A Re-examination of the Use
of Authentic Texts in the EFL Classroom

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1. Introduction

Concerning the use of authentic texts in the EFL classroom, many papers and books have already been written and published by many scholars. Many articles emphasize the usefulness of using authentic materials. The conclusions of these articles seem to be as follows: (1) It is necessary to teach genuine English as found in authentic printed matter so that learners will be able to use English practically in everyday communications, (2) Because one aspect of teaching language is to teach other cultures, language teaching in the classroom must provide the learners with a lot of input about the culture in which the target language is used with a use of authentic materials, and (3) Authentic materials can motivate learners more to study English because they are more interesting than artificial materials.

Some statements which espouse authenticity in the EFL classes are also found in the preface of the textbooks for EFL courses. They are often along the following lines: "The articles have not been rewritten or transposed into 'textbook English', but are, as far as possible, presented in their original state. As such, they are true examples of what English-speaking people around the world are actually reading about Japan"

(Leonard, 1998: introduction); "Dynamic Reading develops students' pre-reading, skimming, scanning, and critical reading skills through task-based exercises and high interest, *authentic readings*" (emphasis added) (JACET Kansai Chapter Materials Development Group, 1996: back cover); "The dialogues recorded on the tapes are presented in the most realistic possible way. Therefore we recommend this textbook in order to understand and acquire English as used in real life" (translated) (Yasuyoshi, 1995: p.i); and "Interviews in this video cassette are precisely the living English. Therefore learners can enjoy listening to genuine English as spoken in America, though the materials are certainly of a higher level" (translated) (Ohyagi and Kiggell, 1998: preface).

On the other hand, some papers point out several problems of using authentic materials in EFL classes. They are (1) Authenticity (of the texts) is a relative matter (Breen, 1985), (2) The inappropriate use of authentic materials promotes linguistic or cultural imperialism (Oda, 1997), and (3) Authentic materials motivate the learners but it is not because they are more interesting than the artificial ones (Peacock, 1997).

The main purpose of this paper lies in making an assessment of the above discussion concerning the use of authentic materials through the analysis of the result of the questionnaire survey conducted in EFL classes at a university in Japan. Therefore, as the first step, I will have a closer look at the present state of the discussion with special regard to the following points; (1) What authentic materials are by definition, (2) How they are used in classrooms, and (3) Several problems of using authentic materials in EFL classes. Then, to achieve the main purpose of this paper, that is, to make an assessment of the present state of the discussion, I will make an analysis about the result of the questionnaire.

The objective of the questionnaire survey was to know how learners

felt about authentic materials and artificial ones. The scale options were as follows: interesting/boring, enjoyable/unenjoyable, meaningful/meaningless, exciting/dull, satisfying/unsatisfying, appealing/unappealing, absorbing/monotonous, and easy/difficult.[1]

Analysis of the questionnaires shows that authentic materials can motivate most of the learners in the class including those who are not interested in studying English. It also shows that students feel that authentic materials are more difficult and that the number of students who feel authentic materials are interesting is not much more than the number of students who feel that artificial materials are interesting.

2. On Authentic Materials

In this section I will summarize the definition of the term 'authenticity.' According to Breen (1985), there are four aspects of authenticity the language teachers may be confronted with in classes. I focus my attention on authentic materials, one of the four aspects. Therefore I will describe three of the main points discussed so far in papers and articles: first, what 'authentic materials' as used in language teaching are; second, how they can be used; and third, what the problems of using authentic texts in EFL classes are.

2.1 'Authenticity' and 'authentic materials'

The central argument of this paper being how effective it is to use 'authentic materials', it is necessary to grasp precisely what is meant by the term 'authenticity' beforehand.

Breen (1985) states that four types of authenticity the language teacher is confronted with in the daily experience of the classroom are:

1 Authenticity of the texts which we may use as input data for our learners.

2 Authenticity of the learners' own interpretations of such texts.

3 Authenticity of tasks conducive to language learning.

4 Authenticity of the actual social situation of the language classroom. (61)

Authentic materials to be dealt with in this paper, therefore, is one of the four aspects of the authenticity discussed in Breen. Various definitions of the term 'authentic materials' can be found in many papers. The definition written by Peacock (1997) seems to be commonly accepted: "materials produced 'to fulfil some social purposes in the language community" (146, cited in Little, Devitt, and Singleton, 1989: 25).[2]

Breen offers a poem as a good example of the authentic use of language. The reason he chooses the poem as a good example is that:

The poet certainly wishes to engage our thoughts and emotions. In short, the poet exploits the code in the most effective way he can in order to share a particular meaning.... The poet uses language as a means to stimulate our interpretations of his intended message. He has a genuine communicative purpose to achieve—with our cooperation. (1985: 62)

As can be guessed from the above quotation of the language used by the poet, the term 'authentic materials' can also be defined as the materials which were "not produced for second language learners" (Peacock, ibid: 146). *Dictionary of Language Teaching & Applied Linguistics* (1992) also defines the authentic materials as "Texts which are taken from newspa-

pers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc." (27).

2.2 How authentic materials can be used

There are many kinds of authentic materials used in a language community, such as newspapers, magazines, advertisements, poems, songs, radio and television programmes as mentioned above. These days, language teachers can find these texts easily from plentiful resources with the rapid development of technology such as computer networks, video and TV equipment. Many kinds of texts, then, can easily be presented through the medium of tape recorders, videotape recorders, slide projectors, or overhead projectors.

It is, however, hard to use authentic materials in the class. We have to prepare activities to make these texts accessible for learners of different language levels. In the dictionary mentioned above, it is also stated that "When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified examples" (ibid: 27). Little and Singleton (1991) also reports that authentic texts, without any pedagogical assistance, were used as comprehension practice only for learners of the most advanced level at secondary school. They then developed a chain of activities, as a pedagogical assistance, to help learners at every stage cope with authentic texts.

In this part, some procedures for using authentic materials in EFL classes as stated in the previous studies are shown.

Here is the chain of activities developed by Little and Singleton (1991) as the pedagogical assistance for language learners of every stage. The procedure of activities are as follows. The learners working in groups of three or four are first given about three dozen words and

phrases taken from a certain authentic text. Then after the explanation of the words or phrases they don't know is given, they are asked to write each of the words and phrases on a separate Post-it, and to categorize those Post-its into TIME, EVENT, PEOPLE, and PLACE placing each of them in an appropriate section on a diagram. Then, the learners construct an outline of the story they can think of out of those words and phrases by arranging their Post-its sequentially. After that, they are given several sentences, each of which is an abbreviated and simplified version of different part of the whole authentic text, and are asked to arrange them in a convincing order. Using this text as a reference, the learners rearrange the outline of their own story. And finally the authentic text is given to the learners. By devising such activities which "could provide them [learners] with the resources for top-down as well as bottom-up processing when they came to read the authentic text" (ibid: 126), Little and Singleton demonstrate that "even pupils in the early stages of learning could cope with authentic texts provided they were given the right kind of preparation" (ibid: 124).

Melvin and Stout (1987) also show some examples of procedures which can be used effectively with students in all levels in any language. One of the procedures described in this article is called 'Discover a City.' According to the article, the actual experience of visiting the city the target language is used in is "an incredible motivator (45)" for language learning. Although this kind of experience "cannot be transferred to the classroom, virtually all the sources of information students visiting the city would use can be made available in a classroom setting" (ibid: 45).

However, in order to use authentic materials effectively, we have to provide the learners with the knowledge of the necessary vocabulary and expressions and also with the general idea of the text through exer-

cises devised appropriately. In addition, "The kinds of exercises assigned to students depend in large part on their language level" (ibid: 46-47). That is to say, for beginners, exercises with sources requiring little linguistic sophistication such as charts, tables and lists may be used effectively. For advanced learners, exercises devised from more complicated and sophisticated materials may be appropriate.

That is why, Melvin and Stout are explaining in detail what activities are most effective for learners in each of the different stages of learning. For example, they propose that students, in the comprehensive stage, read and listen to various sources of information about the city before they choose the specific sources and study these texts intensively.[3] And for the students in the production stage, they suggest that the students give a written or oral presentation of their own trip.

2.3 Problems of using authentic materials in EFL classes

In this part, I summarize some problems of using authentic materials in the language teaching classrooms. The problems are (1) Authenticity (of the texts) is a relative matter (Breen, 1985), (2) The inappropriate use of authentic materials promotes linguistic or cultural imperialism (Oda, 1997), and (3) Authentic materials motivate the learners but it is not because they are more interesting than the artificial ones (Peacock, 1997).

2.3.1 Authenticity (of the texts) is a relative matter

There is a clear distinction between the purpose of authentic texts and that of manufactured texts for language teaching. The purpose of authentic texts is to achieve some social purposes in the language community as we have seen earlier. On the other hand, the main purpose of

the simulated texts is "to illustrate and exemplify the workings of language.... to emphasize certain features of the code" (Breen, 1985: 62).

Now we are going to consider the question pointed out in 2.2 — the procedures of exercises and activities using authentic materials in the language teaching classrooms. Although it is necessary to devise exercises or activities in order to use authentic materials effectively and to help learners cope with genuine texts, this pedagogical process changes the authentic texts into the texts which may be almost the same as the manufactured texts aimed to teach the forms of the language. For some learners, especially for those who are in their early stages, there may be no differences in the exercises between authentic materials and artificial materials. Even in the case of authentic materials they focus the students' attention not on the meaning but on the form of the language. Also, the authenticity of the text is comprehended differently from learner to learner; namely, how authentic the text is depends on the learners' perception of the text. Breen states that:

> the fact that a text may have been produced by a fluent user of the language for fluent listeners or speakers pales into insignificance when such a text is approached by a non-fluent learner of that language. The learner will re-define any text against his own priorities, precisely because he is a *learner*. (ibid: 62)

He also concludes that "considerations of a text's authenticity become a relatively misty matter" (ibid: 62).

2.3.2 Linguistic or cultural imperialism promoted by the inappropriate use of authentic materials

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Oda Masaki (1997), in his article "Authentic Materials and ESL/ EFL in Asia and the Pacific," mentions some problems apparent in commercial ESL/EFL materials. He claims that a chapter which features a weather report for the Bristol and Cardiff area in England taken from a local newspaper can not be appropriate for learners in some regions. "[I]t would be more meaningful to present the similar pieces of the areas the learners are more familiar with" (125-6), "or at least more widely-known cities such as London, New York or Sydney" (ibid: 126). He also mentions, as another example, one section about dogs in the text which claims to have targeted at ESL/EFL learners worldwide. Although the dogs in this text are assumed to be a common breed in the U.K., they are not familiar to learners in Asia. He claims that "a material should be something a majority of the learners would encounter in real life" (ibid: 126). Moreover, he states what is the biggest problem of the inappropriate use of authentic materials: "very often, it promote [sic] linguistic or cultural imperialism" (ibid: 127). He warns repeatedly that it can cause a kind of human rights violation.

There are many reasons for studying English. It is not always necessary to learn British or American culture as the background of English. In Asia, especially, many people may study English as an international language because of its practicality. Putting too much stress on the cultural input in using authentic materials can promote linguistic and cultural imperialism. "[T]he authentic materials should be used only when its appropriateness for the students has been carefully analyzed" (ibid: 128).

Some students who faced difficulties in language learning and subsequently have lost interest in English often say 'I won't go to America in future, so I don't need to study English.' This kind of response might

have been caused partly by putting too much emphasis on the cultural aspect of English.

2.3.3 Authentic materials motivate the learner, but not because they are more interesting.

It is often said that one merit of using authentic materials in foreign language teaching is that "they are more interesting, and thus more motivating, than invented texts" (Little and Singleton, 1991: 124).

According to Peacock (1997), however, it is reported that authentic materials surely motivate the learners but it is not because they are more interesting than the invented ones.

He researched the effects of authentic materials on students in EFL classes. In this research he used a self-report questionnaire and two observation sheets, one for on-task behaviour and the other for overall class motivation, in order to investigate whether authentic materials increase the classroom motivation of beginner-level EFL learners. The subjects were 31 students in two classes at a South Korean university EFL institute. After data collection over a seven-week term, he concluded that "learners were more motivated by authentic materials, but not because they were more interesting" (ibid: 152). The analysis of collected data reveals that "authentic materials significantly increased learner on-task behaviour" (ibid: 148) and "overall class motivation significantly increased when the learners in this study used authentic materials" (ibid: 148). However, the result of the learners' questionnaires reveals a more interesting and useful finding: "learners found authentic materials to be significantly less interesting than artificial" (ibid: 151).

3. Data analysis

To make an assessment of the above discussion, I have conducted a questionnaire survey in EFL classes at a university in Japan. The objective of the survey was to investigate how different learners' reactions are between authentic and artificial materials.

3.1 Materials

I used two articles, one authentic and the other artificial, taken from two different textbooks for the materials to be used in the classes to compare the reactions of the learners. Both materials are news announcements, and I have used them for the class aimed for promoting the learners' listening comprehension ability. In this study I used a tape recorder and an audio cassettetape. One article was entitled 'Scientist discovers cure for AIDS,' which was taken from *Cubic Listening: Headline News* published by Macmillan Languagehouse. This textbook is intended for the Japanese students of pre-intermediate level. All the texts in it are simplified and artificial. They are recorded and also read slowly by English native speakers. The other article, a news announcement originally broadcast by BBC on October 18, 1997, is entitled 'Passive smoking health risks,' which was taken from *Sankagetsu Eikaiwa* (March 1998), a textbook for language education programme transmitted by NHK. The texts and recordings in this textbook are not transformed for simplification. That is to say, they are authentic.

3.2 Learners

The questionnaire survey was conducted in the English language courses for listening and speaking ability at Momoyama Gakuin Univer-

sity in Japan. The number of the learners was 122 (male 67, female 55) in four classes which I teach. In the classes in which artificial material was used, 108 students (male 55, female 53) were present; and in the classes in which authentic material was used, 105 students (male 54, female 51) were present. All the students were the first year undergraduates (the average age was 18 ranging from 18 to 20 years old), two classes major in sociology, and the other two major in business administration. They take two types of English language course each once a week: one for listening and speaking ability, the other for reading ability. Each period lasts 90 minutes. Some of their reasons for taking English courses (they can choose one language course out of many options: others are German, French, Spanish, Italian, Russian, Korean and Chinese) are as follows:

"I have studied English for six years—at junior and senior high school."

"English is useful as an international language."

"I want to study English more."

"It seems hard to study another language from scratch."

"There was no language option of interest to me."

"I want to go to Britain."

"I want to communicate with people from other countries."

"I like (listening to) English."

3.3 Procedures

The reasons why I have chosen news announcements as materials for this study are as follows: (1) the main goal of these courses is to improve listening ability; (2) the learners have been already trained more or

less in news-related listening exercises in previous classes; (3) there seems to be a definite distinction between artificial and authentic materials in news announcements, and (4) the artificial material, simple news headlines from *Cubic Listening: Headline News*, seems suitable for my students because of the simplicity of its language.

The reason why I have selected those news relating to the results of the research on the health problems like AIDS and passive smoking are as follows. Firstly, the kind of news which loses its social meaning, or authenticity, with the passing of time must be avoided. For example, the news reporting this or that disaster, if it is heard or read in a distant place at a different time, loses its social meaning and sounds the same to learners as an artificial material. Secondly, the topic of the news must have some familiarity to Japanese students in advance. It is clear that those topics like AIDS and passive smoking are more familiar to them than the news reporting, for instance, some accidents or combats happening on the other side of the earth. Thirdly, the topic is better to be a universal one instead of a particular one limited to a certain region or culture. From this view point, the topic of the research on the disease may be the one of concern for almost all the students.

The exercises used in the class consist of three steps. Before starting each listening comprehension exercise, an explanation of difficult vocabulary and the listening point of the news items were given in Japanese by the teacher in order to help students understand the basic theme of the news or to give them some background information. In the first step, students listened to the tape two or three times and had to recognize key words used in the news. In the second step, the focus changed to the key sentences in the news. Students listened to the sentences on the tape two or three times each, filling missing words in written exer-

cises. After giving the answers, teacher gave an explanation of the relevant sentences. The third step is intended to enable the students to comprehend the general content of the news. After listening to the main introductory remarks of the news in the leading paragraph a couple of times, students had to answer some questions relating to the news they listened to. After doing a set of exercises, news scripts were handed out to the students and students again listened to the news while following the texts.

3.4 Questionnaire

After doing a set of exercises for each material, students completed the questionnaires (see Appendix) during the class. In the questionnaire there are separate eight scales. Each scale has two adjectives denoting the possible extremes of the students' assessment of the lesson. The scale adjectives are, (1) interesting/boring, (2) enjoyable/unenjoyable, (3) meaningful/meaningless, (4) exciting/dull, (5) satisfying/unsatisfying, (6) appealing/unappealing, (7) absorbing/monotonous, and (8) easy/difficult. Japanese translations of the adjectives are given under each English word to avoid the possibility of students' misunderstanding the meaning. Students put an 'X' on an appropriate point on the scale depending on how they rate the teaching materials.

3.5 Results and discussion

Table 1 shows the results of the questionnaire survey which were conducted after exercises with authentic materials. The numbers in bold type in the upper part of each adjective section indicate the number of students who marked each part of the scale with an 'X' and the numbers in italics indicate the percentage of participating students rating the

Table 1　Results of the Questionnaires Using Authentic Materials

	__ :	__ :	__ :	__ :	__ :	__ :	__	
interesting	9	29	33	19	8	6	1	boring
	8.6	*27.6*	*31.4*	*18.1*	*7.6*	*5.7*	*1.0*	
enjoyable	0	25	29	23	20	7	1	unenjoyable
	0	*23.8*	*27.6*	*21.9*	*19.0*	*6.7*	*1.0*	
meaningful	25	30	35	9	4	2	0	meaningless
	23.8	*28.6*	*33.3*	*8.6*	*3.8*	*1.9*	*0*	
exciting	0	17	29	22	29	5	3	dull
	0	*16.2*	*27.6*	*21.0*	*27.6*	*4.8*	*2.9*	
satisfying	12	24	34	22	10	2	1	unsatisfying
	11.4	*22.9*	*32.4*	*21.0*	*9.5*	*1.9*	*1.0*	
appealing	6	19	35	25	15	4	1	unappealing
	5.7	*18.1*	*33.3*	*23.8*	*14.3*	*3.8*	*1.0*	
absorbing	5	16	32	21	23	7	1	monotonous
	4.8	*15.2*	*30.5*	*20.0*	*21.9*	*6.7*	*1.0*	
easy	0	3	5	8	15	39	35	difficult
	0	*2.9*	*4.8*	*7.6*	*14.3*	*37.1*	*33.3*	

The values in bold type indicate the number of students taking part and the values in italics indicate the percentage.

scales. The values at the extreme ends of the scales indicate the numbers of students who think that these words very strongly describe their ideas and impressions about the concept. The values second from both ends of scale indicate the numbers of students who think that the adjectives fairly describe their ideas and impressions of the teaching materials. So to take the interesting/boring scale as an example, the three values shown either side of the halfway value '19', for instance, indicate the students' appraisal of the lesson materials—the figures 9, 29, and 33 indicate the

Table 2 Results of the Questionnaires Using Artificial Materials

	___ :	___ :	___ :	___ :	___ :	___ :	___	
interesting	5	28	36	7	22	8	2	boring
	4.6	25.9	33.3	6.5	20.4	7.4	1.9	
enjoyable	4	16	43	12	22	8	3	unenjoyable
	3.7	14.8	39.8	11.1	20.4	7.4	2.8	
meaningful	21	45	31	7	2	0	2	meaningless
	19.4	41.7	28.7	6.5	1.9	0	1.9	
exciting	2	11	34	18	29	6	8	dull
	1.9	10.2	31.5	16.7	26.9	5.6	7.4	
satisfying	5	26	38	11	17	8	3	unsatisfying
	4.6	24.1	35.2	10.2	15.7	7.4	2.8	
appealing	2	22	40	11	22	7	4	unappealing
	1.9	20.4	37.0	10.2	20.4	6.5	3.7	
absorbing	4	11	33	14	29	10	7	monotonous
	3.7	10.2	30.6	13.0	26.9	9.3	6.5	
easy	1	11	19	20	27	23	7	difficult
	0.9	10.2	17.6	18.5	25.0	21.3	6.5	

The values in bold type indicate the number of students taking part and the values in italics indicate the percentage.

students' degree of interest in the teaching materials, and figures 8, 6, and 1 indicate the students' level of boredom. The halfway value 19 indicates the students' abstention.

Table 2 presents the results of the questionnaire survey conducted after doing a set of exercises with artificial materials. The numbers in each box denote the same things as in Table 1.

On looking at both tables, we can see that:

1. The number of students who feel authentic materials are interesting

(67.6%) is not much more than the number of students who feel that artificial materials are interesting (63.8%). So one can see that the difference in the percentages is very slight. This is evidence of the fact that students consider authentic materials and artificial materials to be equally interesting. It should be noted, however, that about 30 percent of students believe that artificial materials are boring, whereas about only 14 percent of students feel authentic materials are uninteresting.

2. There seems to be no significant difference in students' estimates of the meaningfulness of artificial materials and authentic materials. According to the above table specifying values relating to the students' assessment of artificial materials, about 90 percent of the students deem artificial materials meaningful. This may be because of the chosen topic of the material. If an appropriate topic was selected in accordance with students' preferences and needs, the choice of whether to use authentic or artificial materials would become less important.

3. About 64 percent of the students are satisfied with the artificial materials, and about 67 percent are satisfied with the authentic ones. There is no great difference between the numbers of students reacting positively to artificial materials and those reacting positively to authentic materials. However, the number of students who consider artificial materials unsatisfying is twice the number of students who consider authentic materials unsatisfying (25.9% and 12.4% respectively).

4. About 85 percent of all the students feel that authentic materials are difficult, whereas only about 53 percent of the students feel that artificial materials are difficult. In addition, just less than 10 percent of the students feel authentic materials are easy, whereas about 30 percent feel artificial materials are easy. This difference appears to be signifi-

cant. Many students have difficulty in listening to genuine, raw, uncensored texts, and so, in an attempt to simplify the task an approach of using progressive preparatory exercises is often used, which despite a measure of success still fail to alleviate the complexity of the materials.

5. On the whole, the discrepancy in the values of positive answers between artificial materials and authentic materials is not great. However, there is a great difference in the percentages of negative reactions between artificial materials and authentic ones. In other words, the number of students who show negative reactions to artificial materials is more than the number of those who show negative reactions to authentic materials. This may mean that authentic materials can motivate most of the learners in the class which includes learners who are not interested in studying English. We can also conclude, however, that authentic materials are not more interesting, and more difficult.

4. Conclusion

Concerning the authenticity of the materials in EFL classes, we can find some research papers and well known books on linguistics and TEFL education which emphasize the usefulness of using authentic materials. In addition, there are often TEFL articles to be found in various teaching periodicals and reference books for Japanese EFL teachers which espouse the positive attributes of authentic materials in language education.

Some problems in using authentic materials in EFL classes, however, have been argued in certain papers. In this paper, three relevant problems are discussed. They are: (1) Authenticity (of the texts) is considered a relative matter as stated in Breen (1985), (2) The tendency to

use authentic materials biassed towards British and American English and culture promotes linguistic and cultural imperialism as discussed in Oda (1997); and (3) Peacock (1997) concludes from the students' responses to the questionnaire and from the results of on-task behaviour recorded on observation sheets that authentic materials motivate the learners but not because they are more interesting than the artificial ones.

Analyzing the results of the questionnaire survey which were conducted in order to assess how learners feel about authentic materials in comparison with artificial ones, reveals that: (1) Students consider authentic materials and artificial materials to be equally interesting; we can not find any supporting evidence that authentic materials are more interesting than artificial materials. (2) As for the meaningfulness of the material, there is no significant difference in students' estimates relating to this. We can say that if materials are used in accordance with students' preferences and needs, the choice of whether to use authentic or artificial materials becomes less important. (3) Of the students who used synthetic materials 64 percent were satisfied and of those who used genuine materials about 67 percent were satisfied. Inexplicably twice as many students (25.9 %) find the artificial materials unsatisfying as those (12.4%) who find authentic materials unsatisfying. (4) The majority (84.7%) of students consider real materials to be complicated whereas only about half of the students find imitation materials complicated. Further, a very small group (7.7%) consider authentic materials simple, whereas about one third feel that artificial materials are simple. This disparity seems significant. (5) We can see then that if we look at the figures for positive answers to artificial materials and authentic materials, the disparity is insignificant; but the figures for negative reactions to artificial materials and authentic ones, reveal a very interesting

disparity stemming from the fact that students could well be more moti-
vated by authentic materials, but maintain a negative attitude towards
them because of their perception that they are less interesting and more
demanding.

Notes

1. The scale options are largely obtained from Peacock (1997), which are
   adapted from Gliksman et al. (1982: 646)
   Gliksman, L., R.C. Gardner, and P.C. Smythe. 1982. 'The role of the
   integrative motive on students' participation in the French classroom'. *Cana-
   dian Modern Language Review* 38: 625-47.

2. Little, D., S. Devitt, and D. Singleton. 1989. *Learning Foreign Languages
   from Authentic Texts: Theory and Practice*. Dublin: Authentik.

3. The sources are, for example, city street map, list of hotels, catalogues
   from exhibitions at local museums, newspaper or magazine articles describ-
   ing various aspects of life in the city, and radio and television ads for points
   of interest in the city.

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Appendix 1 : Questionnaire (adapted largely from Peacock (1997:156)

・Date ___D_____M_____Y___

・Class ___Listening/Speaking___

・Teaching materials _____
  (artificial/authentic)

・Age _____ Sex (male/female)

・Reasons for taking this class or studying English

・Mark ONE 'X' on each line: （各線上に一つだけ「X」を記入してください。）

interesting ___:___:___:___:___:___:___ boring
（関心を引き起こす・面白い）　　　　　　　　（面白くない）

unenjoyable ___:___:___:___:___:___:___ enjoyable
(楽しくない) (楽しい)

meaningless ___:___:___:___:___:___:___ meaningful
(無意味である) (意義がある)

exciting ___:___:___:___:___:___:___ dull
(刺激的・わくわくする) (退屈)

unsatisfying ___:___:___:___:___:___:___ satisfying
(やりがいがない・ (やりがいがある・
満足していない) 満足している)

unappealing ___:___:___:___:___:___:___ appealing
(魅力がない) (魅力がある)

absorbing ___:___:___:___:___:___:___ monotonous
(夢中にさせる) (つまらない)

difficult ___:___:___:___:___:___:___ easy
(難しい) (易しい)

・Do not write your name on this sheet. Fill it out and give it back to your teacher.

　（名前を記入する必要はありません。必要事項を記入後、担当者に提出して下さい。）

・The purpose of this questionnaire is to assess the value of the above teaching materials which were used in class today, not to assess the performance of you and your teacher.

　（この調査は，授業で使用した上記の教材について評価するものであり，学生や教員の成績を評価するものではありません。）

・This is not a test. There are no right and wrong answers; we want your own ideas and impressions.

　（これは試験ではありません。正解や間違った答えはありませんので，自分自身の意見や印象・感想を書いて下さい。）

・Please mark ONE 'X' on each scale to show how you rate the following concepts. Use the scales as follows:

　（各項目のスケール上に，「X」を記入し自分の評価を表して下さい。「X」の記入は各項目一つだけです。スケールの使い方は以下の通りです。）

If the word at either end of the scale very strongly describes your ideas and impressions about the concept, you would place your checkmark as shown

below:

（スケールの両端にある単語に強く同意するならば，次のように記入します。）

boring 　X　 : ____ : ____ : ____ : ____ : ____ : ____ 　interesting

boring ____ : ____ : ____ : OR : ____ : ____ : 　X　 　interesting

If the word at either end of the scale describes somewhat your ideas and impressions about the concept (but not strongly so), you would place your checkmark as follows:

（スケールの両端の単語が，自分の意見や印象と全く一致するわけではないが，多少自分の意見や印象を表している場合は，次のように記入します。）

boring ____ : 　X　 : ____ : ____ : ____ : ____ : ____ 　interesting

boring ____ : ____ : ____ : OR : ____ : 　X　 : ____ 　interesting

If the word at the end of the scale only slightly describes your ideas and impressions about the concept, you would place your checkmark as follows:

（スケールの両端の単語が，少しだけ自分の意見や印象を表している場合は，次のように記入します。）

boring ____ : ____ : 　X　 : ____ : ____ : ____ : ____ 　interesting

boring ____ : ____ : ____ : OR : 　X　 : ____ : ____ 　interesting

A Re-examination of the Use
of Authentic Texts in the EFL Classroom

Chie TSURII

The main purpose of this paper centres on forming an accurate assessment of the efficaciousness of authentic materials in the EFL classroom.

Over the past few decades many papers and books within the field have been written and published by many scholars concerning this branch of inquiry. In this paper, first I will summarize some arguments which advocate using authentic materials in terms of their usefulness in language education. Then I will highlight certain problems of using authentic materials in EFL classes, which various scholars have indicated in their research and publications.

In order to realize the purpose of this paper, that is, to determine the validity of authentic materials in English language education, I will analyze and interpret the results of the questionnaire survey.

The questionnaire survey was conducted to investigate how differently students react to authentic and artificial materials. The results of the questionnaire reveal that students consider authentic materials and artificial materials to be equally interesting, and that many students have difficulty in listening to genuine, raw, uncensored texts, although progressive preparatory exercises were introduced in the course of my research in order to make the texts more accessible to learners as stated in Little and Singleton (1991).