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THE REAL THING?

AUTHENTICITY AND ACADEMIC LISTENING

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Abstract

In this paper we explore the usefulness of the criterion of authenticity for the selection and evaluation of EAP materials. These materials were specialised listening texts used on a first year undergraduate programme at a UK university. Using a student questionnaire and techniques of discourse analysis based on Halliday's concepts of field, tenor and mode, we investigated the levels of difficulty and relevance of materials using four media: published audio tapes, audio recordings of a live lecture, video materials and a short, simulated lecture by the teacher. We found that the texts which related to the students' experience and permitted learner interaction appeared to have more potential for language learning than those which merely replicated the discourse of the target situation.

Keywords: authenticity, EAP, lecture comprehension, listening, materials

Authenticity and EAP

The concept of authenticity is still regarded as a central criterion for the selection and evaluation of language teaching materials (Widdowson, 1979; Taylor, 1994; Cook, 1997). The original version of authenticity attributes a pedagogical value to there being as close a match as possible between the language and social context of the input which learners receive in the classroom and the language and social context of everyday life. Here, the term "loosely implies as close an approximation as possible to the world outside the classroom" (McDonough and Shaw, 1993: 43). This has implications for the selection of materials for language teaching within both ELT and EAP/ESP. Within ELT, authentic material is "any material which has not been specifically produced for the purposes of language teaching" (Nunan, 1989: 54). Within EAP/ESP, authentic materials are "taken from the target situation and, therefore, not constructed for language teaching purposes" (Hutchinson and Waters, 1987: 159).

The concept of authenticity has been maintained through the gradual extension of its frame of reference. Four other versions of authenticity have evolved alongside the original version of authenticity described above, which we will call (after Breen, 1985) *text authenticity*. These are *learner authenticity*, *task authenticity*, *classroom authenticity* and *teacher authenticity* (Breen, 1985; Taylor, 1994; Lee, 1995).

The term *learner authenticity* refers to materials which engage the "learner's prior knowledge, interest and curiosity" (Breen, 1985: 63). This echoes Widdowson's (1978) dichotomy between "genuineness" (text authenticity) and "authenticity" (learner authenticity).

Task authenticity reflects the purpose to which language input is put. "Tasks can be chosen which involve the learners not only in authentic communication with texts and with others in the classroom, but also for learning and for the purpose of learning" (Breen, 1985: 66).

Classroom authenticity reflects the need for the language teacher to consider "how to be authentic to the actual social situation" of the classroom (Breen, 1985: 66). Similarly Taylor (1994: 6) has argued that we "cannot just dismiss the classroom setting and all that takes place in it as being by definition artificial".

Teacher authenticity. The teacher can authenticate materials by being "friendly, understanding and sensitive to learner's needs", and by being culturally aware (Thorp and Tudor in Lee, 1995: 325). Conversely, the teacher can compromise text or learner authenticity by adopting an authoritarian role in the classroom, thereby interfering with the "genuine" response of the learner to the text (Lee, 1995).

Clearly, the term authenticity has expanded beyond its original meaning (text authenticity) to license the use of both communicative and non-communicative teaching materials in the classroom. In this the term has itself become 'inauthentic'. Its original context has been lost as the current paradigm of modern language teaching has reinstated an increasing focus on the form of language alongside its communicative purpose. Cook has also recently (1997: 224-5) questioned not only whether the exposure to 'natural' language implicit in the original version of authenticity was ever necessarily the best context for learning; but also whether focus on the form of language is as 'unnatural' as was implicit in the early orthodoxy.

When we get to EAP, the appeal to the 'natural' implicit in the original version of authenticity becomes even more problematic. Academic discourse, in the form of the lecture or the textbook, is not only removed from everyday life but is also relocated from the original habitat or research field of its topic. Basil Bernstein describes (1996: 47) how the everyday discourse of carpentry is taken from its "original site of effectiveness", the workshop, and is moved to a "pedagogic site", the school, in which it is transformed into woodwork. This relocation of the original discourse creates an "imaginary" - i.e. inauthentic, unnatural - discourse. Academic discourse is dramatically different from that of everyday life. Bernstein (1996) also states that academic discourse is essentially a reordering of texts which are relocated from everyday life or other intellectual fields. On this argument, appeals to the original version of authenticity with respect to EAP materials selection appear inadequate in the face of the inherent 'unnaturalness' of academic discourse.

Widdowson latterly (1996: 67) has also queried the role of authenticity in communicative language teaching (CLT). He questions whether authenticity, "which gives primacy to the goal of learning" is compatible with that other concept central to CLT, learner autonomy, "which gives primacy to the process of learning" (1996: 67). We would suggest that these contradictions can at least be partially reconciled within EAP by using an approach for the selection and evaluation of teaching materials which is more analytic than the current wide ranging formulation of authenticity.

Descriptions of Academic Lectures

The recognition of different kinds of authenticity described above has been useful but it still suggests that we can judge the authenticity of teaching materials as a whole. Such a view is simplistic. As Lynch (1996: 124) puts it, 'authenticity is not a black-or-white issue'. We need to identify the various strands which make a set of materials authentic. Halliday's (1978) description of linguistic situations offers such a multi-faceted approach. For Halliday a linguistic situation has a strong, if not determining, influence on the language produced in that situation. This influence can be analyzed in terms of three meta-functions: field, tenor, and mode. Field, roughly speaking, covers the 'socially recognized action the participants are involved in' (Halliday 1978: 143) or purpose, as well as the topic. Tenor covers the relationship between the speaker and audience and includes the kind of interaction and the level of formality. Mode covers 'the selection of options in the textual systems... and also the selection of cohesive patterns' (Halliday 1978:144), what we would gloss as the organisational patterning of the text.

There is now a considerable literature describing the academic lecture (Flowerdew, 1994: 7ff) and its implications for the listening processes of learners. Much of this has drawn upon the categories of Halliday's approach; and also on the analysis of other academic genres. One influential study has been John Swales's analysis of the written research report (1981 & 1990; Swales and Najjar, 1987). Thompson (1994) found that introductions to academic lectures contained 2 discrete functions, with 3 to 4 corresponding sub-functions. These were identified by lexico-grammatical features, for example, *what I'm going to be looking at today* indicates the sub-function *Announce topic* (1994: 176). However, both the frequency and organisation of the sub-functions appeared somewhat arbitrary. Some lecturers seemed to opt for a linear approach; while some opted for a more cyclical organisation (1994: 179). Thus, research into the overall structure of the lecture reveals considerable variability.

Linguistic research has pursued three other broad lines of investigation with regard to academic lectures: disciplinary orientation (field); and style of delivery and rhetorical structure (mode).

Orientation towards subject matter (field) reflects the relationship between the academic discipline of a lecture and its rhetorical structuring. "A hard discipline [e.g. Biology] has a dominant paradigm and is concerned with a clearly delineated set of phenomena, while a soft discipline [e.g. Education] has no dominant paradigm and makes use of other sciences in developing its research" (Biglan, in Dudley Evans, 1994 - our examples in parentheses). Lecturers in language have also been found to address more questions to their audience than in science. Audience interruptions are also less frequent, resulting in a much lower proportion of interactive features overall in science subjects (Thompson, 1997).

Secondly, in terms of style of delivery (mode), lectures can either be read from a full script, read informally from loosely scripted notes, or delivered in a rhetorical style, enhanced by the performance of the lecturer (Dudley Evans, 1994). The difference between listening to a denser scripted text and a less complex conversational text has been found to affect comprehension (Shohamy and Inbar, 1991; Rubin, 1994).

Thirdly, the rhetorical structure of lectures (mode) can be broadly divided into a more global argumentative structure and more local features of cohesion. It is this line of research which has had the closest links with lecture comprehension and published EAP listening materials. Olsen and Huckin (1990) distinguish between a "point driven" lecture which has successive steps of logical argumentation clearly mapped out by the lecturer and an "information driven" lecture, which is an essentially non-argumentative catalogue of facts (Olsen and Huckin, 1990). The classic problem-solution framework (Hoey, 1983) is an example of the "point driven" approach. Olsen and Huckin's findings indicated that NNS students showed greater comprehension of an engineering lecture if they could recognise the contours of the overall "problem-solution" framework indicated by the lecturer (a "point-driven" approach) than if they merely noted the content of the lecture without regard to its argumentative structure (an "information-driven" approach). This observation is supported by a larger, multilingual study (Tauroza and Allison, 1994). However, it would seem rash to expose our students exclusively to one argumentative

structure. Dudley-Evans (1994) indicates from a small corpus that "point-driven" and "information-driven" approaches can be found both *across* and *within* disciplines. While his two International Highway Engineering lectures and one of his Plant Biology lectures displayed a "point-driven" approach; one of his Plant Biology lectures also displayed an "information-driven" approach.

The main focus on cohesion has been on the effect on comprehension of "higher level discourse markers" (Chaudron and Richards, 1986; Flowerdew and Tauroza, 1995) or "signalling devices" (Lehrer, 1994: 262). The presence of more global discourse markers and phrases which signal a change in topic or point of emphasis appears to aid recall in lectures. However, Lehrer notes that the presence or absence of discourse markers in different modes of delivery of lecture (read, informal, rhetorical) might affect comprehension differently. Flowerdew and Tauroza also find that the presence or absence of lower level discourse markers, "words that speakers use to mark relationships between chunks of discourse such as *so*, *well*, *OK*, and *now*" aids comprehension (1995: 449). This research appears to support the emphasis on signalling devices in lectures which is found in many EAP textbooks. Strodt-Lopez (1991), however, criticizes EAP textbooks for focusing upon discourse markers in relative isolation, and assuming "one, essentially uniform, hierarchical topic structure" for the lecture. Her research emphasizes the conversational nature of the academic lectures, in particular the use of asides, which she maintains play an essential role in establishing the meaning of a lecture both at a pragmatic and at a semantic level.

Two points can be drawn from this. First, the degree of variability in the academic lecture appears to be such that it is actually hard to identify the contours of the genre very precisely. Lectures may be introduced in different combinations of ways. Their argumentative structure may be point-driven or information-driven within any one subject area. While a high degree of cohesion resides in both higher and lower level discourse markers, less cohesive elements such as asides also play a crucial role in conveying the lecture's meaning. These patterns of cohesion

affect comprehension differently depending on whether the lecture is read, spoken or performed. Learners should therefore be exposed to a range of different lecture styles either within, or across, different subject areas depending on the extent to which they have decided on their future course of study. Secondly, the main focus of previous research has been on the mode of the academic lecture - in terms of style of delivery and rhetorical structure. Some attention has been paid to field in terms of orientation to subject matter. However, little attention in linguistic description has been paid to the tenor of academic lectures. This at odds with the most recent literature on listening pedagogy (Lynch, 1996; White, 1998), which has emphasized the significance of interaction, whether overt or implicit, in the context of both text and task at least as much as the textual organisation.

Our study therefore investigates the use of a variety of listening texts on the EAP course described in the next section. We go on to consider the relationship of our listening texts to the target situation using the multi-faceted approach of Hallidayan linguistics. We then use a questionnaire to assess how our learners responded to the different listening texts.

The Investigation

This investigation was carried out as part of the selection and evaluation of language input for an EAP course designed to train learners to understand academic lectures. The learners were doing a common foundation course during the first year of a three year general degree at the Centre for English Language Teaching (CELT) at a Scottish university. In their second and third years, students completed one of two degree options: a BA in ELT in which students study language alongside courses in Education, Methodology, etc; and a BA in EFL in which students studied core language subjects alongside a choice of subjects offered by non-ELT departments. The students came from Greece, Spain, Hong Kong, Taiwan and Japan. They were both male and female with ages ranging from 18 to (exceptionally) 55.

The motivation behind the study arose from early trials of audiotaped academic lectures - both published and in-house - which we substituted for the less academic textbook materials that had been used on an earlier version of the course. While the tapes appeared 'authentic' in the original sense, our learners seemed singularly unresponsive to them. We were therefore moved to re-examine, first the range of materials that might be used as input and, secondly, the criteria that we used for their evaluation. The equally important issue of task design was not our concern at this stage.

The new EAP course was organised in four content-based modules: sociology, education, business studies and media studies. The listening materials were as follows:

Sociology: published audiotapes (Williams, 1982) on population growth, food supply and urbanisation. These were complete, simulated lectures read from a script, lasting around ten minutes.

Education: extracts from audiotapes of actual lectures recorded in the Education Department on ethnography in the classroom, lasting around ten minutes.

Business and Media Studies: videotaped extracts from a series developed by the BBC for Further Education Colleges, called the "Learning Zone". The topics on the business module were extracts from programmes about the City of London, family business and privatisation; on the media module, cartoons. They lasted around 20 minutes.

Media Studies: a live teacher presentation based on notes from the Media Studies Department, which lasted around 15 minutes.

In order to evaluate these materials, we carried out two procedures:

1. One procedure compared the listening texts to the target situation, the goal of learning. This was a prospective discourse analysis. As we selected texts for listening input, we compared them with received descriptions of academic lectures.

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2. The other procedure investigated the effect of the texts upon the learners, the process of learning. This was a retrospective materials evaluation using a questionnaire which was issued to the learners to evaluate their engagement with the listening input.

The analytic categories for both these procedures drew on Halliday's (1978) description of linguistic situations described in the previous section. We can now summarise two questions with respect to the selection and evaluation of language input. These reflect the dichotomy between the goal and the process of learning (Widdowson, 1996).

The goal of learning:

to what extent does the language input resemble the target situation in terms of field, tenor and mode?

The process of learning:

to what extent does the language input take into account the interests and knowledge of the learner in terms of field, tenor and mode?

Above all, we intend our analysis to help us address one over-riding concern:

do these materials help our students understand academic lectures?

In this way we hope to correct the imbalance between the analysis of linguistic features and pedagogic processes which underlies the original version of authenticity.

Text and Target Situation

In this section, we analyse how well our materials replicate academic lectures. When comparing the listening input with the target situation, we found it useful to consider two points about each of Halliday's three meta-functions:

	field	topic
		purpose
	mode	pattern of organisation
		degree of completeness
tenor	pattern of interaction between speaker and audience	
	level of formality	

Field. Prospectively, it appeared straightforward to create a correspondence between topic and target situation. We selected the subject areas on which the input was based - sociology, education, business studies and media studies - by analysing the most popular options that students took up in their second year of study. Most EAP learners regard topic as a "primary indicator of...relevance to their perceived needs" (Lynch, 1986: 11). However, the purpose of the different types of listening text did not always correspond with the purpose of an academic lecture.

The published audiotape on population growth and urbanisation was intended not so much to teach the topic, as in a real lecture, but rather to teach language skills. By contrast, the purpose of the ethnography lecture corresponded better with the target situation since it was actually intended to teach the topic. However, it deviated in one sense. In the target situation the lecture would have been one of a series devoted to methods of studying the classroom; whereas in the EAP classroom it was removed from its broader context.

The purpose of the two videos was at first sight not as strictly educational as that of either the lecture simulation or the lecture extract, but was rather to inform and to entertain. While this could be an area of deviation from the target situation, it could be said that the ideal lecture would also perform both functions. The live presentation by the class tutor was based on a set of notes derived from a fifteen minute lecture given by a member of the Media Studies Department as part of the first session on Film Studies. Although the purpose of the short presentation was to inform, the fact that the content was derived at second hand from a Media Studies lecture and was presented by language teachers who were non-specialists in the field

probably resulted in a somewhat simplified content - such as fewer and simpler explanations of camera shots and less technical examples to illustrate the main points.

Mode. As with many published EAP materials, the audiotaped lecture was a miniature synthetic lecture. It was shorter than most academic monologues. Students are generally exposed to lectures of around 50 minutes whereas this monologue was only of about 10 minutes duration. It also exhibited the use of complete sentences and a regularity of pausing at complete grammatical units. Moreover, it was an explicitly cohesive text, moving from a formal introduction through logical stages of argumentation to a formal conclusion. The explicitness of the discourse organisation distinguished it from the conversational style of most lectures (Strodt-Lopez, 1991) and brought it closer to that of scripted lectures (Dudley Evans, 1994). Its relative formality meant that discourse markers were prominent, which opens up a potential focus for tasks on cohesion. However, the use of the medium of the cassette meant that the students had less information both in terms of voice quality and body language than they would have in the target situation.

In the case of ethnography lectures, for logistical and pedagogical reasons we used ten minute extracts. Owing to the live and relatively spontaneous nature of the context of the lecture delivery, the texts did display many of the incidental lacunae in cohesion characteristic of the target situation (Strodt-Lopez, 1991). However, because the listening text was extracted from the tape of an entire lecture, it was not possible to display how the parts of the lecture connected to the whole. This made it difficult to exploit more global aspects of coherence and cohesion (Chaudron and Richards, 1986; Lehrer, 1994; Flowerdew and Tauroza, 1995). Also, as with the published materials, the audiocassette did not exactly replicate the voice of a live speaker. The voice assumed a certain electronic character despite the quality of equipment which was used. Moreover, the fact that audiotape was used meant that the listeners did not have the access to body language that would have been available in the target situation.

Educational and documentary videos display a textual organization that at first sight appears very different to that of the academic monologue. There are two oral strands: the first is

a more coherent narrative voiceover; the second comprises snatches of anecdotes, mini-narratives and conversation generally spoken by interviewees in short, three to four minute soundbites. The two oral strands are then supported by a third strand of continuous visual imagery. However, the textual organisation of the educational video might be more appropriate to the target situation than first meets the eye if we take into account the loose coherence of the academic lecture (Strodt-Lopez, 1991). In both types of text, the listener is required to actively construct the meaning of the text out of the interplay between an over-riding argument and numerous interjections and asides; furthermore, lectures often involve the use of a visual element, such as overhead transparencies or slides.

The live teacher presentation was shorter than the full length academic lecture. Moreover, as with the published materials it is likely that the teacher presentation was rather more coherent than a typical academic lecture, since the content of the teacher's notes would be delivered with an introduction, conclusion and cohesive markers to fit in with the modified length of delivery appropriate to the EFL classroom.

Tenor. The published mini-lecture on audio tape appeared to have been read from a written text into a tape recorder with no interaction with an audience. Lynch notes (1986: 14) the imbalance in EAP materials towards lectures read from a full script, rather than the "unscripted, note-based monologue". We don't feel this has been significantly redressed over the past decade. Here the reader was working hard to simulate a live delivery. In particular, the use of emphatic patterns of stress and a wide variation of pitch patterns appeared overdone. In this the delivery appeared contrived (Field, 1997: 50). However, there was a limited use of rhetorical questions to simulate the interactive quality of a live lecture.

In the departmental recording the taped lecture extracts were addressed to a live audience, and therefore appeared more spontaneous. They displayed many realistic lacunae in speech as the lecturer interpreted his notes on the spot; as well as incidental deictic references to the audience. There was also noticeable, but not excessive, variation in the stress, rhythm and the tonal qualities of the voice, which the speaker employed to make the lecture more understandable to the listeners. Even in read lectures, lecturers adjust their style of delivery according to their intuitive sense of whether their listeners are understanding the content or not. However, this interaction is with the primary audience in the original lecture theatre, not with the secondary audience in the EAP classroom. These lecture extracts could therefore be described as 'indirectly interactional', which still does not really fulfil the communicative potential of the interpersonal meta-function.

The interpersonal meta-function of the videos parallels the two strands of the spoken text. The narrative voiceover is more formal; while the anecdotes and interviews are less formal. Thus the listener is exposed to the range of formal and informal speech that might be found together even in one lecture. On the downside, although the less formal speech on the videos displays the textual characteristics of interaction, there is no *actual* interaction between text and listener. This strand, therefore, also represents indirect interaction with the audience and again constitutes one area of dislocation between the listening input and the target situation.

The teacher presentation was based on notes and had many of the features of a conversational academic lecture (Dudley Evans, 1994). In this simulated lecture both the speaker and the audience were present. Therefore direct interaction between speaker and audience could take place on a basis similar to that of the target situation. The speaker was known to the students, and was able to modulate delivery to their apparent levels of comprehension as she spoke. The class teacher was able to raise questions with the students (Thompson, 1997); and the students were able to ask questions at the end. However, the size of the group in the ELT classroom was smaller than it would be in the lecture hall.

Sequencing. The sequence in which the materials were presented to the students was based around a progression in terms of mode and tenor. As each module dealt with different subject areas of similar levels of difficulty, there did not seem any compelling reason for a progression in terms of topic or purpose (field). In terms of mode, there was a progression from "idealised to realistic" texts (Lynch, 1986: 14). Here we placed the scripted audio tape first and then progressed to what we took as increasingly less formalised styles of text. In terms of tenor, there was a progression according to the degree of 'interactivity' of the medium. Here we moved from texts which exhibited the least degree of interactivity through those texts which were 'indirectly interactive' to the teacher presentation, during which direct interaction could take place between the speaker and the listeners.

Text and Learner Situation

In this section we will present the results of our questionnaire which addresses the process of learning, i.e. the extent to which listening input takes into account the interests and knowledge of the learner. The questionnaire, therefore, represents a retrospective evaluation of the materials used on the course.

As with the last section, we felt that the Halliday's (1978) concepts of field, tenor and mode were the best categories with which to analyze our learners' response to materials. Since our learners would not be familiar with this terminology, we devised one question for each meta-function.

- Field: Did you understand the subject?
- Mode: Did you find it easy to follow the sequence of ideas?
- Tenor: Did you find the speaker interesting?

While the student responses to this questionnaire were intended as a measure of how the materials engaged their prior knowledge and experience, clearly their anticipation of the areas of study they were going to be exposed to would also be a factor which influenced their responses. We therefore added a question on their perceived relevance of the topic of each type of input.

- Relevance: Did you find the materials relevant to your studies?

TABLE 1

Students' responses to questions on the materials (n=43)

	Sociology cassette	Education cassette	Business video	Media video	Media talk
Field	38	35	37	43	42
Mode	31	32	25	41	37
Tenor	25	23	24	33	38
Overall	31	30	31	42	37
Relevance	31	35	17	25	26

Field. The learners did not find the input difficult to understand. They practically all understood the media video/media teacher talk, the latter permitting the highest level of interaction between speaker and listeners. Fewest learners understood the ethnography audiotapes, which were only indirectly interactive. While the learners had the highest perception of the relevance of the topic, which would enhance their motivation; they would also have had least prior experience of it.

Mode. The learners found following the sequence of ideas in the input more difficult than understanding the subject. Here, the clearest disparity was between the media video/media teacher talk, and the business video. This was surprising since, broadly speaking, the same 'documentary' style of production was used on both. The topic of business was perceived as being by far the least relevant by the learners.

Tenor. On the whole, the learners did not find any of the input really interesting. Despite having higher perceptions of its relevance, they found the input on sociology and education less interesting than that on media. This would suggest that student interest keys in more with prior rather than with anticipated experience. Furthermore, the learners found the media talk more interesting than the media video. Here, topic was less likely to be a factor than that of interaction. The media talk was the only form of input in which the speaker had the opportunity to respond to the immediate presence of the listeners and the listeners had the opportunity to respond to the speaker.

Discussion

Text and Target Situation

A detailed prospective analysis of listening input according to the three meta-functions field, mode and tenor provided us with a rather different perspective on our materials than a *prima facie* assessment on the grounds of authenticity. Audiotapes of lectures, which most immediately came to mind as a means of replicating the academic lecture and which are widely used on EAP courses, appeared to fall short on a number of fronts. Both synthetic and in-house audiotaped lectures only partially replicate features of discourse and language found in the target situation. Moreover, paralinguistic features such as intonation, voice quality and body language could not be accessed on audiotape. Most importantly, interactive elements of the texts were either absent or indirect.

On the other hand, other forms of input such as educational t.v. documentaries and teacher talk turned out to resemble the target situation more closely than the original notion of authenticity might suggest. While the tenor of the video is only indirectly interactive, the skills which the listener is required to use to interpret three different strands of voiceover, interspersed soundbites and visual imagery combined with a mix of formal and informal styles of speech seem readily transferable to the lecture situation. However, the teacher presentation appears to be closer still. The level of formality of delivery would approximate that of a conversational

lecture, but chiefly it permits direct interaction between the speaker and listener in terms of modulation of delivery and the capacity for real time questioning (Thompson, 1997).

Text and Learning Situation

Our learners found the video on media studies the easiest to understand and the taped extract from the lecture on ethnography the most difficult. Two possible factors appear to influence this and might be taken into account as criteria for the selection of input with regard to the process of learning. Firstly, the learners could understand and follow materials of which they had prior experience better than those of which they had no prior experience. Secondly, the learners found materials more interesting, and understood them better, where some level of interaction was possible with the speaker. However, the learners' perception of the relevance of the listening texts to their future studies did not seem to contribute either to their level of comprehension or interest.

Conclusion

Using Halliday's three meta-functions of field, tenor and mode to carry out prospective and retrospective evaluations of our listening input has enabled us to:

- a) relate the characteristics of the texts to the target situation with greater precision than is permitted by a monolithic concept of authenticity;
- b) go some way to reconciling the assumed dichotomy between the goal and process of learning (Widdowson, 1996) in the context of EAP;
- c) redress the imbalance between the analysis of linguistic features and pedagogic processes which underlies the original version of authenticity.

The analysis has brought us to the practical conclusion that the use of video and especially simulated teacher presentation within the EAP classroom can lead to greater engagement of the learners than using audiotapes of actual lectures, although the latter might accord more with crude notions of text authenticity in EAP.

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