



**An Investigation of Authenticity in English for
Palestine Textbooks and Classroom Interactions**

إستقصاء حول مدى أصالة كتب اللغة الانجليزية
والتفاعلات أثناء الحصص الصفية

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2018

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Master
Degree in Education from Birzeit University

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2018

Acknowledgement

I would like to express my profound gratitude for my supervisor Dr. Anwar Abdel Razeq for his immense support, guidance, and constant optimism throughout the journey.

I am also sincerely grateful for the committee members Dr. Ola Khalili, and Dr. Khawla Shakhshir for their time and efforts. Their feedbacks and critical notes enriched the study indeed. They helped me widen my perspectives about the topic.

I would like to thank all my professors at Birzeit University. I deeply appreciate and thank Dr. Abdullah Bsharat for providing me help and advice with the data analysis. And Dr. Mosa Al khalidi for his immense encouragement.

The completion of this study wouldn't have been possible without the support and encouragement of my lovely family and friends. I would like to sincerely thank them for always being there for me.

To my best friend, Qasam, for always believing in me, and constantly reminding me that I can do it.

Abstract

This descriptive analytical research investigated the concept of authenticity in English language classrooms in Palestinian public schools. The study explored the extent to which 10th grade English language textbooks and classroom interactions were authentic. Moreover, English language teacher attitudes towards the use of authentic materials in their classrooms were investigated. The participants of the study consisted of all 63 English language teachers who teach the 10th grade in Jenin Directorate. Both qualitative and quantitative data collection instruments were used. Qualitatively, a checklist adapted from Cando and Esteban (2015) authenticity checklist was used to examine the authenticity of the textbook. Classroom observations were conducted to explore the authenticity of classrooms interactions. The researcher observed twenty eight English language periods. The collected data were coded, categorized and converted to themes. Quantitatively, a close-ended questionnaire was distributed to all 10th grade English language teachers in Jenin Directorate. The study concluded that English language classrooms in Palestinian Public schools lack authenticity. The used textbooks were not genuine as they used unnatural language. Moreover, English language classrooms didn't manifest authentic interactions. Instead, they followed the traditional teaching approach. However, English language teachers had positive attitudes towards the used of authentic materials.

المخلص

استقصاء حول مدى أصالة كتب اللغة الإنجليزية والتفاعلات أثناء الحصص الصفية

هدفت الدراسة الحالية إلى التحقيق في مفهوم الإصالة في تعليم اللغة الإنجليزية في المدارس الفلسطينية. وبحثت الدراسة مفهوم الأصالة في حصص اللغة الإنجليزية عن طريق استقصاء إلى أي مدى كانت الكتب المستخدمة في تدريس اللغة الانجليزية للصف العاشر أصيلة. كما بحثت أيضاً التفاعلات داخل الحصص الصفية بين كل من المعلمين والطلبة. وقامت بدراسة آراء معلمي اللغة الانجليزية حول استخدام المواد الأصيلة داخل غرفهم الصفية.

تعتمد الدراسة المنهج التحليلي الوصفي، وقد تم توظيف كل من المنهج الكيفي والمنهج الكمي لتحليل النتائج. وللإجابة على أسئلة الدراسة، أولاً: اختيرت ثلاث أدوات، قائمة تدقيق قامت الباحثة بتطويرها من الأدبيات السابقة، والمشاهدات الصفية، واستبانة. ثانياً: قامت الباحثة بمشاهدة 28 حصّة صفية لخمس معلمات وثلاثة معلمين. وثالثاً: تم توزيع الاستبانات على العينة المكونة من جميع معلمي اللغة الإنجليزية الذين يدرسون الصف العاشر في محافظة جنين وكان عددهم (63) معلماً ومعلمة.

قامت الباحثة بتحليل محتوى الكتب (content analysis) المستخدمة في تدريس اللغة الانجليزية للصف العاشر الأساسي في المدارس الفلسطينية الحكومية، كما قامت بتحليل موضوعي (thematic analysis) للمشاهدات الصفية، وتم تحليل الاستبانات عن طريق استخدام الحزمة الاحصائية (SPSS) باستخدام المتوسطات الحسابية والانحرافات المعيارية.

أشارت النتائج إلى أن حصص اللغة الانجليزية تفتقر إلى الأصالة. ووجدت الدراسة أن الكتب المستخدمة غير أصيلة، حيث إن هذه الكتب تستخدم لغة غير طبيعية وتطرح مواضيع بعيدة عن اهتمام الطلبة. كما وجدت أيضاً أن التفاعلات داخل الغرف الصفية غير أصيلة، فهي تعتمد المنهج التقليدي للتعليم بحيث يتم استخدام اللغة الأم بكثرة ويكون المعلم مركز العملية التعليمية. ومع ذلك، أظهر التحليل الإحصائي للبيانات أن آراء المعلمين نحو استخدام المواد الأصيلة في تدريس اللغة الانجليزية كانت إيجابية.

Table of Contents

Chapter One: Introduction & Theoretical Framework	1
Introduction	1
Theoretical Framework:.....	5
Communicative Language Teaching Approach (CTL)	5
Communicative Language Teaching Classroom Applications	7
The Research Problem.....	9
Purpose of the Study.....	9
Research Questions	10
Limitations of the Study:	10
Significance of the Study	10
Summary	11
Chapter Two: Literature Review	13
The Effect of Using Authentic Materials in EFL Classrooms	13
EFL Textbooks Authenticity	21
Teachers and Learners' Perspectives towards Using Authentic Materials	23
Conclusion:	27
Chapter Three: Methodology	29
Introduction:	29
The Research Design	30
The Study Sample	30
Instruments of the Study	32
Instruments' Validity and Reliability:	35
The Study Procedure	36
Data Analysis	37
Summary:	40

Chapter Four: Results	42
Introduction:	42
English Textbooks Analysis	42
Topics Covered in the Textbook:	43
Language Taught through the Textbook Topics:	45
Usefulness of Instructional Activities	46
General Remarks:	47
Authenticity in English as a Foreign Language Classrooms:	48
Translation and the Excessive Use of the Native Language:	48
Teachers' Attitudes towards Using Authentic Materials in the Classroom:	59
Major Findings:	67
Summary:	67
Chapter Five: Discussion, Conclusions, and Recommendations.....	68
Introduction:	68
Textbooks' Authenticity.	68
English Language Classrooms Authenticity	70
Teachers' Attitudes towards Using Authentic Materials:	75
Conclusion	77
Recommendations for Further Research:	79
References	81

Appendices

Appendix A: The Checklist	90
Appendix B: The Researcher's Journal for Classroom Observations.....	91
Appendix C: A Questionnaire on Teachers' Attitude towards Authenticity in Teaching English as a Foreign Language	130

List of Tables

Table (3.1) The properties of the teachers sample (who completed the questionnaire)	31
Table (3.2) The properties of the teachers sample (whose classrooms' were observed)	31
Table (3.3) Grade 10 Textbook Units	32
Table (4.1) Frequencies and percentages for section (A)	59
Table (4.2) Means and Std. deviations for section (B)	61
Table (4.3) Means and Std. deviations for section (C)	62
Table (4.4) Frequencies and percentages for section (D)	63
Table (4.5) Means and Std. deviations for section (E)	64
Table (4.6) Teachers' additional comments (F).....	66

Chapter One

Introduction & Theoretical Framework

Introduction

Authenticity in Teaching English as a Foreign Language (TEFL) is a controversial concept that has been approached from different point of views. It was agreed that there was a lot of confusion related to the idea of authenticity; words like genuineness, realness, validity, and reliability are used to describe it (Tatsuki, 2006; Widdowson, 1989). Over the years, educators tried to define authenticity in the context of teaching and learning as a way to remove the ambiguity related to the concept. Cranton & Carusetta (2004) defined authenticity as:

A multi-faceted concept that includes four parts: being genuine, showing consistency between values and actions, relating to others in such a way to encourage their authenticity, and living a critical life (p, 6).

Authenticity in language learning and teaching refers to both oral and written language input that are natural and used in appropriate cultural and situational context (Rogers & Medley, 1988). It also could be referred to as a realistic language learning approach in which authentic materials are used in the classroom (Abdallah, 2015). However, Shomoossi and Ketabi (2007) argued that the perspective that concentrate only on the input whether it's written or spoken, is narrow. They suggested that "socio-pragmatic elements require reconsideration in relation to the concept of authenticity...its defining characteristics lie in the context of learning" (p.152). This supports Tatsuki's point that "we create our own authenticity through social interactions" (2007, p.8). Taylor (1994) concluded that "The classroom has its own reality and naturalness. Participants in the language classroom create their own authenticity there as they do elsewhere" (p.5). This suggests that authenticity comes from classroom interactions and it's not brought to the classroom.

Breen (1985) suggested that there are four types of authenticity; these include authenticity of the texts, authenticity of learners' interpretations of the texts, authenticity of the tasks used for language learning and teaching, and authenticity of the social situation used in the classroom. In other words, the definition of authenticity is not limited to the materials or the activities, rather, it's the combination and integration of all the elements in a certain context.

In fact, Brown & Mansche (2003) contributed in forming a better understanding for the concept of authenticity by suggesting a multifaceted model where authenticity consisted of three main types: input authenticity, task authenticity, and output authenticity. The key of this model lies in that each type contained multiple degrees of authenticity.

They suggested four degrees for the input authenticity. First, genuine input authenticity, in which the materials are not created for the classroom but for real life usage. Second, altered input authenticity: the altered input is the same as genuine input, however, some change as adding lexical glossing were made. Third, adapted input authenticity: it's originally a genuine input but adapted to be used in the classroom. Fourth, simulated input authenticity: it's the material that originally was created for the classroom but with a try to make it authentic. And then, Inauthenticity: it's the material that was created for the classroom without paying attention to make it authentic.

They also suggested three degrees for task authenticity: First, genuine task authenticity, it's when the tasks are presented in ways they would in the real life. Second, simulated task authenticity, it's when the tasks concentrate on language learning but within a real life frame in the classroom context. And, Pedagogical task authenticity: when the task is useful for language learning but not authentic.

Finally, two degrees for Output authenticity were suggested, genuine output, it's when the learners interact and negotiate meanings according to their actual beliefs. And, Simulated output, when the learners are not communicating effectively.

This multifaceted model suggested by Brown & Mansche (2003) has deconstructed the concept of authenticity in language classroom. It provided a better understanding of what makes the language classroom authentic.

The concept of authenticity in teaching English as a foreign language was not addressed until 1970s. Actually, traditional theories and approaches of language teaching used to focus on teaching the four language skills; reading, writing, listening, and speaking. In fact, the main emphasis was on the mastery of grammatical competence, and the accuracy of the production instead of meaningful interaction. However, the changes in the world and English becoming international language in the world of globalization in the 1970s, shed the lights on the importance of teaching the communicative aspect of the language (Richards, 2006; Nunan, 2004). Breen & Candlin (1980) explained the act of communication in second language learning. They suggested that it's process of sharing meaning, so in order to be able to share the meanings, the listener is expected to interpret the meanings of the speaker and to be able to negotiate and express meanings. Therefore, there are three communicative abilities: interpretation, expression and negotiation. These abilities are translated into communicative performance through the four language skills. Learning to communicate is also a socialisation process; it demands learning the social roles and norms of the target language in order to be able to interpret the meaning and express your thoughts.

Hymes proposed that “knowledge of language consists of not only knowledge of the rules of grammar but also knowledge of the rules of language use” (Ohashi, 2015. P,19) which means that teaching the language rules apart from exposing the learners to the real use of the language or giving them the opportunity to actually practicing it, is not enough nor helpful. This led to the shift towards Communicative Language Teaching approach (CLT) in which “language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing” (Çelik,

p.187). Accordingly, 'the pivotal concept in CLT is communicative competence' (Farooq, 2015, p.1). In other words, the main goal of learning a foreign language is to be able to communicate successfully using the target language in authentic real life situations.

To achieve this, EFL classrooms should manifest real and genuine interactions by using authentic material and real life interactions (Brown, 2007). Arnold (1991) believed that "the more authentically the classroom mirrors the real world, the more real the rehearsal will be and the better the learning and transfer will be" (p, 237). In this regard, the materials, the tasks and the language itself should be authentic, and hence, the role of teacher is to facilitate the process, and prepare the classroom for authentic interaction.

The final goal of the English Palestinian curriculum is communicative competence (CC). General Administration of Curricula (2016) stated that:

'CC consists of the knowledge that users of a language have internalized which enables them to understand and produce messages in the language. Various models of communicative competence have been proposed; however, most of these models recognize that it entails both linguistic competence (i.e. knowledge of grammatical rules) and pragmatic competence (i.e. knowledge of what constitutes appropriate linguistic behaviour in a particular situation). Thus, the core objectives for teaching English in Palestine fall under these two categories with sociolinguistic, strategic, and discourse competence included under the rubric "pragmatic competence."' (p.16).

Taking into consideration the defining principles of the communicative competence, this suggests that EFL classrooms in Palestinian Public schools are expected to manifest authentic interaction and use authentic materials. Therefore, the present study is designed to explore to which extent English as a foreign language classrooms in Palestinian public schools use authentic materials and real life interactions in teaching English as a Foreign Language (EFL). In particular, the researcher will investigate the language used in classroom

interactions among teachers and students, the tasks and activities used, and the English for Palestine textbooks.

Theoretical Framework:

Communicative Language Teaching Approach (CTL)

The theoretical framework, that has underpinned this study, was Communicative Language Teaching (CLT). It was first developed in the late 1960s, and came as a response to the drawbacks of the previous approaches, which “were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling” (Richards, 2006, p.6). In addition to the communication needs since it’s important to communicate internationally in the world of globalization. In the early 1970s, Wilkins contributed in the development of the communicative approach through studying the system of meanings which described two types of meanings: notional categories and communicative functions. Later, he published his documents in a book ‘Notional Syllabuses, 1976’. The writings about the Communicative approach or (functional approach), along with the approval of this approach by British specialists and curriculum development centers, and the noticeable application by textbook writers made CLT approach spread both nationally and internationally. It’s also worth mentioning that CLT is described as a language teaching approach not as a method in both the US and the UK (Richards & Rodgers, 2002; Littlewood, 2011; Denkci-Akkas, & Coker, 2016).

Before CLT, there was a general assumption that is to achieve the mastery in learning the language, learners should master linguistic competence; the knowledge of structures and vocabulary. Chomsky (1965) argued that there is a difference between learners’ competence and their actual performance. He was the first to suggest that linguistics competence is defined as the difference between learners’ knowledge of abstract structures, competence, and how they realize this knowledge when they produce and interpret the language, their performance. However, Hymes argued that learners’ competence is not restricted

to their knowledge of the structures of the language, in contrast, it's knowing when and how to use the language in a certain social context (Young, 2011). In this regard, Hymes claimed that "the linguistic theory needed to be seen as part of a more general theory incorporating communication and culture" (Farooq, 2015, p.179).

CLT advocates explained that CLT doesn't ignore the knowledge and awareness of the language rules, however, knowing the rule is not the same as using it. Therefore, the primary goal of CLT is to develop the communicative competence of learners, which includes the ability to use the language for various purposes, functions, and settings, to understand and produce different types of texts, and to keep the conversation despite of the language level of the others (Littlewood, 2011; Richards, 2006). Brandl (2008) defines communicative competence as the

Ability to interpret and enact appropriate social behaviours, and it requires the active involvement of the learner in the production of the target language (p. 5).

According to Brandl (2008), communicative competence involves; linguistic competence which means the knowledge of language structures and vocabulary. It also involves sociolinguistic competence which means the ability to respond appropriately in social context. In addition to the discourse competence which means the ability of starting or ending a conversation. And, strategic competence which means the ability to discuss a problem and being able to solve it through communicating.

An important point should be noted is that the focus on production in CLT is not limited to speaking. On the contrary, Literacy is equally emphasised (Savignon, 2006). In this regard, Brown (2007) concluded that the characteristics define the CLT lies in that the focus of the classroom should take into consideration all the components of communicative competence in addition to fluency and accuracy, and avoid concentrating only on grammatical or linguistic competence.

Therefore, in CLT, “Language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purpose” (Brown, 2007, p. 241). And hence, students can use the language productively and receptively and interact effectively and appropriately.

Communicative language teaching (CLT) concentrates on integrating authentic materials in the curriculum excessively. The idea of authenticity in language teaching was developed in the 1970s from a communicative perspective that aims to expose students to real language in a natural context. This perspective take into consideration students’ needs so it tries to mirror students’ needs in the real world in the classroom practices. In this regard, authenticity in the classroom is not restricted to using authentic texts and promoting authentic activities. However, it engages students in real-life activities where they feel that they are not following the curriculum but rather living the tasks. Another important point is that utilizing authentic materials allows teachers to modify their practices, and enhances their potentials which leads to more creative approach to teaching (Brandl, 2008; Huang, Tindall & Nisbet, 2011).

Communicative Language Teaching Classroom Applications

In the traditional classroom environment, the learning process is teacher-centred, where the teacher is the dominant of the whole process. He is responsible of transmitting the information for the students, and mentoring classroom interactions. However, in the communicative classrooms, the main role for the teacher is to facilitate the learning process, and to figure the language needs of the learners (Richards and Rodgers, 2001). According to Breen and Candlin (1980, p.99) there are two main roles for the teacher in CLT classrooms. First, to encourage the communication process between all the students and between the students and classroom’s activities. Second, the teacher is considered as an (independent participant) in the group work. They also suggested that there are other secondary roles; for example, the teacher is responsible of organising the

used materials in the classroom. Also, s/he works as facilitator for classroom procedures and activities.

Farooq (2015) also suggested that the teacher is expected “to create a nurturing, collaborative learning community and worthwhile activities for students” (p, 181). These activities are designed to give the learners the opportunity to perform and practice the language in a communicative real-life context, and they are highly interactive. They can be group or pair work, open or cued dialogues, and role playing (Jabeen, 2014). Joy (2011) argued that for these activities to manifest real-life, genuine, and authentic learning experience, they need a careful planning since in such context, the teacher should have exceptional abilities and be prepared for the unexpected. Moreover, “He must be technically skilled so as to ask down-to-earth questions” (Medgyes as cited in Farooq, 2015.p 179).

Another important point is that the teacher is expected to be part of these activities. In other words, s/he should be a co-learner, sharing the learning process and the responsibility with the learners. Moreover, in communicative learning, teachers have a different perspective to the students’ errors to facilitate language learning; they encourage the students to interact and make mistakes and errors. In general, the teacher should be aware that the purpose of teaching the language is to develop learners’ communicative knowledge in personal and social context (Breen & Candlin, 1980; Da Luz, 2015).

In the communicative classroom, the teacher encourage the learners to work together to negotiate meaning. Besides, Richards (2006) argued that:

Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning (p, 5)

To sum up, the main goal for Communicative Language Teaching (CLT) approach is to develop the communicative competence of the learners. This can be achieved through manifesting real-life authentic techniques and materials and

promoting authentic interactions in EFL Classrooms in which the learners and the teachers engaging in such activities.

The Research Problem

Language is a means of communication. So, for the language learner to be successful, s/he is expected to know when and how to address someone in a certain context using this language (Kirkgoz & Ağcam, 2011). However, some teachers or school systems tend to ignore this aspect and focus totally on students' performance on written tests. As a result, students learn about the language instead of really learning the language; they learn grammar and vocabulary but they are not able to communicate (Brown & Abeywickrama, 2010). In Palestine, According to the researcher experience and observation as a foreign language learner and teacher after learning English as a foreign language for 12 years at schools, most of the students join university at a mediocre English level. They are unable to communicate effectively with native and non-native speakers. Thus, it is vital to investigate the reasons behind such an outcome. One of the issues that require investigation is the authenticity of the materials used to teach English and the classroom dynamics, activities and interactions among learners and teachers. It is significant to investigate this issue to make sure that language used in materials and classroom interactions is authentic. That is, language used by semi native and native speakers in real life situations. Analyzing English textbooks and observations of classrooms in action will enable the researcher to determine to what extent English teachers promote authentic interactions and use authentic materials.

Purpose of the Study

The purpose of this study is to investigate the extent to which English language classrooms in Palestinian Public schools promote authentic interactions and use authentic materials. The researcher aims to investigate the authenticity of 10th grade EFL classroom activities and the used textbook. Besides, the researcher aims to explore 10th grade English language teachers in Jenin School

District perspectives regarding using authentic material and tasks in their classrooms.

Research Questions

The study attempted to answer the following research questions:

1. To which extent are 10th grade English language textbooks (English for Palestine) authentic?
2. To which extent do 10th grade English as a Foreign Language classrooms promote authentic interactions?
 - a. To which extent are 10th grade classrooms activities authentic?
 - b. What is the nature of the language used in classroom interactions by 10th Grade English as a Foreign Language Teachers?
3. What are 10th grade English as a foreign language teachers in Jenin School District perspectives regarding using authentic materials and tasks in their classrooms?

Limitations of the Study:

The limitations for the current study are mainly related to the location and the sample of the study. First, the study was conducted in Jenin Directorate public schools which does not indeed represent the whole Palestinians Public schools. This has affected the study as the teachers whom their classrooms were observed, and were asked to complete the questionnaire were only the teachers who teach English language for 10th grade in Jenin's public schools. Finally, as the researcher has observed only 24 classes for 8 teachers, 3 classes for each one of them, she believes that if the observations extended to more than just 3 classes, the results could have been more diverse.

Significance of the Study

Nemours studies have asserted the importance of Authenticity in TEFL; González (2016) believes that using authentic materials leads to great outcomes. However, Ianiro (2007) stresses that it is also important to use these materials not in traditional ways but in authentic ways. Therefore, both the materials and

classroom interactions are important when we talk about the concept of authenticity in EFL. The current study is important for several reasons. First of all, it will examine the authenticity of the used materials in Palestinian EFL classrooms, and investigate if they are used authentically. Therefore, it will assist Palestinian English as a foreign language teachers to reflect on their teaching practices and the materials they use in their classes. Curriculum designers and textbooks authors become aware of the significance of having authentic language in the textbooks and materials used to teach English as a foreign language. Furthermore, at the Ministry of Education level the current study is expected to inform policy makers and curriculum developers about the significance of authenticity in teaching English and other related subjects.

In addition, based on the literature reviewed, the author found that very few studies have looked into the concept of authenticity in EFL in the Arab World. Such studies focused mainly on the effect of using authentic materials in EFL classrooms or investigated textbooks authenticity. So, to the best of the researcher's knowledge, the current study might be the first in the Arab context that investigates the authenticity of classroom interactions and activities, textbook authenticity, and teachers perspectives' toward using authentic materials in EFL classrooms. Therefore, such a study will contribute to the literature concerning teaching English as foreign language in the Arab world and other contexts considering the widespread of teaching English as a foreign language worldwide.

Summary

The current chapter previewed various definitions for the concept of authenticity in teaching English as a second language. It also discussed how it was addressed within the communicative language teaching approach. Moreover, this chapter tried to justify the theoretical framework underpinned the study.

The research problem, significance, and questions were presented in this chapter. However, the studies that investigated the authenticity of EFL classrooms and the

impact of the EFL classroom being authentic or not on EFL learning teaching process and outcomes are reviewed the next chapter, Chapter Two: Literature Review.

Chapter Two

Literature Review

This chapter presents review of previous empirical research that investigated the concept of authenticity in EFL. It was found that these studies could be classified into three categories: first, studies that explored the effect of using authentic materials in EFL classrooms. Second, studies that provided a group of international evaluation of EFL textbooks authenticity. Finally, studies that investigated teachers' and learners' (from different ages and levels) attitudes towards using Authentic Materials in the classroom.

The Effect of Using Authentic Materials in EFL Classrooms

A number of applied linguists discussed the definition of authentic materials in English as a Foreign Language (EFL) classrooms. Some of the studies suggested that they are texts that are not written for language teaching purposes. In other words, they are not created specifically to be used in classroom (Jordan, 1997; Ianiro, 2007; Nunan, 1988; Tomlinson, 2004). While, Daskalos & Ling (2005) and Adams (1995) believed that they are the texts in which language and structure are not simplified in anyway and are produced by native speakers. However, Jacobson, Degener, & Purcell-Gates (2003) proposed that "print materials used in ways that they would be used in the lives of learners outside of their adult education classes" (p1). In this sense, Joy (2011) claimed that "the original context of authentic material no more remains the same when it is used in a classroom because the text is re-contextualised as a teaching text" (p. 10). Consequently, it's argued that it's almost impossible to achieve a complete authenticity in classroom practice.

Widdowson (1998) suggested that being appropriate to the context is the thing that makes the text real. Accordingly, Thomas (2014) argued that they are originally produced for real communication purposes.

Authentic materials could be classified in three categories (Genhard as cited in Alziri and AlRashdi, 2014).

1. Listening materials: radio news, cartoons, songs, etc.
2. Visual materials: street signs, magazines and newspapers pictures, post cards, etc.
3. Printed materials: sports reports, newspapers, restaurant menus, train tickets, etc.'

Furthermore, movies and video clips might be the very obvious example for these materials. In this regard, videos are considered one of the best authentic materials available for the EFL since they let learners listen to the native speakers, observe their gestures, and body language (González, 2016; Thomas, 2014). Online materials "provide real life linguistic input as well as valuable cultural information for our students" (Ciornei & Dina, 2015, p. 276).

Authentic Materials are easily accessed nowadays thanks to the Internet. A study by Coppens, Rico, & Agudo (2013) explored the extent to which blogs increase the use of authentic materials within English language teaching- learning community. Besides, it measured the impact of these blogs on social media since they allow teachers and learner to use, share, and comment on these materials. The blogs were analysed from 2010 to 2013. The findings indicated that the used materials on 56.25% of the blogs were 100% authentic material. It was also found that Web 2.0 technology enabled the blogs to impact other communities through social media. As a result, it encouraged the use of authentic materials.

The effect of using authentic materials in EFL classroom has been investigated from different perspectives through the years. The main concern of these studies was to look how these materials impact second language acquisition. Therefore, various empirical studies were conducted to test what effects these materials have on different language skills; Listening, reading, speaking and writing.

Karimi and Dolatabadi (2014) conducted a quasi-experimental study that investigated the effect of authentic materials on listening comprehension of lower intermediate Iranian learners. The results revealed that when the students listened to authentic listening materials in class, their listening comprehension and their attitudes towards language learning improved. Accordingly, the study recommended that authentic materials should be implemented in any foreign and second language classroom, as they may raise the learner's metacognitive awareness in listening comprehension.

Similarly, Dewi's experimental quantitative study (2018) investigated the effect of authentic materials on listening comprehension. The sample of the study consisted of 76 second year students of Junior High School in Indonesia. They were divided into two groups; experimental and control. The authentic material used in this research was songs. A multiple-choice test was used to collect the data of the study. The analysis of the data showed that the use of authentic materials affected students' achievement in Listening comprehension positively.

Ghaderpanahi (2012) examined the influences of authentic aural materials on listening ability. Thirty female undergraduate psychology majors studying English as a foreign language completed a questionnaire and were interviewed. The results showed a statistically significant improvement in the listening ability of the EFL students. Recommendations were offered to take into consideration students' frustration that may result from the speed of authentic speech. Unver (2017) suggested that the key is to raise students' awareness about the listening skill. And to work with the students to develop listening strategies that suit them. Accordingly, students develop higher self-confidence. And as a result achieve better understanding.

Nematollahi & Maghsoudi, (2015) tested how authentic and non-authentic texts impact Iranian EFL learners' vocabulary retention. The sample was selected by depending on a proficiency PET (Preliminary English Test). As a result, 74 learners (44 female and 30 male) EFL learners at the upper-intermediate level

studying at Aryanpour English institute in Tehran and Kishair English Institute in Esfahan were selected. The treatment was implemented during three sessions in which two texts; one authentic and one non-authentic; were taught. To avoid learner's exhaustion that may impact EFL learners' vocabulary learning, there was a break between teaching the two texts. SPSS results of the pre-test, post-test and delayed post-test, showed that there is no impact for authentic versus non-authentic texts and the learners' gender on EFL learners' vocabulary retention ability.

Correspondingly, Chatrsimab, Kargar, zadeh, (2014) tested the effects of reading authentic and adaptive texts on vocabulary acquisition of sixty advanced level (EFL) learners, and their progress in their knowledge of vocabulary and reading comprehension. The researcher observed the procedure, and determined the differences between students' performance on vocabulary acquisition after using authentic and adapted texts. The results proved that there were significant effects on vocabulary achievement. However, there was no significant difference between the use of authentic and adapted reading texts on learners' vocabulary knowledge and reading comprehension improvement.

In a similar context, Ghanbari, Esmaili, & Shamsaddini, (2015) experimented teaching vocabulary using authentic materials and its impact on learners' vocabulary achievement. The sample consisted of 66 students whose scores ranged between 105 and 119 (elementary level) in Oxford Proficiency Test. Both experimental and control groups had a pre-test in the first session. The control group obtained new vocabularies through their textbook (English Result), whereas the experimental group received the same vocabularies through The New Straits Time online paper. A month later, all of the participants had a post-test. Unlike the previous studies, the results of this study indicated that the vocabulary knowledge of the participants improved in both groups however the experimental group considerably outperformed the control group.

An interesting study by Isazadeh, Makui & Ansarian (2016) investigated the effect of using instructional vs. authentic videos on Introvert and extrovert learners' vocabulary learning. 123 participants were divided into four experimental groups. In groups 1 and 2 classrooms, authentic videos were used. However, instructional videos were used in groups 3 and 4 classrooms. After 10 sessions, 45 minutes each, the participants took a post-test designed by the researchers. The findings of the study indicates that both authentic and instructional videos had a positive effect on vocabulary learning. However, authentic materials were more beneficial for introvert learners.

Khoshbakht, and Gorjian, (2017) investigated the effect of authentic and non-authentic materials on developing reading comprehension of the Iranian intermediate EFL learners. 50 Iranian EFL learners studying English at Pooya Language Institute were selected. They took part in a proficiency test (OPT) and 24 of them were randomly assigned into two homogeneous groups. A pre-test was assigned, and 12 passages selected by the researcher were taught during a 12-session course for both groups. For one group were authentic texts whereas for the other group were not. After the treatments, the participants were given a post-test. To compare the results of the pre-test and the post-test in both groups Independent Samples t-test was used. It showed that the reading comprehension performance of both groups improved. However, the experimental group results exceeded the other group results.

Similarly, Hatimah, Rofiq, and Andayani (2013) explored the effect of using authentic materials on the tenth grade students' reading comprehension achievement in the 2012-2013 academic year. Two classes were chosen as the research sample by using lottery. Class XB which had 28 students was the experimental class and class XC which consisted of 20 students was the control class. Results of the pre-test and post-test proved that the use of authentic materials had a significant effect on the students reading comprehension achievement.

Very similar results were found also by Baniabdelrahman, (2006) who investigated the effect of using authentic and non-authentic materials on EFL eleventh grade students' achievement in reading comprehension in English. The sample consisted of two eleventh grade student sections; the control group (37 students), and the experimental group (35 students). After twelve weeks of treatment, the mean scores of the experimental group was significantly higher than the mean scores of the control group in the reading comprehension achievement test.

In the Palestinian context, Yousef (1998) compared the effects of authentic and simplified texts on 134 Palestinian 12th Graders' Reading Comprehension and Processing Strategies. First, he explored the effect of texts on learners' comprehension. And then, he investigated the reading strategies that they use while reading the different texts. The results revealed that there is no statistically significant difference on reading comprehension. However, subject achievement was better on the authentic texts.

Ciornei (2015) looked into the relation between the use of authentic texts and the improvement of communicative abilities. She also identified the types of authentic texts which facilitate learners' academic performances and the understanding of the target culture. The sample consisted of students from the programme of study Pedagogy of Preschool and Primary Education, in the first year of studies. A diary book was used to investigate performances during the semester, and a questionnaire made up of 5 open questions was applied to explore types of authentic texts which facilitate pupils' academic performances. It was found that 58% of the learners improved their fluency and language comprehension, while 24% had remained at the same level and 18% got lower results as compared to the previous semester. The results were analyzed from an empirical perspective, and they indicated that authentic texts developed the communicative abilities and cultural acquisitions. However, these materials are beneficial only when used in accordance with learners' proficiency level and

interests. It also showed that the most useful types were: articles. However, the less useful type were radiobroadcasts.

Guo (2012) examined the effects of extensive reading using authentic online materials on students' language proficiency, and students' attitudes toward the extensive reading activity. Pre- and post-test design using a simulated English proficiency test and an attitudinal survey were implemented. Other data such as course exams and students' class participation records were also included. The results indicated a strong relationship between extensive reading and vocabulary development. Students thought that extensive reading also enhanced their overall English ability and knowledge.

An interesting study by Zohoorian, (2015) investigated the effect of an authentic context through the integration of authentic texts and tasks on the motivation level of English for Academic Purpose (EAP) students. The participants of the study were EAP students majoring in engineering at the Islamic Azad University of Mashhad Branch in Iran. It's a quasi-experimental mixed-method in which the sample included two groups, one as the control and the other as the experimental group with 30 students in each group. The experiment was conducted in 8 weeks period. Self-report motivation level questionnaire which was adapted from Lin's 2004 was used to collect the quantitative data. Whereas, diaries and focus groups questions were used to collect the qualitative data. The results concluded that the students in the authentic context showed higher motivation level than the other students. Furthermore, the students' diary entries provided crucial information about the most engaging tasks, and the beneficial experiences of the authentic group.

González Otero, (2016) conducted an action research to identify EFL students' communicative needs, and to develop their oral skills through the use of authentic materials and Information and Communications Technologies (ICTs) in the classroom. The sample consisted of three groups of seventeen-year-old students attending 1st year of Bachillerato in three different secondary schools in

Madrid. The study consisted of three phases. First, a pre-study analysis in which the proficiency and the motivation of students were measured. Second, the treatment: the development of creative activities based on authentic materials. Finally, a post-study analysis that measured the proficiency and motivation of students after the treatment. It was concluded that creative materials based on authentic materials and ICTs provide great results in teaching English to non-native speakers

Losada, Insuasty, & Osorio, (2017) analyzed the extent to which the use of authentic materials and tasks led to the improvement of the communicative competence on an A2 level English course. The sample consisted of 9 students from course A (age: 18-45) and 14 students from course B (age: 16-40). A pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries were used to collect the study data. The results confirmed that using authentic materials within an authentic context assessed in the development and progress of students' communicative competence. It also affected the teaching practices of the teachers who taught the experimental group in a positive way.

In a very informative study, Beresova (2015) measured the impact of authentic materials on language acquisition and cultural awareness. Contrastive analysis of three sources of authentic materials: academic, literary and journalistic texts were applied. Three different experiments were conducted on three different groups of learners within three years. These experiments investigated the impact of using authentic materials in three different contexts; academic, literary, and journalistic. Using various approaches, the analysis of the data revealed three major findings. First, regarding the impact of using literary authentic materials on language acquisition and cultural awareness, it was found that these materials were very beneficial and enjoyable for the learners. Moreover they were aware of the relation between the language and culture. Second, regarding the impact of using academic authentic materials indicated that the culture and academic language of the learners improved. Third, regarding the

impact of journalistic authentic materials, results showed that when students were exposed to newspapers' articles their language techniques developed. In addition to this, it affected their cultural awareness positively that they acknowledged that they become more aware of the world wide events and their effects. The researcher concluded that authentic materials are more suitable for advanced L2 readers than adapted texts.

Kozhevinkova (2014) studied the impact of authentic materials on students' cultural awareness and language competence. The sample consisted of 20 intermediate level students majoring IT or Tourism. The data was collected through semi-structured interview. The results revealed that that 95 percent of the students agreed that these materials are extremely useful for their cultural knowledge. In addition, they believed that it had a positive impact on their motivation toward learning the language. Whereas only 5 percent of students didn't see the positive effects of these materials, and considered the activities "waste of time", "boring" or "just for fun".

Alsamani (2014) identified the appropriate cultural aspects to be combined in the Saudi EFL classrooms, explored the sources of students target culture knowledge, and examined their attitudes towards it. The sample consisted of seventy students, nine teachers, and seven experts. It was found that students needed to learn more about the foreign culture to improve their culture-awareness. Accordingly, they highly rely on audio-/visual media. The findings also showed that students had positive perspectives toward the target culture and its people. As a result, integrating authentic materials such as DVDs, video tapes, and newspapers in the foreign language classroom was highly recommended to improve culture awareness and language proficiency.

EFL Textbooks Authenticity

Since various studies have assured the positive effects of authentic materials, some researchers believed that it's necessary to investigate the extent to which the materials used in EFL classroom are authentic.

Clavel-Arroitia and Fuster-Márquez (2014) selected a sample of 6 texts used in six English textbooks from several prestigious publishing houses. They investigated ten texts per book, and they examined the extent to which the authenticity of these texts has been preserved. Based on the quantitative and qualitative analysis, the results revealed that the texts were not as authentic as they should be.

Abdollahi-Guilani and Hua (2011) evaluated the authenticity of the Iranian English textbooks at high school level. The research tool was Dougills' textbook evaluation checklist. It was distributed among 30 experienced English teachers who have already taught the three books. They were asked to evaluate the books based on the checklist and to add their own comments. In addition, some of the items from the checklist were selected and given to 200 students at three grades of high school. The data was collected, and then arranged in two main groups: content, and presentation. Based on the findings, the main objectives of the textbooks was to focus on reading comprehension, teaching the students how to use words in sentences correctly, and presenting some phonetic symbols and pronunciations. Teachers' and the students' responses showed that the content and presentation of the textbooks lack the authenticity of natural English. The materials were destitute of cultural and communicative aspects. Besides, the passages lacked attractiveness and diversity.

Similarly, Alshumaimeri, and Alzyadi, (2015) examined the extent of using authentic materials in the new series of secondary English textbooks (Flying High for Saudi Arabia). These textbooks are used in Saudi Schools. Through content analysis strategy, they found that the selected textbook had a moderate extent on using material authenticity. It was concluded that they provided materials which enhanced genuine communication among EFL learners, prepared them for the future uses of the language, and presented authentic language in a real contexts. However, the findings revealed that the used materials are beyond the learners' level.

In an interesting study, Siegel (2014) compared the authenticity of textbook topics in with actual ELF conversations. He claimed that there was a lack of information from empirical studies about the actual real conversation happen between English language students and other foreign students in their daily life. Therefore, a sample consisted of four Japanese first-year students volunteered to participate in the research. Their paper-based TOEFL scores ranged from 407 to 483. Each one of them selected different student partners from the campus. The partners were 30 different students from ten countries. Throughout the academic year, 64 video recordings were collected. The recordings were transcribed using Conversation Analysis conventions. The analysis of data brought additional topics for the English language classroom. As a result, the researcher recommended that teachers should cooperate and take these new topics into consideration in order to make their classrooms more authentic and to prepare their students to real life interactions.

Teachers and Learners' Perspectives towards Using Authentic Materials

It's extremely crucial that both the teachers and the students have a positive attitude towards the used materials, and strategies in the classroom as it affects their teaching- learning process. Therefore, several studies around the world have explored teachers' and learners' (from different ages and levels) perspectives toward using authentic materials in EFL classrooms.

Mamo (2013), in his descriptive qualitative study, examined the use of authentic materials in teaching listening skills to college students. The sample of the study consisted of 62 first year college students and all the English language instructors at Bonga College for Teacher Education. Data was collected using three different instruments; a close-ended questionnaire, interviews, and classroom observations. The findings revealed that the teachers were aware of the use of authentic materials in teaching listening skills. However, they basically focused on non-authentic materials in listening instructions. It also showed students think

that authentic materials are beneficial because they felt they were exposed to real language. As a result, they felt motivated and there was a sense of achievement.

Soliman (2013) studied EFL teachers' perceptions and beliefs regarding the use of authentic reading materials at university level in Libya. A questionnaire made up of selected-response items and open-response items was completed by the teachers. Based on the quantitative method, the results revealed that EFL Libyan teachers had a positive attitudes towards the use of authentic material. Furthermore, the study described the perfect reading class as the class where there is a combination of both authentic texts and the textbooks. Therefore, language programs should take into consideration integrating authentic materials into the curriculum to enhance the learning environment.

In the same context, Saleh (2017) explored the attitudes of hundred Libyan EFL university students. They were randomly chosen from two English departments in two colleges of education in two universities; Tripoli University & Zawia University. Attitudinal questionnaire was designed to collect the data. It consisted of 12 statements which described the advantages and disadvantages of using authentic materials for developing language learning. Based on the quantitative data analysis, the participants of this study had generally positive attitudes towards using authentic materials for language learning.

Similarly, Abdulhussein (2014) explored EFL College teachers' and learners' attitudes toward using authentic reading materials in Misan Governorate. The sample consisted of third- year college students and teachers of the English language in Misan. The students completed a questionnaire consisted of (36) items while the teachers' questionnaire consisted of (43) items. The results indicated that the perfect reading class should use a combination of both authentic texts and textbooks. However, a t-test analysis revealed a statistically significant difference between teachers' and learners' attitudes; the learners had stronger positive attitudes.

Abdelhafez and Abdallah (2015) Investigated Assuit University College of Education EFL students' teachers' awareness and use of online Authentic Materials, and how it affects motivation. The sample consisted of 50 2nd year EFL students. Semi-structured interviews were conducted to make a list of students' language learning needs. And a qualitative analysis for some online materials. The results indicated that Learners were aware of authentic materials and use them frequently. It also showed these materials have a positive impact on students' motivation.

At the school level, Ting-fai (2011) examined English language teachers' attitudes towards the use of authentic materials in Hong Kong secondary schools. The participants of the study consisted of 12 English teachers from School A and 11 English teachers from School B. The researcher used questionnaires, classroom observations and post-lesson interviews to collect the data. The results indicated that a majority of the participants had a positive attitude towards the use of authentic materials and believed that these materials facilitate students' English learning. It also showed that all participants had implemented these materials with different frequencies. These differences affected by three factors. First, their beliefs about the use of authentic materials in their classrooms. Second, their satisfaction about the used textbooks. And third, their willingness to spare time on preparing these texts. A surprising point was noticed during the lessons' observations; that is implementing authentic materials with students whose English proficiency is considered "bad" and "very poor" can be effective. However, careful attention about the texts' selection should be considered.

An interesting point was concluded by Firmansyah (2015) who explored the senior high school students' perception on the use of authentic and non-authentic materials in the classroom. 10 first-grade students of a Senior High School were taught using both materials. After that, they were asked to complete a questionnaire. He found that it's not the kind of material, authentic or non-authentic, that demonstrated students' attitude, but the way these materials was

presented. In addition to the level of texts difficulty, and the familiarity of the topic.

Daskalos & Ling (2005) explored teachers' and students' attitudes towards authentic and adapted texts used in the teaching of English in two Swedish grammar schools. The aim of this study was to determine the significance of appropriate text selection in relation to student motivation. Survey was conducted with second year students, and several interviews were conducted with students and teachers to collect the data. The results revealed that students and teachers preferred to read authentic texts. They believed that these texts interesting topics, as a result, it created an active classroom. However, to replace the textbook entirely with authentic material seemed unrealistic. Therefore, a combination of the two types of text was suggested.

Kılıç and İlter (2015) investigated whether authentic materials have a positive impact on developing the attitudes of 12th grade students in EFL classes. The participants were 37 twelfth grade students in Bucak Anatolian High School, Turkey. The study was conducted within over 12 weeks. It's a quantitative research method/experimental study; the experimental group experienced activities and exercises using authentic materials such as films, videos, magazines. Whereas the control group implemented the traditional instructional approach using the current textbook. Both groups took a pre-tests at the beginning of the training, and a post-tests at the end of the training. Descriptive statistics and independent-samples t-test were used to analyze quantitative data. The means of the experimental group was found to be significantly higher than the control group according to post-test results. The results confirmed that authentic materials had a positive effect on the attitudes of students towards English course.

An interesting study by Zhafarghandi, Barekat, & Homaei (2014) investigated the attitudes of teachers and learners towards listening authentic material. The participants were 30 teachers and 60 students studying at Rodaki Higher Institute Education. To determine students' proficiency level, they had a

proficiency test (Oxford Placement Test). After that they were assigned to two groups; the experiment group listened to authentic materials while the other group listened to simplified material. To achieve better understanding of what the authentic material is, both groups were exposed to both materials. Then, they answered a questionnaire. The results revealed that both the students and the teachers had positive attitudes towards the use of authentic materials.

Conclusion:

Despite of the contradictory views about what makes the English language classrooms authentic, there was an agreement that it's what make EFL classroom reflect a genuine and real interaction using the target language. In which, students take part in missions, enjoy genuine learning experience, and feel motivated to participate in.

Previous empirical studies assured that using authentic materials brought various benefits to EFL classrooms. These benefits are summarized as the following:

1. It promotes learners' motivation. These materials serve as a mirror to the outside world for the language they are learning so they provide learners with a direct link with the world outside classroom and keep them informed about what's happening in the world.
2. It raises learners' cultural awareness and assists them in developing a positive attitude towards the other culture.
3. It plays a great role in developing learners' reading skills. The variety of used reading texts makes the reading process interesting and closer to reading for pleasure notion. Besides, it improves vocabulary acquisition.
4. It enhances listening comprehension.
5. It seems to have a favourable impact on learners' achievement and language proficiency.

Previous studies also indicated that both learners and teachers had positive attitudes towards using AMs in EFL classrooms. However, English as a foreign

language teachers have agreed that it's unrealistic to only depend on authentic texts, and suggest a combination of both authentic and non-authentic materials. This could be due to various reasons:

1. Using AMs requires extra effort from the teachers.
2. Some teachers don't have a clear image about the concept itself.
3. Some teachers take into consideration the beliefs that suggest that AMs are not suitable for lower level learners.

Finally, regarding the previous studies that looked into the concept of authenticity and have assured its importance in Teaching English as a Foreign/Second language, it was noticed that the studies related to the concept of authenticity in FEL Arab world context were very few. Moreover, only one study has been conducted in the Palestinian context.

The researcher believes that these notes justify the importance of this study which will try to investigate the extent to which English Language Classrooms in Palestinian public schools promote the concept of authenticity through analysing classroom interactions, the used materials (textbooks), and teachers' perspectives towards the use of authentic materials in EFL classrooms. The methodology of this study is presented in the next chapter.

Chapter Three

Methodology

Introduction:

The main purpose for the study is to investigate the concept of authenticity in English language classrooms in Palestinian public schools. These classrooms appear to be the only place where the students get the chance to practice English language. Thus, in such contexts it's vital that classrooms provide real interactive environment. Tatuski (2006) suggests that teachers should promote 'integrated skills approaches' in order to expose the students to authentic language so that they can interact naturally. And more importantly that they "instead of studying about English in order to learn it, our students should study in English in order to acquire it" (Tatuski, 2006, P, 34). Accordingly, the study was conducted to answer three main questions:

1. To which extent are 10th grade English language textbooks (English for Palestine) authentic?
2. To which extent do 10th grade English as a Foreign Language classrooms promote authentic interactions?
 - c. To which extent are 10th grade classrooms activities authentic?
 - d. What is the nature of the language used in classroom interactions by 10th Grade English as a Foreign Language Teachers?
3. What are 10th grade English as a foreign language teachers in Jenin School District perspectives regarding using authentic materials and tasks in their classrooms?

The current chapter represents the methodology of this descriptive analytical study. It describes the research design, the population, the sample, and the location of the study. The instruments that were used to answer the questions qualitatively and quantitatively are presented in this chapter. The validity and

reliability of these instruments are also discussed throughout this chapter. At the end, it offers a detailed description for the study procedure and data analysis.

The Research Design

The current study is a descriptive analytical research. Both qualitative and quantitative methods were used (Mixed Methods Design). The aim of using mixed methods research “is not to replace either of these approaches but rather to draw from the strengths and minimize the weaknesses of both in single research studies and across studies” (Johnson & Onwuegbuzie, 2004, p.14). It helped the researcher to answer the different aspects of the study questions using various approaches.

Therefore, qualitative data were collected with a checklist adapted from Canado and Esteban (2015) authenticity checklist and through classroom observations. The checklist was used to evaluate the authenticity of 10th grade English language textbooks. However, classroom interactions were observed by the researcher. The researcher wrote every detail related to teachers’ and students’ language, the provided tasks and activities, and classroom interactions in general.

Quantitative data were collected with a questionnaire. The questionnaire was used to explore 10th grade English as a foreign language teachers in Jenin School District perspectives regarding using authentic materials and tasks in their classrooms.

The Study Sample

The sample of the study consisted of all 63 teachers who teach English language for the 10th grade in Jenin district Public Schools. However, only 52 teacher completed the questionnaire to answer the third question of the study about their perspectives regarding using authentic materials and tasks in their classrooms. The properties of the sample are presented in table (3, 1).

Table (3.1)
The properties of the teachers sample (who completed the questionnaire)

Variables		Frequency	Percentage
Gender	Male	26	50.0
	Female	26	50.0
Age	20s	11	21.2
	30s	22	42.3
	40s and above	19	36.5
Qualifications	BA	44	84.6
	MA	8	15.4
Experiences	1-5	14	26.9
	6-10	15	28.8
	11 and above	23	44.2

In order to answer the second question of the study about the extent to which 10th grade English as a Foreign Language classrooms promote authentic interactions, 8 teachers were chosen randomly and their classrooms were observed by the researcher. The researcher has observed three classes for each teacher.

Table (3.2)
The properties of the teachers sample (whose classrooms' were observed)

Variables		Frequency	Percentage
Gender	Male	3	37.5
	Female	5	62.5
Age	20s	1	12.5
	30s	3	37.5
	40s and above	4	50.0
Qualifications	BA	6	75.0
	MA	2	25.0
Experience	1-5	2	25.0
	6-10	1	12.5
	11 and above	5	62.5

To answer research question number one, the researcher also chose and analysed the English language textbook used for 10th grade in the Palestinian Public schools in 2017-2018 scholastic year. It is designed by MacMillan Ltd and distributed by the Palestinian Curriculum Centre. Moreover, it's the only input source provided by the Palestinian Ministry of Education, and the teachers are expected to abide by it and finish it during the scholastic year. The textbook consists of 12 units as seen in table (3-3):

Table (3.3)
Grade 10 Textbook Units

Unit number	Unit title	Page
First Semester Textbook		
1	Making Contacts	4
2	From here to there	18
3	Free-time activities	32
4	Emergency	46
5	Dangerous weather	60
6	Working for a better world	74
Second Semester Textbook		
7	Palestine: Holy land to the world	4
8	Good news from the doctor	18
9	Which way at 16?	32
10	Healthy eating- healthy body	46
11	Strange events	60
12	Talking about tomorrow's world	74

Instruments of the Study

Three instruments were used in order to collect data to answer the study questions:

1. Checklist:

A checklist developed by the researcher based on Canado & Esteban (2015) Authenticity checklist was used to evaluate the authenticity of 10th grade English

language textbook (for the checklist, see appendix A). The researcher has adapted and modified Canado & Esteban (2015) Authenticity checklist to fit the research questions. Accordingly, it consisted of four subtitles, the first one was about the authenticity of the topics and it consisted of four questions. The second part was about the used language and it consisted of three questions. The third part was about the activities and it consisted of four questions. The last part asked about the textbook authenticity in general and it consisted of five questions. The total number of the questions were sixteen and all of them were open-ended questions.

The researcher read and reread the textbook materials several times, and coded the materials based on the Communicative Language Teaching approach (CLT) and the questions presented by the checklist.

2. Classroom Observation:

Classroom observations are “a family of related procedures for gathering data during actual language lessons or tutorial sessions, primarily by watching, listening, and recording... These procedures are both electronic and manual in nature.” (Nunan & Baily, 2009. P, 285). In this regards, classroom observations seemed to be the best instrument to collect data about language learners and teachers and the process of teaching- learning in various settings (Mamo, 2013).

The researcher believed that classroom observation was the best instrument to answer the second research question about the extent to which classroom interactions are authentic. Accordingly, the researcher journal (Appendix B) was used to provide a thorough description for teachers' language, classroom activities and interactions throughout the observation period.

Nunan & Baily (2009, p.259) suggested that “manual data collection can be either open-ended..., or in observation schedule”. The researcher believed that open-ended manual data collection procedure would be suitable to collect the study data. This is mainly due to the fact that she thought that it would give her more freedom to write every detail while observing the classes. And as a result, would lead to a wider and deeper insight to the data collecting process.

Accordingly, every detail related to the interactions between the teachers and students, teachers and the textbooks, teachers and tasks, students and provided tasks, and students and other students, was written.

3. Teachers' Questionnaire:

Throughout the second semester of 2017-2018 scholastic year, all 63 English as a foreign Language teachers who teach English for 10th grade were called to complete a questionnaire designed by the researcher herself (for the questionnaire, see appendix C). The aim of this instrument was to explore 10th grade English teachers in Jenin School District perspectives regarding using authentic materials and tasks in their classrooms. Taking into consideration the large sample of the teachers, closed responses questionnaire was found suitable to explore the teachers' opinions.

The questionnaire consisted of three parts; the first part titled "Teachers' Attitudes" which is composed of four sections. The first one was titled "the use of authentic material", and it aimed to show to which extent teachers think about using authentic materials and if they are able to use them or not. The next one titled "The reasons I support or use authentic materials in my classroom" aimed to reveal the reasons behind supporting the use of authentic materials or even using them in their classrooms. The second part "In general", aimed to explore general thoughts about the use of authentic materials. However, the Third one titled "Types of Authentic materials I use in my classroom" aimed to investigate the types of authentic materials they use in their classrooms and to reveal the most common used material.

The researcher and the supervisor agreed to add a section for the teachers where they can add any additional comments they have in mind. The idea of this sections was to give the teachers a space to comment on the subject, the questionnaire itself, or teaching English in general. The researcher believed that their comments will enhance a better understanding for the questionnaire answers results.

Instruments' Validity and Reliability:

1. Checklist:

The checklist is adapted from Canado & Esteban (2015). They have developed their checklist based on "an exhaustive literature review on authenticity and, on the other, on Almagro's (2004) proposal for the evaluation of ESP textbooks at university" (p.39). The adapted version was evaluated by the committee. Some adjustment related to the questions order were made. The supervisor has added two questions.

2. Classroom observation:

Cohen et al. (2007) claimed that classroom observations "are beset by issues of validity and reliability" (p, 412). This is due to the fact that the researchers collect the data directly by themselves. They believed that "The use of immediate awareness, or direct cognition, as a principal mode of research thus has the potential to yield more valid or authentic data than would otherwise be the case with mediated or inferential methods" (p, 415)

Hence, the researcher herself has done all the observations and has written every detail related to the study questions with no previous assumptions. Moreover, the researcher intended to read every entry directly after the observation, in order to avoid any misconception or data loss. Then, these observations were thematically analysed using the six-phase process of coding, categorising and emerging themes. Besides, two outside reviewers have evaluated these themes by comparing them to the original text. Based on their recommendations, some modifications related to the final labels of the themes were made.

3. Teachers' questionnaire:

To guarantee the validity of the teachers' questionnaire, it was evaluated by the researcher supervisor and two English supervisors in Jenin Directorate. Some adjustments related to the language of the questionnaire were made, for example the titles of the paragraphs were clarified and were made more specific to fit with

the study questions. The researcher supervisor has added some items in third part (types of authentic materials I use). The reliability of the questionnaire is considered high (0.867 Cronbach's Alpha).

The Study Procedure

To achieve the goal of the current study, various serial and integrated procedures were performed by the researcher. These include reading previous literature, developing the research questions and tools, taking permissions, collecting the data, and discussing and analyzing the results. The following steps provide a thorough description for these procedures:

First of all, the researcher has reviewed literature related to the concept of authenticity. This included the studies that discussed the definition of authenticity and authentic material, the empirical studies which compared between the use of authentic vs. non-authentic material in EFL/ESL classrooms, studies which investigated the authenticity of textbooks, and the studies that explored teachers' and students' attitudes towards authenticity and the use of authentic materials.

Second, the researcher adopted three tools to answer the study questions. These tools are:

- a. A checklist developed by the researcher based on Cando & Esteban (2015) Authenticity checklist. It was used to answer the first question of the study about the authenticity of 10th grade English language textbook. The checklist was presented to the committee members and the supervisor. As a sequence, the supervisor has added two questions.
- b. It was agreed that classroom observations would be applied to answer the second question of the study about classroom interactions.
- c. The researcher has developed a questionnaire to answer the third question of the study about teachers' attitudes towards' the use of authentic materials in EFL classrooms. The questionnaire was presented for the supervisor, and two English supervisors in Jenin Directorate. Some adjustments related to the

language of the questionnaire were made based on their comments. Also, some items were added to the last section based on the supervisor comments.

Third: following Birzeit University ethical rules, the researcher asked for the approval from the Directorate of Education in Jenin. They helped the researcher with the list of the schools, their locations and numbers, and the information related to the number of teachers who teach English language in Jenin Directorate for 10th grade.

Fourth: the researcher has reviewed, read, and reread 10th grade English textbook to be able to answer the checklist. The material was coded and highlighted then the checklist was completed.

Fifth, the questionnaire was distributed for all 63 teachers who teach English language for 10th grade in Jenin public schools. However, 52 teachers have agreed to complete the questionnaire.

Sixth, eight teachers were randomly chosen (3 males, and 5 females), and the researcher has observed three classes for each teacher. Every detail related to classroom interactions, activities, and teachers and students language, was written in the researcher journal.

Seventh, the collected data were computerized.

Eighth, qualitative data collected from the checklist and classroom observations were analysed based on proper qualitative methods (Content analysis and Thematic analysis). However, quantitative data collected from the questionnaire were analysed using the Statistical Package for Social Sciences (SPSS).

Finally, conclusions were made, and recommendations for further studies were presented.

Data Analysis

1. Analysis for the Checklist Questions (Textbooks' Content Analysis).

Cohen et al. (2007) claimed that content analysis examines the material and summarizes it using pre-codes or themes. They explained that checklists could be

used as a pre-coded questions. These questions are answered to form the codes and before the categorizing stage in content analysis. They stated that the importance of these questions lies in the fact that they assist in transforming the data into codes systematically. However, Cunningsworth (1995) noted that “it is important to limit the number of criteria used and, the number of questions asked, to manageable proportions. Otherwise, we risk being swamped in a sea of detail” (, p. 2). Accordingly, the researcher answered the questions of the checklist to initiate codes. And hence, the researcher followed various steps to analyze the data collected by the checklist;

First, the researcher read and reread the materials. Then, she revised the codes suggested by the checklist. The codes were revised in relation with the checklist questions.

Second, the researcher started categorizing the coded material by identifying the connections between them. Accordingly, four categories were set.

Third, the researcher interpreted the findings based on Communicative Teaching Language approach (CLT).

2. Analysis for the researcher journal (Thematic Analysis):

The researcher observed (24) classes for (8) teachers in Jenin directorate (3 classes for each teacher). Every detail was written in her journal. The observations were done through the second semester 2017/2018. Braun & Clarke (2006) model for Thematic Analysis (TA) was applied to analyze the qualitative data collected by observing 10th grade English as a foreign language classrooms.

Thematic analysis is “a process of encoding qualitative information” (Boyatzis, 1998, p. 5). It includes looking through the data, which could be interviews, observations, or any other texts, to find connections or repeated patterns that form meanings. These patterns describe and represent crucial meanings related to the study questions are to be classified as themes (Braun & Clarke, 2006).

Braun and Clarke (2006) argued that despite the fact that thematic analysis is a flexible method that is widely used with both quantitative and qualitative

researches, there is no specific agreement on how it's done. Therefore, they have developed the six-phase model which works as an outline for the thematic analysis process. The researcher has followed the six stages model including rereading the data, coding, categorizing, revising the codes and presenting themes. These steps were summarized as the following:

Phase one (familiarizing yourself with the data): The researcher has collected the data herself, she had some previous thoughts and interests before going back to the data. However, the researcher has read and reread the data many times to make herself familiar with all the aspects of the data. Moreover, she had taken some notes and underlined some ideas throughout the reading and rereading process to help her in the coding phase.

Phase two (generating initial codes): After familiarizing herself with the data and generating some ideas and thoughts, the researcher has started organizing the data and coding them. The researcher used Microsoft office program (Word) to mark the data and coding them by using different text highlighter colour. For example, the data related to using learners' native language was highlighted in yellow, however, the data related to students' motivation was highlighted in red.

Phase three (searching for themes): After revising the codes, the researcher has started putting them in themes. A thematic map was used to assess the relationship between the codes, the themes and the sub-themes. Some codes failed to fit within themes, so they were put together in order to be revised. For example, at this stage (No critical thinking skills) seemed that it didn't fit within the themes.

Phase four (reviewing themes): The researcher has reviewed the coding extract for each theme. Some adjustments and editing were made. Then, she has reviewed the themes and their coherence and their relation to the entire data. In other words, the codes which at the previous phase seemed not to fit in the themes were revised and their relations to the themes became clearer. For

example, (No critical thinking skills) was found to fit with the theme about the teaching strategies that teachers use in their classes.

Phase five (defining and naming the themes): The researcher has done the final refinement of the themes and the sub themes. Naming the themes and writing a meaningful explanation related to the study questions with proof from the extracts.

Phase six (producing the report): The meaningful themes were presented supported with evidence and ready to be analysed in the fourth chapter.

3. Analysis of the questionnaire.

The questionnaire, was used to answer the third question of the study, teachers' attitudes toward using authentic materials in their classrooms. Teachers' responses to the part that describes their attitudes were measured using the SPSS program based on Likert scale started from (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree. The second part of the questionnaire about the types of authentic materials they use was also coded based on Likert scale as, (1) never, (2) rarely, (3) occasionally, (4) frequently, (5) very frequently. However, reverse coding was used for the negative items. Descriptive analysis was used to calculate the means, standard deviation, percentages, and frequencies for the items in order to answer the study question. Data collected from the last section of the questionnaire, additional comments, was coded into meaningful categories. The researcher read the comments, coded them, then they were put in three categories.

Summary:

The core aim for this research was to investigate the authenticity of English language classrooms in Palestinian public schools. The current chapter has discussed the methodology of the research. It has presented the research design and explained the reasons behind choosing the mixed methods design. It also has clarified the setting of the study by describing the sample, the location, and time of the study. Moreover, the research tools and their validity and reliability were

presented in this chapter. Further, a detailed description of the study process and data analysis were discussed in this chapter. The results of the study are presented in the next chapter: Chapter Four.

Chapter Four

Results

Introduction:

Learning a foreign language in a natural authentic setting where the learner can negotiate meanings and communicate naturally, is absolutely necessary. Literature about the authenticity in English language teaching proved the importance of using authentic materials, language, and activities in teaching English as a foreign/ second language. Therefore, many scholars called to authenticate English as a foreign/ second language classrooms. Accordingly, this study aimed to investigate the authenticity of English language classrooms in Palestinian public schools. It evaluated 10th grade English Language textbook's authenticity by using an evaluation checklist. Moreover, it examined the authenticity of classrooms interactions by observing 28 classes for eight English language teachers in Jenin Directorate. Further, it explored English language teachers' attitudes towards using authentic materials in their classrooms by asking them to complete a questionnaire. The data was collected both qualitatively and quantitatively.

The first part of this chapter answered the first question of this study, it presented 10th grade English textbook authenticity evaluation results. While the second part answered the second question of the study, it presented English language classrooms authenticity results. Finally, the third part answered the third questions of the study, it presented English language teachers' attitudes regarding using authentic materials in their classrooms results.

English Textbooks Analysis

To evaluate the authenticity of English language textbooks, the researcher used authenticity evaluation checklist. The material of the textbook was coded regarding the checklist questions. The content analysis for the textbook enhanced

four categories; topics, language, activities, and general remarks. The results of content analysis are presented as follows:

Topics Covered in the Textbook:

a. Novelty and Relevancy of the Topics:

Content analysis for the textbooks' topics indicated that these topics tackled three main issues. These issues were; the students' hobbies and future decisions, worldwide issues: health, environment and making connections, and Palestine.

Although the topics presented by the textbook seemed general and valid for all kinds of discussions, looking deeply in the way they were presented and the examples they provided showed that the way they were presented was not up-to-date nor relevant to the learners' reality.

There are many examples from the textbook that proved the previous point such as; first, when we look to the first unit, first lesson (Making contact). This lesson shows some e-mails between Jenny and Basim who happened to be the son of her fathers' friend. She started the e-mail telling Basim that she knew about him from her father. And that the purpose of her e-mail that she went to know more about Palestine. They have exchanged some pictures. However, in today's world, teenagers don't use the e-mail to stay in contact with a friend. Social media has conquered the field of communication. Besides, their emails were short and direct to the point. They seemed more like formal e-mails as in reality it's not the way teenagers talk with each other.

Another example from unit eleven (strange events) the two passages in the unit talked about a strange creature lived in a lake. The main idea of the passage was about how people tried different ways from 1930 to 1993 to prove that such creature existed. Although the story might be interesting, however, the book hasn't mentioned what people or scientists think about this story nowadays, taking in consideration the great technology we have in our time. This has made the story quite unreasonable despite the fact that it is true.

Finally, the most important example is that although there is a unit about Palestine, there was almost no word about the occupation. The first text in unit seven was (About Palestine) and it talked about famous historical places and important cities in Palestine and the other text was about Jerusalem (the old city). Despite the fact that these texts described the cities of Palestine they never mentioned that these cities are occupied. However, the closest mention to the occupation was when they provided a summary for Darwish's life.

Accordingly, it's fair to conclude that despite the fact that the topics seemed to discuss general issues, they were not up to date, and they failed to reflect the students' reality.

b. Topics Related to Students Interests:

As previously mentioned, the topics revolved around three main issues; the students' hobbies and future decision, worldwide issues: health, environment and making connections, and Palestine. Despite the importance of such topics, they didn't really discuss issues that is actually related to the students (age 15-16).

Some of them may useful like (making contact, free time activities, which way at 16) since they discussed issues related directly to the students' lives. Or interesting, like (Strange events) which discussed strange things like (the story of, Nessie, the monster). However, most of the other topics were very general that they didn't really motivate the students to participate or to search to know more about them. For example, the unit about Palestine didn't provide new information for the students as they already know about the history of Palestine and its important cities from the history textbook and from their daily life since they are 15-16 years old. They are already aware of the featured places in their own country. In short, to attract the students, the topic should have provided new information or should have been approached from different or deeper perspectives.

c. Purposes of Topics Covered:

Looking at the table of contents, it described the goals of each lesson and it used verbs like (talking, narrating, noting, writing, expressing, describing, forecasting, telling, greeting, requesting, completing, predicting, and presenting) all these verbs indicated that the main goal for the lessons was to be able to communicate. However, the actual concern of the units was structures and forms not the actual use of the language. The actual dominant verb in the units was (complete). Every unit contained two passages and one chapter of the story (Around the world in 80 days), and one grammar rule. The students are required to memorize the vocabulary, read the texts, and complete the questions. This indicated that students were expected to know about the language instead of actually knowing how to use the language. In other words, its purpose was not communicative as it didn't enhance communication.

Language Taught through the Textbook Topics

As previously mentioned, textbooks' main focus was on structures and forms. There was no emphasis on the communicative aspects of the language. Moreover, the language of the textbook itself is an academic language and is taught for academic purposes. There is no indications to the language used in everyday conversations.

Despite the fact the textbook attempted to present the language in a real life situations produced by real speakers/writers like, texting a friend, interviewing a doctor, a report... the language itself was not genuine. This is very obvious as the language was very formal (academic) and used for linguistics purposes rather than communicative ones. For example; the emails between the friends are very formal with correct grammar, pronunciation, no abbreviations, and no false starts or use of emoji's. However, this is not the case in every day conversation between friends. Also, this was the same case in unit two, the lesson was about friends playing together. The used language was not genuine as it was very well-written. For example, (- Jenny: We've been running for a minute, but we still haven't seen

that wall. This time, I think we have been going the wrong way. – Samar: You're right. Look, the sun is on our left. That means we're going west, not east!)

Another example is the reports; there were more than one report in the textbook about different subjects (Health, food, technology...) in different forms (newspaper report, article, interviews...). Despite the fact that it meant to be presented as real language convey real message, the language used in these reports was simplified, direct to the point and meant to address the students. In other words, it wasn't genuine as it wasn't the language used by real speakers of the language.

However, it's worth mentioning that the language of the textbook was modern English. The grammar rules and lexicon are up-to-date and used in today's world English. It didn't contain old or unused structures or vocabulary. Moreover, the lexicon was relevant to the actions and issues that are discussed in today's world.

Usefulness of Instructional Activities

The activities presented in the textbooks were mostly (exercises) that are related to the educational context. These exercises aimed to assess students' understanding of the texts or their ability to complete the sentences correctly using new grammar rules. However, they ignored the target situation. Some of the activities manifested real use of the language such as the activities asked the students to discuss their opinion about something or to predict what will happen in an issue or even to talk about themselves. However, these activities were very rare in the textbook as there was only one activity like that in some units. Further, there was no activities that required the students to do something. For instance, there was no role plays or group works.

The presentation of the language functions was complemented with linguistics exercises but not with communicative ones. The textbook exercises focused mainly on the linguistic knowledge of the students. Further, it didn't manifest communicative exercises where the students' communicative skills could be assessed. Most of the textbooks' activities depended on learners' ability to write.

Besides, it focused on the learner as individual. In other words, it asked the learner to do the task by himself / herself. This is indeed not communicative nor authentic as the learner is actually part of the society and needs to be able to actually use the language with others. There is no activity that include actual conversations, role plays, group works, or games. Most of the exercises asked the student to (complete) the sentences. There was no real authentic activities. Hence, it didn't enhance authentic interactions.

General Remarks

In general, the thematic unity of the textbook was preserved. The units of the textbook followed the same design and strategy. Moreover, the topics of these units revolved mainly around three concepts. The first theme was about students' interests and future decisions. While the second one discussed some worldwide issues such as health, environment and making connections. The third concept was about Palestine; it's history, geography, and culture.

The subjects were approached from various perspectives as they were presented within a certain cultural contexts. The speakers or the characters in the lessons were usually from different countries. However, the main characters were Palestinians, and most of the time the lessons were about a Palestinian who hosted a foreigner or who was in contact with a foreigner. Nevertheless, the cultural aspect was roughly preserved.

In other words, although the topics were presented within a cultural context, there were no manifestations for discussions about the culture. For example in unit 3 (Free time), the unit presented what people around the world do in their leisure time. But there were no pre or post suggested discussions to compare between these different cultures or even to admire them.

In general, the sociocultural aspects presented in the textbook could be used for academic or occupational purposes rather than only for linguistic ones. However, the textbook didn't suggest that as it focused mainly on the linguistics aspects. Despite the fact that the textbook presented some issues from different

cultural contexts it didn't enhance the differences between them nor encourage the students to pay attention to the cultural aspects or even discuss them. However, there were some materials that could be considered authentic as it was used in genuine situations such as Maps. Also some pictures like Mahmoud Darwish's picture in the article talking about his life. Another thing is the story (Around the world in 80 days). Despite the fact that it's simplified, it still could be considered authentic as it is a piece of literature produced by native speakers. However, these materials were rare.

In general, although the aim of the textbook was to achieve communicative competence, it's rational to conclude that the textbook is not communicative nor authentic. This is due to many reasons. First of all, the topics of the textbook seemed to be far from the students' interests. Moreover, they were not up-to-date nor creative. Second, the textbook language didn't include real language produced by real speakers of the language. Third, the most important reason was that the activities did not enhance real interactions or communications. Finally, it didn't prepare the learner to actually use the target language in target situations. Instead, they learn about the language instead of actually learning the language.

Authenticity in English as a Foreign Language Classrooms

The aim of the second question of the study was to investigate to which extent 10th grade English as a Foreign Language classrooms promote authentic interactions. Thematic Analysis for the researcher journal produced seven themes.

The description of these themes will follow in the next paragraphs supported by proofs and examples from the journal to show the nature of language, interactions and activities promoted in English language classrooms.

Translation and the Excessive Use of the Native Language

Both teachers and students use their native language excessively. They almost don't use English language unless they are reading or answering questions. Some teachers try to speak in English, however, they immediately translate it into

Arabic. Besides, they don't encourage their students to speak in English in the classroom.

When teachers give simple instructions like "stand up/ sit down, open/ close your book, pay attention/ calm down" they use English language. In contrast, they use their native language when giving real instructions like how students are expected to behave in the classroom or how to answer a question. For example, *when teacher number 6 and I entered the classroom, most of the students were outside the classroom because they had a physical education class. Five minutes later, all of the students were at the classroom. The teacher told them in Arabic that they shouldn't be late to the class. And that they should change their clothes earlier next time.* Teachers also use Arabic language when commenting on students' behavior in the classroom. For example, *the students were moving from seat to seat freely without asking for a permission. When teacher number 5 has noticed, she asked them to go back to their seats and to stop talking. She told them that "This is wasting our time, I don't have to remind you every minute with the rules!"* they also reply to the students' comments in Arabic.

Teachers don't just give the instructions in Arabic, they also explain the questions in Arabic. *Teacher number 2 read the questions and examples and explained them in Arabic. Then he started walking between the students to see if they have any questions.* They also translate the sentences of the questions before and after they answer them. Further, some teachers tend to translate every word in the text into Arabic. For example, *Teacher number 7 greeted the students then she wrote the date and the title of the unit on the board. She asked the students, "what's the title of the unit?" they read it together (Strong Events). Then she asked, "What does it mean?" a student replied in Arabic. She told them to open their books and notebooks. She started reading the vocabulary and explaining them in Arabic.*

They also explain the text itself in Arabic, even literature. They keep asking about what's happening in the text (the plot), whether it's an article or a story.

Then they translate the paragraphs into Arabic. They don't try to simplify the language or use synonyms, they directly explain the word or the sentence in Arabic especially when a student ask about the meaning of something. For example, *when the student finished reading the first paragraph, teacher number 6 commented, "enormous means huge. Write it down." Then she explained the paragraph in Arabic. Another student read the next paragraph. The teacher commented on (depth) she asked them "Is it a verb?" the students raised their hands and answered "noun" the teacher replied, "Yes, it's a noun. Excellent. And the verb is deep, the adverb is deeply. It's in the box. The word formation box. Okay. Continue reading."* The student continued reading. Then the teacher explained the paragraph in Arabic. While she was explaining it, a student closed her book so she asked her to open it again and that there is still time. Then she continued. Another student started reading the third paragraph then the bell rang. The teacher said in Arabic, *"we will continue it tomorrow."*

Only one teacher has tried to elaborate the meaning of the vocabulary through providing examples like, *When the students had a problem in differentiating between the meaning of (between) and (among), teacher number 7 asked three girls to stand up. The 3 girls were standing beside each other so the teacher said. "Fatima is between Asma and Bisan."* Then she asked another two girls to stand up with them and asked, *"Who is the tallest among them?" she explained in Arabic that we use (between) when we are talking about two things however we use (among) when we are talking about a group.*

Further, they also speak in Arabic when they want to assign a homework or an exam. For example, *teacher number 8 asked the students to write five sentences on their notebooks as a homework. They argued him (in Arabic) that they have exams and don't have time for homework but he told them that it's only five sentences.* Teacher number 6 tried to assign an exam so they started arguing in Arabic. *While she was writing, she told them that they have an exam on Sunday.*

And they started discussing the exam issue in Arabic. The bell rang before they made a decision.

As a result, whenever the students need to ask for a permission to do something or they want to comment on something, they also use their native language. For example, *a student asked teacher number 5 if she can eat her sandwich, and the teacher agreed.* Or even when they want to ask about anything. Like, *one of the student told her in Arabic "when will we have breakfast together in the classroom?" the teacher replied, "In sha' Allah! Soon."*

Both teachers and students don't bother to speak in English. One of the teachers tried to speak in English during the observations, however, it was obvious that neither she nor her students' are used to it. Hence, a student was sitting next to me commented to her friend in Arabic, *"the teacher is speaking in English too much these days!"*

Use of Instructional Strategies

It was noticed that teachers extensively focus on memorization and drilling. This strategy is not just applied in teaching vocabulary but it also used in teaching grammar. The teacher repeats the rule or the word over and over then s/he asks the students to memorize it. For example, teacher number 1 was revising the conditionals, type 1, she asked the girls about the rule and the girl answered, *"if+s+v1, s+v1+..."* then she asked the girls, *"What is verb1?"* A girl answered, *"Um! With S or without S."* The teacher nodded that it's correct, and continued writing on the board: *"type 1"* then she asked *"when do we use Type 1?"* A girl was guessing and said *"possibility..?"* the teacher continued this way even when they were answering the questions *"she kept rereading them, and commenting on how some verbs take (s) and others don't."* Teacher number 2 have told his students, *"you should have memorized (types) 0,1,2,3"* when they couldn't answer the sentences correctly.

Depending on memorization has an obvious effect on students' outcomes. As three students from different classes have made the same mistake when they

answer a question. The three students haven't noticed that the subject has changed in their sentence so all of them answered, (if you...) instead of (if a student...) the subject in all the sentences was (you) except for their sentence. *The subject was (a student) therefore when the student answered it, he said "if you..." instead of "if a student..."* Here, teacher number 8 asked them to pay attention to the subject that it changes from one sentence to another.

Another example is when teacher number 2 *picked another two students. The first one asked "Are you a good leader?" the second replied "Yes, I think I am good at that. I give myself a 2 out of 5). The teacher and the students laughed and the teacher said, "If you give yourself a 2 then you are not good at that. If you give yourself 3-5 then yes, you are good. If you give yourself 1-2 then no. you are not good.* Here the students were asked to form sentences based on the personal skills they think they have. Despite the fact that the teacher has explained the question in Arabic, the student has picked (2) because the student before him has chosen (2) as well. Further, the teachers keep repeating after their students. When a student answer a question, the teacher repeats the answer two to three times then they write it on the board.

Teachers' Centered Classrooms

Teachers have a dominate role in the teaching -learning process. They have created passive learners who are not responsible for their learning process. Accordingly, student's role is limited to reading the texts and answering questions from the textbook. For example, *a student started reading. Teacher number 6 started explaining the rest of the paragraphs in Arabic. Then they read the lesson again. When they finished, she asked them to read the questions. The students read the question then answer it. The teacher tells the student which line the answer is. The students read the answer from the text, they don't use their own language. They answered the whole questions in the same way.*

Moreover, teachers explain everything for the students. They don't try to challenge them. Whenever a student ask a question, they immediately answer it.

Especially if they ask about the meaning of a word. They don't let them guess the meaning from the text, they immediately answer them. Another important point is that it's obvious that classrooms' rules are imposed by the teachers. Students are expected to follow these rules and to behave according to them.

Teachers and Students' Interaction

Unfortunately, one of the most obvious themes is the lack of conversation between teachers and students. There is no real communication between them. The teacher give the lesson, ask questions and the students answer. Even when the students try to talk, teachers respond with short and brief answers and change the subject or go back to the lesson. One of the teachers tried to interact with her students and asked them questions about themselves related to the unit title (healthy food). Teacher number 1 *asked the students "Do you love burger?" they shouted, yes!" then she asked them "how many of you love burger? Raise your hands." The student raised their hands and were laughing and whispering "we love food, we eat anything and everything". The teacher also asked them "where do you eat it?" The students started naming local restaurants. Then she asked "what do you prefer... home-made food or restaurant food?" they said "both".* But then it turned out that these are questions from the text book, and when one of the students tried to talk, she changed the subject. *Now we have answered question three. Who wants to read the passage?" "Do you have something to add? Who wants to read?" one of the students asked in Arabic "why we don't have MacDonald's?" the teacher ignored her and asked a girl to read.* Here, the teacher has ignored the students when she asked about MacDonald's despite the fact that it's related to the topic.

Teacher number 7 has done the same thing when a student commented on the meaning of a word, *she tried to explain the word (edge) she asked them "who can show me the edge of the table?" however, they didn't know what she meant. As a result, she told them it's meaning in Arabic. A student commented in Arabic that there is a phone called (s9 edge). The teacher replied "yes, it's the same*

meaning.” The next word was “fake” so she told them that it means (not real) and asked them to put it in a sentence. The teacher answered her and then moved to the next word despite the fact that the girls’ example was from their life and would have made it easier for them to remember the word.

Another example is when one of the classes was discussing the story (Around the world in 80 days). So, teacher number 2 said, “Yes, then they agreed to sail to Liverpool. Liverpool is a place... a city.” One of the student commented in Arabic “that is also a football team.” The teacher smiled and said “yes yes... let’s read the paragraph out loud. Even though the student has linked the name of the city with what they know, the teacher has ignored it and moved to the next paragraph.

Teachers don’t try to comment on students answers to make a brief conversation. For example, Teacher number 2 told them in Arabic “one of you will read the question and the other will answer it.” The first two students answered “If I could go anywhere in the world, I would go to Turkey.” The teacher replied, “hmm, Turkey! Okay listen every one. Can you create sentences like this?” they replied together “yes”. They moved to activity four, the teacher read the question and explained it. The teacher could have asked the student for example, (why Turkey?) or (Have you been there before?). But he didn’t, and simply moved on.

Teacher number 7 has tried to communicate with her students when she asked them about a frightening story they know, however, she couldn’t keep the conversation. She asked them, *what does frightening mean?* a student answered, “scary”. The teacher replied, “Yes, excellent. Do you like frightening stories?” most of the students replied together “yesss”. So the teacher asked them “who can tell us a frightening story in brief... or the name of a frightening story... Just its title. No one??” a student replied that she doesn’t read stories. However, she watches movies. So the teacher asked her about a scary movie she has watched. And the student replied, “IT. New film” the teacher replied, “ah. Okay. Pay attention girls. Who knows the most mysterious thing in the world?” when the student answered

about the title of the film, the teacher has not tried to ask them anymore question about it. She just moved to the next word (mysterious).

Lack of Motivation

There was no activities that motivate students. Thus, both teachers and students seemed demotivated. There are several points that confirms this theme. First of all, students seemed that they didn't like the class. They talked with each other, made noises, and tried to go out. Thus, teachers kept asking them to calm down and to pay attention. For example, *some students were talking and making noises so teacher number 5 threatened them that if she hear their voice again, she will ask them to leave the classroom. As a result, the students became quite and the teacher went back to the vocabulary.* Moreover, the teacher had to remind them to pay attention from time to time not only once. For example, *although they were working individually, the students were moving from seat to seat freely without asking for a permission. When the teacher has noticed, she asked them to go back to their seats and to stop talking. She told them that "This is wasting our time, I don't have to remind you every minute with the rules!"*

Second, the only enjoyment for student was to write on the board. This might be because they are not allowed to move from their seats unless they are going to write on the board. In addition, the students get excited when the teacher told them that she is going to correct their notebooks. *When teacher number 1 told them that she would correct the notebooks of the first five students. The student seemed excited and started writing as fast as possible.* Another important point is that students like to work together; this was obvious when one of the teachers made them make groups, *the girls were working together, and some groups seemed that they depended on one individual. When the first group has finished, they raised their hands enthusiastically then the teacher checked their answers and all of them were correct.* However, it was obvious that they do not do it regularly.

The students kept asking the teacher to let them work together but he refused. It seemed that teachers don't prefer group works. However, students don't always listen to the teacher instructions. For example, they *started working with each other. Teacher number 8 told them to work individually, however, they continued working together.* Finally, students participated actively when they got the chance to talk about themselves. *The students were talking with each other about their favorite food and they seemed enjoyed.* However, this didn't happen so often.

Textbook Driven Instruction

During the observation period, none of the teachers have tried to use other material but the textbook. The only extra material was a work sheet by one teacher. Hence, it seemed that the main goal for the teachers was to finish the textbook. The first step teachers do when they want to start the lesson was that they make sure that everyone has the book and that everyone has opened it. For example, *teacher number 8 told them to open their books page 38. He said, "Today we are going to answer the questions page 38. Did you open your books?" the students were talking. They seemed bored. Some of them didn't open their books until the teacher called their names. Then he said, "Complete, Ahmad read the question."*

They used the textbook examples. Plus, they and their students read the answers from the book. They didn't use their own words. For example, *teacher number 1 said, "The girl is at your age, what's her name? Look at the book" they answered together. She said "okay, why she doesn't eat breakfast?" then she said in Arabic "what are the reasons..?" the students raised their hands and one of them read the answer from the book. The teacher said "okay, that's enough for today. What we have talked about?" The students: "healthy food, American teenagers..." the teacher "okay, what are their problems?" A student read the answer from the book. The teacher said "okay. Thank you!" Then the teacher asked "from now on, in order to avoid diseases, what should you do in the morning?" Most of the*

students raised their hands, and one of them read the answer from the book “give yourself a time to eat some bread and cheese.”

It's not only that they want to finish the textbook material, they depended highly on the textbook. For example, *teacher number 8 wrote the answer on the board. He had a problem with remembering the answer so he kept checking his book then a student has repeated the answer for him.* They also make sure that the students write the answer as it is from the book. For example, *the students read the questions and answer from the book. After that, the teacher tell them which line the answer was.*

Furthermore, no extra topics or activities were provided. Another important point that the teachers and students don't try to close the book and discuss the topic. They read and the teacher explain or ask some questions from the text. Even if a student try to close the book, the teacher will immediately ask him/her to open it. Besides, teachers keep holding the book.

Only one teacher encouraged his students to use their own words by asking them to summarize the story. *Teacher number 2 asked them “who wants to summarize these lines?” They seemed worried and uncomfortable so he picked a student and asked him to stand up and summarize the paragraph. The student stood up and started talking. He made many grammatical mistakes. He could barely form the sentence, and he didn't use connectors between them. Besides, he used some Arabic words. So the teacher helped him by asking him questions. For example, he asked him “where the ship was going?” The student answered “to France.” So the teacher commented “so, the ship went to France not to Britain.” And asked. “How did they go to France?” the student answered, “He...buy ship”. Then the teacher said, “So Foug offered to buy the ship, and the captain refused two times.*

Lack of Coherence / Focus in Classrooms Activities

There was no smooth transition between topics or activities in the classrooms. First of all, when teachers enter the classroom, after greeting the

students some of them do warming up activities. For example, *teacher number 4 greeted the students and introduced me to them. Then she asked them, "What's today?" they answered together "Monday" then she said "who tells me the date?" she picked a student and wrote the date on the board. She said "okay, how's the weather today?" they replied together "fine". She commented "nice? It's a nice weather" then asked "what was our lesson about?" a student answered "it was about healthy food.*

Others don't, they simply start the lesson. For example, *teacher number 3 greeted the students and asked them to sit down quietly. Then he said "I think we still talk about the conditionals."*

In addition, teachers move from one topic to another as if they are opening different boxes. They jump from a subject to another. For example, *teacher number two said "last time we talked about Conditionals. Can you remind us with type 3?" about 4-5 students raised their hands. The student answered verbally and the teacher replied that it was correct. Then asked about type 1 and they also answered correctly. The teacher said "today we will take page 43 (Personal Statement). Do you know the meaning of (personal)? It's an adjective from (person).*

Another example, *teacher number 1 asked them to move to the next question. The question is about directions "if I turn right, I will find..." so they've answered it quickly and verbally: "if I go left, I'll reach the hotel". After they've answered two sentences, the teacher said "and now, activity 4, late advice".* Furthermore, it seemed that teachers was not able to manage the time of the period, the bell rang most of the times when they have not finished yet. They do not get the chance to conclude the idea or revise the main ideas of the lesson.

Teachers' Attitudes towards Using Authentic Materials in the Classroom:

Teachers have completed a questionnaire regarding their attitude towards authenticity in teaching English as a foreign language. The questionnaire aimed to answer the third question of the study. Hence, it was statically analyzed to define the rationale behind teachers' support for authentic materials use in their classrooms, and the challenges they face when utilizing them in their classrooms. Further, it shed the light on the most common used authentic materials.

Use of Authentic Material:

Table (4.1)
Frequencies and percentages for using authentic materials

NO	Items		SA	A	UN	D	SD	total
A. The use of Authentic materials:								
1.	I support the use of authentic materials in English language classroom.	F	23	26	1	1	-	51
		P	44.2%	50%	1.9%	1.9%	-	98%
2.	I think the use of authentic materials is challenging.	F	4	15	6	23	3	51
		P	7.7%	28.8%	11.5%	44.2%	5.8%	98%
3.	I encourage my students to use authentic materials outside the classroom.	F	27	23	1	1	-	52
		P	51.9%	44.2%	1.9%	1.9%	-	100%

Table (4.1) shows the frequencies and percentages of teachers' attitude towards the use of authentic materials. Twenty three teachers (44.2%) strongly agreed on item (No.1) "I support the use of authentic materials in English language classroom." and twenty six (50%) agreed on the same item while just 1 teacher (1.9%) disagreed and another one (1.9%) strongly disagreed. These percentages

indicated that almost all the teachers support the use of authentic materials in English language classrooms. The second item (No.2) "I think the use of authentic materials is challenging." Aimed to check if these teachers think that the use of authentic materials is challenging. It was found that four teachers (7.7%) strongly agreed that it's challenging. And, 15 agreed (28.8%). While, 6 teachers (11.5%) were not sure about it and could not decide. 23 teachers (44.2%) and 3 teachers (5.8%) disagreed and strongly disagreed that the use of these materials is challenging for them. The last item in this section (No.3) asked the teachers if they encourage their students to use authentic materials in other places other than the classroom, "I encourage my students to use authentic materials outside the classroom." Twenty seven teachers (51.9%) have answered that they strongly agree on this idea. And another (23) teachers (44.2%) agreed. However, only two teachers disagreed and strongly disagreed on this item.

Reasons behind Using Authentic Materials:

Table (4.2)
Means and Std. deviations for (B)

NO	Statement	Mean	Std. Deviation
B. The reasons I support or use authentic materials in my classroom are:			
4	Enrich classroom inputs	4.58	.572
12	Increase students' motivation	4.54	.609
10	Expose students' to real language	4.50	.754
5	Develop students' reading ability	4.50	.610
9	Increase students' vocabulary	4.48	.727
13	Improve students' communication skill	4.40	.670
6	Develop students' listening ability	4.37	.720
14	Are interesting for me as a teacher	4.33	.785
11	Increase students' cultural awareness	4.29	.723
8	Develop students' speaking ability	4.28	.701
15	Are interesting for my students	4.27	.700
7	Develop students' writing ability	4.10	.799

Table (4.2) shows the means and standard deviations for the reasons behind teachers support for the use of authentic materials in their classroom. As the table shows, these reasons were sorted in ascending order to shed the light on the highest means. Thus, the highest mean ($M=4.58$) was for item (No.4) that the use of authentic materials "enrich classroom input". Teacher agreed highly that using authentic materials enrich their classrooms inputs. Accordingly, the second one ($M=4.54$) was for item (No.12) "Increase students' motivation", and the third one ($M=4.50$) went for item (No. 10) "Expose students to real language". Reading skill, item (No.5) "Develop students' reading ability" got the highest mean

(M=4.50) among the other four language skills, and the next item was item (No.9) "Increase students' vocabulary" (M=4.48). However, the next item was item (No.13) "Improve students' communication skill" (M=4.40). Listening skill seems to be the next skill after reading, item (No.6) "Develop students' listening ability" (M=4.37). After that, item (No. 14) "Are interesting for me as a teacher" (M=4.33), and item (No.11) "Increase students' cultural awareness" (M=4.29). Speaking skill got the third place among other skills, item (No.8) "Develop students' speaking ability" (M=4.28). After that, item (No.15) "Are interesting for my students" (M=4.27). The last skill among the four skills was the writing skill, item (No.7) "Develop students' writing ability" (M=4.10). Despite the fact that item (No.7) got the lowest mean, the mean score still high (M= 4.10).

Challenges Facing Teachers Using Authentic Materials:

Table (4.3)
Means and Std. deviations for section (C)

NO	Statement	Mean	Std. Deviation
C.	The challenges I face when using authentic materials are:		
16	Need an extra effort	4.27	.843
17	Demand a different way of planning	3.88	1.041
18	Are time consuming	3.29	1.316
21	Lack of needed equipment	3.24	1.255
19	Difficult to access	2.90	1.237
20	Difficult for my students to understand	2.88	1.166

Table (4.3) shows the means and the standard deviations for the challenges that teachers face when using authentic materials. The results were sorted from the highest mean to the lowest one. It indicates that the biggest three challenges for teachers from their opinion are; First, (No. 16) that "it needs an extra effort" (M= 4.27). Second, item (No.17) that "it demands a different way of planning" (M= 3.88). And third, item (No. 18) that they "are time consuming" (M=3.29). It's

noticed that these challenges are mainly related to the teachers themselves; their effort, way of planning, and time. After that comes technical challenges, item (No.21) “Lack of needed equipment” (M=3.24) and item (No. 19) that they are “difficult to access” (M=2.90). The last challenge is related to their student, item (No.20) “Difficult for my students to understand” (M=2.88).

Exposing Students to Authentic Material:

Table (4.4)
Frequencies and percentages for section (D)

NO	Items		SA	A	UN	D	SD	total
22.	I think students should be exposed to authentic materials at the beginning level.	F	22	17	4	6	1	50
		P%	42.3	32.7	7.7	11.5	1.9	96.2
23.	I think students should be exposed to authentic materials at the intermediate level	F	21	19	8	2	1	51
		P%	40.4	36.5	15.4	3.8	1.9	98.1
24	I think it is easy to access authentic materials nowadays due to the internet.	F	27	19	3	2	-	51
		P%	51.9	36.5	5.8	3.8	0	98.1

Table (4.4) shows the frequencies and the percentages for general thoughts about the use of authentic materials. It shows that (22) teachers out of 50 (42.3%) strongly agreed on Item (No.22) (I think students should be exposed to authentic materials at the beginning level). And (17) teachers agreed on this item (32.7%) as well. While only one teacher strongly disagreed (1.9%) and six other teachers disagreed (11.5%). However, (21) teachers (40.4%) strongly agreed on item (No.23) “I think students should be exposed to authentic materials at the intermediate level”. And (19) teachers also agreed on this item (36.5%). Only one teacher strongly disagreed on this item (1.9%) and two teachers disagreed (3.8%). If we compare the results of both items (No. 22 & No.23) we find that they are very close which indicates that teacher have strongly agreed on using authentic materials in the two levels. (51.9%) of teachers strongly agreed on item (No.24) “I think it is easy to access authentic materials nowadays due to the internet”. Also, (36.5%) have agreed. however, (3.8%) have disagreed.

Types of Authentic Materials Teachers Use:

Table (4.5)
Means and Std. deviations for section (E)

No	Types of materials	Mean	Std.Deviation
3	Photographs	3.98	.969
2	Picture books	3.90	1.107
1	Websites	3.72	.991
7	Postcards	3.69	1.140
21	Maps	3.59	1.023
10	Movies	3.57	1.237
22	Signs	3.52	.980
23	Blogs	3.31	1.273
17	Signs with symbols	3.31	1.068
8	Brochures (e.g. Travel)	3.29	1.143
24	Food labels	3.18	1.228
13	Documentaries	3.17	1.184
11	Cartoons	3.16	1.173
16	Art work	3.10	1.177
4	Radio	3.10	1.390
9	TV shows	3.08	1.291
6	Newspapers' articles	2.90	1.053
12	News broadcasts	2.82	1.257
18	Restaurant menus	2.78	1.222
20	Sales catalogues	2.76	1.2545
19	Advertisements	2.73	1.285
5	Magazines	2.60	1.212
14	Commercials	2.54	1.146
15	Phone messages	2.44	1.211

Table (4.5) shows the means and standard deviations for the types of authentic materials that teachers use. The result were sorted from the highest mean to the lowest one. As the table shows, the most five used materials are 1. Item (No.3) Photographs (M= 3.98) 2. Item (No.2) Picture books (M= 3.90) 3. Item (No.1) Websites (M= 3.72) 4. Item (No.7) Postcards (M= 3.69) 5. Item (No.21) Maps (M= 3.59). Whereas, the least five used items are 1. Item (No.15) Phone Messages (M= 2.44) 2. Item (No.14) Commercials (M=2.54) 3. Item (No.5) Magazines

(M=2.60) 4. Item (No.19) Advertisements (2.73) 5.Item (No.20) Sales catalogues (M=2.76).

Teachers' Additional Comments:

When the teachers were asked to write any additional comments they have on the topic, only fourteen teachers shared their thoughts, and wrote their comments. The comments discussed three issues; First, the types of authentic materials they use and the reasons behind using these materials. Second, the methods they prefer to use in their classrooms. And third, the tools they use in their classrooms.

The results showed that nine teachers commented on the types of authentic materials they use and the rationale behind using them. These comments indicated that teachers use these materials because they meet their students' needs, and as a result, they motivate them. Also, it was stated that these materials make the learning process more fun and enjoyable. Teachers also think that these materials improve students' cultural awareness as one of the teachers commented that, "(authentic) materials are a great resource for students when it comes to learning the language and they help the students to understand the foreign culture associated with their new language".

However, four teachers commented on the methods they prefer to follow in their classrooms. These methods were mainly communicative, for instance, one of the teachers commented that "what I think of as the most effective way in my classes is the group working and the focusing on the (student based approach)". Other teachers suggested that they focus on (discussions, role plays, and drama). One of the teachers claimed that he is open to use new approaches and methods in his classrooms.

Teachers also commented on the tools they use in their classrooms. Most of the comments indicated the teachers depended highly on technology in their lessons. For examples, they use laptops, recorders, and LCDs. Teachers were aware of the importance of utilizing these technologies in their lessons as one of

them commented that “I usually use the smart board and it’s really amazing and useful. It completely attract the students’ attention”. In general, teachers’ comments were positive which go along with their answers on the other sections of the questionnaire. Table (4.6) summarizes the teachers’ answers for this section.

Table (4.6)
Teachers’ additional comments (F)

The category name	Number of teachers	Indicators
Teachers’ comments on authentic materials they use and why they use them.	9	They meet all needs of student so as to be so creative, brilliant and realistic. Due to the excitement and input enrichment that authentic materials tend to create inside the class, I will always be using this way of teaching. I always involve my students in the text and encourage them to connect the material with our real life. I think using Postcards and photographs...etc., really makes the language much easier for students to take in. using authentic materials makes the students’ experiences in learning any language meaningful and fun. They help the students to understand the foreign culture. They help learners and motivate them to communicate. They are suitable for low-grade.
Teachers’ comments on methods they prefer in teaching English.	4	Focusing on the student based approach, group works, Discussions, Role plays, drama, and Drawing.
Teachers’ comments on the tools they use.	3	I usually use recorder. I encourage my students to surf the internet. We use a lot of computed lessons. LCD/ Laptop...etc. I usually use the smart board and it’s really amazing and useful. It completely attract the students’ attention.

Major Findings:

The major findings of the current study could be summarized in the following main points:

- Content Analysis for English language textbooks revealed that these textbooks lack authenticity. The used language is not genuine, the topics are hardly up-to-date and are not interesting for the learners. Moreover, the provided activities don't enhance authentic interactions.
- English language classrooms in Palestinian Public schools don't manifest authentic interactions. Instead, these classrooms depend on the traditional way of teaching where the teacher role is emphasized.
- Students in these classrooms seem to learn about the language instead of actually learn the language as they hardly use it. Both students and teachers use their native language excessively.
- Both English language teachers and students at Palestinian public schools seemed overwhelmed and demotivated.
- English language teachers seemed to have positive attitudes towards the use of authentic materials in their classrooms.

Summary:

The current chapter provided the results of the study questions. The results of the qualitative content analysis indicated that 10th grade textbook lack authenticity. Furthermore, the thematic analysis concluded that the interactions in English language classrooms in Palestinian public schools were not communicative nor authentic. In contrary, they followed the traditional method of teaching. Finally, teachers' questionnaire results concluded that English language teachers had positive attitudes towards the use of authentic materials in EFL classrooms. The next chapter discussed these results and provided conclusions and suggestions for further researches.

Chapter Five

Discussion, Conclusions, and Recommendations

Introduction:

The main purpose of this research was to investigate the concept of Authenticity in English language classrooms of the Palestinian Public Schools. The research looked into the concept as a whole from different aspects. Therefore, the used textbook, classroom interactions, and teachers' attitudes toward authentic materials were investigated. Three tools were used to collect the data for the study questions; a checklist, classroom observation, and a questionnaire. To achieve a deeper look to the concept, the researcher has chosen mixed method approach. In other words, the questions of the study were answered using both qualitative and quantitative methods. The previous chapter has presented the results of the study. Thus, the current chapter is intended for discussing the previously mentioned results, and providing recommendations for future research.

Discussion

Textbooks' Authenticity.

Results of textbook analysis showed that despite the fact that 10th grade English language textbook takes into consideration the cultural context, it failed to be genuine as it used fixed language that is not used in natural settings, and its topics were not of much interest for the learners. More importantly, the provided activities did not engage the learners in a communicative tasks in which they can actually use the language. In communicative language teaching approach (CLT), the main focus is to engage the learners in meaningful communications where they can actually use the language instead of just learning structures (Jin, 2008). And hence, these factors lead to the conclusion that the textbook lacks authenticity.

General Administration of Curricula (2016) claimed that the main concern for English language textbooks was communicative competence. However, it was found that the textbook main focus was to achieve linguistics competence. The knowledge of grammar rules was emphasized in contrast with the knowledge of the appropriate linguistics behavior in a target situation as shown in the content analysis. Pollock (1997) concluded that “Grammar rules do not tell you what to say. Grammar rules tell you how to say something correctly” (p.5). Accordingly, it’s rational to conclude that there is no emphasis on the production of the language.

The textbook activities, as well, concentrated on the linguistic knowledge of the learner. Most of the activities asked the student to complete the questions individually. However, Larsen-Freeman, (1986) confirmed that “activities in the Communicative Approach are often carried out by students in small groups” (p. 132). There was almost no activity engaged the learner in group work that reflected real authentic situation where the student can communicate and speak freely. As a result, after studying English language for twelve years at school, Palestinian students can hardly form a sentence or speak in English.

The textbook hasn’t exposed the students to various texts types or language styles. In general, most of the texts of the textbook were articles or reports. These texts were found not authentic as they were written for teaching purposes and were not relevant to the students’ reality or interests. It was confirmed that it’s crucial that the topics mirror students’ needs, reality and interests as it affects their “willingness to communicate” (Siegel, 2014).

Moreover, the language of the textbook didn’t vary when it’s a published report or a simple conversation between two friends. For instance, in daily conversations, there is repetitions, false starts, pauses, and incomplete sentences (Hedge, 2000). Another important point is that there was no emphasis on listening. Therefore, students didn’t get the chance or learn about the various pronunciations, accents, and spontaneous speech. In consequence, they get shocked when they get the chance to speak with a native speaker of the language

as they are not used to hear the language. This has been confirmed in Mamo's (2013) study about the use of authentic materials in teaching listening.

The cultural context was somehow preserved as the subjects were presented within a certain cultural context. However, it was not emphasized nor discussed. For instance, the information about a certain culture was just there. There were no manifestations for genuine discussions about students' opinions about a certain culture or about the differences between their own culture and the target language culture. This leads to the conclusion that the culture concept was not identified the way it should be.

To sum up, for the textbook to be authentic it should use authentic real language used in real life situations, and manifest authentic interactions in which the students communicate freely and speak spontaneously for real purposes. Concerning this, it was found that 10th grade textbook lacks authenticity.

English Language Classrooms Authenticity

In order to study the authenticity of English language classrooms, the researcher has observed 24 English language classes, and has written every detail related to Teachers' and students' language, interactions and the types of activities they promoted. Thematic analysis for the observations produced seven leading themes. These themes are explained in the next paragraphs regarding to the conceptual framework of this research.

Translation and Excessive Use of the Native Language

As explained in chapter four, teachers tend to translate almost every word into the students' native language. Further, when they speak, they use their native language. The use of English language is almost limited to reading the texts and answering the texts' questions. Therefore, these classrooms are not communicative nor authentic since students are not given the chance to actually use the language. This explains the reasons behind that Palestinian students studied at public schools end up with low level of language proficiency. Even when

they want to speak or write in English, they actually think in Arabic and translate it.

In a communicative classroom, based on Communicative Language Teaching approach, the ultimate role for teaching-learning the language is to be able to communicate effectively using the target language. Concerning this, the use of target language should be emphasized. On the other hand, the use of native language is not prohibited as it sometimes helps the students to follow up with the teacher and understand the requirements of a complicated activity. Larsen-Freeman (1986) stated that,

Judicious use of the student's native language is permitted in CLT. However, whenever possible, the target language should be used not only during communicative activities, but also for explaining the activities to students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied (p.132).

Accordingly, when teachers use their native language while teaching the target language, it automatically shifts the learning process from learning a language to learning the subject of English. Or in other words, study about the language. The rationale behind this is that most of the teachers are not native speakers of the language. Besides, they are not trained to use the target language themselves so it's hard for them to smoothly using it in their classrooms. Moreover, it's easier for the students to follow up with the teacher when s/he speak in their native language. This was confirmed in Khati (2011) study about the use of mother language when teaching English. He also added that some teachers think that teaching abstract concepts and structures is challenging in the target language.

Use of Instructional Strategies:

Teachers tend to depend on memorization strategies rather than meaningful communicative ones. Unfortunately, these methods may help the

students pass the exams but not use the language. Nunan, (1999) confirmed that “mere drills cannot equip the learners to communicate”. However, the majority of teachers depend on such methods because of the assessment type they follow. It was stated that the activities used for assessment reflect vital information about what is important in the classroom. As a result, it has great effects on the achievement goals (Ames, 1992; Harlen & Crick, 2003). In Palestine, teachers start usually preparing their students for the Tawjihi exam since the tenth grade or even earlier. As a result, the teaching outcomes go along with the exam purposes. Students memorize the vocabulary and know how to complete a sentence correctly, however, they cannot produce correct sentences.

Teachers’ Centered Classrooms:

Tatuski (2007) argued that teachers need to assess their practices in their classrooms; they need to ask themselves questions like what their role is and what they make their students do. In CLT, students do most of the activities and the role of the teacher is to facilitate their learning process and establishing a positive atmosphere in which they can speak freely. It also expose students to more creative way of teaching-learning. (Richards & Rodgers, 2002; Banciu & Jireghie, 2012). Classrooms observations has revealed that the role of the teacher in Palestinian public schools is very dominant. The teacher is the one who reads, explains, translates, and sometimes writes the answers on the board. S/He is considered the main source of knowledge, the responsible for the whole teaching-learning process, and expected to explain every detail in the lesson and to answer every question.

Kimura, Nakata, & Okumura (2001) claimed that “Teachers in a non-ESL setting such as Japan may have a greater influence on their learners in both positive and negative ways than ESL teachers” (p.59). They argued that this is mainly because in ESL contexts the students get the chance to be exposed to the language outside the classroom. However, in other contexts, the teacher seems to be the main source for the language.

This means that the teachers apply the traditional method of teaching which has led to minimize the students' role in the teaching-learning process. They are expected to be quiet and listen to their teacher's explanations. It made them wait for the answer from their teacher. Having a quiet classroom where they just tell the students what they have to write or do is way easier than having interactive classroom. Plus, it doesn't require extra planning for the activities. Another reason is that they are expected to cover the whole textbook material which put them under the pressure to finish it (Younes, 2015).

Teachers and Students' Interaction:

English language classrooms in Palestinian public schools lack real conversations. In other words, the process of teaching-learning doesn't reflect a communicative classroom. As the teachers only ask the textbook questions and expect the students to answer from the textbook with no further explanations or comments. There was no communicative conversations.

Moreover, students do not get the chance to express their thoughts freely. They are not even trained to give their opinion about anything. This situation could be mainly due to their fear, both teachers and students, of speaking in English. As they might be judged or laughed at their mistakes. Along with, teachers' main goal that is to finish the material so they focus on completing all the questions rather than discussing just one question or two.

Milova (2015) explained that there are two different phases of teaching conversation. The first phase is the question- answer drill phase in which the students are introduced to the phonetics and syntax of the language. While the second phase is the question-answers sequence or the communicative phase in which the questions and the answers are related to students' interests and life. It's in the second phase where the conversational skills of the students develop. As previously mentioned, Palestinian students don't have the chance to practice their speaking skills nor their communicative ones as they do not get into real discussions which suggest that they are stuck in phase one. This explains the

reasons why these students end up having problems with speaking in English when they start studying at the university.

Lack of Motivation.

As explained in the previous chapter, the results showed that both teachers and students lack motivation. Most of the teachers seemed tired and overwhelmed. However, students seemed bored. In fact, boredom in a foreign language classroom could be due to many reasons. First of all, that they have difficulty in understanding the language. Or, that the topics are not of much interest for them. Besides, the over-focus on one learning skill like writing in contrast with other skills, and the use of uninteresting materials lead to demotivation. Students need to feel the connection between what they learn and their needs (Bahous, Bacha & Nabhani, 2011). Banciu & Jireghie (2012) confirmed that "students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics" (p.95).

Classroom activities play a great role in students' motivation as well. When students are engaged in activities, they feel that they are doing something and that they are learning, and hence feel motivated.

Textbook Driven Instruction:

The textbook seem to be the main source of classroom's activities. Teachers depend highly on the textbook that they follow it step by step. They make sure that they cover every lesson with a certain time limit. Classroom observation revealed that the teachers do not even close the textbook when they are in the classroom. This corresponds with Younes (2015) study in which she has investigated the centrality of the textbooks in Palestinian public schools and how it effects the teachers. It was found that not only that the textbook is the main reference for the teachers but also that they depend on it when planning, interacting with their students, and assessing them. The reason behind this is as mentioned earlier; the achievement tests. Younes added that it's also because of the supervisors who push the teachers to cover the whole material. Following this

perspective, this explain as well the reason behind ignoring using authentic materials or any other extra materials. However, in CLT, it's important to depend on various materials and that the textbook should be considered as an outline for the activities (Siegel, 2014).

Lack of Coherence / Focus in Classrooms Activities

One of the most noticeable thing while observing classrooms' interactions that there was no smooth transitions between one topic or activity and another. The obvious reason behind this is that they follow the textbook activities without changing the order or managing them. Hence, even though some activities discuss the same theme, others don't. Teachers try to introduce the new activity, however, they pay less attention to connect it with the previous one or with the topic they discuss. As a result, this lead to create unnatural setting.

Teachers' Attitudes towards Using Authentic Materials:

The third question in the study explored English language teachers' attitudes towards using authentic materials in English language classrooms. Results of the descriptive analysis indicated that teachers have positive attitudes towards using authentic materials in English language classrooms. The majority of the teachers supported the use of authentic materials in their classrooms. Moreover, they encouraged their students to use them as well. Teachers agreed that using these materials was challenging, however, they were aware of the great effects authentic materials have on their classrooms. Photographs, picture books, and websites seemed to be the most preferred materials for the teachers. Whereas, phone messages, commercials, and magazines seemed to be the less used ones.

Results revealed that most of English language teachers supported or used authentic materials in their classrooms; 44.2% strongly agreed and 50% agreed to the use of authentic materials in English language classrooms. They believed that the use of authentic materials in their classrooms was of a paramount importance. This have been also confirmed in literature about the use of authentic materials in

English language classrooms. Ting-fai (2011) studied secondary school teachers' attitude and it was found that the majority of the participants had a positive attitude towards the use of authentic materials and believed that these materials facilitated students' English learning.

In this research, teachers agreed that the most obvious reason for them to use authentic materials in their classes was that these materials enrich classroom input. This is mainly due to the vivid nature of these materials. The main focus for these materials is the communicative competence of the learner. They enhance natural interactions within a communicative framework. Savignon (2006) believed that these materials encompass the readers within the interpretations of meanings that are communicative. They allow these readers to explain, express and discuss these meanings.

Results showed that teachers believed that these materials are beneficial for teaching the four language skills. In fact, previous literature proved that the use of these materials enhance the four language skills learning. It was found that they enhance listening comprehension (karimi and Dowlatabadi, 2014; AbdulHussein, 2014). Besides, interacting with these materials make learners pay attention for the various accent used by different English speakers (Oguz & Bahar, 2008). Other studies confirmed the positive effect these materials have on students' reading, vocabulary retention, and writing skills. (karimi and Dowlatabadi, 2014; Ghaderpanahi, 2012). Kilickaya (2004) suggested that the reasons behind this rely on the idea that these materials expose the students to different text types and styles that are hardly found in non-authentic materials and that they expose them to the target language as it is used outside classrooms.

Teachers agreed that these materials motivate their students. Nutall (as cited in Berardo, 2006) explained that these materials motivate students because these materials work as a reminder and evidence that the target language is actually used in real-life situations by real people. Berardo (2006) concluded that when learners interact with 'real' language, they feel that they are really learning.

As for the challenges teachers face when using such materials, they agreed that authentic materials need extra effort and time. As the teacher is required to do extra effort in simplifying and illustrating them. Besides, such texts require special preparation which demand extra time (Martinez 2002). However, they denied the idea that these materials are difficult to their students to understand. Hence, it's worth the effort.

Teachers agreed that it's easy nowadays to get authentic materials thanks to the internet. However, the most five used materials are photographs, picture books, websites, postcards, and maps. This was quite unexpected as the researcher thought that teachers would rather depend on audible materials since students do not get the chance to actually hear the language by the native speakers.

Despite the fact that teachers' comments indicated that teachers support the use of authentic materials, and that they are aware of the positive effects for these materials, their comments about using high-tech tools such as smart boards may indicate that they have a misconception about the difference between authentic materials and tools they use. Accordingly, further investigations on this subject are required.

Conclusion

The core goal for communicative language teaching approach is to develop students' communicative competence through engaging them in communications using authentic language and materials. The purpose of this research was to investigate the concept of authenticity in English language classrooms in Palestinians Public Schools. It aimed to explore to which extent these classrooms manifest authentic interactions. Therefore, 10th grade English language textbook was analyzed, 24 classes were observed by the researcher, and 52 teachers have completed a questionnaire about the use of authentic materials.

It was claimed that the main goal for Palestinian English language curriculum was to improve students' communicative competence. However,

results of the content analysis and classroom observations concluded that the textbook and classrooms interactions manifest linguistics competence rather than communicative competence. In this kind of classrooms, the main focus was on teaching correct grammar forms instead of emphasizing communication. Textbooks' activities and teachers' applications concentrated on producing correct sentences instead of natural authentic sentences. Moreover, students didn't get the chance to communicate naturally since students' mother language demonstrated classrooms' interactions. Teachers either translated the activities or just spoke in their native language. This suggests that the Grammar translation approach is still applied in these classrooms. This approach was developed in beginning of the nineteenth century, and the outcomes of this approach was students' inability to produce the language for communication (Brown, 2007).

The researcher believes that there are several interrelated reasons for the above conclusion. First of all, in order to be able to apply the communicative language approach, teachers need to be fluent in English in the first place. When they themselves have problems with speaking in English, it's a natural consequence that their students fail to use the language. Moreover, teachers are not trained to work in a communicative environment where their role is not centered. They seemed that they didn't trust their students' ability to lead the discussions or to be responsible for their own learning process. In general, it's fair to say that the teachers tended to teach English the way they've learned it. Another important point is the struggle teachers' faced to manage the timing issue related to cover the whole textbook material. Teachers were expected to literary follow the textbook material and to finish it in time, along with preparing exams. This made it almost impossible for teacher to be creative or to design extra activities or authentic tasks.

In conclusion, it's crucial to redefine the expected outcomes from the Palestinian English language curriculum and to modify the used materials and classroom practices to go along with these outcomes. However, it's important that

these modifications take into consideration that when the students get used to hearing unnatural language, they will be frustrated when they are in a situation that required actual use of the language.

Recommendations for Further Research:

The current study has investigated the concept of authenticity in 10th grade English language classrooms in Jenin Directorate public schools. Textbooks' authenticity, classroom interactions' authenticity, and teachers' attitudes towards using authentic materials were analyzed. Hence, recommendations for further researches are as follow:

1. The current study has investigated English language teachers' attitudes towards the use of authentic materials in English language classrooms. A study that will investigate students' attitudes towards the use of authentic materials in English language classrooms will be effective and informative. It will provide insights to the types of material students prefer. This includes the types of topics, activities and tools they have interests in.
2. The sample of this study was English language teachers who teach 10th grade students. A replication for the study with changing the sample to teachers who teach younger students can lead to different conclusions, about the concept of authenticity in Palestinian Public schools, since they may use different materials and various types of interactions.
3. An empirical study that compares the use of authentic materials verses non-authentic materials in the Palestinian context is needed due to the lack of literature about it in the Palestinian context.
4. There is a serious need to investigate the authenticity of the assessment tools used in Palestinian public schools since the researcher believes it has great effects on teachers' practices.
5. Teachers' comments in the questionnaire may indicate that the teachers could have a misconception about the definition of authentic materials. Concerning this, there is a need for a study that investigate English teachers'

actual understanding for the concept of authenticity through deep open interviews.

6. There is a need for a qualitative study that explores and compares English language teachers' beliefs with their practices. Such study will provide deep understanding for the sources of these beliefs. Also, it will investigate to which extent they hold these beliefs in practice. This will examine if there is a gap between the teachers' attitudes and their actual practice. Moreover, it will reveal much about the challenges that teachers face.
7. The current study has found that teachers depend highly on using their native language instead of the target language. As a result, Teachers' fluency and Pedagogical Content Knowledge (PCK) need to be investigated in order to find out whether the problem is related to their lack of training or to their fluency.
8. There is a need for a study that explores English language teachers' point of view regarding English language textbooks used in Palestinian public schools. Teachers' perspectives about the textbook are crucial since they affect their teaching process.

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Appendix A: The Checklist

1. Topics

- Are the topics up-to -date and relevant to the learners' reality?
- Is the selection of topics of interest for the learner?
- Do the units have a linguistic and communicative purpose?
- Do the units include authentic material?

2. Language

- Is the Language taught for real life communication purposes?
- Does it include stretches of real language produced by real speakers or writers for a real audience and conveying a real message of some sort? Does it contain false starts, and incomplete sentences?
- Does it include up-to-date and relevant grammatical structures and lexicon?

3. Activities

- Are the activities presented useful in the educational context and in target situation?
- Do the activities manifest real (Authentic) use of the language?
- Is the presentation of language functions complemented with linguistic and communicative exercises?
- Do the activities encourage authentic interaction and communication?

4. In general:

- Does the textbook have a thematic unity?
- Can the sociocultural aspects presented in the textbook be used for academic or occupational purposes rather than only for linguistic ones?
- Does the textbook provide a cultural contextual support?
- Do they include authentic material which matches students' learning needs?
- Does it prepare the learner for an authentic experience of language?

Appendix B: The Researcher's Journal for Classroom Observations

Teacher: No.1 (F)

The First Period

The teacher and I entered the classroom, the students were talking and moving. The teacher started saying "calm down, calm down, girls" while she was walking between them. She didn't introduce me to them, they were curiously looking at me and whispering "who is this?" In Arabic. The teacher ignored them and asked, "How's the weather today?" They answered together "fine". She replied "okay! Sit down."

The students sat down and the teacher started the lesson, she wrote on the board: "If clause: short revision." Then she wrote: "the rule of type zero..." She asked a girl to tell her the rule and wrote the rule: "if+s+v1, s+v1+..." and asked the girls, "What is verb1?" they raised their hands and one of them was chosen. She answered verbally: "Um! With S or without S". The teacher nodded that it's correct, and continued writing on the board: "type 1" then she asked "when do we use Type 1?" A girl was guessing and said "possibility..?" the teacher cheerfully said "excellent", and praised her in Arabic "good job" then asked "what does this word means in Arabic?" the students raised their hands and one of them answered it correctly. The teacher said, "okay, good, now we move to type 2" and she wrote type two rule on the board.

After that, she asked the girls to open their books page 41 in order to do the exercises. She read the question and explained it and said "whenever I say facts it means type zero" the students raised their hands and she picked one of them to answer the first sentence. The girl read the sentence and answered it verbally: "if we add e to hat., it changes..." the teacher said, "correct! Good job" and wrote the answer on the board. While writing, she asked, "What is the meaning of (hat, hate and bit, bite) in Arabic?" The students started guessing together, then they knew all the answers except for the meaning of "bite". As a

result, the teacher asked them to look it up as a homework. They seemed frustrated because they didn't know the answer, they were looking at me asking for help as they were very curious to know its meaning however I said nothing.

They continued answering the sentences. While the students were writing the answers on the board, the teacher kept rereading them, and commenting on how some verbs take (s) and others don't. The students seemed enjoying writing on the board more than the idea of answering the questions.

When the teacher checked that everyone has finished writing, they moved to the next question. Again, the teacher read the question and explained it, then the students answered it and wrote it on the board. All the sentences start with "if you..." except the third sentence, the subject is "a student". So, the student answered it "If you..." the teacher asked them to pay attention for the subject. Then the student reread it and answered it correctly. While the students were writing the answers on their notebook, a student rose her hand to answer the next sentence. But, the teacher said that they are not going to answer the rest of the sentences because they are the same. And asked them to move to the next question. The question is about directions "if I turn right, I will find..." so they've answered it quickly and verbally: "if I go left, I'll reach the hotel".

After they've answered two sentences, the teacher said "and now, activity 4, late advice". Then, she showed them the picture in the book and asked them to look at it, at the boy, the football and the broken window. And read "if you have been more careful, you wouldn't have broken the window" then she wrote "type three" on the board. She asked the students not to write and to look at the board. She asked one of the student to read type 3 rule from the board and then she reread it and underlined the verbs. Then she asked them to continue answering the question individually by completing the sentences and told them that she will correct the notebooks of the first five students. The student seemed excited and started writing as fast as possible. While they were writing, the teacher kept moving between them and she told a girl that her performance is not as good as

before, and that she needs to pay more attention to her study. When they've finished, they started arguing in Arabic who are the first five. Then, she has corrected some answers and asked them to clap for the five students. They clapped happily and wrote the answered on the board.

After they have finished doing all the exercises, the teacher asked them to work in groups to answer a work sheet written by her. Accordingly, every four students worked together to answer a question. While they were working she said "let's see who will be the winner. We will see which group is the most organized one."

The girls were working together, some groups seemed that they depended on one individual. When the first group has finished, they raised their hands enthusiastically then the teacher checked their answered and all of them were correct. Then she started checking the answers of other groups. After that, the students answered the questions verbally. The bell rang while they were answering the questions.

The Second Period

The teacher and I entered the classroom, the students were moving and talking as usual. However, this time they didn't seem curious about me as the previous class. The teacher greeted them asked them to sit down. Then, they started discussing (in Arabic) weather to read the story or to take unit 10. They have agreed to take unit 10. A student wrote the unit title on the board, some students have submitted some projects for the teacher and she wrote down their names. Then she told everyone to sit down and pay attention.

The teacher read the unit title and asked them "what does it mean in Arabic?" The students wondered and raised their hands, one of them answered correctly. She said "excellent, okay! Now, what's the first thing that comes to your mind when you read this?" they raised their hands and some of the answers were "food pyramid, vegetables, healthy food, sports, fries, juice, fat, fruit..." meanwhile, the teacher was preparing the laptop. She said "thank you all! Now

open your book page 46 and let us listen to the new vocabulary and after that we will answer the questions below.” The students opened their books and the teacher played the vocabulary. She repeated them two times. After that, she asked the student to read them together. Then, she asked them to read them individually. Four students read them. The teacher kept correcting their pronunciation. When they read the word “Calorie” she said “we hear this word in our daily life, right?” the students nodded. One of the students wondered why the “t” sound in “nutrient” was pronounced this way. The teacher said that “this is aspiration” and showed them how it’s pronounced. Then, she said, “we will guess the meaning while reading” and added “now, let’s move to activity one.” She read the question and said “when we enter the restaurant, we ask for the menu... Every meat has its price. For example, give me the price of burger.” Then she asked the students “Do you love burger?” they shouted, yes!” then she asked them “how many of you love burger? Raise your hands.” The student raised their hands and were laughing and whispering “we love food, we eat anything and everything”.

The teacher also asked them “where do you eat it?” The students started naming local restaurants. Then she asked “what do you prefer... home-made food or restaurant food?” they said “both”. One of the students asked her about the meaning of an Arabian food so the teacher told her that it’s the same in English. The students were talking with each other about their favorite food and they seemed enjoyed. The teacher said “that’s enough, now we have answered question three. Who wants to read the passage?” “Do you have something to add? Who wants to read?” one of the students asked in Arabic “why we don’t have MacDonald’s?” the teacher ignored her and asked a girl to read.

The student read the first paragraph with some noticeable mistakes. However the teacher didn’t comment on every mistake and after she has finished reading, the teacher said “Thank you! Excellent. Here the writer is ...writing about American Teenagers, what is the meaning of teenager?” A student answered “someone who is 13-19” the teacher replied, “yes, excellent” and she used flash

cards and hanged them on the board. Then she asked them about the meaning of “seem” and told them that it’s “look like” then she wrote it on the board.

The teacher read two lines from the paragraph and asked, “Why are they not healthy?” she meant (the American teenagers). She asked the student to look at their books. Then one student knew the answer and read it, and the teacher repeated it. Then she continued reading and asked them about the opposite of “falling” and two students answered together: “rising” she said “correct” and wrote it on the board. The teacher reminded the students that they should rise their hands when they want to answer and that there are extra points for the student who participates. Then she asked them to continue reading. A student started reading the next paragraph. She seemed more confident than the previous student and she read with correct pronunciation and bitch. While she was reading the teacher asked “the opposite of more is...?” the students seemed as if they knew the answer but they were trying to remember it. Then almost five students raise their hands and one answered “less”. The teacher said “right, correct answer. Now let’s continue reading.” While the student was reading she read the word “since” as “science” so the teacher corrected her and wrote the two words on the board and showed them the difference between them and told them their meaning in Arabic.

After the student has finished reading, the teacher said, “This paragraph is about breakfast. Do you take your breakfast before coming to school? If you, raise your hands” some of the students raised their hands then she asked them “Is it healthy for you?” they seemed that they didn’t understand the question so she asked “what do you feel?” the students seemed lost so she told them in Arabic “how do you feel when you don’t take your breakfast?” the students answered in Arabic and the teacher was repeating their answers but in English. Their answers were “headache, less active, stomachache, sleepy.” Then the teacher said, “The girl is at your age, what’s her name? Look at the book” they answered together. She said “okay, why she doesn’t eat breakfast?” then she said in Arabic “what are

the reasons..?” the students raised their hands and one of them read the answer from the book. The teacher said “okay, that’s enough for today. What we have talked about?” The students: “healthy food, American teenagers...” the teacher “okay, what are their problems?” A student read the answer from the book. The teacher said “okay. Thank you!”

As the teacher was going to leave the class, a student told her that she asked them in the previous class to bring the meaning of “bite”. The teacher said in Arabic “yes, yes did you look it up? How many of you have looked it up?” some students raised their hands and she wrote their names down and asked them about its meaning. The bell rang and we went out.

The Third Period

The teacher greeted the students, and asked them to calm down. They sit down quietly then she asked them “what have we talked about last time?” The students replied: “American teenagers”. She asked them “What are their problems?” a student answered “they don’t eat breakfast.” The teacher said “okay, good. Now, open your books and let’s continue reading” a student started reading from paragraph 2.

While the student was reading, the teacher asked “what do we mean by (like) here?” the students didn’t know the answer so she told them that it’s “as”. Then she asked them about the meaning of “create”. Three girls raised their hands and one of them answered “make” the teacher replied “so the meaning of create is make” and wrote it on the board. The student continued reading and teacher stopped her and asked “ (them) here refers to?” the students answered together “American teenagers” and the teacher said “hands up, hands up!” then she let a student repeat the answer and then said “ okay, lets continue reading”. After the student has finished reading, the teacher said, “Pay attention! This is important: the writer here say that our body is like the car. What are the similarities?” the students raised their hands and the teacher picked one of them. the student answered “we need fuel as the car” the teacher replied” what do you mean by

this?" so the student replied in Arabic "that our bodies need energy in the morning so we take breakfast". The teacher replied, "What happen to people who don't have breakfast?" the student answered "having pain". The teacher replied "excellent!" One of the students asked in Arabic "what is the meaning of (headache)?" the teacher replied, "Headache, excellent we also have headache! ... So we have two things for people who don't have breakfast?" the student raised their hands and one of them read the answer from the book. Then they continued reading.

While the student was reading, the teacher gave them the meaning of the vocabulary in the paragraph. She raises the flashcard whenever they read the word. After the student have finished reading, the teacher said, "Okay now, what will happen to people who eat breakfast?" A student raised her hand and answered, "They will learn better." Another student said, "Behave better." The teacher commented, "Okay, what's the meaning of (behave)?" A students answered, "Act." The teacher replied "okay... act or deal with. Write it on the board. Okay now let's read the next paragraph."

When the student finished reading, the teacher said, "this paragraph tells us what people who miss breakfast do?" one of the students answered, " they make up it later" the teacher replied, " Yes, they make up it later, what do we mean by make up?" then she raised the flash card and the student read from the flash card. She also raised another two flash cards with the words "calorie, and likely" and asked, "Remember? We took a word with the same pronunciation like probably, what is it?" They didn't know the answer so she told them that it's a homework. Then she asked them about the meaning of "contain" one of the students answered, "including." The teacher said, "Excellent! Clap for her!" Then they continued reading.

The teacher commented, "This last paragraph the writer gives us advice or tips to do, what they are?" The students raised their hands and one of them read the answer from the book. The teacher asked another girl, "Again what are the

three tips? The student answered verbally. The teacher asked: “what do we mean by exercise?” the student replied “training”. The teacher replied in Arabic “okay, is there any vocabulary we haven’t mentioned?” One of the students asked about the meaning of “pie”. Then another student asked in Arabic, “What is the first letter of the word that means probably?” The teacher replied “it’s a homework, think about it, and now let’s move to activity 3”. The students read the questions and answer from the book. After that, the teacher tell them which line is the answer.

They moved to activity 4, and the teacher asked them to work in groups to complete the sentences and she gave them about 3 minutes. The students made groups of four and started working together and the teacher was walking between them. They seemed enjoying working together. They wrote the answers on the board, and the teacher helped the students with the spelling. The bell rang while the students were writing the answers.

Teacher: No.2 (M)

The First Period

The teacher and I entered the classroom, and the boys started smiling and wondering about who I am. The teacher greeted them and I sat down. He asked them “How are you?” and they replied together “good”. Then he asked them how the exam was. They answered in Arabic that it was difficult and needed extra time. The teacher smiled and said “yeah? Okay, okay. What’s today?” they answered together. The teacher said “okay, we started talking about conditionals and the last thing was type 3.” Then he asked a boy to write a sentence on the board. (-If she (come) to the party, she (see) her uncle.) Then he told the boy “I want you to correct the verb using type 3” and he asked him in both English and Arabic “what are the tenses that you used on the board?” He turned to the class and asked them “who wants to correct the verbs using type 3? Is Nidal’s solution correct? Let’s see the problem. He wrote (come) and (saw). Look at the sentences these in the past so this is type 2. Type 3 we use past participle.” The student wrote (has come, has

seen) then with little help from his classmate he wrote (had come, would have seen).

The teacher mixes English with Arabic in the same sentence when he speaks with the students. For example he told them “after (would), we should put (have), we cannot use (has)” the first part of the sentence except (would, have) was in Arabic. A student asked, “So after (would) infinitive?” The teacher replied, “Yes, exactly. Let’s see the sentence: did she come to the party?” they replied together “No” So he said “So she didn’t see her uncle”.

He asked a student to write another sentence on the board (-they (win) if they (play) better). The student wrote (when) instead of (win) so the teacher told him the meaning of (win) in Arabic in order to be able to recognize it. The students started talking with each other so he asked them to pay attention. The student answered it correctly, the teacher asked the students, “is it correct?” and they replied “yes”. Then he picked another student to write a sentence on the board (-if he (study), he (pass) the exam). And told him, “You are going to correct the verbs in the brackets using type 2.” One of the students raised his hand and asked about the meaning of (pass). Another student told him the answer. Then the teacher asked them “clear?” they nodded. Then he said “you should have memorized (types) 0,1,2,3. I want you to go back to the activity 1, 2, and now we will do 3, 4. Look at activity number 4. You will work in pairs, you will use type2, you have 3 minutes to answer the question.”

The students started working together and the teacher was walking between them and checking their answers. Then he wrote a question on the board (-what would you do if you could go anywhere in the world?) then he asked them in Arabic to answer the question using their own ideas. They started talking together so he said “(if I could go anywhere in the world, I would ...), you have two minutes to write the question and answer about yourself.” The students started working again, then they raised their hands. He picked two students and told them in Arabic “one of you will read the question and the other will answer it.” The first

two students answered “If I could go anywhere in the world, I would go to Turkey.” The teacher replied, “hmm, Turkey! Okay listen every one. Can you create sentences like this?” they replied together “yes”. They moved to activity four, the teacher read the question and explained it. He asked them to look at the picture in the book, and told them “it’s clear that Dan broke the window. Can you make sentences?” one of the students raised his hand and answered verbally, and the teacher corrected him and asked him to write it on the board. (-if Dan had been more careful, he wouldn’t have broken the window.) One of the students asked the teacher about the meaning of the sentence in Arabic. The teacher answered him and the bell rang before they finished the exercise.

The Second Period

The teacher and I entered the classroom. He said “Hi, How are you” they replied “fine”. He told them to sit down then he said “last time we talked about Conditionals. Can you remind us with type 3?” about 4-5 students raised their hands. The student answered verbally and the teacher replied that it was correct. Then asked about type 1 and they also answered correctly. The teacher said “today we will take page 43 (Personal Statement). Do you know the meaning of (personal) it’s an adjective from (person)” one of the student answered without raising his hand then the teacher continued “what about statement?” they weren’t sure so he told them it’s meaning in Arabic.

He pointed on the book page 43 and told the students about Jenney’s Personal Statement. And said “let’s read the paragraph about Jenney.” While the student was reading, the teacher asked them about the meaning of (voluntary). They didn’t know so he told them the answer in Arabic. After the student finished reading, the teacher said, “Here, she is talking about herself. She talks about what she likes, things she likes to do...a nurse, and the reasons behind this. Now, we will see the exercise to help us write a statement about ourself.” The teacher pointed on the book and said, “The circles are about Jenny. You have to circle about you.” He meant that every student should choose what describes him the best. He asked

them to look at the item 1-5. The students read the items and the teacher explained them then he said “this is the score about Jenny. Now, I want you to circle about yourself. This is necessary to write the statement. Now you have a minute. If you always do this put 5 and so on.” The students started working together seeming lost. He asked them if they are done. Then said, “Now you are going to form questions about yourself with your partner.”

The teacher read the questions and examples and explained them in Arabic. Then he started walking between the students to see if they have any questions. He said, “We will listen to some questions and answers.” He picked two students. The first student read the question (Are you...?) The second student answered (no, do you...?). The teacher wrote on the board (-1. I am...2. Are you...?) Then he explained the use of (do, does, did or verbs to be in the yes/no questions. Then he picked another two students. The first one asked “Are you a good leader?” the second replied “Yes, I think I am good at that. I give myself a 2 out of 5). The teacher and the students laughed and the teacher said, “If you give yourself a 2 then you are not good at that. If you give yourself 3-5 then yes, you are good. If you give yourself 1-2 then no. you are not good.” Then he asked them to look at the second paragraph and explained the meaning of (determined, flexible, and responsible) in Arabic. Then he also explained the chart in Arabic. And told them “look how Jenny put 3, 3. You could be different. Now find the score for yourself in one minute.

After a while, he asked “you finished your score?” then he read the paragraph about Jenny and explained it in Arabic. And told them “now, you are going to use the chart to write a paragraph about yourself. Use this as a model” then he explained it in Arabic. The students asked if they can work together and the teacher agreed. They started asking about the meaning of some words. One of them asked about the meaning of (vacation) in English. The teacher replied “(weekend) if it comes at the end of the week”. Then said, “Now, I will choose four of you to write their answers on the board.

Three minutes later, four students wrote their answers on the board. While they were writing, the other students commented on their spelling mistakes. So the teacher told them to wait and said “we learn from our mistakes.” then the bell rang when the first student was reading his answer.

The Third Period

The teacher told me before we went to the classroom that they usually take literature every Thursday. Therefore, they are going to take a new part of the story. The teacher greeted the students then wrote on the board “the Race to Britain” but then the students told him in Arabic that they have already taken this part and that they should discuss the next one “The Race to New York”. Thus, the teacher corrected himself and said, “Okay then, now today we will discuss (the Race to New York), and this is the last station for Passpourtout. Today he is going to finish the race... okay... now, I want you to read from line 1-16 p72 silently.” After the students have finished reading, he told them, “try to summarize from line 1-9, what happened in these lines?” no one raised his hand so the teacher asked them “who wants to summarize these lines?” They seemed worried and uncomfortable so he picked a student and asked him to stand up and summarize the paragraph. The student stood up and started talking. He made many grammatical mistakes. He could barely form the sentence, and he didn’t use connecters between them. Besides, he used some Arabic words. So the teacher helped him by asking him questions. For example, he asked him “where the ship was going?” The student answered “to France.” So the teacher commented “so, the ship went to France not to Britain.” And asked. “How did they go to France?” the student answered, “He...buy ship”. Then the teacher said, “So Foug offered to buy the ship, and the captain refused two times. When he asked him to buy the ship?” the student didn’t know the answer so another student raised his hand and answered the question. He said. “He refuse to change path... so... he told captain to buy it.” The teacher repeated. “So, when he refused to change the path to

France, Foug offered to buy the ship. But did he agree?" the students answered together, "no".

After that, he asked, "What did Foug do?" three students raised their hands then one of them answered that "he give money to sailors." One of the students asked him about the meaning of (sailors). So, the teacher wrote on the board (sail: sailor) and told them their meaning in Arabic and said "now, let's continue till line 16," then asked them in Arabic, "who want to summarize it?" He chose a student but when he started to speak, the teacher asked him to raise his voice "high up, please!" The student raised his voice and said, "Foug paid money for the sailors and they trapped the captain in his room." The teacher said, "Excellent!" then in Arabic and English "so they made him a prisoner, do you know the meaning of (prisoner?)" One of the student answered in Arabic without raising his hand. The teacher said, "Yes, then they agreed to sail to Liverpool. Liverpool is a place... a city." One of the student commented in Arabic "that is also a football team." The teacher smiled and said "yes yes... let's read the paragraph out load and discuss it together from 1-16." The student started reading and the teacher kept commenting on the story. He told them "so, nine hours is the time left to finish the bet."... "(Honrata) this is the name of the ship... this is the name of the city in France...refused means to say no to someone...Foug offered two things: 1. To go to London 2. To buy the ship... the Captain refused... Foug travelled in the ship to France... this what Foug has done; he paid money for the sailors and they looked the captain and instead of going to France , they went to Liverpool... there is a problem; Liverpool is farther than France, the cool is not enough to go to Liverpool.. Look what he said: I need to burn the wooden part in the ship to make it sail... then, they agreed to buy the ship." The teacher explained in Arabic what happened. Then he asked them to read the next paragraph silently.

Five minutes later, he asked them to finish and told a student to stand up and asked him, "what happened when they reach London?" the student answered "when they reached the port, so Fix arrested Foug". The teacher asked him "why?"

the student replied, “because Foug looks like thief.” The teacher commented, “Yes, so they put Foug in the prison... but then they heard a noise outside what was it? Let’s read the last paragraph” after they have finished reading the last paragraph silently, the teacher read it out loud then explained it in Arabic. Then he asked them if they have any questions and told them to summarize this part as a homework. Some of the students told him that they’ve done a summary for the previous part but he asked them to do another one for this part. Then the bell rang. When the teacher and I left the classroom, he told me that he is going to make them watch the movie (around the world in 80 days) after they finish the whole story.

Teacher: No.3 (M)

The First Period

When I arrived, the teacher was already in the classroom and was writing on the board (If Clause type three rule). I was around five minutes late so I entered the classroom quietly. The date and day was written on the board however there was no title written. After he has finished writing the rule, he asked “When do we use this type?” no one raised his hand so the teacher answered “when we have impossible condition in the past time.” One of the students asked him in Arabic to repeat the answer but the teacher replied kind of angrily “this is revision.” Then he wrote on the board (if you have got up early, you would have missed the bus), and commented in Arabic that if the subject was (she), (have) becomes (has). But the second (have) is unchanged because of the modal verb (would). Then he said, “Let’s compare between type 2 and 3.” and wrote on the board type 2 rule. Then asked, “When can we use this type? ... At improbable condition.”

He told them to give him examples. One of the students answered “if I study hard, I would succeed” then the teacher corrected him and gave him another sentence “if I were you, I would be quiet.” And commented, “it’s an improbable situation ... we used verb 2... we can use it for late advice like (if I were

you, I would study hard.) And for blaming like (if you studied hard, you would have succeed.)”

After that, the teacher asked them to open the book page 40. And told a student to read the first example. Then he asked him, “Which type this sentence is?” One of the students answered in Arabic without raising his hands “it’s a passive voice”. The teacher replied also in Arabic “I mean which type?” The student replied “type2” the teacher told him “its type 3 (would have had) but it’s passive. It’s a broken meaning. Let’s move to the instructions.” A student asked in Arabic “what is present simple passive form?” the teacher replied verbally “is, am .or are +p.p.” then they read the examples.

When they finished, they moved to the activities. The students were talking with each other and making noises so the teacher got angry and asked them to pay attention then he read the question and explained it in Arabic then the students started answering individually. Then they answered them verbally and the teacher barely commented on the answers. He just asked them about the type of the sentence. They’ve answered two questions then the bell rang.

The Second Period

The teacher greeted the students and asked them to sit down quietly. Then he said “I think we still talk about the conditionals. Open your books page 41” then he made sure that everyone has opened his book. And told them in Arabic that they are going to answer the questions. He picked a student to read the question then he explained it in Arabic. The question is about (type 0) so the teacher wrote the rule on the board, and reminded the students that it’s used to talk about facts and habits. Then a student read the first sentence (If we add (e) to the word (bit, hat), it becomes (bite, hate....) he showed the students the difference between the four words. After that, he told them that this is “a linguistic fact” and asked them about their meaning in Arabic. A student raised his hand and answered them correctly. The second sentence was (if a storm with speed reaches, it becomes...) the teacher commented in Arabic that it’s a geographical fact. And that they add

(s) to (become) because of the subject (it). A student read the next sentence and the teacher asked “where is the subject?” the student replied “temperature” the teacher said “temperature means (it) then we add (s) to the verb. All these are facts.” One of the students asked in Arabic about why they used (can) in the sentence. The teacher replied, “Because it’s a present verb means ability. Okay? Now let’s move to question2. It’s the same but we use type 2.”

The teacher wrote type 2 rule on the board, and said that it’s used with “probable conditioning.” As the previous question, the teacher picked the students and they answered it verbally. Then they moved to the third question. The teacher read it and explained it in Arabic then he read the example (what will I find if I turn left? – if I turn left, I will come to the police station.) Then, he said that this is type 1 and all the other sentences are the same. He picked two students to read the example from the book, and then he moved to question four. The teacher read the question and stressed the word (type 3). He wrote the rule on the board and asked a student to read the first sentence. While the student was reading the teacher commented that (Mt) means (mountain). The students answered verbally as the previous questions. Then a student asked about why they put (would) in the third part of the sentence (if I visited japan, I wouldAnd would). The teacher said because of (and). After they have finished the questions the teacher told them in Arabic that he was going to ask them “what would you do if you could go anywhere?” a student answered (Turkey) the teacher told him that he needs a full sentence. The student didn’t understand so another student answered (if I could go anywhere, I would go to Turkey.) the teacher said “good, now I want you all to answer like this.” Then 3 students answered the question. The teacher said “enough, now look at the pictures in the book. We will comment on them using type 2. Why? Because he is a student and he already did something. It’s criticism. Write the sentence on your notebook and when you finish I will check your answer.” Then he repeated the last sentence in Arabic. He kept walking between students while they were writing and asked them to calm down and to

write silently. A student asked about the past participle form of (check). And the teacher answered him. Then he asked them if they have finished. He corrected the answers for three students. Then they answered them verbally. The bell rang before they answered the fourth sentence. The students closed their book and the teacher and I went out,

The Third Period

Two students asked the teacher permission to go with the Physical Education teacher. He agreed, and we entered the classroom. The students were talking and they asked the teacher about where their classmates went. The teacher asked them to calm down and sit down. The teacher was about to start the lesson then one of the students throw a pen on his friend. The teacher got angry and shouted. He asked him to stop acting like children and to open his book. Then he told the students to open their books p43. He said, "This is writing, you will write about yourself. A personal statement." He explained the meaning of (personal statement) in Arabic. Then he asked them to read the paragraph. A student read the paragraph about Jenny's interests and possible career. Then the teacher repeated it again and asked, "What is Jenny's possible career? You know the meaning of career? Job!" the student said, "Yes" and raised their hands. A student answered, "Nurse." The teacher replied "yes, do you know why she is going to be a nurse?" A student read the answer from the book, "because of these interests." The teacher replied, "Yes, what interests?" then the student read the line before his answer. The teacher explained it in Arabic and told them that they are going to write a paragraph like this. But first they have to answer some questions in order to be able to write the paragraph easily. He asked a student to read the question then he explained it in Arabic. He told them that they have two minutes to answer it, then they will answer it together. The students were talking with each other and laughing. Some of them looked as if they know nothing about what is going on. The teacher told them to circle the answers. The student was setting next to me has put circles without even reading the sentences.

After a while, the teacher asked a student to read the question again and to answer the first sentence. The student read the first sentence and the teacher explained it in Arabic. They answered the sentences verbally, and the teacher told them in Arabic, the answers vary from one to another because it's a personal interests. When they finished answering the question, he asked them to calculate their score to know their main area of interest. They seemed quite lost so the teacher gave them an example in Arabic. Then they read the next paragraph twice. The teacher asked them to write their own paragraph. After a while, a student raised his hand, and showed the teacher his writing and the teacher asked him to read it. While the other students were still writing, the bell rang.

Teacher: No.4 (F)

The First Period

The teacher and I entered the classroom. She greeted the students and introduced me to them. Then she asked them, "What's today?" they answered together "Monday" then she said "who tells me the date?" she picked a student and wrote the date on the board. She said "okay, how's the weather today?" they replied together "fine". She commented "nice? It's a nice weather" then asked "what was our lesson about?" a student answered "it was about healthy food." The teacher commented, "we started but we didn't continue... we took just the first paragraph... we will read now. Who wants to read?" a student read the paragraph out load. Then the teacher asked, "Which group of society the writer is concerned about their health? Concerned means worried" most of the students raised their hands and a student answered "American teenagers" the teacher replied, "American teenagers. What do they eat?" a student replied "junk food." The teacher said, "Okay, now reads silently paragraph 2, and I will write questions on the board, clear? You have two minutes, please read silently, and try to find answers to my questions." Then she wrote the questions on the board. And said, "I want you all to take part in this. One read the question and the other answer. Okay? The first question." A student read the question "Who is Cherrie choi?" the

other student replied “the writer” the teacher commented, “Excellent, Charrie choi is the writer.” The students and the teacher argued how to pronounce the writer name, then they moved to the next question. A student asked, “How old is she?” and the other student replied, “15”. The teacher repeated, “She is 15, next?” the student read the last question “does she always have her breakfast? Why?” a student replied, “because she don’t have time.” The teacher repeated, “So, because she doesn’t have time. Okay, let’s read the paragraph.” Two students have read the paragraph out loud twice. While the second student was reading, the teacher asked three questions. (1. What time she goes to school? 2. How does she go to school? 3. How long has she not taken her breakfast?) The students answered these question from the text. One of the students asked about the meaning of a.m. and the teacher told them to look for it as a homework.

The students read the next paragraph silently. One of the students asked in Arabic how to read (20%). The teacher answered her and wrote (percent) on the board. then she asked them “what does this number mean?” and told the student in Arabic that it’s important to know what the numbers in the text refers to. A student answered, “20% is the number of American who don’t take breakfast.” Another student wondered in Arabic “Why do we read about American teenagers?” the teacher replied “because you are also a teenager.” The student replied “but they are Americans!” The teacher said, “Even though! Now read silently the next paragraph.” Again, while the students were reading, the teacher wrote questions on the board. She asked them if they have finished reading, and they said yes. So, she read the first question “what do our body need?” the students answered together “food”. The teacher replied “Yes, good. Raise your hands. The second question.” A student read the question “what do cars need?” most of the students raised their hands, and a student answered “fuel”. The teacher commented, “Yesss. Our bodies need food. It consumes what we eat.” A student said “like in Ramadan” and the teacher replied “exactly!” and asked them “what is the difference between people who have breakfast and who don’t?” then

she told them, "raise your hands, who had breakfast?" a few students raised their hands, and they started commenting in Arabic that they don't have time. One of the students said that she eats her sandwich in the car when she comes to school. The teacher commented, "See, you can manage your time to have your breakfast. Now read the next paragraph." While they were reading, she asked them "yesterday's supply: what is this (s)?" a student answered in Arabic and the teacher repeated, "yes, it's a possessive (S) like: Mary's shirt. We add it to the nouns. Understand? Now move to the next paragraph silently. I want you meanwhile reading this paragraph, I want you to answer question 4 in the next page."

After they have finished reading it silently, they read it out load. Then a student answered the question. Then the teacher asked "from now on, in order to avoid diseases, what should you do in the morning?" Most of the students raised their hands, and one of them read the answer from the book "give yourself a time to eat some bread and cheese." The teacher commented, "Good!" one of the students told the teacher in Arabic that they should plan to have breakfast together in the school, the whole class." And the teacher replied also in Arabic, "Okay, we will think about it. But now, you should learn to have breakfast." The bell rang.

The Second Period

The students were moving and talking so the teacher asked them to stand up. Then she said "good morning" and told them to shut their books and stop talking. She asked them about the day, the date, and the weather. Then she asked "what was our lesson about?" they raised their hands and a student answered, "How to be healthier." The teacher replied, "Yes, can you give me an idea from the lesson?" the student answered, "We should eat breakfast." the teacher replied, "Okay, let's continue." A student reminded her that they had a homework to look for the meaning of (a.m.) the teacher said "yes, who wants to tell us?" three students raised their hands and the others said that they have forgotten. She

picked a student and wrote the answers on the board. Then she said, "Write it in your note book... yesterday we read all the text. Now let's move to the questions. Prepare your notebook, write the date and the number of the question...okay the first question!" the students read the questions then they read the answer from the book. Then the teacher repeats the answer and tells the student which line. They write some answers on the board. Question 3, 4, 5 are homework. The students had some difficulty with reading the vocabulary so the teacher asked them to repeat the word twice and sometimes more. Moreover, they had some spelling mistakes when they wrote the answers on the board, so the teacher told them to look at the book when they write the answer.

The Third Period

The teacher greeted the students and asked them "who wants to ask the daily questions?" most of the girls raised their hands. The teacher picked a girl and the girl came and stood in the teacher place and asked about the day, and date. The students reminded her to ask about the weather. Another student wrote the date on the board.

The twjihi had an English exam that day so the teacher brought the exam papers with her. She has discussed the writing question with the student. She told them that it's about (your future career) and reminded them that they have written about the same subject this semester. Then she said "okay ...okay... now let's get back to our lesson" then she asked them about the day, date, and weather again. Then she said, "I think today we will take grammar. We are going to discuss the use of articles." Then she wrote on the board. 1. Indefinite: a, an 2. Definite: the. Then she explained that these articles come with nouns. Then she explained that (a) and (an) come with singular countable noun like: (an apple, a banana). Then in Arabic she explained how (a) and (an) differ from (the). And gave them examples, (1. I saw a girl outside. I don't know her. 2. The girl was talking). She commented, "In the second sentence we are talking about the same girl in the first sentence so we define her". And wrote on the board, (Jenin lies in the North of

Palestine.) She has explained that some nouns like (cities, countries...) don't need any article. And also gave them examples of nouns that take (The) like (the sky, moon, sun ...). Then she wrote two examples on the board and explained them in Arabic. 1, my brother like football. 2. My brother brought a football.

Later, she wrote another two sentences (1. There are some books on the table. 2. There is some tea in my class). The teacher told them that "we use (some) with uncountable nouns and plural countable nouns." She also said that "(some) is used for invitation questions like – would you like some coffee? Understand?" The students replied, "Yes" she asked them to open their books page 49. The student read the example and the teacher reads the comments below them and answer them. Then they moved to the questions. The teacher read the question and explained it in Arabic. Then she asked the students about the meaning of the words "love, really like, don't much like". Most of the students knew the answer. Then they answered the question verbally.

Teacher: No.5 (F)

The First Period

The teacher greeted the students and asked them to sit down. Then she introduced me to them. The students were still talking and making noises so the teacher asked them to be silent and to calm down. Then she told them to open their book page 42 and to look at the table. While the students were reading silently, the teacher draw the table on the board. When she has finished, she asked them to pay attention to her. She said, "This is pronunciation... This is how we write the letter and this is how we pronounce it." The teacher read the letters and stressed the sound of the letter. Then she explains that "the sounds are written phonetically in the dictionary between two slashes." And wrote on the board (cat = k&t) and said, "There is a difference between the letter and sound. Now, repeat after me."

The teacher read the words from the table twice and the students repeated after her. Then she wrote on the board (work) and said, "We don't pronounce the

(r) in work.” She made sure that they repeat after her. And she said, “Try to complete the table. I give you 3 minutes.” After a while, she asked, “Who can fill in the first column? ...Come to the board.” The student write it on the board. Then she started pronouncing the words with the students. They kept doing this until they have completed the table.” After that they have read all the words together. When they finished, the teacher said, “Now let’s move to page 44, literature.”

The students raised their hands to read the vocabulary. However, the teacher read them first and then they repeated after her. Then she told them their meanings in Arabic. Some students were talking and making noises so the teacher threatened them that if she hear their voice again, she will ask them to leave the classroom. As a result, the students became quite and the teacher went back to the vocabulary. One of the students asked about the meaning of (freedom). The teacher wrote it on the board and told them that it’s an adjective and the noun is (Free) so the student guessed its meaning in Arabic. The teacher asked them to open their books and she read the title “An attack in the wild west.” She asked them about the meaning of (attack) in Arabic. A student answered in Arabic. The teacher said, “Yes, now who wants to read?”

A student started reading and whenever she pronounces a word incorrectly, the teacher corrects her and says the meaning of these words in Arabic. The teacher told the students to listen to the girl and to stop talking. She kept commenting on what’s happening in the story in Arabic. After the student has finished reading, she asked them some questions like (1. What were the warriors doing? 2. Do you remember girls that Passpatout asked Foug to be prepared?) The students answered together with brief answers. Then a student continued reading. The teacher kept asking questions like (what happened?) while she was reading. She explained the answers in Arabic. The teacher reads the first 3 words of the next paragraph then the students raise their hands to continue reading. Again, she kept asking about what was happening and explained it in Arabic. The

teacher read the last paragraph. She asked them, "What happened in the end of the night?" the students read the answer from the paragraph. Then she asked them "what did Foug said to Aouda? Was he joking?" then she asked them about the meaning of "joking" and wrote its opposite "serious" on the board. A student read the answer from the book.

The Second Period

Some of the students were outside the classroom. The teacher told them to go inside. The other students were talking and making noise. Some of them were singing. When we entered the classroom, the teacher told them to sit down and to stop talking. A student told her that she brought Flash cards so she told her to hang them on the board. Then she asked the students to open their books and answer the questions page 45. She told them to work in pairs. Five minutes later, she asked them "who wants to answer the first question?" one of the student told her in Arabic "when will we have breakfast together in the classroom?" the teacher replied, "In sha Allah! Soon" then another student answered the first question verbally.

Although they we were working individually, the students were moving from seat to seat freely without asking for a permission. When the teacher has noticed, she asked them to go back to their seats and to stop talking. She told them that "This is wasting our time, I don't have to remind you every minute with the rules!" then they went back to the questions. The students were answering verbally and the teacher was repeating their answers. A student raised her hand while the teacher was repeating the answer so the teacher told her, "It's important that we understand than we just answer." Then she asked her to answer the next question. The students read the answers from the book they don't try to use their own words.

The teacher asked "what is the noun of (died)? A student wondered without raising her and "death!" the teacher replied "excellent, yes!" the students clapped for her then they started clapping for every right answer. The teacher wrote on

the board: (die, death, deathly/ deadly. / Alive, live.) Then she asked them to write them down. After that, she read the vocabulary and they repeated after her. She asked them to read silently. Then they repeated the vocabulary five times. They started discussing the vocabulary in Arabic. She asked them to give her the meaning of (balanced) using their own words. A student answered, "Something that has the same weight." Another student answered, "Not changed." The teacher said "correct." And continued reading the other words. Then she asked, "can you put (contain) in a sentence?" a student answered, "The class contains 40 students." The teacher said "yes. Correct." And repeated the sentence in Arabic. Then she asked, "how can you make (diet)?" a student answered, "don't eat fast food." The teacher said, "Yess" and repeated the answer. A student was brushing her hair so the teacher asked her not to. Then the teacher continued, "Do you know the meaning of (make up)?" a student answered, "instead?" so the teacher replied, "to take something instead of something or to compensate." Then she gave them example, "I did badly in the last exam so I will make up in the final exam." The bell rang.

The Third Period

The teacher greeted the students and asked them to sit down. She told a girl to hang the flash cards on the board. Then she asked them to stop talking and to open their books and read silently. A student asked the teacher if she can eat her sandwich, and the teacher agreed. And asked, "whose absent today?" they replied in Arabic, "no one". After a while, she asked them to read the flash cards. While they were reading she kept commenting in both English and Arabic. When they finished, she told them to read silently and to look at the picture because she wanted to ask them questions.

Later, she said, "look at the title. (Healthy eating. Healthy is an adjective.) Then she wrote on the board, (health: (n) = healthy (adv.))" She asked them to write it down, then she said, "Look at the picture, what can you see?" the students replied, "fast food, burger, chicken, potato, juice." Then she asked, "is it fast food

or slow food?" they answered together, "fast food." She replied, "Is it healthy or unhealthy?" they also answered together, "unhealthy." She replied, "Okay, now I will write some questions on the board while you are reading silently, try to answer them while reading." Then she said, "You are very talkative. Stop talking!" the student sitting next to I said to her friend in Arabic "the teacher speaks too much in English these days!"

On the board, (1. What is the big diet problem? 2. They: 3. She :.....). The students raised their hands and answered verbally. They read the answers from the book. After they answered the question they read the paragraph out loud twice. The teacher commented, "importantly is an adjective... junk food: fast food: unhealthy food." Then she read the paragraph, and explained it in Arabic. Then she asked them to read the next paragraph silently. Then, she asked them some questions, "what does (this) refers to?" a student read the answer from the book, "not eating well by more and more Americans." Then she asked, "what is the large part of the problem?" a student answered, "junk food." The teacher replied, "Okay, what is the problem with Carrie?" a student replied, "She hasn't eaten her breakfast ..." the teacher repeated the answer and they continued reading. Then she asked, "What part of speech is (hungry)?" they answered together, "adjective." One of the students closed her book but the teacher asked her to open it. Then she asked, "What is the meaning of (like) in (your body is like a car)?" a student answered, "such as." the bell rang.

Teacher: No.6 (F)

The First Period

When the teacher and I entered the classroom, most of the students were outside the classroom because they had a physical education class. Five minutes later, all of the students were at the classroom. The teacher told them that they shouldn't be late to the class. She wrote the title on the board (The Race to New York.) then she said, "Today we are going to take literature, (The Race to New York). Let's revise what happened in the last chapter... What happened? ... Girls!"

as the students were talking, the teacher answered the question quickly, and asked them to open their books page 58.

A student started reading out loud. Then the teacher commented, "So, Mr. Foug decided to rescue Passportout. What is the meaning of (rescue)?" a student answered without raising her hand, "save." The teacher replied, "Yes, write it down." Then she the girl to continue reading. While the student was reading, the teacher kept commenting on what was happening in the story in Arabic. She also asked them about the meaning of some words in Arabic. Like, (warriors, soldiers, prisoners...) then she asked them, "what did Foug offer the captain?" two girls raised their hands and one of them answered, "To change his path." The teacher replied, "Did the captain agreed?" a student answered, "No, he doesn't, didn't have time." The teacher replied, "So, what did the captain decide to do?" a student answered, "He himself cannot help him, but he can give him 13 soldiers" the teacher asked them, "true or false: Aouda went with Foug." A student answered, "No, she stayed with fix."

After that, another student read the next paragraph. While the student was reading, the teacher asked, "true or false: Mr. Foug arrived alone." A student answered, "No, he arrived with men." The teacher replied, "Yes, he arrived with men." And the student continued reading, then a student asked about the meaning of (schedule) so the teacher answered it in Arabic and in English and wrote it on the board. They continued reading, and the teacher asked, "Passportout was upset, what made him feel upset? ... Girls!" a student raised her hand and answered, "He felt it was all his fault." Then the teacher asked, " what's the meaning of (fault)?" a student answered without raising her hand, "mistake" the teacher replied, "yes, what is this mistake?" the student answered, " he was responsible for the late." The teacher replied, "yes, good!" and asked the rest of the class to pay attention as they were not and were talking. Another student continued reading and when she finished the teacher asked them about the meaning of some words and she wrote them on the board, (disappointed, sledge,

and wolves.) When she tried to write the meaning of (sledge) in Arabic she asked them to look at the picture so that they can understand it's meaning when they see it. Then they moved to the questions. The student read the question and then read the answer from the book, and the teacher wrote the answers on the board. While she was writing, she told them that they have an exam on Sunday. And they started discussing (the exam issue) in Arabic. The bell rang before they made a decision so she told them I will send a girl to tell you when the exam is.

The Second Period

The teacher greeted the students. She asked them to sit down and to open their books page 60. She said, "Girls, listen to me! Girls! We are going to take a new unit... stop talking and listen to me." Then she wrote the title of the unit on the board (Strange Events.) while she was writing she asked them about the date. They answered together then she wrote the date and the day on the board. She asked them to open their books page 60. She read the vocabulary twice, then in the third time she asked them to repeat after her. Then she asked a student to read them. While the student was reading them, the teacher gave them their meanings in Arabic. She asked another student to read them again. The students made some mistakes so the teacher read them again. Then she wrote them on the board. She gave them five minutes to write the meanings on their notebooks.

After a while she asked them in Arabic if they have finished. They replied that they haven't. Then she said, "Girls, Girls look at me... look at the picture page 60 and 61. What can you see? Girls! Pay attention!" Only two students have raised their hands. The other students were talking together. So, the teacher hold a paper and wrote down the names of the girls who were talking. When they saw her, they told her that they will not talk again. She didn't reply and asked a student to answer. The student answered, "Sea ... mountain... snake... Dolphin?" The teacher replied, "Okay, let's read to know what this is. Who wants to read?" most of the students raised their hands. A student started reading. She didn't know how to read (enormous) so the teacher read it. The student skipped it and continued

reading. Another student read the next paragraph. They have read the whole text then the teacher asked them to read it again. When the student finished reading the first paragraph, the teacher commented, “enormous means huge. Write it down.” Then she explained the paragraph in Arabic.

Another student read the next paragraph. The teacher commented on (depth) she asked them “Is it a verb?” the students raised their hands and answered “noun” the teacher replied, “Yes, it’s a noun. Excellent. And the verb is deep, the adverb is deeply. It’s in the box. The word formation box. Okay. Continue reading.” The student continued reading. Then the teacher explained the paragraph in Arabic. While she was explaining it, a student closed her book so she asked her to open it again and that there is still time. Then she continued. Another student started reading the third paragraph then the bell rang. The teacher said in Arabic, “we will continue it tomorrow.”

The Third Period

There were an exhibition in the school so most of the students were outside. She told them to go inside the classroom. Then when we entered the classroom, she was angry because they keep going out between each class. They replied, “Why are you mad? We just want to see it.” She told them that they can see it in the break and asked them to open their books. She told a student to write the title on the board. She asked them, “Girls! What was our lesson about?” a student answered, “Strange Events.” The teacher replied, “Like what?” another student answered, “A monster.” The teacher replied, “What monster?” the student replied, “a monster in lake.” The teacher said, “Yes, what’s the name of this monster?” the student looked at the book then Answered, “Nessie?” the teacher replied, “Yes. Now let’s read.”

A student started reading. The teacher started explaining the rest of the paragraphs in Arabic. Then they read the lesson again. When they finished, she asked them to read the questions. The students read the question then answer it. The teacher tells the student which line the answer is. The students read the

answer from the text, they don't use their own language. They answered the whole questions in the same way. There were some noises so the teacher kept asking them to pay attention and to stop talking. They wrote some answers on the board, and the teacher gave them time to write the answers on their book. The students were not really focused, they kept looking from the windows. The teacher kept asking them if they have written the answers. The bell rang. The students tried to go out but the teacher prevented them.

Teacher: No.7 (F)

The First Period

The teacher greeted the students then she wrote the date and the title of the unit on the board. She asked the students, "what's the title of the unit?" they read it together (Strong Events). Then she asked, "What does it mean?" a student replied in Arabic. She told them to open their books and notebooks. She started reading the vocabulary and explaining them in Arabic. Then she wrote the meaning of some words in English. When the students had a problem in differentiating between the meaning of (between) and (among), the teacher asked three girls to stand up. The 3 girls were standing beside each other so the teacher said. "Fatima is between Asma and Bisan." Then she asked another two girls to stand up with them and asked, "Who is the tallest among them?" she explained in Arabic that we use (between) when we are talking about two things however we use (among) when we are talking about a group.

The next word was "appear" so she asked a student to stand up then she asked the students "how does she appear? Is she sad?" the students answered together "nooo, she is happy." So the teacher told them the meaning of (appear) in Arabic. The teacher tries to give them an example for every word so that they can guess the meaning. For example she asked them "how many exams have you taken so far?" to explain the meaning of (so far). Then, she asked them to describe the class in order to give them the meaning of (describe). When she tried to explain the word (edge) she asked them "who can show me the edge of the table?"

however they didn't know what she meant. As a result she told them it's meaning in Arabic. A student commented in Arabic that there is a pone called (s9 edge). The teacher replied "yes, it's the same meaning." The next word was "fake" so she told them that it means (not real) and asked them to put it in a sentence. So a student raised her hand and answered, "People are Fake." The teacher replied, "Oh! Okay. Listen! Frightening, what does frightening mean?" a student answered, "scary". The teacher replied, "Yes, excellent. Do you like frightening stories?" most of the students replied together "yesss". So the teacher asked them "who can tell us a frightening story in brief... or the name of a frightening story... Just its title. No one??" a student replied that they don't read stories. They watch films. So the teacher asked her about a scary movie she has watched. And the student replied, "IT. New film" the teacher replied, "ah. Okay. Pay attention girls. Who knows the most mysterious thing in the world?" most of the students raised their hands and a student answered in Arabic, "the Bermuda triangle". Another student said in Arabic "but they knew the reasons, it's because of the gas" the teacher replied. "Yes, but still they don't know. Okay, now write them quickly. Sh!"

Two minutes later, she asked them, "Who says the first word? Who can say the first word?" then the students started reading the vocabulary and the teacher corrected their spelling mistakes. The next box was (word formation) (deep: depth/ fish: fisherman/ warning: warn) they read it and she asked them, "who can use deep in a sentence?" no one raised her hand so she said, "who knows the depth of the Dead sea?" a student answered without raising her hand (405 km) so the teacher asked her to say the full sentence, "the depth of the Dead sea is .. Km)." another student answered, "The worker put the warning in the street." The teacher said, "Excellent! The worker put a warning sign in the street... now, look at exercise 2, who can describe the picture? One of you, what can you see in the picture? " a student answered, "a sea!" then the bell rang. The teacher told them to read the lesson and to memorize the meaning of the vocabulary.

The Second Period

The teacher greeted the students and asked them to sit down. She commented in Arabic that the classroom is not clean and that they should take care of its tidiness. She gave the students five minutes to clean the classroom. After a while she wrote the unit title on the board. She asked them about the date. Then she asked them “have you read the lesson?” some of the students said that they have. Others said that they didn’t have time. Therefore, the teacher asked them to read silently.

Later, she asked them, “who wants to read the first paragraph?” a student read the first paragraph with some spelling mistakes. While she was reading, the teacher kept correcting her mistakes, and asking the students questions like: “where is this place? ... What is the description of the lake? What is the meaning of (enormous)? Deep is an...?” When she finished, the teacher explained the paragraph in Arabic. Another student repeated the same paragraph then they moved to the next paragraph. The teacher kept explaining the paragraphs in Arabic, and she also asked some questions like “why are the children warned? ... Giant means ...? The opposite of local is? What does approached mean? New roads were built around the lake is a passive voice, which kind?” the students raised their hands then they usually read the answer from the book. They moved to the next paragraph. They did the same, the teacher comments in Arabic then she asked questions like “who can describe the lake monster from this paragraph? Rapidly is an adverb from..? Has anyone seen the monster move?” when was the first photo of the monster published?” the students read the answers from the book.

While they answering the questions, a student freaked out because there was an insect on her desk so the teacher commented in Arabic, “What would you do if you saw the monster?” the students laughed and replied also in Arabic. “She might die!” the teacher said, “Okay, let’s get back to the lesson. Who want to read?” a student read the same paragraph again, and the teacher asked them to summarize the paragraph. Two students raised their hand and one of them answered that

“ummm. They took photo for the monster in 1934... they build new roads.” The teacher replied, “Good. Good. Read the paragraph” then the teacher explained in Arabic, and asked a student to read the first paragraph again, and the next paragraph and so on.” After they read the lesson again, they moved to the activities. She asked a student to read the question, and she explained it in Arabic. The students answered the question then they wrote the answers on the board.

The teacher gave them five minutes to write the answers on their books. A student didn't write the answers on her book so the teacher asked her to write the answers. While they were writing the answers, they were talking together so the teacher asked them to keep silent. The bell rang.

The Third Period

The teacher greeted the students, she asked them, “How are you? Everything is good?” they replied together, “yes!” Then she told them to sit down quietly and open their books page 61. She asked them, “What was our lesson about?” they raised their hands and a student answered, “About monster... Nessie” the teacher replied, “Okay, where does this Monster live?” the student replied, “In the lake.” The teacher said, “So, last time we talked about the monster, Nessie. As we said, it lives in a lake. Most people said that it has a small head and long neck and two humps. Now open your books page 62. Let us answer the questions. Who wants to read the first question?” a student read the question then the teacher repeated it, and asked the student to complete the first sentence.

When the student answered the first sentence, the teacher commented, “So we will look for synonyms from the lesson. (Risen) means (increased). And the opposite of it is? ... (Decreased). Write it down” Then she wrote it on the board. The students were writing the answers and answering in the same time. A student answered the next sentence, and the teacher repeated the answer, “scary: frightening.” Then she asked the girl to write it on the board. The teacher picked a student who wasn't rising her hand and asked her to read the sentence. When she read the sentence, the students told her the answer. She didn't read the

sentence well and she wasn't able to read the word (Mysterious), however, it wasn't bad.

When they finished the first question, the teacher gave them two minutes to write the answers and to look at the next question. Then she read the question, and said "complete the sentence with words from the lesson. Who wants to read the first sentence?" most of the students raised their hands. A student read the sentence and answered it directly. The teacher told them in Arabic that they should read the sentence first then answer it. So she repeated the sentence and wrote the answer on the board. They completed the rest of the sentences the same. Then they moved to the next activity.

The teacher read the question, "Read again and complete the notes." She pointed to the table in the book, then she draw it on the board and said, "This is like a summery to the lesson, they asked us about the dates and what happened in each year." Then she explained it in Arabic, and gave them five minutes to complete the table. She told them to work in pair. The students started talking loudly so the teacher asked them to be quiet. After a while, she asked them if they have finished, "finished?" they replied that they haven't finished yet. A student raised her hand so the teacher told them to stop and to listen to the student. The student read the first two examples then she answered about what happened in (early 1930s.) the teacher asked her to write it on the board. The students were still writing their answers so the teacher picked a student to complete the next column. They wrote the answers on the board, and the teacher gave them time to write the answers on their books.

After a while, the teacher read the next question and asked them, "Now you will ask questions from the table on the board. I want each pairs to ask and answer the questions." Then she said in Arabic, "one student will ask the question and the other will answer her. Come to the board." two students stood up and the first asked a question, "when the monster was first reported?" the other student replied, "1500 years ago." The teacher told her that she want a full answer, a full

sentence, “the monster was first reported ...” So the student repeated, “the monster was first reported 1500 years ago.” The teacher commented, “Excellent! Thank you girls” then she picked another two girls to ask a question about the next column. The first student asked, “When the monster approached?” the teacher repeated, “When was the monster approached?” the student repeated the question again, “When the monster approached?” the teacher said, “When was..? And asked the other student to answer.” When she was to pick another two students, the bell rang.

Teacher: No.8 (M) (note: the time of the periods was 30 minutes due to some issues related to the school at that time)

The First Period

Some of the students were talking and playing in the corridor. The teacher asked them to go inside the classroom. The teacher greeted the students and asked them to sit down and to pay attention. He told them to open their books page 38. He said, “Today we are going to answer the questions page 38. Did you open your books?” the students were talking. They seemed bored. Some of them didn’t open their books until the teacher called their names. Then he said, “Complete, Ahamd read the question.” The student read the question the teacher explained it in Arabic. Another student read the first sentence and completed it. The teacher wrote the answer on the board. He gave them time between each sentence so that they can write the answer. He kept saying “wait, wait” when the students raised their hands. Sometimes he asked the student to read the sentence twice.

When they finished the first question, the teacher walked between the students to make sure that everyone has written the answers. After that, he asked a student to read the next question then asked another student to explain it in Arabic. Another student answered the first sentence, and the teacher wrote the answer on the board. Most of the students raised their hands to answer the next sentence and he asked a student who wasn’t raising his hand to read the sentence.

When the students read a word incorrectly, the teacher repeats the word twice. When they finished the question, the teacher gave them time again to write the answers. Then they moved to question number 3. They continued with the same rhythm.

One of the students had a clear problem with reading. He also completed the sentence incorrectly. So, the teacher asked another student to correct him then he asked the first student to repeat the answer. Then the teacher wrote the answer on the board. He had a problem with remembering the answer so he kept checking his book then a student has repeated the answer for him. While the teacher was writing in the board, the students were talking with each other, poking and punching each other. However, when they have heard a noise from the street outside, they closed the window. The teacher gave them some time to write the answers on their books. Then he came and told me that they have finished the exercise and that he is going to give them the next page.

He asked the students to open their books page 39. He asked a student to read the words in the box: (literacy, university ...) then he asked the students to complete the sentences using the words in the box. They started working with each other. The teacher told them to work individually, however, they continued working together. One of the students raised his hand that he has finished, so the teacher allowed him to answer the first sentence. Then he wrote it on the board. After they have finished the sentences, he asked them to read the sentences again and to check if they were correct. They was about to move the next exercise when the bell rang.

The Second Period

The students had a History exam in the previous class so the teacher had to wait for a while until they have finished. He greeted the students and asked them how they did the exam. They said that they needed extra time (in Arabic). Then he asked them in Arabic also, "Which page have we reached? Have we finished the exercises page 38?" the students opened their books and said that they have

finished page 39. He said, "Okay, okay. Open your notebook. We are going to take grammar. Type 3. We took type, 0, 1, and 2. Right? He repeated what he said in Arabic.

He wrote on the board a sentence (if you study hard, you will succeed.) then he asked them, "which type is this sentence?" they answered together, "type 1" he replied, "excellent! Who can give me a sentence on type two?" two students raised their hands. One of them answered (If I went to Jenin, I will buy phone.) the teacher repeated the sentence and stressed (will) so the students said, "would" he replied, "Yes, would. Write it on the board... now who give me a sentence using type 0? When do we use type 0?" a student answered without raising his hand, "fact." The teacher replied, "Yes, can you give me a sentence?" the student took a minute then said, "If you put the water in the Fridge, it will freeze." The teacher said, "Excellent!" and repeated the sentence. Then he wrote a sentence on the board, (If you had seen the movie, you would have remember It.) he read the sentence and explained it in Arabic then he said, "This is If clause type 3" and he wrote the rule under the sentence, (If + s+ v (past perfect) +o, s+ would have + pp.). He asked them to write the rule while he was writing other examples on the board. The students wrote the rule and the examples, then they read the examples and underlined the verbs in each sentence. Then he asked them to give him examples. No one has raised his hand so the teacher said in Arabic, "give me one sentence on type 3. Stop talking and focus." Then he picked a student, the student answered, "If you had studied, you would succeeded." The teacher repeated the sentence, and commented, "You would have succeeded. Don't forget, after (would) comes infinitive verb. And the rule says would have+ pp." the students made some noises and were talking with each other so the teacher told them to pay attention and to open their books page 40. He asked a student to read the examples. After he finished reading them and before the teacher had the chance to comment on them, the bell rang. The students closed their books immediately.

The Third Period

Some of the students were outside the classroom, and the teacher asked them to go inside. The students didn't stop talking even when the teacher greeted them. Therefore, he got angry and asked them to stand up again and to sit down, and to open their books (page 40) quickly. He wrote on the board (If + s+ v (past perfect) +o, s+ would have + p.p) and commented in Arabic "this is type 3 rule, you know it right?" then he asked a student to read the examples from the book. The student have difficulty in reading them so the teacher waited for him and gave him time before he corrected him. When he finished reading, the teacher read them again and told them how these examples are for the same rule on the board.

After that, he asked them to write five sentences like the examples on their notebooks as a homework. They argued him (in Arabic) that they have exams and don't have time for homework but he told them that it's only five sentences. They moved to the activities page 4. The first activity asks them to work in pairs and to match the sentence. The teacher told them, "Here, we have 1-5, and a-d. You have to match them, then you have to make them type (0). The four sentences are facts. Type (0) = facts." Then he explained it in Arabic, and asked them to work individually. The students tried to ask each other and work together however the teacher told them to work alone. He kept walking between them, and asking them if they knew how to answer the question. He helped some students and matched the sentences for a student then he asked him to make them type 0.

After a while, a student raised his hand so he answered the first sentence and wrote it on the board. While the student was writing on the board, the other students showed their work to the teacher to make sure that their answers are correct. When he finished, most of the students raised their hands. The subject in all the sentences was (you) except for one sentence. The subject was (a student) therefore when the student answered it, he said "if you..." instead of "if a student..." Here, the teacher asked them to pay attention to the subject that it changes from one sentence to another. They wrote all the answers on the board.

The teacher didn't comment on the sentences, and some sentences were written on the board without even being read. They moved to the next activity. A student read the question, and the teacher commented, "Here we have maps, pictures... so you have to ask questions to turn right or left... Work in pairs to answer the question." The students seemed that they didn't understand so the teacher gave them an example. "– what will I find if I turn left? – A police station. So you have to make the sentence from the question. – if I turn left, I will find the police station," then he explained it in Arabic. And gave them another example: "what will I find if I turn right? – a church." Then he asked them to answer the question. And he started explaining the question for each student individually. After a while, he asked the students to write the answers on the board. The bell rang while they were writing the answers. They stopped writing and closed their books.

**Appendix C: A Questionnaire on Teachers' Attitude towards
Authenticity in Teaching English as a Foreign Language**

Dear Teacher,

The purpose of this survey is to find out your attitudes towards using authentic materials in teaching English as a foreign language. Authentic materials include but not limited to a newspaper article, a movie, maps, signs etc. The questionnaire takes about 10 minutes to complete. Please complete the questions by putting a check mark (v) in the box that best describes your attitude. The collected information are confidential and will be used only for research purposes. Thank you for your time and cooperation.

Most Truly,

Ghuson Assi

The Researcher

Survey on Teachers' Attitudes towards Using Authentic Materials in Teaching English as a Foreign Language.

➤ Teachers' Attitudes:

NO	Statement	Strongly agree	agree	uncertain	disagree	Strongly disagree
A. The Use of Authentic Materials:						
1.	I support the use of authentic materials in English language classroom.					
2.	I think the use of authentic materials is challenging.					
3.	I encourage my students to use authentic materials outside the classroom.					
B. The reasons I support or use authentic materials in my classroom are:						
4.	Enrich classroom inputs					
5.	Develop students' reading ability					
6.	Develop students' listening ability					
7.	Develop students' writing ability					
8.	Develop students' speaking ability					
9.	Increase students' vocabulary					
10.	Expose students to real language					
11.	Increase students' cultural awareness					
12.	Increase students' motivation					
13.	Improve students' communication skill					
14.	They are interesting for me as a teacher					

15.	They are interesting for my students					
C. The challenges I face when using authentic materials are:						
16.	They need an extra effort					
17.	They demand a different way of planning					
18.	They are time consuming					
19.	They are difficult to access					
20.	They are difficult for my students to understand					
21.	The lack of needed equipment					
D. In general:						
22.	I think students should be exposed to authentic materials at the beginning level.					
23.	I think students should be exposed to authentic materials at the intermediate level.					
24.	I think it is easy to access authentic materials nowadays due to the internet.					

E. Types of Authentic materials I use in my classroom:

NO	Types of Materials	Very Frequently	Frequently	Occasionally	Rarely	Never
1.	Websites					
2.	Picture books					
3.	Photographs					
4.	Radio					
5.	Magazines					

6.	Newspapers' articles					
7.	Postcards					
8.	Brochures (e.g. Travel)					
9.	TV shows					
10.	Movies					
11.	Cartoons					
12.	News broadcasts					
13.	Documentaries					
14.	Commercials					
15.	Phone messages					
16.	Art work					
17.	Signs with symbols					
18.	Restaurant menus					
19.	Advertisements					
20.	Sales catalogues					
21.	Maps					
22.	Signs					
23.	Blogs					
24.	Food labels					

F. Additional comments:

Please add any other comments that you would like to share with us regarding using authentic materials in your classes in teaching English.

