

THE USE OF AUTHENTIC MATERIALS AS A NATURALISTIC APPROACH TO TEACHING GRAMMAR

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- Problematic situation: approach to grammar teaching.
 - **Textbook** teaching: written, sentence-based approach that leads to a memoristic, pointless non-communicative way of learning. Eventual **frustration**.
 - Shift: **naturalistic, intuitive approach**.
 - **Authentic materials**: not originally developed for pedagogical purposes. More **realistic and natural examples of language** use than those found in textbooks and other specially developed teaching materials (Schmidt, 2010).
 - Close language gap between classroom and real life (Morley and Guariento, 2001)
 - Student discovery > autonomy and collaboration > confidence and motivation.
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Main conceptual themes:

- **Communicative Teaching Language (CTL)**
 - Pedagogical socio-cultural principles of **Zone of Proximal Development** and **scaffolding**.
 - Theories of **motivation** (Peacock, 1997).
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References:

- Schmidt, P. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education Limited.
- Guariento, W. & J. Morley (2001). Text and task authenticity in the EFL classroom. *ELT Journal* 55.4, 347–353.
- Peacock, A (1997). The Effect of Authentic Materials on the Motivation of ELT Learners, *ELT Journal*, Oxford, Oxford University Press

Aims and research questions:

- Can authentic materials be used to teach grammar more effectively?
 - Will a naturalistic approach based on authentic materials enhance student motivation towards EFL?
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· **Setting**: Public school. 13 year-old students – post-beginner level (A1.2).

· **Procedure** (5 stage process, 4 weeks. 1 Control group and 1 Experimental group). *Adjectives*.

1) Pre-task (C+E): brainstorming.

2) Task:

· CG: Textbook unit. Written list of examples and rules. Reading and teacher answering questions.

· EG: Clip from a film containing adjectives. Transcript handed out (adjectives in bold). Students analyse the material guided by the teacher, and put it in common. The teacher confirms, corrects and provides extra-info.

3) Exercises (C+E): fill the gap, create sentences.

4) Self-reported questionnaire (C+E): students feelings.

5) Follow-up text (C+E) one week after.



Evidence:

- Qualitative data: Observation notes (participation, engagement, concentration, mood), self-reported questionnaires.
 - Quantitative data: test marks (1/10)
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Data analysis:

Thematic analysis - grounded theory.

- 1) Codification + categorisation = identification patterns or themes.
- 2) Connection patterns + data sets.
- 3) Interpretation.

Ethical issues:

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- BERA guidelines (informed consent, voluntarism, information, transparency, right to withdrawal, privacy, anonymity).
- * Minor subjects -> adult permission
 - * Authentic materials: copyright, cultural-bias.

W. 1-3:
literature
review

W. 4-7:
· observation
· methodology
design

W.8-11:
data
collection



W. 12-16:
· data
analysis
· conclusion