

## **Attitude of English Teachers toward Using Realia Materials in English Foreign Language Classroom at Baghdad University**

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### **Abstract**

This research has performed to examine how English teachers at Baghdad University value the role of realia materials. Also, this explored why some English teachers use authentic materials more than the others and whether the research participants think such materials facilitate or hinder students language acquisition. The data was collected by open- ended questionnaires and interviews. The sample of the research is 40 English teacher at Baghdad University .It was found that a majority of them hold positive attitudes towards the use of realia materials. However, the frequency of using them varies from teacher to teacher owing to different reasons. One significant finding of this research is that with prudent text selection, realia materials can be effectively used with learners whose English proficiency is considered “bad” and “very poor”. The research has important because it shied a light about using useful technique in English classroom. Also, the research has showed the reasons behind not using realia materials by English teachers.

## Chapter 1 - Introduction

### 1.1 The problem of the research

The selection of teaching materials in English language teaching has been a popular issue in the education field because this concerns many, if not all, English teachers. From the perspective of authenticity, there are mainly two types of materials, namely realia and non-authentic. Morrow (1977:13) defined realia materials (RM) as texts that are “produced by a real speaker or writer for a real audience”, for example, newspaper articles and radio programs. Authors (e.g., Basturkmen, 2001:4) have advocated the use of RM because of the pedagogic benefits on students’ communicative competence and learning motivation. However, some other authors (Widdowson, 2003) had an opposite view and claimed that the lexical difficulty of RM may demotivate students, leading to a detrimental effect on students’ learning. It is suggested that this problem can be overcome by selecting RM which are at the right level of students and designing manageable learning tasks. However, this brings out a major difficulty of using RM. That is finding appropriate RM and designing suitable learning tasks can be a time-consuming process (Hughes & McCarthy 1998). As we can see, the opinions with regard to the use of RM are diverse.

### 1.2 The Aims of the Research

The research aims at investigate the “attitudes of English language teachers towards the use of realia materials in Baghdad University”.

### 1.3 The Questions of the Research

The research has tried to answer these questions:

- 1) What are the attitudes of English language teachers towards the use of RM in Baghdad University?
- 2) Why do/don’t English language teachers use RM?
- 3) English language teachers’ opinions, how might the use of RM facilitate or impede English learning of students?

## 1.4 The Value of The Research

This research may enable us to know English teachers actual practice with regard to the use of RM. This may also provide useful data for Methods of teaching and English teachers when they formulate policies concerning the promotion for the use of RM.

## 1.5 Definitions for Basic Terms

### 1.5.1 Attitudes

Attitudes are one's evaluative responses to a person, place thing or event. According to social psychologists, attitudes are individually driven , that is, they are one's personal thoughts or feelings based on one's beliefs or opinions; therefore, different individuals develop different shades of attitudes the same stimuli (Kumaravadivelu,2006: 38-39).

### 1.5.1 Realia Materials (RM)

Richards and Schmidt (2002, 445) defined realia as “a actual object and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. Realia may include such things as photographs, articles of clothing, and kitchen objects”.

According to Herod (2002:24) authentic learning 'materials and activities' are designed to imitate the real world situations.

Jacobson et al (2003:1) sees RM as printed materials, which are used in classrooms in the same way they would be used in real life.

## 1.6 The Procedures of the Research

The research has followed these procedures to achieve the purpose of the research; they are:

- 1- Review of the literature studies of RM.
- 2- Preparing Questionnaire to collect data of the attitudes of English teachers of using RM in classroom.
- 3- Making interviews with English teachers about using RM in their lectures.

- 4- Analyzing the results of the questionnaire to answer the questions of the research.

## **Chapter 2 –Theoretical Background**

### **2.1 Introduction**

During the past decades, teaching a foreign language has gained much more attention in most countries around the world. As a result, searching for appropriate and effective teaching materials occupies a great space of instructors' thinking. The purpose of learning a foreign language is to be able to benefit from using it in the real world, in real situations. Therefore, most of the language teachers think whether it is enough to teach the language using the course book tasks , which are regarded artificial because they are designed for teaching purposes only, or if they should adopt using authentic materials to facilitate learners' learning process. Therefore, when teachers are concerned with helping their students to develop reading skills, they should think about the methods of teaching being used and materials being taught to students (AlAzri& Al-Rashdi, 2014:1). Larsen-Freeman (2000, 129) states that one of the characteristics of communicative language teaching is using authentic materials. Communicative language teaching approach changes the view of syllabus designers toward English subjects, from just a language to be learned like other subjects in the school, to a very important tool of communication inside and outside the classroom. Hence, the syllabus designers are advised to take into account the learners' needs and provide them with the chance, to be able to communicate the learned language in real situations outside the school walls.

### **2.2 Realia or Authentic Materials**

There are many definitions for realia materials. Firstly, “authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Morrow, 1997:13). In other words, RM are “real-life texts, not written for pedagogic purposes” (Wallace

1992:145). These two definitions are more comprehensive in a sense that apart from texts produced by native speakers, we can count texts produced by speakers or writers of “outer circles” (Jenkins, 2006:161) in which English is not their native language but the lingua franca. In our daily life, many texts can be considered authentic, for example, TV commercials, interviews, radio programs, brochures and poems.

### 2.3 Factors of Selecting RM

In fact, selecting RM for pedagogic use takes a great deal of sensitivity and considerations. Berardo (2006:63) have suggested different factors to guide English teachers to select appropriate RM; they are:

#### 1- Suitability of Content

- Does the text interest the student?
- Is it relevant to the student’s needs?
- Does it represent the type of material that the student will use outside of the classroom?

#### 2- Exploitability

- Can the text be exploited for teaching purposes?
- For what purpose should the text be exploited?
- What skills/strategies can be developed by exploiting the text?

#### 3- Readability

- Is the text too easy/difficult for the student?
- Is it structurally too demanding/complex?
- How much new vocabulary does it contain? Is it relevant?

#### 4- Presentation

- Does it “look” authentic?
- Is it “attractive”?
- Does it grab the student’s attention?
- Does it make him want to read more?

## 2.4 Advantages of RM

Peacock (1997 cited in Richards 2001:124), mentions several reasons for using authentic materials in the classroom. These are: (1) they prepare learners for real life, (2) they meet learners' needs, (3) they affect learners' motivation positively, (4) they encourage teachers to adopt effective teaching methods and (5) they present authentic information about culture. Realia materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations.

It has been widely claimed that using RM can enhance learners' motivation of learning (Freeman & Holden 1986; Little & Singleton 1991; Peacock 1997; Kim 2000). Peacock (1997:152) suggested that using appropriate RM "may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials". Gilmore (2007:106-107) stated that "authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language". This means textbooks may sometimes put too much emphasis on the particular grammatical or lexical items which are embedded in a pedagogically produced text. Learners may sometimes be dissatisfied with this kind of textbook design because they do not see the communicative aspects of the language (Hedge, 2000: 1). But RM can supplement the needs of this group since they are produced for real communication purposes. The other reason why learners like dealing with RM is that they enjoy taking the challenge of decoding the information of a real text. Last but not least, using up-to-date RM, such as newspapers and radio programs, helps students bridge the gap between what they learn in classrooms and the outside world (Guariento & Morley 2001:54).

In terms of the written discourse, non-RM usually contains a series of "false-text indicators" (Berardo, 2006:61) which include perfectly formed sentences, comprehension questions using a grammatically correct structure and requiring a

full answer as well as repetition of particular grammar structures. In addition, the occurrence of difficult vocabulary is not high. In a word, these texts are “very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used” (Berardo, 2006:62).

As we can see, using RM can let students see the lexical complexity of written texts and realize the difficulty of the spoken discourse in the actual English-speaking world. Developing intercultural communicative competence from the cultural point of view, learners have a strong natural curiosity in other cultures.

### **2.5 Disadvantages of RM**

As mentioned before, some authors believed that RM can increase learners motivation. However, some other authors (e.g., Morrison, 1989; Widdowson, 2003; Williams, 1983) had an opposite view and claimed that the lexical difficulty of RM may demotivate students. RM are potentially difficult because of the “high lexical density, idiomatic language, low frequency vocabulary used for satirical effect, and opaque cultural references all combine to make it „pragmatically inert“ for most learners” (Gilmore, 2007:108). So, it is likely that using RM may frighten students. The same problem applies to authentic listening texts in which learners have to deal with the complexity of natural spoken discourse.

Krashen (1987 cited in Ting-fai, 2014:11) suggested that by exposing students to comprehensible input which is just a little above their level would automatically lead to language acquisition. As discussed in the previous paragraph, RM sometimes contain different kinds of challenges which may be too daunting to young learners. So, it may be undesirable to use RM with learners of beginning and intermediate levels. Richard (2001:2) stated that using RM could “actually hurt or impede foreign language reading development”. When average students encounter ungraded material too soon, they are usually forced back into deciphering with the aid of a dictionary, and valuable training in the reading skill is

wasted" (Rivers, as cited in Richard, 2001:2). Worse still, using RM may make learners adopt verbatim translation rather than enabling them to develop the language.

It suggested that the problem of RM demotivating learners can be solved by more careful text selection and task design. However, this process can be extremely time-consuming because choosing suitable texts requires different considerations which are listed in the previous section "Important factors in choosing RM ". After selecting the text, teachers need to devise ways of exploiting the text via different activities. The whole preparation process takes a great deal of time (Berardo, 2006:61). In addition, ample knowledge is needed in order to draw out the greatest pedagogic benefit of the text. Gilmore (2007:108) believed there are few teachers who are willing to have the access to the research literature about authenticity and some of them may not have the time to read it.

The complexity of the issue about the use of RM The above literature review displays divergent opinions about the use of RM. On one hand, it is believed that using RM can increase students' learning motivation, develop intercultural communicative competence and let learners realize the language use in the real world. On the other hand, it is claimed that using RM can demotivate students and hamper their language acquisition. It would be interesting to examine how English teachers see the benefit of using RM.

### **Chapter 3 – Methods and Procedures of the Research**

The current research has conducted in Baghdad University English teachers of this university have taken part in this research at the academic year 2016-2017. The sample of the research is 40 English teachers, 13 of them were excluded from the total sample. There were totally 23 participants in this research. They were selected randomly according their Colleges.

### 3.1 Data Collection

The questionnaire aims to gather English teachers' attitudes, and experience regarding the use of "realia materials" in English language classes. In this questionnaire, RM are defined as texts that are produced by a real speaker or writer for a real audience, for example, newspaper articles, radio programs, holiday brochures and so on. This questionnaire consists of three parts. The questions in Part A aim to collect some general information about English teachers. Part B asks about teachers' beliefs and attitudes towards the use of RM. Part C explore the reflection concerning the use of authentic texts in the actual classroom.

An open-ended questionnaire was adopted from Leung, P. (2010 cited by Ting-fai,Y, 2014: 34-35). to collect the data of the research. The questionnaire consists of three parts: personal background (e.g. years of teaching experience and amount of lessons taught per week), beliefs and attitudes towards the use of RM, and free spaces for them to leave comments or feedback, if any. Personal background is included to find if there is any relationship between this and the teachers' attitudes towards RM. For example, we might find out that experienced teachers feel more comfortable using RM. As for Part B, teachers are asked to show their degree of agreement of disagreement to the statements about the use of RM. Only four scales are given in each item with a view to eliminating participants inclination to choose the middle one. The questionnaire has supplied to 40 English teachers; so the sample of the research is 40 English teachers.

### 3.2 Pilot Study

To ensure that the questionnaire is comprehensible to participants, a pilot study had conducted with 10 English teachers. A modification had made according to their responses and questions.

### 3.3 Interview

Face-to-face interviews have adopted in this research. English teachers have been asked several questions based on the questionnaires. There have been selected significant portions of their responses for analysis in this research.

### 3.4 Data analysis

Descriptive statistics (Appendix B) will be used to display the result of the questionnaires. Any marked findings such as special patterns of their response will be focused and explored. As for the interview, the relevant significant portions will be culled from participants' response and further discussed in the research. By doing all these, a better understanding of English teachers' attitudes towards RM can be obtained.

## Chapter 4 – Results and discussion

This chapter aims at answering the three research's questions. Analysis and discussion of the results have gained from questionnaires and interviews. The results of the questionnaire are classified into the following:

The results of part B are broadly categorized into two part: (1) teachers who are agree and strongly agree, and (2) teachers who are disagree and strongly disagree. The percentage of the (Table 1) shows that the use of RM facilitates learning Without doubt, motivation is one of the most significant factors in language acquisition. 100% of the sample agree and strongly agree in item 9, 11,12 and 15.

To make the result of the questionnaire more accessible and facilitate the discussion, the participants are broadly categorized into three types based on their response of Q.1 in Part C which asked how frequently they use RM in classes:

Type 1: Teachers who “always” and “often” use RM Type 2: Teachers who “sometimes” use RM Type 3: Teachers who “seldom” use RM. Out of 23 participants, 26.1% (6 people) fall into Type 1, 47.8% (11 people) belong to Type

2 and 26.1% (6 people) goes to Type 3. Their responses to the items in Part B of the questionnaire can be found in (Table 1).

On the whole, the results obtained from the questionnaire show that all participants of English teachers have employed RM in their teaching by different degrees despite the fact that some of them consider their students' English proficiency "bad" and "very poor". This may be due to the fact that in Item4, 100% respondents agreed that students should not be denied the opportunity to interact with RM. Also, in Item1, 19 out of 23 participants believed that, compared with English textbooks, RM are more beneficial to students' English learning. Additionally, in Item3, more than half of them disagreed with the statement that students can still learn English well without exposure to RM. T8 from Type 2 said:

Using authentic texts gives students real input of how the language is used in real life. Without the exposure to RM, learners may not be able to develop a good command of English which enables them to manage the conversation effectively in the real life .

Although Type 2 and Type 3 teachers value the fundamental role of RM and their views are actually grounded, they do not adopt RM frequently in their actual practice.

In total, 87% respondents (20 people) agreed with the statement of Item20

83% respondents (19 people) agreed or strongly agreed that selecting RM which are suitable for students' English level is time-consuming. These people also agreed that it takes a lot of effort and creativity to exploit authentic texts. Furthermore, regardless of Type 1, Type 2 or Type 3 teachers, a majority of them in Part C keenly expressed their concern about the large amount of time used in finding and adapting suitable texts: T1: It is difficult to find suitable authentic texts which suit the level of band 3 students. T3: It is really time-consuming to find a suitable text and adapt it. T9: I do not have enough time to prepare authentic materials. T11: Adapting authentic materials is time-consuming. T13: Sometimes,

it is difficult to find suitable authentic materials for a particular curriculum, topic or suiting students' levels. T18: Finding the appropriate authentic materials is time-consuming.

But in fact, as reflected in their response of Item18, more than 50% participants thought it is not difficult to find texts that are relevant to students' lives and interests. The real difficulty is to find texts that match the content of the school curriculum. Consequently, 15 respondents chose scale 3 or 4 when answering Item17. Type 2 and Type 3 teachers cannot always afford the time to do so.

### 3- Why do/don't English language teachers use RM?

The result of this study shows that none of the respondents selected "Never" in Part C of the questionnaire. This means that all of them use RM. But their frequency of using RM is different. The difference in frequency could be explained by these reasons below:

- 1- Students show greater learning motivation when you use authentic texts.
- 2- Authentic materials help to build students' confidence in using English.
- 3- Authentic texts are beneficial to students' development of receptive skills.
- 4- Authentic texts are beneficial to students' development of productive skills.
- 5- Authentic texts broaden students' knowledge, understanding, experience of various cultures in which English is used.
- 6- Using authentic material is a good way to introduce students to the idea of "English-as-a-global-language".

So, it is possible to say Type 1 teachers use RM more frequently because they clearly see the pedagogic benefits. Most of their answers in Part C of the questionnaire further elaborate the advantages of using RM for students' learning motivation, T1: Students show greater motivation. Students notice that the knowledge they learnt from the authentic materials is related to their daily life. The greater learning motivation may also be explained by T3's statement: I think

authentic materials are more interesting and thought-provoking. On the other hand, a majority of Type 2 and Type 3 teachers, who use RM less frequently, do not think that RM can bring so many positive effects. They showed obvious disagreement towards the benefits of greater learning motivation (Item9), higher confidence in using English (Item10) and better development of language skills (Item11-12). In Table 2, nearly half of them chose scale 2 in these four items and in Table 3, 83% respondents (5 people) disagreed with statement in Item10. As a result, it can be said that teachers use RM less frequently when they do not see the pedagogic advantages.

The use of RM is shortcoming of the textbooks from Type 1 teachers' perspectives. It is believed that, apart from the considerable pedagogic benefits, Type 1 teachers' motive of using RM is generated by the weakness of textbooks. In Item6, 5 out of 6 Type 1 teachers agree that textbooks are generally lacking in natural use of English. In Part C, T6 stressed again, "the language of authentic materials is more natural than that in textbooks".

The linguistic challenge of RM The fact that Type 2 and Type 3 teachers use RM less frequently may be caused by the lexical difficulty. More than 75% participants from Type 2 and Type 3 (13 people) expressed their agreement to the description "Authentic materials are always more linguistically challenging than textbooks" in Item5. Some of them added that: T7: Authentic materials are always too difficult for my students. It cannot be used all the time. T10: Most authentic texts are very difficult to my students.....and it's hard to simplify the language in the authentic text. T19: Too challenging to students. T22: It's too difficult for my students. It is worth noticing that this group of people tends to think RM cannot contribute to students' learning motivation and confidence in using English as reflected in their response in Item9-10. All these could possibly discourage them from using RM frequently.

The ability to overcome the challenge of RM In fact, like Type 2 and Type 3, 83% Type 1 teachers (5 people) also found that the linguistic difficulty of RM is greater than that of textbooks. Yet, this does not lower their frequency of using RM.. In addition to the reason stated in Section2.1, the other possible cause is that they believe this problem can be overcome by careful text selection and adaptation. Here are some of their opinions: T3: Through the selection and adaptation of the authentic materials, teachers cater better the needs of individual students and this in turn benefits learning and teaching. T5: Choosing authentic materials to suit the learners is very important. As a general rule, we can choose authentic texts from the perspective of teenage learners – the “fun” element, how entertaining the information is. T6: Authentic materials facilitate learning when adaptation is done. The above displays their sensitivity to text selection and adaptation. When selecting texts, not only do they pay attention to the length as seen their response of Item15, but also other criteria including the “thought-provoking” element(T3), the relatedness to “daily life” (T4), “the fun element” (T5) and so on.

On the whole, in English language teachers’ opinions, how might the use of RM facilitate or impede English learning of students?

The respondents gave different opinions on Q.3 in Part C of the questionnaire. Some teachers (e.g. T2; T3; T15) think using RM is beneficial to students’ learning whereas some others (e.g. T10; T19) think the other way round.

Finally, the results answer the most important question’s research. Thus, English teachers in Baghdad University have positive attitudes toward use of realia materials.

## **Chapter 5 – Conclusions and Recommendations**

The purpose of this research is to examine how English teachers see the usefulness of RM in English teaching. In general, a majority of the participants have a positive attitude towards the use of RM and think RM facilitate students’ English learning. The result shows that all participants have used RM with

different frequencies. This difference may be caused by (1) whether they can actually see the positive effects of RM, (2) whether they are satisfied with traditional textbooks and (3) whether they can spare time for selecting and adapting texts.

### 5.1 Recommendation

The research has recommended the following:

- 1- English teachers might be recommended to use RM in their lectures to facilities the textbook as well as to help student to acquire English language.
- 2- English teachers might be recommended with preparing RM in their lesson plan.
- 3- Baghdad University should hold workshops to equip teachers with more knowledge about RM so they are able to self-design materials which cater for the particular need of their learners.

### 5.2 Suggestions

The research has been suggested to increase the sample of the research for more studies. Other researchers might be tackled with RM to anther subjects.

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### Appendix A – Questionnaires

*Dear English teacher, your answers are very important for researcher to understand the practice and value of using “Realia materials” in English classes. Please be well assured that all the information collected will be used for research purposes only. All the responses you give will be treated confidentially and anonymously. Thank you very much for completing this questionnaire. Your response and comments are highly appreciated.*

#### Part A: Background Information

Please tick the appropriate options in the following questions:

1. I am currently teaching  junior form (1-3 years)  senior form (4-7 years)
2. How many years have you been teaching English?  0 – 4 years  5 – 10 years  11 – 20 years  21 years or above
3. How many lessons do you need to teach per week on average?  9– 15  16-25  26 – 30  31 or above
4. Have you received any English language teacher certification ?  Bachelor of Education  M.A. Degree  Ph.D. degree  others, please specify \_\_\_\_\_
5. When you were studying in college, how often did your English teachers use authentic materials?  always  often  sometimes  seldom  never



6. How would you describe your students' English language proficiency on average?  excellent  good  fair  bad  very poor

### Part B: Beliefs and Attitudes

Please tick  the appropriate number with 1 being strongly disagree and 4 being strongly agree. The role of "Realia materials" in language teaching.

The Item	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. Compared with English textbooks, authentic materials are more beneficial to students' English learning.				
2. Authentic materials should act as a supplement to the textbooks.				
3. Students can still learn English well without exposure to authentic texts.				
4. Students should not be denied the opportunity to interact with authentic materials.				
5. Authentic materials are always more linguistically challenging than the textbooks.				
6. The textbooks are generally lacking in natural use of English.				
7. In terms of grammar teaching, the textbooks are more effective than authentic texts.				
8. Textbooks often ignore the cultural aspects of a language.				
9. Students show greater learning motivation when you use authentic texts.				
10. Authentic materials help to build students' confidence in using English.				
11. Authentic texts are beneficial to students' development of receptive skills.				
12. Authentic texts are beneficial to students' development of productive skills.				



The Item	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
13. Authentic texts broaden students' knowledge, understanding, experience of various cultures in which English is used.				
14. Using authentic material is a good way to introduce students to the idea of "English-as-a-global-language".				
15. When selecting texts, length of the texts is your prime consideration.				
16. Selecting authentic texts which are suitable for students' English level is time-consuming.				
17. It is difficult to find texts that match the content of the curriculum				
18. It is difficult to find texts that are relevant to students' lives and interests.				
19. It takes a lot of effort and creativity to exploit authentic texts.				
20. When using authentic texts, teachers should endeavor to take advantage of the linguistic and cultural opportunities presented by the texts.				
21. When I manage to use authentic materials in my English classes, I feel that I am a more competent English teacher.				

### Part C: Reflection on Experience

Please read the questions carefully and respond to each question as fully and accurately as you can based on your own teaching experience with regard to using authentic materials in English language classrooms.

1. How often do you use authentic materials in your English language classes?

always  often  sometimes  seldom  never

2. Why do/don't you use authentic materials in the English language classes?



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3. Do you think the use of authentic materials would facilitate or impede your students' English language learning? Why?

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4. Do you have extra comments or opinions regarding the use of authentic texts in language classroom?



## Appendix B

Table (1) The Responses of English Teachers on the Questionnaire Part B

No. Item	Percentage of Teachers who are strongly agree and agree	Percentage of Teachers who are strongly agree and agree
1	82%	18%
2	50%	50%
3	50%	50%
4	100%	-
5	71%	29%
6	85%	15%
7	83%	17%
8	50%	50%
9	100%	-
10	83%	17%
11	100%	-
12	100%	-
13	82%	18%
14	85%	15%
15	100%	-
16	88%	12%
17	85%	15%
18	52%	48%
19	88%	12%
20	87%	13%
21	50%	50%

## اتجاهات مدرسي اللغة الانكليزية نحو استخدام المواد الحقيقية في تدريس اللغة الانكليزية كلغة اجنبية في جامعة بغداد

ا.م.د. بان جعفر صادق

كلية التربية البدنية وعلوم الرياضة للبنات/ جامعة بغداد

يهدف البحث لمعرفة اتجاهات مدرسي اللغة الانكليزية نحو المواد الحقيقية داخل الصف وكيفية استخدام مدرسي اللغة الانكليزية في جامعة بغداد المواد الحقيقية ودورها وقيمتها داخل الصف. وايضا اكتشاف لماذا بعض المدرسين يستخدم المواد الحقيقية اكثر من بقية التدريسيين ولماذا بعض التدريسيين يفكر ان هذه المواد تسهل عملية اكتساب اللغة للطلاب.

المعلومات جمعت من خلال المقابلة التي من خلالها اعدت استبانة اسئلة وجهت الى 40 من مدرسين اللغة الانكليزية في جامعة بغداد . لوحظ ان اغلبية العينة يحملون اتجاهات ايجابية نحو استخدام المواد الحقيقية . لكن استخدامها يختلف من مدرس لآخر باختلاف الاسباب. واحد من اهم نتائج البحث ان استخدام المواد الحقيقية يعد فعال في تدريس الطلاب الذين يعتبرون بمستوى سئ او ضعيفي التحصيل في مادة اللغة الانكليزية.

يعتبر البحث مهم لانه يسلط الضوء على التقنيات المفيدة داخل الصف لتدريس اللغة الانكليزية، وانه عرض الاسباب خلف عدم استخدامها من قبل التدريسيين.