

Faculty of Arts, Design and Humanities

Dissertation:

High-school English teachers' attitudes towards using authentic and non-authentic materials in English lessons in Turkey

YULIYANA ALEKOVA

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Abstract

This research aims to investigate high-school English teachers' attitudes toward using authentic and non-authentic materials in Turkey. A mixed-method approach with a combination of questionnaire and semi-structured interview were employed to collect the data about high-school English teachers' attitudes towards certain materials, teachers' material preferences and the factors affecting teachers' material choices. Forty high-school English teachers were recruited from five different Anatolian high-schools in five different districts of Kayseri in Turkey. While all participants attended to the survey, randomly chosen, five teachers in this group participated in an interview additional to survey. Results revealed that high-school English language teachers in Turkey have positive attitudes towards both authentic and commercial textbooks, while they have negative attitudes towards current school textbooks. Despite teachers' negative views towards school textbooks, it indicated that teachers prefer to use school textbooks more frequently than authentic materials. The underlying reason for using school textbook so frequently was expressed as their appropriateness to the curriculum.

On the other hand, teachers reported that they prefer to use authentic materials time to time as authentic materials are appropriate to their students' needs, as they are interesting, flexible and they include communicative activities consisting real language use. Consequently, the findings of this present study provide a deep understanding of teachers' material preferences and the underlying reasons for using certain materials in their teaching practices. Thus, it is expected to contribute to the future improvement to the curriculum and teaching materials that taking account of teachers' demands in Turkey and results with enhancing students' communicative competence.

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CHAPTER 1: INTRODUCTION

Ongoing demands to communicate and to deepen cooperation between different nations for different reasons have yielded the importance of learning English and have increased the significance of English teaching materials. Thus, the issue of selecting the most effective resources and the factors affecting teachers' selections have received considerable critical attention among researchers in English language education field recently. Some researchers advocate the use of authentic materials rather than textbooks due to their positive effects on learners' motivation and interest as well as due to their real language use and their great cultural content (Hartatik & Rahman, 2016; Erlina, 2017; Anggis & Setyadi, 2016). However, there are some others (Richard, 2001; Kılıçkaya, 2004), who are in favour of using textbooks in English lessons as an only source, since authentic materials are demotivating for their learners due to complexity of language structures additional to including unnecessary words.

In Turkish high school context, most English teachers choose to use textbooks more frequently than authentic materials (Özen et al., 2013) even though textbooks were reported as the main reason for a considerable amount of unmotivated, disengaged and uninterested students in high-school English classes. This situation generally results with students' unsuccessful attempt to learn English (ibid.) which makes the issues of teachers' use and selection of teaching materials a growing concern for English Language Education in Turkey.

Thus, this paper aims to explore teachers' preferences for using certain materials and teachers' opinions on the factors affecting their material choices. By this way, a deep understanding will be provided on the reasons for teachers' reluctance to use authentic materials and reasons for their commitment to textbooks. Moreover, how often high school English teachers prefer to use authentic and non-authentic materials, why they choose to use which resources will be revealed too. This study is highly important as it shows the ways how materials are used and selected by teachers, which have a direct link with students' language learning or acquisition (Israelsson, 2007). However, attitude is a broad term which covers preferences, feelings, emotions, beliefs, expectations, judgements, appraisals, values, principles, opinions and many other aspects according to Wahyuni's (2018) framework of three components of attitudes (Appendix D). Thus, instead of encompassing the entire body of attitudes, this studywill focus only the most

relevant ones for the research questions such as teachers' attitudes, opinions, preferences, and experiences on the relevant issue.

1.1 Background of the study

Globalisation, increasing mobility and advances in technology have given rise to learn English for communicative purposes all around the world. To meet the demands of the changing world, the Turkish Ministry of Education revised educational programmes many times. With the latest changes in 2012, English language learning starting age has been lowered to 66 months, and English lesson has become a compulsory lesson from primary school to the high-school (Korkmazgil, 2015). Through this recent implementation, students are expected to graduate from high-school with a B2 level at least.

As ELT high-school textbooks have a critical role in accomplishing the goal mentioned above, the description and roles of the textbooks have been revised in the recent curriculum. According to the latest changes, textbooks should help teachers to implement constructivist and communicative approaches in English lessons (Kırkgöz, 2017). Moreover, in English textbooks, all aspects of communicative competence should be taken into consideration, and the content of textbooks should address four skills of the language. In terms of the definition of textbooks, they are described in recent curriculum as a vehicle for communication and a source for an enjoyable learning environment for learners.

However, textbooks seem inadequate for implementing these radical changes written in the curriculum. According to the research conducted with the partnership of Turkish Ministry of Education, TEPAV and the British (Özen et al., 2013), one of the main reasons causing the majority of students to fail in speaking and understanding English is the poor quality of textbooks and teachers' commitment to those books frequently. This problem is confirmed by Celebi (2006) that current official textbooks in Turkey fail to meet the demands of the learners. Notably, the textbooks from Grades 6 onwards are identified as the main reason for students to be disengaged in English lessons as they were not differentiated according to students' needs and interests (ibid.).

Surprisingly, despite extensive in-service teacher training programs on implementing communicative language teaching approaches, there are still some English teachers who are unwilling to use authentic materials and committed to textbooks. (Kırkgöz, 2008).

It is, therefore, of interest to closely investigate high-school English teachers attitudes toward the using certain materials as these attitudes will shape their teaching practices (Shi, 2015). It is anticipated that the results of this study provide robust knowledge on the frequency of teachers' use of those materials, teachers' attitudes towards certain materials, their preferences in a high school context and underlying reasons for teachers to use certain materials in English classes. The findings of this study will contribute to the curriculum and material development that will enhance the quality of English language education in Turkey and increase the rate of learners acquiring a second language.

1.2 Theoretical Framework

This current study is based on frameworks developed by Tomlinson & Masuahara (2013) and by Shi (2015). Tomlinson & Masuhara's (2013) universal criteria of material development and selection is derived from second language acquisition principles, theories and theorists' own classroom experiences in different contexts. Thus, this theory would enable the researcher to analyse the issue from a broader perspective. Apart from Tomlinson & Masuhara's (2013) theory, Shi's (2015) framework was also taken into account since it illustrates the most four prominent features of ELT materials in EFL context similar to Turkey. Both theories, therefore, provide different contributions to this study. Overall, based on two theories mentioned above, the framework in this study consists of seven variables namely; flexibility, appropriateness to the students, appropriateness to curriculum, being interesting, include real language use, focus on real language input and being communicative. Details are given in Chapter 2.

1.3 Overview of Research Design

Mixed-method approach was employed in this study to answer the main research questions as follows: **What are the high school English teachers' attitudes towards authentic and non-authentic materials.** The combination of both qualitative and quantitative methods enable the researcher to get more detailed knowledge and to gather more generalisable conclusions and to make triangulation for more accurate results (Kumar, 2018). For quantitative data, a survey was

conducted to reveal a general picture of high-school English teachers' attitudes and preferences on certain teaching materials and teachers' opinions on the factors affecting their choices. In terms of qualitative data, a semi-structured interview was employed to provide insight into teachers' perceptions of the use of these materials. Forty high-school English teachers were recruited from randomly chosen five different high-schools in five different districts of Kayseri in Turkey. Following the questionnaire, individual semi-structured interviews were employed by keeping ethical issues in mind. In this process, all interviews were recorded in an audio file. To minimise the misunderstandings between interlocutors and to enable participants to express themselves more comfortably, the interviews were conducted in Turkish. In terms of data analyses, two methods were performed. Qualitative data were transcribed, and relevant parts were translated and analysed by thematic analyses. First, the collected data fragmented into codes and then these codes were combined to form themes (Clarke & Braun, 2017). After naming these themes, data under the themes were interpreted to answer the research question. Regarding quantitative data, it was analysed with the programme SPSS 22.0 to measure means, standard deviation, frequency counts and percentages of data. The statistics, then, were interpreted according to research questions. Details about research procedure and data analysis are given in Chapter 3.

1.4 Outline of the overall dissertation

This present study is composed of six chapters. Chapter 1 gives a brief introduction to the current study. Chapter 2 critically reviews Shi's (2015) and Tomlinson & Masuhara's (2013) frameworks that illustrate the universal and local criteria affecting teachers' attitudes towards using certain teaching materials. Apart from these two theories, relevant studies conducted in different contexts will also be presented in the review part. This review will lead to a research question after explaining the gaps in the previous studies. Chapter 3 expresses the reasons to adopt particular methodologies and methods to recruit participants in this study. Besides, it explains the data collection and data analysis procedures in detail. Chapter 4 shows the analyses of the data gathered by questionnaires and individual interviews. Chapter 5 consists of discussions on the findings and their links with relevant theories and previous studies. Lastly, Chapter 6 expresses the conclusion and limitations of the study as well as it provides several suggestions for future researchers. Moreover, the implication of the research's results in English classes will also be discussed.

1.5. Definitions

Authentic Materials: These are the materials that native spaekers use such as newspaper, magazines, Tv pogrammes, brochures (Gowers et al.,1995 cited in Islam, 2015).

Non-Authentic mateerials: These are defined as commercial and official textbooks that are used in classes.

CHAPTER 2 LITERATURE REVIEW

This chapter provides a comprehensive understanding of the present research topic through relevant theories that shed light on teachers' attitudes towards using certain materials. Based on these relevant theories, a critical analysis of existing researches is presented. In this chapter, there are three main parts. The first part illustrates two theories. The former is by Tomlinson and Masuhara (2013) that illustrates the universal criteria while latter is the theory by Shi (2015) that illustrates the criteria in EFL context that teachers should take into account while developing and selecting teaching materials. The second part presents previous comparative researches on teachers' preferences and attitudes towards authentic and non-authentic materials. The third part explains different studies conducted to explore factors affecting teachers' choices of using authentic and non-authentic materials. Throughout the review, based on previous studies' weaknesses and strengths, a research gap will be established, and a research question that derived from this literature review will be formed, and this review will be used to make connections with the findings of this study to answer the research questions.

2.1. Theoretical Framework

First, considering Tomlinson's (2008) claim that depending on materials' characteristics, some materials could exhilarate language learning process, while others can hinder, we could indicate that material selection criteria have vital roles in English language learning. To that extent, numerous attempts from previous researchers were shown to define the criteria for material selection (Banegas, 2012; Rashidi & Safari, 2010; Tomlinson, 2012). Although all these studies offer extensive knowledge of the principles that teachers should take into account while evaluating teaching materials, they just focused on textbooks in the ESL environment. Since the multicultural environment in the ESL classroom could require mainly communicative activities which are different from EFL context (Krieger, 2005) it indicates that these theories might not reflect teachers' material choices in Turkey fully. Thus, Tomlinson & Masuhara's (2013) and more recent theory by Shi (2015) were chosen as frameworks for this study. The former theory was derived from several theories such as Tomlinson's (2010) second language acquisition principles, Krashen's (2009) Input Hypothesis as well as theorists' own classroom experiences in both ESL and EFL context which could be accepted as the strength of this theory. Additionally, the latter theory reflects the criteria in EFL context, which is highly relevant to the Turkish context.

Moreover, it is relevant to highlight that Tomlinson & Masuhara's (2013) theory on universal criteria for language learning materials express several criteria that teachers should consider before choosing to use certain materials. According to their hypothesis, comprehensible input should include five features such as including real language use, being communicative, being a little bit beyond learners' current level, being interesting and being communicative. Since Tomlinson & Masuhara's (2013) criteria are the extended forms of the Krashen's (2009) and Tomlinson (2010) language acquisition principles, we use their classifications in this study to make literature more organised and comprehensible for the readers.

Bear in mind the classification mentioned above, (1) 'providing extensive exposure to English in use', (2) 'helping learners to make use of the English environment outside the classroom', (3) 'helping the learners to make discoveries about how English is typically used', and (4) 'helping the learners to develop cultural awareness'(Tomlinson & Masuhara, 2013; p.234), could have a link with **materials including authentic language.** It expresses that materials should not consist of sequencing structures aiming to teach specific structures (Krashen, 2009), but they should consist of structures that similar to the daily use of language as much as possible. Secondly, **(**5) 'providing opportunities to use the target language for communication' and (6) 'helping learners to become effective communicators in English' and (7) 'helping learners to use English as a lingua franca' (Tomlinson & Masuhara, 2013; p.237), could be categorised as **being communicative.** It indicates that materials should include lessons focusing on communicative activities similar to real use rather than (Krashen, 2009) invented a realistic context to illustrate the target structures and vocabulary. Thirdly**,** (8) 'engaging the learners affectively' and (9) 'engaging the learners cognitively' might be under the title of **materials being interesting and relevant for the students** (Tomlinson & Masuhara, 2013; p.237). In this regard, Krashen (2009) explains that the content of materials should be so interesting that learners should forget this message is given in a foreign language. Lastly, (10) 'providing an achievable challenge' could have a link with materials **being a little bit beyond learners' current level** (Tomlinson & Masuhara, 2013; p.237)**,** in other words**,** it expresses the next step in one's language development along with natural order of language acquisition (Wu, 2010). The other factors will be discussed in following paragraphs due to their commonalities with other theory by Shi (2015).

As Tomlinson & Masuhara's (2013) theory could be applied in any language material ranging from authentic materials such as videos or newspapers to textbooks at any proficiency level all

around the world (ibid.), it could provide a deep insight into high-school English teachers' attitudes towards authentic and non-authentic materials in this present study. However, Tomlinson & Masuhara's (2013) theory emphasises the common factors affecting teachers' choice of materials all around the world, which is both in ESL and EFL context. There would be some features that are irrelevant to the present study. That is because English is taught as a foreign language in Turkey, and some features of those materials could be a contributing factor only in ESL contexts. For example, materials, including real language use might not have a prominent effect on teachers' selection of certain materials in EFL context like Turkey, as students do not receive any exposure to English out of classes. This discrepancy provides a rationale for this current study to take into consideration the other theory by Shi (2015), which is the most recent one presented in EFL environment in China which is similar to Turkish context.

Notably, there exist several differences between Shi's (2015) and Tomlinson & Masuhara's (2013) theories. First, there are only four factors that influence teachers' choice of materials in Shi's (2015) theory such as the appropriateness of materials to the curriculum, flexibility, appropriateness of the materials for students and being interested. Among these four criteria, appropriateness to the curriculum is the one not mentioned in Tomlinson & Masuhara's (2013) theory. This difference occurs due to the fact that one of these theories explores the relevant issue in universal perspective while another investigates the same issue at a local point of view. As it is well known, some local factors could occur in an EFL context that might not be generalised in ESL or universal context due to local educational policies. For instance; in countries like Turkey, where English is taught as a foreign language, national curriculums are likely to be accepted by authorities as a framework and outline for the aims of courses at various levels (Shi, 2015). It seems that under these conditions, teachers might not be allowed to use materials different from what the curriculum offered, which could be the main factor affecting the material selection process.

Another difference between these two theories is '**materials being flexible'** which was explained by Tomlinson & Masuhara (2013) as a prominent factor providing teachers opportunities to modify the content according to students' feedback, time, different class characteristics (ibid.). On the other hand, in Shi's (2015) theory, it refers to materials including different types of activities in the same topic to be used in different situations.

Regarding the commonalities of these two theories, '**being interesting' is the first one** mentioned in previous theory. It refers to engaging learners affectively and cognitively, which means that materials should take students' attention and should motivate them to learn more (Shi, 2015). The second one is **'being appropriateness to the students'** which indicates personalising students' learning and catering their needs while fostering students' learnings even after the course according to their needs Tomlinson & Masuhara's (2013). On the other hand, Shi (2015) provides an in-depth explanation for variables such as students' needs, interests and reasons to learn English. However, it should be kept in mind that all these variables might change according to students' culture and religion, age groups, learning abilities, learning styles and gender differences. Thus, in material selection process not only individual's characters such as their personality, cultural differences, gender, hobbies, the proficiency level of learners, but also the whole class characteristic should be taken into account (Shi, 2015).

This commonality of two factors is normal since 'being interesting' and 'being appropriate to students' are accepted as the most influential factors affecting the quality of learning environment by many other scholars as well (Krashen, 2009; Tomlinson, 2010; Howard & Major, 2005 and Banegas, 2012). Moreover, they are expressed in different language acquisition theories such as Tomlinson's (2012) procedures and principles in second language acquisition, Krashen's (2009) affective filter hypothesis which presented in different times in different contexts that form the basis for the majority of educational researches.

Although Shi's (2015) theory provides highly detailed explanations that enable researchers to comprehend the features of materials affecting teachers' preferences of materials in the EFL context, it only presents the variables in China. Thus, there might be some other variables different from Turkish context that affect teachers' choice of materials due to the nature of the educational system in China which was expressed by Liu (2015) as having a test-dominated English learning policy. This situation is different in some EFL context which has an educational system that takes enhancing classroom interaction as the primary focus of language teaching. Thus, the contribution of Tomlinson & Masuhara's (2011) theory is equally important as it might provide variables affecting teachers' choice of materials from different perspectives.

The following part presents a critical review of previous studies and discussions on their contexts, findings, and research methodologies. Moreover, this part searches appropriate answers for the following review questions.

1- What are high-school English teachers' attitudes towards authentic/non-authentic materials?
2- What are high-school English teachers' preferences for using authentic materials or non-authentic materials?
3- What are high-school English teachers' opinions on the factors affecting choices of teaching materials?

2.2. Empirical Studies on teachers' attitudes towards using authentic and non- authentic materials

Regarding the importance of teaching materials in facilitating the process of language acquisition, there is a growing body of literature which has been conducted on teachers' attitudes towards using authentic or non-authentic materials with different methodologies in various contexts. The findings from these studies revealed that teachers' attitudes towards certain materials, their preferences as well as the factors affecting teachers' choices could change in different contexts. In this part, first, a critical analysis will be conducted on comparative studies that shed light on English teachers' use and preferences of authentic or non-authentic materials. Then studies on teachers' reasons to select authentic or non-authentic will be discussed separately.

2.2.1. Teachers' attitudes and preferences on authentic/non-authentic materials

Although there exist several comparative studies (Allahyane et al., 2017 and Islam, 2015) that illustrate teachers' attitudes towards certain materials and their preferences on the use of authentic/non-authentic materials, they provide lack of evidence on teachers' preferences of certain materials. Among few studies, the research by Allehyane et al. (2017) employed a questionnaire with eight-five secondary school teachers on their preferences of teaching materials and an interview with seven supervisors in a university on their experiences on using only authentic materials in Saudi Arabia. Another study by Islam (2015) employed an interview with nine teachers at a university in Bangladesh.

Both studies' results (Allahyane et al., 2017 and Islam, 2015) confirmed most teachers' preferences on the use of authentic materials. However, only the study by Allahyane et al. (2017) gave evidence on teachers' positive attitudes towards authentic materials than textbooks.

Regarding authentic **material choice**, it is indicated that teachers prefer video with their subtitles and reading stories as teachers thought that they present real language use in their own context and enhance students' vocabulary learning (Allehyane et al., 2017). In accordance with these findings, videos were suggested by teachers, but only the ones that have the same content with the book (Islam, 2017). Besides, songs, movie clips were reported as favourable authentic materials for English lessons (Islam 2017).

In this respect, the researches by Islam (2015) and Allahyane et al. (2017) are highly valuable as they are among a few existing comparative studies that shed light on a relevant issue in this study. However, they fail to provide instrumental sensitivity. For example, in the study by Islam (2015), some teachers were interviewed in front of their students in the classroom while some interviewed in their offices in a relaxed atmosphere. This situation might cause bias for their results as the teachers in classes might feel pressure while the others interviewed in their offices might be more relaxed. Following the same thread of thought, Kumar (2018) have stated that different physical settings could affect the reliability of the data gathered.

Moreover, the questionnaire that compares teachers' attitudes towards the use of authentic and non-authentic materials does not provide the same aspects of the materials which could cause bias. That is because one attitude scale might include more items that are likely to be rated with five while the other includes items probably to be rated with '1'. It seems that this situation would affect the overall scores of both materials, which have a direct link with the results of the study. Supporting this claim, the lack of knowledge of how the researcher ensured the content validity of this survey also proves the inadequacy of it. Thus, the same features of materials are used both authentic and non-authentic materials in this present study to enable more accurate results and reduce bias.

Overall, it could be concluded that both studies by Islam (2015) and Allahyane (2017) remained narrow in focus dealing only with preferences and teachers' experiences in the implementation process of those materials at secondary school and university. Additionally, they could not provide sufficient evidence on how often teachers use different teaching materials, and the factors affecting their material choices. Thus, there is a need to investigate other studies' results on those issues.

2.2.2. Teachers' opinions on factors affecting the choice of non-authentic materials

With regards to textbooks, they are defined as ‘very useful in early stages of learning a language as a preliminary preparation for the use of genuine, authentic materials' (Allag, 2017; p.12) and as the most appropriate materials to be used in classes (Tomlinson, 2010). However, there are several previous studies (Srakang, 2013; Alhamami & Ahmad, 2018 and Vanha, 2017) presenting controversial results on teachers’ opinions about textbooks and the factors affecting their use of those materials.

First, illustrating the significance of curriculum in the same line with Shi's (2015) theory, several issues are identified related to **the appropriateness of textbooks to the curriculum** by several studies (Srakang, 2013; Alhamami & Ahmad, 2018). For example, Alhamami & Ahmad (2018) aiming at exploring forty-three EFL instructors' perceptions on the use of authentic materials at a Saudi university, noted that they used textbooks as a guide to implement the national curriculum and the to conduct English courses systematically. Additionally, Srakang (2013) with twelve teachers from six schools in secondary schools in Thailand, defined textbooks as ready-made materials assisting teachers on how to conduct lessons. On the contrast to these finding, the study by Vanha (2017) showed teachers' unwillingness to use textbooks while Alhamami & Ahmad (2018) judged the dissonance between the content of textbooks and the aims of the curriculum. It was also noted that as there was a need to cover all topics in the textbooks for different reasons such as national exams or students' future academic needs, teachers have to use textbooks (Alhamami & Ahmad, 2018; Vanha, 2017). Consequently, despite mixed findings, teachers' statements above might prove evidence for the influence of curriculum on their material choices.

The other factor identified by various studies is **materials' being flexible** which indicates materials' providing various type of activities to be adopted according to different students' needs (Shi, 2015; Tomlinson & Masuhara, 2013). However, there seems a disagreement among researchers on that criteria. For example, Vanha (2017) remarked that textbooks did not provide adequate flexible activities, while Srakang (2013) showed the satisfaction of teachers on activities existing in textbooks.

The claims on textbooks' **being interesting,** reported as other important factor both in Shi (2015) and Tomlinson & Masuhara's (2013) theories. In this respect, Vanha (2017) stated that

textbooks were not attractive and interesting. Additionally, they did not include a variety of activities, increasing students' engagement and attention to the lessons (ibid.). Contrary to these findings, Alhamami & Ahmad (2018) contended that textbooks had inspiring content that was also relevant to current issues in the world. He also mentioned about textbooks' high-quality contents that could excite and could motivate students, even though it has stated by Krashen (2009) that arousing everybody's interest in the same class might be highly difficult.

The other important issue is that textbooks are carefully planned by linguistic experts who take consideration of students' backgrounds, learning styles and their reasons to learn English. For this reason, textbooks are expected to be **appropriate to students'** and their specific or general pedagogical purposes (Allag, 2017). However, Alhamami & Ahmad (2018) found that the content of the textbooks was inconvenient to students' language proficiency level. Similarly, Vanha (2017) conducting his research with six teachers from primary, elementary and secondary schools in Finland asserted that the topics were beyond learners' proficiency level, and activities such as role-plays and writing projects were above the learners' current level. Similarly, Srankang, (2013) addressed the irrelevance of textbooks' content, subjects and topics and he added that teachers did not prefer textbooks as they were insufficient to sustain students' cultural sensitiveness and their academic background. As a result, contrary to the clams in Shi's (2015) theory, it could be indicated that teachers' ongoing use of textbooks despite their inappropriateness to the students might show the ineffectiveness of that factor on teachers' use of textbooks.

The other prominent factor is that students need opportunities to participate in interactions with their environment (Tomlinson, 2011) which could be achieved by **communicative** activities fostering communication. However, there is uncertainty arising from teachers' responses as they tend to omit or skip communicative activities such as information gap, pre-post reading/ listening, creative writing activities for several reasons. In this regard, time constraint was stated as one of the reasons by several researchers (Alhamami & Ahmad, 2018; Srakang, 2013; Vanha, 2017) while the other reason was reported as having crowded classes (Srankang, 2013) besides (Vanha, 2017) lack of students' interests. Hence, there might be no clear evidence except Vanha's (2017) surprising claim on conducting communicative activities without textbooks would be better, which indicates that textbooks might not be communicative. This limited explanation is not in the same line with Tomlinson & Masuhara's (2012) findings which noted materials' being communicative as a prominent factor affecting teachers' choices.

Considering all these pieces of evidence, it seems that results show weak evidence for the factors affecting teachers' use of textbooks. Moreover, due to the implementation of the data collection procedure, there exist some biases. First, although the studies by Vanha (2017) and Alhamami & Ahmad (2018) have a broad overview with forty-three teachers from different schools, their results could cause subjectivity and credibility for several reasons. For example, in interviews, to get full participation of individuals, a relaxed and informal atmosphere should be provided. However, in the qualitative study by Vanha (2017), the researcher used a focus group interview with a number of participants who never met before. It seems that the researcher might not take into account the personality of the participants as there would be some introvert participants, who do not want to share their ideas in front of others and have a tendency to accept more dominant others' ideas (Cohen et al. 2018). Secondly, the quantitative study by Alhamami & Ahmad (2018) used a self-designed questionnaire with 14 closed-ended items only which are a matter of subjectivity as the researcher could prepare the questionnaire according to his thoughts. Moreover, as the questionnaire includes only closed-ended questions, it might cause participants not to share different ideas from the researchers. Therefore, the arguments in both studies might be accepted as being unconvincing.

On the other hand, a mixed-method study by Srakang (2013) presents highly reliable and valid results as it includes data gathered from both a survey with thirty-two teachers and individual interviews with twelve teachers from six different schools. In this study, both qualitative and quantitative approaches were used for methodological triangulation to compensate for the flaws of each method while increasing the validity and reliability of the results. Moreover, to increase the representativeness of the study, teachers with different experiences from different schools were recruited. Therefore, by taking Srakang's (2013) study as a guideline for data collection, this present study employed semi-structured individual interviews and a questionnaire for the aim of exploring high-school English teachers' attitudes towards using authentic and non-authentic materials.

2.2.3. Studies on teachers' opinions on factors affecting the choice of authentic materials

Supporting the Tomlinson & Masuhara's (2013) and Shi (2015) claims, several studies (e.g. Silvani, 2018; Al-Musallam, 2009; Rusmawaty, 2018 and Allag, 2017) identified many factors affecting teachers’ use of authentic materials.

First, concerning Shi's (2015) theory, **being appropriate to the curriculum** might be the main factor affecting teachers' material choices. However, it seems that some institutional policies in schools affect teachers' choice of materials against authentic materials without considering their appropriateness to the curriculum. There are few researchers support this claim such as the quantitative study by Al-Musallam (2009) that examines thirty-two female teachers' attitudes and beliefs towards using authentic materials at the college level in Saudi Arabia and a qualitative study by Silvani (2018) aiming at eliciting the perceptions of three English teachers towards the use of authentic materials in the Indonesian context. Indirect support for Shi's (2015) idea was provided with a statement in the study by Al-Musallam (2009) 'administrators in schools want teachers to follow a specific curriculum and textbooks' (p.93). It shows that teachers have no freedom to choose their materials; thus, they use textbooks just for their appropriateness to the curriculum.

On the other hand, inconsistence with the findings of Al-Musallam (2009), the study by Silvani (2018) directly supported Shi's (2015) claim. According to him, teachers use authentic materials when the textbooks do not include new changes and do not match the curriculum aims or objectives. Moreover, authentic materials are preferred when textbooks do not give sufficient content to fulfil students' needs, and teachers do not have a textbook to follow (ibid.). Thus, it is quite possible to argue that there is unclear evidence for authentic materials' being appropriateness to the curriculum.

Another vague factor is the materials' **being flexibility.** Although, both Tomlinson & Masuhara's (2013) and Shi's (2015) theories emphasise the importance of materials' being flexible, it might not be a prominent factor for authentic materials depending on the time teachers could allocate for lesson preparation. Authentic materials, indeed, are not designed for teaching purposes. Thus, using authentic materials indicates an increase in teachers' workload (Al-Musallam, 2009; Rusmawaty, 2018). Interestingly, some teachers do not mind the time they spend for preparation (Al-Musallam, 2009), whereas some teachers see adopting authentic materials as time-consuming (Rusmawaty, 2018). The underlying reason under this discrepancy was explained in the study by Rusmawaty (2018) as teachers' lack of time to prepare different types of activities for different levels of students.

Materials' **being interesting** might be the only factor that demonstrates an agreement among several researchers (Allag, 2017 and Silvani, 2018). They inferred that learners feel enjoyment,

pleasure, happiness and they are motivated with the use of authentic materials which are reported by Tomlinson (2012) as a necessity to acquire valuable information from their experiences while learning a target language. Clearly, this comment corresponds with Shi's (2015) and Tomlinson & Masuhara's (2013) theories explaining the importance of engaging learners affectively and cognitively. Similarly, Allag (2017), aiming at exploring the use of authentic materials with ten teachers at a university in Algeria revealed that the authentic materials helped teachers to reach objectives of the lessons in an enjoyable way. Moreover, it is expressed that when learners exposed to authentic materials, they experienced positive affect such as feeling confident or motivated (Silvani, 2018), their engagement to the lesson increases and they participate the lessons more willingly (Allag, 2017 and Silvani, 2018).

Another factor mentioned in literature is **materials' including authentic language** (Tomlinson & Masuhara's, 2013) since the use of simplified structures without difficult and complex sentences could cause an unsuccessful attempt for learners to acquire the language (Tomlinson, 2011). However, considering all the data presented, an inconsistency among previous studies might be seen notably. For example, the case study by Rusmawaty (2018) expressing four senior high school teachers' beliefs towards using authentic materials in Iran mentioned that teachers were using authentic materials without any modification. This finding is partially consistent with Allag's (2017) findings which stated that real language use motivates their students. Although existing agreement among several studies (Allag, 2017; Silvani, 2018; Rusmawaty, 2018) on benefits of real language use in authentic materials, teachers in the study by Rusmawaty (2018) still tend to accept textbooks as the primary materials.

The last factor defined in literature is authentic materials' **being appropriate to students**, due to addressing several issues such as being appropriate to proficiency levels of students, cultural background, students' reasons to learn English (Shi, 2015), personalised learning (Masuhara's &Tomlinson, 2013); it seems as reasonable for authentic materials not to be appropriate for each student to some extent. For example; regarding the proficiency level of students, findings in both studies by Rusmawaty (2018) and Al-Musallam (2009) indicated that teachers did not choose to use these materials for beginners. In terms of cultural appropriateness; although authentic materials broaden students' knowledge, understanding and experience of different cultures (Allag, 2017), the study by Rusmawaty (2018) showed that teachers did not prefer to use authentic materials for cultural reasons. In agreement with Allag (2017), Rusmawaty (2009) expressed that inappropriate content of materials for Iranian culture hindered teachers to use

those materials even though teachers desired to use them. Lastly, the study by Al-Musallam (2009) contended that modifying the topic in the authentic materials according to students' levels, interests and cultural background increased their workload which might lower the rate of teachers' using authentic materials.

Overall, these studies provide mixed evidence for the factors that affect teachers' use of authentic material; also, their results are unconvincing due to their bias samplings. For example, all researches except quantitative study by Al-Musallam (2009), employed a qualitative research method. Silvani (2018) and Allag (2017) conducted an interview and a classroom observation, while Rusmawaty (2018) collected field notes additional to the interview and the classroom observation. Although qualitative studies offer an effective way to gather highly productive data, samplings of these researches give hesitation to generalise the findings to other contexts for several reasons. First, all studies (e.g. Silvani, 2018; Al-Musallam, 2009; Rusmawaty, 2018 and Allag, 2007) suffered from small sample sizes such as three, thirty-two, four and ten, respectively. Secondly, in the study by Al-Musallam (2009) 10 teachers from five different nationalities were recruited which might cause uncertainty of results. This is because in a diversified group, more extensive sampling is needed to get accurate results(Kumar, 2018).

Similarly, in the studies by Silvani (2018) and Rusmawaty (2018), researchers recruited only female teachers experienced from ten years to twenty which might not represent the whole population of teachers under the investigation in Indonesia and Iran. Thus, it might affect the validity of studies' results as there might be some differences in the choice of materials between novice teachers and experienced ones as well as between female and male participants. As a result, it gives a rationale for this study to use a mixed-method approach with more valid sampling.

Summary

The use of certain materials and teachers' attitudes towards certain materials have been investigated by a variety of studies in the EFL context, which is highly relevant to the Turkish context. However, previous studies have suffered from notable conceptual and methodological weaknesses, and they only provided weak evidence for teachers' preferences between authentic and textbooks. Moreover, there has been no detailed investigation of teachers' use of particular teaching materials with frequencies and their opinions on the factors affecting their choices.

Thus, very little is known about English teachers' attitudes towards the use of authentic and non-authentic materials. Lastly, as they were conducted in different countries such as Iran, Indonesia, Saudi-Arabia, Bangladesh, Algeria, Thailand and Finland with participants mainly from universities and secondary schools, the generalisability of these findings might be problematic for Turkish context. That is because cultural differences might affect the teachers' attitude, particularly towards the use of authentic materials as it might be too culturally biased (Martinez, 2002). As a consequence, it seems that previous studies in literature do not answer the review questions in this current study properly. Thus, this study aims to fulfil the research gap by investigated relevant issues, which might provide the first extensive examination of high-school English teachers' attitudes towards the use of authentic materials and non-authentic materials.

Consequently, with the guidance of existing previous studies' researches designs, a mixed-method approach will be employed as a research design including a questionnaire and interview to obtain more generalisable and detailed information for following research question.

What are high school English teachers' attitudes towards using authentic and non-authentic materials in English lessons in Turkey?

CHAPTER 3 METHODOLOGY

This present chapter provides an overview of the current research design used to collect data and answer the research question. It describes, in detail, methodological approach, context and participants, data collection and procedure, and data analysis of this current research.

3.1. Methodological Approach

In this study, mixed-method approach, focusing on both quantitative and qualitative data (Creswell and Palno Clark 2011:5) is employed to reduce the subjectivity of the results. As the mixed-method approach combines different paradigms and methods that have different strengths, the results of the present research are thought to have more reliable and valid findings (Kumar, 2018). Moreover, this triangulation enhances the accuracy and meaningfulness of the results of this study and compensates for the weaknesses of each method (Pety et al., 2012). By this way, it is hoped to illustrate a complete picture of high school English teachers' attitudes with enriched data.

These two methods were used one after the other. Followed by semi-structured interviews for qualitative data, a survey was conducted to obtain relevant quantitative data. A questionnaire was used to provide generalisable results on high-school English teachers' use of certain materials, gaining a detailed understanding of their opinions and preferences of using certain materials and determining the factors affecting their choices to use authentic or non-authentic materials. Meanwhile, interviews were designed to provide an in-depth understanding of teachers' opinions and their experiences on using certain materials.

Concerning the questionnaire, there are different types of questions, such as closed-ended and open-ended questions. The rationale for using closed-ended questions was to focus on a particular aspect around the respective questions and to allow participants to respond to the questions anonymously (Curtis, 2014). Particularly, those who did not want to share their opinions via interviews. It is important to note that as only a limited amount of information could be obtained with closed-ended questions Habib et al., (2014), open-ended questions also were asked at the end of the questionnaire. By this way, participants were allowed to express their different ideas from the questionnaire. In the case of participants' leaving these parts

unanswered, researchers used a paper form of questionnaire instead of the online version and distributed questionnaires by hand.

Apart from the survey, individual semi-structured interviews were conducted because of its potential advantages to ask additional questions to the participants while (Carter, 2018) keeping the research within the boundaries of research questions. For example, during the interview, when researcher desired to follow up interesting ideas or useful information, researchers could ask additional questions. As it includes face-to-face interaction with the interviewer, non-verbal signs might shape the responses of the participants, and they might say what the interviewer wants to hear (Carter, 2018). Therefore, to reduce the interviewer effect, the researcher did not indicate any approval or disapproval to answers of participants.

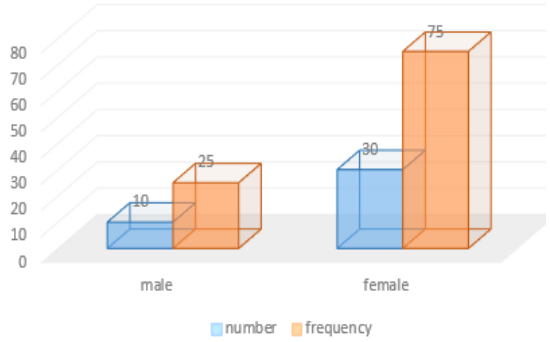
3.2. Context and Participants

Regarding the population of this study, there are approximately 1800 high-school English teachers in 234 high-schools in Kayseri in Turkey. Since this target population is too large to be investigated, a random cluster sampling was employed to select the most representative participants in this population. Thus, the sample group was recruited from one school in each district of Kayseri totally five Anatolian high schools among sixty-four. All these five high-schools aim to give education for academic purposes which are different from other types of high-schools. They are also larger high-schools that have many classes with different grades and different English proficiency levels. Teachers in these schools have to have at least one class for each level according to the regulations of the Turkish Ministry of Education, which indicate that participants have different experiences. Thus, they would have different viewpoints and perspectives on subject matter under the investigation.

Secondly, to conduct a questionnaire with unbiased sampling as much as possible, 8 for each school, totally 40 English teachers were recruited from the same type of school to sustain the homogeneity of participants.

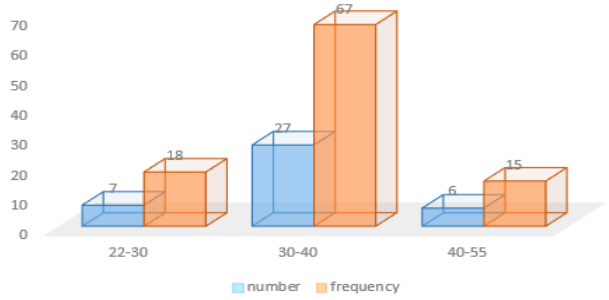
Bar chart 1 shows an overview of participants' background information such as their genders, ages, teaching experience and academic degree. However, the names of the schools and participants are kept anonymous due to ethical issues.

Bar chart 1: Participants' genders



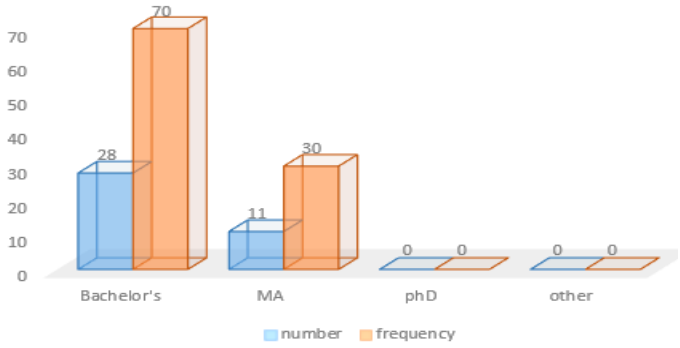
It can be observed from the Bar chart 1 that of those forty teachers attended the survey, thirty were (75%) female while ten of them are male (25%) which indicates that female teachers outnumbered their male counterparts. However, it is the shared profile in Anatolian high-school in Turkey.

Bar chart 2: Participants' age



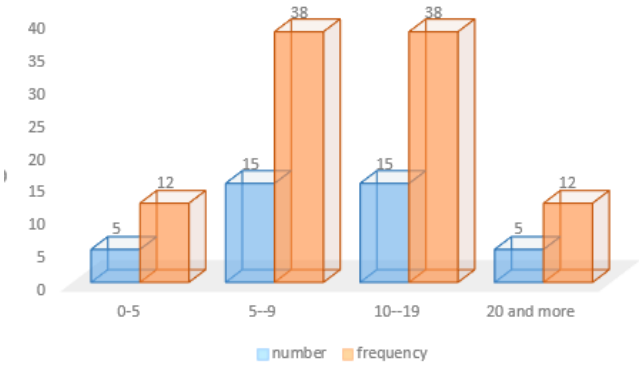
It is apparent from Bar chart 2 that the ages of respondents range from twenty-two to fifty-five. The majority (67%) are between thirty and forty. Only seven teachers are between twenty-two and thirty and while only six teachers are between forty and fifty-five.

Bar chart 3: Participants' academic degree



It can be inferred from bar chart 3 that teachers in this study are highly qualified. Twenty-eight teachers in forty which indicates the majority (70%) have a bachelor's degree while just under a third of them (11 teachers) reported having an MA degree. However, among all participants, no teacher was holding a doctoral degree or other types of degrees or certificates.

Bar chart 4: Participants' teaching experiences



It could be indicated in bar chart 4 that a more significant proportion of teachers (88 %) have more than five years of experience by comparing the remaining less experienced ones (12%). Solely, less than a fifth of them (5 teachers) stated having experience from 0 to 5 years. This finding reflects that most teachers are highly experienced.

In terms of the interview, one from each school, totally five teachers were randomly recruited among twelve volunteers. Their demographic information is presented in the table below.

Table 1: Demographic information of the participants in the interview

Teacher	Gender	Age	Experience	Academic Degree
T1	Female	33	10	Master's degree
T2	Male	34	6	Bachelor's Degree
T3	Male	36	13	Bachelor's Degree
T4	Female	42	20	Bachelor's Degree
T5	Female	40	15	Bachelor's Degree

As shown in Table 1; participants have different backgrounds. For example, three participants in five are female, while the remaining two are male. It is also seen that the majority of participants (four) have a bachelors' degree; however, only one participant reported having an

MA degree. Moreover, it is seen that all participants are between thirty-three and forty years, and they have experience from six to twenty years.

It is important to note that the sampling for the interview, similar with the survey was highly representative concerning gender, age, experience and education of participants as this profile is similar with teachers' profile in Anatolian high schools all over Turkey. Thus, the data gathered from these participants are expected to provide a range of perspectives (Petty et al. 2012) with high reliability and validity.

3.3. Data Collection and Procedure

Having obtained ethical approval from the Faculty Human Research Ethics Committee of De Montfort University (Appendix A), questionnaire and a set of interview questions were designed. In this process, several precautions were taken. First, to reflect the whole range of possible attitudes, questionnaire items were adapted from other relevant studies that are mentioned in previous chapters. Secondly, to ensure content validity, one English teacher out of the study group was selected who has more than ten years of experience. This teacher and one instructor from the university are asked to assess the content of the questionnaire and interview questions on the first draft. Except for one instructor, two teachers are asked to rank the scales and test to see what extent these statements measure the attitudes that intended to explore. Based on their comments, relevant corrections were made.

After questionnaires and interview questions were designed, piloting was conducted to ensure the feasibility of all questions for the participants. Five English teachers, out of the study group, were asked to rate 41 items questionnaire. Internal consistent reliability of the questionnaire, then, was calculated utilising Cronbach's alpha in the SPSS programme. The results showed that the questionnaire had a high level of reliability ((a)=0.812) as it is above 0.70 (Clarke & Braun, 2017). In terms of interview questions, two teachers out of the study group, are asked to provide feedback. Lastly, the questions were reorganised according to these feedbacks of these two teachers.

Before data collection, there were several steps. First, required permissions were taken from school administrators and researcher, then, visited the schools on the scheduled dates. As a second step, the purpose of the project was explained to participants, and they were informed

that their participation was voluntary, they had rights to withdraw whenever they wanted. Furthermore, it was explained that the research would be anonymous and only limited personal information, such as their experiences and degrees or ages, would emerge in the study. Thirdly, to ensure the confidentiality in the interview, they were informed that the audio file would be stored only by the researcher, and she would only share the relevant data with her supervisor. Lastly, participants obtained written information sheets (Appendix B) and participant consent forms (Appendix C). Additionally, for all ethical practices, Cohen, et al.'s (2018) suggestions were taken account.

Regarding data collection procedure, questionnaires were distributed during the lunch break, and interviews were conducted after collecting questionnaires. Lunch break time was chosen as it is the longest break of schools that could enable the researcher to bring participants together and compile the questionnaires easily. These precautions might explain well the high response rate of the survey (100 %). Moreover, the researcher could hinder any possible risks as Newby (2014) suggested that different environment would affect the individual responses, and she could explain any misunderstandings about the questions. In this process, one hour was allocated to complete the questionnaires and half an hour to conduct interviews for each participant. Closed-ended questions are required to be responded with a five-point Likert scale that might confuse participants. For this reason, the researcher distributed questionnaires personally and waited for a while to ensure that participants understood what to do. After collecting the questionnaires, the researcher checked if there was any question skipped or responded inappropriately. It is also important to note that as this research was conducted in five different schools located in 5 different districts of Kayseri, it took one week to collect the relevant data.

Questionnaires by Al-Musallam (2009) and Allahyane et al. (2017) was adopted by the researcher to address the research questions. Moreover, under the light of relevant theories of Shi (2015), and Tomlinson & Masuhara's (2013), several extensions and a set of interview questions were issued as well. The questionnaire consists of 41 questions in a five-point Likert scale divided into three parts (Appendix E). Part A collects demographic data about teachers, while Part B focuses on teachers' attitudes and opinions towards textbooks and commercial textbooks. Lastly, Part C asks information about teachers' attitudes and opinions on authentic materials. Lastly, at the end of each section, open-ended questions were designed to gather

information about teachers' preferences, frequency of classroom activities with certain materials and their suggestions.

In terms of a semi-structured interview, it consists of two parts (Appendix F). The first part aims to elicit teachers' choices on the questionnaire's items and further explanations on these items while the second part focuses on teachers' comments and evaluations on a set of questions derived from literature. After the initial survey, interviews were conducted individually in their mother tongue in a silent room to enable them to express their ideas in a relaxed atmosphere. Turkish version of the interview questions can be seen in Appendix G. To enable the researcher to revise and control the data over and over; the interviews were recorded and kept in a data protected file.

3.4. Data Analysis

Regarding quantitative data, all statistical analysis was performed using SPSS software (version 22.0). At the beginning of this process, first positive items in the questionnaire were recorded in the program with numerical codes such as 'Strongly Agree' =5, 'Agree' =4, 'Neutral' = 3, 'Disagree' = 2 and 'Strongly Disagree' =1 and negative items were reversed. For example, for negative items 'Strongly disagree' represents ‘5’ while 'strongly agree' shows ‘1’. Following the coding, a well-known tests of normality Shapiro-Wilk Test were used. The results showed that the data was normally distributed since p is well over the two-tailed 0.005 level. (p=0.213 for commercial textbooks, 0.294 for official textbooks, and 0.200 for authentic materials) (Bryman and Caramer, 2011).

Different techniques were used to interpret the data depending on the nature of the data. First, to explores teachers' opinions on the factors affecting material choices, Chi-Square test was performed to reduce five-point Likert items into three main categories, namely; agree, uncertain and disagree (see Appendix H and I). In the follow-up phase; frequencies, modes and median were calculated for Likert items in the questionnaire which expresses teachers’ opinions on the factors affecting their use of certain materials by following the suggestions of Boone & Boone (2012). Moreover, to interpret teachers' attitudes towards different teaching materials, descriptive statistics such as means and standard deviations were used. This is because the first part of the questionnaire includes a series of Likert type questions that form an attitude scale

when combined (ibid.). Lastly, to interpret the attitude scale, Srakang (2017) 's framework was used (0-2.99=disagree, 3.00-3.49= neutral attitude and 3.5-5=agree).

Lastly, following suggestions of Bryman and Caramer (2011), all data related to attitudes was illustrated in tabular format (in tables) while bar and pie charts were also used to illustrate proportions (Cohen et al., 2018) and to show the dominant categories clearly (Newby, 2014).
For qualitative analysis, all collected data were analysed in the light of Braun & Clarke (2006) 6 phases thematic analysis framework. First, to be familiarised with the data, all extracts based on five individual's audio-recorded interviews were transcribed verbatim. Then all questions and teachers' responses were translated from Turkish to English by the researcher and translations were verified by a bilingual translator who has enough knowledge and the differences were discussed together. By this way, the validity of the data was ensured. Secondly, segments of data were identified according to similarities of data and connections with each other and then they were categorised under several codes relevant to research questions. In the coding process, pre-set codes developed from the literature were used. Thirdly, the connected codes were combined to create themes and sub-themes, which have a significant contribution to the relevant study question. The fourth step is a review of the coding process to see if there is any need for some modifications or some new codes that are different from the literature (Braun & Clarke, 2006). In the fifth step, a thematic map was created to identify possible sub-themes or how each sub-theme is connected to main themes or how each theme relates to each other. In this regard, the irrelevant data was identified and extracted. Lastly, intra-coder reliability was done by the same researcher and one colleague of her two weeks after the first coding. By this way, the consistency of the coding procedure was ensured by assessing the same data twice (Castleberry & Nolen, 2018). Then the results were compared to obtain more valid data for research questions.

Chapter 4: Findings

This chapter aims to answer the research questions according to the results of the semi-structured interviews and a questionnaire revealing high-school English teachers' attitudes towards the use of authentic and non-authentic materials. There are three sections in this chapter. The first section presents high school English teachers' attitudes toward authentic and non-authentic materials while the second section illustrates findings on teachers' preferences for using current official textbooks and authentic materials. The third section expresses the factors that affect teachers' preferences for using certain materials.

4.1 High-school English teachers' attitudes towards authentic or non-authentic materials

First, there is a need to compare teachers' attitudes towards commercial textbooks and current official textbooks to ensure that teachers' general view of the textbooks does not affect their attitudes towards current textbooks.

Table 2. shows the statistics of high-school English teachers' attitudes towards textbooks and current official textbooks. Items from 1 to 5 present teachers' attitudes towards commercial textbooks, while items from 6 to 10 illustrate their attitudes towards current official textbooks.

Table 2. Means and standard deviation of teachers' attitudes towards commercial textbooks and current official textbooks

Commercial Textbooks	Mean	SD	Current Official Textbooks	Mean	SD
1- Commercial textbooks are beneficial to English learning.	3.9	1.2	6- Current textbooks are beneficial to English learning.	2.4	1.1
2- Students can learn English without exposure to commercial textbooks.	3.2	0.9	7- Students can learn English without exposure to the current textbooks.	2.1	0.8
3- It is an opportunity for students to interact with commercial textbooks.	4.0	0.9	8- It is an opportunity for students to interact with current textbooks.	2.6	1.0
4- Using a commercial textbook is time-consuming.	3.5	0.8	9- Using current textbook is time-consuming.	3.4	1.0
5- Using commercial textbooks is more beneficial for students rather than using authentic materials.	3.1	0.7	10- Using current textbooks is more beneficial for the students rather than using authentic materials.	2.6	0.8
Overall mean scores:	**3.54**			**2.62**	

From the table above; it is revealed teachers have a negative attitude towards using current official textbooks (mean score 2.62) whereas they have positive attitudes towards commercial

textbooks even though teachers are not allowed to use them. Although being the same type of materials, school textbooks were reported as time-consuming and ineffective in learning English while commercial textbooks were reported as beneficial for learning English. These results indicate that teachers' negative views towards current textbooks are due to some features of current textbooks other than teachers' perceptions towards textbooks in general.

Supporting these findings, the majority of those who responded in the interview reported that textbooks were beneficial for learning English. They remarked that well-designed textbooks could be beneficial as they enabled students to be self-directed or autonomous learners. Regarding that issue, TI reported:

'So long as designed well, textbooks are sources that enable learners to come to classes with preliminary preparation.'

TÜ and TE added:

'A well-designed and well-structured textbook could encourage learners to be autonomous learners by promoting students to do preparations for next lessons beforehand.' (TE)

'I do not think current official textbooks are efficient for language learning.' (TU)

Table 3. Means and standard deviation of teachers' attitudes towards authentic materials

Authentic materials	**Mean**	**SD**
24- Authentic materials are beneficial to English learning.	4.1	0.9
25- Students can learn English without exposure to authentic materials.	3.5	1.0
26- It is an opportunity for students to interact with authentic materials.	4.2	0.6
27- Using authentic materials is time-consuming.	4.3	0.6
28- Using authentic materials is more beneficial for students rather than using textbooks.	4.1	0.9
Overall mean scores:	**4.06**	

Apart from those textbooks, Table 3 presents teachers' attitudes towards authentic materials. It is apparent from table 3 that teachers have a highly positive attitude towards authentic materials (mean score 4.06). Similarly, teachers showed their belief on the benefits of using

authentic materials in English learning, and they did not see those materials as time-consuming. Moreover, the result from item 28 indicates that teachers have a more positive attitude towards authentic materials than textbooks.

Overall, analysis of both tables 2 and 3 above infer that teachers have positive attitudes, both authentic materials and commercial textbooks while they have a negative attitude for current official textbooks.

Similar with these findings, data gathered from interview revealed that teachers were in favour of using commercial textbooks and authentic materials rather than current official textbooks (item 5 in table 2 and item 28 in table 3). However, they reported several hindrances that they encountered. TU reported:

'Turkish Ministry of Education should allow teachers to use popular textbooks published in the UK as they provide more efficient language items with more interesting content.'

TS also suggested that:

If I had a chance, I would use authentic materials frequently, yet, the workload in the school and policies of the Turkish Ministry of Education hinders me.'

Next section will enlighten teachers' preferences to use certain materials which provides a deep understanding of how teachers' attitudes towards teaching materials affect their use of those materials.

4.1.1 High-school English teachers' preferences for using authentic or non-authentic materials

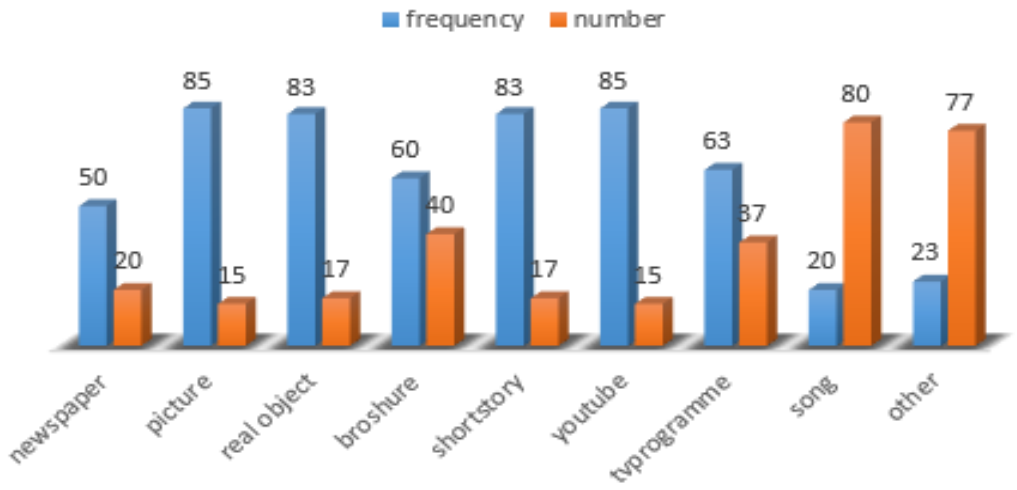
As teachers do not allow to use commercial textbooks at public schools in Turkey, this part does not include teachers' rate of using commercial textbooks.

Additionally, to provide a better understanding and to see if English teachers in Turkey use a different type of authentic materials from other previous studies, participants were asked to rate all different types of authentic materials they prefer to use. Additionally, participants were

informed that they could write other authentic materials than the ones given in the list which forms the ‘other' section of the bar chart below.

In this regard, the bar chart below presents an overview of different type of authentic materials preferred by high-school English teachers in Turkey.

Bar Chart 5. Type of authentic materials mostly used in high-school English classes

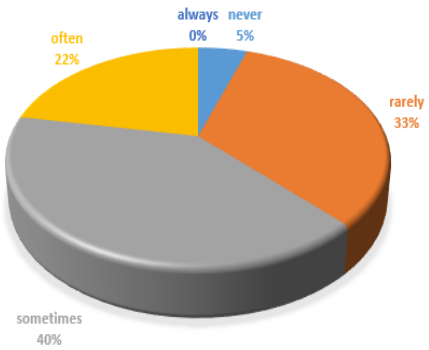


It is apparent from Chart 1 that teachers are using a wide range of authentic materials. For example, pictures and youtube videos (for both 85%) are used most frequently that are followed by real objects and short stories with a slight difference (for both 83%). Additionally, TV programmes and brochures have high rates of preference, 63 % and 60% respectively. In contrast, songs and other types of authentic materials appeared as the least preferred materials used by the minority of teachers (8 and 9 teachers respectively).

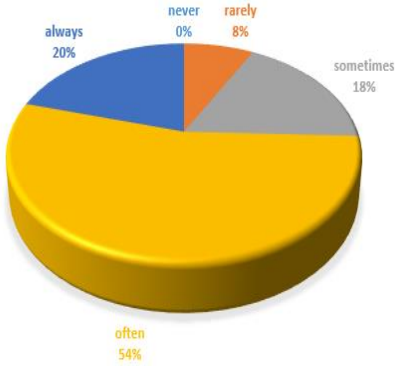
Similar to these findings, both interview and open-ended questions in the survey reveal that additional to authentic materials presented in the bar chart, there are other different types of authentic materials preferred by teachers. For instance, games are reported being used by TS and TU while video podcast is mentioned by TI.

Turns to other materials, participants in this study were asked how often they prefer to use authentic materials and current official textbooks. The responses were analysed and illustrated in the pie charts above. Pie chart 1 illustrates the rate of teachers’ using authentic materials while pie chart 2 presents teachers’ rate of using current official textbooks in high-school English lessons in Turkey.

Pie chart 1: Proportions of using authentic materials



Pie chart 2: Proportions of using current official textbooks



From the pie charts above, it could be concluded that approximately three-quarters of participants (72%) prefer to use textbooks ‘always’ and ‘often’ whereas 20 % per cent of them prefer to use authentic materials ‘often’. On the other hand, the proportions of those that prefer not to use authentic and non-authentic materials were quite similar for textbooks and authentic materials at 3% and 5 % respectively. Notably, there are no participants who choose the option ‘never’ for textbooks and ‘always’ for authentic materials.

Overall, the findings suggest that both materials have roles in English language teaching; however, it seems that current official textbooks dominate English language teaching. In other words, current official textbooks are likely to constitute the main source of teaching materials in Turkey high-schools while authentic materials are also preferred as supplementary material.

Significantly, the analysis of two tables and pie charts reveal that despite having positive attitudes towards using authentic materials and commercial textbooks (Table 2 and 3), teachers do not use authentic materials as frequently as they desire (pie chart 1 and 2). Thus, there is a need to analyse the factors affecting teachers’ use of certain materials. By this way, a better understanding could be provided on the reasons behind their use of current official textbooks so frequently. Moreover, it would also contribute to the knowledge of the factors that cause teachers to use authentic materials scarcely despite having positive attitudes towards them.

4.1.2 High-school English teacher's opinions on the factors affecting their use of non-authentic materials

The table below reflects high-school English teachers' experiences and opinions on the seven factors affecting their use of textbooks such as materials' being appropriateness to the curriculum, being flexible, being interesting, being a little challenging, including real language use, being appropriateness to students and being communicative.

Table 4. Descriptive statistics of teachers' opinions towards the factors affecting their use of current official textbooks

	Agree	Uncertain	Disagree	Median	Mod
11- Textbooks are appropriate for the aims of the curriculum.	26 65%	5 12%	9 22%	4	4
12- Textbooks give flexible content to fulfil different students' needs.	13 32%	9 22%	18 44%	3	2
13- Students show great learning motivation and interest when we use textbooks.	12 30%	9 22%	19 47%	3	2
14- Using textbooks increases students' attendance in the lesson as they engage learners.	8 20%	12 30%	20 40%	3	2
15- Textbooks' content provides an achievable challenge for students.	11 27%	10 25%	19 47%	2	3
16- Textbooks provide extensive exposure for students English in use.	10 25 %	8 20 %	22 69%	2	2
17- Textbooks help learners to make discoveries about how English is typically used.	13 32%	4 10%	21 52%	2	4
18- Textbooks broaden students' knowledge, understandings of various cultures and develop their cultural awareness.	6 15%	11 27%	23 57%	2	4
19- Textbooks' content is appropriate for students 'cultural backgrounds.	21 52%	11 27%	8 20%	2	2
20- Textbooks' content is appropriate for students' proficiency levels.	11 27%	13 32%	16 40%	3	3
21- Textbooks' content is appropriate for students' purpose to learn English.	2 10%	12 30%	24 60%	3	3
22- Textbooks help learners to become effective communicators in English.	9 22%	9 22%	22 69%	2	3
23- Textbooks provide opportunities to use the target language for communication.	17 43%	5 12%	18 45%	2	4

Closer inspection of Table 4 shows that 65% of teachers agree on the appropriateness of current official textbooks to the curriculum and %52 of them found textbooks appropriate to students' cultural background. For other remaining items, most teachers show their negative views. For

example, a large proportion of participants, approximately 69 % do not think that textbooks could improve students' communicative skills and textbooks could provide authentic language. Moreover, just over half of participants (52%) mentioned about the ineffectiveness of textbooks in providing typical structures used in real life, and 57% of them reported textbooks as inappropriate to increase cultural awareness. Furthermore, textbooks being inappropriate to students' purpose to learn English is the other item accepted by most teachers (60%). Notably, it could be said that teachers preferred to use textbooks frequently as solely they found them appropriate to the curriculum and cultural background that is the main aim of the Turkish Ministry of education while designing textbooks.

To examine the reliability of the results in the survey and explore the rationale behind their views, each item in this survey will be analysed in detail in next section under certain themes emerged from both interviews and the survey.

4.1.2.1 Being appropriate to the curriculum

In the interview, textbooks' being appropriateness to the curriculum were reported as the main factor affecting teachers' use of textbooks. In this sense, a considerable amount of participants, around 65% in the survey and over half of the teachers interviewed expressed their concerns on being compulsory to follow the current official textbook. Additionally, other few participants said that they preferred to use textbooks as they were effective tools in terms of time and cost as well as being a guide for implementing the curriculum. They commented:

'We have to use textbooks due to several implementations of Turkish Ministry of Education.' (TU)(TS)(TM)

'As the mandated curriculum set some educational goals that should be accomplished at the end of each semester, textbooks are easy to follow and enable us to reach those goals. Thus, I prefer to use them.' (TS)

'Following a textbook is time-saving for teachers as textbooks reduce teachers' preparatory time for lessons. Additionally, they are economical for students as they are distributed free by the Turkish Ministry of education. (TI)

4.1.2.2. Being flexible

Apart from appropriateness to curriculum, around %44 of teachers revealed textbooks' lack of flexibility. In consistent with this finding, some teachers in the interview reported that textbooks were full of insufficient exercises. Thus, teachers need to skip or make extensions to fulfil students' academic needs. The following excerpts from TU and TS explain those concerns of teachers:

'I found listening and writing parts highly irrelevant and above my students' proficiency levels; thus, I skip those parts and use authentic materials.'

'Many times, I copy other textbooks to make an extension to particular topics as current official textbooks are lack of high-quality exercises. However, economic problems in schools limit the opportunity to use photocopy facilities.'

4.1.2.3. Being interesting and motivating

Moreover, teachers expressed that textbooks have boring content which is a reason for teachers not to use textbooks from time to time. Participants in both interview and survey (%47) reported that current textbooks fail to attract learners' interest and enhance their motivation. Furthermore, two-fifths of participants (%40) showed their disagreement on the impact of textbooks on students' attendance to the lesson. From the interview, two reasons were emerged to support these claims, such as current textbooks' unrealistic topics and irrelevant visuals in textbooks. TM and TI explained these reasons:

'As all the content of the current textbooks mentions about Turkish culture, it is so artificial that they explain Turkish culture to the Turks, but the language is English, how can it be attractive or motivating.' (TI)

'Apart from textbooks context, visuals taken from the internet are highly artificial and irrelevant with their topics. These visuals do not attract students to the texts. Thus, I sometimes do not use textbooks. (TM)

4.1.2.4. Including real language use

Lack of real language use in current textbooks is reported as the other factor that influences teachers' use of textbooks in a negative way. Both analyses from interview and survey gave evidence to that issue. A large proportion of participants, around 69% for item 11 and 52% for item 12 indicated that textbooks were insufficient to present target culture and language in its real context. In consistent with those findings, a few participants commented about textbooks' unnatural and fake content that aims to follow only the national curriculum. It could be seen in TÜ and TMs' statements clearly:

'The language in textbooks are made up as they are designed to reach particular goals of the curriculum with sequencing structures and vocabulary rather than to present real language use in its context.' (TÜ)

'I do not think that the language presented in textbooks is what students could encounter in real life and as they present mainly Turkish culture, they are far from enhancing students' cultural awareness for other cultures.' (TM)

4.1.2.5. Being appropriate to the students

The factor is being appropriate to the students should be interpreted carefully since it consists of different variables that could change from place to place. Materials' being appropriate to students' cultural background, being appropriateness to their proficiency level, and being appropriateness to their needs or purpose to learn English are all variables that could be categorised under this title.

First, in the same line with 52% of teachers in the survey (item 14), the majority of participants in interview contended that current textbooks' content was appropriate for Turkish culture. Commenting on that issue, two participants reported that publishing and distribution of textbooks in Turkey are under the control of the Turkish Ministry of Education; therefore, textbooks might not to cause cultural conflicts. Although it seems a positive aspect of textbooks, the findings from the interview show that teachers do not prefer textbooks to include such cultural items. For example, TÜ and TI stated:

‘I do not prefer to use textbooks as the books' content, and topics are chosen from Turkish history, cultural events or touristic places in Turkey. Thus, the content is too familiar and boring for students.' (TI)

‘Textbooks are prepared for state school and to avoid controversial topics. They are revised many times by different experts before distribution. This process makes their content highly unnatural. '(TU)

Regarding the other variable, similar to two-fifths of teachers in the survey (item 21), a few participants expressed their concerns about using textbooks as they are not appropriate to students' purposes to learn English. They thought the authorities did not care about students’ needs. Moreover, textbooks are thought of as just material for revision of previous subjects rather than a material to improve students' English. TU and TS expressed:

‘Textbooks are prepared to practice common structures that repeatedly emerged with slight differences. This repetitive content obstructs learners to go further in terms of their needs.' (TÜ)

‘Turkish Ministry of Education ignores the students’ needs, particularly in language departments. These classes are designed for students aiming to become an English teacher in future. Thus, their programme and textbooks should be designed by taking account of their academic needs. However, they are expected to follow the programme and books designed for general purposes.’ (TS)

Moreover, in accordance with most teachers’ claims in the survey, several teachers in the interview stated their unwillingness to use school textbooks as these textbooks were not suitable for **the proficiency level of students**. However, this situation seems to occur due to the nature of classroom settings in Turkey rather than textbooks. A common concern amongst interviewees was the existence of different proficiency levels of students in the same class. For example, TE, TI and TS contended:

‘Lack of homogeneity in classes causes conflict among teachers. We do not know according to which level we should conduct our lessons. Should we support the half who has an A1 proficiency level of English or should we go further for B2 learners? Under this circumstance, no textbooks could be effective.’ (TS)

‘Particularly, the language structures in textbooks are highly difficult for some students. However, some others report the books as highly easy and lose their attention to English lessons.’ (TE)

4.1.2.6. Being communicative

Lastly, in consistence with survey findings, several participants in the interview judged the low-quality and lack of reality of communicative activities in textbooks. As these activities are designed to help learners to memorise certain structures, textbooks could not give opportunities for learners to communicate effectively and become effective communicators. This can be seen from TÜ and TM excerpts:

‘Distribution of textbooks and their teaching aids are under control of the Ministry of Education. However, they could not supply CDs on time and CDs they supply, generally, have poor quality. Thus, I use other materials. (TM)

Moreover, one of the interviewees argued that textbooks were not as much sufficient as authentic materials to acquire communicative competence.

‘Our students desire to learn how to communicate effectively with speakers of English all around the world; however, the books do not fulfil their needs.’ (TÜ)

4.1.3 High-school English teacher’s opinions on the factors affecting their use of authentic materials

Regarding authentic materials, the table below additional to interview’s results shows high-school English teachers’ opinions towards factors affecting their use of authentic materials.

Table 5. Descriptive statistics of teachers’ opinions on the factors affecting their use of authentic materials

	Agree	Uncertain	Disagree	Median	Mode
29- Authentic materials are appropriate for the aims of the curriculum.	29 77%	7 17%	2 5%	4	4
30- Authentic materials give flexible content to fulfil students’ academic needs.	30 75%	7 17%	3 8%	4	4
31- Students show great learning motivation and interest when we use authentic materials as these materials engage learners.	38 95%	2 5%	0 0%	4	4

32- Using textbooks increases students' attendance in the lesson as they engage learners cognitively.	37 92%	2 5%	1 3%	5	5
33- Authentic materials' content provides an achievable challenge for students.	39 97%	1 3%	0 0%	5	5
34- Authentic materials provide extensive exposure for students English in use.	37 97%	2 5%	1 3%	4	4
35- Authentic materials help the learners to make discoveries about how English is typically used.	29 72%	10 25%	1 3%	4	4
36- Authentic materials broaden students' knowledge, understandings of various cultures and develop their cultural awareness.	36 90%	2 5%	2 5%	4	5
37- Authentic materials' content is appropriate for students 'cultural backgrounds.	25 72%	11 27%	4 10%	4	4
38- Authentic materials' content is appropriate for the students' proficiency level.	24 64%	10 25%	6 15%	4	4
39- Authentic materials' content is appropriate for students' purpose to learn English.	33 82%	4 10%	3 7%	4	4
40- Authentic materials help learners to become effective communicators in English.	34 84%	4 10%	2 5%	4	4
41- Authentic materials provide opportunities to use the target language for communication.	37 92%	3 7%	0 0%	4	4

Table 5 illustrates high-school English teachers' opinions on the factors affecting their authentic material use. Remarkably, it can be seen in table 5 that seven items being rated by nearly all teachers (range from 90% to 97%) as the factors affecting teachers' use of authentic materials in a positive way. These results indicate that teachers use authentic materials primarily since authentic materials include real language use and since they are interesting, motivating and communicative. Moreover, it seems that authentic materials' appropriateness to students and curriculum comes as a second and third reason to use those materials.

The next section provides findings of interview and survey under several themes.

4.1.3.1 Being appropriate to the curriculum

First, in the same line with 77% of teachers surveyed (item 29), authentic materials' appropriateness to the curriculum is also noted in the interview. A few participants in the survey commented that authentic materials could be appropriate for the goals of the curriculum; however, it depends on teachers' efforts and capabilities to modify them appropriately. One of the interviewees gave a reason which hinders the use of those materials. TM and TI contended:

‘Teachers should modify authentic materials according to students’ levels, cultural background and curriculum. To do these modifications, teachers need pedagogical and technological knowledge.’ (TM)

‘To find materials which are appropriate to the curriculum’s aims costs a lot of effort and time, particularly to find materials for reading or listening tasks are highly difficult. Thus, I cannot use those materials frequently due to other workloads in school.’ (TI)

4.1.3.2. Being flexible

Additionally, consistent with three-quarters of participants surveyed (75%), all teachers in an interview except TS revealed that authentic materials provided a wide range of content that could be modified according to different students’ needs. Moreover, they stated that flexibility was a variable affecting their attitudes towards authentic materials. For instance, TÜ and TM remarked:

‘Authentic materials have different types of content addressing a wide range of proficiency levels of students. Moreover, teachers could adopt the ones to fit their students' needs.' (TÜ)

‘I sometimes prefer to use authentic materials since I can modify a song as a listening and speaking activity or even for a writing activity depending on my students’ levels or interests easily.’ (TM)

4.1.3.3. Being interesting and motivating

Strikingly, nearly all participants surveyed (in items 31, 95% and in item 32, 92% of participants) agreed upon the positive effects of authentic materials to students’ interest, attendance and motivation. Additional to these findings, in the interview, for a variety of reasons, authentic materials are expressed as motivating and interesting. Teachers in an interview mentioned that including real language items make them motivating and interesting while a few stated that it depends on how much the materials are related to students’ interests. As a consequence, it seems that teachers prefer to use authentic materials in any case as they are highly motivating and interesting. For example, TM, TÜ and TS stated:

‘We are in the technology era; therefore, students have access to different authentic materials on their own such as official music video or an interactive game. When they encountered the same material in class, their motivation increases as they know that it is real.’ (TM)

‘Our target group of students is teenagers. Thus, to choose an authentic material consisting of their fancy characters in a film, series or a game enhance their attendance.’ (TS and TÜ)

4.1.3.4 Including real language use

Apart from being interesting and motivating, materials’ including real language use is expressed as the other factor affecting teachers’ attitudes towards authentic materials. In this regard, majority of participants, both in the survey (97%, 72% and 90% for the items 34, 35 and 36 respectively) and interview remarked the benefits of using those materials such as increasing students’ awareness to other cultures and enhancing familiarity to the structures in real contexts. These benefits were expressed as a reason to use authentic materials. TE said:

‘Real language use is crucial as mainly our students learn English to communicate. Thus, they should learn the language in its real context to enhance their awareness of other cultures and the real language in its context. (TE)

Additionally, TI commented that authentic materials could raise learners’ self-confidence with which they communicate effectively:
‘Students’ self-confidence to speak English increases when we use authentic materials in classes. Particularly, when they realise that they are producing the same structures with real language.’

4.1.3.5. Being appropriate to the students

Another reported issue is the **mixed proficiency levels** in classes. Surprisingly, this factor is stated by a few participants interviewed as having a positive effect on teachers’ use of authentic materials. However, TE and TI expressed that by means of teachers’ efforts, these materials could be appropriate to the students’ proficiency levels even more than textbooks.

‘Apart from textbooks, I use authentic materials in my classes as they could provide a wider range of structures and vocabulary appropriate to the students’ needs more than textbooks.’ (TE)

‘Even if it is hard to modify the authentic materials according to my students' proficiency level, I use as they address the majority of students' academic needs.' (TI)

Additionally, despite nearly all teachers’ agreement on authentic materials’ being appropriate to **students’ purpose to learn English** (%82) in the survey, only one teacher in the interview commented on it:

‘I prefer to use authentic materials as my students need to read academic articles as much as possible to enrich their vocabulary knowledge; however, English national exams and students’ habits force us to use tests as the only source.’

It is important to note that as **the cultural background** of students is a highly critical issue in state schools in Turkey, it is the most interpreted issue amongst teachers. All participants emphasised the importance of students’ family and religious backgrounds in the material selection process. Similar to 72% of participants surveyed, teachers in the interview found those materials suitable for students’ cultural background. Moreover, they stated that they could find appropriate materials without any difficulty. In this regard, TU said:

‘As my students are all Muslim, I need to eliminate the materials consisting of inappropriate items such as pig, alcohol and some festivals. However, it does not take much effort to find a suitable one.’

However, another interviewee emphasised on students’ family backgrounds. He stated:

‘There are many families that reject using music and video clips in English classes as they thought these materials impose other cultures to their children. Thus, I use other types of authentic materials rather than music and video clips.’

4.1.3.6. Being communicative

Lastly, in terms of being communicative, majority of participants' responses (84% and 92% in item 40 and 41 respectively) indicate that authentic materials provide learners opportunities to use English and enable them to become effective communicators. Similarly, several teachers emphasised that authentic materials' content increased interaction which was a reason for teachers to use them. TE, TI and TM also added that teachers skip boring and irrelevant dialogues in textbooks and use authentic materials instead. This was illustrated in the following excerpts:

'When I find an interesting picture or an authentic dialogue about the same topic with textbooks, I skip textbooks and design authentic material to enable learners to speak on that subject.' (TI)

'To enable my students to speak more, I use Youtube videos as a source of listening and speaking activities. I think authentic materials provide us with more communicative activities than textbooks.' (TM) (TE)

In summary, findings from both the interview and survey indicate that despite having negative views towards using current school textbooks, teachers use them more frequently than authentic materials. On the other hand, it is indicated that teachers do not use authentic materials frequently despite having more positive attitudes towards the use of authentic materials than current textbooks. The main underlying factor affecting this situation is reported as the effect of the mandated curriculum. Moreover, the findings in this study indicate that teachers are using both authentic materials and current official textbooks for different reasons. For example, authentic materials are preferred as supplementary materials as they are interesting, enjoyable, are appropriate to all needs of students, provide communicative activities and real language use while current official textbooks are used as the main source to follow the curriculum and as a guide. The results will be discussed in the following chapter based on previous researches and theoretical frameworks.

Chapter 5 Discussion

This chapter presents an interpretation and a discussion of the findings obtained from semi-structured interview and survey. The findings will answer the research question through previous researches and relevant theories. There are several titles, such as discussions on teachers' attitudes and preferences for certain materials and teachers' opinions on the factors affecting their material choices.

5.1. Discussions on teachers' attitudes towards certain materials and their preferences of using those materials

Regarding teachers' preferences, different from literature, the findings in this study indicate that high-school English teachers are in favour of using both authentic materials and commercial textbooks. However, it seems that they have negative attitudes towards current official textbooks which might be due to the features of current textbooks.

Regarding authentic material type; despite using several different types of authentic materials from other previous researches (Allehyane et al., 2017; Islam, 2017), teachers in this study reported positive effects of using authentic materials like others. For instance, teachers in this present study use at least ten different types of authentic materials (see page 29) while in previous studies, there are only a limited number of authentic materials. Games, brochures, real objects, pictures, newspapers and postcards are materials not mentioned in the studies by Allahyane et al. (2017) and Islam (2017). Surprisingly, videos and reading stories were reported as the most frequently used materials which support the findings of Allehyane et al. (2017) while songs were reported as the least used materials that are contrary to the findings of Islam (2017). This difference might be explained by cultural and religious issues affecting teachers' use of songs in Turkey.

Moreover, it is revealed that teachers have a more positive attitude towards authentic materials than any textbooks. This finding is consistent with that of Islam (2015) and Allahyane (2017) who expressed teachers' preferences of authentic materials rather than textbooks. It is also apparent that teachers use textbooks more frequently than authentic materials. Thus, it could be

claimed that there might be different reasons under teachers' tendencies which will be discussed next section in detail.

5.1. Discussions on teachers' opinions on factors affecting their use of teaching materials

This section illustrates high-school English teachers' material preferences and presents the reasons for their preferences by means of seven factors identified in the literature.

Theoretically, it is fair to suggest that **being appropriateness to the curriculum** is the most influential factor affecting teachers' use of certain materials (Shi, 2015). The findings from questionnaire and interview confirmed Shi's (2015) claims on the importance of curriculum as teachers do not have the power to select their own materials and as using textbooks is compulsory in public schools. Clearly, this fact explains the reason why teachers use textbooks so frequently. Moreover, textbooks are ready-made and time-saving materials. This finding is consistent with some researchers (Srakang, 2013; Vanha, 2017) which provide similar reasons to use textbooks while it is contrary to the study by Alhamami & Ahmad (2018) which expresses textbooks as inappropriate to the aims of the curriculum.

In terms of authentic materials, the finding in this study about the appropriateness of those materials to the curriculum is in the same line with Al-Musallam's (2009) findings while it is contrary to Silvani's (2018). This inconsistency may be due to teachers' lack of technological knowledge in Silvani's (2018) study on how to adapt those materials according to the curriculum. However, some local teachers in Turkey reported their capability and knowledge on that issue.

The other finding is about the **flexibility of materials** which is the other important factor for a teacher to use certain materials (Shi, 2015). However, the results obtained from this study showed that textbooks were not as flexible as authentic materials. This finding is close to those of Srakang's, (2013) who judges lack of detailed activities in textbooks and Alhamami & Ahmad's (2018) who sees textbooks as an obstruction for conducting diversity activities in classes. In terms of authentic materials, there might not be sufficient information on the flexibility of authentic materials. This might be due to the nature of authentic materials as they are not designed for teaching purposes; researchers might not see any reason to investigate those

aspects of authentic materials. However, it is reported in this study that through teacher' efforts, they could provide highly flexible activities, especially for speaking lessons.

In terms of **being interesting**, textbooks are reported as fail to attract students' interests and fail to raise learners' motivations due to their content and layouts. In this sense, the findings in this present study agreed with those of Vanha's (2017), who reported textbooks as being unattractive and dull. Meanwhile, they are contrary to Alhamami & Ahmad (2018), who contended that textbooks had inspiring content. This difference might be due to teachers' use of commercial textbooks in the study by Vanha (2017). It is important to note that commercial textbooks like mentioned in the study Vanha (2017) concern about teachers' and students' satisfaction due to make a financial profit, however, the books selected by Ministry of educations in different countries like in Turkey and in the study by Alhamami & Ahmad (2018) generally aim to present the political priorities of countries.

Consistent with this literature, teachers in the current study stated that they prefer to skip some parts in the textbooks when they found interesting authentic materials. This tendency of teachers is due to the fact that authentic materials increase students' motivation and attendance to the lesson. This result reflects those of Allag (2017) and Silvani (2018) who expressed teachers' preferences of using authentic materials as they are more interesting than textbooks. These findings also support Shi's (2015) and Tomlinson & Masuhara's (2015) theories suggesting that materials should be interesting and engaging affectively and cognitively.

The current study also revealed that textbooks do not have **any authentic language content**, while authentic materials include a bulk of authentic usage. Thus, it is a reason for teachers to use authentic materials from time to time. In this sense, nearly all teachers in this study demonstrated their negative views on the simplified and artificial language in textbooks. However, it seems that participants in interview underestimate the role of simplified structures for beginners as preliminary materials for authentic ones mentioned in Allag (2017). Since authentic materials could not be appropriate for beginners (Kılıçkaya, 2009), this finding might infer as an evidence to Tomlinson and Masuhara's (2013) theory that sees authentic language is a factor affecting teachers' material choices.

In terms of textbooks, this study shares the same findings as Allag's (2017), Silvani's (2018). However, there might be no explanation in the literature regarding authentic language content

of textbooks. This might be due to previous researchers and teachers' prejudice that textbooks are designed to teach specific structures (Tomlinson, 2010), and they should present simplified structures to increase learners' understandings (Islam, 2015).

Another factor that emerged from the findings of this study is that teachers use authentic materials as they are **appropriate to students.** Regarding students' proficiency level, the findings in this study indicated that mixed level classes are indirectly affecting teachers' materials choices. In this sense, perhaps the most interesting finding is that authentic materials are more appropriate for mixed-level classes than textbooks as they include different structures for all proficiency levels in one material. This classroom setting is likely to be specific for Turkey high-schools that might explain the different results gathered in the present study from other studies. For example, contrary to the findings of this study, Rusmawaty (2018) and Al-Musallam (2009) stated that authentic materials are inappropriate for their learners. However, it could be logical as these learners do not have enough grammatical or lexical knowledge of English, such as beginner learners (Kılıçkaya, 2004).

Apart from authentic materials, teachers' tendencies to skip or make extensions to the content of textbooks in several studies (Alhamami & Ahmad, 2018; Srankang, 2013 and Vanha 2017) could be inferred as textbooks do not meet students' different needs.

The other finding is being textbooks **appropriate to students' cultural background**, which is contrary to Alhamami & Ahmad (2018) and Srankang (2013) who gave their concerns about students' cultural sensitiveness on textbooks' content. This discrepancy among the findings of these studies may be due to different textbooks used in these countries. For example, different from those countries, in Turkey English books are published locally by a 'textbook committee' consisting of English teachers and experts in the linguistic area who is working under the control of Turkish Ministry of education. Hence, in Turkey, the designers might pay more attention to cultural issues in textbooks by comparing other countries. However, teachers do not prefer textbooks since they thought that too much familiarity with the topics could cause some problems as explained in Krashen (2009) expressed 'If the message is completely known, it will be of no interest, and the students will probably not attend (p.66)'.

It is also interesting to note that authentic materials are not reported as causing cultural conflict like other studies conducted the same Islamic background with Turkey. For example,

Rusmawaty (2018) and Al-Musallam (2018) indicated their religion and Islamic religious beliefs lower the use of those materials in schools as they cause cultural conflict in Iran and Saudi Arabia, respectively. Moreover, the discrepancy between the findings of this present study and other studies' results (Al-Musallam, 2018; Rusmawaty, 2018) might be due to teachers' having enough pedagogical and technological knowledge in Turkey to adopt these materials and eliminate inappropriate parts. This could be inferred by Özen et al.'s (2013) statement: 'more than 80% of observed teachers have professional competence (p.16)'.

Although the data gathered in this study indicated that **materials' being communicative** is a prominent factor for teachers in the material selection process, textbooks are reported as lack of communicative activities. Mainly; speaking and listening activities are highly artificial, irrelevant and boring for students. These findings are supported by numerous studies (Alhamami & Ahmad, 2018; Srankang, 2013 and Vanha, 2017).

It is also important to note that communicative activities were reported as opportunities for learners to achieve communicative competence and participating in meaningful conversations Tomlinson & Masuhara's (2012). Yet, it seems that textbooks do not provide efficient, communicative activities to accomplish that goal. Additional to their poor-quality and unrealistic topics of communicative activities, other reasons similar to previous studies were expressed in this study. For example, Vanha, (2017) stated that activities are insufficient to foster students' interest to speak while Alhamami & Ahmad (2018) contended that they are not designed well according to the time allocated to English. Moreover, Srankang (2013) added that speaking activities are not designed according to classroom settings. What is more in this study is that textbooks CDs were reported as having highly low quality and the Ministry of education were judged to serve insufficient effort to supply them to the schools on time. English teachers express all these factors as a reason to skip textbooks and use authentic materials from time to time.

In summary, despite presenting no new factors different from the theoretical literature on features of materials that affecting teachers' choice of materials, the present results are significant in some respects. First, the discussion reveals several similarities between this study and other previous researches that enable confirm this research's findings reliability. Secondly, discussions demonstrated several differences between this research with other previous studies that are as a result of conducting in different contexts in different participants. Thirdly, the most

significant result was that teachers prefer to use both authentic and textbooks for different reasons which are different from previous studies' findings. Lastly, in this study, there are some explanations on several factors that do not exist in previous empirical studies, such as authentic language use in textbooks and flexibility in authentic materials. It seems that the results of this study are consistent with Shi (2015) theory that explains factors that affect teachers' preferences of materials in EFL context and Tomlinson and Masuhara's (2012) theory in the universal context. The findings reported here suggest that there is a direct link between the features of materials and teachers' attitudes towards using authentic materials; thus, material designers must be aware of how these features affecting teachers' material selections.

The next chapter will demonstrate the conclusion of findings, their implications in English language education, limitations and recommendation for other researchers.

Chapter 6 Conclusion

This chapter aims to present the summary of current research findings and their contribution to English language education and the limitations of this study to provide an understanding for prospective researchers.

Summary of the findings

This research aimed to find out an answer to the question: **What are high-school English teachers' attitudes towards using authentic and non-authentic materials?** Based on quantitative and qualitative analysis of high-school English teachers' responses, a rich data was gathered about teachers' attitudes towards certain teaching materials such as teachers' use of certain materials and their preferences of using teaching materials and the factors affecting their choices are identified.

First, analysed data in this study has shown that teachers have positive attitudes towards both textbooks and authentic materials. However, they have negative attitudes towards current textbooks. They reported that they used current textbooks frequently due to local regulations of the Ministry of Education. Moreover, for the same reason, teachers use authentic materials scarcely despite their more positive views on authentic materials. These results indicate that teachers use textbooks only as authorities determine a national framework for English courses all-around the countries that teachers should follow (Shi, 2015). For example, several teachers asserted to choose textbooks as they enable teachers to reach the goals of the curriculum quickly and guide teachers on how to conduct the lessons. Regarding authentic materials, teachers prefer to use them from time to time as they are appropriate to students, they are interesting, communicative, flexible, and as they include real language use.

In terms of the factors affecting teachers' use of authentic materials, it is prominent to state that two factors (the real language exposure and being communicative) that were found in this study are associated with Tomlinson and Masuhara's (2013) theory about universal criteria for selection ELT materials. Additionally, the other two factors have links with (appropriate to students' needs, appropriate to the curriculum) Shi's (2015) theory that explains the factors affecting teachers' material choice in EFL context. Lastly, two remaining factors are common in both (being interesting and flexible). However, some factors in Tomlinson & Masuhara's

(2013) theory did not appear in previous empirical studies as well as in this current research, such as being challenging and being used for revision after the course. Thus, it appears that the results of this study are partially consistent with Tomlinson's and Masuhara's (2013) while they are totally in similar line with Shi's (2015) claims. This difference might be explained with EFL contexts of current and previous studies as well as Shi's (2015) theory.

Implication

Questionnaires and semi-structured interviews in this study provide a better understanding of high-school English teachers' attitudes towards using authentic materials by analysing the factors affecting teachers' use of textbooks frequently and authentic materials scarcely. First, these findings are expected to be helpful for prospective English teachers as the findings help them to understand the criteria that high-quality materials should have. Secondly, they would help curriculum designers to develop more appropriate syllabuses according to students' and teacher' needs. Thirdly, the results of this study hoped to help material designers to sustain more appropriate content that increases the effectiveness of teaching English in the Turkish context.

Based on this study's findings, some suggestions can be addressed to the Turkish Ministry of Education to increase the effectiveness of materials in classes. First, for English lessons, there should be some placement tests for students at the beginning of each year. Then classes should be formed according to the results of these exams and students' proficiency levels of English. By this way, materials, mainly textbooks, could address the majority of the students' needs in classes. Secondly; in terms of textbooks content, the Ministry of Education should enable textbooks to be prepared by native linguistic experts. This precaution would solve the problems of textbooks' lack of authenticity and would eliminate artificial content which hinders second language acquisition. Moreover, to enhance second language acquisition, the content of the books should include more communicative activities that are relevant to students' needs and interest and the time allocated for English lessons should be increased to conduct these activities properly.

Lastly, the Turkish Ministry of Education should encourage teachers to use authentic materials by giving them the freedom to choose their own materials. Additionally, Turkish Ministry of education should provide relevant in-service training to adapt their own materials.

Alternatively, due to the changing nature of languages, textbooks should be up-dated like authentic materials.

Limitation and Recommendation

Although the data was gathered through the mixed-method approach that could be a highly reliable approach, including semi-structured interviews and questionnaire, there are still several limitations in this present study. The small sample size is the first limitation that obstructs the generalisability of this study's findings in other contexts. For example, there were only 40 high-school English teachers in Anatolian high-schools in Kayseri in Turkey. However, there are different types of high schools in Turkey whose teachers' profile are different from Anatolian high-schools. For example, this study consists of teachers from various groups of age which enables the researcher to look at the issue from different perspectives. To speak generally, the majority of teachers have more than ten years of experience representing the general profile of Anatolian high schools. However, the majority of teachers could be less experienced ones in other types of high schools that could change the results of the study. Thus, a broader investigation, including teachers in other high schools, could be done to gather more generalisable data on the same issue.

The second limitation is related to the time of the data collection. As teachers' attitudes and actual use of certain materials could be different from what they state in interviews and questionnaire, classroom observations could provide more in-depth results. Due to several reasons, classroom observations could not be conducted. First, according to state schools' schedules in Turkey, there are only a few English courses in summer. These courses only focus on national exams. Thus, these courses were not thought to provide relevant data for this study as teachers in these courses have to use only certain textbooks. The second issue is that there were 40 English teachers from five different schools which means it is highly challenging to attend so many lessons due to the submission date of the dissertation. If the researcher could conduct them additional to questionnaires and interviews, reliable results would be provided on what type of materials should be used in classes and how teachers use them in teaching English.

Thirdly, as the questionnaires and interview questions focus on teachers' past or present experiences on the use of certain materials, some teachers might not recall how they integrated certain materials in their classes. Thus, it would be more effective to conduct a comparative

study with experimental design and gather the data shortly after teachers use both materials for teaching the same topics in their classes. By this way, teachers could give more accurate information on their preferences of certain materials. Moreover, the changes in teachers' attitudes before and after the implementation of those certain materials could be explored more accurately.

The fourth issue is about related literature. There were not enough resources, particularly in the Turkish context due to the recentness of the subject for the Turkish educational system. Moreover, there is a lack of comparative studies in Turkish context that could give us a more broad perspective on the issue under investigation. Thus, this situation limits the researcher to supply enough detailed literature review on some aspects of the research. It would provide a better understanding if the researcher could identify and compare the results of the studies conducted in other high schools in different regions of Turkey.

Lastly, recent investigations generally focus on teachers' attitudes towards the use of certain materials in different contexts and with different proficiency levels of learners. However, there is a need to investigate the attitudes of students towards using authentic and non-authentic materials besides teachers as the students are the real users of teaching materials. In this regard, as the use of authentic materials is a highly new concept in Turkish educational system, it would be interesting to explore Turkish students' willingness to interact with different teaching materials, their preferences and the rationale behind their choices. This would be very useful for teachers and materials designers who seek more efficient teaching and learning materials in ELT classes.

As a result, materials could be key components to acquire communicative competence in EFL context and selection of the most effective materials might be the most prominent role of the teachers. Thus, this comparative study was conducted to explore high school English teachers' attitudes towards the use of authentic and non-authentic materials. It reveals how often teachers prefer to use certain materials, what their preferences are between authentic and non-authentic materials, what factors affect their choices are. The findings would provide a better understanding of teachers' use of certain materials and enable curriculum and material designers on the factors that affect teachers' material choices and problems that teachers face. By this way, they could design more effective teaching materials that focus on communicative competence by taking account teachers' preferences and experiences

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APPENDICES

APPENDIX A: Approval letter from Faculty of Art, Design, and Humanities Ethics Committee

For Admin Use: DD/MM/YYYY			
Log Ref:		Version Number:	

Faculty of Arts, Design and Humanities
Ethics Application Form
TAUGHT STUDENT (BA, BsC, MA, MsC)

Please complete section A and B in the first instance
If any ethical issues are identified in section B, please continue to complete the rest of the form

Only electronic versions of the forms must be completed
Forms must be checked and signed by your Tutor in the first instance
For resubmissions please ensure that you track all changes

All notes highlighted in orange indicate where further action may be required by you (the applicant) or additional information may be suggested to assist you with the completion of this form

ADH Ethics Overview Guide, sample application forms, supporting document templates and submission deadline dates and links to university guidance can be located at the ADH Ethics website

If your research involves using 1) human tissue or fluid samples or 2) animals, you MUST seek guidance from the ADH Head of Research Ethics before planning the project.

Section A: Researcher Details

This section is a mandatory requirement and MUST be completed by ALL applicants
Once you have completed this section please complete **Section B**

1. Researcher Details							
First name:	Yuliyana			Surname:	Gospodinova Alekova		
DMU e-mail address:	P15196060@my365.dmu.ac.uk						
School (please indicate with a tick ✓):							
Visual and Performing Arts		Design		Humanities ✓		Architecture	
Study Level (please indicate with a tick ✓):							

Undergraduate (BA, BsC…)		Taught Postgraduate (MA, MsC…)	✓

If you are an academic member of staff, PhD or MPhil student please do not use this form. Please complete the PGR and Research Staff Ethics Application form available on the ADH Ethics website.

For Student Submissions Only:	
Module Title:	Research Methods
Module Tutor/ Supervisor name:	Dr. Jie Liu

Section B: Disclaimer

This section is a mandatory requirement. ALL fields MUST be completed by ALL applicants to ascertain if ethics approval is required

2. Activity Declaration (Tick ✓ as applicable all of the following questions and refer to the notes on the right)	**YES**	**NO**
Does the research involve human or animal participants, **human data *** (including observational study)?	✓	
Does the research present an indirect or physical risk to participants (human or animal)?		✓
Does the research involve any activities which may pose a risk to the environment?		✓
Does the research involve observing, interacting or otherwise with children (under the age of 18) or with **adults at risk ****?		✓
Does the research raise ethical issues due to the potential social or environmental implications of the study?		✓
Does the research re-use previously collected or archived personal data which is sensitive in nature, or enables the identification of individuals?		✓
Does the research involve topics concerned with the following 'sensitive research' areas: illegal activities, including the collection of source data, e.g. ethics statistics,		✓

Tutor/Supervisor use only *			
Tutor/Supervisor N:	Jie Liu	Date:	09/05/2019

Section C: Project Proposal

This section MUST be completed by the applicant if they marked YES to one or more questions in section B
Once you have completed this section please complete the rest of this form.

**** Human data** may be defined as non-numerical information (e.g. opinions, preferences, responses, ideas) collected from human beings through structured or unstructured methods (e.g. interviews, surveys, questionnaires or focus groups)*

*****Adult at risk** is defined by the Department of Health as 'a person aged 18 years or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation', Department of Health paper, 'No Secrets' https://www.gov.uk/government/publications/safeguarding-policy-protecting-vulnerable-adults/sd8-opgs-*

PLEASE NOTE:

If the applicant answers YES to one or more questions in section 2
It is recognised that certain ethical issues have been identified which, depending on the level of risk may require formal assessment by Faculty Research Ethics Committee (FREC) or Design Research Ethics Sub-Committee (DRESC) before undertaking any data collection associated with the proposed research activity.
*To obtain approval the applicant MUST complete **all fields in Section C – H** of this application form. Fully completed ethics forms MUST be submitted for checking, authorisation and risk assessment by the applicant's tutor in the first instance, who MUST complete section 13 of this form.*

****** If the applicant answers NO to all questions in section 2***
It is identified that there are NO ethical issues and the proposed study does not require formal FREC assessment.
*To confirm that there are no ethical risks identified the applicant must complete this section of the form and forward onto their tutor for authorisation. **For data recording purposes this application MUST be submitted to the following e-mail address: ADHethics@dmu.ac.uk by the tutor (copying in the applicant) from a DMU e-mail account***

3. Project Details			
Project Title:	High school teachers' attitudes towards using authentic materials and non-authentic materials in English lessons in Turkey		
Project Start date:	25/05/2019	Expected End Date	14/09/2019

Project Outline:

Give a brief overview - Recommended: list bullet points. For examples see sample application form

Subject area and background of the study:

- This study is about high school teachers' attitudes towards using authentic materials (the materials includes daily use of language) and non-authentic (textbooks) in English classes in Turkey.
- This study aims to shed light on teachers' attitudes towards using authentic materials. I am interested in this study because as an English teacher in a high school, I realised that material selection is highly important for teacher in English lessons. Thus, I was wondering whether high-school teachers in Turkey are in favour of using authentic or non-authentic materials and what their reasons to use or not to use them. This study is necessary because it helps me to complete my MA dissertation and it will help me to find out the benefits and challenges to use authentic and non-authentic materials in teachers' perspective.
- It is not be funded by a third party.

Section D: Ethical Issues Checklist

This section MUST be completed by the applicant if they marked YES to one or more questions in section B
Once you have completed this section please complete the rest of this form.
For sample forms, document templates and additional information relating to any of the supporting documents listed below please refer to faculty templates and guidance located at the ADH Ethics website

Purpose, aims and objectives of the research:

- The objective of the study is to answer the following question:
  What are the high-school teachers' attitudes towards using authentic materials in English lessons.
  What are the high-school teachers' attitudes towards using non-authentic materials (textbook) in English lessons.
- This study will provide a rationale for introducing the authentic materials and non-authentic materials in English language teaching. This research will consist of the whole body of MA study.
- A mixed method research will be conducted. Questionnaire and interviews will be used in data collection. The questionnaire and interview will help me to find an answer to my research question.
- The participants from 25 to 55 will be recruited in different high-schools in Turkey and there is no need to get a permission before the data collection. I will recruit 40 high-school teachers from five different schools in Kayseri in Turkey for questionnaires and 5 (one for each school) for interviews. The participants are individual students and they are not part of an organisation.
- The data will be protected in a password protected file.
- This study will be conducted overseas (in Turkey).

Brief description of research procedures (methods, tests etc):

- Different methods will be used in this study, interviews and questionnaires. These two data collection methods will help me to answer my research questions.
- The interview will be audio recorded. The questionnaire will be distributed in hand.
- The collected data will be stored in password protected laptop and encrypted device.
- Before the data collection, the participants will be fully informed about this study. Participant consent form, participant information sheet and parent/guardian consent forms will be distributed in hand.

4.1 Principal data collection methods			
Please tick ✓ as applicable for all of the relevant methods and refer to notes highlighted in the right		**YES**	**NO**
Interviews		✓	
Questionnaires		✓	
Audio/video recordings		✓	
Online surveys			✓
Observations			✓
Focus groups/workshops			✓
Documents/archives			✓
Other (please briefly specify)			

SUPPORTING DOCUMENT REQUIRED
*If you mark **YES** to any of the data collection methods within question 4.1 please provide copies of the **Participant Information Sheet** and **Participant Consent Form (using the templates available on the ADH Ethics website)** for assessment and submit with your application. Please note that questionnaires and question lists are not required for FREC/DRESC assessment but must be referred to their Tutor*

4.2 Anonymisation of data		
Please tick ✓ as applicable for the following question	**YES**	**NO**
Will you be anonymising the data collected from participants?	✓	
If you mark **YES** please briefly state how and why you will be anonymising that data. For examples see sample application form	I am going to identify my participants with unidentifiable names. They will be represented as P1, P 2. to maintain confidentiality of the participants.	

4.3 Working with children/ adults at risk				
Will you be observing, interacting or otherwise with the following participants?				**SUPPORTING DOCUMENT REQUIRED** *If you mark **YES** within question 4.3 please provide copies of the copies of the **Parent/Guardian Consent Form (using the templates available on ADH Ethics website)** for assessment and submit with your application*
Please tick ✓ as applicable all of the following questions and refer to notes highlighted to the right		**YES**	**NO**	
Children (under the age of 18)			✓	
Adults without capacity to consent			✓	
Those with learning disabilities			✓	
Adults at risk			✓	
Other (please briefly specify)				

4.4 Injury risk declaration			
Please tick ✓ as applicable for the following question and refer to notes highlighted to the right	**YES**	**NO**	**SUPPORTING DOCUMENT REQUIRED** *If you mark **YES** to question 4.4 please provide a **DMU Risk Assessment Form** and submit with your application - Please liaise with your tutor and consult with your Faculty Health and Safety Officer for this form*
Will you be researching into activities that may involve a risk of personal injury to the participants?		✓	

4.5 Human behaviour declaration		
Please tick ✓ as applicable for the following question	**YES**	**NO**
Will your research be supporting innovation that might impact on human behaviour? e.g. Behavioural Studies and/or Activities which may pose a physical risk to other people not directly participating in the research		✓
If **YES** please briefly specify. For examples see sample application form		

4.6 Environmental risk declaration			
Please tick ✓ as applicable for the following question and refer to notes highlighted to the right	**YES**	**NO**	**SUPPORTING DOCUMENT REQUIRED**
Will your research involve any activities which may pose a risk to the environment using a potentially hazardous substance?		✓	*If you mark **YES** to question 4.6 please provide a **DMU COSHH Form** and submit with your application - Please liaise with your tutor and consult with your Faculty Health and Safety Officer for this form*
If **YES** please briefly specify. For examples see sample application form			

4.7 Sensitive Research declaration		
Please tick ✓ as applicable for the following question	**YES**	**NO**
Will you be researching topics that are concerned with the following 'sensitive research' areas: illegal activities, including the collection of source data, e.g. access to web sites normally prohibited on university servers, or extremism and radicalisation, pornography etc.?		✓
If **YES** please briefly specify. For examples see sample application form		

Section E: How Ethical Issues Will Be Addressed

This section MUST be completed by the applicant if they marked YES to one or more questions in section B
Once you have completed this section please complete the rest of this form.
IMPORTANT NOTICE: *Please refer to the ADH Sample Application form for possible examples available on the ADH Ethics website*

5. Ethical Issues – Please state briefly all ethical issues identified, how they will be addressed and describe the methods that you will use

Key Ethical Issues:

This project involves dealing with the collection and storage of data from living human participants. It therefore raises the following ethical issues:

1. **Participant Anonymity:** no participant should be identifiable on the basis of any data published in the output from the project.

2. **Informed Consent**: all participants should be fully informed of the nature of the project and of what their contribution to the project will be.

3. **Right of Withdrawal:** Participants must be informed of their right to withdraw from participation at any time up to the completion of the project, and in the event of their withdrawal, any data collected from them may not be used.

4. **Data Storage/Management:** any data collected from the participants must be treated in a way which is fully compliant with DMU guidelines and GDPR legislation.
5. **Participant Care**: no participant should be subjected to unnecessary stress.

- No participant will be identifiable in any research output. If an individual is referenced, a pseudonym or code number will be used [Ethical Issue 1]
- I will a) provide all the participants with full details of the study in non-specialist language, using the faculty information sheet (this will allow participants to make an informed decision whether to take part or not) and b) confirm in writing if the participant: is willing to take part; agrees to their data to be used; acknowledges that they have read and understood the proposed study by completing a consent form. [Ethical Issue 2]

- I am going to inform all the participants that their participation is voluntary and granted the right and freedom to withdraw from the study. [Ethical Issue 3]

- All human data will be stored securely on a password protected computer and (for data in paper format) in a locked cupboard. Only my supervisor/tutor and I will have the ability to access the data. Any data held will be destroyed on completion of the project (completion = end of MA course of which this project forms a part). [Ethical Issue 4]

- The research will be conducted overseas in Turkey. The interviews will be conducted in a quiet room in this participants' school. [Ethical Issue 5].

Section F: Ethical References and Additional Factors

This section MUST be completed by the applicant if they marked YES to one or more questions in section B
Once you have completed this section please complete the rest of this form.

6. To which ethical codes of conduct have you referred?			**COMPULSORY** **This section MUST be completed as a COMPULSORY REQUIREMENT** **By government law all data must be handled in accordance with GDPR and all researchers must comply to DMU's guidelines for Good Research Practice**
Please tick ✓ as applicable all of the following questions	**YES**	**NO**	
a) I confirm that all information collected will be processed by use in accordance GDPR 2018	✓		
b) I confirm that I will follow DMU's ethical codes of conduct for Good Research Practice	✓		
c) Are there any other ethical codes not listed above that you will be referring to? If **YES** please specify and include any links below:		✓	

Name:	Web address:

7. Additional factors		
Please tick ✓ as applicable for the following question	**YES**	**NO**
Are there other additional factors that could/will give rise to ethical concerns e.g. communication difficulties?	✓	

If **YES** please specify. For examples see sample application form	All applicants whose research requires the use of information/consent forms will complete the faculty approved templates (which are in English) and submit them with their application for research ethics approval. Once approval has been granted these documents will then be translated into Turkish language as accurate as possible to the original document for distribution to the field. I will check it with my supervisor.

Section G: Questions for Ethical Approval of Sensitive Research

This section MUST be completed by the applicant if they marked YES to one or more questions in section B Once you have completed this section please complete the rest of this form. Further guidance can be located at: http://www.dmu.ac.uk/research/ethics-and-governance/sensitive-research.aspx

ALL RESEARCH WHICH ANSWERS YES TO ONE OR MORE QUESTIONS IN SECTION G IS CLASSED AS HIGH RISK AND MUST BE REFERRED TO ADHethics@dmu.ac.uk FOR CONSIDERATION BY THE FACULTY HEAD OF ETHICS ONCE FULLY COMPLETED AND AUTHORISED BY THEIR TUTOR

8. Sensitive Research		
Please tick ✓ as applicable all of the following questions	**YES**	**NO**
1. Does the intended research include research into illegal activities? (This may include, but is not limited to, research into hate crime, theft, fraud, or harmful and illegal cultural practices, etc.). ***Please note: the university does not permit any crime to be committed for research purposes, such as accessing images of paedophilia or child abuse, unless special permission has been granted by the Home Office.***		✓
2. Does the research involve deception? (if yes, please give brief details as to why/how in the space below)		✓
3. Will the research require the use of sites usually prohibited on university computers (e.g. pornography or the sites of these prohibited organisations)?		✓
4. Has the research been commissioned under a commercial contract requiring secure storage for related materials?		✓
5. Does the intended research fit into any of the following categories? If so, please indicate which in the points below:		
a) Terrorism, extremism, terrorist or extremist organisations or groups, extremist ideologies, radicalisation, de-radicalisation		✓
b) Commissioned by the military or GCHQ:		✓
c) Commissioned under an EU/US security call or similar:		✓
d) Involve the acquisition of security clearances (including the Official Secrets Act):		✓

9. Accessing Websites for the Research Areas Outlined in Section 9, question 5 a – e		
Please tick ✓ as applicable the following question and refer to the note highlighted below	**YES**	**NO**
Will your research involve visits to websites that might be associated with radicalisation or terrorist/extremist organisations or groups?		✓
*If you answer **YES** to question 9 you are advised that such sites may be subject to surveillance by the police and accessing those sites might lead to police enquiries. It is strongly recommended that you use your university network address, once you have received ethical approval, which will ensure these activities are flagged as a legitimate part of your research. Whilst acquiring ethical approval for this project and adhering to University guidance on accessing websites and storing related materials securely will allow the University to verify the legitimacy of you accessing these websites, it cannot guarantee legal protection.*		
If you answered YES please acknowledge that you understand this risk by marking the 'I Agree' box with a tick (✓)	**I Agree**	

10. Storage and Transmission of Research Materials		
The secure storage of data and research material is strongly recommended to all who answered **YES** to section 8 question 5 (although all researchers may make use of the Information Media Technology Services (ITMS) provisions detailed in this form). Please note that anyone storing participants' personal data is subject to separate legislation and requirements. Details are outlined here, and in the university's Research Records Retention Policy.		
Please tick ✓ as applicable for the following questions and refer to notes highlighted below	**YES**	**NO**
Does your research involve the downloading and storage on a computer of any materials relating to extremism or radicalisation (for example, records, statements or other documents)?		✓
*If you answered **YES** to question 10, you should request a secure file share from ITMS to be created for your project, with access restricted to you, or if absolutely necessary, any internal co-investigator(s). The research materials should not be kept on a personal computer, and all online research in this area should be done on university servers. Physical data should be scanned and uploaded to the password-protected server; where this is not possible, it should be kept in a locked filing cabinet or similar on university premises.* *You will need to agree to store all materials relevant to question 9 and question 11, as well as any other materials related to your research project in accordance with this advice in order to gain ethical approval.*		
If you answered YES please confirm you will store *all* research documents in accordance with this advice by marking the 'I Agree' box with a tick (✓)	**I Agree**	

11. Storage and Transmission of Research Materials		
Please tick ✓ as applicable for the following question and refer to the note highlighted below	**YES**	**NO**
Might your research involve the electronic transmission of such materials to project Co-Investigators?		✓
NOTE: *The Terrorism Act (2006) and the Counter-Terrorism and Security Act (2015) outlaw the dissemination of terrorist publications if the individual concerned has the intention to encourage or induce others. Publications disseminated for the purposes of an approved and clearly defined research project should not amount to an offence, because the requisite intention is unlikely to be present. However, you are advised to exercise caution and avoid dissemination of raw research materials where possible.*		
If you answered YES you will need to agree to only transmit these materials to Co-Investigators after they have been password-protected and that you will only use 'Zend', which encrypts materials in transmission by marking the 'I Agree' box with a tick (✓)	**I Agree**	

DEFINITIONS

Illegal activities incorporates **any illegal activity;** for example, trespassing, theft, or online piracy

Hate Crimes are those committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation.

Harmful and illegal cultural practices: these include violence against women and girls, Female Genital Mutilation (FGM), forced marriage, child sexual exploitation and honour-based violence.

Accessing prohibited websites: You will need to seek permission from ITMS; advice on how to gain permission is available from the ITMS helpdesk.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

De-radicalisation usually refers to activity aimed at a person who supports terrorism and in some cases has engaged in terrorist related activity, which is intended to effect cognitive and/or behavioural change leading to a new outlook on terrorism and/or disengagement from it.

Secure File Share: You will need to ask ITMS to create a Secure File Share for your project, with access restricted to yourself, or if absolutely necessary, any internal co-investigator(s). Advice is available from the ITMS helpdesk.

Zend: advice on using Zend is available from the ITMS helpdesk.

Section H: Authorisation and Approval

BEFORE COMPLETING THIS SECTION PLEASE REFER TO THE NOTE BELOW:

- **Applications must undergo formal assessment BEFORE undertaking any data collection directly associated with the proposed research activity**
- Applicants must submit their fully completed application and supporting documents **from an official DMU e-mail account** to their Tutor for checking, authorisation and risk assessment in the first instance
- Please consider naming and numbering documents appropriately to assist reviewers
- Accepted file formats: word.doc / word.docx – only electronic forms must be completed/submitted
- Signing **Section H (12 – 13)**, confirms that the applicant and Tutor has read, understood and will/assist the applicant to comply with the ethical procedures stated in this application
- If you are requested to resubmit please use the same completed form and clearly track/highlight all changes

ADH Ethics Overview Guide, sample application forms and supporting document templates and submission dates can be located the ADH Ethics website

12. Applicant – Checklist and Authorisation		
Please check your application and tick ✓ as applicable to the following questions	**YES**	**NO**
a) I declare that I have completed all fields, understand and will comply with the ethical procedures declared in **Section A – H** of this application form	✓	
b) I confirm that I have consulted with the Sample ADH Ethics Application when completing this form - available on the ADH Ethics website	✓	
c) I confirm that I have referred this ethics application to my Tutor	✓	
d) I confirm that I have read the Responsibilities of the Researcher guidelines and I will comply with them	✓	
e) I confirm that I have completed **Section G Questions for Ethical Approval of Sensitive Research (COMPULSORY)**	✓	
f) I declare that I have considered the ethical implications of the research proposed in this application and understand that I must not undertake any research activity until this form is fully approved	✓	
g) If the circumstances of my study changes I agree to re-apply for ethical approval before commencing with my research	✓	

h) I confirm that I have submitted for assessment the following required supporting documents (listed below) with this application form. ***Please refer to section D of this form to ensure the correct documents are submitted***

Participant Information Sheet	✓	Consent Form	✓
DMU Health and Safety Assessment Form		DMU COSHH Risk Assessment Form	

Applicant Name:	Yuliyana Gospodinova Alekova	**Date:**	09/05/2018

13. Tutor – Authorisation

BEFORE COMPLETING THIS SECTION PLEASE REFER TO THE NOTE BELOW:

- **Tutors** MUST confirm that they fully authorise the content of the application and supporting documents by completing this section in full. Forms must be checked and risk assessed in the first instance by the Tutor
- By completing this section the tutor confirms that they have read, understood and will support the applicant to comply with the above ethical procedures stated in this application
- Accepted file formats: word.doc / word.docx – only electronic forms must be submitted
- Sample application forms are available to assist you with your assessment

Please tick ✓ as applicable

a) Risk Assessment: I declare the research proposed in this application to be:

If LOW RISK* please tick (✓)		**If MEDIUM RISK** please tick (✓)**	✓	**If HIGH RISK*** please tick (✓)**	

b) I confirm that I have read and agreed the content of this form and fully support the research proposed in this application	✓
c) I declare that the applicant named above has completed their application in collaboration with myself as the applicant's tutor and will be working under my supervision	✓
d) I confirm that the applicant has completed all fields in **Section A – H** of this application form	✓
e) I confirm that I have assessed and agreed the content of all supporting documents required as part of this submission (as indicated in **Section D** of this form)	✓

Name:	Jie Liu	**Date authorised:** **Date re-authorised: (Resubmissions only)**	10/05/2019 07/06/2019
Title/Role:	Supervisor	**Department/Module:**	TEFL5006

Low Risk* *Anonymous questionnaires market or opinion research, customer satisfaction surveys, previously collected anonymous data held by the university which cannot be traced back to the individuals who provided them, observations of performances/ behaviour, service level assessments. (Provided that these do not touch on sensitive topics).* ***Low risk tutor authorised forms are granted full approval and must be submitted by the tutor (copying in the applicant) to ADHethics@dmu.ac.uk to be logged and filed***

Medium Risk** *Face-to-face focus groups, workshops and interviews, studies where anonymity cannot be maintained, collection of and/or research using human tissue/fluids, studies which involve participants under 18 or adults at risk, studies that induce anxiety, stress or other harmful psychological states* ***Medium risk Tutor authorised forms MUST undergo assessment by the relevant committee. Applicants must not conduct research of this type without written approval from the relevant committee. Applications must be submitted by the tutor (copying in the applicant) to one of the following relevant e-mail addresses: School of Design applications DRESC@dmu.ac.uk ; Other School applications ADHethics@dmu.ac.uk***

High Risk*** *Research topics concerned with the following 'sensitive research' areas: illegal activities, including the collection of source data, e.g. ethics statistics, or access to web sites normally prohibited on university servers, or extremism and radicalisation. Studies which will need to be reported to University Research Ethics Committee (UREC).* ***High risk tutor authorised forms MUST undergo assessment by the Faculty Head of Research Ethics. Applications must be submitted by the tutor (copying in the applicant) to ADHethics@dmu.ac.uk Applicants must not conduct research of this type without written approval from the Faculty Head Research Ethics***

14. Medium Risk Reviewer Outcome – (Assessor Use Only)				
Outcome (tick ✓ as applicable)				
Approved		**Rejected**	**x**	**DD/MM/YYYY** 20/5/19
Comments/feedback (First Submission):				

Ethical Issues identified and addressed

Section C Project Proposal – provide more detail on the project: e.g. what do you mean by 'authentic materials'?
Section D Ethical Issues Checklist – ensure this section simply states the ethical issues you will encounter in the research. At present you are also stating how you will overcome the issues.

Comments/feedback (First Submission):				
Approved	✓	**Rejected**		**DD/MM/YYYY** 14/6/19

The point about Section C is unnecessary: 'authentic materials' is a technical term familiar in the field and does not require further definition at this stage in the project.

Section D: revised satisfactorily.

15. High Risk Reviewer Outcome – (ADH Head of Research Ethics Use Only)	
Name:	
Assessment Date:	**DD/MM/YYYY**

Outcome (**tick ✓ as applicable)**		
I declare that high ethical risks have been identified which must be referred to UREC before granting full approval.		*Please **do not** conduct any research proposed in this application until full UREC approval has been obtained*
I declare that high ethical risks have been identified and the following rules must be adhered to by the applicant and their Tutor as indicated in the recommendations box below.		*Please **do not** conduct any research proposed in this application until you (the applicant) has confirmed that this has been addressed in writing*
Recommendations required to conduct sensitive research		

APPENDIX B: Participant Information Sheet

PARTICIPANT INFORMATION SHEET

Title of Research Project: High school teachers' attitudes towards using authentic and non-authentic materials in English lessons

Researcher details: Yuliyana Gospodinova Alekova

P15196060@my365.dmu.ac.uk

The researcher named above would like to invite you to take part in a research study. Before you decide whether to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully to decide whether you wish to take part or not. If you wish to, please discuss this with friends and relatives. If there is anything that is not clear or if you would like more information, please ask the researcher named above.

What is the purpose of this study?

This study aims to shed light on intermediate language learners' attitudes of using authentic materials in speaking lessons.

The research for this study is being undertaken by the researcher named above who is a Master student in Faculty of Arts, Design and Humanities at De Montfort University, Leicester.

What does the study involve?

If you agree to participate in this study we will ask you to fill in a questionnaire and attend a focus group interviews which will be audio recorded. The study will take no longer than 20 minutes for interview and 15 minutes for questionnaire and will take place at conference hall in İngilizce Kültür Yabancı Dil Kursu in Yalova in Turkey. However, the study will take 6 weeks long imbedded in English speaking lessons in a course.

Why have I been chosen?

You have been chosen because your contribution will help me to gain an understanding Turkish students' attitudes of using authentic materials in speaking lessons.

Up to 60 other participants will also be chosen to take part in this study.

Do I have to take part?

Participation in this study is voluntary and you may ask the researcher questions before agreeing to participate. It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a participant consent form and participant information sheet before the study takes place. If you decide to take part you are still free to withdraw at any time and without giving a reason.

I am interested in taking part, what do I do next?

If you are interested in taking part please contact the researcher named above by the e-mail provided.

What if I agree to take part and then change my mind?

You can withdraw from the study at any time, without giving a reason. If you wish to withdraw from this study please contact the researcher named above.

Any data collated up to the point of withdrawal will be kept securely on a password protected database and securely disposed of following the withdrawal request.

What are the possible disadvantages and risks of taking part?

While we hope that your experience will be pleasant, the interviews will require you to give up some of your time and may make you feel uncomfortable. If at any point during the study you feel distressed you can choose to remove yourself and the session will end.

What are the possible benefits of taking part?

The benefits of taking part in this study will have extra learning experience of English.

What if something goes wrong?

If you are harmed by taking part in this research project, there are no special compensation arrangements. If you are harmed due to someone's negligence, then you may have grounds for a legal action but you may incur costs. Regardless of this, if you wish to complain, or have any concerns about any aspect of the way you have been approached or treated during the course of this study, the normal University complaints mechanisms should be available to you.

What should I do if I have any concerns or complaints? [1]

If you have any concerns or complaints you can initially speak to the researcher, who will acknowledge your concerns within ten working days. If no satisfactory outcome is achieved or you wish to make a formal complaint, please contact Dr Jie Liu in the Faculty of Arts, Design & Humanities, De Montfort University, Leicester at the following address: School of Humanities, De Montfort University, Leicester LE19BH.

Will taking part in this study be kept confidential? [2]

All the information that we collect about you during the course of the research will be necessary to the study and will be kept for five years after the study has been completed. All collated data during the course of the research will be stored on a password protected database and will be kept strictly confidential.

Data will be managed by the researcher named above for the duration of the project. Only the researcher and Supervisor will have access to the data. The Faculty Head of Research Ethics may also require access to check that the study has been conducted in accordance with the approval.

The Participant will be given an ID code which will be used instead of your name, unless this is contrary to your wishes. Any identifiable information you may give will be removed and anonymised. Any published data released to a third party will be anonymised so that it cannot be traced back to the Participant.

You should also be aware that the researcher may be duty bound to pass on information that you provide that reveals harm has occurred to a child or other vulnerable individual.

What will happen to the results of the study? [3]

If you agree to participate in this study, the research will be written up and used in an MA dissertation and a digital copy of this project will be submitted on Turnitin.

Please note that data submitted on Turnitin may be shared with third parties/deposited onto DORA will be available to other internet users. This research may also be used by other researchers and regulatory authorities for future research.

If you require it, you may request a copy of the findings from the researcher named above by e-mail which will be submitted to you.

Who is funding the research?

This research project is not being funded by any external funder or receiving internal funding.

Who has reviewed this study?

This study has been reviewed and approved by De Montfort University, Faculty of Arts, Design and Humanities Research Ethics Committee the researcher's supervisor.

Contact for Further Information

Thank you for volunteering for take part in the study. For any enquiries please contact the researcher at the e-mail address listed above.

APPENDIX C: Participant Consent Form

PARTICIPANT CONSENT FORM

Title of Research Project:	High school teachers' attitudes towards using authentic and non-authentic materials in English lessons
Researcher details:	Yuliyana Gospodinova Alekova P15196060@my365.dmu.ac.uk
This agreement is made in regard to the questionnaire and recorded interview which took place on 1st June 2019	
Please tick and initial all boxes if you have read and understood the following:	
1. I confirm that I have read and understood the Participant Information Sheet for the study above. I have had the opportunity to consider the information, ask questions and these have been answered satisfactorily	
2. a) I agree to my data being anonymized and stored securely.	
3. I understand that my participation is voluntary. I also understand I am free to withdraw at any time - without giving any reason and without there being any negative consequences. I can decline to answer any particular question, or questions	
4. I agreed that non-identifiable quotations or data may be written up as a dissertation.	
5. I give permission to the interview being digitally audio recorded	
6. I understand that De Montfort University has reviewed and approved this study	
7. I understand that the data collected during the study has been inspected by a supervisor from De Montfort University. I give permission for the Supervisor to have access to my data	
8.I also acknowledge that if I am being interviewed this data may be transcribed by a third party, authorised by the university to undertake such duty.	
9. I agree to take part in the above research project	
10. I agree to be contacted by the researcher named above	

Print name of participant			
Participant contact details (e-mail)			
Participant signature		Date	

APPENDIX D: Figures of three components of attitude CAC



Figure 1 Three Components of Attitudes-CAC

APPENDIX E: Survey

Dear Teacher,

This questionnaire is designed to gather data as part of the research work for my MA degree at De Montfort University. The main purpose of this questionnaire is to explore high-school teachers' attitudes on the use of authentic and non-authentic materials in ELT classes in Turkey. In this questionnaire, authentic materials are defined as materials that are designed for native speakers' use rather than educational purposes. These materials could be brochures, magazines, newspapers, TV shows, cartoons, short stories. Regarding non-authentic materials, for this study, textbooks called as non-authentic materials. This questionnaire consists of three parts. Part A collects demographic data about you. Part B asks information about the teachers' attitudes on the use of non-authentic materials. Part C explores teachers' attitudes towards the use of authentic. It takes only 25 minutes to complete the questionnaire. Your opinions are highly important as they will contribute to the improvement of teaching EFL in Turkey. Please answer the items in this questionnaire as carefully as possible. Your answers will remain confidential and anonymous.

Thank you for your cooperation

Yuliyana Gospodinova Alekova

P15196060@my365.dmu.ac.uk
Department of Art, Design, and Humanities

De Montfort University

Part A: Demographic Information

1- Gender ☐ male ☐ female

2- Age ☐ 22-30 ☐ 30-40 ☐ 40-55

3- School ……..

4- What kind of degree do you hold?

☐ Bachelor's Degree ☐ Master's Degree ☐ PhD

5- How long have you been teaching English?

☐ 0- 4 years ☐ 5-10 years ☐ 11-20 years ☐ 20 or more

Part B: Teachers' Attitudes Towards the Use of Non-Authentic Materials

Would you mind giving a rating in each statement according to your experiences of using textbooks? You should place a tick under indicating your attitudes in ELT classes.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Attitudes towards commercial textbooks					
1- Commercial textbooks are beneficial to English learning.					
2- Students can learn English well without exposure to commercial textbooks.					
3- It is an opportunity for students to interact with commercial textbooks.					
4-Using commercial textbook is time-consuming.					
5- Using commercial textbooks is more beneficial for students rather than using authentic materials.					

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Attitudes towards current official textbooks in schools					
6- School textbooks are beneficial to English learning.					
7- Students can learn English well without exposure to school textbooks.					
8- It is an opportunity for students to interact with school textbooks.					
9-Using school textbook is time-consuming.					
10- Using school textbooks is more beneficial for students rather than using authentic materials.					
Factors affecting the use of current school textbooks					
11- Textbooks are appropriate for the aims of the curriculum.					
12- Textbooks give flexible content to fulfil different students' needs.					

13- Students show great learning motivation and interest when we use textbooks as these materials engage learners.					
14- Textbooks' content provides an achievable challenge for students.					
15- Using textbooks increases students' attendance in the lesson as they engage learners cognitively.					
16- Textbooks provide extensive exposure for students English in use.					
17- Textbooks help learners to make discoveries about how English is typically used.					
18- Textbooks broaden students' knowledge, understandings of various cultures and develop their cultural awareness.					
19- Textbooks' contents are appropriate for students 'cultural backgrounds.					
20- Textbooks' contents are appropriate for students' proficiency levels.					
21- Textbooks' contents are appropriate for students' purpose to learn English.					
22- Textbooks help learners to become effective communicators in English.					
23- Textbooks provide opportunities to use the target language for communication.					

How often do you prefer to use textbooks in your classes?

Never ☐ Rarely ☐ Sometimes ☐

Often ☐ Generally ☐ Always ☐

If you have any other opinions about textbooks, can you mention it briefly?

……

……

Part C: Teachers' Attitudes Towards the Use of Authentic Materials (Pictures, TV programmes, Cartoons, Music Videos, Real objects, Newspapers, etc.)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Attitudes towards authentic materials					
24- Authentic materials are not beneficial to English learning.					
25- Students can learn English well without exposure to authentic materials.					
26- It is an opportunity for students to interact with authentic materials.					
27- Using authentic materials is time-consuming.					
28- Using authentic materials is more beneficial for students rather than using textbooks.					
Factors affecting the use of authentic materials					
29- Authentic materials are appropriate for the aims of the curriculum.					
30- Authentic materials give flexible content to fulfil students' academic needs.					
31- Students show great learning motivation and interest when we use authentic materials as these materials engage learners affectively.					
32- Authentic materials' content provides an achievable challenge for students.					
33- Using textbooks increases students' attendance in the lesson as they engage learners cognitively.					
34- Authentic materials provide extensive exposure for students English in use.					
35- Authentic materials help the learners to make discoveries about how English is typically used.					
36- Authentic materials broaden students' knowledge, understandings of various cultures and develop their cultural awareness.					
37- Authentic materials' content is appropriate for students 'cultural backgrounds.					

38- Authentic materials' content is appropriate for the students' proficiency level.					
39- Authentic materials' content is appropriate for students' purpose to learn English.					
40- Authentic materials help learners to become effective communicators in English.					
41- Authentic materials provide opportunities to use the target language for communication.					

I would like to use the following authentic materials in class. (You can choose more than one option)

☐ Newspapers ☐ Pictures ☐ Realia ☐ Youtube videos

☐ Short stories from internet ☐ Cartoons ☐ TV programmes

What are the types of authentic materials (not mentioned in this questionnaire) that you prefer to use in English lessons?

……

……

How often do you use authentic materials in your classes?

Never ☐ Rarely ☐ Sometimes ☐

Often ☐ Generally ☐ Always ☐

If you have any other opinions about authentic materials, can you mention it briefly?

……

……

APPENDIX F: Interview Questions

1- What type of material do you use in your class? How often do you use them?

2- Do you recommend using non-authentic materials for English classes? Why? Why not?

3- What kind of difficulties do you face while using non-authentic materials?

4- Do you recommend using authentic materials for English classes? Why? Why not?

5- What kind of authentic materials do you prefer to use? Why?

6- What kind of difficulties do you face while using authentic materials?

7- What are the criteria that you consider while choosing materials?

8- What is the most important factor affecting your choice of teaching materials?

APPENDIX G: Interview Questions in Turkish

1- Derslerinizde ne tür materyaller kullanırsınız? Bunları ne sıklıkta kullanıyorsunuz?

2- İngilizce dersleri için otantik olmayan materyallerin kullanılmasını tavsiye ediyor musunuz? Neden?

3- Otantik olmayan materyalleri kullanırken ne gibi zorluklar yaşadınız?

4- İngilizce derslerinde otantik materyallerin kullanılmasını tavsiye eder misiniz?

5- Ne tür otantik materyalleri kullanmayı tercih edersiniz?

6- Otantik materyalleri kullanırken ne gibi zorluklarla karşılaştnız?

7- Materyal seçerken sizin için önemli olan kriterler nelerdir?

8- Sizin için materyal seçimizi etkileyen en önemli etken nedir?

APPENDIX H: Data on current official textbooks with five-point Likert items

	N F SA	N F A	N F N	N F D	N F SD	Median	Mod
11- Textbooks are appropriate for the aims of the curriculum.	4 10%	22 55%	5 12%	9 22%	0	4	4
12- Textbooks give flexible content to fulfil different students' needs.	3 7%	10 25%	9 22%	13 32%	5 12%	3	2
13- Students show great learning motivation and interest when we use textbooks.	2 5%	10 25%	9 22%	16 40%	3 7%	3	2
14- Using textbooks increases students' attendance in the lesson as they engage learners.	2 5%	6 15%	12 30%	19 37%	1 2%	3	2
15- Textbooks' content provides an achievable challenge for students.	1 2%	10 25%	10 25%	17 42%	2 5%	2	3
16- Textbooks provide extensive exposure for students English in use.	2 5 %	8 20%	8 20 %	17 47%	5 12%	2	2
17- Textbooks help learners to make discoveries about how English is typically used.	8 20%	7 17%	4 10%	19 47%	2 5%	2	4
18- Textbooks broaden students' knowledge, understandings of various cultures and develop their cultural awareness.	0 0%	6 15%	11 27%	20 50%	3 7%	2	4
19- Textbooks' content is appropriate for students 'cultural backgrounds.	1 2%	20 50%	11 27%	6 15%	2 5%	2	2
20- Textbooks' content is appropriate for students' proficiency levels.	0 0%	11 27%	13 32%	12 30%	4 %10	3	3
21- Textbooks' content is appropriate for students' purpose to learn English.	0 0%	2 30%	12 30%	18 45%	6 15%	3	3
22- Textbooks help learners to become effective communicators in English.	1 2%	8 20%	9 22%	16 40%	6 15%	2	3
23- Textbooks provide opportunities to use the target language for communication.	2 5%	15 38%	5 12%	16 40%	2 5%	2	4

APPENDIX I: Data on authentic materials with five-point Likert scale

	N F SA	N F A	N F N	N F D	N F SD	Median	Mode
29- Authentic materials are appropriate for the aims of the curriculum.	4 10%	27 67%	7 17%	2 5%	0 0%	4	4
30- Authentic materials give flexible content to fulfil students' academic needs.	4 10%	26 65%	7 17%	2 5%	1 3%	4	4
31- Students show great learning motivation and interest when we use authentic materials as these materials engage learners.	18 45%	20 50%	2 5%	0 0%	0 0%	4	4
32- Using textbooks increases students' attendance in the lesson as they engage the learner.	21 52%	16 40%	2 5%	1 3%	0 0%	5	5
33- Authentic materials' content provides an achievable challenge for students.	23 57%	16 40%	1 3%	0 0%	0 0%	5	5
34- Authentic materials provide extensive exposure for students English in use.	16 40%	21 57%	2 5%	1 3%	0 0%	4	4
35- Authentic materials help the learners to make discoveries about how English is typically used.	7 17%	22 55%	10 25%	1 3%	0 0%	4	4
36- Authentic materials broaden students' knowledge, understandings of various cultures and develop their cultural awareness.	18 45%	18 45%	2 5%	2 5%	0 0%	4	5
37- Authentic materials' content is appropriate for students 'cultural backgrounds.	7 17%	18 45%	11 27%	4 10%	0 0%	4	4
38- Authentic materials' content is appropriate for the students' proficiency level.	3 7%	21 57%	10 25%	6 15%	0 0%	4	4
39- Authentic materials' content is appropriate for students' purpose to learn English.	5 12%	28 70%	4 10%	3 7%	0 0%	4	4
40- Authentic materials help learners to become effective communicators in English.	9 22%	25 62%	4 10%	2 5%	0 0%	4	4
41- Authentic materials provide opportunities to use the target language for communication.	11 27%	26 65%	3 7%	0 0%	0 0%	4	4