted, for example, Norafkan (2013) investigated the effect of exposure to authentic and computer assisted language learning-based English materials on learners’ metaphorical competence and conceptual fluency in Iranian foreign/second language (L2) classrooms. For this research 53 Persian learners of English were divided into two groups with different experiments. The control group used textbook-based materials whereas the experimental group used authentic materials and instruction by trained native speakers as online teachers through the mediation of computer assisted language learning techniques (Nasri, Namaziandost, & Akbari, 2019). Qualitative and quantitative data were collected based on questionnaires as well as pre-, post- and delayed post-tests. Both control and experimental groups improved in their English language proficiency based on the statistical main effects. The results of the study at the post-test stage

also indicated that L2 learners’ written and oral discourses had improved more compare to the conceptual skill and metaphorical structure after being exposed to the authentic materials compared to the control group. This claim was based on the significant difference between the textbook-based and authentically-based approaches reflected in the data analyses. Delayed post-test data analysis showed differences between oral and written discourses. Oral discourse metaphorical density felt back to a limited extent though still degrees of improvement were visible. Participants in the experimental group produced less marked discourse with a higher metaphorical density. Also, the study showed that conceptual fluency and metaphorical competence were two related phenomena and the development of one affects the other (Abedi, Keshmirshekan, & Namaziandost, 2019).

Mousavi and Iravani (2012) examined the impact of the authentic versus non-authentic listening materials on the listening comprehension of Iranian EFL subjects. After random selection, 80 upper-intermediate students from among all language institutes in Khoramshahr and Abadan cities, in Khuzestan province, Iran, took part in this study. The participants participated in two experimental treatment groups. During one semester, they were instructed in listening to authentic radio-tapes and non-authentic listening materials taken from the assorted sources. The results revealed that the participants who were instructed on the basis of authentic radio-tapes had gained a higher degree of listening comprehension and proficiency than non-authentic groups. Given the results of this experiment, the tentative extrapolations could be that some of the assumptions about the futility of teaching authentic listening materials should be rigorously re-examined. That is, the use of aural authentic listening materials in EFL classrooms improves learners’ listening comprehension, and has positive effects on EFL learners.

This study tried to examine the following research hypotheses

**H01.** Using authentic texts does not significantly affect language learners’ incidental vocabulary learning.

**H02.** There is not any difference between using authentic texts and the traditional way of teaching vocabulary among Iranian EFL learners.

### **3. METHODOLOGY**

#### **3.1 Participants**

In this study, two intact classes including 52 students were selected. First class included 25 students and

second involved 27 from Farzanegan high school in Dezfoul city. The first class was experimental group and the second class was control group. All participants were first grade high school students and English was their foreign language. The participants were female and their range age was from 15 to 17. They attended in high school 5 days a week.

### 3.2 Material

#### 3.2.1 World News for Students of English

To conduct the study, the researcher went through the news and found favorable texts including some target words that were nearly in the same line with the course book (English book 1). World News for Students of English included three levels. The researcher selected level 1 because this level was in harmony with the level of the participants in the present study. The selected authentic material was news in levels. The passages in this news were authentic with a variety of topics and the target words were highlighted. The chosen passages had an eye-catching topic that was interesting for the learners at the first look. The researcher provided copies of them and they were presented to the participants in experimental group.

#### 3.2.2 The Textbook

English book 1 was English course book in first level high school. Learners used it to learn and develop their English. It focused largely on speaking, language production and interaction. Each level provided materials to help learners progress from one level to another in all 5 skills; reading, writing, listening, spoken interaction and spoken production. This book consisted of 4 units and researcher selected units 3 and 4 in the level of this book.

### 3.3 Instruments

The first instrument for gathering information was a researcher-made vocabulary pre-test, which was designed, based on the students' textbook. The test included the words that were found in the students' textbook and World News for Students of English as well. This test included 40 objective items. Reliability and validity of the mentioned test were tested. After constructing the test, it was checked by three experts for its face and content validity. That was, to get sure about the Content Validity Index of the test items, three English teachers read through the tests and made some changes regarding the clarity, simplicity and the representativeness of items if necessary. Subsequently, the test was modified and then piloted on a similar group in another institute whose course book and level were the same.

After applying validation and piloting, the necessary changes and modifications to achieve item characteristics, i.e., item facility, item discrimination,

and choice distribution was made in the test. Finally, the test was prepared to use. Its reliability was calculated through KR-21 formula.

The second instrument which was used in the current research was a researcher-made vocabulary post-test-the modified version of the pre-test. It included 40 items. It was administered to determine the effects of authentic materials on the participants' vocabulary learning. All characteristics of the post-test were similar to the pre-test in terms of time and the number of items. The only difference was that the order of questions and alternatives were changed to wipe out the probable recall of pre-test answers. This test was regarded valid and reliable since it was the modified version of the pre-test.

### 3.4 Data Collection Procedure

To conduct the present study, the researcher selected two intact classes and assigned them as control and experimental groups. Then, a list of 80 unknown target words to the participants were selected from textbook1, which were found in World News for students of English, Level1. To identify the target words for this study, a pre-test was administered 5 days before treatment sessions. The pre-test was consisted of 80 items in which each vocabulary item included two questions: 1) whether the word was familiar to them; 2) if the words were familiar, translate them into Persian? According to participants' responses, 45 words unfamiliar to at least 90% of participants were selected as target words for this study. Of After that, the researcher administered the treatment. The treatment lasted 6 sessions, each session 50 minutes. Regarding the treatment, the authentic reading texts selected from World News for students of English, Level1 was taught to the experimental group while the texts selected from book 1 was taught to the control group. Five texts were taught to each group; each session one text was taught. In each text, there were some new words that were taught to the students. These new words were common in book1 and World News, level1. This procedure continued until the last session. The treatment lasted 6 sessions of 50 minutes each under the guidance of the supervisor. Finally, the post-test was given from the participants. The researcher-made vocabulary post-test was a modified version of the pre-test. It included 40 items. It was administered to determine the effects of authentic materials on the participants' vocabulary learning. The data on pre-test and post-test were collected and analyzed to answer the questions of the present study.

### 3.5 Data Analysis

In order to analyze the collected data based on the objectives of the study, SPSS 19 was used. Statistical techniques including paired samples t-test and an

independent sample t-test were used to measure the impacts of the using authentic texts on vocabulary learning of the participants. In addition, different tables and charts were used to present the detailed results.

Table 1.

One-Sample Kolmogorov-Smirnov Test (Groups' Pre and Post-tests)

		Experimental. pretest	Experimental. posttest	Control. pretest	Control. posttest
N		25	25	27	27
Normal Parameters <sup>a,b</sup>	Mean	14.4800	18.6400	15.1852	15.1852
	Std. Deviation	3.01552	7.07625	3.08890	3.24674
Most Extreme Differences	Absolute	.173	.384	.242	.194
	Positive	.168	.384	.242	.194
	Negative	-.173	-.263	-.189	-.177
Test Statistic		.173	.384	.242	.194
Asymp. Sig. (2-tailed)		.152 <sup>c</sup>	.172 <sup>c</sup>	.131 <sup>c</sup>	.110 <sup>c</sup>
a. Test distribution is Normal.					
b. Calculated from data.					
c. Lilliefors Significance Correction.					

Table 1 shows that the statistics of scores is normal as the results obtained from using SPSS 19. In this case, the parametric statistics like independent

#### 4. RESULTS AND DISCUSSION

In order to analyze the gathered data, the SPSS software, version 19 software was used.

samples t-test and paired samples t-test can be used to get the final results. Table 2.

Group Statistics (Pre-test of Both Groups)

Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest experimental group	25	14.4800	3.01552	.60310
control group	27	15.1852	3.08890	.59446

In Table 2, the descriptive statistics of both groups is presented. The means of both groups are almost equal. The experimental group's mean score is 14.48 and the control group's mean score is 15.18. This

means that the both groups are somehow similar since they are homogeneous at the beginning of the treatment. Table 3.

Independent Samples t-test (Pre-test of Both Groups)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
	Equal variances	F	Sig.	T	Df	Sig. (2- taile d)	Mean Differe nce	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Pret est	Equal variances	.019	.890	-	50	.409	-.70519	.84763	-	.9973
				.83					2.40769	2

assumed	2							
Equal variances	-	49.8	.409	-.70519	.84683	-	.9958	
not assumed	.83	52				2.40621	4	
	3							

In Table 3, an independent samples t-test was used to show the scores of both groups on the pre-test. Since the Sig (.409) is greater than 0.05, the difference

between the groups is not significant at ( $p < 0.05$ ). In fact, they performed the same on the pre-test.

Table 4

*Group Statistics (Post-test of Both Groups)*

Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest experimental group	25	18.6400	7.07625	1.41525
control group	27	15.9000	3.24674	.62484

Table 4 reveals the descriptive statistics of both groups on the post-test. The means of the groups are different. The experimental group's mean score is

18.64 and the control group's mean score is 15.90. This means that the experimental group outperformed the control group.

Table 5.

*Independent Samples t-test (the Post-test of Both Groups)*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.151	.699	2.291	50	.026	3.45481	1.50794	.42603	6.48360
	Equal variances not assumed			2.233	33.107	.032	3.45481	1.54705	.30771	6.60192

Table 5 indicates that the difference between the both groups is significant at ( $p < 0.05$ ). In fact, the

experimental group outperformed the control group on the post-test.

Table 6.

*Paired Samples Statistics (Pre and Post-tests of Both Groups)*

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Experimental posttest	18.6400	25	7.07625	1.41525
Experimental pretest	14.4800	25	3.01552	.60310

Pair 2	Control posttest	15.9000	27	3.24674	.62484
	Control pretest	15.1852	27	3.08890	.59446

Based on the descriptive statistics in the above table, the mean scores of the experimental group on the pre and post-tests are 14.48 and 18.64,

respectively. The control groups' mean scores on the pre and post-tests are 15.18 and 15.90, respectively.

Table 7.  
Paired Samples Test (Pre and Post-tests of Both Groups)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental posttest–experimental pretest	4.16000	7.54255	1.50851	1.04659	7.27341	2.758	24	.011
Pair 2	Control posttest–control pretest	.00000	.55470	.10675	-.21943	.21943	.000	26	.152

In the above table, a paired samples t-test is used to compare the pre and post-tests of each group. The difference between the pre-test and post-test of the experimental group is significant since Sig (.011) is less than 0.05. Since Sig (.152) is greater than 0.05, the difference between the pre-test and post-test of the control group is not significant.

**RQ1. Do using authentic texts significantly affect language learners' incidental vocabulary learning?**

The results showed that after teaching authentic materials through newspaper, students of the experimental group outperformed the control group on the post-test. It could be also observed that participants got better scores and had better performance after the treatment- teaching authentic materials. The outcomes additionally showed that authentic materials improved vocabulary learning of the respondents. Therefore, the first null hypothesis of this study “Using authentic texts does not significantly affect language learners' incidental vocabulary learning” is rejected. In fact, authentic materials are beneficial to language learning, the results of this study confirm the outcomes of the previous empirical studies. The findings of other researches indicated that authentic materials can improve English language learning.

The findings of this study are supported by Ghanbari et al., (2015) who investigated teaching vocabulary through authentic materials. The analysis of data

indicated that the vocabulary knowledge of the participants developed in both groups but the experimental group significantly outperformed the control group.

In addition, the findings of this study are in line with Karimi and Dolatabadi (2014) who examined the impact of authentic materials on listening comprehension of lower intermediate Iranian learners. They conducted a survey of 50 Iranian students at Arak University, Iran. The results revealed that that implementing authentic materials in EFL listening class improved the students' attitudes towards language learning. Moreover, the listening comprehension in EFL students improved after they listened to authentic listening materials in class.

The improvement of the students on the post-test is due to using authentic texts. Authentic texts can be motivating since they are proof that the language is applied for real-life purpose by real people. Widdowson (1990) believes that exposing learners to authentic materials is indispensable, because of the rich language input they provide. Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom. Researchers claim that when authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself.

Authentic texts will bring them closer to the target language culture, and therefore this will result in them making the learning process overall an even more enjoyable and thus, motivating. There are a lot of linguists, who encourage the use of authentic materials in teaching because of their positive effects on learners. According to Carter and Nunan (2001), authentic materials are the kind of "texts" that are not designed for "teaching" aims. Authentic materials are a useful means, to bridge the gap between classroom and the real world. Researchers have proven that the language taught in the classroom must be linked to its functions in the real world. In addition, Richards (2001) states that the language which the learners are engaged with in classroom, must represent the language used in the real world.

**RQ2. Is there any difference between using authentic texts and the traditional way of teaching vocabulary among Iranian EFL learners?**

This study compared the effects of teaching authentic and non-authentic materials on vocabulary learning of Iranian EFL students. After analyzing the data, the results showed that there was a significant difference between students' performance in non-authentic group and authentic group. In fact, authentic group outperformed the non-authentic group. The second null hypothesis of this study "There is not any difference between using authentic texts and the traditional way of teaching vocabulary among Iranian EFL learners" is rejected. The gained results may be due to the fact that authentic reading texts have a positive effect on learners' motivation, provide authentic cultural information, provide exposure to real language, relate more closely to learners' needs, and they support a more creative approach to teaching.

Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Considering this, it may not be wrong to say that at any level authentic materials should be used to complete the gap between the competency and performance of the language learners, which is a common problem among the nonnative speakers. This requires the language patterns being put into practice in real life situations. The obtained results of the current study agree with Barekat and Nobakhti (2014) who compared the effects of authentic-based materials and non-authentic-based materials on improving the learners' different parts second/foreign language learning. Like the findings of the present study, they concluded that there was significant difference between authentic-based materials and non-authentic-based materials in improving language skills. In other words, teaching

authentic-based materials in comparison with non-authentic-based materials have better effects on enhancing learners' ability in L2 learning.

Considering the results obtained from the analysis of the related data, it can be argued that the authentic-based materials used in teaching vocabulary in our setting were effective in the authentic group. The authentic reading comprehension passages containing vocabulary were interesting for the language learners. After reading authentic texts, students became more motivated to learn about their own favorite topics and new things. This study proves the fact that readers not only read the texts for themselves, but also have motivation to deliver the new information they got from the texts to other people. Here, the focus of reading is on the content in which readers make an interaction with the text, and not on the linguistic features of the text.

Authentic materials can motivate students toward English learning as Gilmore (2007) believed that authentic materials can generate greater interest among teachers, students and even publishers than do traditionally structured materials. Authentic materials should be incorporated in the students' course books; Floris (2008) pointed out the necessity for incorporating authentic materials in the course design because they are more motivating, and engaging, and relevant to students' lives.

The findings indicated that authentic materials instruction enhanced Iranian students' English achievement. The results of this study confirm the outcomes of Mousavi and Iravani (2012) who examined the impact of the authentic versus non-authentic listening materials on the listening comprehension of Iranian EFL subjects. Their results revealed that the participants who were instructed on the basis of authentic radio-tapes had gained a higher degree of listening comprehension and proficiency than non-authentic groups.

Authentic materials from various media connect students with the real world and keep them informed as well as keep their attention on task. Authentic materials are beneficial in terms of initiating learners' motivation because learners tend to have positive educational attitudes toward such materials and learners also attach more language-related values to authentic materials. Authentic materials may generate meaningful and interesting learning which helps to sustain learners' motivation and encourage the development of autonomy. Authentic materials are more likely to lead learning toward long-term retention.



## 5. Conclusion

After going through the related literature, it is obvious that the use of authentic materials in language teaching is supported by many researchers. They regard the use of this type of materials as a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world. In addition, authentic materials encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life. According to Guariento and Morely (2001), authentic materials help to motivate learners learn the language by making them feel they are learning the real language.

In addition, Hyland (2003) stated that one of the most important advantages of using authentic materials is that they increase learners' motivation and reflects positively on their learning process. Still, some researchers are against the use of authentic materials in the classroom, because they believe that they might be too culturally biased and contain complex words and structure. This might frustrate learners. In spite of this negative view, the advantages of using authentic materials in teaching learners in ESL/EFL classrooms, outweigh the disadvantages, and they are still a vital approach which should be utilized by EFL teachers, in order to support their learners' language learning process, as proven by a number of researchers such as (Otte, 2006). In a nutshell, it is now quite obvious from the results of this study that authentic materials have positive effects on the learners' language improvement and they can lead to English achievement.

## 5. CONCLUSION

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