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Exploring the effectiveness of using authentic non-print texts as a teaching resource to
motivate primary students to learn English

by

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Abstract

This dissertation shares my personal narrative stories of how I made use of authentic non-print texts in my English language lessons during a 10 week teaching practicum in my final year of the Bachelor of Education program. Narrative stories are significant in the field of education as “by listening to participant stories of their experience of teaching and learning, we hope to write narratives of what it means to educate and be educated.” (Connelly and Clandinin 1990, p. 12). The study was conducted in a Hong Kong local primary school in a district where most of the children are from low socio-economic background. The focus of the study was to see if I could motivate students to learn English in my lessons by including a range of authentic non-print texts (e.g. cartoons and songs from YouTube). The data include analysis of my lesson plans, reflective journals, questionnaire for teachers, observation notes as well as an analysis of the curriculum documents. The findings of the study has shown that students’ motivation significantly increased in a short period of time after incorporating authentic non-print texts and this suggests that authentic texts have a role to play in a textbook driven curriculum. Drawing from the observations and my personal experiences of this practicum experience, implications for language teaching will be discussed and recommendations for the Education Bureau, school administrators, teachers and student-teachers will be made. It is hoped that by sharing my experiences, it will inspire other language educators to consider making more use of authentic non-print texts in their teaching.

Acknowledgement

The journey of completing this dissertation fluctuated a lot but has been a very thought-provoking process. During this time, I encountered countless obstacles that I had to overcome yet these obstacles have allowed me to become more assertive and determined towards my philosophy of becoming a teacher. Not only have I learnt to bridge the theories with teaching practice, the completion of my dissertation also aided me in realizing the importance to put students' learning experience as a top priority in teaching, rather than the need for teachers to prepare students for exams.

I wish to also take this opportunity to express my utmost gratitude to first and foremost, Dr. Cheri Chan, my supervisor for this dissertation. Not only has she guided me through the journey of my dissertation, she has been extremely supportive in my work, reassuring when I was most uncertain and most importantly, she has inspired me to become a better teacher during the past 4 years of studying in The University of Hong Kong. I would also like to thank my friends and family for the support they have given me throughout the years and in particular, I would like to thank Frederick for the constant support and also occasionally challenging my concepts of teaching.

Finally, I would like to dedicate this dissertation to all the students who have, at some point in their study of becoming a teacher, said or thought that the theories and pedagogy learnt from different courses are idealistic and impractical in the real world classroom. I too once believed that to be true but on completion of this dissertation, I can assure you that if you persist in your vision of teaching, everything is possible.

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Chapter 1: Introduction

1.1 Purpose for this Study

This study shares my personal narrative stories of my teaching experiences of using authentic non-print text in a local primary school in Hong Kong. These stories contain significant insight towards the changes in my students' learning experiences and as mentioned by Connelly & Clandinin (1990), not only am I able to narrate stories from my own perspective as well as my students', I am also allowed to describe and analyze their journey. As a language teacher, it is vital to ensure students that learning a second language should not be perceived as a negative experience, rather, teachers should adopt various approaches to aid students in acquiring the language, allowing them to not only learn the language but be competent enough to use the language in the real-world. Due to this reason, this study focuses on the effectiveness of using authentic non-print texts as a teaching resource to motivate primary students to learn English.

1.2 Motivation for this Study

I grew up in a populated district in Canada and attended a public primary school where teachers highly encouraged interaction between classmates and teachers. I would remember saying to my mom that going to school was somehow better than staying at home, the reason being our teacher would often conduct her lesson through game-based activities or songs and one of my personal favorites would be watching video clips such as *The Magic School Bus* before or after teaching a topic. As a student-teacher, I have experienced what it was like for

primary school students in Hong Kong to learn their second language from the past 3 teaching practicums. I noticed that students take on the passive role in the classroom as the lesson would be dominated either by teacher-talk, textbook related exercises or countless amount of worksheet drilling. Reflecting on my learning and observations, I have noticed that the dissimilarity of the students' learning experience in Canada and Hong Kong lies in the teacher's beliefs and pedagogy of teaching.

The disconnection between the students and the acquisition of the English language sparked the idea for me to investigate whether or not it was possible for me to merge the western culture of multimodal teaching and the eastern culture of textbook driven learning together in hopes of motivating students to learn English.

1.3 Case Study School

This narrative inquiry depicts the journey of my experience of teaching class 1E in Blue Hill Primary School during my 10 week teaching practicum and simultaneously, it is also the narrative of class 1E's journey of learning English.

The school that I taught in is situated within a public housing estate therefore the majority of the students are from a relatively low socio-economic background. There are two different types of English lessons at Blue Hill Primary School for the key stage 1 students, one is the ordinary English lessons with a Local English Teacher (LET) and the other is taught by the Native English Teacher (NET). Each

Wednesday morning, the NET conducts her lesson with 1E whilst the other four days are reserved for me or the LET to teach them.

Class 1E is made up of 23 students and because this school does not differentiate students according to their abilities from primary 1 to 3, students in my class are made up of mixed ability. For all of these students, their first language is Cantonese and many of the students in this class rely on their first language, when communicating their ideas verbally, to learn English.

1.4 Issues and Research Questions

Throughout my four years of studying in the Bachelor of Education program, teaching through the help of authentic texts have been emphasized by many course tutors. However, as mentioned above, it seems that there is a wide gap between teacher the teacher training degree and in reality.

I have set out to explore three different issues regarding this research topic. This study aims to, at a primary level, provide an answer to whether or not the use of authentic text can affect the students' motivation towards learning. On a deeper level, it is hoped that through this study, I will be able to provide insight to the in-service English teachers' beliefs and attitudes towards authentic text and its potential to be utilized as part of their teaching material. Finally, from the data collected at the end of the study, I will evaluate whether or not the English language curriculum for Hong Kong primary schools have a vacant position for authentic texts to be incorporated.

Chapter 2: Literature Review

In this chapter, I will review the literature as well as the researches that were conducted regarding the use of technology within the classroom, the use of authentic texts and how these texts may aid students to learn. First, the accessibility to technology and the use of authentic texts for teaching will be explored, then I will look into the changes in the use of authentic texts before and after the Web 2.0 era. I will then discuss how authentic texts play a role in the educational context of Hong Kong. Finally, the chapter will conclude by pinpointing and reflecting on some of the key issues found in the literature and connecting it to my own study.

2.1 Accessibility to Learn Language Using Authentic Texts

Before technology became a widespread phenomenon, access to authentic texts within the classroom was rather limited as seen from the data collected by the Education and Manpower Bureau (2005), it reported that in some schools there were no computers set up in classrooms, in which case, teachers had the option to bring in and use their own personal computer. They continued and noted that if a school had no access to computers within the classroom and needed such device for teaching, they were required to request for the equipment to be wheeled from room to room on a trolley. This report, issued by the Hong Kong government illustrates the inaccessibility for teachers to use authentic texts such as resources found on the internet to conduct their lesson in the earlier days. This can also be

supported through the statistics the Education and Manpower Bureau (2005) collected from their survey, showing that 23.8% of the schools in Hong Kong reported that they had fewer than 5 computers in staffrooms whilst 55.3% stated they had less than 10.

The adoption of authentic text within classroom teaching seemed to be rather limited in the past as mentioned by Hooper & Reiber (1995), the educational system was rarely modified to a large extent. In the context of Hong Kong, it is often claimed that language learning takes place predominantly through the use of textbooks yet it is also stated as part of the aims for teachers in one of the earlier curriculum guidelines that teachers should “employ a variety of teaching methods (e.g. draw upon learners’ existing knowledge... give constant feedback and use IT) to enhance interactive learning” (The Curriculum Development Council 2002, p. 100). Since technology was not available for some of the schools to use, the pedagogy of teaching as well as the opportunity for teachers to include authentic texts may have been rather difficult.

2.2 Before Web 2.0

The term ‘Web 2.0’ was coined by Dale Dougherty in 2004 and whilst the definition of this term is still controversial, it is general accepted that ‘Web 2.0’ signifies “a more socially connected Web in which people can contribute as much as they can consume” (Anderson 2007, p. 4). Examples of Web 2.0 would include blogging websites or sites such as ‘Wikipedia’.

Prior to this capacity to create and share information on the internet, one of the earliest and most prominent authentic non-print educational related text was *Sesame Street*, which was a children's educational program that first broadcasted on television in 1969. It was first noted in the premiere episode that the producer's goal in creating *Sesame Street* was to merge "the addictive qualities of television and do something good with them" (Davis 2008, p. 8). Over a period of time, the producers of *Sesame Street* revised their goals and established their new mission to "prepare all children for school, including those children who might otherwise be considered at risk" (Fisch 2000, p. 17), as some of the students from lower socio-economic background may not have the financial capabilities to pay for school tuition. However, it was argued by Cook et al. (1975) that since television can be accessed easily by the general public, whether this may be in their own or neighbor's home, their intent was to offer educational experiences for the viewers of *Sesame Street* but "to pay special attention to the needs of underprivileged children" (Cook et al. 1975, as cited in Fisch 2000, p. 17).

In a study conducted by Ball and Bogatz (1970), the effects of the sustained viewing of *Sesame Street* for one season was explored. Within the study, 1000 children, most considered to be from underprivileged background, aged 3 to 5 were categorized into two groups, encouraged or not encouraged to watch *Sesame Street* at home or at school. The participants were tested on a range of topics some of which included their knowledge of the alphabet and numbers, names of body parts and many more before and after a 26 week exposure to the educational program. It was concluded that students who were encouraged to watch *Sesame Street* produced

the better results in both the pretest and posttest compared to those who were not encouraged to watch. Whilst this study may not be as reliable considering the available technology children are surrounded by nowadays, this study is highly reliable in the sense that it strongly suggests that the use of authentic non-print texts within classroom teaching may bring positive effects in aiding students to learn.

In a subsequent study also carried out by Ball & Bogatz (1970), they reassessed 283 of the students who took part in the first study and half of them were already attending school. The researchers asked teachers to rate their students', without any knowledge of who had been watching *Sesame Street*, on various aspects ranging from their attitude towards school, verbal readiness and the students' relationship with their peers. From the teachers rating, researchers found that students who had been watching the educational programs were rated as better equipped for school than those who did not watch. In addition to this, the ratings also revealed that *Sesame Street* watchers were relatively more interactive and intrigued to learn in school. This study provides insight to the function of authentic texts in the classroom as it seems to suggest that the prolonged exposure to authentic texts not only helps in their school readiness, it may also have an impact on the students' own attitude towards learning.

2.3 Post Web 2.0

Since Web 2.0 was established and popularized in 2004 and because children are surrounded by a countless variety of electronic devices at home and at school,

students do not necessarily need to rely on educational programs such as *Sesame Street* in the past. Instead, students and teachers are able to access the internet to search for computer typed texts, songs, magazine and many more. It is argued that IT provides “an array of tools for acquiring information, and for thinking and expression” (Dwyer 1994, p. 51). One example of an authentic non-print text would be *YouTube*, which has become a phenomenon since it was founded in 2005.

YouTube is an online video-sharing website that allows the general public to upload, view and share video clips with its genre ranging from songs to movie trailers, animations, children’s show and many more. On account of the limitless amount of videos that are available on the *YouTube* database, it has become a potential website for language teachers to visit as they may use various kinds of videos from this website within their teaching. The adoption of *YouTube* is perceived to be useful for students’ learning as it stated by Balcikanli (2009), it is most beneficial for students to be exposed to real life language and moreover, it will allow teachers to “make the learning process more meaningful, more fun and more independent” (Balcikanli 2009, p. 91).

In Hong Kong, the government has launched three phases of the implementation of IT within education since 1998 and in their first phase as according to Education and Manpower Bureau (2005), it was recorded that 96% of the teachers would report using IT within schools although it was reported that the “actual classroom use of IT is still more related to teacher-centred rather than student-centred learning” (Education and Manpower Bureau 2005, p. 4). The Bureau also uncovered from focus group interviews with students that “their

teachers nearly always used IT for presentation instead of allowing the students to have hands-on use.” (Education and Manpower Bureau 2005, p. 260). The data would indicate that whilst IT is included as part of the school’s teaching resources, the intended usage of IT is still uncertain since teachers are reported to be using IT within the class in the incorrect format.

2.4 Authentic Text on Language Learning and its place in the Hong Kong Educational System

It was stated by Lin (2004) that authentic materials have a motivating effect on learners and this was supported by Berardo (2006) where it was suggested that authentic texts has the ability to motivate and allow students to feel a sense of achievement therefore it may nurture them to be more able to cope with different situations they may face. Besides from that, authentic materials “show the students the real samples of language as used by native speakers” (Baghban & Pandian 2011, p. 6) hence all of these studies perceive authentic texts highly important and that it should be promoted within the educational curriculum.

Focusing on Hong Kong, the internal and external summative assessments seem to dominate over the educational system even in the primary sector as it is stated that “Hong Kong is still struggling to bring AfL [Assessment for Learning] to fruition” (Berry 2011, p. 207). Despite the curriculum development council’s effort to “make use of open-ended tasks; motivate learners by attending to their affective needs...” (The Curriculum Development Council 2002, p. 101), Hong Kong is still as Hui & Forestier (2003) reports, maneuvered by high-stakes

examinations that will usually occur throughout and at the end of every academic year. Since the educational curriculum is heavily driven by the high-stakes exam culture, it would imply that there is a lack of attention placed on the process of learning and this would include the various techniques that can be induced when teaching.

Apart from questioning the design of the curriculum, teachers' perspective towards the place of authentic texts on language learning within the educational context also come into play. It is identified by Underwood (2002) that mostly all teachers would know that television and computer based activities will increase the students' level of motivation as well as their success towards learning, "a single video and a group of learners it is somewhat more difficult to individualize" (Underwood 2002, p. 6) and this would be due to the need for the teacher to ensure that both the authentic text and the in-class activities should be cognitively demanding enough for the students' level of education.

Consequently, the role authentic texts play and its place in the society is, to a certain extent, dependent on the teacher's perception and acceptance towards the use of such texts.

2.5 Issues and Challenges to be Considered

Based on the literatures on authentic texts such as Berardo (2006) and Balcikanli (2009), it seems to suggest that these texts have a beneficial role within the educational society and this can be further supported by the researches that were

conducted by Ball & Bogatz (1970). In spite of this, the cultural background of these studies should be taken into consideration as the researches took place in America and therefore, it may be unreliable to generalize the findings from these research since the cultural background and upbringing of the children in Hong Kong are vastly different.

Furthermore, limited research conducted on the function of authentic texts are available in the context of Hong Kong and in addition to this, whilst the existing researches has shown positive output in regards to the students' attitude towards school, further details such as their performance within their language lessons or their behavioral changes are needed to further understand the value that should be placed into authentic texts. Due to this reason, the findings from the existing researches will also aid me in bridging the gap between the Education and Manpower Bureau's policy on the usage of IT and the genuine inclusion of authentic texts in teaching and learning.

Chapter 3: Methodology

3.1 Research Framework

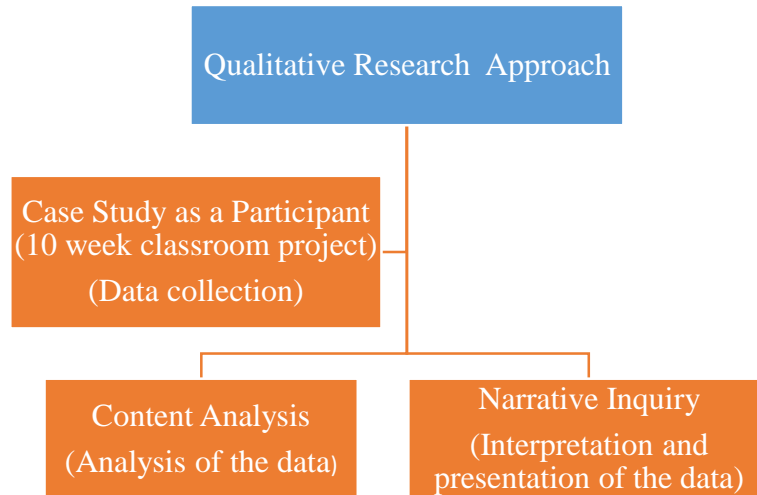


Figure 1. Diagram of the research framework

3.1.1 *Qualitative Research Approach*

In order to provide an answer to my key research question, which is to predominantly determine whether or not implementing various kinds of authentic non-print texts within English lessons can motivate students into learning English, it was decided that my study would be conducted through a qualitative research approach. Qualitative research approach as according to Family Health International, Woodsong, & Mack (2005) “seeks to understand a given research problem or topic from the perspectives of the local population it involves” and it also offers “complex textual descriptions of how people experience a given research issue” (p. 1). Unlike quantitative research where one would, as mentioned by

Patton & Cochran (2002), attempt to establish a causal relationship between a research hypotheses with the phenomena, the qualitative approach focuses on describing and explaining the relationship between the research questions and the phenomena.

This research approach was deemed most suitable for the nature of my study since I am able to focus my study on the ““human” side of an issue” (Family Health International, Woodsong, & Mack 2005, p. 1) which would explore the participants’ change in behaviors and teachers’ belief and opinion towards the use of authentic texts, rather than collecting and analyzing quantitative data. Another reason for adopting this approach is that the data that was to be collected should be genuine and authentic rather than set up an experiment which may as Cohen, Manion & Morrison (2003) points out, lead participants to distort or deliberately provide the desired or undesired results.

As seen from *Figure 1*, whilst the whole study is based on the qualitative research approach, several qualitative research methods are adopted to collect data as well as to interpret and analyze them. A case study of one class within my teaching practicum school will be conducted as part of the data collection stage in which the data that is collected will be analyzed through the content analysis approach. Thereafter the findings and interpretation of the data will be discussed by the means of a narrative inquiry.

3.1.2 Case Study as an Approach for Data Collection

For the main part of this study, a case study will be conducted on my students in the primary 1E class. Case studies are, to some extent, similar to stories in the sense that it captures the “unique example of real people in real situations” (Cohen, Manion & Morrison 2007, p. 253). Robson (2002) also noted that case studies emphasizes on the analytical aspect of the data rather than the statistics as the information extracted from the case study may allow other researchers to understand similar cases or phenomena.

Case study is chosen as the main method for the data collection stage as the benefits of case studies would be that it “can be a good opportunity to highlight a project’s success, or to bring attention to a particular challenge or difficulty in a project” (Neale, Thapa & Boyce 2006, p. 1). Another reason for using case study is because in this study I am both a teacher and as noted by Cohen, Manion & Morrison (2003), I will also be a member of the participants’ group since I will be studying them simultaneously. The method of case study will greatly increase the amount of data I collect as I will acquire first-hand data from teaching and observing the students over a period of time.

During the 10 weeks of conducting the case study, a range of methods will be implemented to collect the necessary data and these methods would include participant observation within class 1E, teacher questionnaires, lesson plans and post-lesson reflections.

3.1.3 Narrative Inquiry as an Approach for Data Interpretation and Presentation

After the data has been analyzed, the findings and interpretation of the findings will be presented via a narrative inquiry approach. This method is defined as the “interdisciplinary study of the activities involved in generating and analyzing stories of life experiences and reporting that kind of research” (Schwandt, 2007, p.204). Connelly & Clandinin (1990) also remarked that “the study of narrative is the study of the ways human experience the world” (p. 2).

One of the most distinctive features of narrative inquiry and the reason for adopting this method for the discussion of my data, would be that the narrative inquiry provides the opportunity for me to report the findings from the study through the participant’s lived experiences as well as my own observations over a lengthy period of time. Within the lived ‘stories’ contain the answers to the key research question as well as evidence to support the phenomena or highlight the issues that may surface from the data collected.

Apart from that, another reason for using narrative inquiry is that as mentioned in the case study section, I am both the researcher and a participant therefore, it would be more suitable for this study if it was written from a student-teacher’s perspective rather than solely from a researcher’s standpoint. The reason for this being the study “makes use of teacher stories as a source of knowing and as a way of bringing about changes both in themselves and in their teaching practices” (Johnson & Golombek 2002, p. 9).

3.2 Data collection

3.2.1. Questionnaires

The main focus of this study is to explore whether the inclusion of authentic non-print texts within the students' English lesson will motivate them to learn with more interest however, it is also important to look into the teachers' perceptions towards authentic texts. In order to acquire this information, a semi-structured questionnaire (see Appendix A) is designed specifically for the local English teachers to complete. Since the purpose of the questionnaire is to find out the teachers' personal opinion towards authentic texts as well as its function in education, a semi-structured questionnaire would be considered as the most ideal format since it "sets the agenda but does not presuppose the nature of the response" (Cohen, Manion & Morrison 2003, p.248).

Within the questionnaire, a mixture of open and closed ended questions are included, with the response modes ranging from rating scales, multiple choices and open ended responses. The use of closed ended response modes such as the rating scale focuses on collecting the teacher's own practices of using authentic text in their own classes as well as their belief towards the extent of usefulness authentic texts offer. As for multiple choices, some of these questions permit teachers to select up to three different answers as they focus on the uses and functions of authentic texts in the classroom.

3.2.2. *Observation Notes, Lesson Plans and Reflection Journals*

During the ten weeks of the teaching practicum, field notes of the school's English syllabus, existing teacher's pedagogy of teaching, teacher's administrative work and the students' performance in their English lesson will be taken note of and typed up on a document (see Appendix J, Observation Notes.docx). The use of field notes will be advantageous for this study as Cohen, Manion & Morrison (2003) have mentioned, these notes can be written during the observation or after it has ended. By doing so, a comparison of the before and after effects of implementing authentic texts can be observed.

In addition to the observation notes, lesson plans for teaching class 1E will be designed as a record for how various authentic texts are implemented within different lessons (see Appendix J, Lesson Plans.docx). Lesson plans are vital in this study's data collection as it contains a documentation of the changes in the teacher's pedagogy of teaching, the pace of the lessons and the difficulty of the lesson tasks.

Lastly, my post-lesson reflection will be the final type of data that will be kept (see Appendix J, Post-lesson Reflections.docx). These post-lesson reflection includes my afterthoughts towards the lesson that had just been completed. This would be written from my own perspective and would include information such as the overall effect of the lesson, the performance of the students as well as the strengths and weaknesses of the lesson. Such reflections observational data may be useful "for recording non-verbal behavior, behavior in natural or contrived

settings, and longitudinal analysis” (Bailey 1994 as cited in Cohen, Manion & Morrison 2007, p.397).

3.3 Data analysis

The data collected from the study will be analyzed through content analysis. This approach allows me to process the questionnaire data and from it, deduce a summary by reviewing each questionnaire then “code them and place them into categories” (Cohen, Manion & Morrison 2007, p.476). The categorization of the responses will allow me to find out the similarities and differences among the teachers’ opinion towards authentic text. Furthermore, the use of categories will enable the data to illustrate the functions of authentic text within teaching that are more prevalent amongst the teachers.

As for the observation notes, lesson plans and post-lesson reflections, since they are not empirical data, these data will be reviewed with much detail in order to identify critical incidents that may provide further insight in responding to the research questions.

3.4 Ethical considerations

Anonymity of the participants and the confidentiality of the case study school are the key ethical issues that needs to be taken into consideration. It is ensured that all identities and other identifying characteristics of the student participants from Class 1E will be kept confidential and in addition to this, teachers

who participate in the questionnaire will also have the option to whether or not they would like to take part in the questionnaire by completing the consent form (see Appendix B).

3.5 Limitations of the study

3.5.1 Limitations with the Nature of Narrative Inquiry

Whilst narrative inquiry is able to allow me to conduct the study as the role of a student-teacher and report findings through first-hand experience of teaching, the narrative inquiry method may have their drawbacks. One of the main restraints would be the subjectivity of the data that is collected. Since a large proportion of the data collection is based on my observations during the process of teaching, the interpretation of the data may be biased since a halo effect may take place, where I may be “selective in subsequent data collection or may bring about a particular reading” (Cohen, Manion & Morrison 2003, p.157).

In order to avoid the research to become a self-fulfilling prophecy, while conducting the teaching and observation process, I should include an additional external observer to examine the changes in the students’ attitudes towards learning English. By doing so, it increases the level of reliability and objectivity since my views can be compared with the external observer.

3.5.2 *Absence of Quantitative Data*

One of the major limitations with this study would be that there were no quantitative data collected from the students in the teaching practicum school due to some complications within the school administrative team. The absence of factual data would decrease the level of reliability of this study as there is not a standardized method of interpreting the students' change in motivation or their overall attitude towards learning over the 10 week period.

In order to address this issue in the future, video recordings of the teaching lesson should be recorded so as to obtain tangible data to assess the transition of the students' attitude towards learning with the aid of certain authentic texts. The video recordings will also allow researchers to seek out rich insight as to how authentic texts can be adopted within the classrooms.

3.5.3 *Absence of Qualitative Teacher Interviews*

It was intended that the teachers who completed the questionnaire would also take part in an interview but because many of the teachers in the practicum school was occupied with countless other tasks, the prime data collected from the teachers were mainly limited to the completed questionnaires although there were very brief informal conversations regarding their views towards the use of authentic texts. Interviews are an integral part of the study from the student-teacher's perspective as it sheds light on the teachers' "beliefs about facts; identifying feelings and motives [and] eliciting reasons and explanations" (Silverman 1993 as

cited in Cohen, Manion & Morrison 2003, p.146). Because of this, to increase the reliability of the study, qualitative interviews should be conducted with the teacher participants.

Chapter 4: Findings and Evaluation

4.1 Motivation to Learn English

Authentic non-print texts were implemented in 8 of the 11 lessons as part of my teaching materials throughout the 10 weeks of teaching practicum within class 1E. One of the main authentic non-print text that was used was YouTube video clips (see appendix C) and at the beginning, students in my class were very excited and nearly all of them viewed it more for entertainment purposes therefore they would discuss what they saw with their peers in Cantonese. This could be seen from an excerpt from the post-lesson reflection journal (see appendix D):

“...nearly all the students were saying different things such as “oh look! A mouse!”, “You see that house? My house is bigger!” in Cantonese to their peers around them.”

When I asked them follow up questions related to the clip, the majority of the students were unable to provide me with an answer since this concept of teaching was extremely new to them. This is demonstrated from the reflection journal (see appendix D):

“...it occurred to me that despite their positive reaction to the song, they weren’t able to answer some of the questions. For example, after the first chorus, I asked my students after all of them told me they saw a mouse in

the clip, “where was the mouse?”, the whole class went quiet and the answers that I got ranged from “the mouse is dirty” or “I see fish too”.”

However as time progressed and because there were follow up activities related to the video clips, I noticed a shift in the students' perspective towards learning English.

After a period of including YouTube clips as part of my teaching material, I noted down in my reflection (see appendix E) that I noticed when the students watched the video, some of them would repeat some of the words they can hear, others would imitate the cartoon character's facial expressions or gestures.

“As soon as they saw the lion, nearly all of the boys in the class, including some girls imitated the sound as well as the actions of a lion.”

In addition to this, there was also a change in the participation rate within the classroom compared to at the beginning of the practicum. I wrote in my final lesson reflection (see appendix F):

“It was evident that all the students were participating in the exposing stages of the lesson since the majority of the students were constantly making an attempt to respond to my questions.”

Students were gradually becoming less introverted and was slightly more willing to contribute their ideas to the class. It was also noticed by my mentor that students began to sing the song even when they weren't having their English

lessons as I was informed that “the children would sing the preposition song during recess or when they are in their last period (class teacher lesson)” (Ms. Lee). In addition to this, there was also a change in the students who were less able. I observed that students who were less able began to show more interest towards their English lesson, for instance (see appendix G):

“...during the song, I saw George, Betty and two other weaker students singing and imitating gestures in the song. They acted along when the bear appeared in the video...”

These students became more interactive with their peers, showing signs that they were willing to work with their peers in group work. For one of the lessons after they listened to the “Animal Bus” song (see appendix C), as part of the post video activity, I asked them to write an animal riddle in pairs (see appendix H) as and within the reflection journal (see appendix I), the result of this pair work writing task was as follow:

“This activity was probably one of their best writing tasks as the students were all engaged in discussing the animals they wanted to write about and in addition to this, they would help each other out by correcting spelling, drawing pictures and reading through their sentences.”

For students who were more able, they showed increased attention span and accuracy rate in both spoken and written answers. This was observed from the responses that were elicited from them as well as their in-class work and homework.

The most significant event that demonstrated my students were motivated to acquire the second language was when they completed the term test, which included the two units that I taught during my practicum at that school. Test results revealed that the majority of my students answered test questions related to the units that I taught more accurately than the other units that they have learnt previously. The observations noted down as well as the test scores from the students' term tests seem to suggest that effects authentic texts offer seems to positively impact the students' motivation to engage themselves within the class.

4.2 Educational Values of YouTube Clips

Whilst one of the main purposes of adopting YouTube video clips in the classroom is to scaffold the learning of the students, these video clips may also serve for many other intentions. Results from the questionnaires (see Appendix J, "Teacher Questionnaire" folder) completed by the in-service teachers at my teaching practicum school has revealed that from their perspective, the top two educational values of utilizing YouTube clips within English lesson would be to increase participation rate and encourage learning outside of the classroom context.

4.2.1 YouTube Clips on Increasing Participation Rate

The inclusion of authentic texts helps in increasing the participation level within the classroom. After talking to some of the teachers regarding their views,

some of them mentioned that if teachers are able to include authentic texts within their everyday lessons, students will not only be more interested in learning but it allows them to connect the authentic text to what the teacher is talking about therefore students will be more willing to participate in answering questions or completing in-class activities.

Other teachers added that students nowadays exist in a world where they are surrounded by various kinds of technological devices starting at a very young age. Not only do they rely on these devices for entertainment purposes, students are able to access all kinds of information and educational materials with them. Due to this reason, when teachers only adopt the use of textbooks or other one-dimensional activities such as worksheets to conduct their lessons, students may easily feel detached from the lesson. If a short YouTube clip is included as part of the teaching, the effects changes drastically as students will be more motivated to engage themselves in the lesson.

4.2.2 YouTube Clips on Encouraging Learning Outside of School

Many of the teachers also noted that authentic texts such as YouTube clips can encourage learning outside of the school context. When asking my mentor about her views on this aspect, she believed that this was especially the case for Key Stage 1 students. Since students at this level of education is still very young, teachers do not need to prepare them for external examinations nor will their parents enroll them to an excessive amount of extra-curricular classes. Because of this,

when students are exposed to a certain YouTube clip, for example a song, during class, the teacher can provide them with a link in which they can access to when they reach home. This would signify that the process of learning will not be halted when the English class is over but rather, it can be seen as a continuation from what they are learning at school.

Moreover, she expressed that when the learning of English does take place outside of the classroom, students are provided with the opportunity to utilize the target language learnt within the classroom in an authentic manner, allowing them to more proficient in their second language.

4.3 Practical Limitations

From analyzing the questionnaire, it clearly indicates that teachers mutually agree that the use of authentic non-print texts are beneficial for students' academic development, however, many of the teachers have reflected that the actual practice within the classroom differs from the ideals. From the brief conversations with some of the teachers, I found that they all share common reasons for not being able to include authentic texts as part of their teaching materials and they would include the inflexibility of the existing English syllabus at school and the added workload to the teacher's schedule.

4.3.1 Authentic Materials VS. Inflexibility of the School's English syllabus

From the responses in the questionnaire, one of the main limitations for adopting authentic texts within the teaching would be there is not enough time for teachers to include authentic texts within the lessons due to the restricted syllabus at school. I was informed by my mentor that every week, English teachers are required to attend three meetings, one of which is called the 'progress checking meeting'. Within this meeting, the panel head will go through each class of every year group to take note of where teachers are teaching up to within the syllabus. If in any case there is a teacher that is too far along or is trailing behind, the teacher will be notified by the panel head.

This would provide insight to the contradictory responses from the questionnaire and from direct conversations as it seems apparent that whilst the participant teachers have intentions of inducing authentic texts within their lesson, they are faced with the dilemma of and restricted by the school syllabus as it places strong emphasis in preparing students for upcoming term tests or other external exams.

4.3.2 Authentic Materials VS. Added Workload for Teachers

It was also noted by some teachers that there is an added pressure and workload to find authentic texts to incorporate into the lessons. Many of the teachers admitted that they would avoid giving themselves extra tasks to carry out

given that they all have multiple different roles to take up during school hours. One teacher in particular, explained that she was a fresh graduate of two years and have worked in Blue Hill Primary School since her graduation. She expressed that she feels as though the knowledge she has acquired during her Bachelor of Education program such as the use of different methods to teach or the inclusion of authentic task designs is only short lived as the school based syllabus, the administrative work and the other teachers she is surrounded by heavily influences her own philosophy of teaching. This was an extremely significant finding as it sheds light on the interpersonal issues that in-service teachers are dealing with and while this may only be one certain individual's opinion towards the underpinning reason for the lack of authentic texts included in lessons, this view may be resonated by more individuals if the research was to be conducted once again.

Several teachers pointed out that when they find new authentic resources that can be used to aid teaching, they are also required to brainstorm various kinds of approaches to introduce the authentic text and also some follow-up activities that can be carried out with the class. Due to all of the additional preparation work that teachers have to carry out, most of the teachers decided that it would be more convenient to adapt the content found within the textbook to carry out the lessons.

4.4 Critical Incident 1 – Preposition Song

For one of the units, students were to learn the prepositions 'in', 'on' and 'under' and when I first came across this session, I thought this grammar item could

be taught through a visual interactive lesson, such as placing an object into the its position through listening to the teacher's instructions and in addition to this, each preposition would have their own gesture. When I implemented this activity, students were extremely confused with the activity and despite the fact they were exposed to the three propositions, the majority of the students forgot the three words by the next lesson. This signaled me to reconsider the method as to how they can learn more efficiently.

Since this grammar item was an abstract concept for my P1 students to grasp, I decided to teach these prepositions through the means of a song. This song that was found on YouTube was extremely suitable for my students as the lyrics in the song matched not only the propositions they were supposed to learn but also the sentence structure, "where is the...?". When the song was played to my students in the next lesson, it was evident from their first reactions of watching the clip that they were intrigued with the song. Not only were they trying to sing along to the video clip, when I asked them about the locations of the animal in the song after the video had ended, the majority of the students were able to respond using the appropriate preposition. Furthermore, it was observed that the speed in which the students completed the in-class exercise and the accuracy of their homework worksheets increased significantly.

However, what struck me the most was what happened the day after I had taught my class the preposition song because nearly all of the students in my class were either humming the melody or singing the lyrics to the preposition song. When I revised the prepositions using the same song, everyone in the class began

to sing along with the video. Not only were they singing during the class, when they were in the playground during recess, other teachers reported hearing a group of students singing an English song that had the prepositions ‘in, on and under’ as part of the lyrics.

4.5 Critical Incident 2 – My Experience of Teaching George

During my teaching practice at this school, there was a boy called George who was considered to be one of the less able students within the class due to his lack of participation during class as well as the low test scores. During the first two weeks of the practicum, I noticed that he was a rather introverted boy yet at the same time, he would be immensely interested in the animations on PowerPoint slides or music such as the ‘Preposition Song’.

As I got to know my students better, I noticed that George would voluntarily distance himself from the lesson and this was demonstrated through his off-task behaviors such as reading comic books in during class or playing with his stationary. When I approached him and encouraged him to complete the tasks, he would often just glance at the work and then go back to reading his book. His in-class behavior was regarded as bad attitude by many different subject teachers and at the beginning, I refused to accept this conclusion although I became more susceptible as time progressed.

A few days later, I tried using the ‘Preposition Song’ to teach my students the prepositions and when I first played it to them, the first thing I noticed was that

George immediately showed great curiosity to the video clip. He was one of the first students who began to call out the animals or objects that were animated within the song. Apart from that, he would also attempt to answer the questions before the song would reveal the answer, an example of such would be in the first verse of the song, the song would start off with "where is the mouse?", after George identifies the mouse, he would respond aloud, "in the house!". However, when the focus shifts back to completing certain worksheets, he would gradually return back to his old habits although the frequency was becoming less.

Towards the end of the practicum when a new unit related to animals was taught to my class, the change in George in terms of his attitude towards learning English improved significantly. He became much more interactive during class time, frequently contributing his ideas to the class and when it came down to completing worksheets or other homework exercises, the quality of work increased massively. One example would be when my mentor assigned the class to complete a short writing on their favorite animal as a conclusion to the unit. Despite the fact that there were spelling and grammatical mistakes within his writing, the written language he produced as well as the quality of work was much more detailed compared to the previous written tasks he completed. Not only that, in addition to his writing, he also decided to illustrate his favorite animal by replicating a picture of a shark that I had shown the class at the very beginning of the unit. I was also informed by my mentor after the term test was completed that he scored the second highest in the whole of Primary 1 and the first in class 1E. This result was, according to my mentor's word "completely unexpected but pleasantly surprising".

George's journey of learning was especially memorable because it suggested that the preconceptions the teachers and I had towards him all along was incorrect. George was most certainly not a student who had a bad attitude. His experience of learning during the 10 weeks allowed myself and my mentor to understand that the underlying cause for his frequent off-task behavior was due to the pedagogy in which the teacher adopted to teach the class.

These two critical incidents were especially substantial to my research as it offered me first-hand experience in adopting authentic non-print texts to conduct a series of lessons across one to two units. Moreover, the findings from these two particular incidents contribute to the conclusion of the research question as authentic texts such as a YouTube video clip can greatly impact the students' motivation to learn English. Although the highlighted incidents cannot provide a definite answer to the research question due to the fact that the research was based on one single class, it can provide indication that the use of authentic texts may affect students' learning in a positive manner.

Chapter 5: Implications and Conclusion

In this final chapter, the implications obtained from this study will be discussed followed by the limitations and suggestions for further research in this area of study. Thereafter, I will give recommendations for the Education Bureau, school administrators, teachers as well as student teachers and finally a conclusion to my research.

5.1 Implications

5.1.1 Authentic Texts V.S. Textbook and Exam Oriented Culture

The positive effects authentic texts may offer towards teaching and learning have been established and in addition to this, the study has also shed light on the teacher's internal struggles to strike a balance between the use of such authentic texts and the English syllabus they are required to follow. A possible underlying source for this struggle and the contradiction in the teachers' opinions with their actions may well be related to the fact that the educational system is heavily influenced by textbooks and exams.

As mentioned in chapter four, the 'progress checking meeting' teachers are required to attend clearly illustrates that the English syllabus within this case study school is driven by a rigid set of guidelines. There is also the need to fulfill the requirements within a period of time in order to be prepared for any upcoming examinations, which correlates to what Hui & Forestier (2003) has found within

their research. The findings from the study would imply that both the educational system and the school administration team should reevaluate the importance of the process of learning, which includes the use of authentic texts rather than the product of learning, which is to undergo various examinations.

5.2 Limitations of this Study

Reflecting upon this study, whilst it may have provided insight to the function of authentic texts in the classroom, further research is necessary in order to establish a definite relationship between the use of authentic texts and students' motivation to learn English. This study only focused on one class and due to the small sample size, it is rather difficult to base the findings on solely this class to generalize the findings to the larger community. In addition to this, this research lasted only for around 10 weeks and although there were significant changes in the students' attitude to learning, a longitudinal study should be conducted to determine the relationship between authentic texts and learning.

Asides from this, as mentioned in chapter 3, because of the teachers' tight schedules, this study lacked qualitative interviews and as a result to this, the data collected from the questionnaire and the brief conversations between myself and some of the teachers may not be as reliable. The inclusion of qualitative interviews with the teachers is important in this study since it not only increases the validity and reliability of this study, it also allows researchers to view the findings from the perspective of the individuals who will be most affected by this issue, the teachers.

In brief, with the addition of a longitudinal research, qualitative interviews with the aid of some quantitative data in the research on this issue, it may allow future researchers to provide further suggestions to the changes that should be implemented by the Education Bureau as well as within the school administrative system in regards to the inclusion of authentic texts.

5.3 Recommendations

5.3.1 Educator to Education Bureau

From the findings in the post-lesson reflections provides a comparison between the student's attitude and motivation towards learning before and after authentic texts were incorporated in my lessons, I would make two suggestions that the Education Bureau may take into consideration.

First and foremost, the bureau should continue to further the development of the use of IT within school. Significant progress have been made since the first phase of research was conducted in 1998, however, more emphasis should be placed on the different methods in which authentic texts can be incorporated with the aid of IT. Second, the Education Bureau should promote the use of authentic texts through government funded workshops, allowing teachers to grasp a better understanding towards the function of authentic texts, how it may be personalized to suit their own teaching style as well as the array of methods it can be adopted within their lessons.

5.3.2 *Educator to School Administrators*

The role of the school administrators is to ensure that students are provided with a high quality learning experience and in order for that to take place, teachers should be continuously offered with different workshops to help develop their own teaching. Professional development workshops on the usage of authentic text would be an example of one type of workshop, which can be easily arranged by the school administrators. Teacher training should also be provided to ensure the quality of teaching among teachers and simultaneously, equip teachers with the necessary knowledge regarding authentic texts. The school may also wish to organize special workshops where it allows teachers to share their own experiences of adopting authentic texts within their own teachings, enabling teachers to learn from one another.

5.3.3 *Educator to Teachers*

Whilst the workload for teachers should not be underestimated, teachers should bear in mind that the adoption of authentic texts within teaching does not necessarily imply that more time has to be spent on preparing the lesson. As seen from my lesson plans during the 10 week practicum, not only was I able to incorporate authentic texts into own lessons, I managed to satisfy the school's English syllabus guideline and completed the two units within the time frame. This

shows that the inclusion of authentic texts within lesson does not require an excessive amount of time to plan since teachers are using them as a teaching tool to aid the students' understanding. It is also important for teachers to maintain open communication with each other regarding the use of such texts within their English lessons so that there is a mutual understanding of how they can intricately induce authentic texts into the different units.

5.3.4 Educator to Student-teachers

One common encounter that would most likely be shared by many student-teachers during the study of becoming a prospective teacher would be the gap between the pedagogies learnt and the actual practice within a teaching practicum school. I would admit that I also had these perceptions however after conducting this study, I realized that the gap can be easily merged together through creativity and perseverance.

During the course of my study as well as the teaching practicum, I encountered numerous setback on several occasions regarding my teaching pedagogy. In spite of those incidents, I persevered and continued to use songs and video clips to teach my English lessons and at the end of the practicum, the impact that I made towards class 1E was very apparent.

This study has allowed me to realize it is important to become the change agent and to make a difference within your own classroom and this process should start during our teaching practicums since we are given more autonomy and

flexibility to be creative as to how the lesson should be delivered. Student-teachers should not allow the boundaries set by the school to restrict their own philosophy of teaching and should place the focus on aiding students to learn at their optimum.

5.4 Conclusion

The results and observations extracted from this study has illustrated a significant improvement in the students' motivation towards their English lesson and hence it supports the claim that authentic texts do have a standing in Hong Kong's educational system. As this case study only focused on one class, more research should be conducted in this field to fully establish the relationship between authentic non-print texts with students' motivation to learn. Walking away from this study, I hope that this case study and my reflections have inspired current in-service teachers and student-teachers to perceive authentic texts as a tool for teaching rather than an obstruction in teaching. It is also hoped that the change in teachers' attitude and practice will gradually enable the Educational Bureau to reconsider the status of authentic text within the field of education.

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Appendix A

Teacher's questionnaire on their opinion towards authentic texts.

1. Which of the following would you classify as 'authentic text'?

(You may circle more than one.)

Magazines

Story books

Poems

Journals

Educational Television (ETV)

YouTube videos

Others: _____

2. Are authentic texts important as part of your teaching strategies? (If '1' please answer Question 4 also.)

Extremely important

Quite important

Not at all

5

4

3

2

1

3. How often do you include authentic texts within your lessons? (If '1' please answer Question 5 also.)

All the time

Occasionally

Not at all

5

4

3

2

1

4. What is your main reason for not using authentic texts as part of your teaching strategies?

5. What is your main reason for not including authentic texts within your lessons?

6. How are authentic texts used within your lessons? (Please circle/write down the TWO main methods you adopt)

- | | | |
|-------------------------------|----------------------------------|----------------------------------|
| Solidify teaching contents | As a comprehension activity | Summary to a unit |
| Integrated in writing classes | Exposure to different text types | Other learning experiences (OLE) |

Others: _____

7. To what extent do you think authentic texts benefit student's learning?

- | | | | | |
|-------------------|----------------|------------|---|---|
| To a large extent | To some extent | Not at all | | |
| 5 | 4 | 3 | 2 | 1 |

8. What are the THREE most important purposes of using authentic texts to teach? Please circle *three* only.

- | | | |
|------------------------|-----------------------------------|----------------------------------|
| Entertain | Pass time | Motivate learning |
| Increase participation | Arouse student's interest | Encourage learning out of school |
| Extended knowledge | Conclude one section of the class | Use extra resources |

This is the end of the questionnaire. Thank you for participating!

Appendix B

Questionnaire consent form for teachers.

THE UNIVERSITY OF HONG KONG

Faculty of Education

February 27th, 2015

To whom it may concern,

Exploring the effectiveness of using authentic non-print texts as a teaching resource to motivate primary students to learn English

As part of my B.Ed. degree I am required to conduct a small-scale study regarding the effectiveness of using authentic texts as a teaching resource to motivate primary students to learn English. This is a case study and will involve one class of students that I will be assigned to teach during the practicum. This study also requires teachers to take part in completing a questionnaire.

According to the University's policy on the ethical conduct of research, I am writing to ask your consent for these procedures.

This set of questionnaire will be distributed to the English teachers in the school to find out their opinions towards authentic texts. Teachers may complete them in the staffroom and return upon completion. These questionnaires will be completed at the beginning of the research and will only take approximately 5 minutes to complete. All teachers will have the rights to choose whether to complete the questionnaire or not. The information collected will be treated with the utmost confidentiality and anonymity. Information will only be used for the dissertation and will be destroyed or returned to the school after the dissertation grade has been approved. Any collected data will be locked and safely stored in a USB under the file "Dissertation Data".

If you agree to these procedures, please sign one copy of this letter and return it to me. If concerns arise about this aspect of my work, please feel free to contact me (tel. 92426744), or my dissertation supervisor Dr. Cheri Chan (yycheri@hku.hk). If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee for Non-Clinical Faculties, HKU (tel.2241-5267).

Yours sincerely,

Ng Jason Cheuk Kit

Bachelor of Education (Primary English)

Faculty of Education

The University of Hong Kong

I agree/disagree to participate in the research to facilitate Ng Jason Cheuk Kit to conduct the research project.

Signature:

Date:

Appendix C

Names of YouTube Video Clips Used.

1. “In On Under – Kids English Kindergarten Songs”

https://www.youtube.com/watch?v=hx8i-Wq_jtc

2. “Learn to count 1 to 10 with Number Zoo | Toddler Fun Learning

https://www.youtube.com/watch?v=nsDanlM8_3c

3. “Animal Bus by Peter Weatherall”

<https://www.youtube.com/watch?v=IFv80jPJ-J4>

Appendix D

Post-lesson reflection for March 6th, 2015.

Date: March 6th 2015 (Friday)

Class: 1E

Time: 08:30 – 09:40

Lesson Focus: Grammar

Unit: Amazing Animals & Plants: In the Park

Today's lesson was rather different in comparison to the previous weeks or my previous experience of teaching my students. This was because I began to teach the grammar focus in the textbook through a song. The title of the song is "In On Under" and it is a children's song, teaching them about the three prepositions. These three prepositions as well as the sentence patterns that are heard in the song is identical to the sentence patterns and the grammar focus in the textbook and therefore, I decided that I would try using this song to teach my students.

Before I allowed them to listen to the song, I asked some of the students to come to board and point out the answers to my question. The reception was rather similar to the previous lessons, students were willing to come to the front of the class but having said that, a fraction of the class, especially those who are less able were sitting passively in the classroom and even when I called on them, they would refuse to try.

As the song was played to them, my mentor and I was immediately surprised at their response to the YouTube clip because not only were they making sound effects, nearly all the students were saying different things such as "oh look! A mouse!", "You see that house? My house is bigger!" in Cantonese to their peers around them. It was evident that the students were enjoying the clip and because the chorus of the song is repeated three times, some students started humming after the song whilst other simply laughed through it. After every chorus I would pause the video and ask them some check questions to see if they understood the song and it occurred to me that despite their positive reaction to the song, they weren't able to answer some of the questions. For example, after the first chorus, I asked my students after all of them told me they saw a mouse in the clip, "where was the mouse?", the whole class went quiet and the answers that I got ranged from "the mouse is dirty" or "I see fish too". This lesson has allowed me to understand my class better and have an insight to how they would learn best.

Appendix E

Post-lesson Reflection for March 17th, 2015.

Date: March 17th 2015 (Tues)

Class: 1E

Time: 13:25 – 14:00

Lesson Focus: Vocabulary

Unit: Amazing Animals & Plants: Animal Fun

Since the use of authentic texts was quite successful in the previous unit, I decided to continue experimenting with this mode of teaching for this new unit which was all about animals and numbers from 1 to 20. Since today is a single lesson, I thought that I would use another video clip to introduce the topic of animals and numbers. This again, was found on YouTube and coincidentally, it happened to be counting animals in a zoo which was the right fit for my lesson. As I tried to set up a context to the unit, I allowed students to have a general schema as to what they will be watching and learning from the clip.

After providing a brief introduction, I played the video clip and the instant reaction to this was excitement, especially the boys as the first animal that appeared was a lion. As soon as they saw the lion, nearly all of the boys in the class, including some girls imitated the sound as well as the actions of a lion and it was rather amusing since they were watching and commentating at the same time. Furthermore, as the animals appeared, the students would call out the name of the animal and again, this showed signs that they weren't just enjoying the video, they were attentive to the content of the video.

After the video had ended, I decided to ask them follow up questions since the last time I tried it didn't exactly work out. This time, I asked the students to name some of the animals they saw and nearly all the students were putting their hands up trying to answer the questions. This was a significant improvement from just one week ago since students now are more interactive with me as well as their peers. Whether the students are able or less able, all of them were participating in the lesson at every stage.

Appendix F

Post-lesson Reflection for April 14th, 2015.

Date: April 14th 2015 (Tuesday) **Class:** 1E **Time:** 13:25 – 14:00

Lesson Focus: Vocabulary **Unit:** Colours Around Me - Our Colourful Clothes

I was asked by my mentor to start the new unit for my last week of teaching practicum. This unit is about clothing items and it is assumed that students have prior knowledge regarding the target vocabulary such as t-shirt and shoes. To increase the students' motivation to learn a new set of vocabulary, it was important for me to contextualize the vocabulary in order to provide a genuine learning purpose. To do so, I decided to take my students on a journey through my 'home'. On this journey, I showed students a picture of the living room and then my bedroom and eventually I showed them the picture of my wardrobe. It was evident that all the students were participating in the exposing stages of the lesson since the majority of the students were constantly making an attempt to respond to my questions. The 'think, pair, share' method was effective in eliciting the vocabulary from the students. Once the 'tour' of my home was completed, there was a quick summary at the end of the PowerPoint slide where pictures of different clothing items are shown with the word itself hidden behind it. Students faced some hiccups in this section since some of the students were unable to pronounce or recall the name of the clothes. However due to time constraints, I made the decision to move on with the lesson since there was an activity that I really wanted to complete.

I would say that the second part of the lesson would be the area in which I would alter if I were to teach this lesson again. The main reason for this is because in the decision making activity, students are given a set of pictures with the word and they are required to decide in their groups which gender wears them. The options that they have are boys, boys and girls, and girls. The problem that occurred in this part of the lesson was that students paid more attention to the images rather than the word. The issue with this is that pictures provide students with a social meaning whilst the word itself carries an abstract meaning. Due to this reason, students were stereotyping the pictures when some

of them could be suitable for both genders. In order to avoid this situation from occurring in the future, I could either include pictures of the same clothing item for both genders (if applicable) or I could simply remove all visuals so that students are required to focus on the abstract meaning.

Reflecting on the whole lesson, I thought that my contextualization of the unit was executed rather smoothly, from beginning to the end. I managed to create a genuine context for the students to learn the target vocabulary in and simultaneously, allow them to be interested in using English to communicate with me about my 'home'.

I believe that I have learnt the most about being a teacher during my final year's teaching practicum. Not only was I able to reflect upon my teaching experiences from Year 2 and 3, I was able to make improvements on the areas of weaknesses that was mentioned to me by multiple different TP supervisors. I was told in my previous practicums that I speak too quickly and that I should be more explicit when giving instructions. In this year's practicum, I was able to successfully improve on those two areas and at the same time, I have learnt the importance to be inclusive and engaging in the classroom.

Appendix G

Post-lesson Reflection for March 12th, 2015.

Date: March 12th 2015 (Thurs)

Class: 1E

Time: 09:05 – 10:15

Observer: Ms. Lee

Lesson Focus: Grammar

Unit: Amazing Animals & Plants: In the Park

For the final lesson of this unit, whilst my class is much more familiar with the preposition they have learnt in the previous lesson, they were still lacking in the understanding of the overall structure of the preposition. This could be told by their ability to recall the lyrics of the song in a whole sentence. Students were able to remember the meaning behind the three prepositions but it seems apparent that they were unsure of where the preposition should be placed within a sentence. To help them with this, I utilized the ‘In On Under’ lyrics to help them grasp the usage of the prepositions.

By going through the lyrics without the music, the students were evidently more aware of what they were saying because there are not any visuals to distract their attention. What surprised me most in today’s lesson was that the students could sing most of the song accurately without the music at all. I was told by my mentor that “the children would sing the preposition song during recess or when they are in their last period (class teacher lesson)” and this made me feel as though I have succeeded partially as a teacher. It was my aim all along to find a method that would allow my students to learn without feeling bored or disengaged with the class and it seems to be that the use to YouTube or other authentic texts would be the answer.

I also noticed towards the end of my lesson when I told the students to get up from their seats to sing the song one last time, not only were they extremely enthusiastic, during the song, I saw George, Betty and two other weaker students singing and imitating gestures in the song. They acted along when the bear appeared in the video. Their participation within the class was very refreshing because this was the first time since I started my practicum where I see the weaker students, especially those four be willing to sing and ‘dance’ within my English lesson.

Appendix H

Lesson Plan for March 19th, 2015

Class: 1E

Date of lesson: March 19, 2015 (Tuesday)

Time: 09:05 – 10:15

Class Profile:

The class is made up of 23 students. There are 5 Primary 1 classes (1A to E) and from Primary 1 to 3, there is not ability grouping hence students in class 1E is of mixed ability. For all of these students, their first language is Cantonese and many of the students in this class **rely on their L1** (when speaking) to learn English. Several in-service teachers have informed me that class 1E is considered to be the more active class and from teaching this class, it is evident that there is a wide gap between those who are more able than others. Most of the students will make an attempt to converse with the teacher in English; others may be slightly more introverted and use their L1. In addition to this, their English teachers put students into groups very occasionally therefore when students get the chance to work in groups; they are considerably more active and energetic.

Theme or Topic: Amazing Animals & Plants: Animal Fun

Unit of Work:

Students will have some learnt knowledge of the different zoo animals as well as the use of the article ‘a’ and ‘an’. Students also have knowledge of counting from one to twenty and students have some knowledge of expressing the location of different things using prepositions (in, on and under).

Objectives:

1. Students will begin to notice the names of the animals and their pronunciation
2. Students will learn to count from 1 to 10 in chronological and reverse order
3. Students will begin to count the number of animals they see in a picture.

Language Focus:

Vocabulary: Names of zoo animals (lion, zebra, giraffe, tiger, hippo, monkey, elephant)

Numbers (one to twenty)

Anticipated problems and solutions:

Time management will be an issue. T will need to ensure that Ss are focused and on task by attempting to make the lesson more lively and interactive.

Materials:

Word slips, YouTube video, chalks

Classroom management:

The class is divided into 5 different group but they will all be sitting in rows. When group work is present, students rearrange their desks so that they are facing each other. T may need to help the students get into their groups as quickly as possible. T may also ask them to sit on stools at the front of the class.

Time	Interaction	Steps	Rationale
15 mins	T - Ss SS - T Ss - Ss	<p>Introduction to zoo animals:</p> <p>T asks Ss to tell their partner what they like/dislike about the zoo.</p> <p>T then elicits answers and interviews some Ss about the animals they can see in the zoo.</p> <p>T shows some pictures of zoo animals and asks Ss to identify them. T then tells Ss that the T wants to share another song with the Ss.</p>	<p>T establishes context at the beginning of the lesson, allows Ss to focus on the main topic of the lesson</p> <p>Adopt ‘think, pair, share’”</p>
20 mins	T – C Ss – T	<p>“Animal Bus” song:</p> <p>https://www.youtube.com/watch?v=IFv80jPJ-J4</p> <p>T plays the animal bus song to the students and tells them that they must listen carefully to the names of the animals because they will be naming them after the song finishes and the group who names the most will win the mini-game.</p> <p>T goes through the lyrics and breaks down the song chorus by chorus. T invites Ss to sing along if they know the tune after listening to it several times.</p>	<p>YouTube clip to introduce Ss to a new unit of work.</p> <p>Including ludic elements in the lesson to increase the students’ level of interest towards the lesson. Gives listening to the song a purpose.</p>

20 mins	<p>T – C</p> <p>Ss – T</p>	<p>Animal Quiz activity:</p> <p>T tells Ss that each of them are going to make an animal riddle and it will be posted on the English board in their classroom.</p> <p>T shows Ss the colored paper that they are going to write their riddle on.</p> <p>T shows one colored paper on the screen and think aloud, “I think I am going to write a riddle about a panda”.</p> <p>T asks Ss, “<i>what do you think my first hint should be?</i>” T elicits some answers and T thinks aloud and writes “It is black and white”. T then thinks aloud and writes “It looks like a bear.” T then thinks aloud and writes “You can see me in Ocean Park.”</p> <p>T checks for Ss understanding and then distributes the colored sheets for Ss to complete. T monitors and provides support to Ss in need.</p>	<p>Thinking aloud process to writing helps Ss understand what the teacher is thinking when writing. Modelling an example for the Ss to follow.</p>
10 mins	<p>T - Ss</p> <p>Ss - T</p>	<p>Homework:</p> <p>T distributes and explains homework, then elicits answers from the Ss for a few questions</p>	<p>Providing sufficient scaffolding to help the Ss understand what they need to do at home.</p>

Appendix I

Post-lesson Reflection for March 19th, 2015

Date: March 19th 2015 (Thurs)

Class: 1E

Time: 09:05 – 10:15

Lesson Focus: Vocabulary

Unit: Amazing Animals & Plants: Animal Fun

After yesterday's introductory lesson, this lesson focused on teaching students the names of the animals as well as counting numbers. It was my original plan to recycle the video from yesterday since it contained the names of the animals as well as the numbers however, I thought that whilst the video is educational, the students will more focused on the actions the animals are doing rather than listening to what they were saying. Due to this reason, I decided that I'd use another song by the same creator who made the "In On Under" song except this one was called "Animal Bus".

Reflecting on the whole lesson, perhaps the most successful aspect of this lesson was still exposing students to the unit with the use of a song. Since this song was slightly more challenging, as the pronunciation of some names of the animals are more challenging, I thought that the students would need to spend more time familiarizing themselves with the song. Turns out that was wrong because after listening to it two times, when asked to name the animals that they saw or heard in the song, the students were able to name all the animals except for the most challenging ones such as rhinoceros, although I did hear some of the students tell their peers the Chinese name for that animal.

Originally in my lesson plan, I was going to ask students to each write their own riddle however after careful consideration, this task may be too challenging for some even after the scaffolding therefore I decided that they would make a riddle in pairs. This activity was probably one of their best writing tasks as the students were all engaged in discussing the animals they wanted to write about and in addition to this, they would help each other out by correcting spelling, drawing pictures and reading through their sentences.

I have realized that the use of songs as a tool to introduce new concepts is relatively easier in terms of the process but most importantly, it seems as though the use of these texts have greatly impacted the way students perceive their English lessons.

Appendix J

CD containing Lesson Plans, Observation Notes, Post-Lesson Reflections and Teacher's
Questionnaires documents