

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY  
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**GULISTAN STATE UNIVERSITY**

# **QUALIFICATION WORK**

**to obtain Bachelor's Degree on Specialty 5120100 – English  
Philology on theme  
*“Designing Tasks Using Authentic Materials”***

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## INTRODUCTION

Language is a means of forming and storing ideas as reflections of reality and exchanging them in the process of human intercourse. Language is social by nature; it is inseparably connected with the people who are its creators and users; it grows and develops together with the development of society.

Therefore, President I.A. Karimov states: "Currently it is difficult to assess the value of a profound knowledge of foreign languages of our people for our country which is striving to take a worthy place in the world community; for our nation sees its great future in harmony and cooperation with foreign partners"<sup>1</sup>.

Thus studying the topical issues of linguistics and language teaching is one of the predominant tasks of the foreign language teacher.

**Topicality of the qualification work.** There is an ongoing debate about the value of using authentic materials in language teaching lately. Many academics express their thoughts about how beneficial those materials can be. On the contrary, there are some disadvantages of using authentic material in language learning. So the assessment will concentrate on two significant questions: Why and how could authentic materials be more effective to develop the language skills of second language learners? This work will define authentic material as well as discuss its advantages and disadvantages in student learning and motivation, therefore, the question arises: What are the advantages and disadvantages of using authentic material on student learning skill and motivation? The main roles of authentic materials in the classroom and reflections of those materials to students will be our focus points. The role of the teacher in choosing the right materials is our concern as well.

**The aim of the investigation** is to theoretically justify the benefits of using authentic tasks and materials in teaching English and review the

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<sup>1</sup> Национальная программа по подготовке кадров // Гармонично развитое поколение—основа прогресса Узбекистана. -Ташкент: Шарк, 1997. -61 с.

principal criteria of selecting and designing tasks that use authentic materials.

The below given **tasks** were identified before the work:

- to review literature on the benefits of using authentic materials and tasks in teaching and learning English;
- to study reasons for choosing authentic materials;
- to scrutinize the specific guidelines proposed by language teaching specialists in terms of designing teaching materials that involve the use of authentic materials;
- to work out lesson plans and materials using authentic tasks and materials in secondary specialized education.

**Scientific scrutiny of the research question.** The question of using authentic materials and designing language teaching materials have been the subject of study for many years. Among the works done in this area we may mention works by J.Harmer, D.Nunan, R.Bolitho, Berardo, S. A. Guariento W., Morley J., Cornish S., Hanson-Smith E., Larimer R. E. and Schleicher L.

The authors mentioned above dedicated their studies to the principles of using authentic materials in the language classroom and there are many suggestions and assumptions of making use of authentic tasks and materials in their researches.

**Novelty of the research.** The qualification work outlines and reviews foremost works in the area of using authentic materials in English language teaching. In addition the work suggests essential principles of designing and selecting authentic task based language teaching materials. Moreover, there work proposes the lesson plans designing taking into consideration the guidelines and principles proposed by the scholars and language teaching specialists and presents valuable data for the practical application of the results of the work.

**The object of the research** is the process of selecting and designing authentic materials and tasks in teaching English.

**The subject of the research** is the process of teaching English in secondary specialized education system of Uzbekistan and the most of the works practical part was conducted at the Academic Lyceum number 1 under Gulistan State University.

**Methods** used in the work include the method of literature review, comparative analysis of views on authentic material use, observation and development of lesson plans.

**Theoretical and practical significance of the work.** As it was mentioned above the work presents review of up-to-date scientific research works and studies related to the question of using authentic materials in language teaching. In addition the work proposes the guidelines for selecting, designing and applying appropriate authentic material based tasks and lesson plans. The guidelines given in the work can be used by English language teachers of schools and colleges. Theoretical materials and results within the work can be applied in teaching the course of Foreign Language teaching methodology course at higher education institutions.

**Structurally** the qualification work consists of introduction, three chapters, conclusion and the list of used literature.

## **Chapter I: Literature Review. Authentic Materials and Tasks in Teaching English**

### **1.1 Purpose of Authentic Materials**

First of all, William Guariento and John Morley describe authentic text as:

“...one ‘created to fulfill some social purpose in the language community in which it was produced’ With the onset of communicative movement a greater awareness of the need to develop students’ skills for the real world has meant that teachers endeavor to simulate this world in the classroom.”<sup>2</sup>

Both academics claim that the purpose of using authentic materials is to prepare students for their social lives. In other words, the authentic materials are used in order to close the language gap between classroom knowledge and real life. Maria Spelleri<sup>3</sup> supports this analysis, which has been accepted by Guariento and Morley. Similarly, Spelleri thinks that the language used in text books are only valid in a classroom environment whereas the requirement of real life English is different and this difference has not yet been closed by the use of text books because, as we all know, learners have to deal with the language of brochures, office work, application forms and so on. The author also thinks that the role of the teacher is crucial; it is the teacher’s responsibility to filter materials through selection of the learning objectives. It is the teacher’s responsibility to identify the items and their adaptability as well.

Spelleri<sup>4</sup> looks for two criteria while selecting authentic materials. Especially one of these criteria is important. The materials need to give

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<sup>2</sup> Guariento, W. and Morley, J. (2001), Text and Text Authenticity in the EFL classroom, *ELT Journal*; Oxford University Press in association with the British Council, volume 55/4, p: 347, 348, 349 and 351

<sup>3</sup> Spelleri, M. (2002), From Lesson to Life: Authentic Materials Bridge the Gap, *ESL Magazine*, volume 5/4, p: 16 and 17

<sup>4</sup> Ibid.

new information to help the student. A small booklet about poisonous animals in the place where the student lives might be a good example. At the same time, the material needs to reflect an economic reality. The second criterion is how those materials are adaptable so they should not contain complicated words. The materials need to have either some pictures or clear separation of text like bullets or numbers.

There is one more question that needs to be answered: how is the role of authentic materials in the classroom important? Jeannette McGregor is a lecturer in the field of English Language Teaching Department at Macquarie University, Sydney, Australia. McGregor<sup>5</sup> looks at the topic from another aspect. She thinks that text types make sense if they exist in a cultural context because they are the cultural forms of beliefs and social practices. When we learn a language, the real assumption in that language is culture. For example, English speaking people might believe that bargaining is very difficult in a country where bargaining is quite acceptable and a part of the social life. Hence, the class activities and materials need to be organized by the teacher according to students' needs and their cultural variety.

Little and Singleton<sup>6</sup> of Trinity College Dublin accept that there has been a rapid increase in the use of authenticity in second language learning. Both scholars suggest that the rise of authentic texts is associated with the development of communicative approaches to language teaching. The same authors continue their argument by saying that the chief concern is to provide input materials from literary culture. It is also thought by the same authors that learners find such materials more interesting than course books prepared by the teachers. There are broad varieties of materials such as a computer, video, DVD player and even different materials from all around the world in public libraries for

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<sup>5</sup> McGregor, J. (2007), Reading 1: Different Views of Language, Linguistics and Language Teaching, NCELTR, Macquarie University, Sydney- Australia, p: 3, 4

<sup>6</sup> Little, D. G and Singleton, D. M. (1988), Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners, Trinity College Dublin, p: 1

writing, speaking, listening and reading tasks. As Sacha Anthony Berardo<sup>7</sup> thinks the sources of authentic materials are infinite. Print and visual publications like magazines, newspapers, TV programs, movies and especially the Internet are the useful for instructors (p: 62).

Nunan<sup>8</sup> defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their own samples of authentic language data from "real-world" contexts outside of the classroom. They practice listening to and reading genuine language drawn from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the real world in situations as they occur. Gebhard gives more examples of authentic materials EFL-ESL teachers have used. Some of his examples, which may serve as source material for lesson planning, are shown below:

1. Authentic Listening-Viewing Materials -- TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audiotaped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials -- slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3. Authentic Printed Materials -- newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal

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<sup>7</sup> Berardo, S. A. (September, 2006), the Use of Authentic Materials in the Teaching of Reading, the Reading Matrix, volume 6, number 2, p: 62 from the website: [www.readingmatrix.com/articles/berardo/articles.pdf](http://www.readingmatrix.com/articles/berardo/articles.pdf),

<sup>8</sup> Nunan, D. (1988). Principles for designing language teaching materials. Guidelines, 10(2), 1–24

boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TVguides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

4. Realia (Real world objects) Used in EFL-ESL Classrooms -- coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

## 1.2 Why to Use Authentic Tasks and Materials?

The extra time involved for teachers in planning for the use of authentic materials to supplement lessons is well worth it. In fact, using authentic materials has several advantages. According to Brinton<sup>9</sup>, authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Gebhard<sup>10</sup> sees authentic materials as a way to □ contextualize language learning. When lessons are centered on comprehending a menu or a TV weather report, students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher.

In addition, Melvin and Stout<sup>11</sup> find an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, when students use authentic materials for the study of culture in the language classroom. In class, they regularly sent students to a city in a target culture (for example, to spend a weekend in New York City) through prepared task-based activities using authentic materials. As

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<sup>9</sup> Brinton, D.M. (1991). The use of media in language teaching. In M. Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language*, Boston: Heinle and Heinle Publishers.

<sup>10</sup> Gebhard, J.G. (1996). *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.

<sup>11</sup> Melvin, B.S. and Stout, D.S. (1987). Motivating language learners through authentic materials. In W. Rivers (ed.) *Interactive Language Teaching*. New York: Cambridge University Press, 44-56.

students gained more confidence working directly with authentic materials, they also reported an increased understanding of the practical benefits of being able to use the language in real world scenarios. Students commented that they found it useful to be practicing skills they would need outside the classroom and to be learning about cultures beyond their own.

Also, there are some researchers who point out that more authentic materials are needed in the classroom because of the wide disparity that is often found between materials developed specifically for English language teaching and authentic conversation. Porter and Roberts<sup>12</sup> show several differences between authentic materials and non-authentic materials in terms of spoken language.

For example, conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers. Also, hesitations (such as “uh’s” and “mm’s”) are often missing, and sentences are very well-formed with few if any mistakes. In other words, what the language learners hear in class is different from the language in the real world. In many cases, the language heard in classrooms is a stilted use of spoken language, and authenticity is lost because of a need to teach specific language points in a way that some teachers feel would be more understandable for learners.

Brosnan et al.<sup>13</sup> justify the importance of the use of authentic language in the classroom in this way:

1. Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.

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<sup>12</sup> Porter, D. and Roberts, J. (1987). Authentic listening activities. In M. L. Long (ed.) *Methodology in TESOL*. Rowley, Mass.: Newbury House.

<sup>13</sup> Brosnan, D., Brown, K. and Hood, S. (1984). *Reading in Context*. Adelaide: National Curriculum Resource Center.

2. Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.

3. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.

4. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

While Nunan<sup>14</sup> realizes that it is not realistic for teachers to use only authentic materials in the classroom, he makes a point that □ learners should be fed as rich a diet of authentic data as possible, because, ultimately, if they only encounter contrived dialogues and listening texts, their learning task would be made more difficult. He also goes on to say that it is important that learners listen to and read authentic material of as many different kinds as possible. This will help motivate the students by bringing the content and the subject matter to life for them, and enable them make the important connections between the classroom world and the world beyond it.

### **1.3 Advantages and Disadvantages of Using Authentic Tasks**

The author, Jane Crawford<sup>15</sup> explains the importance of effective teaching materials in her article, ‘The Role of Materials in the Language Classroom: Finding the balance’. According to Crawford, language is functional and must be contextualised. The author believes that it is impossible to understand the real meaning of any interaction without

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<sup>14</sup> Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.

<sup>15</sup> Crawford, J. (1995), *the Role of Materials in the Language Classroom: Finding the balance*, in the Erica Garvey’s reading text for *Language Teaching Methodologies*, NCELTR, p: 28-31

knowing who the participants are or their social distance from the event referred to. For instance, a video drama needs to assist language in a meaningful way. Hence, the teacher is responsible for the balance achieved between input and reapplication. The second point is language development which requires learner engagement with the purpose of use of the language. The focus of input and output materials needs to be on whole texts. For example, the study of grammatical structure shows us how to use language forms in a meaningful context. The teacher's role is again to decide whether those materials are suitable for learners or not and can be used as a reference by students in the future. The next key point is that the language should be realistic because it is hard to find accurate material which satisfies student needs. At the same time it is also hard for teachers to obtain materials that are really appropriate quality lawfully. For many learners those materials will be model for a specific topic in their future education. Materials need to be flexible for students in order to develop new skills and strategies as well. Those strategies need to be applicable in other contexts. Students will attempt to integrate their knowledge from the language they have learnt. Teachers need to take extra care about students' background and learning abilities in class activities therefore they adapt materials to the context in which learning takes place. There must be an open interaction between students and teachers to understand the cultural values of both teachers and students.

Daniel Linder has written an article about similar issues. Linder<sup>16</sup> thinks that authentic materials are used as teaching tools effective in classrooms because authentic materials seem more complementary to the lesson content and more understandable for students. The author develops a method for using authentic material containing five ingredients. The first one of those ingredients is the authentic texts for input. Authentic

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<sup>16</sup> Linder, D. (December 1999/January 2000), Authentic Texts in ESL/EFL, TESOL Matters, 9:6, p: 17, from the website: [readwriteact.org/files/2013/02/authentic\\_texts\\_in\\_esl\\_efl.pdf](http://readwriteact.org/files/2013/02/authentic_texts_in_esl_efl.pdf) accessed on 04.04.2013

texts serve as texts in their own right. The authentic menus are analyzed first as texts then they are used as output models for writing exercises. His second view is tasks for text analysis. The author's point is that classroom tasks must be organized for classroom use according to students' ages, interests and levels. The third important point according to the author is the tasks for language practice such as vocabulary, grammatical structures and pronunciation. In his article, Linder<sup>17</sup> recommends that first the teacher needs to select language features for the practice task and then the teacher needs to select appropriate grammatical items such as countable and uncountable nouns. The output task is the fourth one which is a role-play. The teacher's responsibility is to give clear instructions for the output task making the task suitable for students' age, interests and so on. The last point is the students' output as input, which is an exercise where student output is used for an additional exercise. The author gives an example. He says the content recognition exercises could be repeated with the student generated texts and those texts could be used for display or exchange with other classes.

Authentic materials are mostly accepted as beneficial in language learning. Ruth E. Larimer and Leigh Schleicher<sup>18</sup> focus on the advantages of authentic materials as below:

“Learning is enhanced by the use of texts of particular interest to a class. There will be an increase in variety and spontaneity in classes that introduce authentic materials.

Exposure to a variety of vocabulary and structures will occur.

Students will capitalize on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture.”

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<sup>17</sup> Linder, D. (December 1999/January 2000), Authentic Texts in ESL/EFL, TESOL Matters, 9:6, p: 17, from the website: [readwriteact.org/files/2013/02/authentic\\_texts\\_in\\_esl\\_epl.pdf](http://readwriteact.org/files/2013/02/authentic_texts_in_esl_epl.pdf) accessed on 04.04.2013

<sup>18</sup> Larimer, R. E. and Schleicher, L. (1999), New Ways in Using Authentic Materials in the Classroom, TESOL Inc., p: introduction section, 21, 52, 102, 148, 158, 166

Elizabeth Hanson-Smith has written an article about the importance of new technology use and describes the computer use in English teaching as part of authentic materials. Hanson-Smith<sup>19</sup> believes that when text is read on the computer, learners' motivation and learning skills improve. Another claim is that the computers can determine whether students' answers are right or wrong after each test. It is believed that computers can provide lectures and tutorials a lot better than teachers in four major areas including phonology and phonetics. Susan Cornish<sup>20</sup>, a curriculum officer, supports Hanson-Smith's opinion. She thinks there are great advantages of video use in class activities. She implies videos can model spoken language as well as developing listening skills without making demand on reading skills. Students can hear crucial information, pauses and even understand emotions by watching

Larimer and Schleicher<sup>21</sup> experienced that students need exposure to samples of everyday authentic culture presented on television. Therefore, both authors believe that television commercials are excellent sources because they are short, focusing on music, family relationships and colloquial English. The authors' second observation is about newspapers and magazines. As they explain, these materials are ideal sources for students to discuss current issues while broadening their vocabulary limits. Other documents such as maps, mail and brochures can be used as authentic materials in the classroom. These materials let students understand the language of materials written for tourists. In addition, not only the use of authentic materials is important but work sheets, overhead projectors and transparencies at undergraduate level are vital for those who take courses in a foreign language. This third point is briefly about

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<sup>19</sup> Hanson-Smith, E. (2001), Computer Assisted Language Learning in the text of: *The Cambridge Guide to Teaching English to Speakers of Other Languages*, by Carter, R and Nunan D, p: 109, 110

<sup>20</sup> Cornish, S. (1994), Video in the TESOL Classroom, in Erica Garvey's reading text for language teaching methodologies, NCELTR, Macquarie University, Sydney- Australia, p: 25

<sup>21</sup> Larimer, R. E. and Schleicher, L. (1999), *New Ways in Using Authentic Materials in the Classroom*, TESOL Inc., p: introduction section, 21, 52, 102, 148, 158, 166

getting information from student questions in academic lectures. Here, the authors advise that international students misunderstand native speakers of English when information is exchanged therefore both authors believe international students need to be able to questioning sequences for salient information. These problems do not only exist between students but also between lecturers and students. Teachers' major concerns are to identify how much their students understand the given data. Here, as described by the editors, students misunderstand what a teacher looks for in the exchange of information so the main aim should be to focus on vital information in There will be an increase in variety and spontaneity in classes that introduce authentic materials. Exposure to a variety of vocabulary and structures will occur.

Students will capitalize on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture." Elizabeth Hanson-Smith has written an article about the importance of new technology use and describes the computer use in English teaching as part of authentic materials. Hanson-Smith believes that when text is read on the computer, learners' motivation and learning skills improve. Another claim is that the computers can determine whether students' answers are right or wrong after each test. It is believed that computers can provide lectures and tutorials a lot better than teachers in four major areas including phonology and phonetics Susan Cornish, a curriculum officer, supports Hanson-Smith's opinion. She thinks there are great advantages of video use in class activities. She implies videos can model spoken language as well as developing listening skills without making demand on reading skills. Students can hear crucial information, pauses and even understand emotions by watching (p: 25)

Larimer and Schleicher<sup>22</sup> experienced that students need exposure to samples of everyday authentic culture presented on television. Therefore, both authors believe that television commercials are excellent sources because they are short, focusing on music, family relationships and colloquial English (p: 21). The authors' second observation is about newspapers and magazines. As they explain, these materials are ideal sources for students to discuss current issues while broadening their vocabulary limits (p: 52). Other documents such as maps, mail and brochures can be used as authentic materials in the classroom. These materials let students understand the language of materials written for tourists (p: 102). In addition, not only the use of authentic materials is important but work sheets, overhead projectors and transparencies at undergraduate level are vital for those who take courses in a foreign language. This third point is briefly about getting information from student questions in academic lectures. Here, the authors advise that international students misunderstand native speakers of English when information is exchanged therefore both authors believe international students need to be able to questioning sequences for salient information. These problems do not only exist between students but also between lecturers and students. Teachers' major concerns are to identify how much their students understand the given data.

It is more than advisable to employ authentic texts in ELT especially due to their authenticity. Text structure and choice of vocabulary are in accordance with the needs of real discourse. Authentic texts contain not only contemporary language that is current and responsive to changes, but also life and institutions, which means they possess an intrinsic educational value. In addition, they deal with a wide range of language styles that are not presented in ordinary textbooks.

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<sup>22</sup> Larimer, R. E. and Schleicher, L. (1999), *New Ways in Using Authentic Materials in the Classroom*, TESOL Inc., p: introduction section, 21, 52, 102, 148, 158, 166

They are unquestionably a rich and varied source of language input. Mishan mentions the Krashen's theory that "input should be just above the current level of the learner, but comprehensible enough for him/her to grasp the meaning" in order to spur acquisition<sup>23</sup>. These texts do not allow any simplifications such as morphological and syntactic adjustments. Structure of sentences is more complex, common is the use of clauses, idioms, colloquialism, and metaphors. Furthermore, she states that elaborative the changes of an authentic text are better for comprehension than simplification. According to her, authentic texts support the natural and consciousness-raising way of learning grammar and they stimulate the so-called whole-brain processing that leads to more durable learning.

Secondly, it is believed that the content of authentic texts corresponds with the needs and interests of students more than conventional teaching texts. They motivate learners because they demonstrate how knowledge of a foreign language can be applied in real life situations; thereby they produce a sense of achievement. Brinton claims that authentic texts "reinforce for students the direct relationship between the language classroom and the outside world" and Gebhard considers them to be "a way to contextualize language learning"<sup>24</sup>. Motivation for language learning is mostly defined either as integrative or instrumental. The former term refers to a student's need to integrate with the community of the target language, the latter stands for the need to achieve a certain practical goal. Surprisingly, it is the instrumental motivation that plays the most significant role in language learning. Authentic texts are being perceived as a bridge between learners and the target language culture, however students learning a language far from the country of its origin are motivated mostly instrumentally. In short, motivation, in respect of the attitude towards authentic texts, depends not

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<sup>23</sup> Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*. Bristol: Intellect Books.

<sup>24</sup> Oura, G. K. (2003). *Authentic Task- Based Materials: Bringing the Real World Into the Classroom*, Retrieved October 18, 2013 from <http://www.jrc.sophia.ac.jp/kiyou/ki21/gaio.pdf>

only on learners' preferences but also on the language learning situation<sup>25</sup>.

Thirdly, authentic texts represent the target language culture. Every piece of linguistic material of a society such as headlines, advertisements, food labels, leaflets etc. is a product of that society's culture. "Even the humblest material artefact, which is the product and symbol of a particular civilisation, it is an emissary of the culture out of which it comes". Such texts raise the awareness of the target language culture, which is crucial especially for students learning foreign languages outside the countries of their origin. They teach about the cultural-specifics that are necessary for a command of the language. In contrast, course books are often criticised for inhibiting language teaching because they do not develop language schemata. Schemata are considered to be groups of concepts that form our background-knowledge about events, scenarios, and objects and influence learners' expectations when reading. Of course, even authentic texts do not have to convey culture in an explicit way and students need to learn how to read between the lines to find out about the specific aspects of culture. This particular skill is called cultural awareness and it leads to the empathy that is so important for understanding foreign society and perception of new reality.

In addition, authentic materials are topical in both subject matter and language. Moreover, they bring a currency that can never be reached by course books. The integration of such texts helps to cover more controversial and up-to-date issues. And last but not least, the text difficulty might also be seen as an advantage because challenge is considered to be an impulse in learning. This notion is supported by the fact that it is not the difficulty level of texts, but the difficulty level of tasks and activities that matters. Even proficiency level materials can be used in elementary classes providing appropriate tasks are introduced.

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<sup>25</sup> Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*. Bristol: Intellect Books.

One of the cons of authentic texts is the difficulty of comprehensibility outside the language community caused by the different socio-cultural knowledge and experience of learners. Also vocabulary choices can be irrelevant for their immediate needs. Furthermore, even words already familiar to students can often occur in an unknown context or phrase<sup>26</sup>. For lower level learners comprehension might be impossible due to a great variety and mixture of structures used. For example, word order might not follow grammatical rules and grammatical relationships are not clearly marked. Work with authentic texts demand thoroughgoing, therefore time-consuming, preparation by the teacher. Moreover, some types of authentic texts (e.g. newspaper article) become outdated very quickly.

In addition, Mishan argues that, regardless of the fact comprehensible input leads to language acquisition, it does not necessarily mean it turns into useable learner knowledge. In other words, what is understood is not automatically acquired. In short, what is at one time considered to be an advantage can easily turn into a disadvantage. Carelessly chosen materials can become extremely demotivating because learners do not understand, which implies how little they know, instead of what they have already learned<sup>27</sup>.

#### **1.4 Authentic Materials and Task-Based Learning**

Another aspect of teaching material design considered essential to many leading language researchers today is that such material promote task-based learning. Task-based learning is an overall approach to language learning that views the tasks that learners do as central to the

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<sup>26</sup> Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.

<sup>27</sup> Harmer, J. (1991). *The Practice of English Language Teaching*. Harlow: Longman Group UK Limited.

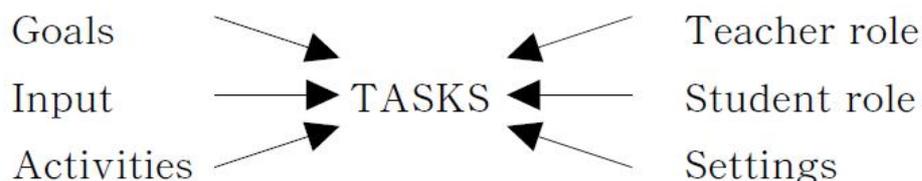
learning process. The learning process is seen as a set of communicative tasks that are directly linked to curricular goals.

Nunan<sup>28</sup> outlines five characteristics of a taskbased approach to language learning:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts (teaching materials) into the learning situation.
3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

He views the task as a piece of meaning-focused work which involves learners in comprehending, manipulating, producing and interacting in the target language.

Specifically, tasks can be analyzed according to the goals, the input data, the activities derived from the input, the settings and roles implied for teacher and learners. Nunan<sup>29</sup> graphically depicts a way to analyze the various elements of tasks, as shown in Figure 1.



<sup>28</sup> Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25 (2), 279-295.

<sup>29</sup> Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Goals refer to the general intentions for the learning task. Input is the data that forms the point of departure for the task. Activities specify what learners will actually perform with the input. Roles refer to the social and interpersonal relationship between learners and teachers in a task. Settings refer to the classroom arrangement affecting interaction entailed in the task, such as pair work or group work. When selecting, adapting, modifying and creating communicative tasks, Nunan believes that specification of all these components is needed.

There are a number of different interpretations in the literature of what a "task" actually is. However, many researchers today make an important distinction between target tasks, which students need to accomplish beyond the classroom, and pedagogical tasks, which form the basis of the classroom activity during the instruction.

As far as target tasks are concerned, Long<sup>30</sup> lists a number of them: "filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter ... making a hotel reservation, writing a check, finding a street destination ..." He sums up a definition of task in this way: "by task is meant the hundred and one things people do in everyday life, at work, at play, and in-between. These are the kinds of things that individuals typically do outside of the classroom. The ultimate rationale for language instruction is to enable learners to accomplish these activities successfully in the real world using the target language.

Of course, target tasks could be practiced to some extent in the classroom. However, learners will also do many other things in the classroom that are not just rehearsals for performance outside of the classroom. Learners will become involved in various activities that facilitate the development of their general language proficiency, as well.

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<sup>30</sup> Long, M.H. (1985). A role for instruction in second language acquisition. In K. Hyltenstam and M. Pienemann (eds.), *Modelling and Assessing Second Language Acquisition*. Clevedon Avon: Multilingual Matters.

Such tasks, with a pedagogical rationale, are the types of tasks that Richards, Platt and Weber refer to as: actions carried out as the result of processing or understanding language. For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative.

A definition of a pedagogical task, that is seen by a number of researchers as capturing the essence of the concept, is given by Breen: any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Another view of pedagogical tasks is given by Nunan<sup>31</sup> who refers to themes classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. Successful completion of pedagogical tasks would enable learners to acquire the skills needed to master real-world target tasks. For instance, a target task might be:

The learner will listen to a weather forecast and decide whether or not to take an umbrella and sweater to school.

Its related pedagogical task might be:

The learner will listen to an aural text about the weather and answer questions afterwards on whether given statements are true or false.

As soon as learners master the pedagogical task, including all of its related activities or exercises, they would have developed the necessary

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<sup>31</sup> Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.

skills to accomplish the target task. Ultimately these newly developed skills could be used outside of the classroom.

A task-based curriculum then, with its supporting instructional materials, specifies what the learner needs to do with the English language in terms of target tasks and organizes a set of pedagogical tasks intended to reach those goals. According to Brown<sup>32</sup>, in task-based instruction, the priority is not the bits and pieces of language, but rather the functional purposes for which the language must be used. Such a curriculum should focus on pragmatic language competence. Task-based language teaching requires the teacher to organize classroom activities around those practical tasks that language users will engage in when they are out there in the real world.

### **Classroom Activities Using Authentic Task-Based Materials**

The following are some examples of classroom activities in which students use authentic materials and have specific tasks to accomplish in order to meet real-world language objectives:

#### **Activities Using Cultural Objects**

Activities involving the direct use and handling of products of a culture (such as postcards, photographs, symbols, and images in song lyrics) can be very effective in the classroom. One such activity, called Culture Composition developed by Tomalin and Stempleski<sup>33</sup>, has as its purpose the development of writing skills, as well as the recognition of cultural artifacts. The teacher hands out various pieces of realia, collected from travels abroad to English speaking countries, such as bus or air tickets, receipts, coupons, money and photographs. The items are mixed up and in random order. Students are put into groups of two or three. They identify each item, and then make up a story about their set of items. The groups present their stories to the rest of the class, each person

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<sup>32</sup> Brown, H.D. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice-Hall.

<sup>33</sup> Tomalin, B. and Stempleski, S. (1998). *Cultural Awareness*. Oxford: Oxford University Press.

in the group taking a turn to tell part of the story. As an item occurs in the story, it is shown to the class and placed on the table. When all groups have finished, the students write their own individual version of their story.

For these types of activities which teach culture, a task oriented approach is suggested. Students work together in pairs or small groups to fine-tune precise information. They share and discuss what they have discovered, and interpret the information within the context of the target culture and in comparison to their own culture.

### **Listening Activities**

One way to focus students' attention on developing real world listening skills is through listening activities. This activity called □Eavesdropping□ developed by Porter and Roberts teaches strategies for listening. Students are told that they are guests at a party and that they can eavesdrop on conversations.

They listen to short segments of real-world party conversations and complete a worksheet in which they note down what topic the people are talking about. They also indicate on the worksheet whether they are interested in the topic or not. Follow-up activities could include other eavesdropping in real-world settings where English is spoken (or simulations of real world settings like watching an English conversation on TV), taking notes on what is heard and reporting back to the class.

### **Listening-Viewing Activities**

Many creative approaches for using video in the classroom are given by Stempleski and Tomalin<sup>34</sup>. One idea is through silent viewing of video clips to let students consider what is going on and guess what the speakers are doing and saying. Another approach would be for students to watch the beginning only of a video clip, and then they must predict what will happen next. Also, teachers could present a video clip through split

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<sup>34</sup> Tomalin, B. and Stempleski, S. (1998). Cultural Awareness. Oxford: Oxford University Press.

viewing: half of the class sits with their back to the screen; half can see the screen; and both groups can hear. Pairs then come together after the split viewing, and create a story about what happened. In all activities like these, a task-based approach is suggested. Teachers need to decide what, if any, language needs to be pre-taught. Students' attention should be focused on particular viewing tasks. The teacher should decide what particular language points are to be taught, what follow-up activities will be used, and student worksheets need to be prepared. If possible, it is helpful to make transcripts of the dialogue from the video clip for later review with the students.

### **Interactive Simulations**

Another approach would be to set up a simulation of some real-world scenarios in which students familiarize themselves with the details through interaction with authentic materials. Then the students have to play a certain role in the scenario and communicate with others in a realistic manner while attempting to accomplish certain tasks.

The following is such a classroom activity that the author helped to design for a course at another university, and subsequently modified for use in an English Communication elective class at Sophia Junior College. The activity is called meet the Press, and is the simulation of a press conference. The authentic materials were compiled from news articles based on a real situation that occurred at a Japanese hospital.

Students are asked to read news clippings about the real-life event of a mix-up of patients for surgery that occurred at a Japanese hospital. Then they are told that they will participate in a press conference in the role of either a spokesperson for the hospital or a reporter. Then students are divided into groups of four -- one is the spokesperson for the hospital and the other three are the reporters who must ask questions related to their concerns.

Spokespersons review their information sheets, write a prepared statement that they will release to the press, and try to prepare answers to possible difficult questions that reporters may ask them. They are given overall guidelines for how to conduct a press conference, how to handle reporters' questions, and what to do when they don't know the answer. Spokespersons have a practice session with the teacher before the event. Reporters need to prepare questions to find out as much as they can about the situation. In addition, they play a role in which they have some specific concerns. Some of their questions should reflect these concerns. Then reporters review their questions in advance with the teacher, and are given guidance on how to ask appropriate follow-up questions.

At the press conference, the spokesperson greets the press, sets the ground rules, presents his or her prepared statement (about 3 minutes in length), and then opens up a 10-minute question and answer session, and when time is up, ends the session by thanking them for their participation.

In the real world, most students will probably never be a spokesperson or a reporter at a press conference. However, this activity provides the opportunity for students to develop the real-world ability to answer questions on the spot, as well as to ask in-depth questions about an issue.

## **Chapter II: Designing Tasks Using Authentic Materials**

### **2.1 Reasons for Developing Teacher-Made Tasks**

Teaching materials form an important part of most English teaching programs. From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching. In this paper we synthesize a range of ideas from the literature on materials design. We consider why teachers might want to design their own teaching materials and look at some of the advantages and disadvantages. We examine six factors that teachers need to take into account when considering designing their own materials; and finally we present ten guidelines for designing effective English teaching materials.

### **2.2 Advantages and Disadvantages of Teacher-Made Materials**

Discussions about the advantages and disadvantages of teacher-designed materials usually centre on a comparison with using text or coursebooks. Rather than focusing on coursebooks, we have turned our focus to teacher-produced materials and consider that the disadvantages of coursebooks can become advantages for teacher-produced materials. The key reasons why teachers may wish to produce their own teaching materials can be linked to four themes distilled from recent literature on this topic.

An important advantage of teacher-produced materials is contextualisation<sup>35</sup>. A key criticism of commercial materials, particularly those produced for the world-wide EFL market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context. The possible lack of ‘fit’ between teaching context and coursebook has been expressed thus: “Our modern coursebooks are full of speech acts and functions based on situations which most foreign-language students will never encounter ‘Globally’ designed coursebooks have continued to be stubbornly Anglo-centric. Appealing to the world market as they do, they cannot by definition draw on local varieties of English and have not gone very far in recognising English as an international language, either.”<sup>36</sup>. For many teachers, designing or adapting their own teaching materials, enables them to take into account their particular learning environment and to overcome the lack of ‘fit’ of the coursebook.

Another aspect of context is the resources available. Some teaching contexts will be rich in resources such as coursebooks, supplementary texts, readers, computers, audio-visual equipment and consumables such as paper, pens and so on. Other contexts may be extremely impoverished, with little more than an old blackboard and a few pieces of chalk. A lack of commercial materials forces teachers to fall back on their own resources and designing their own teaching materials can enable them to make best use of the resources available in their teaching context. A further aspect that is not often mentioned in the literature is the cost of commercially produced resources. For many schools, teacher-produced materials can be the best option in terms of both school and student budget.

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<sup>35</sup> Block, D. (1991). Some thoughts on DIY materials design. *ELT Journal*, 45(3), 211–217.

<sup>36</sup> Altan, M. Z. (1995). Culture in EFL contexts: Classroom and coursebooks. *MET*, 4(2), 58–60.

A second area in which teacher-designed materials are an advantage is that of individual needs. Modern teaching methodology increasingly emphasizes the importance of identifying and teaching to the individual needs of learners. English language classrooms are diverse places not only in terms of where they are situated, but also in terms of the individual learners within each context. Teacher-designed materials can be responsive to the heterogeneity inherent in the classroom. This approach encompasses the learners' first languages and cultures, their learning needs and their experiences. Few coursebooks deliberately incorporate opportunities for learners to build on the first language skills already acquired, despite research suggesting that bilingual approaches are most successful in developing second language competence<sup>37</sup>. A teacher can develop materials that incorporate elements of the learners' first language and culture, or at least provide opportunities for acknowledgement and use alongside English. In addition, teacher-prepared materials provide the opportunity to select texts and activities at exactly the right level for particular learners, to ensure appropriate challenge and levels of success.

In designing their own materials teachers can also make decisions about the most appropriate organizing principle or focus for the materials and activities. And this can be changed over the course of the programme if necessary. Most coursebooks remain organized around grammar elements and the PPP (presentation, practice, production) model of teaching, often with an "unrelenting format" which can be "deeply unengaging"<sup>38</sup>. By taking more control over materials production, teachers can choose from the range of possibilities, including

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<sup>37</sup> Thomas, W. P., & Collier, V.P. (1997). School effectiveness for language minority students. NCBE Resource Collection Series, 9, December. Washington, D.C.:National Clearinghouse for Bilingual Education. Retrieved 29 January 2004 from: <http://www.ncele.gwu.edu/pubs/resource/effectiveness/thomas-collier97.pdf>

<sup>38</sup> Harmer, J. (2001). Coursebooks. A human, cultural and linguistic disaster? MET, 8(4), 5–10.

topics, situations, notions, functions, skills etc, or a combination of these principles, as starting points to develop a variety of materials that focus on the developing needs of their particular group of learners.

Personalisation is another advantage of teacher-designed materials. In his 1991 article, Block argues in favor of ‘home-made’ materials saying that they add a personal touch to teaching that students appreciate. Tapping into the interests and taking account of the learning styles of students is likely to increase motivation and engagement in learning. Podromou further suggests that there is also greater choice, freedom and scope for spontaneity when teachers develop their own materials.

A further advantage of teacher-designed materials is timeliness<sup>39</sup>. Teachers designing their own materials can respond to local and international events with up-to-date, relevant and high interest topics and tasks. The teachable moment can be more readily seized. In conclusion, the advantages of teacher-designed materials can be summed up in the idea that they avoid the ‘one-size-fits-all’ approach of most commercial materials.

There are a number of potential pitfalls for teachers who would be materials designers. These can be considered under three headings, the first of which is organisation. Coursebooks are usually organised around an identifiable principle and follow a discernible pattern throughout. While this can be rather dull and boring (or ‘unrelenting’) it does provide both teachers and students with some security and a “coherent body of work to remember and revise from”. In contrast, teacher-designed materials may lack overall coherence and a clear progression. Without some overall organising principle, materials may be piecemeal and can result in poorly focused activities lacking clear direction. This is frustrating and confusing for learners who may not be able to see how their English is developing.

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<sup>39</sup> Block, D. (1991). Some thoughts on DIY materials design. *ELT Journal*, 45(3), 211–217.

A further aspect of organisation relates to the physical organisation and storage of materials. Without a clearly thought through and well-organised system, teacher-produced materials may be difficult to locate for ongoing use, or may end up damaged or with parts missing.

Possibly the most common criticism levelled against teacher-made materials is to do with their quality. At the surface level, teacher-made materials may “seem ragged and unprofessional next to those produced by professionals.”<sup>40</sup>

They may contain errors, be poorly constructed, lack clarity in layout and print and lack durability. Harmer probably speaks for many when he says, “If the alternative is a collection of scruffy photocopies, give me a well-produced coursebook any time.” (2001, p. 7). In addition, a lack of experience and understanding on the part of the teacher may result in important elements being left out or inadequately covered. Teacher-made materials may be produced to take advantage of authentic text. However, if not guided by clear criteria and some experience, teachers may make inconsistent or poor choices of texts. A further problem may be a lack of clear instructions about how to make effective use of the materials – particularly instructions designed for students.

Yet another disadvantage of teacher-made materials, and perhaps the key factor inhibiting many teachers from producing their own teaching materials, is time. However passionately one may believe in the advantages of teacher-designed materials, the reality is that for many teachers, it is simply not viable – at least not all the time.

### **2.3 Factors to Consider When Designing Materials**

We turn now to consider six key factors that teachers need to take into account when embarking on the design of teaching materials for their

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<sup>40</sup> Block, D. (1991). Some thoughts on DIY materials design. *ELT Journal*, 45(3), 211–217.

learners. These relate to, and refer back to some of the advantages and disadvantages. Some will also be expanded further in the guidelines which follow.

The first and most important factor to be considered is the learners. If the point of teacher-created materials is relevance, interest, motivation and meeting specific individual needs, then clearly teachers must ensure they know their learners well. Any consideration of syllabus or materials design must begin with a needs analysis. This should reveal learning needs with regard to English language skills in listening, speaking, reading, writing, vocabulary knowledge and grammar; as well as individual student's learning preferences. It is not just learning needs that are relevant to the teacher as materials designer, however. Equally important is knowledge about students' experiences (life and educational), their first language and levels of literacy in it, their aspirations, their interests and their purposes for learning English.

The curriculum and the context are variables that will significantly impact on decisions about teaching materials. Many teachers are bound by a mandated curriculum defining the content, skills and values to be taught. Whether imposed at school or state level, a curriculum outlines the goals and objectives for the learners and the course of study. Whatever the curriculum, it is the teacher's responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing materials<sup>41</sup>.

As noted earlier, the context in which the teaching and learning occurs will impact on the types of materials that may need to be designed. For example, a primary-level mainstream, English-speaking setting, with a set curriculum and access to native speakers may require materials that facilitate interaction about subject content, and develop cognitive academic language proficiency. However, refugee adults may need

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<sup>41</sup> Nunan, D. (1988). Principles for designing language teaching materials. *Guidelines*, 10(2), 1–24

teaching materials that focus on meeting immediate survival needs and gaining employment.

The resources and facilities available to the teacher-designer are also mentioned above as an element of context. Clearly teachers must be realistic about what they can achieve in terms of materials design and production within the limitations of available resources and facilities. Access to resources such as computers (with or without Internet access), a video player and TV, radio, cassette recorder, CD player, photocopier, language lab., digital camera, whiteboard, OHP, scissors, cardboard, laminator etc will impact on decisions in materials design. Hadfield and Hadfield<sup>42</sup> offer some useful suggestions for ‘resourceless’ teaching which address the impoverished reality of some teaching contexts.

Personal confidence and competence are factors that will determine an individual teacher’s willingness to embark on materials development. This will be influenced by the teacher’s level of teaching experience and his or her perceived creativity or artistic skills and overall understanding of the principles of materials design and production. In reality, most teachers scratch, and this is probably the most realistic option for most teachers. Decisions available to teachers include the following:

1. Add activities to those already suggested.
2. Leave out activities that do not meet your learners’ needs.
3. Replace or adapt activities or materials with:
  - supplementary materials from other commercial texts
  - authentic materials (newspapers, radio reports, films etc)
  - teacher-created supplementary materials.
4. Change the organisational structure of the activities, for example, pairs, small groups or whole class.

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<sup>42</sup> Hadfield, C., & Hadfield, J. (2003). Hidden resources in the language classroom: Teaching with (next to) nothing. *MET*, 12(1), 5-10.

Modern technology provides teachers with access to tools that enable professional results in materials production. Computers with Clipart, Internet access and digital pictures offer unprecedented means for publishing high quality teaching materials.

A less exciting, but nevertheless important factor to consider in designing materials is copyright compliance. Teachers need to be aware of the restrictions that copyright laws place on the copying of authentic materials, published materials and materials downloaded from the Internet for use in the classroom. This is particularly important when creating course materials that will be used by a large number of classes over time. Copyright law has implications when creating materials that include excerpts from published works. An example of this would be creating a worksheet that uses a picture or exercise from a commercial text, alongside teacher-created activities. While an idea cannot be copyright, the expression of the idea can be and teachers need to be mindful of this.

Time was discussed earlier as a disadvantage for teachers who wish to design their own materials. It is thus, important to consider ways to make this aspect manageable. Block suggests a number of ways in which teachers can lighten the load, including sharing materials with other teachers, working in a team to take turns to design and produce materials, and organizing central storage so materials are available to everyone.

## **2.4 Guidelines for Designing Tasks**

Teacher designed materials may range from one-off, single use items to extensive programmes of work where the tasks and activities build on each other to create a coherent progression of skills, concepts and language items. The guidelines that follow may act as a useful framework for teachers as they navigate the range of factors and variables to develop materials for their own teaching situations. The guidelines are

offered as just that – guidelines – not rules to be rigidly applied or adhered to. While not all the guidelines will be relevant or applicable in all materials design scenarios, overall they provide for coherent design and materials which enhance the learning experience.

Guideline 1: English language teaching materials should be contextualized.

Firstly, the materials should be contextualised to the curriculum they are intended to address<sup>43</sup>. It is essential during the design stages that the objectives of the curriculum, syllabus or scheme within the designer's institution are kept to the fore. This is not to suggest that materials design should be solely determined by a list of course specifications or by large inventories of vocabulary that need to be imparted, but these are certainly among the initial considerations.

Materials should also be contextualised to the experiences, realities and first languages of the learners. An important part of this involves an awareness on the part of the teacher-designer of the “socio-cultural appropriacy”<sup>44</sup> of things such as the designer's own style of presenting material, of arranging groups, and so on. It is essential the materials designer is informed about the culture-specific learning processes of the intended learners, and for many groups this may mean adjusting the intended balance of what teachers may regard as more enjoyable activities and those of a more serious nature. Materials should link explicitly to what the learners already know, to their first languages and cultures, and very importantly, should alert learners to any areas of significant cultural difference.

In addition, materials should be contextualised to topics and themes that provide meaningful, purposeful uses for the target language.

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<sup>43</sup> Hadfield, C., & Hadfield, J. (2003). Hidden resources in the language classroom: Teaching with (next to) nothing. *MET*, 12(1), 5-10.

<sup>44</sup> Jolly, D., & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 90–115). Cambridge: Cambridge Language Teaching Library, Cambridge University Press.

Wherever possible, these should be chosen on the basis of their relevance and appropriateness for the intended learners, to ensure personal engagement and to provide motivation for dipping further into the materials. For some ages and stages the topics may well be ‘old faithfuls’, such as money, family and holidays. Part of the mission for the materials designer is “to find new angles on those topics”<sup>45</sup> and having done that, to develop activities which will ensure purposeful production of the target language or skills. When producing materials for one-off use with smaller groups, additional student engagement can be achieved by allowing students to ‘star’ in the passages and texts that have been designed specifically for them.

Guideline 2: Materials should stimulate interaction and be generative in terms of language Hall states that “most people who learn to communicate fluently in a language which is not their L1 do so by spending a lot of time in situations where they have to use the language for some real communicative purpose”. Ideally, language-teaching materials should provide situations that demand the same; situations where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside of the classroom. Hall outlines three conditions he believes are necessary to stimulate real communication: these are the need to “have something we want to communicate”, “someone to communicate with”, and, perhaps most importantly, “some interest in the outcome of the communication”. Nunan<sup>46</sup> refers to this as the “learning by doing philosophy”, and suggests procedures such as information gap and information transfer activities, which can be used to ensure that interaction is necessary.

Language learning will be maximally enhanced if materials designers are able to acknowledge the communication challenges inherent

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<sup>45</sup> Bell, J., & Gower, R. (1998). Writing course materials for the world: A great compromise. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 116–129). Cambridge: Language Teaching Library, Cambridge University Press.

<sup>46</sup> Nunan, D. (1988). Principles for designing language teaching materials. *Guidelines*, 10(2), 1–24

in an interactive teaching approach and address the different norms of interaction, such as preferred personal space, for example, directly within their teaching materials.

Effective learning frequently involves learners in explorations of new linguistic terrain, and interaction can often be the medium for providing the ‘stretch’ that is necessary for ongoing language development. Materials designers should ensure their materials allow sufficient scope for their learners to be ‘stretched’ at least some of the time, to build on from what is provided to generate new language, and to progress beyond surface fluency to proficiency and confidence.

Guideline 3: English language teaching materials should encourage learners to develop learning skills and strategies

It is impossible for teachers to teach their learners all the language they need to know in the short time that they are in the classroom. In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn, and that they help them to take advantage of language learning opportunities outside the classroom. Hall<sup>47</sup> stresses the importance of providing learners with the confidence to persist in their attempts to find solutions when they have initial difficulties in communicating. To this end, strategies such as rewording and using facial expressions and body language effectively can be fine-tuned with well designed materials.

In addition, materials can provide valuable opportunities for self-evaluation by providing the necessary metalanguage and incorporating activities which encourage learners to assess their own learning and language development. This can utilize the learners’ first language as well as English. Some EFL course books, such as Ellis & Sinclair, also

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<sup>47</sup> Hall, D. (1995). Materials production: Theory and practice. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (Eds.), *Getting started: Materials writers on materials writing* (pp. 8–14). Singapore: SEAMO Regional Language Centre.

build in exercises for students to explore their own learning styles and strategies.

Guideline 4: English language teaching materials should allow for a focus on form as well as function.

Frequently, the initial motivation for designing materials stems from practitioners' desires to make activities more communicative—often as “an antidote to the profusion of skills based activities and artificial language use pervasive in the field of ESL instruction” (Demetrion, 1997, p. 5). Sometimes, though, in the desire to steer a wide berth around this more traditional approach, materials are developed which allow absolutely no scope for a focus on language form.

The aim of Guideline 3 is to develop active, independent language learners. To help meet this goal, materials also need to encourage learners to take an analytical approach to the language in front of and around them, and to form and test their own hypotheses about how language works. Well-designed materials can help considerably with this by alerting learners to underlying forms and by providing opportunities for regulated practice in addition to independent and creative expression.

Guideline 5: English language teaching materials should offer opportunities for integrated language use

Language teaching materials can tend to focus on one particular skill in a somewhat unnatural manner. Some courses have a major focus on productive skills, and in these reading and listening become second-rate skills. With other materials, reading or writing may dominate. Bell & Gower point out that, “at the very least we listen and speak together, and read and write together”. Ideally, materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factors also.

Guideline 6: English language teaching materials should be authentic Much space has been devoted in language teaching literature to

debating the desirability (and otherwise) of using authentic materials in language teaching classrooms and, indeed, to defining exactly what constitutes genuine versus simulated texts. It is the authors' view that it is imperative for second language learners to be regularly exposed in the classroom to real, unscripted language—to passages that have not been produced specifically for language learning purposes. As Nunan points out, “texts written specifically for the classroom generally distort the language in some way”<sup>48</sup>.

When the aim for authenticity in terms of the texts presented to learners is discussed, a common tendency is to immediately think of written material such as newspapers and magazines. Materials designers should also aim for authentic spoken and visual texts. Learners need to hear, see and read the way native speakers communicate with each other naturally.

Arguably more important than the provision of authentic texts, is authenticity in terms of the tasks which students are required to perform with them. Consideration of the types of realworld tasks specific groups of learners commonly need to perform will allow designers to generate materials where both the texts and the things learners are required to do with them reflect the language and behaviours required of them in the world outside the classroom.

Guideline 7: English language teaching materials should link to each other to develop a progression of skills, understandings and language items. One potential pitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual tasks. There is a very real danger with self-designed and adapted materials that the result can be a hotchpotch of unconnected activities.

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<sup>48</sup> Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.

Clearly stated objectives at the outset of the design process will help ensure that the resultant materials have coherence, and that they clearly progress specific learning goals while also giving opportunities for repetition and reinforcement of earlier learning.

Guideline 8: English language teaching materials should be attractive

Criteria for evaluating English language teaching materials and course books frequently include reference to the 'look' and the 'feel' of the product. Some aspects of these criteria that are particularly pertinent to materials designers are discussed below.

**Physical appearance:** Initial impressions can be as important in the language classroom as they are in many other aspects of life. Put simply, language-teaching materials should be good to look at! Factors to consider include the density of the text on the page, the type size, and the cohesiveness and consistency of the layout.

**User-friendliness:** Materials should also be attractive in terms of their 'usability'. Some simple examples: if the activity is a gap-fill exercise, is there enough space for learners to handwrite enough to allow for both thinking and responding?

**Durability:** If materials need to be used more than once, or if they are to be used by many different students, consideration needs to be given to how they can be made robust enough to last the required distance.

**Ability to be reproduced:** Language teaching institutions are not renowned for giving their staff unlimited access to colour copying facilities, yet many do-it-yourself materials designers continue to produce eye-catching multi-coloured originals, and suffer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.

Guideline 9: English language teaching materials should have appropriate instructions This guideline applies as much to the instructions

that are provided for other teachers who may use the materials, as it does for the intended learners. It seems to be stating the obvious to say that instructions should be clear, but, often, excellent materials fail in their “pedagogical realization”<sup>49</sup> because of a lack of clarity in their instructions. For instructions to be effective, they should be written in language that is appropriate for the target learners, and the use of the correct metalanguage can assist with making instructions more concise and efficient.

Guideline 10: English language teaching materials should be flexible This final guideline is directed primarily at longer series of materials rather than at oneoff tasks, but has pertinence to both. Prabhu (cited in Cook, c. 1998) maintains that much of a student’s language learning is “mediated by the materials and course books the teacher uses in terms of both language content and teaching technique” (p. 3). He proposes constructing materials that allow teachers and students to make choices—at least some of the time. He suggests the materials designer may offer flexibility in terms of content by providing “a range of possible inputs . . . [that] are not themselves organised into lesson units”<sup>50</sup>, and that teachers or, indeed, students, could then choose which of these to use and which “procedure” (e.g. comprehension exercise, grammar awareness exercise, role play, etc) to apply to them.

Maley takes this idea a stage further, acknowledging the benefits of diversity in the areas of content, roles and procedures for both teachers and students, and proposing that flexibility is also possible in approach, level, methodology, logistics, technology, teaching style, evaluation procedures and expected outcomes. He concludes with this challenge for materials designers: “Those involved . . . could greatly extend and

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<sup>49</sup> Jolly, D., & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 90–115). Cambridge: Cambridge Language Teaching Library, Cambridge University Press.

<sup>50</sup> Maley, A. (1998). Squaring the circle: Reconciling materials as constraints with materials as empowerment. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 279–294). Cambridge: Cambridge Language Teaching Library, Cambridge University Press.

diversify the range of what is offered to students with relatively little effort. Will they make that effort?”.

## **Chapter III: Practical Part. Lesson Plans Based on Authentic Materials and Tasks**

### **3.1 Lesson Plan 1**

#### **LESSON PLAN**

**Topic:** Monitoring skills development

**Level:** intermediate to upper-intermediate

**Objectives:** By the end of the lesson students will be able to:

- Listen for a gist and listen for detailed information.
- Use need to do and need doing in meaningful situations.
- Enlarge the lexical resource for benefits, challenges and risks of independent learning.

**Time:** 90 min

**Skills to be emphasized:** Listening, speaking, reading, writing

**Target structure:** need to do and need doing

**Target vocabulary:** analyse (v), require (v), customer (n), research (n), communicate(v), investigation (n), plan(v), decision (n), organize (v).

**Materials:** photos, a tape, textbooks

**STARTER TIME:** 10 min.

**Aim:** preparing students to the new lesson.

**1. Ask students to discuss the following question in pairs:**

a) What are your own ideas about what a 'skill' is and how skills are developed?

**Students' own answers.**

b) Tell students to look at these pictures and try to find what kind of skills they refer to.

**Possible answers:** 1. Note-taking 2. Public speaking 3. Computer skills 4. Working in a team skills

**PRE-LISTENING TIME:** 10 min.

**Aim:** teaching new vocabulary.

**2. Ask students to match the words with definitions.**

- 1) analyze (v) a) a person who buys goods or a service
- 2) require (v) b) to share information with others by speaking
- 3) customer (n) c) to decide how to do something in future
- 4) research (n) d) to study or examine something in detail
- 5) communicate(v) e) to make arrangements to something to happen
- 6) investigation (n) f) a choice that you make about something after thinking about several possibilities
- 7) plan(v) g) to need or make necessary
- 8) decision (n) h) the act or process of examining a crime, problem especially to discover the truth
- 9) organize (v) i) a detailed study of a subject

**Answers:** 1.d 2.g 3.a 4.i 5.b 6.h 7.c 8. f 9. e

**WHILE-LISTENING TIME:** 15 min.

**Aim:** listening for a gist.

1. Tell students that they are going to listen to the people talking about their skills in their jobs and try to find this particular job.

**Tape script**

**JOB SKILLS**

**Speaker 1.**

In my job I need to be good at teaching, instructing and making presentations, but I also need to have good listening skills to understand the problems of pupils. I have to analyse (for example) the reasons why a student is not interested in learning and also I must know how to communicate with learners and to know their interests.

**Speaker 2.**

My job requires good writing skills, for example I reply to the different letters of a customer. I also need to be good at listening to be able to sorts of

people when a customer is asking for a large loan. I have to be confident when trying to make a local company to believe to our bank rather than a competitor bank and It's important to me to co-operate with my staff too.

**Speaker 3.**

In my job I need good communication and listening skills to deal with clients. I also have to know all the Laws, because investigation, analytical and problem-solving abilities to solve legal work are important and of course I must have good decision-making skills - to know exactly the action to follow.

**Speaker 4.**

My job requires good writing and communication skills. Because I to work with the public. For example I write reports for a road accident and present evidence in court. I need to be able to make decisions, to investigate and to co-operate with colleagues and other agencies. Leadership is an essential quality in my job – people expect us to take leadership, for example, the scene of a road accident – and I can also be an Inspector, where planning and organizing are also important skills.

**Answers:**

Speaker 1. teacher Speaker 2.bank manager Speaker 3. lawyer Speaker 4. police officer

**2. Ask students to complete the sentences with the words in the box. to deal with investigators evidence essential complaint to be good at.**

**Answers:**

1. People in this job obviously need to be good at teaching, instructing and making presentation.
2. People in this job need good communication and listening skills to deal with clients.
3. These people need good writing and communication skills to work with the public, write reports and present evidence in court.
4. Leadership is an essential quality in this job.
5. They must be good investigators to be able to research the market.

6. This job requires good writing skills, for example when drafting a letter to reply to the complaints of a customer.

### **3. Check answers by playing the tape.**

**POST-LISTENING TIME:** 10 min.

**Aim:** practicing introduced materials.

4. Tell students to discuss the following questions with their partners in turn:

What kind of skills do you need to have in your profession ? Why?

**Possible answers:** I want to be a bank manager. So I need to have good communication and writing skills because I must answer the different letters of customers. I also need to be good at listening to be able to sorts of people when a customer is asking for a large loan.

Elicit answers in a whole class discussion. Encourage students to speak.

**Grammar Time:** 15 min.

**Aim:** introducing the usage of need to do and need doing

Draw students' attention to the grammar spot. Give some to look through. Then elicit comprehension questions. For example: What does 'the flowers need watering' mean? 'The blackboard needs cleaning.' Again elicit answers. Conclude that need doing means somebody has to do that work. In the first sentence flowers cannot water themselves, somebody should do it. In the second example need to do something means that it is necessary for the doer to do that work.

1. Ask students to complete the sentences with the correct form o verbs in brackets.

**Answers:**

1. I was very tired. I need to have a rest for a while.

2. She cannot look after herself. She needs looking after.

3. The reasons need analysing.

4. The windows are dirty. They need cleaning.

5. I don't have good communication skill. I need to improve them.

**2. Divide class into A's and B's. A's should complete the Situation # 1 and B's should complete Situation #2.**

<b>Situation #1</b>	<b>Situation #2</b>
<p>A classmate of yours wants to pass IELTS exam but he/she is nervous about the oral interview. Give advice. <b>Verb suggestions:</b> need, advise, avoid, finish, practice, remember.</p>	<p>Give advice on (a) losing weight and (b) gaining confidence to make a good impression on people (for example "boss"). <b>Verb suggestions:</b> avoid, postpone, suggest, need, offer, want, plan</p>

**Possible answers:**

**Situation #1.** Tell him/her that she/he doesn't need to worry. She/he needs to practice, to remember the rules.

**Situation # 2.** People need to avoid eating too much food in order to lose weight. They need to follow a healthy diet.

**PRE-READING TIME:** 5 min.

**Aim:** focusing students' attention on the new topic.

1. Ask students to look at the photos and discuss the following question with their partners.

Why do we need skills? Skills - the key to getting a job.

**Possible answer:** Skills can make our life easier. You are successful if you have the skills your job requires.

**WHILE-READING TIME:** 15 min.

**Aim:** reading for specific information.

2. Ask students to read the text individually and fill in the blanks with given suggestions.

**Ways to develop skills.**

**Do you want to develop your skills? Exactly what skills do you want to?**

After giving answers to these questions you need to find the ways to develop your particular skill. Tips you are given below help you to find your way. You could also use these as evidence in an application for a job to show you had these skills. For example, if you want to improve your writing skills, try to write essays, dissertations, project reports, articles for the student newspaper or a report for a course placement. However, for speaking skills you can join a college drama group, take part in public speaking or debating or in seminars. Working as a receptionist in a vacation job or being student radio presenter also help for developing your speaking skills. But if you are shy and don't like new environment, you must try to work part-time while studying or changing courses quickly, because you need adaptability skill. Changing people around helps you to gain this skill. Now you're saying that you are not shy but always passive. Don't worry; in this case you don't have leadership skills. You can improve this skill by leading a group project, captaining a sports team or being a group representative in any events. It is not easy to be a leader or to be a good speaker, but if you try hard you can gain any skill you want to have.

**Answers:**

<b>Skills</b>	<b>Ways to develop</b>
<b>writing</b>	try to write essays, dissertations, project reports, articles for the student newspaper or a report for a course placement
<b>speaking</b>	join a college drama group, take part in public speaking or debating or in seminar, work as a receptionist in a vacation job or be student radio presenter
<b>adaptability</b>	make new friends, change people around yourself

<b>leadership</b>	lead a group project, be a captain of a sports team or be a group representative in any events
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Let students compare their answers with their partners.

**POST-READING TIME:** 10 min.

**Aim:** practicing introduced materials.

**4. Tell students to discuss these questions in small groups.**

1. How many skills mentioned above? Do you find it useful for yourself?
2. Do you have any other suggestions for the improvement of the skills above?
3. What kind of skills do you need in your job? Do you have these skills?

Students' own answers.

**5. Homework:** Ask students to complete the table given below. Tell them to write the plan how to develop their skills for their job.

### 3.2 Lesson Plan 2

**Theme: Study with others. (Time 90 min)**

**Objectives: By the end of the lesson students will be able to:**

- Listen for gist and listen for detailed information.
- Use going to in meaningful situations.
- Enlarge the lexical resource with jobs.

**Skills to be emphasized:** Listening, speaking, reading, writing

**Target structure:** pronouns *all, every*.

**Target vocabulary:** together, champion, limitations, voice, different, dream, figure out (v), fun.

**Materials:** photos, a tape, textbooks.

**Starter: 10 min.****Aim:** involving students and arouse their interest.

- Ask students to work in pairs and discuss the photos.
- Draw their attention to the questions and discuss them in pairs. Set the time (approximately 1-2 minutes). Elicit the opinions.



1) *Why do people study in together?*

2) *What do people have in common when they study together?*

3) *Does result of the project depend on each member?*

- **Possible answers:** Mostly people have to study or work with other people. When they study together they learn the same subject by the same teachers. When people work together each person has their certain function. For this reason it is important for all the members to collaborate and be a whole team.

**Pre-listening Time: 10 min.****Aim:** pre-teaching new vocabulary.

2. Have students work in small groups of four and find the correct definition to the words. Ask students to work in pairs and match the words with the definitions. Remind them to use dictionary where necessary. Set the time. Elicit the answers in whole class discussion.

**2. Match words 1-9 with definitions a-i.**

- 1) together
- 2) champion
- 3) limitations
- 4) voice
- 5) different
- 6) dream(s)
- 7) figure out
- 8) fun

- a) a person who has defeated all others in a competition
- b) something you wish for; what you see when you are asleep
- c) to do something with someone or a group of people
- i) the natural and distinctive tone of the speech sounds
- e) think about and then understand something
- f) a source of enjoyment, amusement
- g) something that stops someone/something getting better or bigger
- h) not the same

➤ **Answers :** 1-c 2-d 3-g 4-I 5-e 6-b 7-f 8-h 9-a

**While-listening Time: 10 min.**

**Aim:** listening for specific information.

Tell students they are going to listen to the song. Have them listen to and fill in the gaps individually. Ask students to compare their answers in pairs. Conduct a whole class discussion checking the answers.

*Together, together, together, 1 \_\_\_\_\_*

*Together, together, come on lets have some fun*

*Together, were there for each other every tim*

*Together, together come on let's do this right*

*Here and now it's time for celebration*

*To finally figure it out*

*That all our dreams have no 2 \_\_\_\_\_*

*That's what it's all about*

*Everyone is special in their own way*

*We make each other 3 \_\_\_\_\_*

*Were not the same*

*Were 4 \_\_\_\_\_ in a good way*

*Together's where we belong*

*Chorus:*

*We're all in this 5 \_\_\_\_\_*

*Once we know*

*That we are*

*We're all stars*

*And we see that*

*We're all in this together*

*And it shows*

*When we stand*

*Hand in 6 \_\_\_\_\_*

*Make our dreams come true*

*Together, together, together everyone*

*Together, together, come on lets have some7 \_\_\_\_\_*

*Together, were there for each other every time*

*Together, together come on let's do this right*

*We're all here*

*And speaking out in one 8 \_\_\_\_\_*

*Were going to rock the house*

*The party's on now everybody make some noise*

*Come on scream and shout*

*We've arrived because we 9 \_\_\_\_\_ together*

*Stuck one and all*

*Chorus.*

**Post-listening Time: 10 min.**

**Aim:** practicing learned vocabulary.

You may wish to rearrange pairs. Tell students to work in pairs and discuss the questions. Elicit the answers.

a) This song is about students' problems.

b) This song is about students' friendship.

This song is about students' exams.

**Students' own answers.****Grammar Time: 5 min.**

**Aim:** teaching the usage of pronouns *-all, every*.

Ask students to look through the grammar spot. Ask comprehension questions: Is noun singular or plural after the pronoun-*every*? *What about all*? *Is the verb singular or plural after all*? *What about every*? Tell students to find the word *every* from the text of the song. Ask what it means (every time – all the time). You may wish to ask more examples.

**Ask students to complete the following sentences independently.**

➤ **Answers:**

1. *All/Every* child needs love.
2. I have written to *all/every* my friends.
3. I have written to *all/every* friend I have.
4. *All/every* my family work in education.
5. Not *all/every* birds can sing.
6. *All/Every* person made his or her own travel arrangements.
7. I see her *all/every* few days.
8. There is a meeting *all/every* six weeks.
9. I have cleaned *all/every* the rooms except the bathroom.
10. You don't see tigers *all/every* day.

Tell students to check their answers in pairs. Then check in a whole class discussion.

**Pre-reading Time: 5 min.**

**Aim:** preparing students to reading task.

1. Ask students to work in small groups. Tell them to look at the picture and read all words in the box. They should circle all words which are suitable for a group work, draw symbols for these words in their note-book. Monitor and help where necessary. Elicit the answers.

➤ **Possible answers:** *well-formed project member slackers a head share schedule time plan meeting*

**While- reading Time: 15 min.**

**Aim:** reading for the specific information.

Ask students to look through the text. Encourage them to remember as much details as possible. Set the time (approximately 1 min). After a minute tell students to close their books. Divide them into two groups. Each group should present one piece of information. While they are presenting their answers divide the board into two parts and write some key words of their answers in order to avoid repetition .The group with the most pieces of information becomes the winner.

**Organising a Study Group**

Study groups can take on many different forms. You can organize a study group with students from your class or you might also try participating in an online or virtual study group.

A well-formed study group can ease the stress of homework and class projects, but a poorly formed group can quickly become a frustration and a waste of time. Here are some tips that can help you get the most out of your study group:

- Make sure that the size of your study group is appropriate. You don't want to have too many people, but you want to have enough so that if one member can't make it, you can still carry on.
- Choose people who will be committed to the group. Avoid slackers.
- If possible, choose one person to head the study group or make arrangements to share/rotate duties.
- Set meeting times that are conducive to everyone's schedule.
- Decide how long each study group meeting will run and set a starting and ending time.
- Create a plan at the beginning of each meeting. This will keep your study group focused.

**Post- reading Time: 15 min.**

**Aim:** practicing learned words.

Ask students to work in pairs and discuss the questions. Students should report each others' answers:

Student A: Student B said that he/she liked team building tips because.....

- a) What do you need for a team building?
- b) Is it important to choose a head of the group? Why?
- c) Is it interesting to study in a group? Why yes? Why no?
- d) Why should you avoid slackers?
- e) Do you like these team building tips? Why?

**Students' own answers.**

3. Tell students to work in pairs and to make a list of advantages and disadvantages of working in a group. Discuss in a whole class discussion.

➤ **Possible answers:**

<b>Advantages</b>	<b>Disadvantages</b>
<i>funny, interesting, save time, ...</i>	<i>noisy, waste time, interruptions, ...</i>

**Home assignment**

Ask students to prepare a poster on the tips of good group working

### **3.3 Lesson Plan 3**

**Topic:** Food

**Level:** intermediate to upper-intermediate

**Objectives:**

- to develop students' listening skills and related sub-skills;
- to give students opportunity to talk on theme food.
- to introduce students with food types: healthy food and junk food.

**Time:** 90 min

**Materials:** Handouts, CD, CD player, blackboard

Listening podcast on topic "Food" by Julie Bray taken from

<http://www.britishcouncil.org/learnenglish-podcasts-themes.htm>

**Lead-in****Objectives:**

- to check students' background knowledge about healthy and junk food types;

**Time:** 10 min**Materials:** Blackboard**► Procedure**

- Write the saying "You are what you eat." on the blackboard. Draw students attention to the saying and ask them what does the saying mean.
- ☺ ☺ (3 min) Ask students to work in pairs and discuss the meaning of the saying.
- ☺ (7 min) Invite students to share their opinions.

**Activity 1. Pre-Listening 1****Objectives:**

- to pre-teach vocabulary items used in the recording.

**Time:** 10 min**Materials:** Handout 1**► Procedure**

- ☺ ☺ (5 min) Distribute handout 1 to students and tell that several food types are described in the handout 1. Tell them with partners to find the names of the foods in the pictures from their dictionaries and divide the pictures into columns Healthy Food (A) Junk Food (B). Elicit answers from students and write the answers on the blackboard.
- Ask students to describe each type of food and comment whether they like them or not.
- **Suggested answers:**

<b>A- Healthy Food</b>	<b>B-Junk Food</b>
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Fruits	hamburger (fast food)
Milk	rollton (fast food)
Juice	Cola
Fish	Chocolate
Vegetables	cookies (biscuits)

### **Activity 2. Pre-Listening 2**

#### **Objective:**

- to prepare students for the listening activity.
- to raise students motivation towards listening activity.

**Time:** 15 min.

**Materials:** Handout 2

#### **► Procedure**

- ☺ ☺ (5 min) Distribute handout 2 to students and tell that in handout 2 there are some statements about healthy and junk food taken from the recording. Tell students to decide with their partners whether the statements are true (T) or false (F) and tick on their handouts.
- ☺ (10 min) Ask students to comment on their answers and give reasons for their decisions.

### **Activity 3. While Listening 1**

#### **Objective:**

- to give students an opportunity to practice listening for specific information;
- to check the answers of students for the pre-listening activity.

**Time:** 5 min.

**Materials:** Handout 2, CD

#### **► Procedure**

- ☺ (5 min) Tell students to listen to the recording carefully and check their answers on handout 2. After the recording stops elicit answers from students and suggest the correct answers.

**Answers:** 1-T, 2-F, 3-F, 4-F, 5-T, 6-F

#### **Activity 4. While Listening 2**

##### **Objective:**

- to give students an opportunity to practice listening for specific information.

**Time:** 12 min

**Materials:** Handout 3, CD

##### **► Procedure:**

- ☺ (5 min) Distribute handout 3 to students. Tell students to listen to the recording carefully again and match the beginning of the phrases with their endings on handout 3.
- ☺ ☺ ☺ (2 min) After the recording stops elicit answers from students and suggest the correct answers.
- Play the recording again and ask students to find the answers from listening.

**Answers:** 1-g, 2-a, 3-c, 4-f, 5-e, 6-d, 7-b

#### **Activity 5. While Listening 3**

##### **Objective:**

- to enable students to practice listening for specific information.

**Time:** 5 min

**Materials:** CD

##### **► Procedure:**

- ☺ (5 min) Tell students to listen to the recording and take notes from the recording. Tell that they can take notes about key words, topic sentences and other things they find interesting.

### **Activity 6. Post Listening**

#### **Objective:**

- to check students' understanding of the recording.

**Time:** 10 min

**Materials:** Handout 4

#### **► Procedure:**

- ☺ (5 min) Distribute handout 4 to students. Tell students to do the multiple choice test according to the recording.
- ☺ ☺ ☺ (5 min) After 4 minutes stop the students and elicit answers from students and suggest the correct answers.

**Answers:** 1. b); 2. a); 3. c); 4. b); 5. a); 6. b); 7. b)

### **Activity 7. Post Listening 1**

#### **Objective:**

- to check students' understanding of the recording;
- to give students an opportunity to hold a discussion on theme food.

**Time:** 20 min

**Materials:** none

#### **► Procedure:**

- ☺ ☺ ☺ (6 min) Divide students into 2 groups and tell the groups to prepare questions based on the recording using their notes taken during activity 4. Establish that the questions may not be related to the listening recording but they must be related to the theme food.

- ☺ ☺ ☺ (14 min) After 6 minutes stop the groups and tell them to give their questions in turn to opposite groups. Elicit answers from every student.

### **Summary and home assignment**

- (3 min) Say that this lesson was dedicated to the theme food and they all together learned what are the benefits of healthy food and harms of junk food. Establish that people always must be aware of what and how they eat in order to stay healthy.
- Say students that at home they must prepare a short essay on the benefits of healthy food.

## CONCLUSION

Finally, in this qualification work we discussed the role and the importance of authentic materials as well as the teacher's role in choosing the right materials. Other vital points were the advantages and disadvantages of authentic materials for students' motivation and participation. Here, as important factors, instructors should consider how suitable the content of given task for students. It is also the instructor's responsibility to choose exploitability high materials, and presentation of authentic texts is another point that should grab the student's attention in the second language classroom.

In the end, teachers must weigh up the benefits and costs of designing their own teaching materials and make their own decision as to whether it is worth the time and effort. As Harmer puts it, "The good DIY teacher, with time on his or her hands, with unlimited resources, and the confidence to marshal those resources into a clear and coherent language program, is probably about as good as it gets for the average language learner". Inevitably there will be numerous constraints on any materials designer and compromises will be necessary. Materials that satisfy the guidelines proposed, though, could make the difference between a class of diverse learners in an excited "state of 'expectancy' rather than 'expectation'".

In the theoretical part of the work the author presents various definitions of authentic texts, their types and stresses their advantages for ELT. After that, she compares different concepts of authenticity by Wallace, Widdowson etc., whose notions led the author to the formulation of the second goal. Furthermore, the author introduces the principles of the reading process and describes various reading skills and strategies that she has applied in her lessons, especially reading for detail. At this point author the presents also the typologies of reading activities that

were very influential concerning her choice of tasks, most of all Mishan's Cross-referenced task typologies by communicative purpose. In the last theoretical chapter some basic rules are introduced for teaching adult learners, mostly adults' advantages that the author took into consideration when designing sequences of activities.

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 & Morely, authentic materials help to motivate learners learn the language by making them feel they are learning the 'real' language. In addition, Hyland states that one of the most important advantages of using authentic materials, is that it increases 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 classrooms, outweigh the disadvantages, and they are still a vital approach which should be adopted by EFL teachers, in order to support their learners' language learning process, as proven by a number of researchers such as. Furthermore, the results of the study carried out by Baniabdelrahman prove that using authentic materials in teaching English to EFL learners is "more effective than using non-authentic materials". The latter is and will surely be the researchers' conviction of the vital role that such authentic materials have, and will play for an effective, practical learning process that must happen in every teachers' classroom.

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