



Using Authentic Materials for Developing Vocabulary Acquisition among EFL Students

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Abstract

The aim of this research is to explore the authentic materials approach and demonstrate how it may be used in the teaching of vocabulary in the EFL classroom. The research is divided into three parts. The first part tackles vocabulary, its importance, and vocabulary teaching strategies. The second part defines authentic materials, their significance and their effects on vocabulary acquisition and other language domains. Finally, the third part proposes an authentic materials-based teaching framework that can be used in the acquisition of vocabulary in the EFL classroom.

Keywords:

Vocabulary acquisition & authentic materials

Introduction

Learning English can be a difficult and often overwhelming task, particularly for learners who are in English as a foreign language environment. Many learners face numerous challenges communicating in English, especially with the amount of new vocabulary they need to learn.

The knowledge of words includes explanations of word meanings. A word is a combination of sounds or written symbols which communicates a meaning (Ying, 2010). 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). Therefore the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way.

Experience shows that communication will be meaningful if learners have enough knowledge of the vocabulary and use it appropriately. It is believed that vocabulary acquisition is one of the fundamental and significant components for foreign language comprehensibility (Lewis, 1993). 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. Language skills cannot be acquired (Wilkins, 1972).

Different researchers in the field have emphasized the significant role of vocabulary knowledge in second or foreign language learning. Therefore, great numbers of approaches, techniques, strategies, exercise and practice have been introduced to teach vocabulary (Hatch & Brown, 1995). 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 situations. The use of authentic materials in EFL classes started 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(Bax, 2003).Freeman (2000) states that one of the characteristics of communicative language teaching is using authentic materials.

Vocabulary knowledge seems to be one of the most important language components that Egyptian students need to achieve to be able to communicate well. It is supposed that lack of vocabulary knowledge can cause communication failure. Unfortunately, it seems that Egyptian students are still weak in learning vocabulary and experiences have shown that many students have problem in learning vocabulary in Egypt. Egyptian learners live in an EFL environment, lacking the opportunities to acquire through exposure to authentic materials. It is found that the teachers focus only on textbooks and workbooks in teaching vocabularies.

It is believed that vocabulary knowledge plays a significant role in daily communication and educational process. This research aimed to contribute to the literature on vocabulary development. It focused on teaching vocabulary with the use of authentic materials and its effect on learners' vocabulary acquisition.

Literature Review

Vocabulary Acquisition

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn

vocabulary in the systematic way. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) argues: “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in a L2 just cannot happen in any meaningful way”.

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication. Nation (1997), aptly mentioned, “Such as writing and reading, vocabulary knowledge is one of the components of language skills”. Harmer clearly states, “if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. If one wants to use language effectively, he/she must have good stock of vocabulary. Language is made up of words.. Mothe (2003) remarked that, “Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean”. Teaching vocabulary well is a key aspect of developing engaged and successful readers. “There is a great divide between what we know about vocabulary instruction and what we (often, still) do”(Greenwood, 2004, p. 28).

Words do not exist as isolated items in a language. That is, words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening or reading or produce ideas successfully in speaking and writing. Richards (1976) contends that knowing a lexical item includes knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure. Nation (2001) applies the terms receptive and productive to vocabulary knowledge description covering all the aspects of what is involved in

knowing a word. Form, meaning, and use are the three main parts at the most general level.

Traditional vocabulary instruction for many teachers involves having students look words up in the dictionary, write definitions, and use words in sentences (Basurto, 2004). Word lists, teacher explanation, discussion, memorization, vocabulary books, and quizzes often are used in an effort to help students learn new words. But these methods ignore what research and theory tell us about word learning and sound vocabulary instruction. Vocabulary is a principle contributor to comprehension, fluency, and achievement. According to Honig, et al (2008), one of the factors that might put students at risk for vocabulary acquisition failure is the use of poor and instructional teaching strategies.

Upon the importance of vocabulary in language learning and the necessity of helping learners to acquire vocabularies more promptly, therefore, new teaching methods and instruments are required for learners in this era of information and communication technology to initiate vocabularies. As it is established in the literature, F/S language learners are in need of not only developing but updating their knowledge of words. Vocabulary learning is not the matter of memorizing a list of selected words but it has been shown to require deeper processing of meaning.

Gu and Johnson (in Nation, 2001) developed such taxonomy through their extensive research in Chinese

classrooms. They provided a list of vocabulary learning strategies, which is based on a division into:

- beliefs about vocabulary learning,
- metacognitive regulation,
- guessing strategies,
- dictionary strategies,
- note-taking strategies,
- memory, rehearsal strategies,
- memory encoding strategies,
- activation strategies.

Hoang (2011) explored EFL teachers' perceptions of vocabulary acquisition and instruction and identify their use of vocabulary learning strategies. The findings revealed that most of the participants used guessing unknown words from context and monolingual dictionary in their learning. The participants believed that vocabulary, vocabulary learning strategies, and dictionaries play extremely important roles in language learning. Additionally, regarding prominent issues in vocabulary learning and teaching, the participants generally showed a strong consensus on three major points. First, they perceived that reading is a powerful method to increase vocabulary. Second, they considered guessing new words from context to be an excellent strategy for vocabulary acquisition. Third, they believed that technology can greatly help students to learn vocabulary; thus, it should be integrated into the classroom to enhance students' lexical

Ta'amneh (2012) investigated the congruence among teachers and students' beliefs about vocabulary learning strategies and teachers' classroom vocabulary teaching. Results showed that there was a little congruence between teachers' and students' beliefs about the process of teaching and learning vocabulary.

Ta'amneh (2014) also investigated strategies used in learning English vocabulary by the first year students at Taibah University. The sample consisted of 98 learners during the academic year 2013-2014. Results revealed that students prefer to use the rote learning and ignore other strategies (guessing, applying images and sounds, and Dictionary) in learning English vocabulary.

Lu and Chang's (2016) study aimed to develop an RPG(role-play game)-enhanced English for specific purposes (ESP) vocabulary-acquisition framework, providing teachers and students a systematic way to incorporate RPG into ESP learning. The framework was composed of five parts: goal, three-level vocabulary sets, RPG contexts, a vocabulary test, and a participation questionnaire. In the perspective of three-level

vocabulary sets, they were semantic sets, communicative sets, and situational sets. With regard to the vocabulary test, there were vocabulary assessment for semantic sets, vocabulary assessment for communicative sets, and vocabulary assessment for situational sets. In addition, the participation questionnaire classified the students' participation scale into personal interest, external expectations, social contact, and social stimulation. To evaluate the framework effectiveness, eighty northern Taiwan vocational high school second-year students, divided into an experimental group and a control group, were recruited to participate in the study.

Results confirmed that the framework can facilitate students' ESP vocabulary acquisition in vocabulary assessment for situational sets. Meanwhile, the framework was effective in promoting students' social participation, especially on external expectations and social contact perspectives.

Authentic Materials

Educators are concerned with students' disinterest and, therefore, are endeavoring to find ways and sources to encourage students to acquire vocabulary. Textbooks are widely adopted in classrooms teaching because they cater to specific language needs and gradual mastery of language skills (Wang, et al, 2011). But perhaps because textbooks materials often break down language to discrete linguistic points, it may be too formula tic for students. "While [textbook] materials provide valuable information to learners, students seem to have little interest in them"(Guo, 2011); hence, the source for English learning does not need to be limited to a specific set of textbooks and practices(Griffiths& Keohane, 2000) suggested the incorporation of authentic materials for learners.

The use of authentic texts has been supported by Firth (1975, p. 175) where he argues that language should be studied in actual, attested, authentic instances of use, not as intuitive, invented, isolated sentences.

He further argues that ‘the placing of a text as a constituent in a context of situation contributes to the statement of meaning since situations are set up to recognize meaning (p. 176). Similar views are echoed by Stubbs (1996, p. 29) where he argues that human intuition about language is highly specific, and the students’ current reading abilities. For instance the informational medical brochures might contain some jargon that is too technical for the students. To deal with this problem, the teacher might adapt a text and use only those sections that the students might need to know. In addition, some sections of newspapers might be a challenge to learners. The teacher might need to select those sections of newspapers that relate to the learners.

Authentic materials have been defined as” materials that have been produced to fulfill some social purpose in the language community” (Peacock,1997). According to Jacobson, et al (2003), authentic materials are print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes. Authentic materials in the classroom therefore are stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort. Thus, authentic texts are real texts designed not for language students, but for real-life use for both interactional and transactional purposes. Such texts have conversational formats and are produced to serve a number of communicative purposes (Maroko, 2010).

A study by Crossley and McNamara (2007) using the computational tool Coh-Matrix, investigated the linguistic differences of simplified and authentic texts found in intermediate ESL textbooks. 224 texts were taken from eleven intermediate L2 reading textbooks that were marketed for ESL/ EFL learners. Seven of the books contained simplified texts while four of them contained authentic texts. Some of their findings regarding authentic texts are: higher incidence of adjectives, subordinating conjunctions and prepositions; greater number

of gerunds, past participles, and Wh-pronouns besides more syntactically complex.

Santos' study (2009) investigated the use of authentic materials in EFL and ESL classes, and the extent to which textbooks are used as the only tool to teach English. Data were collected over one term in two EFL institutions in Brazil, and one ESL institution in Eugene, U.S. Forty English teachers were surveyed, and 22 volunteered for follow-up interviews. Two English classes were observed in Eugene at the beginning and at the end of the spring term. One class used two textbooks; the other one used authentic materials (a novel) and a textbook throughout the course. Students from both ESL classes answered a survey (about the materials used for their classes) at the end of the term. The results showed that six of the twenty-six Brazilian teachers use authentic materials regularly. These six teachers do not teach "regular" courses, but "special" courses whose students are already fluent in the target language. Twenty of the twenty-six students surveyed rely on textbooks to prepare for tests although they enjoyed working with authentic materials.

Breen (1985) assigned four types of authenticities:

- 1- Authenticity of the text which may be used as an input data for our learners.
- 2- Authenticity of the learners' own interpretation of such text.
- 3- Authenticity of the task conducive to language.
- 4- Authenticity of the actual social situation of the language classroom.

Breen includes almost everything in the term, but Taylor (1994) points out that authenticity is a relative term and its different aspects can be found in different degrees. Widdowson (1979) clarifies the ambiguity to some extent by saying that authenticity is not a quality residing in instances of language, but a quality which is bestowed upon them and is a created response of the receiver. Authenticity is to be realized in the act

of interpretation. Theorists seem generally convinced that text may be undisputedly authentic if they are written or spoken by native English speakers even if not for the purpose of language teaching. Authenticity, according to Rilling and Dantas-Whitney (2010), “should be framed in broader terms to include learner cognition, engagement, collaboration, problem solving, critical analysis, and the development of language for specific and often localized communication purposes” (p. 1).

Authenticity in the classroom entails more than using authentic texts and simulating authentic activities. Instead, we must “address the needs and interests of students, engaging them in authentic, real-life tasks, allowing them ownership of the curriculum” (Felix, 2005, p. 88). When engaging learners in authentic classrooms, it is critical to ask, “Whose texts and whose language standards should be used? Who sets the goals for language learning?...Can we empower students to gain a sense of ownership in the language classroom?” (p. 1).

When considering the use of authentic materials, Widdowson (1990) states: “It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic” (p. 67)

One possible way of helping English language students to be prepared for a real life is to study and use authentic materials in class (Tamo, 2009). Accordingly, authentic materials, as defined by Herrington, et al (2014), is a pedagogical approach that “situates learning tasks in the context of real-life situations, and in so doing, provides opportunities for learning by allowing students to experience the same problem-solving challenges in the curriculum as they do in their daily endeavors”.

Also, authentic materials bridge the gap between classroom language use and real life language use by bringing familiar linguistic situations and materials right into the classroom. When teachers use

authentic materials they are, in fact, helping learners to make a comfortable transition into the FL culture.

Floris (2008) points out the necessity for incorporating authentic materials in the course design because they are more motivating, and engaging, and relevant to students' lives. Other researchers claim that authentic materials provide opportunities for language use in a more relevant and communicative way (Sanchez, et al, 2010). Huang (2005) states the importance of authentic materials, because when at an adequate level they elevate learners' sensitivity to and competence in the language.

Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. 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 (Berardo, 2006).

Condelli, et al (2003) conducted a nationwide study in the U.S. to explore the question of what strategies or techniques work for low-level literacy students in developing their English reading skills and oral skills. Participants were new immigrants with less than 6 years of schooling in their home countries. They did not possess strong literacy skills in either their native language(s) or English. One of the key findings for reading development was that their reading improved more, as measured by standardized tests, if they were in classes where the teacher implemented more real-life activities.

Berardo (2006) summaries the main advantages of using authentic materials in the classroom as follows:

having a positive effect on student motivation;

- 1- giving authentic cultural information;
- 2- exposing students to real language;
- 3- relating more closely to students' needs;

4- supporting a more creative approach to teaching.

Purcell-Gates, et al (2002) conducted a nationwide U.S. study of EFL learners and examined changes in the literacy practices of these learners as a result of attending EFL literacy programs. They found that using real-life materials and authentic activities in these classes impacts the literacy practices of these learners. Specifically, they found that learners who attended programs or classes with more authentic literacy activities reported (a) reading and writing more often outside of the classroom and (b) reading and writing more complex texts.

A further reason for using these suitable materials is that they tend to increase the students' motivation and interest (Tomlinson,2001).If students enjoy what they are learning, and find it useful for their daily activities, they will do their best to learn the language appropriately. Additionally, as Laborda indicates(2011, 104), students should find the materials” challenging, interesting and usable”, to call their attention and motivate them to learn through their interaction.

Gilmore (2011,786) states that real materials can be considered as an asset in the language classroom, because of “their ability to highlight a wide variety of discourse features and, through this, develop a range of communicative competences in learners”. Littlewood (1992) brings attention to several considerations in the adoption of authentic materials: learners' needs, their interest in topics, language situations and functions students would find useful.

Imel (2000) reviewed two studies that examined the use of contextual learning in EFL learning settings and concluded that contextual learning was driven by teachers' and curriculum developers' ideas of how the knowledge would be used and employed within that context. This suggests that teachers of EFL learners should give a prominent place to the needs and goals of the learners they serve.

One of the main ideas of using authentic materials in the classroom is to “expose” the learner to as much real language as possible. Even if the classroom

is not a “real-life” situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity: “As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity.” (Wallace 1992:79). Kelly, et al (2002) ascertained that real-life materials energize the class and create positive feelings about learning. They complement classroom teaching well. The positive feelings can increase students’ interest and intrinsic motivation for learning.

Martineau (2007) discovered positive effects from his large longitudinal study with 420 students receiving different degrees of authenticity in literacy texts and activities that were carefully monitored. The study concluded that more significant growth occurred in the members of the group that utilized texts with greater authenticity than occurred in the group whose texts had less authenticity.

Sakai and Kikuchi’s(2008) study on “Demotivating Factors for EFL Japanese High School Students” showed that learning content and class materials were the most demotivating factors for students. Six hundred and fifty-six students participated in their study, and more than five hundred pointed to the learning content (grammar focus) and class materials as the main reasons for their demotivation.

Wu, et al (2011) investigated the effect of aural authentic materials on second or foreign language learners’ motivation. The research aimed to find out how aural authentic materials help to enhance learner motivation in a process-oriented conceptualization. In the study, two advanced English classes which used aural authentic materials participated. The results of the questionnaires and post-questionnaire interviews indicated the positive effect of aural authentic materials on initiating and sustaining learner motivation. The findings also suggested the benefit of aural authentic materials to learning.

Concerning authentic materials and English language skills, in his study (2007) Li investigated the experiences of ten students, who were sophomores at the National Kaohsiung University of Applied Sciences

(KUAS), with unsolicited e-mail Lesson Program conducted in the study, including their interaction with and responses to advertising e-mails. The study tools were an open-ended questionnaire, participants' weekly reflection notes, and semi-structured interviews. The findings indicated that students were motivated in learning English and the interaction between students and contexts increased because the contents of unsolicited advertising e-mail reflected and incorporated students' life experience. In addition, students gained linguistic and cultural insights embedded in literacy and images of unsolicited advertising e-mail through implementing appropriate instruction strategies and skills.

Gilmore's (2011) study aimed at exploring the potential of authentic materials to develop Japanese learners' communicative competence in English. Sixty-two second-year English major-university students were assigned to either a control group receiving textbook input or an experimental group receiving authentic input such as films, documentaries, reality shows, TV comedies, songs, novels, newspaper articles. The study tools were a listening test, a pronunciation test, a C-test, a grammar test, an oral interview, and a student-student role-play. The results revealed that the experimental group outperformed the control group in five of the eight measures, suggesting that the authentic materials and their associated tasks were more effective in developing a broad range of communicative competencies in learners than the textbook materials.

Guo (2012) tried to investigate the impact of authentic materials as the main source of extensive reading. The researcher used a pre- and post-test design using a simulated English proficiency test and an attitudinal survey. Other data such as course exams and students' class participation records were also considered. The study intended to discover the effects of extensive reading using online materials on students' language proficiency, and students' attitudes toward the extensive reading activity. The study results indicated a strong

relationship between extensive reading and vocabulary development. Students thought that authentic materials enhanced their overall English ability and knowledge.

The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. It is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material.

Kuo (2009) examined and analyzed the effects of YouTube video clips as authentic teaching material for EFL Taiwanese students on their listening comprehension performance. In more detail, it compared effects of employment of varied numbers of YouTube clips were used. Specific numbers of YouTube video clips-two, four, or six-used for each group represented an attempt to discover how many optimized results. A third purpose was to ascertain participant attitudes toward YouTube video clip use in listening activities. The subjects, 195 EFL college freshmen in a school located in Taichung, Taiwan, participated in a fourteen-Week experimental research. Pre- and post tests and background survey were utilized for both control (0-video clip) and experimental groups (2-video, 4-video, and 6-video clips). The experimental groups also answered an attitude Questionnaire relating to YouTube video listening/ viewing activities in week fourteen. Three notable results emerged. Foremost, YouTube listening/ viewing activity presented statistically significant effects on subjects' listening comprehension performance. Next, the number of clips used in each group (0,2,4 and 6) successfully predicted the group differences found in the comparison of pre- and post test listening comprehension scores. In other words, the four varied numbers of YouTube clips used affected Taiwanese EFL students' achievement differently. The third finding showed that the three experimental groups exhibited little difference in

attitudes based on the differing number of YouTube video clips used. However, an additional finding indicated that the attitude toward English learning in general had a significant positive effect in relation to listening achievement. These positive results imply that use of YouTube video clips provides an authentic native speaker setting that may be beneficial to EFL learners. Careful selection of such materials can enhance learner understanding of heard content.

Davidson's study (2009) examined a strategy for introducing French video in the elementary-level college classroom. An equivalent time samples design was used to investigate the use of a thematically related video clip taken from Francophone television to introduce a longer curriculum video. Through the use of quizzes, questionnaires, and interviews, the study determined whether or not the use of a video AO benefited students in listening performance and the retention of cultural information. The study also investigated student perceptions regarding the use of video AOs. Findings indicated that there were no statistically significant differences for listening performance or for cultural learning for students who viewed the video AO and those who did not. Analyses of student perceptions revealed that preferences for either condition were linked to perceptions of increased interest and the helpfulness or difficulty of the AOs, as well as possible cognitive overload.

Huang, et al (2011) conducted a survey study that investigated the types of authentic materials and activities that ESL teachers of adults utilize and deem successful in their classrooms. Data were gathered through the use of a research-developed questionnaire consisting of nine items. Thirty participants provided examples of authentic materials and activities that they have successfully employed in adults ESL classrooms. These activities span a broad spectrum of work and life situations as revealed by the five thematic categories of Employment, Technology, Consumer Goods, Consumer Services, and Citizenship/ Civic Participation. In other words, these activities are inextricably linked to

students' needs, everyday lives, and experiences. They provide students with opportunities not only to interact with authentic materials but also to meaningfully connect their language learning to the outside world in genuine communication.

Li (2013) examined the effect of advance organizers in conjunction with the cognitive theory of multimedia learning as a presentation principle on L2 learners' comprehension of English-language DVD soundtrack material. A total of 136 intermediate university level L2 students participated as intact groups in the study. They were placed in a control condition or one of the two experimental conditions prior to viewing a DVD, including (1) a 5-min film preview with captions followed by brainstorming and (2) a set of 20 cards (10 printed with episodic photos and 10 with a caption in the form of a line from the film) for each small group to match them and then to rearrange the 10 well-matched pairs of cards in chronological order of the film plot based on their initial guesses. Two dependent measures, a written summary and a multiple-choice listening test, were used. The results showed that the advance organizer groups performed at a substantially higher level than the control group on both dependent measures.

Karimi and Dolatabadi (2014) investigated the effect of authentic materials on listening comprehension of lower intermediate learners. They conducted a survey of 50 EFL students at Arak University. The design of the study was quasi-experimental in which one experimental group and one control were involved. After the treatment, the test scores of the two groups were compared. The results revealed that the EFL students frequently used paying attention when someone was speaking English, and asking the other person to say again if they did not understand something as their metacognitive strategies. It was also shown that implementing authentic materials in EFL listening class improved the students' attitudes towards language learning. Moreover,

the listening comprehension EFL students improved after they listened to authentic listening materials in the class.

Raja (2015) believes that, it is not what kind of text we have that matters but how we use it. It is the purpose that determines the authenticity of the text. For example, letter writing is a typical activity in a language classroom. However, if a letter produced by this exercise is not post-able (to coin a term) ; the activity falls short of the ideal of authenticity learners should not only be told the techniques and methods of skills or sub skills of language to be learnt used, they should be invited to understand both the underlying logic of the activity on one hand, and its real functions on the other, only then an activity of this nature can be termed authentic.

Tackling the relationship between authentic materials and vocabulary acquisition, Yu (2006) utilized articles from The New York Times to promote cadets' English due to the limited exposure of her subjects to authentic materials. Yu discovered positive effects of authentic materials on group discussions as well as presentations. She also found improvement in vocabulary and verbal expressions, a better understanding of cultures, and higher motivation.

Zoghi, et al (2014) investigated the effect of using authentic materials on vocabulary development among IELTS students. The sample was 50 students. The researchers used a self-reported questionnaire. The findings of the study revealed that majority of the students preferred using authentic materials for vocabulary acquisition because by using authentic material students dealt with outside, real world, they became interested when dealt with real language, became familiar with the culture of target language, and authentic materials increased their motivation for learning foreign language.

Ghanbari, et al (2015) conducted a study to investigate the effect of using authentic materials on Iranian EFL learners' vocabulary learning. The sample of the study was 66 Iranian female EFL learners,

aged 17 to 20, studying in a language institute in Bushehr. They were divided into two 33 member groups of experimental and control group. The New Straits Times Press (Malaysia) Berhad online was used as authentic materials. For a month (twelve sessions), the experimental group was taught the target vocabularies through the cutting newspapers. Then the researchers used a 30 items vocabulary test to measure the participants' vocabulary acquisition level. The results showed that using authentic materials in vocabulary teaching can be an effective method for increasing the vocabulary knowledge of the students.

A review of literature revealed that authentic materials can provide students with access to authentic linguistic and cultural input in the target language; instructors must adequately prepare students in order to ensure effective processing of the input.

Theoretical Framework of Using Authentic Materials in EFL Classroom

1- Teacher selects suitable authentic materials for a lesson (that are nearly in the same line with the course book) and include the vocabularies that in the wordlist of the course book units. There are various types of authentic materials as: TV shows, radio, commercials, news broadcasts, documentaries, movies, phone messages, slogans, blogs, calendars, menus, newspapers, reviews, magazines, maps, tweets, Facebook statues, logos, posters, ATM receipts etc.

Teacher may use the following sites to choose the materials:

- a) <http://twurdy.com>
- b) [http://1000 words.net/ index.php?showinage=21](http://1000words.net/index.php?showinage=21)
- c) <http://www.dailymail.co.uk/travel/article.2085838/Ben-fogle-explain-travels-man-today.html>

2- Teacher designs tasks according to the materials chosen.

3- Students try to understand the materials given.

- 4- Teacher promotes discussion and encourages students to discuss and talk in order to understand the new vocabulary. Here, the teacher may answer questions give comments to highlight the target vocabulary, and encourage students to use their dictionaries.
- 5- Students are encouraged to personalize chunks of language taken from the materials.
- 6- Students complete the tasks given using the target vocabularies as keywords. Tasks may be as skimming, scanning, looking at text organization, paragraphing, topic sentences, using the article as a model, responding in writing, a role play based on the scenario etc.

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الملخص العربي

يهدف البحث الحالي إلي التعرف علي فاعلية استراتيجيات قائمة علي التعلم التحويلي في تنمية مهارات التفكير التأملي الناقد ومهارات الكتابة التأملية لدي طلاب المرحلة الثانوية. وتتمثل مشكلة البحث الحالي في وجود قصور في مهارات التفكير التأملي الناقد ومهارات الكتابة التأملية في اللغة الإنجليزية لدي طلاب الصف الثاني الثانوي. وقد استخدمت الباحثة التصميم التجريبي (تصميم المجموعات المتكافئة) والقائم علي القياس القبلي والبعدي للمجموعتين التجريبية والضابطة. وتكونت عينة الدراسة من (60) طالبة من طالبات الصف الثاني الثانوي، تم اختيارهم عشوائياً من مدرسة اللغات التجريبية بمدينة العاشر من رمضان، وتم تقسيمهم إلي مجموعتين: المجموعة التجريبية (30) والمجموعة الضابطة (30). وقد قامت الباحثة بتصميم اختبارين، أحدهما للتفكير التأملي الناقد والآخر للكتابة التأملية، وتم عرض أدوات الدراسة علي مجموعة من السادة المحكمين في مجال طرق تدريس اللغة الإنجليزية، ثم تم إجراء التعديلات اللازمة لتصبح أدوات الدراسة في صورتها النهائية بناء علي توجيهاتهم، ثم تم تطبيق الأدوات قبلياً وبعدياً وبعد التطبيق التجريبي للاستراتيجية. ثم تم جمع البيانات ومعالجتها إحصائياً. وقد أظهرت نتائج البحث وجود فروق ذات دلالة إحصائية بين متوسطات درجات المجموعتين التجريبية والضابطة لصالح المجموعة التجريبية في كل من الاختبارين (التفكير التأملي الناقد والكتابة التأملية) وبناء علي النتائج السابقة يمكن أن نستخلص أن الاستراتيجية القائمة علي التعلم التحويلي قد أثبتت فاعليتها في تنمية مهارات التفكير التأملي الناقد والكتابة التأملية في اللغة الإنجليزية لدي طلاب المجموعة التجريبية. لذلك يمكن أن يوصي البحث الحالي بتبني الاستراتيجية المقترحة من قبل معلمي مادة اللغة الإنجليزية.