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## Dissertation

### Evaluating the use of authentic materials in the English Language classroom

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# **Table of Contents**

<b>1. Abstract</b>	<b>p. 2</b>
<b>2. Introduction</b>	<b>p. 3</b>
<b>3. Research questions</b>	<b>p. 3</b>
<b>4. Objectives</b>	<b>p. 4</b>
<b>5. Literature review</b>	<b>p. 5 - 13</b>
<b>6. Context of the study and background of the participants</b>	<b>p. 13 - 14</b>
<b>7. Methodology</b>	<b>p. 14 - 16</b>
<b>8. Anticipated problems before the study</b>	<b>p. 16</b>
<b>9. Findings</b>	<b>p. 17 - 36</b>
<b>10. Discussion</b>	<b>p. 37 - 41</b>
<b>11. Implications and suggestions for further studies</b>	<b>p. 42</b>
<b>12. Limitations of the study</b>	<b>p. 43</b>
<b>13. Conclusion</b>	<b>p. 44</b>
<b>14. References</b>	<b>p. 45</b>
<b>15. Appendices</b>	<b>p. 46 - 86</b>

## **1. Abstract**

Traditionally, English teaching has very much been confined to textbook texts designed specifically with the needs of language learners in mind. It is undeniable that textbooks are designed around sound educational values. However, in recent years attention has been given to the use of authentic materials to supplement textbooks in order to enhance students' learning. Authentic materials come in different forms, newspaper and magazine articles for example, poems and short stories etc, but in addition to these print based authentic materials, the rapid development of computer technology, means that video clips have become more and more accessible to the language classroom. Video clips are important resources for the modern classroom and potentially bring real world authenticity to the learning environment. This study focuses on the use of authentic YouTube video clips together with textbook text and is an investigation into whether such clips can be used to increase students' engagement in learning as well as to support students' reading through activating or building students' schemata and promoting a top-down processing approach to reading. From the findings obtained through the use of questionnaires and focused interviews, most of the participants reported that they found the inclusion of an authentic clip made the lesson more interesting than traditional textbook focused lessons. Students were more engaged and more focused. The use of a video clip helped to activate or build schema around the topic of the reading text making it easier for students to understand the text when they read it.

## **2. Introduction**

The textbook is a major source of reading material for students in the ELT classroom and they certainly possess pedagogical value. Most textbook materials are based on curriculum demands and are tailored to suit students' level. However there are some limitations in the way in which ELT textbooks present their texts. One limitation of textbook texts is that they do not show students a full picture of how language is used in reality. Another limitation, as observed in previous teaching practices, students often do not respond well to textbook texts as they find the presentation relatively boring. In my own teaching experience, I have observed that students respond more positively to visuals such as video clips adapted from YouTube. Most students become more engaged and seem to enjoy lessons more when lessons involve video clips as compared to their reaction to lessons in which more traditional, textbook materials are used. A possible way therefore to resolve the issue of the lack of authenticity in textbook materials and the issue of student engagement with traditional textbook materials would be to supplement ELT textbook texts by incorporating authentic materials into lessons to support reading in the language learning process.

## **3. Research Questions:**

Q1. Does the use of YouTube clips increase students' engagement in learning?

Q2. Does the use of YouTube clips help to support students' reading?

#### **4. Objective**

The idea of the study is to make use of authentic materials such as YouTube clips etc as a lead-in to textbook themes and texts in order to arouse students' interest and to familiarize them with ideas and lexis in connection with the particular textbook theme or text which students will subsequently work on. The objective of the study is to investigate whether the use of authentic materials in the form of video clips can better engage students in lessons as well as to provide more support for their reading.

#### **5. Literature review**

(A) *What are authentic materials?*

The adjective 'authentic' is used to describe something that is "known to be true or genuine". (Hornby, 1999, p. 81) In the English language teaching profession, very often students are exposed to materials which are designed specifically for language learners. Texts are carefully graded in terms of vocabulary and grammar and are thus not authentic. These sorts of texts aim at developing students' reading, listening, writing and speaking skills while some focus more on grammar. The speaking pace of the speakers in the textbook listening texts might be slower with more repetitions in order to lower the linguistic demand for students. In terms of vocabulary, the range is often reduced in materials published specifically for language learners and sentence structures are graded so that they are simpler and recur more often. All these modifications aim at scaffolding language learning and therefore it is undeniable that these textbook texts do possess educational value and play an important role in the English language teaching and learning process. Yet, a limitation of these texts is the lack of authenticity and that raises the issue of incorporating authentic materials into the classroom. A major difference between authentic materials and tailor-made ELT materials is that authentic materials are not designed specifically with the needs of

language learners in mind. As with tailor-made texts, authentic materials come in different forms. “Anything a native speaker of English would hear or read or use can be described as authentic” (Gower, Phillips & Walters, 1995, p. 82) and “authentic material [contains] language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language. This is the [kind of language] our students encounter in real life [when] they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified or spoken slowly.” (Harmer, 2007, p. 273) Materials such as newspaper articles, news broadcasts, songs, poems, films or videos published or broadcast for native English speakers can be considered to be authentic materials.

*(B) Potential benefits of using authentic materials*

After clarifying the nature of authentic materials, we shall now look at why teachers should consider incorporating authentic materials into the English language teaching and learning process.

*i) General advantages*

*a) Exposing students' to real language use*

As mentioned above, authentic materials are not designed for English language learning purposes and because of this they can be used in the language classroom to serve the function of exposing students to how the language is used in real life. “Students have the opportunity to acquire or ‘pick up’ the language” (Gower, et al., 1995, p. 83) through effective use of authentic materials. In addition, this kind of authenticity is “intrinsically more interesting and motivating and they give students confidence when they understand them.” (Gower et al., 1995, p. 83)

*b) Promoting students' engagement in learning*

Student engagement very much depends on whether teachers select materials that students are genuinely interested in and are of suitable level. These considerations contribute to lower students' affective filter. "[The affective filter] refers to the way in which affective and attitudinal factors alter learners' receptivity to the target language." (Mishan, 2005, p. 27) Mishan (2005) suggests that appropriately selected authentic texts are materials which tend to lower the affective filter as they provide "comprehensible input on topics of real interest" (Krashen, 1989, as cited in Mishan, 2005, p. 28) and tend to engage learners affectively. "Being involved or engaged in a text and/or activity distracts the learner from the basic objective (language acquisition), thereby reducing anxiety, lowering the affective filter and allowing acquisition to take place." (Mishan, 2005, p. 28) Therefore, to better engage our students in learning, it is important to be aware of issues that they are interested in and to bring in suitable authentic texts to the language classroom. "The more texts are related to learners' personal concerns and interests the deeper and more rapid the processing will be." (Little et al. 1989, as cited in Mishan, 2005, p. 28)

*c) Integration of skills*

The benefits of incorporating authentic materials are not only limited to increased student engagement. For example, using authentic video clips as a lead-in for a reading lesson, exposes the students to more than one medium so instead of simply reading a text in a textbook, students can listen to and view a video clip that activates schema to prepare them for reading the textbook text in the next stage of the lesson. Using video clips therefore potentially develops



listening and viewing skills as well as reading skills.

*d) Accessibility*

Another very important reason for using authentic videos in English learning relates to the issue of accessibility. “There are now few countries without access to English-language television programmes and feature films. [We] can watch the TV news on the Internet, pick up sports programmes on satellite TV, and rent or buy video cassettes and DVDs directly by post.” (Sherman, 2003, P. 1) With the rapid development of the Internet, students have ready access to online visuals, for example from the authentic video resource YouTube. “The supply is enormous and the materials are very high quality, relatively cheap and constantly reviewed.” (Sherman, 2003, p. 1) This is exactly the same case with YouTube, people often upload new videos onto YouTube which are accessible to people all over the world, free of charge. YouTube is therefore potentially a very rich source of authentic English materials.

*ii) Pedagogical rationale*

Apart from the above general advantages, there is also a strong pedagogical rationale supporting the use of authentic materials. Mishan (2005) suggested that there are three Cs. Namely Culture, Currency and Challenge. The three Cs shall be explored in turns below.

*a) Culture*

“Authentic texts incorporate and represent the culture/s of speakers of the target language”. (Mishan, 2005, p. 44) The idea is that using authentic texts

may help introduce the culture of the target language to students. English is now being widely adopted around the world. “English is used as a lingua franca, or, more accurately, as an International Language, in the fields of tourism, business, science, technology, education and entertainment...” (Mishan, 2005, p. 50) However, we should bear in mind that students probably will not be able to understand a new culture in one single exposure. “Little benefit will result from merely displaying a cultural document or artefact in class. Students need to be trained to extract appropriate information from the material.” (Tomalin & Stempleski, 1993, as cited in Mishan, 2005, p. 46) It takes time for students to develop the skill known as “cultural awareness and involves sensitivity to the impact of culturally-induced behaviour on language use and communication” (Tomalin & Stempleski, 1993, as cited in Mishan, 2005, p. 46).

*b) Currency*

“Authentic texts offer topics and language in current use, as well as those relevant to the learners.” (Mishan, 2005, p. 44) The word currency “encompass as well as “‘up-to-date-ness’ and topicality, the advantages that stem from these, especially relevance and interest to the learner.” (Mishan, 2005, p. 55) The whole idea of using authentic texts is to enable students to get an idea of how language is used in modern societies. Besides, textbooks do not normally cover some controversial issues which students might be able to access to through readings that are not textbook texts. Therefore, with the use of authentic materials, “teachers can opt to cover issues that are more controversial or have more ‘adult’ content than those contained in the ELT book, in order to meet the interests of his/her learner group.” (Mishan, 2005, p.

56) Of course, this might be beneficial to students by exposing them to reading materials that they might encounter in their daily lives. However, teachers need to think and plan carefully and decide whether the controversial issues will be age-appropriate to the students.

*c) Challenge*

“Authentic texts are intrinsically more challenging yet can be used at all proficiency levels.” (Mishan, 2005, p. 44) A “famous representation of the concept of challenge in second language acquisition can be seen in Krashen’s formula  $i+1$  by which suggests that input (i) is comprehensible to the learner even when somewhat above his/her current proficiency level.” (Mishan, 2005, p. 60) With careful selection of the authentic texts which are not too difficult or too easy for the students, and “when students realize they can successfully deal with and understand authentic texts, confidence in their own TL abilities soars.” (Leloup & Pontiero, 1997, as cited in Mishan, 2005, p. 60)

*(C) What is reading and why do students need to develop effective reading skills?*

After looking at what authentic materials are and the potential benefits of using them, we shall now move on to reading. Among the four skills, writing and speaking can be categorized as productive skills while listening and reading can be categorized as receptive skills. Yet, reading is not only about getting information from texts. “Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.” (Anthony, Pearson, & Raphael, 1993, as cited in Farrell, 2009, p. 20) The reason why students need to develop effective reading skills is that reading serves different important functions in our lives.

For example, it “entertains, educates, communicates, and informs us about the past, the present, and even the future.” (Farrell, 2009, p. 1) We read for different purposes. It is a skill that is important to us. We read in order to get information, acquire knowledge, process the information and reflect on it and perhaps to make use of the information to communicate or exchange ideas with others.

*(D)The more traditional approach to reading currently practiced in the practicum school*

The approach taken by the two interviewed teachers tends to reflect a more traditional approach to reading. The teachers present reading texts to their students and immediately read the text aloud to the class. No task is pre-set. This is followed by requiring the students to identify all unknown words in the text which are then taught to the students. Finally the students are asked to read the text aloud and perhaps work on some comprehension questions either in class or more often for homework. Reading aloud certainly serves to build awareness of English pronunciation and it is suggested that “teacher speech or reading aloud is useful for presenting new language or texts; also for recycling material which the class has previously encountered through their own reading. The extra exposure contributes to the consolidation of learning, particularly if the teacher speaks expressively or dramatically.” (Ur, 1991, p. 237) However, the over-emphasis placed on simply reading a text aloud to students and then encouraging students to focus on every item of vocabulary that is unknown in the text builds and perpetuates poor reading habits. Effective readers bring what they know about the topic of the text to help them to understand the text. They either ignore unknown vocabulary or try to guess meaning from context and read holistically to capture the gist and key details of the text. When students are exposed to the reading text ‘cold’ with no attempt to activate schema around the topic, and with no

pre-set tasks students are forced to take a more bottom-up process for interpreting the text and thus are more likely to try to focus on every word and tend to become anxious if they encounter unknown lexis, leading to over-reliance on using bottom-up approach to reading and thus making reading a rather laborious process. The more traditional approach to reading taken by these teachers potentially encourages students to develop and perpetuate poor reading skills. When using bottom-up processing, “the reader or listener focuses on such things as individual words, phrases or cohesive devices and achieves understanding by stringing these detailed elements together to build up a whole” (Harmer, 2007, p. 270) and “arriving at the meaning of a word is therefore the final step...” (Nunan, 1999, p. 252). In order to develop more effective reading strategies, students need a pre-reading stage which activates or build schema around the topic of the text.

*(E) Top-down processing and activation of schema*

Above saw the traditional approach which involved more about bottom-up processing in reading and students’ background knowledge were not being much utilized. In order to help students to develop effective reading skills and to move away from focusing on the meaning of every single word, it is important to guide students to focus more on the meaning of reading texts and to encourage them to bring their background knowledge to their reading to help them process the meaning of texts. A top-down processing approach to reading does just this and is indeed a very important approach that should be applied in language learning. “Elementary level learners are particularly reliant on top-down processing. Having little syntactic or lexical knowledge of the TL, they deploy stored schematic knowledge, that is, they rely heavily on context and on their own knowledge of the subject matter, in their attempts at comprehension.” (Mishan, 2005, p. 40) Therefore, providing students with a lead-in

which encourages them to think about the topic of the text to be read in a subsequent stage of the lesson helps students to activate knowledge they already know about the topic or to build knowledge that they can then bring to the reading text to help them understand the text more easily. In turn, while reading, students are more likely to be engaged in matching what they know to information in the text and thus focusing not so much on individual words but on the meaning of the text as a whole. So the students' ability to process the text for meaning "is greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across." (Harmer, 2007, p. 270) "An important theoretical underpinning to the top-down approach is schema theory." (Nunan, 1999, p. 201) Schema theory suggests that "past experiences lead to the creation of mental frameworks that help us make sense of new experiences." Clearly the literature suggests that the activation of schema is important. Effective readers 'guess the meaning of new words from the context, or ignore them [and] they use background information to help understand the text.'" (Moen & Adamson, 2000, p. 113).

*(F) The use of authentic video clips to support reading*

Summarizing the whole literature review, authentic materials come in different forms and YouTube is a possible resource for authentic video clips. Two of the main advantages of incorporating authentic materials as lead-ins for reading lessons are that they better engage students and help activate their schema which in turn they will be more likely to make use of top-down processing when they read. "The best type of texts for the encouragement of top-down processing are – because they are related to a real cultural or topical context or subject area which learners can be expected to have some knowledge – authentic texts." (Mishan, 2005, p. 40) And particularly it is suggested that the use of videos can better

engage students and help promote deeper learning. “The stimulation of affective engagement through the use of authentic texts (particularly ones using audio or audio-visual media) and through the creative tasks that involve them...maximize the brain’s potential and open the way to deep learning.” (Mishan, 2005, p. 41) Therefore, through the use of carefully selected authentic YouTube clip, it is believed that it can better engage students in learning and also to support their reading.

## **6. Context of the study and background of the participants**

The study was carried out during the teaching practicum period in my placement school which was Tak Sun Secondary School, a direct subsidized EMI school in Ma On Shan with students of mixed bandings (ranging from band 1 to band 3) and therefore they were of diverse abilities. There are 13 student-participants in the study, all of whom are local Form 1 students aged approximately 12 years old and they all belong to the elite class in the form. The students are generally well motivated and have a strong sense of autonomy as they usually get themselves prepared for classes and usually finish tasks assigned to them (both in-class and take-home) within the time given. They tend to work individually and like to raise their hands before answering questions or asking for clarifications. During the time when the teaching practicum was carried out, they were using the textbook Longman Elect JS1B. The interview with the student-participants was conducted on the 17<sup>th</sup> of March 2011.

For the teacher-participants, they are both teaching junior forms in the practicum school. Mr. John Murnane has 22 years of teaching experience while Mr. Anthony Bickerdyke has been teaching in the practicum school for 10 to 11 years. Both of them are experienced teachers in English Language teaching. A set of the interview questions was given to each of the interviewees several days before the interview so

as to enable them to think about the questions. The interview with Mr. John Murnane was conducted on the 6<sup>th</sup> of April 2011 while the interview with Mr. Anthony Bickerdyke was conducted on the 8<sup>th</sup> of April 2011.

## **7. Methodology**

### *a) The teaching procedures*

Based on the scheme of work in the teaching practice school, the reading sessions as well as the reading texts were analyzed. From the textbook reading texts, suitable themes were selected and video resources on similar themes or topics were incorporated. After careful selection, the theme “sports” was adapted from chapter 8 of the textbook Longman Elect JS1B. The target reading text is entitled “Basketball”. It is about the history of basketball. The reading text and the self-created materials are attached (as seen in Appendix 1)

### *i) The lesson involving the use of the authentic text*

The target group of students was introduced to the topic through the authentic material, which is an authentic video clip named “History of Basketball with Dr. Naismith” adapted from YouTube (as in the attached disc in Appendix 9). The initial section was planned around this authentic video text. As it is a video clip it requires mainly students to listen for information with the help of visuals and so the section was orientated towards developing listening skills around the topic of the history of basketball in order to prepare students for the reading text on the same topic which students will read in the following lesson. After familiarizing students with the topic through exposure to the authentic video text, students will then be guided to look at the textbook text on the same topic in the subsequent lesson.



*ii) The lesson on the adapted textbook reading text*

The reading lessons were planned and divided into mainly three stages namely, “pre-, while- and post-reading stages.” (Williams, 1984, as cited in Hedge, 2000, p. 209) The reason for doing this is to “ensure that reading is ‘taught’ in the sense of helping readers develop [an] increasing ability to tackle texts.” (Hedge, 2000, p. 209)

*b) The data collection method*

*i) Questionnaire*

Upon completion of the teaching of the reading text, students will be asked to complete a questionnaire (as seen in Appendix 2), identifying their responses to the use of authentic materials and how far the use of the materials helped to support their reading of the textbook text. The reason for using a questionnaire is that it possesses several advantages. For example, it promotes “an efficient use of time, the possibility of a high return rate and standardised questions.” (Munn & Drever, 1999, p. 2) Through the simple questionnaire, all of the students within the class can be involved in expressing their ideas towards the study.

*ii) Focused interview with 5 students*

The survey was followed up by a focused interview with a selection of 4 or 5 students. The selection process was done by voluntary participation and consents were acquired before the interview. The participants were informed that the data collected would only be used for this study. Participants were given time to familiarize themselves with the interview questions (as seen in Appendix 3) and the interview was audio-recorded (as in the attached disc in Appendix 9).

*iii) Focused interview with 2 in-service teachers*

In order to have a more comprehensive understanding of the issue, two in-service teachers working in the teaching practicum school were also interviewed to find out about their feelings towards the use of authentic materials instead of solely collecting ideas from the students' perspectives. The participants were again informed that the data collected would only be used for this study. Participants were given time to familiarize themselves with the interview questions (as seen in Appendix 4) and the interviews were audio-recorded (as in the attached disc in Appendix 9).

Apart from the above data collection methods, students' in-class behavior and responses will also be important indicators of how they respond to the use of the authentic materials and therefore the lessons were videotaped so as to have an idea of how students participated in the lessons (as in the attached disc in Appendix 9).

## **8. Anticipated problems**

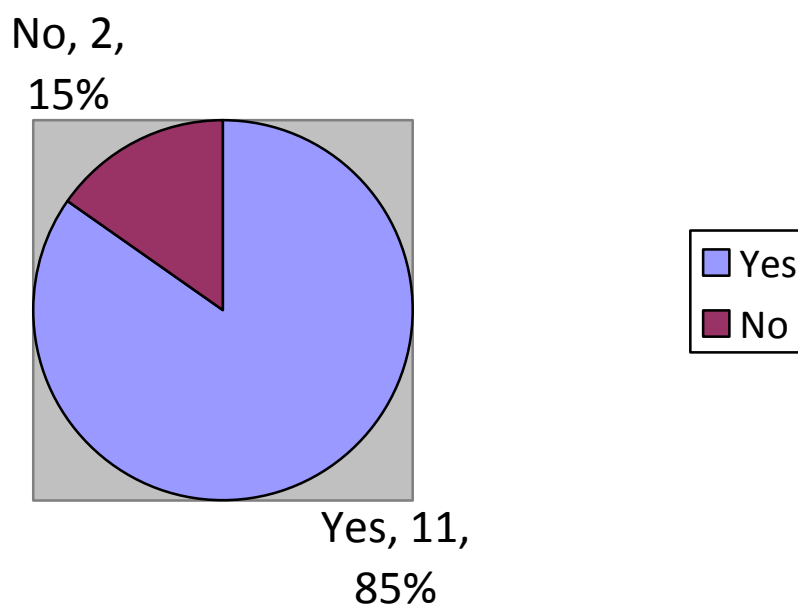
Before the research began it was anticipated that the following problems might occur. Firstly, authentic materials might be linguistically demanding for students and therefore scaffolding will be necessary as well as careful design of tasks in order to make the materials accessible for students. As students are being exposed to materials that are ungraded, they might not be confident enough to participate and therefore effort needs to be spent on the task design in order to cater for students' needs and learning styles. Secondly, it might be challenging to find authentic video clips that are closely relevant to the adapted theme and therefore text-selection might potentially be a time-consuming task.

## 9. Findings

(A) *Findings from the questionnaire* (The 13 sets of completed questionnaires are attached in Appendix 5)

13 students were given the questionnaire towards the end of the lesson and were given time to complete the 8 questions. The questions aim at asking their “Experience of using videos”, “Feelings towards the selected authentic video clip and the lesson” and “Personal feelings towards English lessons”. The questionnaire comprises of quantitative elements and qualitative elements (some open-ended questions). The data obtained from quantitative elements are presented as charts or graphs while the qualitative elements are quoted.

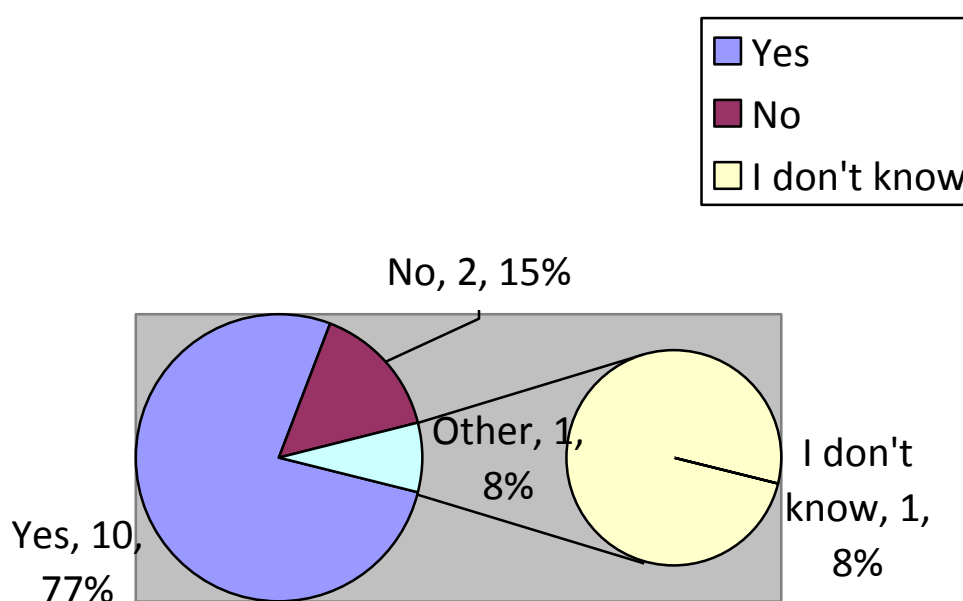
i) *Has your teacher used video clips in class before to teach English?*



Among the 13 student-participants, 11 of them reported that their teachers had used video clips in class before to teach English while 2 of them reported that their teachers had not done so before.

ii) *Did you enjoy using the video clip in class today? If so why? If not, why not?*

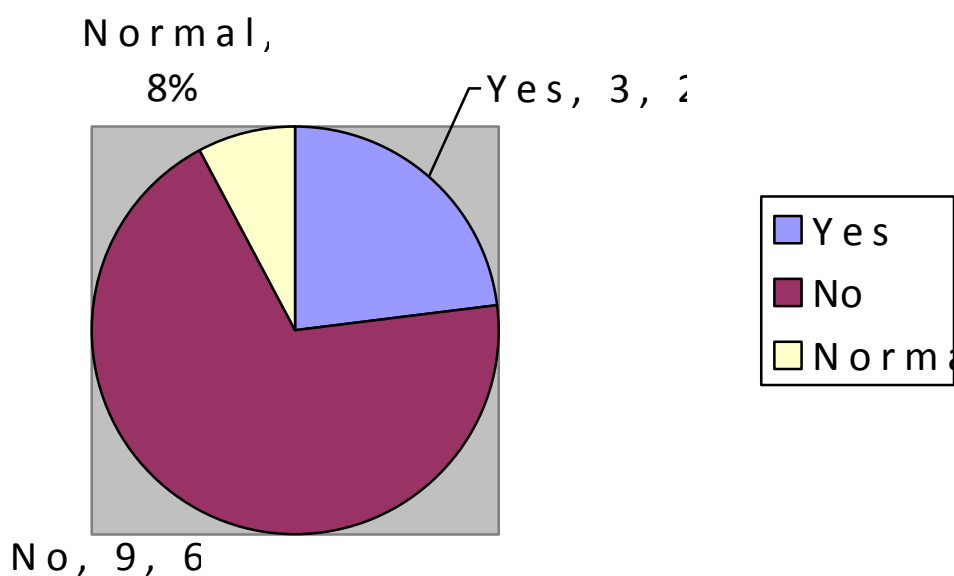
Participants were expected to answer “Yes” or “No” and provide explanations to their choices. Among the 13 participants, 10 answered “Yes” and 2 answered “No”. It is worth noticing that there is 1 participant who did not follow the answering pattern and answered “I don’t know”.



There was an open-ended element in this question and the following patterns were noted. Among the participants who answered “Yes”, their explanations include “learning a lot from the video”, “the actor is very funny because of his sound [speaking tone]”, “interesting”, “more easy [easier] to understand the topic” etc. While for those who answered “No”, their reasons include “person say not clear [the character was speaking in a funny tone making it unclear to the participant]” and “[the video] is so short and boring”.

iii) *Was the video clip we used in class today difficult to understand or easy to understand? Why was it difficult? Why was it easy?*

9 of the participants answered “No”, meaning that they felt that the video clip used was not difficult, 3 of them answered “Yes” meaning that they found it difficult while 1 of them said it was normal.



There was an open ended element in this question and the following patterns were noted. For the 9 participants who answered “No”, which means that the video used was not difficult to understand, their reasons include “[the clip] is very easy”, “[the] man talk[s] very slowly”, “good/easy to understand”, “[the] words are easy”. For the 3 participants who answered “Yes”, they found the clip difficult because “[the] participant can’t know what he [the character] said”, “[the character] speak[s] too fast” and “[there are] many hard [difficult] words” while for the participant who answered “Normal”, his reason was “[the] funny voice [made it] difficult to listen but only one to three words.”

iv) *What aspects of the text did the video help you to understand?*

a) *Did using the video help you to understand and talk about the topic of the text?*

12 participants agreed that the video helped them to understand and talk about the topic of the text. Some of the reasons include “help[ing] them to learn more about basketball information”, or “can know more about the actions”. There is one participant who considered this as partially useful as he answered “half and the half”.

b) *Did you learn some useful vocabulary in the text from the way the teacher used the video clip? What vocabulary did you learn?*

8 of the participants answered “Yes” to this question and among them they all wrote down the vocabulary “gymnasium”

c) **Did you learn some useful phrases in the text from the way the teacher used the video clip? What useful phrases did you learn?**

Quite a number of participants wrote “toss into the basket” as the answer.

d) *Did you learn some useful grammar in the text from the way the teacher used the video clip? What useful grammar did you learn?*

*After considering that the main focus of this particular lesson was not on grammar, the findings obtained from this question will not be included.*

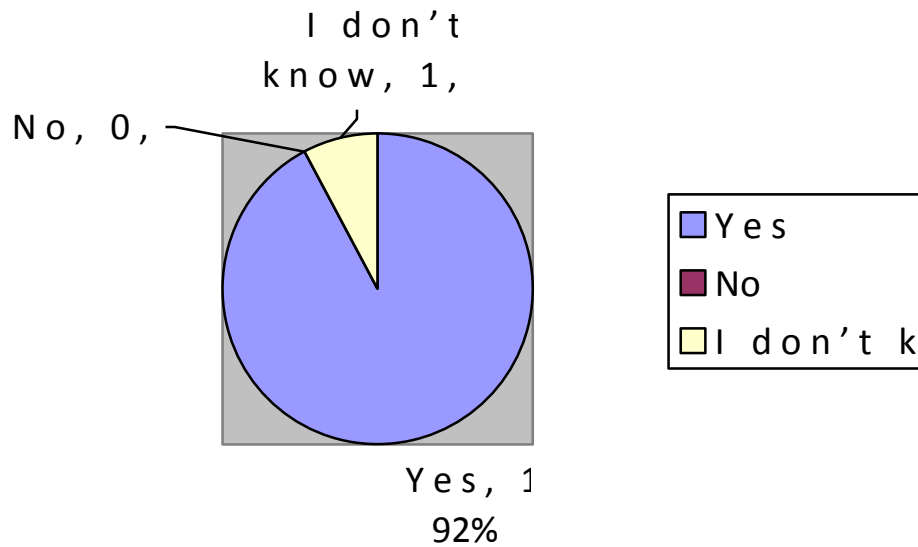
e) *What other things did you learn from the way the teacher used the video clip?*

For this open-ended question, participants reported that they learned things like “how to play basketball”, “who invented the basketball [game]” or “the history of basketball and rules of playing basketball” etc.

v) *Did using a video clip to introduce the reading text make you interested in reading the text? Why? Or Why not?*

12 of the participants answered “Yes” while 1 of them answered “I don’t know”.

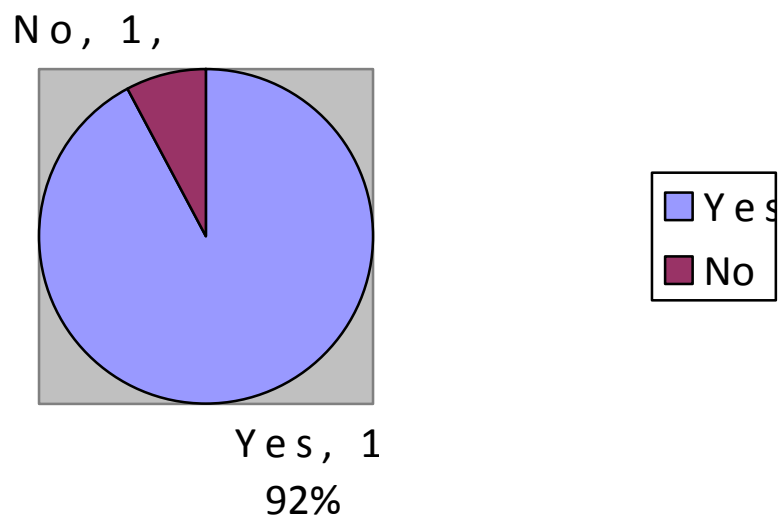
None of the students answered “No”.



There was an open ended element in this question and the following patterns were noted. For the 12 participants who answered “Yes”, some of their reasons include “can learn some information about ball game”, “it is fun/more fun”, “because the video can let me have more interesting [interest] to know the topic” etc. None of the participants answered “No” and 1 of the participants answered “I don’t know”.

vi) *Do you think using video clips in the classroom is a useful way to learn English?*

12 of the participants answered “Yes” while 1 of the participants answered “No”.

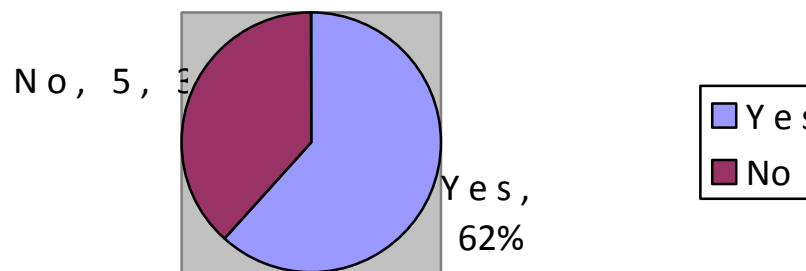


There was an open ended element in this question and the following patterns were noted. For the 12 participants who answered “Yes”, some of their reasons include “funny/interesting”, “video action will be let us know more about the textces [texts]” and “can train my listening skills” and “help me easy to learn English”. For the participant who answered “No”, his reason was “I don’t think so just boring”.



vii) *Do you watch English video clips at home after school on YouTube for example? What do you usually watch?*

8 participants answered “Yes” while 5 of them answered “No”.

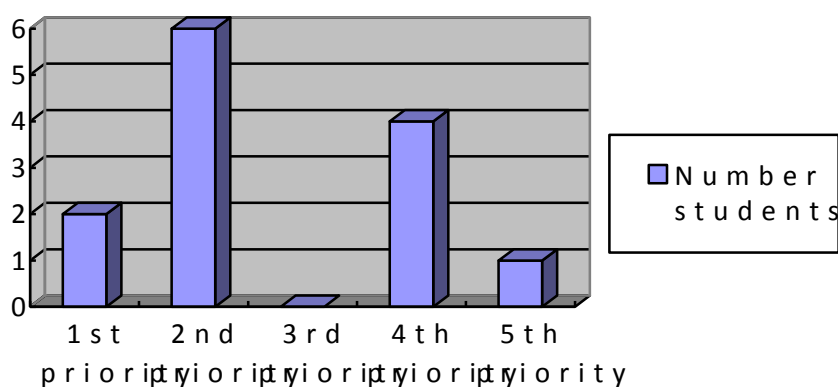


There was an open ended element in this question and the following patterns were noted. For the 8 participants who answered “Yes”, it is reported that they will watch videos like “English cartoon”, “Annoying Orange”, “YouTube”, “Facebook”, “something about maths [because he wants to] improve his maths” or “videos that help him to play video games” etc. For the 5 participants who answered “No”, 4 of them did not watch any English video clips and the remaining one did not watch videos but “listened to music of Glee” before.

viii) *What do you think are the most useful ways of learning English from the following list?*

- a. watching and talking about English films
- b. *watching and talking about short video clips in English***
- c. reading and talking about articles in English newspapers
- d. reading and talking about stories in English comics
- e. reading and talking about English short stories

**An analysis of how the student-participants prioritize choice (b)**



As in this research project, it involves the use of an authentic short video clip, therefore participants were asked to prioritize the above materials in terms of their effectiveness. The result indicates that the 2<sup>nd</sup> priority has the highest number of vote. A total number of 8 participants put choice (b) in the first two priorities while 5 participants put it in the last two priorities.

The findings for this particular question might not be representative because due to the short duration of the teaching practicum and the workload in the scheme of work, it was impossible to spend another 4 lessons to explore the use of the other 4 choices.

*(B) Findings from the focused interview with 5 of the students (Transcript attached as Appendix 6)*

At the beginning of the interview the participants were asked to recall what they did during the lesson. They could all remember the theme of the lesson and with some clues provided they could remember the staging of the lesson. Afterwards, the students talked about their experiences of traditional reading lessons and how their teachers taught reading. (Turn 11 to 33, as seen in Appendix 6)

**Q1. Can you share your experience about traditional reading lessons? How did your teacher(s) teach it?**

A participant mentioned that traditionally, teachers simply read the text aloud, test comprehension through questions, teach unknown vocabulary and then require students to read the text aloud and that he found this approach very boring. A participant reported that there might be words that they did not know but the teacher just kept reading and that made the traditional reading lesson boring. (Turn 38, as seen in Appendix 6)

**Q2. How do you feel about textbook reading texts?**

Next, regarding the participants' feelings towards traditional textbook reading texts, a participant said that he enjoyed the reading texts. (Turn 49, as seen in Appendix 6)

While others agreed that textbook texts are usually quite boring. (Turn 51, as seen in Appendix 6) A participant pointed out that they can read textbook texts at home but they would not usually have any exposure to the extra materials, such as authentic video clips brought in by the teacher and that using these materials makes learning in the classroom more fun. (Turn 53, as seen in Appendix 6)

**Q3. How did you feel about today's lesson?**

The participants gave positive comments like fantastic, nice and active. (Turn 61 to 62, as seen in Appendix 6) One of the participants mentioned that he could learn more easily from the video than the reading text. (Turn 64, as seen in Appendix 6) Another positive comment is that everyone was very focused and concentrating well during the lesson (Turn 68, as seen in Appendix 6) The participants agreed that the students were attentive and paid attention while the video was played. Summarizing the answers for this question, participants agreed that that learning was made more enjoyable and interesting through the combination of elements such as the use of PowerPoints, the video, the reading texts and some worksheets. (Turn 97, as seen in Appendix 6) Participants also reported off task behavior in response to traditional approaches to reading where the text is read aloud in class and the follow up exercises from the textbook are set for homework. Clearly this combination of elements provided students with a greater sense of purpose in reading in class and was more interesting than the traditional approaches to reading used currently in the school where the actual reading is done aloud in class and then follow up textbook tasks are done for homework. (Turn 97, as seen in Appendix 6)

**Q4. Do you like the structure of the lesson? (PPT, Video, worksheets, Reading text, worksheets)?**

Two of the participants mentioned that they thought it would be better to have the reading text before the authentic YouTube clip, (Turn 105 to 108, as seen in Appendix 6) and the reason was that after reading the text, they feel very tired and sleepy and through watching a video clip it would be more relaxing and they

would be more focused. (Turn 109 to 111, as seen in Appendix 6) Another participant mentioned that he would prefer having only the video element and completely ignore the reading text. (Turn 112, as seen in Appendix 6) While the final participant suggested that the authentic YouTube clip, helped him to know more about the reading text and therefore it was easier for him to read and understand the text more easily. (Turn 119, as seen in Appendix 6)

**Q5. How do you feel about the video? Is it interesting? Is it too difficult? Is it too long/short? Was the speaker speaking too fast? Was there many difficult words? Can you understand what the speaker said?**

Participants reported that it was funny but that the character was speaking in a funny tone, making it a little bit difficult to understand. Also, they could understand the words but sometimes the character was speaking quite fast so they found it difficult to follow. However, overall they found it reasonably understandable and that the level was appropriate for them. (Turn 124 to 141, as seen in Appendix 6)

**Q6. Does the video help improve your understanding of the reading text? Did you learn some vocabulary related to the theme (basketball) in the video? Did you get some information that occurs both in the video and the text?**

Participants said that they got some ideas about the history of basketball, the rules of basketball and who invented the game, which are important information they will come across in the reading text. Apart from meaning, participants also reported that they had learned some useful vocabulary items. Most of them could

recall the full word “gymnasium” of gym. (Turn 144 to 152, as seen in Appendix 6)

**Q7. Do you prefer a lesson with only a reading text? Or a lesson like today’s (with video + reading)? Why?**

Participants all agreed that they preferred a lesson using the video clip together with the reading text, because they felt that just focusing solely on the textbook text as they usually do is quite boring. They reported that the video grasped the attention of the class and that everybody sat up straight and watched the video so everyone was involved. (Turn 166 to 181, as seen in Appendix 6)

**Q8. What are some good points of using videos? Do you think it helps improve your listening skills? Do you think with VISUALS (something you can see, graphics), it makes it easier for you to understand the topic?**

Next, participants were asked to talk about some of the advantages of using videos. Apart from making the lesson more interesting, one of the participants mentioned that descriptions of actions in a reading text were brought to life by the video, making it much easier for students to understand the action since it is visually represented in the video clip. (Turn 183 to 198, as seen in Appendix 6)

**Q9. Do you watch English clips outside class? For example, YouTube clips?**

**Do you enjoy it? Do you find it difficult?**

Towards the end of the interview, participants were asked if they often watch English video clips outside class. They said that they sometimes watch English channels like National Geographic Channel, programmes like Mythbusters and YouTube video clips. The participants enjoyed watching these videos because they could gain some experience or learn some skills which they could not get from textbook texts. They raised an interesting issue in relation to subtitles pointing out that when they hear difficult words the subtitles help them to understand. They suggested that it would be better to have English subtitles instead of Chinese subtitles as they would maximize the opportunities for English learning. (Turn 199 to 225, as seen in Appendix 6)

**Q10. Do you find it easier to understand reading texts after you watch videos**

**on the same topic? If yes, why? If not, why?**

Participants mentioned that it will be easier, they like it as the video clip made the lesson more interesting, and a participant mentioned that he could know what the words mean and exactly what actions the words refer to. (Turn 226 to 239, as seen in Appendix 6)

(C) Findings from the focused interview with 2 in-service teachers

i) *The interview with Mr. John Murnane (Transcript attached as Appendix 7)*

**Q1. How do you feel about traditional textbook materials in Hong Kong?**

The participant mentioned that textbook materials are crucial because they prepare students for examinations and that examinations are very important in Hong Kong. Therefore, textbook reading texts play an important role. However, he felt that textbook materials are designed for native learners while our local Hong Kong students are foreign language learners. (Turn 7 to 12, as seen in Appendix 7)

**Q2. How would you define authentic materials?**

The participant defined authentic materials as something that students could relate to as their real-life experience and some examples include the Internet, movies, music, newspapers and magazines. (Turn 14, as seen in Appendix 7)

**Q3. Have you used any authentic materials before and if yes, how did you use them?**

The participant mentioned that he had used authentic materials like newspaper, the Internet and movies with his students before to make his lessons more interesting for the students. But more and more so recently he tries and makes it more the stuff that students like rather than the stuff that he likes because they would get even more interested. (Turn 16, as seen in



Appendix 7)

**Q4. You mentioned that you tried to use the Internet, do you mean like showing movies or video clips from, say the popular Internet site, YouTube?**

The participant said that he'll show music clips from YouTube and movie clips. However he does not go to YouTube very often. (Turn 18, as seen in Appendix 7)

**Q5. Do you mean like we need to be very careful about the selection of the clips? (Follow-up question)**

The participant was not keen on using YouTube clips because he found that sometimes the content might be unreliable and things popped up that might be inappropriate to students or might distract students.

He said it's important to show care as to some thinking in advance. He always suggested that it's easy to solve the issue by knowing what one wants and maybe having the link already saved on the desktop (Turn 18 to 20, as seen in Appendix 7)

**Q6. Do you see YouTube as a potential resource of authentic materials for English learning? (Follow-up question)**

The participant agreed that with due care shown YouTube video clips can be a very useful teaching resource in the language classroom. (Turn 22, as seen in Appendix 7)

**Q7&8. You tried to use some YouTube clips before. So could you remember like what was the main focus of that particular lesson? Would you define that as more about a listening lesson? (Follow-up question)**

The participant mentioned that he used a video clip of a song by a famous Canadian teenage idol, Justin Bieber, and he took away some of the lyrics and transformed it into a cloze passage. He said that students enjoyed the lesson and in that particular lesson, listening and reading skills were integrated with vocabulary learning. (Turn 23 to 26, as seen in Appendix 7)

**Q9. How do you usually teach reading? I mean like textbook reading text.**

What the participant usually does is that he first reads the text to the students followed by some vocabulary teaching. Afterwards, students were asked to read individually and eventually he would walk around and listen to students' individual reading, his idea was to do a group process and then an individual process (Turn 30, as seen in Appendix 7)

Next, the idea of using YouTube clips to introduce reading texts and the procedures of this research were explained to Mr. Murnane.

**Q10. Do you think that the research design would be possible? Do you think using that (an authentic YouTube clip) as a lead-in of the lesson would help support students' reading?**

He felt that the idea was a good one as the video and the topic would arouse students' interest. He said the student-participants love basketball and that would just capture their interest and may be nice to them. (Turn 31 to 34, as

seen in Appendix 7)

**Q11&12. What are the potential benefits and drawbacks of using authentic materials?**

Towards the end of the interview, he was asked to talk about some of the advantages and potential drawbacks of using authentic materials. He said that with the use of authentic materials makes teaching and students' learning more relevant to what's going on in society, it brings their learning closer to their life experience, and they can relate their language development to topics they are interested in, they can see how they can take their knowledge and use it in interesting ways. In terms of drawbacks, he said that many of these authentic materials rely on technology and that sometimes the technology can let you down in the classroom. He also said that authentic materials are not designed for teaching EFL students and that they might be more challenging for local students. Therefore careful selection of texts, planning ahead and providing plenty of scaffolding would be essential. (Turn 35 to 46, as seen in Appendix 7)

*ii) The interview with Mr. Anthony Bickerdyke (Transcript attached as Appendix 8)*

**Q1. How would you define authentic materials?**

The participant defined authentic materials as something that are true to life or materials that when you use it in the classroom it can also be used in everyday life. (Turn 5 to 6, as seen in Appendix 8)

**Q2. Could you suggest some possible examples of authentic materials?**

He gave some examples of authentic materials and he described authentic experiences such as field trips. He gave examples like when teaching about law, teachers can bring their students to the law court; if they are talking about criminal law, they could bring students to the Police station to see how criminals are cross-examined and to understand what the stages they have to go through in the Police station. (Turn 7, as seen in Appendix 8)

**Q3. How about for example like newspapers or maybe some video clips from the Internet, will you consider that as authentic materials? (Follow-up question)**

The participant said that he would consider the above mentioned as authentic materials because for example if someone wants to talk about the tsunami that had hit Japan, they could just go on the YouTube and they could get clips related to that, if they want to talk about the recent disasters that hit Japan, they could also go on the YouTube, type in the name and they could get some clips and it's very authentic. (Turn 8 to 9, as seen in Appendix 8)

**Q4&5. Have you used any authentic materials before? How did you use them? (Follow-up question)**

The participant shared his experience of using a carefully selected YouTube video clip which matched the theme of his lesson, which was

concerned with of his students' attitudes towards impairment, anyone with impairment or a disability. He decided to find something about disability, impairment, and found a video clip that was very innovative, very clear about the meaning of impairment and the meaning of disability. He used that to teach the vocabulary that they needed to learn and from there it was like a starting point for his students as they learned some vocabulary, they could also see it, they could hear it and most of all, they had an idea in picture format. (Turn 10 to 15, as seen in Appendix 8)

**Q6. How do you actually feel about YouTube video clips?**

The participants suggested that teachers need to choose wisely and also to make sure that there is no inappropriate language. (Turn 17 to 21, as seen in Appendix 8)

**Q7. Do you see YouTube as a potential resource of authentic materials for English Language teaching?**

The participant agreed and said it is a potential resource for news, for social issues and for English especially. (Turn 22 to 23, as seen in Appendix 8)

**Q8. How do you usually teach reading, like textbook reading texts?**

The participant mentioned that he usually reads aloud to students and then gets students to underline all the words that they do not know. Following that students' read aloud and lastly they will be given some comprehension questions. (Turn 28 to 30, as seen in Appendix 8)

Next, the idea of using YouTube clips to introduce reading texts and the procedures of this research were explained to Mr. Bickerdyke.

**Q.9 Will it(the use of an authentic video clip as a lead-in) be a possible way to start a (reading) lesson?**

The participant said as long as the video clip has a good representation then the approach could be useful. (Turn 32 to 39, as seen in Appendix 8)

**Q10. What are the potential benefits and drawbacks of using authentic materials?**

The participant mentioned that some of the advantages of using authentic materials include getting hands-on information and perhaps providing a good model of real English for students. He identified several drawbacks such as the speed of speaking in authentic video clips might be too fast making it overly challenging for students. Also there are the inevitable technical problems we need to deal with when using computers and if teachers focus too much on handling the technical issues, some of the students might go off-task easily.

(Turn 40 to 51, as seen in Appendix 8)

## Discussions

In this section, the above findings will be discussed and the following research questions will be responded to.

Q1. Does the use of YouTube clips increase students' engagement in learning?

Q2. Does the use of YouTube clips help to support students' reading?

Summarizing the findings from the questionnaires and the interviews with the student-participants and the teacher-participants, it is believed that exploiting the authentic YouTube clip alongside the top-down approach adopted in the lesson does better engage students as well as to support their reading. The consensus was that although the speed of speaking on the authentic video clip might have been a little bit fast, nevertheless it presented an interesting, manageable challenge and if used with a top-down processing approach, careful staging and scaffolding it is believed that exploiting authentic YouTube clips in the classroom can contribute to an increase in students' engagement in learning and support reading.

a) Evaluating the *use of the authentic YouTube clip to promote students' engagement*

12 out of 13 of the student-participants mentioned that the use of the YouTube video clip *to introduce the textbook text made them interested in reading the text*. During the interview with the student-participants, it was found that some of them have negative feelings about traditional reading lessons as their teachers only read aloud texts and assign them homework, which they found rather boring. In fact, "teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are

challenging yet manageable and clear, and the atmosphere is supportive.” (Lightbown & Spada, 2006, p. 64). Most of the student-participants agree that the inclusion of the authentic video clip made the reading lesson more interesting compared to those reading sessions focused only on textbook texts. As suggested by Gowen, Phillips & Walters (1995), using videos do have certain advantages. Students get the chance to see as well as hear what is being said and therefore the recording is much closer to ‘real-life’, it would be easier for students to understand as they can get extra information from the facial expressions, gestures and physical background. Also, visual elements are usually more attractive and intrinsically more interesting. Through the use of visuals, it often helps to “illustrate meaning more directly and quickly than through verbal explanation – they cut down unnecessary teacher talking time.” (Gowen, Phillips & Walters, 1995, p. 70) With carefully selected authentic video clips that suit the target learners’ level, they will find it easier to learn and that might perhaps contribute to the building of their confidence and leading them to be more engaged in the lesson.

b) Evaluating the *use of the authentic YouTube clip to promote schema activation*

Apart from promoting students’ engagement, the video text also serves the function of activating students’ schemata. The student-participants mentioned that authentic material in the form of the video clip supported their reading because it helped them to learn some vocabulary as well as to build awareness of information about the topic such as the history of basketball and the inventor of the basketball game, all of which is information they encounter in the reading text. For those who were familiar with basketball, they got the chance to make use of



their background knowledge to talk about the topic. While for those who knew little about basketball, the video clip helped to build their schemata about the topic which in turn provided the support students needed to make sense of the text they were reading.

The listening part involving the authentic YouTube clip was carefully staged into a lead-in, the pre-teaching of vocabulary, a gist task and a more specific information task. Students get to use their background knowledge to talk about the topic – basketball before processing the authentic video clip. As students watch the video clip, the visual images provide an effective foundation and context for the reading and help to develop effective reading skills as students have a clear understanding of the context of the reading text. Thus they are able to bring this background knowledge to the processing of the reading text itself. The whole listening and viewing process in turn acts as a lead-in and contextualization for the teaching of the textbook reading text, where students went through similar stages and were guided to look at the reading text step by step. The idea of the lesson design is that “the procedure for teaching receptive skills generally starts with a lead in. This is where we engage students with the topic of the reading and we try to activate their schema (plural schemata)...” (Harmer, 2007, p. 271) Through this arrangement, students’ schemata were well activated as they were given lots of opportunities to make use of their background knowledge to talk about the topic, both before the teaching of the authentic text and the reading text.

As cited earlier on in the literature review, it is suggested that authentic texts (authentic video clips) is the best type of texts for the encouragement of top-down approach. Through adapting these authentic video texts, teachers can promote the use of top-down approach to reading to enhance students reading

skills. Through the opportunities provided for students to talk about the issue as well as supporting their reading is by an initial visual exploration of the topic of reading texts, it explicitly activated or built their schema so that they feel more confident about the topic and therefore are empowered to ignore unknown words. Instead they try to utilize their background knowledge and match them with the information in the text, resulting in a more holistic approach to reading instead of adopting the bottom-up approach which they focus on understanding word by word.

c) Sequencing of the authentic text and the reading text

It is worth noting that some of the student-participants hold different views on the order of presentation of the authentic text and the textbook reading text. “Combining video and an article on the same topic reinforces learning. Learning vocabulary is more effective when students have a chance to first read new words and then listen to them.” (Larimer & Schleicher, 1999, p. 14) This might be a reason to support those who prefer having the reading text before the video text. “Students who have better listening skills than reading skills may want to begin with [the reading text] to get the main idea. Students who have better reading than listening skills may want to begin with the reading to get a general understanding of the subject and then view the video” (Larimer & Scheleicher, 1999, p. 14) Therefore the sequencing of the introduction of the video and reading texts might be swapped depending on learners’ preference but with appropriate planning both approaches should reinforce learning.

d) Potential problems and issues to be aware of

Even with careful selection, the student-participants still reported that occasionally they found the speaking pace of the character a bit too fast. As mentioned in the literature review, authentic materials are not simplified or spoken slowly and therefore this is a potential problem that teachers and students will encounter and need to be prepared to plan for and deal with in the classroom. In the two interviews with the teachers, they both mentioned that it is important to choose authentic video clips wisely and carefully. Careless selection of materials might cause problems in students' understanding. "Authentic material which has been carelessly chosen can be extremely demotivating for students since they will not understand it." (Harmer, 2007, p.273) Another problem that might evolve would be exposing students to inappropriate materials. As mentioned by the teacher-participants, sometimes they find YouTube clips or other video sources are unreliable because the title might not match the content. Therefore, previewing and filtering YouTube materials and video clips before class in order to avoid showing students inappropriate content are essential. Also, both teachers mentioned that the use of video clips raise the potential for having technical problems. "The problem with depending on a machine is that it can go wrong – and often does!" (Sherman, 2003, p. 4) Therefore, "...if you are new to video or using alien equipment, take one basic precaution: try it out in advance." (Sherman, 2003, p. 4) A possible way to avoid problems in using Internet video resources would be to download the video as was done in this research project, providing that copyright is acknowledged or the source is well cited.

## **10. Implications and Suggestions for further studies**

Through carrying out this research project, it is found that with careful selection of materials and suitable scaffolding, authentic YouTube clips can potentially increase students' engagement in learning and support students' reading. However, teachers have to make sure that they take their students' ability into account and make judgments on which text is to be exploited first as well as how the lesson should be staged. During the material selection stage in the research project, it was noticed that although there are a lot of authentic video clips accessible in the Internet or from other sources, it is indeed quite challenging to fulfill the requirements of length, quality, difficulty and appropriacy at one search. For example, sometimes the videos might have very good visual qualities but with poor audio soundtracks and vice versa. Therefore, an important implication through carrying out this project is that teachers should first plan ahead so as to identify suitable topics in the textbook, adapting textbook texts that are potentially interesting to their students, followed by locating relevant and appropriate authentic video clips to support the theme of the reading texts. They should be more aware of the authentic material clips that they come across during daily browsing and perhaps to create a video bank or video collection folder containing the clips. Whenever teachers find authentic video clips that are useful and appropriate, they can contribute to the collection so that members in the teaching team can make use of the authentic clips when they need to teach the relevant topics. It is also found that although there is an increasing emphasis in bringing authentic materials such as YouTube clips into English Language learning, there is not much research or academic publications that talk about the issue. Therefore, research projects regarding how often and how teachers actually use authentic materials such as YouTube clips in the language classroom might be a possible research area that has high pedagogical values to academics.

## **11. Limitations of the study**

This was a small scale study of only 15 participants and of these only 5 students and 2 teachers participated in the focused interviews. Therefore one of the limitations is the small scale of the study. Another limitation is the fact that the participants in the study are still at junior secondary level so they may not have been able to fully express their feelings towards the issue, especially for the open-ended questions in the questionnaire or during the focused interview. Besides, as I was the English teacher of the student-participants during the time when the research was carried out, their opinions might be biased as they might want to please me. Therefore, the data collected might be skewed. Lastly, the practicum lasted for only 8 weeks and with a tight teaching schedule and packed scheme of work, there were not sufficient time to conduct more lessons to further experiment the suggested teaching approach in this research project with the use other authentic video clips and textbook texts, resulting in a one-off collection of data. The findings are therefore not representative and were not intended to be generalized to larger populations. The findings collected only represent the views of this particular group of participants towards the topic of the study. However, the findings may be of interest to secondary school teachers and may suggest areas for future, larger scale research on the topic along with the suggested topics mentioned in the preceding section.

## **12. Conclusion**

In this research project, we have looked at whether the use of authentic YouTube clips help to increase students' engagement in learning as well as to support students' reading. The data collected from the questionnaires and focused interviews suggest that both student-participants and teacher-participants agree that the using authentic YouTube clips as lead-ins for reading lessons help better engage students in learning and also to support their reading. Student-participants reflected that the incorporation of authentic video elements into reading sessions made it comparatively more interesting than those traditional reading lessons as some teachers still adopt the reading aloud approach without much activating or utilizing students' background knowledge. Through careful selection of authentic video clips and lesson design, students' schemata can either be activated or built before they get to read the textbook texts. That encourages them to adopt top-down processing instead of bottom-up processing and guides them to focus more on meaning instead of worrying about the meanings of every single word and contribute to more effective reading.

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## **14. Appendices**

Appendix 1 The adapted textbook reading text from Longman Elect JS1B



The self-created PowerPoint



The worksheet for the Listening for gist task

Tak Sun Secondary School

Name: \_\_\_\_\_

Class: \_\_\_\_\_ ( )

Date: \_\_\_\_\_

Instruction: Watch the video and try to answer the following questions.

1. What is the sport introduced in the video? Circle the correct answer.
  - a. Volleyball
  - b. Tennis
  - c. Basketball
  
2. What information could you get from the video? Circle the answers.
  - a. The name of the inventor of the game.
  - b. The reason for the inventor to invent the game.
  - c. The year which the game was invented.
  - d. How to play the game.

The worksheet for Listening for specific information task

Tak Sun Secondary School

Name: \_\_\_\_\_ Class: \_\_\_\_ ( ) Date:

Instruction: Watch the video again in details and try to answer the following questions.

Circle the correct answers.

Question	Answer
1. The name of the inventor	a. Dr. John Chan b. Dr. Jimmy Wong c. Dr. James Naismith
2. Which school did the inventor work in?	a. The Tak Sun Secondary School b. The Oxford University c. The YMCA training school in Boston, Massachusetts, USA.
3. How was the winter in the place where the inventor worked?	a. Very hot b. Warm c. Quite cold
4. When was the game invented?	a. 1830 b. 1891 c. 1599
5. Who asked the inventor to think of a new sport?	a. His mother b. The school's Christian worker c. The school principal
6. Where was the game played?	a. Indoor, inside a gym not a large place b. Outdoor, a lot of space
7. What is the name of the game the inventor played when he was small?	a. Cup on a box b. Duck on a rock
8. The inventor put two fruit baskets on both sides of a gym, there are two teams, each team has...	a. 3 players b. 9 players. c. 5 players
9. What do they need to throw into the basket?	a. A tennis ball b. A soccer ball c. A volleyball

\*Inventor is a person who makes/creates something new.

Gym is the short form of the word "gymnasium", an indoor sport facility.

The worksheet for the Reading for gist task

Tak Sun Secondary School

Name: \_\_\_\_\_

Class: \_\_\_\_ (     )

Date: \_\_\_\_\_

Instruction: Read the piece of reading text quickly and try to answer the following questions.

1. What kind of reading text is it?
  - a. Reference book entry
  - b. letter
  - c. a comic
  
2. What is the reading text about?
  
  
  
  
  
  
  
  
  
  
3. Why do people read this kind of texts? Circle the answers.
  - a. To know more about something they are interested in
  - b. To look for information
  - c. To relax

Others ideas:

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The worksheet for the Reading for specific details task

Tak Sun Secondary School

Name: \_\_\_\_\_ Class: \_\_\_\_ ( ) Date: \_\_\_\_\_

Instruction: Read the piece of reading text in details and try to answer the following questions.

1. What are basketball nets made of?

\_\_\_\_\_

2. Where is the net attached to?

\_\_\_\_\_

3. Why is basketball unusual?

\_\_\_\_\_

4. When was basketball invented?

\_\_\_\_\_

5. What is the name of the person who invented basketball?

\_\_\_\_\_

6. How did the inventor feel about playing football indoor?

\_\_\_\_\_

7. What were the original rules of the game?

\_\_\_\_\_

8. What were the changes made in the 1950s?

\_\_\_\_\_

## Appendix 2 The questionnaire

Tak Sun Secondary School

Name: \_\_\_\_\_ Class: \_\_\_\_ ( ) Date: \_\_\_\_\_

### Questionnaire

1. Has your teacher used video clips in class before to teach English?
  
2. Did you enjoy using video clip in class today?
  - a. If so why? If not why not?
  
3. Was the video clip we used in class today difficult to understand or easy to understand?
  - a. Why was it difficult? Or Why was it easy?
  
4. What aspects of the text did the video clip help you to understand?
  - a. Did using the video help you to understand and talk about the topic of the text?
  
  - b. Did you learn some useful vocabulary in the text from the way the teacher used the video clip?
    - i. What vocabulary did you learn?
  
  - c. Did you learn some useful phrases in the text from the way the teacher used the video clip?
    - i. What useful phrases did you learn?
  
  - d. Did you learn some useful grammar in the text from the way the teacher used the video clip?
    - i. What useful grammar did you learn?

e. What other things did you learn from the way the teacher used the video clip?

5. Did using a video clip to introduce the reading text make you interested in reading the text?

a. Why? Why not?

6. Do you think using video clips in the classroom is a useful way to learn English?

a. Why? Why not?

7. Do you watch English video clips at home after school on YouTube for example? What do you usually watch?

8. What do you think are the most useful ways of learning English from the following list.

- a. watching and talking about English films
- b. watching and talking about short video clips in English
- c. reading and talking about articles in English newspapers
- d. reading and talking about stories in English comics
- e. reading and talking about English short stories

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Appendix 3 The interview questions for the focused interview with 5 students

Tak Sun Secondary School Post-class interview

1. Can you share your experience about traditional reading lessons? How did your teacher(s) teach it?
2. How do you feel about textbook reading texts?
3. How did you feel about today's lesson?
4. Did you enjoy it? Why?  
What makes it enjoyable? What makes it not that enjoyable?
5. Do you like the structure of the lesson? (PPT, Video, worksheets, Reading text, worksheets)?
6. How do you feel about the video?  
Is it interesting? Is it too difficult? Is it too long/short?  
Was the speaker speaking too fast?  
Was there many difficult words?  
Could you understand what the speaker said?
7. Does the video help improve your understanding of the reading text?  
Did you learn some vocabulary related to the theme (basketball) in the video?  
Did you get some information that occurs both in the video and the text?
8. Do you prefer a lesson with only a reading text? Or a lesson like today's (with video + reading)? Why?
9. What are some good points of using videos?  
Do you think it helps improve your listening skills?  
Do you think with VISUALS (something you can see, graphics), it makes it easier for you to understand the topic?
10. Do you watch English clips outside class? For example, YouTube clips? Do you enjoy it? Do you find it difficult?
11. Do you find it easier to understand reading texts after you watch videos on the same topic? If yes, why? If not, why?

Appendix 4 The interview questions for the focused interviews with 2 teachers

**Interview questions:**

1. Could you please briefly introduce yourself? (E.g. Name, your current job and how long have you been teaching)
2. How would you define authentic materials? Could you suggest some possible examples of authentic materials?
3. Have you used any authentic materials before? If yes, how did you use them?
4. How do you feel about YouTube video clips?
5. Do you see YouTube as a potential resource of authentic materials for English Language teaching?
6. Have you tried using YouTube video clips before? If yes, how did you use them? What was the main focus of that particular lesson?
7. How do you usually teach reading?
8. Do you think that YouTube video clips could help support students' reading? If yes, in what ways and to what extent? If not, why?
9. What are the potential benefits of using authentic materials?
10. What are the potential drawbacks or difficulties of using authentic materials?

**Thank you for your participation**

## Appendix 5 The 13 sets of completed questionnaires

Appendix 6 The transcript for the focused interview with 5 students

Transcript of the interview with 5 students

Date of interview: 17<sup>th</sup> March 2011

Location: Tak Sun Secondary School

Interviewer: Wilfred Raymond Chan

Interviewees: Edward Lam, Ken Lam, Keith Leung, Jacky Au and Jeffrey Yam,

I: Interviewer E: Edward Lam KLa: Ken Lam KLe: Keith Leung

JA: Jacky Au JY: Jeffrey Yam Sts: 5 of the students

1. I: Okay, so today is the 17<sup>th</sup> of March 2011. My name is Wilfred Raymond Chan. I'm a student teacher and I'm from the University of Hong Kong, Bachelor of Education Language Education English Year 4. I'm currently doing an interview for my dissertation, which the title is "Evaluating the use of authentic materials in the English Language classroom". So what I want to investigate is to see whether authentic materials help promote students' reading ability or whether they find it useful. So today I am very happy to invite 5 of my students from 1T class. So could you please introduce yourself?
2. JY: My name is Yam Chun Hin, Jeffrey. I was a monitor of 1T class.
3. I: Okay, the next one.
4. JA: I am 1T number 1, Au Cheuk Nam, Jacky Au.
5. I: Okay, the other...
6. KLa: I am Ken Lam from 1T.
7. I: Okay
8. E: I am Edward Lam Man Hin, the chairman of the class.
9. I: Okay.
10. KLe: I am Leung Ka Chun, Keith, 1T(18).
11. I: Okay, thank you very much. So today emm...we had a lesson, so we...what's

- the theme...do you still remember the theme? What is it about?
12. Sts: Yes.
  13. JA: About basketball.
  14. I: About basketball. Do you still remember what did we do? At the beginning we...
  15. Sts: Watched a movie...
  16. I: Before that? We...have this one (showing a printed copy of the PowerPoint)
  17. JA: A PowerPoint.
  18. E: About sports.
  19. I: Yeah, about sports, and you guys talked about it right? Talked about the sports that you like, right?
  20. J: Good topic.
  21. I: Okay, a very good topic thank you. So after that we watched a...
  22. J: very good movie.
  23. I: A video clip.
  24. E: A short video about the history of basketball.
  25. I: A video clip about the history of basketball. It is adapted from YouTube, so after the video what did we do?
  26. KLa: Do some worksheets.
  27. I: Do some worksheets.
  28. E: Do some worksheets about the basketball, and the video.

29. I: Yeah, about the video first, right? And then we looked at a ...
30. E: A text.
31. I: Yeah, a text. A reading text which is adapted from the textbook, your Longman Elect textbook. Okay and how about after that?
32. E: Do some worksheets
33. I: Do some worksheets again right? So now I would like to ask for your opinion about the lesson, okay? The first question is, can you share your experience about traditional reading lessons? Like in the past, how did your teachers teach it?
34. J: I want to share a experience about traditional reading lessons. This is my first time, I haven't seen a good teacher teaching the movie that I haven't seen before.
35. I: Okay.
36. J: And I like this movie because I am interested in basketball every sport lesson I play basketball with my classmates and after I watch this movie I can learn about how to know about something about basketball, who invented the basketball, and some basketball funny things.
37. I: Okay, very good, how about the others?
38. E: I think that use the video to teach is better than traditional reading lesson, and at the old time the teachers just teaching and teaching and just reading the book, I think it's very boring.
39. I: Very boring...hmm...
40. E: Although...err...I'm...before I am good at English I think so boring, so now use the video to teach the lesson. I think it's very good, you can maybe teach other sports such a table tennis, tennis, swimming who invented these kinds of sports, yeah.
41. I: Okay, how about the others, any extra ideas? (NO) No...okay, so overall you,

that means like in the old days, teachers usually ask you to read the text only?  
They just...

42. JA: Read the storybook, it's so boring and some words you can't know them.

43. I: You don't know the words, okay.

44. JA: We watch this video, we will easy, more easy to learn this chapter.

45. I: Okay.

46. J: And this is a good topic.

47. I: Okay very good, thank you.

48. I: Okay, How about, let's move on to the next question. How do you feel about textbook reading texts? Like the one, the reading text you remember? The one we used in the lesson. Yes, maybe Jacky first?

49. JA: I think it is quite good. I so like this textbook reading. I hope Mr. Chan can do it in the next few days.

50. I: Okay, how about the others? How do you feel about the reading text? Are they boring?

51. Sts: Yes, boring, very boring.

52. I: Okay, it's boring. Why?

53. E: Because I think that just reading is not enough. I think maybe the teachers maybe go to the Internet website to find something about that topic, and then maybe talk about extra and then maybe more interesting. Because just reading the book, I can read the book at home, but some extra things we cannot learn in the book, so maybe more fun.

54. I: So it's more fun, okay, more enjoyable. Yes?

55. JY: I want to say, if you reading the text is not you must think some things, if you

just read the text, is it rubbish, because if you read the text plus some good things let people know, but only read the text and the teacher don't say the meaning then it is not good.

56. I: Okay, so that means you want to know more about the meaning of the reading text instead of only asking you to read it aloud?

57. Sts: Yes.

58. I: Some of you said that it's good to bring in some, for example some videos, YouTube videos and to bring in some extra information, right? So that you can learn more about the topic. Okay, anything else? Anybody wants to add any ideas?

59. Sts: No.

60. I: If not, we can move on to question number 3. So how did you feel about today's lesson?

61. Sts: Fantastic, nice.

62. KLe: Active

63. I: Active, what does that mean?

64. KLe: We can learn the things from the video easily, easier than the text.

65. I: Yes.

66. JA: This today morning lesson have many things I can learn but so many worksheets that I need to do.

67. I: You don't like the worksheets today, okay.

68. E: And then I think today it's...everyone is very concentrate and the lesson is active.

69. I: Is it like interactive? Is it like each of you can share and talk about the topic



with each other?

70. E: Yes yes, share and talk, not very bored. Everyone can talk and then more fun.
71. I: Yes, Jeffrey?
72. J: I think it is fantastic, I feel delighted and glad because this class is doing quite good, besides a few people they are very noisy and always disturbing
73. I: You mean today?
74. J: I still feel the lesson is very interesting and the teacher can control the students which is very noisy in the class.
75. I: I see. So I think Edward mentioned a very important point. I think most of you were very attentive, right? Most of you paid attention when I showed you the video.
76. Sts: Yes.
77. I: That's very good. Any extra thoughts? Any extra ideas?
78. Sts: No.
79. JY: Yes, I enjoyed this lesson because it's the teachers and not also easy to ask people such as..."can I open my locker?", "can I drink some water?" "can I also go to toilet?" then the teacher and also can think a suitable time to do.
80. I: Thank you, thank you very much. Why don't we move on to the next question? Did you enjoy the lesson? And why did you enjoy it?
81. Sts: Yes.
82. KLa: It's quite interesting.
83. I: Quite interesting, so that's something that makes it enjoyable? Okay anything else?

84. JA: Not be boring than last few lessons.
85. I: It's more interesting?
86. JA: Yeah.
87. I: Because you don't just read the text and do the worksheets but you have a video, is it?
88. KLa: Have a nice chapter.
89. E: I am very enjoy to this lesson because the video is very fun and then the few lesson before, although have a PowerPoint also, but I think video is better than a PowerPoint. And both of it to do in a lesson better.
90. I: Okay, maybe I should use bother of them. PowerPoint and then video, maybe before going to the reading text. Any ideas? Any extra ideas?
91. Sts: No.
92. I: Okay, overall, it seems that you guys enjoyed the lesson, right? So, number 5. Do you like the structure of the lesson?
93. Sts: Yes
94. I: Like I start it with a PowerPoint, and then start the video, and then do some worksheets, the worksheets are about the video, and then you go to the reading texts and you do the worksheets.
95. KLe: I can know more about it, not will be so boring.
96. I: You can know more about it. Yes?
97. E: And I think yeah, it's fun and interesting because PowerPoint, video, worksheet and reading text will not very boring, and then maybe before, some teachers just ask us, tell us to do homework, just do some textbook homework, it just very boring, and everyone is talking and the teacher didn't mind it, then I think this is not very good. So...

98. I: But this one, this time is not, right?
99. E: Yes...every people is very concentrate.
100. I: Okay, very good, very concentrated. Yes.
101. JY: I think a little bit about the video, the video is too short.
102. I: Okay, shall we move on to this a little while?
103. Let me ask you a quick follow-up question, the video. Now I put the video before the reading text, right? We watched the video before the reading text. Do you think the video prepared you better the reading text, that means like helped you to understand?
104. Sts: Yes.
105. JA: But I think we will have reading text first because err...we can read more easily. I think.
106. I: How about the others?
107. E: I think the text first.
108. I: You think the text first.
109. E: It is because after reading the text, we are very tired and feel sleepy. And then maybe we can, after we read the text, and then we can watch some video, and then maybe...
110. I: feel more relaxing?
111. E: Yes, relaxing and more concentrate also.
112. KLa: I think only use the video.
113. I: You think only use the video?
114. KLa: Yes, you can make a worksheet, it's about the video.

115. I: So you don't even want to have the reading text?
116. KLa: Yes.
117. KLe: But I don't think so.
118. I: Yes, what do you think?
119. KLe: Because when we have a movie first, we will know more about the text.  
After we have movie, then we can read the text easily.
120. I: Yeah, okay.
121. KLe: ...and know more about it.
122. I: That's my original idea, very good.
123. I: Okay, let's move on to the 6<sup>th</sup> question. How do you feel about the video?  
Firstly, is it interesting?
124. Sts: Yes.
125. JA: I think not is so interesting because its sound cannot make us hear easily, and  
something sentence he said too fast, that make me can't listen clearly.
126. I: Okay, how about the others?
127. KLa: The man who is in the video always say that "Hello (in a funny tone)" like  
this.
128. I: So do you find it interesting or funny?
129. KLa: No, it's not interesting but funny.
130. I: Okay, how about the others?
131. E: I think that guy speaking is too fast, yes. Suppose one word one word maybe  
like I am talking now (but not speaking quickly).

132. I: But is the video very short?

133. E: I think it's perfect.

134. I: Okay, very good word.

135. E: I think some of the words we can understand. Because too fast so I didn't maybe me only me or some other classmates can't listen what the speaker said.

136. I: Okay, but overall is it very difficult?

137. Sts: No.

138. I: So it's acceptable? Normal?

139. Sts: Acceptable, satisfy.

140. I: Okay. So overall you can understand, right?

141. Sts: Yes.

142. I: Okay, let's move on to No. 7. Does the video help improve your understanding of the reading text?

143. Sts: Yes.

144. I: Yes, okay. In what ways? Why? For example, did you learn some vocabulary related to the theme? That means basketball?

145. JA: Yes, some.

146. I: Do you remember? For example, we talked about the word gym.

147. JA: gym

148. I: Do you remember the full word?

149. JA: gym...n

150. KLa: gymn

151. Sts: Gymnasium

152. I: These are some words that you have learned right?

153. I: So did you get some information that occurs both in the video and in the text?

154. Sts: Yeah.

155. I: For example, like what?

156. KLa: The history of the basketball.

157. I: The history of the basketball.

158. I: And...

159. E: The rules of basketball.

160. JY: How to play basketball.

161. KLa: Who is invite...

162. I: Who invented...

163. KLa: Who invented the basketball

164. I: Who invented it.

165. I: The next one then. Do you prefer a lesson with only a reading text?

166. Sts: No, it's boring, too boring.

167. JY: Can I say something?

168. I: Yes, sure.

169. JY: I am not prefer the lesson with only reading the text.

170. I: How about the others? Do you prefer a lesson like today, with video and reading text?

171. Sts: Yes, I prefer this.

172. I: Why?

173. E: Because same, more interesting.

174. I: More interesting.

175. E: We will not sleep. Because the teacher is walking around and need to see us.

176. I: So with the video

177. E: All the people just sit straight and watch the video.

178. I: Okay, is it easier for you to understand the reading text?

179. Sts: Yes.

180. I: Okay, very good. So any extra ideas?

181. JY: I prefer a lesson...I like the video and the reading text. Finish the reading then you can watch the video. You can learn more things from the video plus the reading.

182. I: Okay, let's move on. What are some good points about using videos? Do you think it helps improve your listening skills? Yes?

183. KLe: We can know about from the actor and their action and know about the text, what's saying about and learn easily.

184. I: And how about the others? Jacky?

185. JA: I think this video, that make me my listening maybe will better.

186. I: will help your listening?

187. JA: Yeah.

188. E: And I think that the video not even improve the listening skill, also improve our basketball skill, teach us how to shoot the ball and the rules.

189. I: That's very good. Do you think that with visuals, visuals, that means something that you can see, the actor you see him moving, talking. So do you think it makes it easier for you to understand the topic?

190. Sts: Of course, of course.

191. I: Why?

192. JY: Because if you using the video, it can say something such as the, something people say from the basketball, such as Kobe Bryant, he's saying something about his reference from how to playing basketball, then you can learn about to him, if you just read, then not very good. But if you watch the video, it is quite good, because it's Kobe Bryant say to himself, because it's not writing from the passage.

193. I: Okay, so for example, say in the future if I show you a video, about Kobe Bryant teaching you about how to play basketball, if I just show you a piece of reading text, you might not understand how he actually shoots the ball, right?

194. Sts: Yeah.

195. I: But if I show you a video, you can see how he shoots the ball.

196. Sts: Yeah.

197. I: ...his actions and you can learn from it. So it makes it easier for you to understand, right?

198. Sts: Yeah.

199. I: Okay, very good, the second last question is. Do you watch English video clips



outside class? For example, YouTube clips and do you enjoy it? Do you find it difficult?

200. KLa: Sometimes.

201. Sts: Yes.

202. I: You sometimes watch videos?

203. KLe: Discovery channel.

204. KLa: YouTube clips.

205. KLe: Mythbusters

206. JA & E: Yeah, I watch it also.

207. I: Do you enjoy watching these videos?

208. E: Yes. Because it teaches other things, some experience, some and then some skills and then tell us something about animal planet.

209. I: And you can know more about the animals?

210. E: Yes, then maybe you can search something. Look like some science, you can learn the science skills.

211. I: But do you find it difficult?

212. Sts: No.

213. JY: Quite easy.

214. Sts: Some words are so difficult, some suitable.

215. I: Some words are very easy but some are very difficult, right?

216. E: Yes, just a little bit.

217. I: So if you don't really know what the speaker is saying, what would you do?
218. E: Look at subtitles, you can watch what he is saying.
219. KLe: There may have some Chinese subtitles
220. JA: But Chinese subtitle make us not will learning English, only watch the Chinese subtitles.
221. I: That's a very good point. So that's why the video I showed you today does not contain any Chinese subtitle.
222. JA: But have English subtitles maybe better.
223. I: Okay, so you prefer some video clips with English subtitles, right? Maybe it makes it easier for you to understand, right?
224. E: And if the speaker talking to fast, so we can look at the subtitles.
225. I: If the speaker speaks too fast, then you can refer to the subtitles. This is a very good point, I agree with it.
226. I: Why don't we move on to the last question? Do you find it easier to understand reading text after you watch a video on the same topic? What I mean is not just about basketball, but also about for example, other topics.
227. Sts: Football or baseball...
228. I: Maybe baseball. Do you think that if you watch a video, say how to play baseball and then you read a text which is also about how to play baseball, will it be easier for you to understand?
229. Sts: Yes, it will be easier. I like it, interesting, more interesting.
230. I: Interesting, why does it make it easier for you?
231. KLe: Because you know what the words that mean you need to do what action.

232. I: Okay, what action. For example

233. KLe: Maybe how to hold it...

234. I: How to hold the bat maybe?

235. Sts: Yeah.

236. I: How to hit the ball.

237. JA: How to run the base.

238. I: How to catch the ball.

239. JA: How do you hit a home-run.

240. I: Okay, that's a very good point.

241. I: So basically that's the end of our interview, do you have any extra point that you want to add?

242. Sts: No.

243. I: Okay, so thank you very much, thank you guys. This is the end of our interview, bye.

Appendix 7 The transcript of the focused interview with Mr. John Murnane

Transcript of the interview with an in-service teacher

Date of interview: 6<sup>th</sup> April 2011

Location: Tak Sun Secondary School

Interviewer: Wilfred Raymond Chan                      Interviewee: Mr. John Murnane

I: Interviewer      J: Interviewee

1. I: So today is the 6<sup>th</sup> of April 2011. My name is Wilfred Raymond Chan, a student-teacher from the University of Hong Kong studying Bachelor of Education Language Education English Year 4, and I am currently doing a research project for my dissertation which the title is “Evaluating the use of authentic materials in the English Language classroom”. So earlier on I have interviewed 5 of my students enquiring them about their feelings towards the use of authentic materials and today I am very happy to have my mentor teacher, Mr. John Murnane, so as to give me some ideas from the teacher’s perspective towards the issue. Good morning, Mr. Murnane. Could you please briefly introduce yourself, like you current job and how long have you been teaching?
2. J: Sure. I have been teaching for 22 years and I taught for 10 years in Melbourne Australia in both primary and secondary schools...err...and then I came and taught in South East Asia in Brunei for 4.5 years and I’ve been now in Hong Kong for 8 years as a NET teacher teaching primary and secondary.
3. I: So you are pretty experienced in teaching.
4. J: Err...yeah yeah yeah I think so...You know, I think as far as years go, I am (reasonable) reasonably experienced but I think you know teaching you always have to try and keep learning and you can never say you’re you’re experienced, you can never fall back on your experience you have to keep learning, that’s why I learned more and more...
5. I: Keep improving, keep refining your teaching...
6. J: That’s right.
7. I: So basically I would like to ask you how do you feel about like traditional textbook materials in Hong Kong?

8. J: Err...I've got mixed feelings. I think the textbooks are important to the children because they're designed to prepare them for the examination and since the examination is very important here in Hong Kong then the textbook is vital to their learning. Err...the textbook we're using is quite well-designed, it's quite interesting but I think sometimes we get too focused on textbooks and it makes it a bit boring for the kids, for the students. So we need to diversify from the textbooks occasionally to make life a bit more interesting and learning a bit more interesting for the students.
9. I: So err... do you think that textbook materials are tailor-made so they might not truly reflect how language is used, maybe?
10. J: Yeah, I think so. I think their textbooks are actually designed, that's a good point, the textbooks are actually designed on the idea that the students are native learners, this is my theory that in fact our students are foreign language learners. English is a foreign language, so they're learning skills and abilities are different to a native learner. Some of the concepts in the textbook we're using would be concepts I would teach students back in Australia in English, and I think they're too com...not complex but they're at a different, they are not considering that our students are learning English in a different manner. I think they are designed...my theory...to as if the students are native learners of English.
11. I: Hmm....
12. J: I think that's my only major criticism of the design of the textbook.
13. I: So...erm...in recent years there are more and more suggestions about the use of authentic materials. So how would you define authentic materials?
14. J: Okay. Authentic materials would be...err...things that students could relate to as their real-life experience...you know...things like the Internet, movies, music...erm...newspapers, magazines, that sort of things.
15. I: So erm...Have you used any authentic materials before and if yes, how did you use them?
16. J: Yeah I have. I use the newspaper, I use the Internet, I use movies. I use these things to make it more interesting for the students...err...but more and more so

recently I try and make it more the stuff that they like rather than the stuff that I like...you know...the idea is because they would get even more interested.

17. I: So err...you mention that you try to use the Internet, do you mean like showing movies or video clips from, say the popular Internet site, YouTube?
18. J: Arr...Yeah. I'll show music clips from YouTube and movie clips. Yes...err...and I don't go to YouTube very often because it's a little bit unreliable because some of the materials may not be...that popped up may not be suitable for our students to look at and they get...you know...the very least...it breaks the concentration...you know...so you have to be careful that, but YouTube is quite helpful for YouTube and etc.
19. I: So err...basically is that what you mean like we need to be very careful about the selection of the clips?
20. J: Yeah I think so. I think you have to...not very careful...but you get to show care as to some thinking in advance. I always find it easy to know what you want maybe to have the link already saved on your desktop.
21. I: Yeah. And so do you see YouTube as a potential resource of authentic materials for English learning?
22. J: Yes, sure sure. As long as some due care shown, then I think it's great. I think YouTube is very helpful to us.
23. I: So as mentioned, you tried to use some YouTube clips before. So could you remember like what was the main focus of that particular lesson?
24. J: Okay, for example I did a music, songs and I would take the lyrics to a popular song for example err...that young Canadian performer...err...forgot his name...about 15...
25. I: You mean Justin Bieber?
26. J: Yeah, that's it. Justin Bieber. The boys our students actually love Justin Bieber. I would take his lyrics...I would...err...as a cloze passage, take our some of the vocabulary and get them to identify that before playing the song, and play the

song and that really catches their learning interest.

27. I: So would you define that as more about a listening lesson? Will you consider that?
28. J: Err...that's a listening lesson but also a vocabulary and reading, reading skills and vocabulary. Cloze passages are developing their reading skill, their prediction word prediction skills.
29. I: I just wonder, how do you usually teach reading? I mean like textbook reading text.
30. J: Sure...err...teaching reading is usually...err...done...err...either individually or in a group where if it's a group, if we have one reader we're focusing on, I would read that with the students, I would teach them the vocabulary from the book and I would then let them read it individually and then walk around and then listen to their reading individually so to do a group process and then an individual process.
31. I: I see...so...err...basically for my research project I would like to investigate whether we can use say YouTube clips this kind of authentic materials to support students' reading. So do you think that would be possible?
32. J: I think so. Yeah, I think so. Yeah. I think it's a good idea.
33. I: Because actually what I did was like there was a chapter in the textbook which is about sports, and I chose the theme about basketball, and that particular text is about the history of basketball, the inventor of the game. So I went to YouTube to find a kind of similar clip which talks mostly about the things in the text. Do you think using that as a lead-in of the lesson would help support students' reading?
34. J: Of course, yeah. That really, I think it's all about getting their interest, their learning interest and I think that's it, they love basketball and that would just capture their interest and may be nice to them.
35. I: So, the second last question. What are the potential benefits of using authentic materials? Can you think of some?

36. J: Err...it makes your teaching and students' learning more relevant to what's going on in society. The trends in society, there's a word I can't think of...err...it's more as the word authentic says, it makes it more real to their life experience, they can relate their language development to what they are interested in...you know...like popular culture and music, movies, it brings that connection, they can see how they can take their knowledge and use it...you know...in an interesting way.
37. I: So. How about...what are the potential drawbacks or difficulties when using authentic materials?
38. J: Err...well...a lot of authentic materials rely on technology and I find in teaching unless you are well organized, the technology can let you down in the classroom. Try to set up a computer show a movie or try to find a website, unless you plan in advance it can let you down, so you need to plan in advance and just show some due care, not to get too worried...err...and err...so planning in advance and showing so due care and err...you want the advantages as well?
39. I: Disadvantages maybe...How about the language of those authentic materials?
40. J: Err...Authentic materials yeah they are not tailored to language development so they're a little bit disconnected in that sense, so you need to probably really look at them in advance well and see how you can fit it in into what you want to teach, the concept you want to teach.
41. I: And do you think they will be more challenging? I mean in terms of language. Maybe the words used are quite difficult for them? Or for example YouTube, movie clips, the speakers speaking pace will be not very suitable for learners?
42. J: Yeah, that's not designed for English as a foreign language students...err...so certainly if you can find...there may be stuffs designed for EFL students. Well if you are talking about authentic materials, it's kind of like a contradiction, authentic materials are not going to be designed for...
43. I: ...teaching purpose...
44. J: Yeah, that's right. So that's a possible drawback.
45. I: Yeah...so they probably need like more scaffolding in order to process the text.



46. J: Yeah, that's right, that's true.

47. I: So basically that's the end of the interview. Thank you for your participation.

48. J: No problem, I enjoyed it very much.

Appendix 8 The transcript of the interview with Mr. Anthony Bickerdyke

Transcript of the interview with an in-service teacher

Date of interview: 8<sup>th</sup> April 2011

Location: Tak Sun Secondary School

Interviewer: Wilfred Raymond Chan

Interviewee: Mr. Anthony Bickerdyke

I: Interviewer    A: Interviewee

1. I: So today is the 8<sup>th</sup> of April 2011. My name is Wilfred Raymond Chan, a student-teacher from the University of Hong Kong. I am studying English Language education Year 4, I am currently doing a research project for my dissertation, which the title is “Evaluating the use of authentic materials in the English Language classroom”. So earlier on I have interviewed 5 of my students, asking them about their opinions towards authentic materials and today I am very happy to have Mr. Anthony Bickerdyke, he is a teacher from Tak Sun Secondary School.
2. I: Mr. Bickerdyke, could you please briefly introduce yourself? Maybe can you talk about your current job and how long have you been teaching?
3. A: My name is Anthony Bickerdyke, I am a teacher at Tak Sun Secondary School. I have been teaching in Tak Sun Secondary School for about ten to eleven years by now.
4. I: So I would like to ask...How would you define authentic materials? Could you suggest some possible examples of authentic materials?
5. A: Authentic materials are materials that you use that err...maybe true to life maybe another way of putting it, they are materials that when you use it in the classroom it can also be used in everyday life.
6. I: Yeah, something that we can use in everyday life. So...can you suggest some possible examples maybe?
7. A: For example. If you are teaching about law, you bring the students to the law court, if you are talking about criminal law, you would bring them to the Police station to see how the err..criminals are cross-examined, what the stages they have to go through in the Police station (technical problem recording

- stopped) ...take them down to the basketball court and let them play the game.
8. I: So how about for example like newspapers or maybe some video clips from the Internet, will you consider that as authentic materials?
  9. A: Yes, I would because for example if you want to talk about the tsunami that had hit Japan, err...many times you could just go on the YouTube and you could clip it, if you want to talk about the recent disasters that hit Japan, you can also go on the YouTube, you know, type in the name and you've got it, it's very authentic.
  10. I: So have you used any authentic materials before?
  11. A: Yes.
  12. I: If yes, so how did you use them?
  13. A: Well...err...In one lesson, I was concerned with the attitudes of the boys, the students towards impairment, anyone with impairment or a disability and err...so I decided to find something about disability, impairment, and I found a video clip that was very innovative, very clear about what's the meaning of impairment, what's the meaning of disability, so I used that to teach the vocabulary that they needed to learn and from there it was like a starting point for the students so that they know the vocabulary, they also can see it, they can hear it and most of all, they have an idea in picture format...
  14. I: Visualized
  15. A: Yeah...
  16. I: So just now you have also mentioned YouTube clips...errr...How do you actually feel about YouTube video clips?
  17. A: Well...as long as you choose wisely, and you err...you look at it before you start your lesson so that just in case, because...it's I mean nowadays anyone can upload something onto the YouTube so it's wise to check that the name and the pictures...
  18. I: the name and the content match together...

19. A: Yeah
20. I: Maybe there are no inappropriate language or whatever...
21. A: Yeah
22. I: Do you see YouTube as a potential resource of authentic materials for English Language teaching?
23. A: Yes. Especially for news, for social issues, for English...
24. I: Basically, it's like it can be a good resource for like the NSS, because we need to teach students social English, learning English through popular culture. And also because they are authentic materials not designed for teaching purposes so students get the chance to know more about how English is used in the real-life. Do you agree with this point?
25. A: I agree and I got a...if I want to teach a song "the lion sleeps in a valley below", what I'll do is to go to YouTube, and I type in "The lion sleeps tonight", and then I just play the song...
26. (Demonstration)
27. A: So you can see, you can hear..you know how they do it...you know...and they do it much better because they are professionals and it's authentic, it's really that happen.
28. I: Yeah. So...the next question...err...this one is already done. You have definitely used YouTube video clips before and you have just explained to us. So why don't we change to another question. How do you usually teach reading, like textbook reading texts?
29. A: Well...erm...What I would do is, probably read first to them...erm...because that's a natural thing that fathers do at home when they teach story or whatever...erm...and then from there I'll lead in to asking them about what do they think about the situation...err...what do they think about the words, are they difficult...err...any words they don't know and then I'll ask them to erm...to look at the text again, underline the words that are difficult and maybe form a

group and see if there are any words that they don't know how to pronounce, or they don't understand and let them try, let them come out and read, you know...and give them some comprehension questions to see if they really understand the gist of the text...something to that effect.

30. I: So basically it's like you read aloud to them, you provide them with a model and then you'll do some lead-in about the vocabulary and then maybe move on to some comprehension questions for the gist and specific details of the text.
31. A: Yes and then let them try to read.
32. I: So that's kind of like what I've learnt as well. Because for this project I would like to investigate like whether YouTube clips, this kind of authentic materials can support students' reading, so do you think it is possible? Will it be a possible way to start a lesson?
33. A: Yes, for sure.
34. I: Because what I did was that I showed them a video clip, about the history of basketball and then they listened for the gist and for the specific details, so they got the idea like err...when was basketball invented, who invented it, so they got the basic idea and then they read the textbook text which is also about something like this in the text and then they carry on with the vocabulary learning, the reading for gist and reading for specific details. And overall they found it like easier for them to understand because they have been exposed to those language already.
35. A: Yeah.
36. I: So you think this would be a possible way to stage a lesson maybe?
37. A: As long as your video clip has a good representation. Yeah. Because if you like...say you talk about basketball...like what you said, if it doesn't really show you much about basketball, only have maybe a handful of words about it then you are self-defeated. So it also depends on how you approach it.
38. I: Yeah. So that means when we choose a video clip it has to be like, try to be more relevant to the text.
39. A: Authentic, relevant etc etc.

40. I: The second last question is. What are the potential benefits of using authentic materials? Can you think of some potential benefits maybe?
41. A: Well you get hands-on information, erm...and I suppose err...that, you can have a good role model, for most, most video clips would be, yeah it's hands-on, like if it's a news report, I mean the English will be proper.
42. I: Yes proper English.
43. A: And probably the third would be erm...when you have authentic materials then it's base on facts right? So it's real life, you can relate to it.
44. I: So coming to the last question. What are some potential drawbacks or have you encountered any difficulties using authentic materials?
45. A: Maybe the accent. Yeah. Because it's authentic, maybe that person is from Texas and speech might be like a drawl. Or Good Day, I haven't seen you for a long time. It's difficult to or maybe an aussie you know, speak Australian slang and then you will be in deep trouble.
46. I: How about the speaking pace?
47. A: Maybe a bit too fast. Yes.
48. I: So any other possible drawbacks? In terms of language?
49. A: Probably, sometimes if you try to use YouTube, some technical details like for example, you run out of battery, the other part would be the connection between the projector and the computer, there is no connection and you'll be in trouble. Maybe it'll take some time to set up, so maybe Tom and Jerry over there are playing. Yeah while you are setting up, so that could happen...
50. I: Off-task, can't control them...
51. A: Yeah.
52. I: So basically that's the end of the interview. Thank you very much for your

participation. Thank you.

53. A: My pleasure. Have a good day.

Appendix 9 The disc containing:

1. The authentic video clip “History of Basketball with Dr. Naismith” adapted from YouTube at [www.youtube.com/watch?v=PSJE8hVlzNQ](http://www.youtube.com/watch?v=PSJE8hVlzNQ)
2. The audio recordings for the 2 interviews (One with students and one with Mr. John Murnane) The file for the interview with Mr. Anthony Bickerdyke could not be loaded due to technical issue)
3. The videotaping of the lesson
4. The PowerPoint file