

## The effect of authentic material on the cultural awareness and motivation of Jordanian EFL learners

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*Language textbooks used in public Jordanian schools are grammar oriented and give little weight to communicative competence. That's why many language teachers opt for utilizing authentic materials reflecting the various aspects of the target culture that serve to engage students in life-like situations. Thus, this study aims at investigating the effect of using authentic materials on Jordanian EFL learners' motivation and awareness of the English culture at (ISO) National Schools. An experimental group of tenth graders were taught by using authentic material like videos drawn from the target language culture and a variety of real life situations activities that expose them to the English culture. The new method addresses the speaking skill. A speaking pre-test and an attitude questionnaire were administered before the experiment to measure students' oral communication and their motivation to integrate into the foreign culture. At the end of the experiment, a post-test was conducted and the results were compared to the control group who were taught by the traditional method. Significant differences were found between the two groups in favour of the experimental one thanks to the utilization of authentic material drawn from the target culture which enhances students' oral communication skills. Thus, it is recommended that FL curricula should use this material to be skilfully implemented by classroom practitioners.*

Keywords: *authentic materials, cultural awareness, motivation.*

### 1. Statement of the problem

As a curriculum specialist, an EFL teacher and a practitioner for about 11 years in Jordan, I noticed that cultural awareness is mostly absent in the learning process of the English language at Jordanian schools. This leads to many defects in teaching English as a foreign language. Neff and Rucynski (2013, 12) stated that "it is not feasible to teach language without teaching culture as well".

Culture is interrelated with language learning, but little focus has been put on motivating its role in the English learning process. Teachers of English are mostly left with their own techniques in teaching the culture of the foreign language. Jordanian teachers are not aware of the target culture's essential role in facilitating learning L2. Most Jordanian schools focus on the teachers' linguistic competence only, the ability to use the English language, and understand its meanings and

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connotations in terms of the target language and culture is almost neglected. Moreover, the focus on how culture affects the comprehension of the English language due to the grammatical, syntactic, structural, and other differentiating characteristics in each linguistic paradigm is somehow absent.

The Jordanian text designers do not focus on the techniques and methods of teaching the culture of the foreign language in the curriculum, but their focus is on the materials and the topics, which are based on the linguistic and grammatical aspects instead. Language should not be taught apart from its social context because the text of the curriculum is incoherent if it is out the context or if the teacher does not create the context.

And the more students are aware of the target's language culture, the more they are involved and motivated to learn the target language effectively and enthusiastically which reflects on their communicative competence. Because of the problems and challenges presented above, the researcher decided to apply authentic materials that simulate the target language culture into the L2 teaching process and investigate to what extent are students' motivation and cultural awareness adherent to authenticated teaching materials in L2.

Furthermore, the researcher aimed at exploring the students' attitudes toward the application of this method.

## **2. Purpose and questions of the study**

This study aims at investigating the effect of using authentic materials on the (EFL) tenth graders' cultural awareness and motivation to learn L2 at (ISO) National schools, as well as exploring their attitudes toward it. More specifically the study addresses the following questions:

1. Are there any statistically significant differences ( $\alpha = 0.05$ ) in the mean scores of the tenth graders' L2 cultural awareness that can be attributed to the teaching method used (Authentic materials resources vs. conventional material resources)?
2. Are there any statistically significant differences ( $\alpha = 0.05$ ) in the mean scores of the tenth graders' L2 motivation to learn L2 that can be attributed to the teaching method used (Authentic materials resources vs. conventional material resources)?
3. What are the Tenth graders' attitudes towards learning a foreign language by applying authentic materials resources?

### 3. Research hypothesis

- Using authentic materials has no effect on students' cultural awareness and motivation to learn L2.
- Using authentic materials has a positive effect on students' cultural awareness and motivation to learn L2.

### 4. Significance of the study

The significance of the study originates from its potential to enable students to develop their target language cultural awareness and motivation to learn L2 through applying authentic materials, which can result in preventing the cultural differences that lead to misunderstanding, frustration, and committing social defects that cause communication to fail.

The significance of the study emerges from its implementation of different authentic teaching materials. These authentic materials seem to improve the outputs of learning L2. The implementation of authentic materials can achieve higher success and greater productivity in learning a foreign language by increasing the students' cultural awareness and motivation to learn the target language. One target of applying the authentic materials is to enable students to understand the target language culture by engaging them in realistic language situations exactly as it is used in real-life situations by native speakers to sense that real language communication is being learned.

Authentic materials are believed to be intrinsically more active, motivating, interesting and stimulating. Students love sharing their opinions about what they watch. Authentic videos and articles can be used not only to enrich students with the target language culture, but also to spark a conversation and strengthen their communication skills, as well as introduce, practice, or revise any aspect of language. They are a rich source of input and ideas that can be talked over in the lesson and therefore improve their English communication skills. The findings of this innovative approach might be useful for EFL teachers in teaching and learning English speaking and communication skill.

The results of this study also might be useful for curricula planners and designers so that they can use them in teaching speaking and communication skills when they plan English curricula and design their contents.

The value of this study stems from the revised information and results that can be used as guidance for other researchers in order to carry on similar investigations on the effectiveness of applying the authenticated materials in learning and teaching English language skills.

## 5. Definitions of terms

- **Authentic materials:** Jacobson et al. (2003,1) sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.
- **Communication skills:** The ability to communicate effectively is an essential skill and a competitive advantage for all second language learners. This course provides an overview of all four language competencies: listening, speaking, reading, and writing.
- **Cultural awareness:** The understanding that our own culture differs from one individual and group to the next, and specifically from our target language.
- **Motivation:** Motivation is a complex part of human psychology and behaviour that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task.

### 5.1. Review of the related literature

This section will deal with the theoretical background and empirical studies related to the field of the impact of authentic materials on the Tenth graders' cultural awareness and motivation to learn English language.

### 5.2. Theoretical background

Although the presence of cultural issues is recent in research, and forums of literature show that cultural elements have practically been included even from the early phase of SL/FL teaching. Sysoyev and Donelson (2002) claim that during the first decades of the 20 century researchers discussed the importance and possibilities of including cultural components into SL/FL curriculum.

This is supported by Allen's (1985, 138) summary on the trends of the early SL/FL teaching that "prior to the 1960s, the lines between language and culture were carefully drawn. The primary reason for second language study in the earlier part of this century was access to the great literary masterpieces of civilization". In line with this, Flewelling (1993, 339) clarifies that in the sixties students, through reading, learned the civilization associated with the target language".

In the 1990s, the cultural syllabus has been supported by research and its importance was reaffirmed in Stern's (1992) book. Recent studies and writings such as those of Byram (1994; 1997a; 1997b) and Kramsch (1993; 2001) strengthened the seamless relationship of ESL/EFL teaching and target culture teaching. What is more, growth of English as an international language causes the inclusion of culture in EFL curriculum unavoidable.

Using the authentic materials in EFL classes started in the 1970s to enhance students' motivation to learn L2 and introduce students to the L2 culture confidently through mastering the communication skills, teachers started using them in as a result of the spread of the Communicative Language Teaching Approach.

Martinez (2002) defined the authentic materials as the materials that are prepared for the native exclusively away from the use of teaching purposes. Kilickaya (2004) also defined authentic material as the "exposure to real language and use in its own community". Exposure to real-life situations during the teaching process means being familiarized with the L2 culture.

Nowadays, preparing students for real life situations is a must and teachers are really concerned about this issue, especially in EFL classes. Therefore, Jordanian teachers need to adopt effective teaching materials, in order to help their students, reach good English communication skills in real-life situation. Bacon and Finnemann (1990, 459), claim that teachers should "find ways and means of exploiting authentic materials in classroom instructions". Many researchers state that students can apply English language sufficiently only if they are exposed to the language, exactly as it is used in real life situations by native speakers.

Nuttall (1996) argues that "authentic texts can be motivating because they are proof that the language is used for real-life purpose by real people". Widdowson (1990) and Harmer (2001) use the terms *authentic* and *non-authentic* to differentiate between the two, but the focal point is not in the language materials themselves but rather on their outcomes and their effectiveness. These can be measured only by the learners' observable and measurable performances. Nunan (1988) mentioned in Widdowson (1990), agrees that exposing learners to authentic materials is indispensable, because of the rich language input they provide. Exposing students to such language forms will enable them to cope with genuine interaction with native speakers inside and outside the classroom.

Many researchers claim that when authentic materials are used during the teaching process, students will have a sense that the real language communication is being learnt, as opposed to the classroom language itself. In opposition to the design of the English curricula, authentic materials are intrinsically more active, motivating, interesting and stimulating (Lee 1995; Little, Devitt and Singleton 1988; Peacock 1997; Shei 2001).

Authentic videos are one of the most desirable and motivating ways to acquire English language. It is defined as authentic television programming taped off-air and used with permission for the educational purposes. It provides student viewers with an abundance of target language samples, used in context by native speakers.

Researchers have long reported that authentic video is beneficial in providing natural, content and rich samples of the target language as stated by (Bacon and Finnemann 1990; Liontas 1992). This reflects the current linguistic changes more effectively than the printed sources as claimed by (Richardson and Scinicariello 1989). It is also proved that authentic videos have also been shown to be motivating (Beeching 1982; Terrell 1993) and filled with “sensory impact” as stated by (Wen 1989, 246), all these are considered effective factors that aid comprehension. Video, by nature, is filled with valuable extra linguistic clues. Researchers like (Snyder and Colon 1988) proved that students’ comprehension and retention of lexical items has increasingly improved through the exposure of the visual stimuli, especially when coupled with an audio component. Furthermore, exposure to video programming has been shown to result in a significant increase in student viewers’ listening comprehension in cases when they have had contact with both commercially prepared video programs.

Politzer, as cited in Brooks (1960, 85-86), claims that: “As language teachers, we must be interested in the study of culture not because we necessarily want to teach the culture of the other country, but because we have to teach it. If we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning; for unless he is warned, unless he receives cultural instruction, he will associate American concepts or objects with the foreign symbols”.

This can be achieved when including as many authentic materials as possible in the students’ learning process. In general, authentic materials provide many advantages and promote something new, challenging, and interesting in the teaching-learning process. This can build students’ motivation in L2 learning and bring them closer to the target language culture, therefore this will result in making the overall learning process more enjoyable and thus, motivating. The literature reviews above led the researchers to the conclusion that the most advanced instructional techniques should provide a way to overcome insufficient access and inadequate exposure to native speakers and the cultures of the English language.

Previous research has shown that when the instructional methodology stresses authentic and interactive engagement using interactive Internet technology, it builds confidence and produces increases in student knowledge about the target culture; and also that student centred, active learning, using technology for cross-cultural interactions, contributes to improvement in the English proficiency level of learners (Wu and Marek 2010). Specifically, “live” videoconferences with native speakers, both scheduled and ad hoc via social media, have been shown in many studies to be effective in improving the motivation, confidence and ability of EFL students (Juell, Brekke, Vetter and

Wasson 1996; Ko 2012; Liaw and Master 2010; O'Dowd 2005; Ramirez 1998; Saw Majid, Abdul Ghani, Atan, Idrus, Rahman and Tan 2008; Smyth 2011; Whyte 2011).

Without careful consideration of the instructional design, however, CMC for language instruction may end up being online lectures without providing any significant interaction. As a result, students could tend to be passive, as if they were watching television (Gillies 2008).

This project, therefore, adapted and expanded an instructional design already used over several semesters by the researchers, employing videoconferences to connect foreign language students with native speakers (Marek 2008; Wu and Marek 2007; Wu and Marek 2008; Wu and Marek 2009). Previously, the authors had only examined student perceptions of changes in motivation, confidence, and ability stemming from the instructional design, but in this semester, the researchers performed independent analysis of changes in the students' ability and cultural knowledge.

### **5.3. Empirical studies**

Thanajaro (2000) conducted a study concerning the use of authentic materials to develop listening comprehension in the English as a Second Language (ESL) classroom through analysis of the class observation and interviews with students. The results indicated that the use of authentic materials in ESL classrooms provided a positive effect on ESL student's motivation to learn the language and increased their willingness to learn L2.

Otte (2006) studied the effect of aural authentic texts on listening comprehension skills of a number of students involved in a study at one of the universities in USA. He noticed that authentic materials strengthen the students' listening comprehension skills and their motivation to learn L2. As stated by Rivers (1981), movies and series could be used as the medium of study of the culture for the development of cultural awareness. The study conducted by Herron, Cole, Corrie, and Dubreil (1999) showed that students really achieved significant gains in overall cultural knowledge after watching authentic videos from the target culture. This also affected their motivation to learn L2. Maneekul (2002) also achieved a study on using authentic material and tasks to develop listening skill for undergraduate students majoring in English. The results revealed that students' listening skill increased to a higher level when using authentic materials and tasks after watching native speakers' video programs.

Videos significantly increase oral comprehension, stimulate student interaction and communication with other classmates, promote cross cultural awareness and are adaptable for use with students at any English language proficiency level as stated by

Rice (1993). Tomalin (1992) states that "video communicates meaning better than any other media" The usefulness of this technology is almost universally and globally recognized many proponents of using video for EFL teaching maintain that it can be successfully used for teaching culture and agree that videos stimulate students to acquire the target culture as well as language.

Some other studies have also investigated the effect of authentic materials on reading skills. For example, Marzban and Davaji (2015), as well as Namaziandost et al. (2021), found out in their analysis of the reading performance of Iranian English learners that authentic texts positively affect learners' reading comprehension and their motivation. Namaziandost et al. (2021, 10) even found out that reading authentic texts increased learners' motivation "to the extent that they were willing to share their acquired knowledge with other people" and that these materials were effective in improving learners' "reading fluency and reading ability".

In the same vein, Belet Bo-yacı and Güner (2018) report that authentic materials had a positive effect on learners attending Turkish language courses in Turkey; specifically, authentic materials increased learners' reading and writing skills and their overall motivation. Some empirical studies conducted by Thanajaro (2000) and Otte (2006), concluded that authentic materials have a positive effect on learners' motivation and encourage them to learn better. Berardo (2006) experienced using authentic materials and notices that they contributed to increasing his learners' motivation and he himself, likes using them. Sherman (2003) mentions that the importance of authentic materials resides in the fact that "it is a window into culture".

Finally, Garcia (1991) claims that using authentic reading materials helps to improve the learners' cultural awareness. To conclude, it is obvious from the previously mentioned arguments that authentic materials have a positive contribution in the field of language teaching and learning. Hence, it merits to be adopted by language teachers to enhance their learners' learning progress. When teachers decide to use authentic materials in the classroom, they "need to have a clear pedagogic goal in mind: what precisely they want students to learn from these materials." (Senior 2005, 71) One more point to be stated here is that learners will learn better and benefit from the use of authentic materials if they get sufficient support from teachers.

#### **5.4. Participants in the study**

Participants of the study consist of 40 students in the tenth grade enrolled at ISO National Schools for the 2021-2022 academic year. They were from the same educational and cultural backgrounds. They were grouped into two sections; one serves as an experimental group while the other is a control one. The experimental



group (20) were taught using authentic materials for over 9 sessions, while the control group was taught by the conventional method which is almost devoid of material drawn from the target culture.

### **5.5. Instruments of the study**

The two instruments below are used to assess the students' attitudes, cultural awareness, and motivation to learn English language by using authentic materials:

- a. A questionnaire developed by the researcher to measure their attitudes, motivation and cultural awareness toward learning English, it consists of three major domains distributed as follow: 5 items for the students' beliefs in relation to the use of authentic materials during English classes and their cultural awareness in L2. 5 items for the learner's feeling in relation to the use of authentic materials during the English classes and their cultural awareness and 5 items about the students' preferences in relation to the use of the authentic materials during the English classes and their cultural awareness. (See Appendix)
- b. The cultural awareness rubric which is used in assessing the students' speaking performance. (See Appendix)

## **6. Methodology**

### **6.1. The study design**

To obtain the needed data, a quasi-experimental design was applied whereby the two sections are divided into experimental and control. Both groups were pre-tested using the cultural awareness rubric and the attitude questionnaire. Then, the experimental group was taught by the authentic materials-based method, while the control one was taught by the conventional method. Both sections were pre-and post-tested using the same attitude questionnaire. Yet the cultural awareness rubric was used as a post-test for the experimental group only.

### **6.2. Variables of the study**

There was one independent variable and two dependent variables. The independent variable is the effect of authentic material on the subjects' cultural awareness and motivation, whereas the two dependent variables include cultural awareness and motivation.

### 6.3. Limitations of the study

The findings of the study are limited to a sample of only 40 tenth grade students in one school, ISO during the academic year 2021-2022. Another limitation is that the experiment lasted for nine sessions of tenth grade students.

### 7. Results of the study

The quantitative analysis was carried out on the obtained data by using the SPSS (Statistical Package for the Social Science). All descriptive statistics were done for all the study dependent and independent variables. This included calculating the means and the standard deviations for both groups (i.e., experimental and control). To obtain answers for the first study question, ANCOVA test was used to show the statistical differences in the total mean scores between the two groups with regard to the teaching method (i.e., Authentic Materials Application vs. conventional).

Cronbach's Alpha was used to check the reliability of the questionnaire. Based on table (1) the Cronbach's Alpha value .884 (>.65) shows that the questionnaire is a highly reliable instrument.

#### Reliability Statistics

Reliability of the Questionnaire

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded <sup>a</sup>	0	.0
	Total	5	100.0

Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.781	15

#### Reliability Statistics

Cronbach's Alpha	N of Items
.884	16

**Results related to “Dimension 1: My beliefs about L2 classes”**

Field1	Group	N	Pre-test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Q1	experimental	20	2.60	1.23	4.50	0.60
	control	20	2.55	.944	2.55	.944
Q2	experimental	20	3.20	.767	4.80	0.41
	control	20	3.40	.680	3.40	.680
Q3	experimental	20	3.26	.733	4.35	0.67
	control	20	3.16	.688	3.16	.688
Q4	experimental	20	2.35	1.08	4.50	0.51
	control	20	2.35	.981	2.35	.981
Q5	experimental	<b>20</b>	<b>3.30</b>	<b>.923</b>	<b>4.30</b>	<b>0.73</b>
	control	<b>20</b>	<b>3.40</b>	<b>1.09</b>	<b>3.40</b>	<b>1.09</b>

**Table 1.** The means and standard deviations of the pre and post’s questionnaire for dimension 1: My beliefs about L2 classes due to the teaching method used (authentic vs. conventional)

Table 1 reveals that there are differences in the students' means and standard deviation of their belief concerning the interrelatedness between language and culture.

**Results related to “Dimension 2: My preferences about L2 classes”**

Field 2	Group	N	Pre test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Q6	experimental	20	3.45	.944	4.75	.638
	control	20	3.65	.745	3.50	1.00
Q7	experimental	20	4.40	.753	4.90	.307
	control	20	4.25	.786	3.65	1.34
Q8	experimental	20	3.60	1.04	4.70	.656
	control	20	3.85	.933	3.85	.933
Q9	experimental	20	2.45	.680	4.55	.887
	control	20	4.10	1.11	4.25	.228
Q10	experimental	20	2.90	1.02	2.15	.812
	control	20	3.00	.977	3.00	.251

**Table 2.** The difference in the means and standard deviation of the student’s attitude before and after applying the authentic material in dimension 2 My preferences about L2 classes

Table 2 above reveals the statistically significant differences among the students' mean scores in their preferences of the teaching method used. Table 3 shows the differences in the means and standard deviation in the students' feelings towards English language uses in field 3: My feelings about L2 classes.

**Results related to "Dimension 3: My feelings about L2 classes."**

Field 3	Group	N	Pre-test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Q11	experimental	20	2.15	.933	2.70	1.26
	control	20	2.30	1.08	2.10	1.11
Q12	experimental	20	4.10	.911	2.50	1.41
	control	20	4.00	.917	3.94	.887
Q13	experimental	20	3.40	.502	4.25	.716
	control	20	3.45	.510	3.45	.510
Q14	experimental	20	3.56	.704	4.40	.680
	control	20	3.75	.850	3.45	.825
Q15	experimental	20	2.35	1.08	4.50	0.51
	control	20	2.35	.981	2.35	.981

**Table 3.** The difference in the means and standard deviation of the student's attitude before and after applying the authentic material in dimension 3

## 8. Discussion

As stated earlier, this piece of work addresses itself to the effect of Authentic materials depicting some cultural aspects of the English community on student's awareness of that culture.

As indicated in the table below, the mean scores of the experimental group in the pre-test that addresses the subject awareness of the inseparability of language and culture is (2.60) whereas it went up to (4.50) in the post-test, which means as is clear that it almost doubled. This could be definitely attributed to how being immersed in the target cultural milieu can significantly contribute into enriching the students' awareness of how cultural knowledge enriches their language performance.

Conversely enough, the mean scores of the control group are almost the same in the pre- and the post-test which suggests that the low awareness of this variable on the part of the students could be explained in light of the absence of

authentic material in the teaching-learning content. Likewise, the authentic material is always produced within real contexts. Contextualized learning input is definitely meaningful and thus is learnable. This is revealed in the mean scores of the experimental group in both tests as it is in the pre-test (3.20) which goes up to (4.80), a very notable increase related to the effect of presenting language elements within context.

Furthermore, item number four handles the actual status of the current English language curricula in terms of including cultural content material. The results show that students exhibit a notable degree of awareness that the current teaching material is not rich enough in terms of exposing learners to the language culture as indicated in the pre- and post-test scores, (3.26) in the former, while it is (4.35) in the latter. Believing whether learning a foreign language is easy or otherwise seems to be significantly related to the richness of the teaching material in terms of incorporating many authentic resources. This has been voiced out by the subjects of the study since their post-test score (4.50) compared with the pre-test score which is almost half of it (2.35). This is further evidenced by the students' reaction to how movies can make the foreign learning process be enjoyable and appealing, since the post-test score (4.40) which clarifies the learners' attitude in this regard, while it was (3.30).

As far as the learners' preferences related to the content input are concerned, the findings reveal that they favour texts that address topics that fall within their personal interests. This is quite obvious in their responses in the post-test, since the mean score (4.75) was notably high in preferring texts that are presented informally in magazines rather than those displayed in formal forms in school textbooks.

This result further suggests that a serious demerit in the government of the English language curricula is related to weakness in considering the students' non-academic daily experiences. In this vein, the post-test results emphasize the students' willingness to internalize the target culture patterns of communication. This is explicitly expressed by the majority of the sample as to imitating how the native speakers use the language naturally to interact with each other.

Besides, this positive attitude is reiterated by their notably positive responses to how their teachers employ the new instructional techniques that heavily relies on including authentic material derived from the foreign culture. To add more within this particular context, the learners showed an apparent reference of acquiring the expressions and speech styles used by native speakers, which is difficult to present, but within the authentic material drawn from the target language.

Surprisingly enough, the subjects of the study seem to have not freed themselves from the heavy reliance on the mother tongue in translating the English expressions and idioms presented in the authentic material, that's why the mean score has not changed almost at all in response to the related item. This is due to the traditional teaching techniques reinforced by the present curricula and employed by their instructors.

As for how comfortable they are with deductive teaching of grammar rules, the related score in the post-test shows a sharp drop because there is a notable shift of concern towards oral proficiency rather than rule memorization.

A closely related finding focusing on whether students get embarrassed to get in touch with native speakers, the training they have received through authentic material seems to have lessened this kind of fear, since the prescore (3.40) has gone up to (4.24).

The overcoming of this fear increases the students' valuing of the target culture.

As for the findings related to the ethnographic interview, the table below shows significant differences between the subjects' oral performance concerning cultural awareness.

Field3	Group	N	Pre-test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Q1	experimental	20	1.95	0.9445	3.15	0.8751
	control	20	2.00	0.8584	2.00	0.8584
Q2	experimental	20	1.80	0.8335	3.05	0.8870
	control	20	2.00	1.0213	2.00	1.021
Q3	experimental	20	1.95	0.9987		0.7864
	control	20	2.35	1.0892	2.35	1.089
Q4	experimental	20	1.90	0.8522		0.6605
	control	20	2.00	0.7451	2.00	0.745

**Table 4.** The Cultural Awareness Ethnographic Interview Results for the control group compared to the experimental group pre and post the study

The results of the ethnographic Interview rubric emphasize the role of authentic material as a major strategy in fostering cross-cultural understanding.



**Figure 1.** An enthusiastic student engaged in a realistic fiction role-play activity for the play “The Emperor’s New Clothes”, while the rest of the students are watching her attentively.



**Figure 2.** A student in the experimental group presenting his opinion in English about a movie he watched related to the target language culture.

There was a significant improvement in the overall students’ motivation to speak English and their cultural awareness as shown in the pictures provided.

## 9. Conclusion

As it has been shown, the study addresses the impact of authentic material on the students’ cultural awareness and motivation towards learning English language.

The results of the study emphasize the fact that for students to acquire oral proficiency, they have to be exposed to the multifaceted aspects of the target culture. Moreover, acquisition and learning of the target language is mostly impossible without knowing about the target culture, so foreign learners should be familiarized with the target culture. Besides, as the cultural awareness of foreign learners increases, it helps them develop critical thinking within the target language. This eventually guards them against the similarities and differences between the foreign culture norms and those of their own.

Once foreign learners are actually conscious enough, they are likely to overcome the problems of fear, anxiety, lack of self-confidence, cultural resistance, and low performance.

It is worth mentioning that the increase of the experimental group’s cultural awareness and motivation to learn English could be attributed to the intelligible authentic material used in the experiment which includes authentic material used

in the experiments that teems with authentic language materials that are texts, audio and video materials similar to those that might be designed for native language speakers.

Authentic material is believed by specialists in the field to bring creativity to the classroom as they allow language teachers to become more creative in the materials they use in the classroom, bring the language to life, inspire and motivate their students.

Besides, they help the students develop a relationship with the language. Using these real life-language materials can also help EFL students to form a meaningful connection with the language and relate better to the content, supporting the entire learning experience.

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(Appendix1)

**Pre-Questionnaire for Tenth Grade students**

Dear students, you are kindly invited to be a part of this questionnaire that is mainly designed to explore your attitudes towards the use of authentic materials in raising your cultural awareness and motivation to learn English language.

#	Items	Strongly agree	agree	Neu- tral	Dis- agree	Strongly disagree
<b>Field1:My beliefs about L2 classes</b>						
1	I believe that language is culture.					
2	I understand English language when I practice it in a real context.					
3	I believe that there is a difference between how our English textbooks introduces English language and how it is presented by authentic materials.					
4	I believe that learning English is easy.					
5	I believe that watching English movies improves my language communication skills more than learning only from textbooks.					
<b>Field 2: My preferences about L2 classes</b>						
6	I prefer reading English magazines than reading passages in the textbook.					
7	I like to imitate English native speakers when they speak.					
8	I like the way my teacher teaches me English.					
9	I prefer using the expressions and speech styles presented by native speakers of English when I communicate in English.					
10	I prefer watching movies with subtitles because I find it hard to understand the English movie without them.					
<b>Field 3: My feelings about L2 classes</b>						
11	I feel curious to know more about Foreign cultures.					
12	I feel comfortable when I apply the grammar rules in the original context.					
13	I feel embarrassed when I communicate with a native English speaker.					
14	I respect other cultures and identities.					
15	I like taking notes over authentic materials to learn more about English language.					

## (Appendix 2)

**The Cultural Awareness Ethnographic Interview**

1. When do you speak English outside school? With whom? Where? Why?
2. What does culture mean to you? What social habits you like/dislike in your culture?
3. In what situations are formal and informal language forms are used?
4. Do you know examples from your culture that can be misinterpreted when used with a foreigner?

## (Appendix 3)

**The Cultural Awareness Rubric**

Score	Beginning1	Developing2	Achieving3	Mastering4	Score
<b>Process of L2 terminology</b>	Displays weak Theoretical knowledge of the foreign language.	Can process the terms but sometimes don't match the topic.	Can process terms and use them in the appropriate context with very few mistakes.	Displays outstanding processing a variety of terms contextually.	
<b>Cultural awareness</b>	Is largely ignorant of specific value systems that contribute to the way that he/she and others behave Or possesses Negative Stereotyped beliefs about Different cultural groups.	Possesses an awareness that culture impacts his/her own behavior and the behavior of others.	Possesses some knowledge of specific beliefs, values, and sensibilities that contribute to the way that he/she and others behave.	Possesses substantial knowledgeable about specific cultural beliefs, values, and sensibilities that might affect the way that he/she and others think or behave.	
<b>Attitudes, roles, personality traits associated with particular ways of speaking in L2</b>	Does not clearly identify Connections between culture or behavior or identity.	Slightly identifies connections between culture or behavior or identity.	Applies in some details the nature of some specific cultural practices, behaviors or attitudes.	Clearly discusses relevant cultural practices and links practices to described or analyzed behaviors or attitudes.	

<b>Score</b>	<b>Beginning1</b>	<b>Developing2</b>	<b>Achieving3</b>	<b>Mastering4</b>	<b>Score</b>
<b>Awareness of cross-cultural differences in body language</b>	The speaker is not aware of any body gesture related to the target language.	The speaker displays little knowledge of eye contact and body related to the foreign culture.	The speaker displays fair knowledge the relationship between body language and the contextualized meaning.	The speaker exhibits rich knowledge and use of body language in the target culture.	