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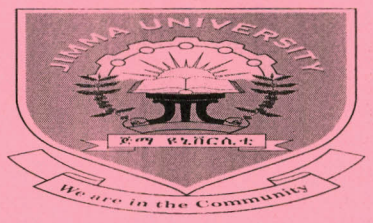

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COLLEGE OF SOCIAL SCIENCES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

POSTGRADUATE PROGRAMME (MA IN TEFL)

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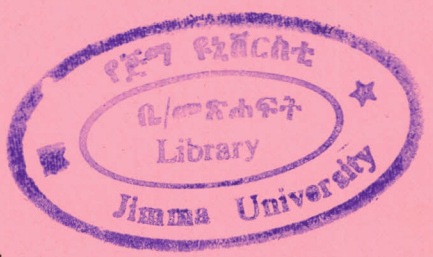

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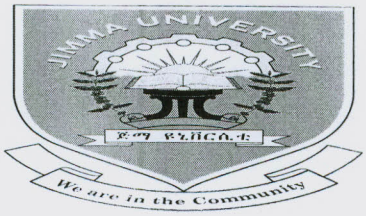

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BY

KEFYALEW TAKELE

A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF SOCIAL SCIENCES AND LAW, DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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JIMMA, ETHIOPIA.

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

POSTGRADUATE PROGRAMME

Trainees' Application of Authentic Materials in Task-Based Approach in an EFL Context: Second Year English Major in Focus at Jimma Teachers College

Submitted by: Kefyalew Takele

Approved by:

Yohanna Tafara		28 June 2023
Advisor	Signature	Date
Examiner	Signature	Date
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Examiner	Signature	Date
Chairperson Dept. Graduate	Signature	Date

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of information used for the thesis have been duly approved.

Name Kefyalew Takele

Signature _____

Place Jimma University

Date of Submission June, 2013

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CHAPTERS **PAGE**

Acknowledgements V
Table of Contents VI
List of Tables X
List of Diagrams X
List of Appendixes X
Abstract XI

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study 1
1.2. Statement of the Problem 3
1.3. Objectives of the Study 5
1.4. Research Questions 5
1.5. Significance of the Study 5
1.6. Delimitation of the Study 6
1.7. Limitation of the Study 6
1.8. Acronyms and Operational Meanings Used 6
1.8.1. Acronyms 6
1.8.2. Operational Meaning 7

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Meaning of Authentic Materials 8
2.2. Theoretical Background of Authentic Materials 9
2.2.2. Constructivist Learning Environment and Authentic Learning 9
2.3. Materials and Authenticity 10
2.3.1. Authenticity 11
2.3.2. Using Authentic Materials in Foreign Language Teachers Training Programs 12

2.4. Types of Authentic materials 13
2.5. The Role of Teachers in Selecting Authentic Materials.....15
2.5.1. Selection of Authentic Materials.....15
2.6. Use of Authentic Materials on the Motivation of EFL Leaning.....16
2.7. Advantages of Using Authentic Materials 18
2.8. Historical Prospective of Task-Based Learning 19
2.9. Meaning of Task-Based Learning 20
2.9.1. Task-Based Instruction Framework.....21
2.10. The Role of Authentic Materials in Task-Based Language Teaching..... ..22
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY
3.1. Research Design 24
3.2. Population and Sample Size..... 24
3.3. Sampling Technique 25
3.4. Instrument for Data Collection..... 26
3.4.1. Questionnaire.....26
3.4.1.1. Questionnaire for Instructors 27
3.4.1.2 Questionnaire for Students..... 27
3.4.2. Content Analysis.....27
3.4.2.1. Conceptual Content Analysis..... 28
3.4.2.2. Relational Content Analysis 28
3.5. Methods of Data Analyses 28
3.5.1. Quantitative Data Analysis.....28
3.5.2. Qualitative Data.....29
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATIONS
4.1. Application of Authentic Materials in Task-Based Approach in an EFL Context.....31
4.1.1. Trainees' Familiarity with the Application of Authentic Materials in Task- Based Approach in an EFL Context.....31
4.1.1.1 Additional Familiarity of Trainees on the Use of Authentic Materials.....37
4.1.1.2. The Qualitative Analysis of Trainees' on the Provisions of Authentic

Materials in Task-Based EFL Context 41
4.2. Perception of Trainees' on the Application of Authentic Reading, Audio, Visuals, Electronic and Regalia in Task- Based EFL Context 41
4.3. Instructors' Familiarity with the Application of Authentic Materials in Task-Based Approach in an EFL Context 45
4.3.1. Instructors' Response on the Application of Authentic Materials in Task-Based Approach in EFL Context 45
4.3.2. Additional Familiarity of Instructors on the Provisions of Authentic Materials in Task-Based Approach in an EFL Context 49
4.3.2.1. The Qualitative Analysis of Instructors Familiarity on the Provisions of Authentic Materials in Task-Based Approach in an EFL Context 52
4.4. Perception of Instructors' on the Application of Authentic Readings, Audios, Visuals, Electronic and Regalia in Task-Based Approach in an EFL Context. 52
4.4.1. Qualitative Analysis of Instructors Perception, on the Application of the Authentic Materials in Task- Based Approach in an EFL Context 55
4.5. Instructor's Response Whether or not Students' Module Incorporate Authentic Materials 56
4.6. Result of Content Analysis in Trainees' Communicative English (Enla-102) 57

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions 64
5.2. Recommendations 67
References..... 69
Appendices 72
Appendix I: 72
Appendix II: 77
Appendix III: 83
Appendix IV: 89

LISTS OF TABLES AND FIGURES

List of Tables **Page**

Table 1: Richard's (2004:90) Major Classifications of Authentic Material.....13
Table-2: Gerhard's (1996) Major Classifications of Authentic Materials.....14
Table 3: Task-Based Instruction Framework.....21
Table 4: Trainees' Familiarity on the Application of Authentic Materials 31
Table 5: Additional Familiarity of Trainees on the Use of Authentic Materials 37
Table 6: Perception of Trainees' on the Application of Authentic Reading, Audio, Visuals, Electronic and Regalia in Task- Based EFL Context. 42
Table 7: Instructors Response on the Application of Authentic Materials 45
Table 8: Additional Familiarity of Instructors on the Provisions of Authentic Materials in Task-Based Approach in an EFL Context 49
Table 9: Perception of Instructors with the Application of the Authentic Readings, Audios, Visuals, Electronic and Regalia in Task-based Approach in an EFL Context.....53
Table 10: Instructors Response whether Students' Modules are Incorporated with Some of Authentic Materials 56
Table 11: Result of Content Analysis in Trainees' Communicative English (Enla-102).....57

List of Graphs

Graph 1: A Bar Chart of JTC EFL Instructors and 2nd year EFL Trainees.....25
List of Appendices 75
Appendix I: Questioners for Trainees' 75
Appendix II: Questioners for Trainees' in Afan oromo 80
Appendix III: Questioners for Teachers 86
Appendix IV: Content Analysis Checklist 89

ABSTRACT

The main purpose of this study was to investigate the trainees' application of authentic materials in task-based approach in an EFL context in Jimma Teachers' College. Descriptive survey design, which involved both quantitative and qualitative techniques of data collection and analysis, was employed in the study to achieve the research goals. All of the population which means (N=39), 19 male and 20 female second year English major trainees, and all six instructors taken as the participant of the study. Questionnaires (for both trainees and instructors) and content analysis data collection instruments were used and analyzed using quantitative descriptive statistics. The overall finding of this study revealed that, teacher trainees were moderately familiar with the application of authentic materials. However, the sizable proportion value of teacher trainees' and instructors perception on the application of authentic readings, authentic audio, authentic visual, authentic electronic and realia in task-based approach result showed that, the grand mean value to be (M= 2.13).This value indicated their perception to a lesser extent or never learned in their communicative English (Enla-102) through these materials. Therefore trainees found to incorporate authentic materials into their task-based approach in an EFL context as a tool to improve their capacity EFL learning. Finally, this study recommended all of EFL trainees and instructors should maximize their capacity on how to incorporate authentic materials in task-based approach in an EFL context. Other researchers also have to investigate their research on the application of authentic materials in the present or an informed approach in task-based approach in an EFL context in a larger scale to get a wider and deeper in the research area.

CHAPTER ONE
INTRODUCTION

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1.1 Background of the study

Language professionals attempt to implement what they exercise from their teaching experience, approaches and theories are the crucial role to apply language learning or teaching in general, and EFL in particular. Brown (2000:51) suggested that, "your approach to language teaching is obviously the keystone to all of your teaching methodology in the classroom" In addition to this, Altan (2006, as cited in Dawit, 2008:1) "...we are what we believe in..." From these two scholars' quotes, we comprehend that language teaching methodology and the commitment that language professionals implemented in their teaching classroom are very crucial to bring the anticipated outcome.

The method of English language teaching has been shifting from traditional grammar translation method to modern communicative language teaching, latter the task-based language teaching instruction has been becoming a poplar in the history of language pedagogy. Nunan (2004) pointed out that the pedagogical task-based language teaching has supported the introduction of authentic text into the learning environment. In line with this, Rogers (1988, as cited in Kilickaya, 2004) defines authentic materials as, suitable and quality in terms of goals and objectives, learner needs, natural in real life and meaningful communication. Moreover, the current theories of language teaching perspectives like, Oxford (2001 as cited in Shomoossi and Ketabi 2007; Vahidbaghban, 2011:2) states that "some teaching practices such as multiple intelligences, cooperative learning, task-based learning, and content-based learning lead to authentic interaction in the classroom"

Similarly, Peacock (1997), Martinez (2002) and Maroko (2010) claimed that authentic materials are not invented pieces for instructional purposes rather texts produced for communication purpose in real-life situation. From the above scholars' views, we understand that in the earlier time the application of authentic materials in EFL classroom was not well practiced for

educational purposes. However, the current task-based language teaching approach, Nunan (2004) suggested that as one of the significant pedagogical elements in the use of authentic materials in task-based language teaching and learning in EFL classroom.

When we come to the application of teaching and learning situation in Ethiopia students need to learn EFL through effective way of teaching methods and teaching materials. To employ this, teachers may give attention to the application of authentic materials in task-based EFL learning. According to recent researchers (Kilickaya, 2004; Vahidbaghban, 2011) the application of authentic materials are very essential in terms of goals, objectives, learner needs and interest. These materials are natural in terms of real life and bring exposure in meaningful communication to real language use in its own community.

1.2. Statement of the Problem

English is the most widely used international language. Besides, it is offered as an independent discipline in Ethiopian schools ranging from Kindergarten to University level. It is also a medium of instruction in elementary schools in different regional states, High school and above in other regions of Federal Democratic Republic of Ethiopia. To employ this language effectively and efficiently, the Ministry of Education designed different foreign language teaching strategies and policies from time to time in different grade levels. For instance, the government allocates high currency for adapting students' teaching materials on the bases of current teaching methods. However, to cope up with the current technological advancement of foreign language learning approaches, the students may not be satisfied with learning text materials only, to improve their language skills in general and EFL learning in particular.

To suit the need of the trainees in line with the current language teaching approach, they could be better served by the application of authentic materials in task- based in an EFL learning context, inside and outside the classroom through the active involvement of learning different tasks.Brown (2000), Richards and Rodgers (2001) and Nunan, (2004) recommends that task-based instruction is one of the versions of communicative language teaching. In the present English language classroom context, the researcher observed that in the application of authentic materials in task-based in an EFL context; students are expected to actively engage themselves in doing tasks effectively inside as well as outside the classroom. Instructors and other educational expertise are also expected to incorporate authentic materials in curriculum development program in different task-based EFL learning classroom.

Therefore, language trainees in general and the EFL trainees of Jimma Teacher College in particular may apply authentic materials in task-based EFL learning classroom to bring meaningful communication. As a result of inappropriate applications of authentic materials, the trainees faced the problems of communicating in the target language, structuring information, keeping on learning in non-school settings like learning from audio materials, visual materials, electronic materials, realia and other textual materials.This may be due to the lack of trainees' interest, lack of skill, lack of time and absence of authentic materials. Hence, the trainees may

be familiar with the application of authentic materials in task-based EFL learning. These materials help trainees to cooperate and communicate with some tasks and relating EFL learning to their real life experience. The other problems have been observed that, the trainees' English communicative language module (Enla-102) are poorly organized in line with the application of authentic materials in task-based in an EFL context to bring students language fluency and accuracy. This is what initiates him to explore trainees' application of authentic materials in task-based approach in an EFL context.

There are some studies that justify the use of authentic materials in EFL class. In relation to this study, experimental researches were conducted by Peacock (1997) on the topic, "the effect of authentic materials on the motivation of EFL learners." The main findings of this research showed that authentic materials is significantly advantageous in increasing students' motivation on their learning activities and help students to bring their outside experience to classroom language learning.

Furthermore, from the local investigator Gebresilassie (2011) conducted a research entitled, "teachers' and learners' attitudes towards using authentic materials in teaching and learning reading: The case of Jimma university." The main finding of this study indicated that, authentic materials are very useful for developing reading comprehension. Even though, Gebresilassie focused on the area of authentic materials with particular reference to only reading skills. The study did not focus on other language skills, which are equally important in promoting the overall language capability of learners. However, the present study investigated trainees' application of authentic materials on the base of communicative language learning approach, specifically in task-based approach in an EFL context.

Therefore, as far as the present researcher's knowledge is concerned no studies conducted on trainees' application of authentic materials in task-based approach in an EFL context, to feel the gaps and limitations of the untouched issues by the other researchers finding. Thus, this study intended to attain the following objectives, and to answer the basic research questions next to it.

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1.3. General Objectives of the Study

The general objective of this study is to investigate the trainees' application of authentic materials in task-based approach in an EFL context, in the case of second year English major at Jimma Teachers College. To achieve this main goal, the following specific objectives are set:

- To examine how well trainees are familiar with the application of authentic materials in task- based approach in an EFL context
- To identify trainees perception about the application of authentic materials in task-based approach in an EFL context
- To explore whether authentic materials are properly applied in trainees' Communicative English module (Enla-102) in an EFL context

1.4. Research Questions

This Research Tries to Answer the Following Questions:

1. Are teacher trainees familiar with the use of authentic materials in the task-based approach in an EFL context largely?
2. What are the perceptions of teacher trainees toward using authentic materials in task-based in an EFL context?
3. To what extent are authentic materials incorporated in trainees' Communicative English module in an EFL context?

1.5. Significance of the Study

This research provides helpful information for Jimma Teachers' College instructors and trainees how to apply authentic materials in task-based approach in an EFL context. It also provides helpful information for EFL teachers and curriculum designers to develop helpful guidelines for teachers how to apply authentic materials in task-based approach in an EFL learning classroom context. Module writers in college education and other institutions can benefit from it.

Jimma University

Similarly, other teacher trainers and prospective teachers can benefit from the study. Furthermore, the study can commence other researchers to conduct further research in the area.

1.6. Delimitation of the Study

The study is delimited to address the application of authentic materials in task-based approach in an EFL context only at Jimma Teachers Colleges. This is because of time and money constraints to include other Teachers Training Colleges that found in our country that train students at diploma level diploma. There is only a group of second year regular EFL trainees, and the researcher is confined to this group to take the available sample.

1.7. Limitation of the Study

There are some constraints that the researcher to draw further conclusion. He confined himself to Jimma Teachers College; as a result of this, the target populations of the study are only six instructors and 39 teacher trainees. Therefore, the findings of this study can not be generalized to other teacher training colleges that are found in our country and the other participants in the same educational level are not included in the study to collect sufficient information to obtain result and conclusions for the study.

1.8. Acronyms and Definitions

1.8.1. Acronyms

EFL =English as a Foreign Language

CLT= Communicative Language Teaching

CBI =Communicative Based Instruction

ESP=English for Specific Purposes

TBL=Task-Based Learning

JTC= Jimma Teachers College

KWIC = Key Word in Context

SPSS=Statistical Procedure of Social Sciences

1.8.2. Operational Meaning

Authentic materials= Spoken or written language data that has been produced in the course of genuine communication

Application = Utilisation, function, purpose

Context= Real situation of EFL learning/teaching

Content analysis=One of the secondary research tool commonly significant in collecting secondary data research

Task-Based learning=It is the engendered term of communicative learning approach

Trainees = Candidate of teacher students

CHAPTER TWO

Review of Related Literature

2.1. Meaning of Authentic Materials

Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Rogers and Medley (1988, as cited in Shomoossi, 2007) the terms authenticity and authentic are often used to describe language samples both oral and written – that reflect the naturalness of form, and appropriateness of cultural and situational context. Again, the term authentic materials may mean different things for different people; for some, materials generated by native speakers and for native speakers are considered authentic.

Mc Donough and Shaw (1993) pointed out that authenticity can be described as the following: the term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom.

To some extent, there are differences among literature in defining authentic materials. Nunan (1988:99-102) provides the conventional definition of authentic texts like this: "Authentic materials are usually defined as those which have been produced for purposes other than to teach language." This definition might be further explained by McGrath (2002) that involve the more disputable aspects of speaker/writer and listener/reader, if we regard authentic-text materials as not only samples of the kind of language use that students can take to deal with outside the language classroom but also as potential models of use.

According to Rogers (1998, as cited in Kilickaya, 2004) definition, authentic materials are appropriate and good interns of goals, objectives, learner needs and interest as well as natural in terms of real life and meaningful communication believed that authentic materials play a significant role in motivating students' learning. In the next part, the review of some main reasons and advantages for using authentic materials are discussed.

2.2. Theoretical Background of Authentic Materials

Shomoossi and Ketabi (2007, as cited in Vahidbaghban, 2011:2) states "some teaching practices such as multiple intelligences, cooperative learning, task-based learning, and content-based learning lead to authentic interaction in the classroom." This means that the current modern communicative language teaching approaches that incorporate these mentioned theories are employed effectively and efficiently, when authentic materials are applied in different tasks in teaching EFL classroom properly.

Vahidbaghban (2011) pointed out that approaches which advocate the use of authentic materials include communicative language teaching (CLT) and content-based instruction (CBI). In line to this Nowadays (2006:17) forwarded that authentic materials have become increasingly popular in learning situations ranging from traditional intensive ESP to language professionals training. In wide-ranging from these different prospective, we understand that using authentic materials that is advocated by current language teaching approaches, and it is one of the means in which we are motivating our learner through task-based, interaction and cooperation.

2.2.1. Constructivist Learning Environment and Authentic Learning

There are multiple views about learning and learning environments each of which certainly has a lot to contribute to learning. One of the learning theories that underlined about recent leaning is constructivist learning theory. According to the constructivist, learning is constructed by the active involvement role of learner. Learning is meaningful cooperative and authentic. In line to this, Murphy (1997, as cited in Oguz & Bahar, 2008) the constructivist approach, learning situation environment and tasks must represent the complexity of the real world. To show this complexity, primary source must be used. Again Ozkan (2001, as cited in Oguz & Bahar, 2008) declared that authentic learning is an approach to learning in which students work on realistic problems or create products that have real-life purposes so, it can be said that authentic learning has the following four main characteristics

1. Structuring information competing some tasks
2. Relating learning to students' real life and experiences

3. Keeping on learning in non-school settings such as home work place etc.
4. Cooperation and communication

From this, it is possible to infer inferred that authentic learning has lead to students' creativity, discovery, and awareness and learning developments in and outside the classroom. Students are not only learning from the teachers in class, but also from the other teachers, and students, friend or parents. Therefore, students can not be passive in authentic learning environment. These create the social interaction with the other people, and various authentic materials are the crucial part of learning process.

In the present age in which technology such as computer, internet or CD Rom make it easier to access authentic learning materials. Such technological media as databases, information banks, computer conferences, or multimedia/ hypermedia provide the students with multi-perspectives. Moreover, they enable students to be active, develop their higher order thinking skills and to get information in the expertise level. (Oguz and Bahar, 2008:329)

2.3 .Materials and Authenticity

Richards (2004:92) pointed that an important consideration when selecting or designing materials is that of authenticity. This is the question of how far teachers should seek to use unedited real-world language materials or texts which are simplified, modified, or otherwise written or spoken to exemplify particular features for teaching purposes. While many textbooks contain invented examples and teachers often draw on their intuitions about the language used in texts.

Clarke (1989:73) examines that "authentic materials have come to represent almost a 'moral imperative' for language teachers" clearly there are important reasons for selecting authentic texts as genre models. Careful needs analyses will have led to the genres students must learn to identify and create in their target contexts and these can not be easily imitated for pedagogic purposes.

Mc Donough and Shaw (1993) simplifying a text involves altering its' syntax and lexis to improve readability or to highlight a given feature, and this also alters the fundamental nature of the genre. There are considerable difficulties in maintaining cohesion, coherence, and rhetorical structure when rewriting, and texts that are created artificially as teaching materials to emphasize one particular element are only likely to distort others.

Students may then fail to see how the elements of a text work together to form text structure. It also needs to be borne in mind that authentic texts carry considerable information about those who write them, their relationship to their audience, the culture of the community in which they are written, and the general contexts in which the genre is used. Much of this is lost with simulated texts. On the other hand, authentic texts are not always good models, and teachers should be careful to weed out those that are poorly structured and incoherent .Nor is it always easy to obtain genuine examples of target texts, particularly in professional workplaces, where access may be restricted for security or privacy reasons.

Bell and Gower (1998) even where authentic texts are available, exploiting these creatively and effectively to engage learners and maximize the potential of the material can be an enormous burden on teachers. Finding authentic texts of the right length, the right level of comprehensibility ,and with an accessible degree of cultural reference can be extremely time consuming, especially when teachers need to develop relevant and interesting activities that will make the most effective use of them .The problem is to control the difficulty of the material while maintaining authenticity. So although we need to ensure that students have good writing models, we should also take care that the level of the materials is not so far beyond them that they become disheartened and narrow their focus to the single words or phrases that they don't understand, rather than looking at the text as a whole.

2.3.1. Authenticity

Throughout the history of English language teaching (ELT), authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices. Lee (1995, as cited in Shomoossi, 2007) learner

authenticity is possible only if learners feel positive about materials and react to them as pedagogically intended with it. She cautions that, learners should not automatically like materials just because they are 'real' or 'authentic' – the materials need to have communicative potential that means they bring about a negotiation of meaning in the context of teaching), be relevant to learner's experiences, as well as a host of other factors.

> Indeed, authentic materials are useless in some situations. Especially, when the learners' receptive skill proficiency is lowers. They go on to propose five levels of input: genuine input authenticity, altered input authenticity, adapted input authenticity, through simulated input authenticity, in authenticity, while noting that no one type is better than others. They also note that there is probably no such thing as a real task authenticity' since classroom is by nature artificial. The only genuine task authenticity for language learning may be considered as total immersion in the target language environment without an instructor (Shomoossi 2007:56)

From this, we understand that particularly, in EFL contexts, the classroom is the major, or even the sole, source of input and the only opportunity for interaction. It is also important for teachers to find ways to make out-of-class hour potentially conducive to language learning as well as to promote language awareness.

2.3.2. Using Authentic Materials in Foreign Language Teachers Training Programs

Bogus and Bihar (2008:330) pointed out that use of authentic materials in foreign teachers training programs is useful both for the development of the prospective knowledge related to teaching profession adapting to real learning environments. To develop the students four language skills and to achieve students language learning style like auditory, visual and tactile the authentic materials can be used in class using active learning techniques taking the objective of the lesson taking into consideration. When authentic materials used properly in the learning environment it has a significant value fore teachers and students. Richards (2004) again pointed authentic materials are preferred over created materials, because they contain authentic

language and reflect real language uses of language compared with the contrived content of much created materials. They have positive effect on learner motivation because of they are intrinsically more interesting and motivating than created materials.

Jordan (1997:114) stated that authentic materials could serve as a bridge between the classroom and the outside world. This idea express that teaching using authentic materials is not separable with teaching the language in the classroom. In line to this Kwok and Choi (1995, as cited in Jordan, 1997:114) also pointed out the use of authentic materials have a positive perception. Again, Richards (2004:90) Materials are also commonly employed to initiate pre-writing and post writing reflections and tasks. The purpose of these materials is to involve learners in thinking about and using language by stimulating ideas, encouraging connections with particular experiences, and developing topics in ways that articulate their ideas and engage readers. From this idea, we understand authentic materials have great contribution to motivate learners during the practice of their pre-writing as well as during their post writing .This is because of students can easily involving ,thinking and using their background knowledge of language skill easily.

2.4. Types of Authentic Materials

Table 1: Richard's (2004:90) Major Types of Authentic Materials

Authentic materials	1.	Readings	Poems, short stories, journalistic texts, Autobiographies, professional texts
	2	Audio materials	Songs, rap lyrics, music, lectures, Recorded conversations, radio plays
	3.	Visual materials	Video documentaries, movies, TV Programs, photographs, pictures, cartoons
	4.	Electronic materials	Web pages, bulletin board discussions, chat rooms.
	5.	Realia	House hold objects, Lego, bricks, Cuisenaire rods, kit-form models, calendar and others.

The above different types of authentic materials have the considerable role in simulating and have the involvement role for learner participation. In addition to this, Richards (2004:167) also underlined computer-based is one of the most exciting applications of new technologies to the

writing class. Concordance software is used to search a corpus for a particular word or phrase and display the results as KWIC (key word in context) word processors. Internet is also a rich source of language learning materials and a device on writing instruction presents stimulating alternatives to traditional paper materials and tasks, and much commercial software, Internet sites, and chat facilities are easy to learn, straightforward to use, and technically robust. However, teachers should consider carefully why they want to use computers, how students might benefit from them, and how best to integrate them into a coherent in language classroom.

Gebhard (1996) gives more examples of authentic materials EFL or ESL teachers have used. Some of his examples, which may serve as source of materials for lesson planning, are shown below:

Table -2.Gerhard's (1996) Major Classifications of Authentic Materials

Authentic Materials	**1.**	**Authentic Listening or Viewing Materials**	TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio or taped short stories and novels, radio aids, songs, documentaries, and sales pitches
	2.	**Authentic Visual Materials**	Slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and x-rays.
	3.	**Authentic Printed Materials**	Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
	4.	**Realia(Real world or Objects Used in EFL or ESL Classrooms**	Coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

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2.5. The Role of Teachers in Selecting Authentic Materials

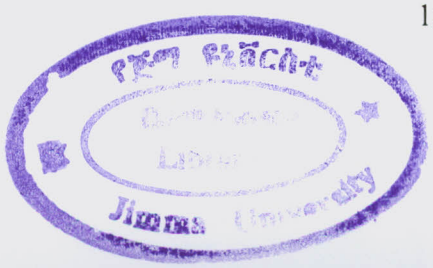
Spelleri (2002, as cited in Oguz and Bahar, 2008:331) the teacher can take the role of an interpreter between the authentic materials. The learners can make use of paraphrasing, synonyms, quick sketches, miming and pictures to get the message across and for the learner to comprehend the materials better. So it is essential that teachers develop their skill in using authentic materials and make them. In line to this, Oguz and Bahar (2008:331) one of the important points in creating authentic learning environments is the teachers ability to use authentic materials in a way that the students can benefit from them .For this reason, in teacher training programs, it is crucial to give importance in providing the prospective teachers with sufficient information about when and how to use authentic materials.

In addition to this, Karaduman (1990) points out the importance activities accompanying the materials and say the appropriateness of the task should be taken in to consideration before using authentic materials. This is based on the appropriateness of the text, appropriateness of task and appropriateness of its sequence. Firstly, the text should be accessed to learners and suitable for the task and learners language level. Secondly, tasks should be suitable for the students' cognitive and linguistic competence. Lastly, tasks and the steps of the tasks should be staged properly.

Generally, from the above perspective, teachers should understand selecting the material carefully, with the needs and interests of the students in mind, and decide what the students are to do with the materials. Therefore, the same piece of authentic materials can be used at different levels; an easier task can be set for lower level of students and more difficult tasks are set for higher-level students.

2.5.1. Selection of Authentic Materials

Galloway (1990; Karpova, 1999 & Berardo, 2006, as cited in Vahidbaghban, 2011:11) recommended "Topic should accessible to learners, length of text should not be intimidated (unapproachable) to begin readers, and linguistic level should be slightly above the reader's



own level unless the tasks are closely structured to involve focused reading and clues to meaning should be abundant such as contextual, verbal, pictorial, and linguistic."

Berardo (2006) provided three criteria for choosing authentic texts: suitability of content, exploitability, and readability. Suitability of content indicates that the text should be interested as well as be appropriate to the students' needs and abilities. In this line, Lee (1995:325 as cited Shomoossi, 2007) states that "a careful and wise selection of materials focused on learners is a must, if we want a positive response from them" Meanwhile, exploitability refers to how the text can be used to develop the students' competence and how the text can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

Lee (1995) also stated that, the text must be compatible with the course objectives that is, it can improve the language skills educators want the learners to practice. In addition, teachers must consider the length of the text and their teaching approach. Further, a variety of text types could be selected, such as articles, advertisements, weather forecasts, interviews, poems, radio talks, application forms, train timetables, and brochures.

From the above quote, we understand the selection criteria of authentic materials. The selected topic should be understandable; the length of the text should not be beyond the cognitive level of some beginner users of the language. The tasks are closely structured according to the contextual level, knowledge of learners and their language awareness.

2.6. Use of Authentic Materials on the Motivation of EFL Leaning

According to Peacock (1997) many authors have asserted that authentic materials have a positive effect on learner motivation in the foreign language classroom. In line to this, Guariento and Morley (2001:347) authentic materials is significant since it increases students' motivation and makes them to be exposed in 'real' language use. On the other hand, Deepti and Getachew (2011:36) underlined that motivation is one of the key factors that influence the use of language learning strategies. From this view, motivation is one of the most important factors

in language learning, as it requires multi dimensional aspects like participating in activities in the classroom, communicating in the wider context and others. Teachers of foreign language have always tried to find new approaches or strategies that introduce practical uses of EFL in the classroom.

Guariento and Morley (2001) maintained that since authentic materials are real they give the learners a sense of copying with a living entity and they conclude that in order to promote motivation they can be used. To support this, view the research was carried out by Akar and Yildirim (2000) who found out that with a constructivist approach to learning and using authentic materials students' motivation and their reading skills will develop.

Lin (2004 as cited in Vahidbaghban, 2011:9) declared that, authentic materials have a motivating effect. Because they see authentic materials are as being only more interesting and stimulating. Berardo (2006, as cited in Vahidbaghban, 2011) pointed out that authentic materials can also be used to promote motivation and give learners a sense of achievement and encourage them for further reading. When learners get out of the safe situation of the classroom, they need to face the real world and need to have learned skills, which can help them in coping with real situations outside of the class. So, the teacher has to prepare the learners for the actual use of the language, which can be accomplished, by using authentic materials. Authentic materials have the crucial positive relationship with motivation in learning foreign language. It is also discussed by Fei and Yu-feng (2008, as cited in Vahidbaghban, 2011) discussed as one of the significant role in extensive reading courses.

Gulikers et al (as cited in Huang, 2005) asserted two principles in describing adult's motivation in learning. The first principle is that adults prefer a problem solving orientation in learning. In particular, adults express that they learn best when the problem is presented in a real life context. The second principle is that adults are highly motivated to learn when they can gain new knowledge in their professional lives.

Accordingly, authentic materials are motivating learners and considered, as it is a useful methodological strategy for second language learner. Moreover, the second quote supports

motivation is one of the leading forces to perform effectively during language learning. Therefore, in order to motivate learners, there are number of factors that associated with motivation. For instance, effective use of authentic materials, using different language learning strategies and some other motivating factors should be a considerable effect for language learning.

2.7. Advantages of Using Authentic Materials

1. Authentic materials provided exposure to real language and related more closely to students' needs. Students were exposed to real world intercultural discourse (Kilickaya, 2004; Martinez, 2002; Peacock, 1997).
2. Incidental or improper English often was not included in textbooks and the same piece of material could be used in a different way if the task was different (Martinez, 2002).
3. In English language, changes could be reflected in the materials so that students and instructors both understood the changes (Martinez, 2002).
4. Authentic materials could be used for practicing mini-skills, such as scanning, or micro-skills of listening, including listening to news reports, and identifying the names of people or countries. (Martinez, 2002; Peacock, 1997)
5. Authentic materials included a wide variety of text types and language styles not easily found in traditional teaching materials (Martinez, 2002; Peacock, 1997).
6. Authentic materials contained topics of interest to students and encouraged reading for pleasure, and they were practical and real because they provided valid linguistic data (Martinez, 2002; Peacock, 1997).
7. Authentic materials had an intrinsic educational value and kept students informed about what was happening in the world (Martinez, 2002; Peacock, 1997).
8. Authentic materials "(a) give the students the opportunity to practice English, (b) help the students gain confidence in their English ability, (c) expose the students to cultural differences and customs, and (d) help the students develop their ability to find pertinent information quickly" (Kelly, Offner, & Vorland, 2002:12).

9. Authentic materials provided valuable support (creative approach to teaching) and could be used for a specially designed curriculum. They were a bridge between the classroom and the real world (Peacock, 1997).
10. Authentic materials included resources and activities that instructors used in class. Authentic materials contextualized language learning and were a valuable source of language input (Kilickaya, 2004)
11. Authentic materials had a positive effect on increasing students' motivation and made learning more enjoyable .Also it provided close contact with language, built up paralinguistic features, introduced life-like scenarios into the classroom, and could be used for all levels (Karpova, 1999)
12. Young (1993) found that elementary students preferred authentic materials, and authentic materials helped kindergarten students increase vocabulary and encouraged and stimulated language production.

2.8. Historical Prospective of Task- based Learning

Task-based learning (TBL) implies a change away from traditional way of teaching language to the learner-centered lesson. The role of the teacher is only explorer of different topics that the students draw attention to learn in specific content area. TBL has increasingly accomplished recognition in recent years and has been recommended as a way forward in ELT. Various influential experts Prabhu (1987 & Nunan 1989 as cited in Willis 1996) tasks are presented in a chronological order as follows:

Prabhu (1987 as cited in Willis 1996:24) defines a task as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process." Besides, Nunan (1989 as cited in Willis 1996:10) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." He suggests that in all definitions of tasks, one can see communicative language use the learner focuses on meaning instead

of linguistic structure. Finally, Wills (1996) develops the above illustrated basic frame works of task-based instructions pre-task, task cycle and language focus.

2.9. Meaning of Task- based Learning

Here is a definition of a pedagogical task: as it is pointed out by Richards, et al (1986: 289 as cited Nunan, 2004:2) . . . an activity or action which is carried out as the result of

> processing or understanding language (that is as a response) for example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity, which goes beyond the practice of language for its own sake.

From the above quoted idea, we understand tasks are defined in terms of pedagogical perspective. Tasks are defined in terms of what the learners will perform in the class to make the language more communicative and to make it practical in EFL classroom.
Willis (19 94 as cited in Harmer, 2005: 87) suggests that three basic stages of task. These are the pre-task, the task cycle, and language focus.

2.9.1. Task-based Instruction Framework

Table 3: Task-based Instruction Framework (Willis, 1996:22)

<table>
<tr><td colspan="4">1. Pre-task (Including Topic and Task)</td></tr>
<tr><td colspan="2">The teachers
Introduces and defines the topic
Uses activities to help students recall/learn useful words and phrases .Ensures students understand task instructions
May play a recording of others doing the same or similar task</td><td colspan="2">The students
Note down useful words and phrases from the pre-task activities and/or the recording may spend a few minutes preparing for the task individually.</td></tr>
<tr><td colspan="4">2. Task cycle</td></tr>
<tr><td>1. Task</td><td colspan="2">2. Planning</td><td>3. Report</td></tr>
<tr><td>The students
Do the task in pairs/ small groups. It may be on a reading/listening text</td><td colspan="2">The students
Prepare to report to the class how they did the task and what they discovered/decided rehearse what they will say or draft a written version for the class to read</td><td>The students
Present their spoken reports to the class, or circulate/display their written reports</td></tr>
<tr><td>The teacher</td><td colspan="2">The teacher</td><td>The teacher</td></tr>
<tr><td>Acts as monitor and encourages students</td><td colspan="2">Ensures the purpose of the report is clear acts as language advisor helps students rehearse oral reports or organize written ones</td><td>Acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports may give brief feedback on content and form may play a recording of others doing the same or similar task</td></tr>
<tr><td colspan="4">3.Language focus</td></tr>
<tr><td colspan="2">1.Analysis</td><td colspan="2">2.Practice</td></tr>
<tr><td colspan="2">The students</td><td colspan="2">The teacher</td></tr>
<tr><td colspan="2">Do consciousness-raising activities to identify and process specific language features from the task text and/or transcript may ask about other features they have noticed</td><td colspan="2">Conducts practice activities after analysis activities where necessary, to build confidence</td></tr>
<tr><td colspan="2">Reviews each analysis activity with the class
Brings other useful words, phrases and patterns to students" attention may pick up on language items from the report stage</td><td colspan="2">Practice words, phrases and patterns from the analysis of activities Practice other features occurring in the task text or report stage. Enter useful language items in their language notebooks</td></tr>
</table>

In pre- task the teacher explores the topic which the class may highlight useful words and phrases, helping students to understand the task instruction. The students may hear the recording of other people doing the same task. During the task cycle, the students perform the tasks in pair or in small group. While, the teacher monitor from the distance. The students' then plan how they will tell the rest of the class what they did and how it went, and they then report on the task either orally or in writing and compare notes on what happened. In the language focus stage they examine and discuss specific features of any listening or reading which they have looked at for the task and the teacher may conduct some form of practice of specific language features which the task has provoked. Harmer (2005: 87).

In relation to the above idea Willis (1996) summarises some of the fundamental task-based procedures during pre-task, task cycle and language focus including the role of teachers and students in different levels. In task-based instruction, the above three basic frame works are significant. Firstly, in the pre-task stages, the teacher explores the topic; during the task, the students perform the tasks or activity, and at last, in the language focus stage they examine and discuss specific features of language items based on the analysis and practice.

2.10. The role of Authentic Materials in Task-Based Language Teaching

Another aspect of teaching material design considered as an essential to many leading language researchers today is that such materials promote task-based learning. Task - based learning is an overall approach to language learning that views the tasks that learners do as central to the learning process. The learning process is seen as a set of communicative tasks that are directly linked to curricular goals.

Nunan (1991: 279) outlines "five characteristics of a task-based approach to language learning:

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts (teaching materials) into the learning situation

3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning with language activation outside the classroom. He views the tasks as a piece of meaning-focused work, which involves learners in comprehending, manipulating, producing and interacting in the target language.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

This chapter describes the research design and methods that were employed, the participants of the study, the sampling techniques, the data collecting instruments, the data collection procedure and methods of data analysis that were used to achieve the main objective of the study.

The study was designed as a descriptive research. The data collected and reported in table form. Thus, the researcher used quantitative and qualitative data. The likert scale questionnaires were the most applicable form of research tool for the study design as it allows the respondents' personal preferences reflected in the response. Five point likert-scale types consist of a series of declarative statements. The subjects asked to indicate whether he/she agrees or disagrees with each statement. Commonly, five options were provided: strongly agree , agree , undecided , disagree and strongly disagree . In addition to this, from the range of great extent to less extent five point likert scale types were used.

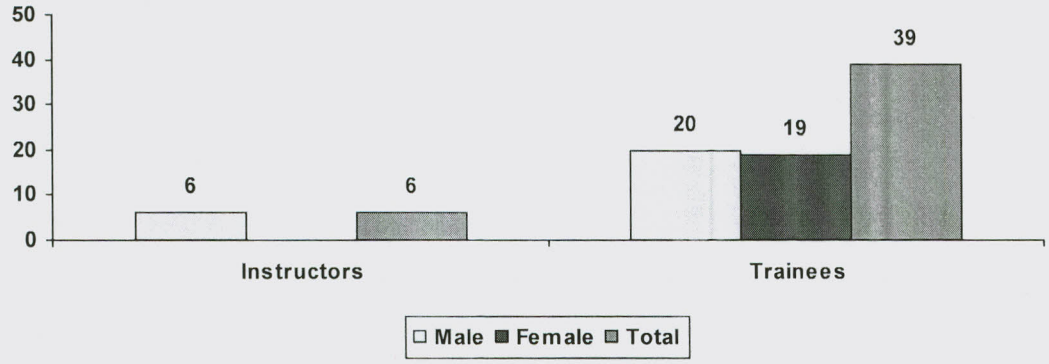
This study aimed to explore trainees' application of authentic materials in task-based in an EFL context in Jimma Teachers College at Jimma town. The data were collected from six English instructors and thirty-nine second year students. Questionnaire and content analysis were used to gather primary data. Again, this study provided important information to recognize, if authentic materials need to be emphasized in the regular curriculum in EFL learning class. Finally, qualitative and quantitative techniques of analyzing data were employed.

3.2. Population and Sample Size

The study was conducted in Ethiopia, Southwest Oromia Regional State in Jimma Town at Jimma Teachers College (JTC). It is one of the ten governmental Teachers Training Colleges found in the region. This is because of the fact that, it is nearer to the researcher's work place,

and he was very familiar with the instructors working in the college. This familiarity helped him to get access or relevant documents and appropriate information needed for the study. The research was conducted from October 2012 to June 2013

The target population of the study were taken from all EFL instructors and second year students of English department at Jimma Teachers College. 20 males and 19 females totally 39 students and six (6) English instructors were taken for the study. All of the respondents participated in the study. This is because of the target group of the population was manageable for the research purposes.



Graph 1: A Bar-graph of JTC EFL Instructors and 2nd Year EFL Trainees

3.3. Sampling Technique

The researcher used purposive sampling techniques to select from other 1st and 3rd years of English department and employed a comprehensive sampling technique to collect data from all thirty-nine second year English major teacher trainees and from all six English instructors. The reasons for choosing second year students were the trainees have learnt a number of subject area courses during their stay in College Education for the past one and half years. Again second year English major students are expected to have the knowledge of understanding and responding correctly on the subject area, what they were asked on the application of authentic materials in task-based EFL learning .They have better knowledge than that of first year English

major students. Third year students were not also included in the sample. This is because they left the campus for the practicum course, when the researcher planned to collect data.

3.4. Instruments for Data Collection

To collect the relevant data, various data collection tools were employed. According to descriptive research, the primary information is gathered from primary sources. Therefore, questionnaires were developed to collect relevant primary data from teacher trainees' and instructors', and secondary sources from trainees Communicative English (Enla-102) content analysis was also used to realise the study.

3.4.1. Questionnaire

Six major close-ended questions and two open-ended questions were prepared. That means under close-ended thirty different items were employed. The questionnaire carried out as a pilot study at Jimma Teachers College with second year Afan-oromo department students who have taken the same English language courses, to check the reliability of questionnaire. The researcher used SPSS data Cornbach's Alpha numerical analysis software.Based on this, the reliability evidence shown that 0.75 Cronbach's Alpha confidence interval, which means acceptable according to Dornyei (2007:207) reliability evidence, "if the Coronbach Alpha of a scale does not reach 0.60, this should sound warning bells." Hence, the modifications were made on the initial version of the tools based on the comment of the researcher's advisor and participants' response during pilot study. The modifications were included by rearranging of statements. For example, some of the statements in the questionnaire were not in the right order, therefore; reordering according to their sub-categorical application of authentic materials in task-based approach in an EFL learning context was made. Based on the pilot test results, some modifications were made and applied in the target group. Finally, the reliability of the items increased to 0.90 Cronbach's Alpha and the confidence interval increased to 95%.

3.4.1.1. Questionnaire for Instructors

Two major close-ended questionaire that contains 28 specific items questionnaires were used under close-ended items. The five-point likert (summated rating) scale questions' ranging from great extent up to it does not serve for this purpose and the other summated rating response items starting from strongly agree to strongly disagree were employed. Moreover, three open-ended questionnaires were used to identify how well instructors apply authentic materials in different task-based approach in an EFL learning class. In this regard, six instructors participated to triangulate the data in the study.

3.4.1.2. Questionnaire for Teacher Trainees

Three major close-ended five-point likert scale questions from strongly agree to strongly disagree options, and the second questions ranging from great extent up to it does not serve this purpose, and three open-ended questionnaire was used to identify the number of students that understand and used the application of authentic materials in task-based approach in an EFL learning context . All of the students that means 20 male and 19 female totally 39 candidates of English teacher trainees participated in the study. The questionnaires prepared for the trainees were translated in to their mother tongue with the collaboration of Afan Oromo instructors to avoid some misunderstanding of the trainees.

3.4.2. Content Analysis

Content analysis was employed to check whether authentic materials were applied in task-based EFL learning. The researcher used twelve items of the content analysis checklist and analysed the trainees Communicative English (Enla-102) module. The checklists items were constructed using simple random selection out of the total five chapters two of the chapters were included from communicative English II (Enla-102). Neuendorf (2008) recommends that using content analysis applied for two things in research tools: these are for the conceptual and relational content analysis.

3.4.2.1. Conceptual Content Analysis

In conceptual content analysis, concepts were chosen for the examination and the number of its occurrences within the text recorded. Because, terms may be implicit as well as explicit, it was seen how authentic materials were applied in task-based approach in an EFL learning context in communicative English part–II (Enla-102) from randomly selected out of five chapters, two chapters were used for conceptual content analysis before the beginning of the counting process.

3.4.2.2. Relational Content Analysis

Relational analysis builds on conceptual analysis by examining the relationships among concepts in a text. Neuendorf (2008) pointed that written documents as well as pictures, videos, situations and even the ideas or contents that depicted in the selected sample can be evaluated using rubrics made by the researcher.

Therefore, the researcher selected two chapters out of five chapter by simple random selection in the course of communicative English part –II (Enla-102) for content analysis, how authentic materials significantly applied in task-based approach in an EFL context . In this case, the content analysis was used in this research to make valid inferences from the data in context to provide insights, representative of facts and guide for action, and helps the researcher to get real information from the teaching materials. The researcher used both the conceptual and relational content analysis in his checklist.

3.5. Data Analysis

The collected data was analyzed using the following quantitative and qualitative methods of data analysis.

3.5.1. Quantitative Data Analysis

The data that were collected from different respondents that means from teachers trainees and instructors using close ended and few open-ended questionnaires were organized and entered

into computer software to be analyzed using Statistical Package for the Social Science (SPSS) program. Based on that, the mean value, percentage, standard deviation and 95% confidential interval mean value was investigated to analyze the data quantitatively.

3.5.2. Qualitative Data

The data collected through content (text) analysis were described qualitatively in order to support the data gathered through questionnaire from teachers and students. Accordingly, the contents of chapter one and chapter five were classified based on a checklist and then analysed. The instructors and trainees' open-ended questionnaires were interpreted qualitatively.

CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATIONS

This chapter presents the analysis and interpretations of twenty eght close-ended and four open-ended, questionnaires from instructor response, twenty-five close-ended with one partial close and open-ended questionnaires from trainees' response and other twelve close-ended content analysis checklist items that prepared from trainees communicative English module were gathered from JTC .The results and interpretations were carried in different sections and sub-sections following the four objectives of the research. All items which were related to trainees' application of authentic materials in task-based approach in an EFL context. In regard the discussion was made based on specific objectives of the research. The statistical analysis of the results incorporated with its frequency, percentage, mean value, standard deviation and 95% confidential interval, mean value and sub-grand mean value were used.

To make the analysis easier, the questionnaire items prepared for the instructors', for teacher trainees ' and the content analysis check list items were categorized and analyzed in to six major thematic units as follows:

1. Familiarity of trainees' with the application of authentic materials in different task-based approach in an EFL context.
2. Familiarity of instructors on the application of authentic materials in task-based approach in an EFL context.
3. Perception of instructors on the application of authentic reading materials, audio materials, visuals materials, electronic materials and realia materials in task- based in an EFL context
4. Perception of trainees' on the application of authentic reading materials, audio materials, visuals materials, electronic materials and realia materials in task- based approach in an EFL context
5. Analysis of contents in Communicative English (Enla-102) how well authentic materials properly incorporated in teachers training program.

4.1. Application of Authentic Materials in Task-Based Approach in an EFL Context

To make the analysis easier, the items of the teacher Trainees' questionnaire, as mentioned in the previous sctoion, are categorized in to two main classifications as follows:

4.1.1 Trainees' familiarity with the application of authentic materials in task-based approach in an EFL context.

4.1.1.1. Additional familiarity of Trainees' in the provisions of authentic materials in task-based approach in EFL context.

In line with the above thematic categories, the highest possible score that was obtained in the scale, to measure the degree of trainees' familiarity on the application of authentic materials in task-based approach EFL learning for each of the above thematic classifications.

4.1.1. Trainees' Familiarity with the Application of Authentic Materials in Task-Based Approach in an EFL Context.

Table 4: Trainees' Familiarity on the Application of Authentic Material

No	Items	To great extent		moderate extent		I am not certain		To a less extent		It doesn't serve this purpose		Mean	S. Deviation	95% Confidence Interval	
		N	%	N	%	N	%	N	%	N	%			L	Up
1	Authentic materials particularly have great contribution to motivate learners during the practice of different tasks	14	36.8	11	28.9	4	10.5	8	21.1	1	2.6	3.7	1.2	3.3	**4.1**
2	Authentic materials have a considerable role in simulating and have an involvement role for learner participation	10	42 6.	18	47.3	4	10.5	5	3.2	1	2.6	3.8	1.0	3.4	4.1
	Authentic materials provided exposure to real language and related more closely to our needs.	16	42.1	8	21.1	8	21.1	2	5.3	4	10.5	3.7	1.33	3.3	4.2

4	Incidental or improper English often was not included in textbooks and the same piece of material could be used in a different way in the task based learning	9	23.7	11	28.9	5	13.2	7	18.4	6	15.8	3.2	1.4	2.79	3.73
5	In English language, changes could be reflected in the materials so that we students and our instructors both understood the changes and motivated.	18	47.4	9	23.7	9	23.7	2	5.3	0	0	4.1	.96	3.81	4.44
6	Authentic materials can help for practicing macro-skills including listening to news reports, and identifying the names of people or countries and others.	8	21.1	16	42.1	7	18.4	5	13.2	2	5.3	3.6	1.1	3.23	3.97
7	Authentic materials include a wide variety of text types and language styles not easily found in traditional teaching materials.	6	15.8	12	31.6	4	10.5	13	34.2	3	7.9	3.1	1.2	2.71	3.55
8	Authentic materials contained topics of interest to students and encourage reading for pleasure, and they were practical and real.	19	50.0	7	18.4	7	18.4	3	7.9	2	5.3	4.0	1.2	3.59	4.40
9	Authentic materials have an intrinsic educational value and keep about what was happening in the world.	17	44.7	10	26.3	6	15.8	5	13.2	0	0	4.0	1.07	3.67	4.38
10	Authentic materials give us the opportunity to practice English language with out any boredom	16	42.1	10	26.3	8	21.1	1	2.6	3	7.9	3.9	1.21	3.5	4.3
11	Authentic materials help us to gain confidence in our English speaking ability.	16	42.1	14	36.8	4	10.5	3	7.9	1	2.6	4.0	1.0	3.5	4.32
														Sub-Grand Mean = 3.37	

**** N =Number of respondents, % =percentage of the respondents, L =lower, Up= upper, 95% Confiden M.Interval = 95 % Confidence interval mean value**

The above Table 4, shows the items from 1-11 are the familiarity of trainees with the application of authentic materials in task-based approach in an EFL context. Accordingly, each item is interpreted one by one as follows.

In relation to the first item, 14 (36.8%) of the trainees were familiar to great extent and the other 11 (28.9 %) of them were familiar to moderate extent on the contribution of authentic materials as it had a motivational role during the practice of different tasks in EFL class. However, 4 (10.5%) of them were not certain with it. But, 8 (20.1%) of the trainees were familiar with it to less extent and the other 1 (2.5%) were not familiar and answered as it didn't serve for task-based approach in an EFL learning purpose. From this, we can easily understand that the majority of the respondents shown their familiarity, to great extent. In relation to these, authentic materials have the motivational role during the practice of different tasks. Therefore, it is better for instructors to apply different authentic materials to motivate trainees during the practice of different activity in task-based approach in an EFL context.

In the second item, 10 (42.6 %) of the respondents were familiar to great extent with authentic materials that have the considerable role in simulating and have the involvement role for learner participation. The other 18 (47.3%) were familiar to moderate extent with it. While, other 4 (10.5 %) were not certain, 5 (13.2%) familiar to less extent and 1 (2.6) answered as it didn't serve for that purpose. On the other hand, in item number three 16 (42.1%) of the trainees were familiar with authentic materials provided exposure to real language and related more closely to their needs to great extent and 8 (21.1%) of them were familiar to moderated extent. But, the other 8 (21.1%) were not certain, 2 (5.3 %) familiar to less extent and 4 (10.5%) consider as it didn't' serve this purpose. From this interpretation we can conclude that, the average mean score of the item was 3.7 which mean nearly, to great extent in which majority of the respondents answered. Authentic materials have a considerable role in simulating and have an involvement role for learner participation in task–based approach in an EFL learning context.

Item 4 intends to identify incidental or improper English often not included in textbooks and the same piece of material used in a different way in task-based approach in an EFL learning context. Accordingly, nine (23.7%), of the respondents replied to great extent and 11 (28.95%) answered to moderate extent with the assertion. On the other hand, seven (18.1%) and six (15.8 %) showed their familiarity to less extent and as it did not serve for that purpose .The remaining 5 (13.2%) respondents were unable to decide it. In addition, the mean for the item, which is (M = 3.2), lies nearly in the range of not certain with it.

From these findings, we can comprehend the majority of the trainees have the familiarity as improper English often was not included in textbooks and the same piece of material could not be used in a different way in the task-based approach in an EFL learning context. Martinez (2002) recommends incidental or improper English often was not often included in textbooks while, we have designed authentic materials for teaching and learning purpose .Therefore, when we select authentic materials for trainees, we may consider the degree of language incidence.

In the above Table, item 6 clearly shows that, 18 (47.4%) of the respondents answered, in English language changes could be reflected in the materials so that, both "our instructors and we students understood to great extents." In other way 9 (23.7%) of the respondents were familiar with it to moderate extent. The other 9 (23.7%) and 2 (5.3 %) were familiar to less extent and doesn't serve for this purpose, respectively. Generally, from this item one can deduce that the majority of the respondents 18 (47.4%) were replied to the item as they were familiar to great extent. In line to this, (Martinez, 2002) forwards authentic materials are significant in English language; therefore, changes could be reflected in the materials. So that, students and instructors both understood the changes.

As shown in Table 4 above the responses to item 6 show that which means 8 (21.1 %) and 16 (42.1%) of the respondents were familiar to grate extent and moderate extent respectively, while 7(18.4%) of them are not certain with it. However, 5 (13.2% and 2 (5.3%) of the trainees were familiar with it to a less extent and not serve for task-based approach in an EFL learning context. Therefore, from this one can clearly understand that the majority of the respondents

(M= 3.6) which means nearly 42.1% of the trainee were familiar with it to moderate extents. In relation to this idea (Martinez, 2002; Peacock, 1997) claimed that, authentic materials could be used for practicing macro-skills of listening, including listening to news reports, and identifying the names of people or countries and other skills.

Item 7 in the above Table indicates that 6 (15.8%) and 12 (31.6 %) of the respondents show their awareness as authentic materials include a wide variety of text types and language styles not easily found in traditional teaching materials to grate extent and moderate extent, respectively. But, the other trainees 4 (10.5 %) are not certain to respond it. While, the other 13 (34.2%) and 3 (7.9) of the trainees reply to less extent and doesn't serve for this purpose. From this item, one can summarize that the majority of the trainees were shown as they were familiar with authentic materials include a wide variety of text types and language styles.

Item 8, the majority of the trainees, that means 19 (50.0%) and 7(18.4 %) show their familiarity to great extent and to moderate extent respectively to indicate their assertion. The other 7, (18.4 %) of the trainees was not certain on the issue. However, 3 (7.9%) and 2 (5.3 %) were shown their assertion to less extent and didn't serve for that purpose. To sum up the majority of the trainees that means 19 (50.0%) of them are familiar to great extent.

According to the above Table item 9 reveals that, 17 (44.7%) and 10 (26.3 %) of the trainees are familiar to the idea to great extent and moderate extent respectively to the item. The other six (15.8%) respondents were not certain with it. In contrast to these, five (13.2 %) of them are familiar to less extent. The average mean score of the respondents mean value illustrate M=40. This value indicates their familiarity to great extent .From this, almost the majority of the trainees show their familiarity on the application of authentic materials to great extent. In line to this, (Martinez, 2002 and Peacock, 1997) recommends, authentic materials have an intrinsic educational value and keep about what was happening in the world. Therefore, EFL trainees get the advantage of reacting in the real world to learn the target language.

Item 10 in the above Table indicates that, 16 (42.1%) and 10 (26.3 %) of the trainees replied that, authentic materials give the opportunity to practice English language with out any boredom

to great extent and to moderate extent respectively. While, 8 (21.1%) of the respondents were not certain with the familiarity of authentic materials as it doesn't give them the opportunity to practice different tasks with out any boredom. But, the other remaining 1 (2.6 %) and 3 (7.9%) of the trainees are familiar to less extent and doesn't serve for that purpose. From these idea, we can conclude that the mean value (M= 3.9) which is nearer to moderate extent. Hence, they were familiar with the opportunity to practice the language with the help of authentic materials.

Item 11 indicated that, 16 (41. 1 %) and 14 (36. 8%) of the respondents claimed their assertion as authentic materials help them to gain confidence in their English speaking ability during task–based approach in an EFL learning to great extent and to moderate extent respectively .In anther way, the other 4 (10 %) of the trainees replied as they were not certain with it. However, 3 (7.9 %) and 1 (2.6 %) of the respondents were reflected their feeling to less extent and didn't serve for that purpose in the same way. In general from this item the mean value (M=4.0) which indicated that nearer to the upper value of 95 % Confidence interval mean value as the majority of the respondents were familiar to great extent. The grand mean value has indicated 3.37.From this, we can deduce that trainees were familiar to moderate extent with the application of authentic materials in task-based approach in an EFL context. Therefore, the trainees have the knowledge about the advantages and significance of authentic materials in task-based approach in an EFL context.

Generally, as shown in the above Table 4, 95% confidence interval indicates the consistency of the mean scores having lower and upper limit and indicates the instruments are significant and reliable because the mean scores of all the sub-group items lie in the range of the lower and upper limit of 95% confidence interval. Moreover, as shown in this table, the Cronbach's Alpha coefficient of all the items in the sub-group is 0.86, which is above the acceptable reliability range (Dornyei, 2007). Hence, the sub-grand mean (M = 3.37) calculated for trainees familiarity on the application of authentic materials illustrated in Table 6 is the majority of the trainees replied almost nearer to (4) that show their familiarity to moderate extent in the five point likert-scale.

4.1.1.1. Additional Familiarity of Trainees on the Use of Authentic Materials

This section also deals with additional familiarity of trainees on the application of authentic materials in task-based approach in an EFL context. Accordingly, the teacher trainees rated to what extent, they may familiar with the application of authentic materials in task-based EFL learning. Based on the highest and lowest number of the (percentage value), the researcher gives his interpretation.

Table 5: Additional Familiarity of Trainees on the Use of Authentic Materials

NO	Items	To great extent		To moderate extent		I am not certain		To a less extent		Doesn't ser.thi.fun.ct purpose		Mean	S.deviation	95% Confidence Interval	
		N	%	N	%	N	%	N	%	N	%			L	UP
12	Authentic materials expose us to develop our cultural value, differences and custom	19	50	11	28.9	4	10.5	4	10.5	0	0	4.1	1.0	3.8	4.5
13	Authentic materials help us to develop our ability to find pertinent information quickly.	17	44.5	13	34.2	4	10.5	3	7.9	1	2.6	4.1	1.06	3.7	4.4
14	Authentic materials provided valuable support (creative approach to teaching) and could be used for a specially designed curriculum.	19	50	10	26.3	8	21.1	1	2.6	0	0	4.23	.88	3.94	4.52
15	Authentic materials have a positive effect on increasing our learning more enjoyable	14	44.7	7	18.4	10	26.3	3	7.9	1	2.6	3.94	1.13	3.57	4.32

16	Authentic materials also it provide close contact with language, built up paralinguistic features, introduced life-like scenarios into the classroom, and could be used for all levels.	9	23.7	16	42.1	10	26.3	3	7.9	0	0	3.81	.89	3.52	4.11
17	Authentic materials can serve us a bridge between the classroom and the real world in different tasks.	8	21.1	19	50	4	10.5	5	13.2	2	5.3	3.68	1.11	3.31	4.05
18	Authentic materials included resources and activities that instructors used in class and contextualize language learning	15	39.5	11	28.9	7	18.4	4	10.5	1	2.6	3.92	1.12	3.55	4.29
19	Authentic materials play a significant role in motivating our learning.	13	34.3	10	26.3	11	28.9	3	7.9	1	2.6	3.81	1.08	3.45	4.17
20	Authentic materials are one of the current instruments of task-based approach in learning.	15	39.5	15	39.5	3	7.9	4	10.5	1	2.6	4.02	1.07	3.67	4.22
													Sub-Grand Mean = 3.95		

**** N =Number of respondents, % =percentage of the respondents, L =lower and Up= upper, 95% Confidence M.Interval = 95 % Confidence mean interval**

The items that indicated from 12- 20 described the other sub-continuation of Table 4. The items designed to check additional familiarity of teacher trainees' on the application of authentic materials in task-based approach in an EFL learning context. Accordingly, based on the above items that illustrated from question 12-20 is interpreted sequentially as it follows.

As shown in the above Table 5 in item 12, the trainees replied 19 (50 %) and 11 (28.9%) were familiar to great extent and to moderate extent respectively as authentic materials expose them to develop their cultural value, differences and custom. while 4 (10.5%) of the respondents claimed that they are not certain with it. However, the other 4 (10.5 %) were familiar with the

item to less extent. In this regard, the total mean value of respondents is 4.1 which the trainees are found to be familiar to great extent, as authentic materials expose them to develop their cultural value, differences and custom. From this, one can conclude that trainees have the knowledge and advantages of authentic materials in exposing them to develop their cultural values in EFL learning class.

Item 13 indicated that 17 (44.5%) and 13 (34.2%) of the respondents are very familiar with authentic materials as it help them to develop their ability to find pertinent information quickly to great extent and moderate extent respectively. The other 4 (10.5 %) of the respondents are not certain about it. However, 3 (7.9%) and 1(2.6 %) of them are familiar with it to less extent and doesn't serve for the purpose of developing their ability to find pertinent information quickly respectively. In general from this item, one can easily understand that the mean value of the item was nearly 4.1 that are found in between the lower and upper value of 95% confidence interval mean value which means they are familiar with it to great extent. In line to this, Kelly, Offner, & Vorland, (2002) recommend the advantage of authentic materials as it serves to develop the ability to explore relevant information from different sources.

In addition, from item 14 one can infer that, 19 (50%) of the trainees are familiar to great extent with authentic materials in providing valuable support (creative approach to teaching) and used for a specially designed in curriculum. The other, 10 (26.3%) respondents were familiar to it to moderate extent. However, 8 (21.1%) of the trainees are not certain with it. And, 1 (2.6%) of the respondents are familiar with it to less extent .From this, item simply we can deduce that the mean value (M= 4.3) is nearly to grate extent familiar with the provision of these authentic materials as it has significant and valuable support in target language teaching.

In the above Table item 15 shown that, 14 (44.7%) and 7 (18.4%) of the trainees answered to great extent and to moderate extent in order of them, as authentic materials have a positive effect in increasing our learning and made more enjoyable .The other 10 (26.3 %) of the respondents replied as they are not certain with it. While, 3 (7.9 %) and 1 (2.6) of them are familiar with it to less extent and doesn't serve for that purpose. Generally, from this one can

easily understand the majority of the trainees are familiar with the provision of authentic materials to great extent.

As indicated in the above Table 5, the items 18 and 20 show that 15 (39.5%) of the trainees responded that they are familiar to great extent and 11 (28.9%) of the trainees are familiar to moderate extent with authentic materials include resources and activities that they have familiar in class and contextualize language learning and valuable source of task-based approach in an EFL learning context. As well as in item 18 and 15 (39.5%), of the respondents answered to great extent with it. 7 (18.4%) and 4 (10.5%) of the trainees answered as they were not certain, and familiar to less extent respectively, and the other 1 respondent replied as it does not serve for that purpose. However, in item 20 the following 3 (7.9) and 4 (10.5) of the trainees have answered as they were not certain and familiar to less extent respectively, as authentic materials include resources and activities that instructors have used in class and contextualize language learning .These materials also help as the current instruments of task-based approach in an EFL context. To sum up from these, one can easily deduce that, the majority of the trainees response mean value (M=4.02) indicates that they have the familarity of nearer to great extent.

Items 16 and 17 show that, 9 (23.7%) and 8 (21.1%) of the respondents replied to great extent in the above two mentioned items sequentially. While ,16 (42.1%) and 19 (50 %) of the respondents are familiar with the provision of authentic materials, as it provides close contact with the language, buildup paralinguistic features, introduce life-like scenarios into the classroom, and could be used for all levels and can serve us a bridge between the classroom and the real world in different tasks to moderate extent. Again, the other 10 (26.3%) and four (10.5%) of the trainees were not certain with it, in two items respectively. However, 3 (7.9%) and 5 (13.2 %) of the respondents are familiar with it to less extent. From, these one can summarizes that, the majority of the respondents mean values (M=3.81). The mean value of item 17 was (M=3.68) which is found in between the upper and lower value of the 95% Confidence interval mean value. This simply shows that, the trainees have shown their familiarity to moderate extent with the provision of these authentic materials.

Furthermore, as shown in Table 5, to check the reliability and internal consistency how those set of items were related to each other, Cronbach's Alpha based on standardised item was used and as indicated in the above table the value of Alpha coefficient for all items in the thematic group was 0.85 of Cronbach's Alpha coefficient. The grand mean value of all the 9 items in the above table is (M=3.95). From this, the majority of the teacher trainees showed their familiarity to moderate extent on the application of authentic materials.

4.1.1.2. The Qualitative Analysis of Trainees' on the Provisions of Authentic Materials in Task-Based in an EFL Context

Teacher trainees were asked open-ended question to add other comments on the application of authentic materials that have a significant value in task-based approach in an EFL context in teachers training programs. Based on this, twenty two trainees replied the same idea, but, the other sixteen trainees did not reply on the item. From this, one can easily understand that the trainees were familiar with authentic materials. In line to this, some of the trainees have replied the following common responses. "We like to learn task-based approach in an EFL learning context using authentic materials especially, electronic materials like computer-based, slide presentations, realia and some of the other authentic materials." Based on this, we can conclude that trainees also showed their need and familiarity to the provisions of authentic materials in task-based approach in an EFL context.

4.2. Perception of Trainees' on the Application of Authentic Reading, Audio, Visuals, Electronic and Regalia in Task-Based in an EFL Context

Table 6 presents the aspects of teacher trainees' perception on the application of authentic materials in task–based approach in an EFL learning classroom context. As we can see from the table, the majority of the teacher trainees, with the mean value of 2.15, which is nearly strongly disagree on what they have learned their communicative English (Enla-102) by the help of authentic readings, authentic audio materials , authentic visual materials ,authentic electronic materials and authentic realia.

Table 6: Perception of Trainees' on the Application of Authentic Readings, Audio, Visuals, Electronic and Regalia in Task- based in an EFL Context

S.N	Items	strongly agree		Agree		Undecided or neutral		Disagree		Strongly disagree		Mean	S.deviation	95% Confidence Interval	
		N	%	N	%	N	%	N	%	N	%			L	UP
1	We learned Communicative English (Enla-102) through poems, short stories, journalistic texts, autobiographies; professional texts are significant in task- based EFL learning.	2	5.3	12	31.6	6	15.8	5	13.2	13	34.5	2.60	1.38	2.1	3.0
2	We learned Communicative English (Enla-102) through audio materials: Songs, rap lyrics, music, lectures, recorded conversations; radio plays are significant in task- based EFL learning.	1	2.6	5	13.2	8	21.2	1	2.6	23	60.5	1.94	1.27	1.52	2.36
3	We learned Communicative English through Visual materials: Video documentaries, movies, TV programs, photographs, pictures, cartoons are significant in task-based EFL learning	1	2.6	6	15.8	4	10.5	1	2.6	26	68.4	1.8	1.29	1.39	2.24
4	We learned Communicative English (Enla-202) through electronic materials: Web pages, bulletin board discussions, chat rooms are significant in task- based EFL learning.	1	2.6	7	18.4	5	13.2	3	7.9	22	57.9	2.0	1.31	1.56	2.43
5	We learned Communicative English (Enla-202) through Realia: House hold objects, logo, bricks, Cuisenaire rods, kit-form models, calendar and others are significant in task- based EFL learning.	6	15.8	4	10.5	4	10.5	9	23.7	15	39.5	2.39	1.49	1.90	2.8
														Sub-Grand Mean =2.15	

**** 95% Confidence M.Interval = 95 % Confidence mean interval**

The above Table show, the application of different authentic materials such as authentic readings, audio materials visual materials, electronic materials and regalia are very significant in task-based approach in an EFL learning class (Richards, 2004). Based on this, the trainees were asked to reply their perception on the application of authentic materials in task-based approach in an EFL learning context. Therefore, the data are analyzed based on the above table as follows.

As shown in the above Table 6, in response to the first item, the majority of the respondents claimed that, 2 (5.3 %) strongly agreed, 12 (31.6% agreed, 6 (15.8%) undecided on the item whereas 5 (13.2 %) and 13 (34.5 %) disagree and strongly disagree as they were not learned their communicative English (Enla-102) through poems, short stories, journalistic texts, autobiographies, professional texts are significant in task-based approach in an EFL learning context. From this one can clearly understand, the majority of the respondents disagreed and strongly disagree as they didn't learn their communicative English course by the appropriate use of authentic reading materials.

In the above table , item 2 portrays 1 (2.6%) and 5 (13.3 %) strongly agree and disagree respectively as they did not learn their communicative English (Enla-102) through audio materials songs, rap lyrics, music, lectures, recorded conversations; radio plays are significant in task-based approach in an EFL context . While the other trainees 8 (21.2%), of them undecided to the issue. However, 1 (2.6 %) and 23 (60.3 %) disagreed and strongly disagree respectively as they didn't learn this course by the help of the above described authentic materials.

Table 6 depicts trainees'perception about the application of authentic materials in task-based approach in an EFL context. Regarding the 3rd item, 1 (2.6%) and 6 (15.8%) of the respondent replied strongly agree and agree respectively. While, 4 (10.5 %) of the respondents were unable to decide on the item. The other respondents 1(2.6%) and 26 (68.4%) disagreed and strongly disagree as they didn't learn communicative English through visual materials: Video documentaries, movies, TV programs, photographs, pictures, cartoons and others in task-based approach in an EFL context .Generally, from this item the mean value shows nearer to agree as their instructors did not apply these materials. Hence, one can easily understand that the

majority of the trainees' replied strongly disagree to the item. Finally, from this we conclude that their instructors did not properly apply authentic materials in communicative English (Enla-102) class room.

As mentioned in Table 6, item 4 showed that, 1 (2.6%) and 7 (18.4%) of the respondents replied strongly agree and agree correspondingly on the item they learned communicative English (Enla-202) through electronic materials: Web pages, bulletin board discussions, chat-rooms were significant in task-based approach in an EFL context. While the other 5 (13.2%) respondents replied undecided to the item. However, 3 (7.9%) and 22 (57.9 %) disagreed and strongly disagree on the item. From this, one can easily infer that the majority of the trainees which means 57.9 % strongly disagreed with it. That was due to their instructors didn't apply electronic materials properly in communicative English (Enla-202).

In the above Table 6, we presumed from item 5 that 6 (15.8%) of the respondents were strongly agree and 4 (10.5%) of the trainees agree as they learned communicative English (Enla-202) through realia such that house hold objects, logo, bricks, cuisenaire rods, kit-form models, calendar and others as they were significant in task-based approach in an EFL context .But, 4 (10.5 %) of the trainees answered undecided or neutral. However, the other 9 (23.7%) and 15 (39.5%) of the trainees claimed that, disagree and strongly disagree consecutively, as they did not learn their communicative English (Enla-102) through realia. Generally, from this one can understand that the majority of the trainees suggested that they did not learn communicative English (Enla-102) by the help of realia.

To sum up from the Table 6, the reliability and internal consistency of the above 5 items was 0.85 Cronbach's Alpha based on standardised item. Then from this, one can understand that the scales and instruments used for all items measuring trainees were reliable because a Cronbach's Alpha coefficient which is greater than 0.6 is statistically accepted for a small number of items. The grand mean value of all items was 2.15 of the 5-point likert scale. Hence, from this, we can deduce the grand mean value of the trainees' perception indicated on the level of disagreement. Based on this, we can say they did not learn their communicative English course by the appropriate use of authentic materials.

4.3. Instructors' Familiarity with the Application of Authentic Materials in Task-based Approach in an EFL Context

To make this analysis easier, the items of the instructors' questionnaire, as indicated in the above topic, are categorized in to two main classifications as follows:

4.3.1. Instructors' Response on the application of authentic materials in task-based approach in an EFL learning.

4.3.1.1. Additional familiarity of instructors' on the application of authentic materials in task-based approach in an EFL Context

In line with the above, the highest possible score that can be obtained in the scale to measure the degree of respondents' familiarity on the application of authentic materials in task-based approach in an EFL context for each of the topic and sub-topic are discussed below one by one.

4.3.1. Instructors' Response on the Application of Authentic Materials in Task-Based Approach in an EFL Context

The following Table shows for respondents to reply from grate extent up to it doesn't serve for this purpose from the rating scale. Therefore, based on instructors' likert scale the highest and the lowest degree were identified for interpretation as follows.

Table 7: Instructors Response on the Application of Authentic Materials

NO	Items	To G. extent		To M .Extent		I'mnot C.		To L.Extent		Not S. Purpose.		Mean	S.deviation	95% Confidence Interval	
		N	%	N	%	N	%	N	%	N	%			LO	UP
1	Authentic materials particularly have great contribution to motivate learners during the practice of different tasks	4	66.7	2	33.3	0	0	0	0	0	0	4.6	.51	4.1.	5.2

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2	Authentic materials have the considerable role in simulating and involvement role for learner participation to do their task.	4	66.7	2	33.3	0	0	0	0	0	0	4.6	.51	4.1	*5.2*
3	Authentic materials provide exposure to real language and related more closely to students' needs. Students were exposed to real world of intercultural discourse.	4	66.7	1	16.7	1	16.7	0	0	0	0	4.5	.83	3.6	*5.3*
4	Authentic materials could be used for practicing micro-skills, including listening to news reports, and identifying the names of people or countries etc out side the classroom.	3	50	2	33.3	1	16.7	0	0	0	0	4.3	.81	3.4	*5.1*
5	Authentic materials include a wide variety of text types and language styles not easily found in traditional teaching materials.	3	50	1	16.7	1	16.7	1	16.7	0	0	4.0	1.2	2.6	*5.3*
6	Authentic materials contain topics of interest to students and encourage reading for pleasure. and they were practical and real because they provided valid linguistic data.	5	83.3	1	16.7	0	0	0	0	0	0	4.8	.40	4.4	*5.2*
7	Authentic materials have an intrinsic educational value and keep students to inform about what happens in the world.	4	66.7	1	16.7	1	16.7	0	0	0	0	4.5	.83	3.6	*5.3*
8	Authentic materials give the students the opportunity to practice different task-based EFL learning.	4	66.7	2	33.3	0	0	0	0	0	0	4.6	.51	4.1	*5.2*
9	Authentic materials help	2	33.3	4	66.7	0	0	0	0	0	0	4.3	.51	3.7	*4.8*

	students to gain confidence in their task–based EFL learning.														
10	Authentic materials expose the students to cultural differences and customs	2	33.3	2	33.3	2	33.3	0	0	0	0	4.0	.89	3.06	*4.9*
11	Authentic materials help the students develop their ability to find pertinent information quickly.	4	66.7	2	33.3	0	0	0	0	0	0	4.33	.51	3.79	*4.87*
												Sub-Grand Mean = 4.43			

Table 7 indicated that, the familiarity of instructors to the application of authentic materials in task-based approach in an EFL context. Therefore, the items from 1-11 were responded by the instructors of Jimma Teachers College as follows; in relation to the first item 4 instructors were familiar with the application of authentic materials particularly have great contribution to motivate learners during the practice of different tasks to a great extent, and the other 2 of them familiar with to moderate extent on the contribution of authentic materials as it has a motivational role in EFL class.

From this, we can deduce that, the majority of the instructors, which means the mean average (M=4.6) nearly familiar to great extent towards the item. In relation to the second item 4 of the respondents were familiar to great extent with authentic materials having considerable role in simulating and involvement role for learner participation and the other 2 were familiar to moderate extent with it. From this, we understand that all instructors except two showed their familiarity to great extent while the other two to moderate extent with it.

Item 3 showed that 4 of the respondent revealed their familiarity as authentic materials provide exposure to real language and related more closely to students' needs to great extent and to moderate extent. But, one instructor claimed not sure for that purpose. To sum up this item, the majority of the instructors forwarded as they were familiar to great extent with it. In item 4,
5 instructors also claimed as authentic materials could be used for practicing mini-skills, such as scanning, or micro-skills of listening, including listening to news reports, and identifying the

names of people or countries and other things out side the classroom to great extent and to moderate extent. In relation to this, item 5 the same numbers of instructors also replied authentic materials include a wide variety of text types and language styles not easily found in traditional teaching materials to great extent and to moderate extent by 3 and 1 instructors respectively.

Item 6 showed that 5 and 1 of the respondents were familiar to great extent and to moderate extent respectively as authentic materials contain topics of interest to students and encourage reading for pleasure, and they were practical and real to provide valid linguistic data. Similarly, 4 and the other 2 of the instructors in items 7, 8 and 11 were replied as they were familiar to authentic materials have an intrinsic educational value and keep students to inform about what happens in the world, give them the opportunity to practice different task-based approach in an EFL learning and help them to develop their ability to find pertinent information quickly to great extent and to moderate extent respectively according to the data.

Lastly, Table 7 in item 9 and 10 illustrate that 2 and 4 of the instructors answered as authentic materials help students to gain confidence in their task–based approach in an EFL context and expose them to cultural differences and customs to great extent and to moderate extent respectively. Generally, from the above items one can easily understand that, the majority of the instructors were familiar with the application of authentic materials in task-based approach in an EFL learning as it was significant to great extent and to moderate extent.

The mean score of every item existing between the lower and upper limit of the 95% confidence interval shows that, the results are significant and have 95% certainty with only 5% freedom of making errors. Also, the internal consistency or reliability of the items ($\alpha = 0.88$) shows that the items are consistent and reliable since Dornyei (2007) suggests reliability >.60 is acceptable for a small number of items. To sum up, the grand mean ($M = 4.43$) calculated for all the eleven items in Table 7, which illustrates the instructors familiarity on the application of authentic materials shows that the majority of the instructors are familiar to moderate extent .

4.3.2. **Additional Familiarity of Instructors' on the Provisions of Authentic Materials in Task-Based Approach in an EFL Context**

This section also deals about other additional familiarity of instructors on the application of authentic materials in task-based approach in an EFL Context. Accordingly, instructors rated the following items; to what extent they may familiar with the application of authentic materials. Based on the highest and lowest number (percentage value) the researcher gave his interpretation next to this table.

Table 8: Additional Familiarity of Instructors on the Provisions of Authentic Materials in Task-Based EFL Context

NO	Items	To G.Etent extent		To M. extent		I 'm not C		To a less		Not S. this .purp.		Mean	S.divation	95% Confidence Interval	
		N	%	N	%	N	%	N	%	N	%			U.	L.
12	Authentic materials provided valuable support (creative approach to teaching) and could be used for specially designed curriculum	3	50	2	33.3	1	16.7	0	0	0	0	4.3	.81	3.4	5.4
13	Authentic materials increasing the opportunity to learn different tasks and make students more enjoyable.	4	66.7	1	16.7	1	16.7	0	0	0	0	4.5	.83	3.6	5.3
14	Authentic materials also provide close contact with language, built up paralinguistic features, introduced life-like scenarios into the classroom, and could be used for all levels	5	83.3	1	16.7	0	0	0	0	0	0	4.5	.83	3.6	5.3
15	Authentic materials can serve as a bridge between the classroom and the real world.	5	83.3	1	16.7	0	0	0	0	0	0	4.6	.81	3.8	5.5
16	Authentic materials include resources and activities that instructors use in class. Authentic materials contextualize language learning and are a valuable source of language input	2	33.3	0	0	0	0	1	16.7	3	50	4.5	1.2	3.2	5.7

17	Authentic materials are used only for native speakers of the language	1	16.7	3	50	1	16.7	0	0	1	16	2.5	1.97	.42	*4.5*
18	Materials generated *by* native speakers and for native speakers considered authentic.	1	16.7	4	66.7	1	16.7	0	0	0	0	3.5	1.7	2.05	*4.94*
19	Authentic materials are one of the current instrument of language content teaching methodology	2	33.3	2	33.3	2	33.3	0	0	0	0	4.0	.63	3.3	*4.66*
20	Authentic learning has lead to student's creativity, discovery, and awareness and learning developments in and outside the classroom.	3	50	3	50	0	0	0	0	0	0	4.0	.89	3.06	*4.93*
21	Authentic materials help students' to achieve language learning style like auditory, visual and tactile.	2	33.3	4	66.7	0	0	0	0	0	0	4.5	.54	3.9	*5.0*
22	Authentic materials can be used in EFL learning class to ensure the active involvement role of trainees learning techniques.	3	50	3	50	0	0	0	0	0	0	4.33	.51	3.79	*4.87*
23	Authentic materials are useful for the development of the prospective teachers in teaching task based EFL learning class.	5	83.3	1	16.7	0	0	0	0	0	0	3.83	.40	3.4	*4.2*
															Sub-Grand Mean=4.15

To G. Extent= to grate extent, To M .Extent= to medium extent, I'm not =I not certain, To L .Extent=to less extent, Not S. Purpose= not serve these purpose L=lower=upper.
**** 95% Confiden M.Interval = 95 % Confidence mean interval**

Based on item 12, 3 instructors again on item 20, 3 instructors and item 22, 1 instructor answered to great extent, to moderate extent and the other one instructor was not certain with it respectively, as authentic materials provides valuable support (creative approach to teaching). It could be used for specially designed for curriculum, authentic learning has lead to student's creativity, discovery, awareness and learning developments in and outside the classroom and it can be used in EFL learning class to ensure the active involvement role of trainees learning techniques in order of the items listed above. Generally, from these one can also deduce that the majority of the instructors were familiar with the provision of authentic materials.

As the above Table indicates, items 13, 14, 15, and 23 showed that five of the instructors were familiar to great extent and one instructor to moderate extent respectively as authentic materials increasing the opportunity to learn different tasks and make students more enjoyable. Also, it provides close contact with language, built up paralinguistic features, introduced life-like scenarios into the classroom, and used for all levels, can serve as a bridge between the classroom and the real world and useful for the development of the prospective teachers in teaching task-based approach in an EFL learning context. And, the mean value of each item shows that the majority of the instructors were familiar to great extent with it.

Lastly, from the above Table 8, we can infer from item 16 that 2 instructors answered as they were familiar to authentic materials include resources and activities that instructors use in class, contextualize language learning and are a valuable source of language input. While the other 1 4 of them claimed that it, does not serve for this purpose. In item 17 we can infer that 2 respondents answered to great extent while, the other 1 instructor and 4 instructors replied that to less extent and not serve for this purpose sequentially as authentic materials are used only for native speakers of the language. Again, in item 18, we can identify that 1 instructor and 4 of the instructors replied that, they were familiar to great extent and to moderate extent respectively with materials generated by native speakers and for native speakers are considered authentic. while one instructor claimed as he was not certain with it. To sum up this, the respondents in item 16 and 17 shown that the instructors were familiar to less extent and not serve for this purpose respectively. While in item 18, the majority of the respondents replied their familiarity to moderate extent.

In general, Table 8 illustrates additional familiarity of instructors on the application of authentic materials in task-based approach in an EFL context. The grand mean value calculated for all the 12 items in the table is 4.15. This could be sound evidence to conclude that most of the instructors are familiar to moderate extent. The internal consistence reliability value of these items is .90 of Coronbach Alpha based on standardised items.

4.3.2.1. The Qualitative Analysis of Instructors Familiarity on the Provisions of Authentic Materials in Task-Based Approach in an EFL Context

Under this section the instructors asked to add other comments, if they have ideas on the application of authentic materials in task-based approach in an EFL context. Based on this, four instructors didn't give any comments. While, two of the instructors replied as follows:

Instructor-1: Replied "the teacher who uses authentic materials should be qualified and have an experience to use authentic materials effectively."

Instructor-2: Replied "In JTC the EFL teaching and learning approach is a modular rather than task-based approach" From the above two instructors' responses one can easily understand there are some sort of misunderstandings or lack of familiarity on the provisions of authentic materials in different task-based approach in an EFL learning context. Therefore, Brown (2000) and Richards and Rodgers (2001) recommend that, task-based approach is nothing but it is one of the modern versions of communicative language teaching /learning.

4.4. Perception of Instructors' on the Application of Authentic Readings, Audios, Visuals, Electronic and Realia in Task-Based Approach in an EFL Context.

Table 8 presents the aspects of instructors' perception on the application of authentic materials in task-based approach in an EFL learning classroom context. As we can see from the table below, a great majority of the instructors' with the mean value of 3.44, which was nearly agree on what they applied authentic materials in teaching communicative English (Enla-102) by the help of authentic readings, authentic audio materials , authentic visual materials ,authentic electronic materials and authentic realia.

Table 9: Perception of Instructors with the Application of the Authentic Readings, Audios, Visuals, Electronic and Realia in Task-Based Approach in an EFL Context

NO	Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean	S.divation	95% Confiden M.Interval	
		N	%	N	%	N	%	N	%	N	%			L	UP
1	I applied authentic reading materials such as poems, short stories, journalistic texts, autobiographies; professional texts in task- based approach in an EFL teaching/learning.	0	0	5	83.3	1	16.7	0	0	0	0	3.8	.40	3.4	4.2
2	I applied authentic audio materials like songs, rap lyrics, music, lectures, recorded conversations; radio plays in task-based approach in an EFL teaching/learning.	1	16.7	3	50	1	16.7	1	16.7	0	0	3.6	1.0	2.5	4.7
3	I applied visual materials like video documentaries, movies, TV programs, photographs, pictures, cartoons in task - based EFL teaching/ learning	1	16.7	1	16.7	2	33.3	2	33.3	0	0	3.16	1.1	1.9	4.3
4	I applied electronic materials web pages, bulletin board discussions, power point slides and chats in task-based approach in an EFL teaching/ learning	1	16.7	1	16.7	2	33.3	2	33.3	0	0	3.16	1.1	1.9	4.3
5	I applied realia such as house hold objects, logo, bricks, calendar and others in task- based approach in an EFL teaching/learning.	0	0	3	50	3	50	0	0	0	0	3.5	.54	2.9	4.04
														Sub-Grand Mean=3.44	

** 95% Confiden M.Interval = 95 % Confidence mean interval

As the above Table shows, five basic items designed to examine instructors' perception on the application of the authentic materials in task-based EFL learning class. Hence, items 5 (83.3%) and 1 (16.7%) of the instructors claimed agree and the other one instructors replied undecided on the application of authentic materials such as poems, short stories, journalistic texts, autobiographies; professional texts in their own teaching class. From this, one can easily understand that all instructors except one agreed on the application of the above listed authentic materials in their classroom.

Item 2 shows that 1 (16.7%) of the respondent replied strongly agree, while 3 (50 %) of the respondents asserted agree on the item. However, 1 (16.7%) and other 1 (16.7) of the instructors claimed, undecided and disagree respectively as they apply one of the following authentic audio materials in their communicative English class like songs, rap lyrics, music, lectures, recorded conversations; radio plays in task-based approach in an EFL teaching/learning. Therefore one can grasp that, the majority of the instructors applied audio materials.

Item 3 and 4 refer 1(16.7%) and 1(16.7%) of the instructors replied that strongly agree and agree respectively ,as if they apply visual materials like video documentaries, movies, TV programs, photographs, pictures, cartoons and electronic materials web pages, bulletin board discussions, power point slides and charts in task-based EFL teaching/ learning. While, 2 (33.3%) and 2 (33.3%) of the respondents replied that undecided and disagree on the application. From this, we can understand that the majority of instructors answered as they didn't decide on that application as well as the other instructors disagreed on the application of authentic materials.

As shown in the above Table 9, item 5 shows that 3 (50%)of the instructors replied agree on the topic and the other 3 (50%)of them were disagreed on the item as they applied realia such as house hold objects, logo, bricks, calendar and others in task based EFL teaching/learning. From this, item 1 can indicates that half of the instructors applied these materials. While, the other half of them were misunderstood the significance of these materials in task-based approach in an EFL learning.

The internal consistency or reliability of the items ($\alpha = 0.78$) shows that the items are consistent and reliable since Dornyei (2007) suggests reliability >.60 is acceptable for a small number of items. To sum up, the grand mean value ($M = 4.46$) calculated for 5 items in Table 9, which illustrates the instructors perception on the application of authentic materials shows that the majority of the instructors replied strongly agree, as they apply authentic materials in Communicative English classroom.

4.4.1. Qualitative Analysis of Instructors Perception, on the Application of the Authentic Materials in Task- Based Approach in an EFL Context.

Under this sub-title the instructors were asked question number 5 to add other additional comments, if they may disagree or not on the application of authentic materials in task-based approach in an EFL context in teachers training program. Accordingly, five instructors didn't say any thing. But, one of the instructors commented as follow:

Instructor -1. Replied that, "Because of, the absence different facilities were found in JTC. Such as, authentic video materials can not be applied in task-based approach in an EFL context. In addition to this, the nature of different tasks presented in the module has their own problem." From this, one can easily portray that there is authentic video materials in the college. But, the teachers didn't use it due to the problem of language laboratory assistant teacher found in the college. The other most important thing we should know is the way that the teaching materials such as modules are not well organized and guided the instructors and trainees towards the application of authentic materials in task-based approach in EFL context. In relation to question number 6, the instructors were also asked open-ended questions, on how well authentic materials are applied in task-based approach in an EFL context in teachers training program.

Instructor -1. Replied, "I can easily apply if, at least the materials are really authentic as they reflect students' interest. But, most of the contents in the materials are pedagogical. "From this we can infer the instructor did not differentiate authentic materials and pedagogical materials.

Instructor -2. Replied that, "I think the trainees are limited to students course modulates and no authentic materials seem to be used. But, in the introductory session maps are used. " From these two instructors one can easily understand that authentic materials are not that much applied in task-based approach in an EFL learning context in teachers training program. Therefore, we understand that the opinion of these two instructors' response contradict the response of other teachers gave to the questionnaire. However, a sizeable proportion of the trainees' response and the actual content analysis result indicated that the module does not contain authentic materials in task-based approach in an EFL learning context. Hence, it appears plausible to conclude that instructors rarely apply authentic materials in their task-based approach in an EFL classroom context.

4.5. Instructor's Response Whether or not Students' Module Incorporate Authentic Materials

Below, Table 10 presents the results of instructors' responses for items which deal with weather trainees' module is incorporated with some of authentic materials. Based on this, the instructors replied as follows.

Table 10: Instructors Response whether Students' Modules are Incorporated with some of Authentic Materials

NO	Items	Yes		N0	
		N	%	N	%
1	Do you think that students' module incorporates authentic materials?	1	16.7	5	83.3

As shown in the above Table this item indicated that, 5 (83.3) of the instructors replied as trainees' module does not incorporates with some of authentic materials. Whereas, the other 1 (16.7%) of the respondent not replied as' trainees' module of communicative English does (Enla-102) not incorporate some of authentic materials effectively. In this regard, the instructors also asked the reason behind these materials incorporate some of authentic materials.

Accordingly, five instructors didn't mention any reason. However, one of the instructors replied that as follows:

Instructor -1. Replied, "Some of the story-based contents questions are applied in the tasks" From this, we can infer that some of the tasks have been drown from textual authentic materials to a certain extent. However, other language content does not incorporate the applications of authentic audio materials, visual materials, electronic materials and realia's. In relation to this Richards (2004:90) suggests "authentic materials have the considerable role in simulating and have the involvement role for learner participation." and Jordan (1997:114) stated that "authentic materials can serve as a bridge between the classroom and outside the world." From this idea, we understand that, teaching using authentic materials is not separable with teaching the language in the classroom.

4.6. Result of Content Analysis in Trainees' Communicative English (Enla-102)

Below Table, 11 represent the content analysis results. Therefore, the researcher made rubric from Communicative English (Enla-102) unit one and unit five. The units were basically selected by systematic random sampling method out of 5 units he selected two units from the module. Therefore, the rubric was completed by the researcher for as follows:

Table 11: Result of Content Analysis in Trainees' Communicative English (Enla-102)

	Units	**Contents In the Unit (Concept of the Lesson)**			**Applied**	**Not applied**
No	**Unit-1**	**Skills used**	**Types of activity**	**Content & Authentic Material used**	√	x
1		Reading	-Poverty and globalisation	Activities are devoted to different stages of reading skill by using authentic text.	√	
2		Writing	**Activity-1** Arguments for and against paragraph	-Cutting A-E newspaper	√	
				-Protest story	√	

				-Greens protest and GM Trial are incorporated	√	
3		speaking	**Activity-1** -Excuse and apology -Giving a short talk	-Dialogue apologising/ requesting.		x
				-Accepting apology		x
				-Preparing and giving a five minute short talk		x
4		Listing	**Activity-1** Understanding discourse markers	-A guide picture is drown to activate students		x
				-Listen to the discussion		x
				-Reading the listed problems		x
				-Listening again		x
				-Listen to the presentation		x
				-Pictured activity that geared toward listening		x
5		Vocabulary	**Activity-1** Travel words **Activity-2** Travel &truism **Activity-3** Travel words	-Different travel pictures are used	√	
				-Definitions of words are incorporated	√	
				-Finding words from travel words	√	
				- Charts are incorporated	√	
6		Grammar	**Activity -1-5** Imperative and question tags	-Grammar incorporated in the form of de-contextualised task in different dialogues		x
No	**Unit -5**	**Skills used**	**Type of activity**	**Content & authentic materials used**	√	x
7		Speaking	Making a compliant	-An informal, a two way compliant speaking between two people.		x
8		Listening	**Activity A&B** Listening to the news Mini projects	-Guidelines are given what the students follow during listen to the news from recorded materials.	√	
				-Find about local news from newspapers, news bulleting	√	
				-Find about the news from the internet to make note and present for their class.	√	

9		Vocabulary	**Activity-A** Shopping and business vocabulary **Activity- B** Types of shops **Activity-C** Goes to different shop	Things to buy from supermarket Picture is used	√	
				-Completing the sentence based on different authentic materials.	√	
				- Gate to involve in different shops and writes down the price to present the cheapest and the most expensive.	√	
10		Grammar	Adverbial clause Travel words	-Different type's contextualised adverbs in the form dialogue are presented rather than in the form of not contextualised		x
11		Reading	Ethiopian water resource	-Reading text used to practice students on different stage of reading.	√	
				-Contextual meaning activities are drown	√	
				-The reading text is drown from authentic materials based on students background knowledge student	√	
12		Writing	Essay writing	-The process of essay writing is drown		x
				-Sample essay is given		x
				-The essay is extracted from students real life situation		x
Total number of items applied and not applied by percentage value of each items					7	5
					0.58	0.41

**** Res= Researcher, √= Applied and x=Not applied**

As shown in the above Table the relational and conceptual content analysis was made by the researcher. Therefore, the rubric made from the randomly selected two units out of the total five units. Based on these units the researcher analysed through conceptual and relational interpretation of the trainees' module. Neuendorf (2008) pointed that written documents as well as pictures, videos, situations and contents that found in the selected sample can be evaluated

using rubrics made by the researcher. Accordingly, the rubrics made by the researcher from Communicative English (Enla-102) parts of unit one and unit five were completed and analyzed. Based on this, the following content analyses were made:

As can be seen from the Table, unit one of the trainees' Communicative English (Enla-102), incorporated the four-macro language skills such as speaking, listening reading and writing and other two micro or sub-langue skills like vocabulary and grammar. Therefore, in this context to make all tasks real and authentic, the application of authentic material in each language skills are significant. Accordingly, in item 1, the reading skill entitled with 'poverty and globalisation' was taken from authentic reading materials. Therefore, the reading content of this unit was applied with some partial concepts.

The second item under unit one is writing skill. The task that was disagreed to teach this skill was an argumentative paragraph entitled an argument for and against a paragraph. The target authentic materials used in the module of trainees Communicative English (Enla-102) on page 26 is a newspaper cutting story model of authentic written text entitled with "the big food fight" applied in the module. Under this, five sub-category of authentic written text "Greens Protest and GM Trial story" incorporated .Therefore, in this session, the researcher understood as authentic materials incorporated in the module to practice trainees in writing argumentative paragraph.

As illustrated in the above, item 3 shows, speaking skill. In this unit, the content of the module have different tasks and activities extracted to practice trainees how to excuse and give apology in speaking session. Under this session, trainees were expected to prepare and get ready to present a five minutes short talk, based in the example given to them. However, the tasks were some of recorded audio or visual materials to make the language real, significant and motivate the trainees towards requesting and accepting apology in speaking session. In general, the researcher deduced that, the trainees communicative English (Enla-102) module of the speaking session not properly incorporated authentic materials.

From the above Table item 4, we can also infer the unit intended to teach the listening skill. To teach this skill ,a guide picture, listen to the discussion, reading the listed problems, listening again to the discussion and listen to the presentation are some of the tasks under the content of "understanding discourse markers" illustrated in trainees Communicative English (Enla -102) module. However, the materials does not guide the trainees as well as the instructors to bring different listening activities from audio materials from tape recorder, radio, TV, U-tube from internet to bring different contents in actual EFL listening classroom using these authentic materials. Therefore, the module did not properly incorporate the authentic audio materials.

According to item 5, the teacher trainees Communicative English (Enla-102) also intends to present vocabulary. The tasks that are designed to teach vocabulary are travel words, pictures and charts used in it. From this, one can understand pictures and charts are one of the visual authentic materials, which are very significant to teach task-based approach in an EFL context. Gebhard (1996) recommends that authentic visual materials such as slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, ink blots, postcard pictures, wordless picture books, stamps and pictures from magazines are significant to teach vocabulary. Therefore, from this point of view, one can deduce that the trainees' module incorporated some of authentic materials in the unit.

The content that illustrated in item 6 is grammar. In task-based EFL learning, grammar could be supposed to present sub-consciously, rather than consciously or it is batter to teach through contextual approach rather than de-contextualised approach. Therefore, the task to teach grammar in the unit is designed in the form of de-contextualised procedure. To make the task effective and authentic, it is better for students to contextualise grammar rather than in the form of de-contextualised form using authentic materials like authentic readings and so on. From this point of view, one can deduce that the trainees' module does not incorporate sufficiently these materials properly.

The second unit that randomly selected for content analysis was unit 5.Under this unit there are also six different items. These items also contain four macro language skills and other two micro language skills in it. Based on these language skills the analysis also carried from item 7

to 12. Accordingly, item 7 focused on the speaking skill. The task ought to be thought in this session is delivering compliant form speaking presentation. The two-way informal compliant speaking mode of presentation delivered between two people. The tasks presented in the form of written language rather than helping trainees' to bring speaking dialogue from different authentic materials. However, to teach such kind of tasks it is better to use audio-recorded authentic materials to make the tasks real and motivating the students toward the lesson. Therefore, the researcher claimed that authentic materials are not incorporated properly in teaching speaking skill.

Item 8, also focused on listening skill. The activities or the tasks designed to employ this skill is listening to the news. The guidelines given on what the students follow during listen to the news, from recorded materials, finding local news from newspapers, finding the news from the internet to make note and present for their class and mini projects were some of the tasks to be thought. Accordingly, the researcher found that as authentic materials properly incorporated in this session.

In the above Table, Item 9 focused on vocabulary. The tasks designed are shopping, and the business types of shops. Supermarket picture and realia's are displayed to show trainees how they can express their opinion using new words eliciting from in the picture .The trainees are asked to involve in different shops and writes down the name of commodity with its price from the cheapest to the most expensive. From this, the researcher rated that, authentic materials such as realia are applied in vocabulary teaching session in the materials.

The content analysis also revealed that, item 10 simply refers to grammar skill. The task designed to teach this skill was adverbial clause. The material presents different type of de-contextualised adverbial clauses. The activities are presented in the form of separated or de-contextualised manner. Therefore, the applications of authentic materials in teaching adverbial clause in particular session are not properly applied for teaching/learning in task-based approach in an EFL context.

When we come to item 11, from unit five the trainees Communicative English (Enla-102) showed the reading skill. The activities or tasks designed to deliver this skill was Ethiopian water resource. The title of the lesson was taken from other authentic reading text; therefore, the researcher rated as the task is based on the authentic materials. Richards (2004:90) recommends that readings text is one of the major types of authentic materials. Therefore authentic materials were used in reading skill in this unit. Lastly, as shown in the above Table 11 in unit five item12 shows the skill of writing. In this session essay writing tasks delivered. Accordingly, the process of essay writing, genres of essay and the sample essay drown from students real life was not applied using the help of authentic written materials. Therefore, the ratters also identified as authentic materials not properly applied in task-based approach in an EFL context.

Generally, from the above 12 items content analysis result one can easily understand that out of six items in unit one item 1, 2, 3 and 5 were properly applied authentic materials in task-based approach in an EFL learning context. While the other 4th and 5th items were not properly incorporated these materials. In other way from the 5th unit which was randomly selected item 8, 9, and 11 were properly incorporated authentic materials in task-based approach in an EFL learning. While in the others item 7, 10 and 12 were not properly applied in task-based approach in an EFL context. Therefore, from the total 12 items 7 (58.33 %) of the items were properly incorporated authentic materials in task-based approach in an EFL learning context. While, the other 5 (41.66 %) of the items were not incorporated authentic materials properly.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The study was held at Jimma Teachers College English language department focussing on 2nd year teacher trainees. The study was intended to investigate the application of authentic materials in task- based approach in an EFL context. Therefore, to reach at the overall purposes of the study, three types of data gathering instruments (questionnaire for instructors, questionnaire for teacher trainees and content analysis of trainees module on Communicative English (Enla-102) were used. After a pilot study was conducted, under language stream in Afan Oromo department, the data were gathered through the above mentioned instruments and were presented, analyzed and discussed in chapter four. Based on the analysis and discussion, the following conclusions and recommendations of the research results are made.

5.1. CONCLUSIONS

The study attempted to identify the trainees' application of authentic materials in task-based approach in an EFL context .Based on the analysis and interpretation, the researcher come up with the following research conclusions.

Language teaching in general and task-based approach in an EFL context in particular is more applicable and makes the target language real. This is helpful when authentic materials like authentic texts, authentic visual materials, authentic audio materials, authentic electronic materials and authentic realia's are used. From the source of current perspectives authentic, learning has the advantages of structuring information through completing some tasks, exciting learning to students, real lives experiences, cooperating communication and keeping on learning in non-school settings such as homework and in other place.

Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they want to learn target language as it is used outside the classroom. Considering this, it creates a strong bond with classroom language learning and outside the world. Using authentic materials can be also an effective tool for teaching and learning language

skills and they are highly motivating students, if they are used at the proper level and they are effective in introducing real life communication in general.

In particular the purposes of the study were to:

- examine how well trainees are familiar with the application of authentic materials in task- based approach in an EFL context
- identify the perception of trainees' towards the application of authentic materials in task-based approach in an EFL context
- explore whether authentic materials are properly applied in trainees' Communicative English module in an EFL context in the module.

In order to accomplish these research objectives, suitable data were gathered through questionnaire from six instructors, 39 teacher trainees and from content analysis checklists. The data were analyzed with the aid of descriptive statistics .Based on the discussion, the following conclusions were drawn:

The researcher identified from his research, there are some sort of problems on the application of authentic materials in task-based approach in an EFL context in particular reference of Jimma Teachers College. The data taken from teacher trainees on the familiarity of authentic materials in task-based approach in an EFL context showed that the majority of teacher trainees have the knowledge about authentic materials and show their familiarity nearly to a moderate extent. From these, we summarise that, the majority of the teacher trainees have the knowledge about the significance and familiarity of authentic materials and need to learn task-based approach in an EFL learning context by the help of these materials.

In contrast to this, the result obtained from perception of teacher trainees on the application of authentic materials indicated that, the trainees replied strongly disagreed. This result showed that the trainees did not learn English in communicative English (Enla-102) course by the help of authentic readings, authentic audio materials, authentic visual materials, authentic electronic materials and authentic realia. When we compared the result obtained from teacher trainees' perception with that of instructors' perception, their responses contradict to each other. Hence, a sizeable proportion of teachers' trainees' response, with content analysis results in compare to

instructors response claimed that authentic materials not properly applied in task-based approach in an EFL context.

The results obtained from instructors about the familiarity of the application of authentic materials in task-based approach in an EFL context showed that the majority of the instructors were familiar with the significance of authentic materials to moderate extent. In relation to this, the instructors also asked other additional familiarity and significance of authentic materials in task-based approach in an EFL learning context. In this regard, the majority of the instructors also replied the same response as they were familiar to a moderate extent. When we compare a sizeable proportion of trainees' response with instructors' response in the application of authentic materials, both of the subjects showed their familiarity to moderate extent.

The open ended qualitative data analysis from instructors indicates that the tasks designed the researcher concludes that, authentic materials were not applied properly. This is due to the absence of laboratory assistant teacher, lack of awareness on how to incorporate authentic materials in task-based approach in an EFL learning context. The result obtained from the content analysis, indicates that the tasks designed were based on we can sum up some of the tasks have extracted from textual authentic materials to a certain extent. However, in other language contents like listening, grammar and vocabulary skills authentic materials are not properly applied in the unit.

Generally, the data obtained from the questionnaire of teacher trainees and instructors' familiarity on the application of authentic materials in task-based approach in an EFL context shows that, they are all familiar to great extent and knows their significance theoretically. However, the data obtained from the perception of instructor and the trainees on the application of authentic textual materials, audio materials, visual materials, and electronic materials and realia's in actual task-based EFL classroom result indicates the presence of authentic materials as mismatch. The result obtained from trainees with the average grand mean value of 2.15 clearly shows their instructor did not bring any authentic materials in the actual task-based approach in an EFL learning context. While the result from instructor with the average grand mean value of 3.44 shows, as they were nearly agree on the application of these materials in

actual task-based approach in an EFL context. In anther, way the data acquired from content analysis of students Communicative English (Enla-102) module investigation in unit one and unit five shows 41.66 % of the contents are not properly incorporated with the authentic materials. Hence, a sizeable proportion of the trainees' response and instructors' response indicated that authentic materials not properly applied in task-based approach in an EFL context.

RECOMMENDATIONS

Based on the above research findings, the following recommendations are made:

- Colleges Instructors and other stakeholders have to update the capacity of EFL instructors on how to apply and incorporate authentic materials in task–based approach in an EFL context.
- The results of the study show that some of the instructors seemed to display lack of awareness in applying authentic materials in task-based EFL learning. Hence, the instructors have to equip themselves with reading relevant materials to be well informed when they apply authentic materials.
- The College should take part in inspiring teacher trainees to use authentic audio materials, authentic visual materials, authentic readings, authentic electronic materials and authentic regalia in line with the task-based approach in an EFL courses.
- College EFL professional module developers in Communicative English should incorporate different authentic materials in teaching task-based approach in an EFL context.
- The instructors should be given certain training on how to utilize and incorporate authentic materials and the curriculum ought to consider the introduction of such materials.
- The study identified that about 41.66 % of the trainees' Communicative English language skills were not fairly organized and seems not well designed effectively and efficiently in line with incorporating authentic materials in task-based approach in an EFL context. Therefore, the College should give attention to adapt other modules that

mainly incorporate different authentic materials in task-based approach in an EFL context.

- The instructors of JTC should apply and incorporate authentic readings, authentic audio materials, authentic Visual materials, authentic electronic materials and authentic realia in task-based approach in an EFL context from different sources.
- Jimma Teachers College should make conducive environment by fulfilling language laboratory; audio materials like tape recorders, recorded visual materials, Electronic material like internet, power point slides and other significant authentic materials to realise task- based approach in an EFL context.
- Lastly, other researchers have to investigate their research on the application of authentic materials in the present or an informed approach of task-based approach in an EFL context in a larger scale to get a wider and deeper in research area.

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APPENDICES

APPENDIX -I

Questioners for Teacher Trainees

Jimma University

College of Social Science

Department of English Language and Literature

Graduate Program

Dear (Trainees) Students

The main purpose of theses questionnaires are to collect data on the application of authentic materials in task-based approach in an EFL context .These materials are known as authentic readings, audio materials, visual materials, electronic materials and regalia: house hold objects, lego, bricks are some of the major classifications. We may use these materials in different tasks to bring genuine and meaningful communication in our teaching classroom. This likert questionnaire is designed for a study purpose. It does not have any sort of evaluation intention and you are not evaluated based on the response you give to the questions. The success of the study depends on the will and genuine response you give to the questions. Thus, you are asked to respond to the questions frankly and honestly. Your information will be used only for the research purpose and will be kept confidential. You are not required to write your names.

Thank you in advance for your kind cooperation.

Kefyalew Takele

I. Background information

Instruction-I: **Complete the Following Background Information by Marking a Tick** Mark in the Box (√)

Sex female ☐ male ☐ age ☐

II. Specific Research Questions/ Items

1. To what extents are you familiar with the application of authentic materials in different task-based EFL learning in your class? Circle the number in the chart underneath to show whether you are familiar to great extent, to moderate extent, to less extent, not certain and it doesn't

serve this purpose in the following table. Remember there are no rights or wrong answers; just answer as accurately as possible. Use the scale below to answer the questions.

5. To a Great extent **3. I am not certain** **1. It doesn't serve this purpose**

4. To a moderate extent **2. To a less extent**

No	Items	GEX	MEX	NC	LEX	DSP
1.	Authentic materials particularly have great contribution to motivate learners during the practice of different tasks	5	4	3	2	1
2.	Authentic materials have a considerable role in simulating and have an involvement role for learner participation	5	4	3	2	1
3	Authentic materials provided exposure to real language and related more closely to our needs.	5	4	3	2	1
4	Incidental or improper English often was not included in textbooks and the same piece of material could be used in a different way in the task based learning	5	4	3	2	1
5	In English language, changes could be reflected in the materials so that we students and our instructors both understood the changes and motivated.	5	4	3	2	1
6	Authentic materials can help for practicing macro-skills including listening to news reports, and identifying the names of people or countries and others.	5	4	3	2	2
7	Authentic materials include a wide variety of text types and language styles not easily found in traditional teaching materials.	5	4	3	2	1
8	Authentic materials contained topics of interest to students and encourage reading for pleasure, and they were practical and real because they provide valid	5	4	3	2	1

	linguistic data					
9	Authentic materials have an intrinsic educational value and keep about what was happening in the world.	5	4	3	2	1
10	Authentic materials give us the opportunity to practice English language with out any boredom.	5	4	3	2	1
11	Authentic materials help us to gain confidence in our English speaking ability.	5	4	3	2	1
12	Authentic materials expose us to develop our cultural value, differences and customs	5	4	3	2	1
13	Authentic materials help us to develop our ability to find pertinent information quickly.	5	4	3	2	1
14	Authentic materials provided valuable support (creative approach to teaching) and could be used for a specially designed curriculum.	5	4	3	2	1
15	Authentic materials have a positive effect on increasing our learning more enjoyable.	5	4	3	2	1
16	Authentic materials provide close contact with language, built up paralinguistic features, introduced life-like scenarios into the classroom, and could be used for all levels	5	4	3	2	1
17	Authentic materials can serve us a bridge between the classroom and the real world in different tasks.	5	4	3	2	1
18	Authentic materials included resources and activities that instructors used in class. Authentic materials contextualize language learning and were a valuable source of language input and meaning.	5	4	3	2	1
19	Authentic materials play a significant role in motivating our learning.	5	4	3	2	1

20	Authentic materials are one of the current instruments of language task-based learning.	5	4	3	2	1

2. Please add other similar ideas on the application of authentic materials in task-based EFL learning.

---

3. What is your perception on the application of authentic materials in task-based EFL learning? In the course of communicative English (Enla-2) learning in teachers training programs. Circle the number in the table underneath from strongly agree to strongly disagree. Use the scale below to answer the questions.

5. Strongly agree (SA) 4. Agree (A) 3. Undecided (N) 2. Disagree (D) 1.Strongly disagree (SA)

No	Items	SA	A	UN	DA	SD
1.	We learned Communicative English (Enla-202) through poems, short stories, journalistic texts, autobiographies; professional texts are significant in task-based EFL learning.	5	4	3	2	1
2.	We learned Communicative English (Enla-202) through audio materials: Songs, rap lyrics, music, lectures, recorded conversations; radio plays are significant in task-based EFL learning.	5	4	3	2	1
3.	We learned Communicative English through Visual materials: Video documentaries, movies, TV programs, photographs, pictures, cartoons are significant in task-based EFL learning	5	4	3	2	1
4.	We learned Communicative English(Enla-202) through electronic materials: Web pages, bulletin board discussions, chat rooms are significant in task based EFL learning	5	4	3	2	1

5	We learned Communicative English (Enla-202) through Regalia: House hold objects, logo, bricks, Cuisenaire rods, kit-form models, calendar and others are significant in task based approach in an EFL context.	5	4	3	2	1

4. Please add other comments on the application of authentic materials that have a significant value in task-based English as foreign language learning in teachers training programs.

_____

_____

5. Do you think that your instructors are incorporating these authentic materials in different tasks? Yes ☐ No ☐

If your answer is 'no' state it._____

_____

6. Do you think that your instructors bring different authentic materials in communicative English classroom to realise and meaningful tasks?

Yes ☐ No ☐

If your answer is 'yes' describe some of the authentic materials that are commonly used by your instructors._____

_____

APPENDIX -II

TRAINEES' QUESTIONNAIRE IN AFAN OROMO

Yuniversiitii Jimmaa

Kolleejjii Saayinsii Hawaasaafi Seeraa

Muummee Afaan Ingilizzii fi Hogbarruu

Afaan Inglizii Akka Afaan Biyya Alaatti Barsiisuu (TEFL)

Bargaaffii Barattoota Muummee Afaan oromoo Waggaa Lammaffaatiin Guutamu

Kabajamtoota kaadhimamtootaa: - Kaayyoon bargaaffii (gaaffii barreeffama) kanaa ragaa meeshaaleen dhugaa yookiin qabatamoo (authentic materials) akkaataa mala dhiyeenya kenniinsa barumsa gocha irratti xiyyeffatu (task-based learning), Afaan Inglizii akka afaan biyya alaatti barachuu irratti odeeffannoo jiru funaannachuufidha. Meeshaaleen dhugaa kan jedhamanu keessaa; meeshaalee dubbifaman,(authentic reading) meeshaalee gurraan dhaggeefatan (audio materials),meeshaalee ijaan ilaalaman(visual materials),meeshaalee elektrooniksii(electronic materials)fi meeshaalee manakeessaatti itti gargaaramanufaati (regalia).

Kanaaf, gaaffileen fedhii ofii itti ibsuu dandeenyu qorannoo kana keessatti karoorfamaniiru.Gaaffileen kunneen madaallii hoomaa tokkollee hinqabu, Akkasumas deebii isin kennitanu wajjiin dandeettii keessan madaaluudhaaf miti. Milkaa'inni qorannoo kanaa fedhiifi deebii dhugaadha isin jettanu irrattidha. Kanaaf isin kan gaafatamtanu amantaafi garaa guutuudhaan deebii akka kennitanuufidha.Odeeffanoon isin kennitanu kun sababa qorannoodhaaf waan ta'eef iccitiinsaa hundi eegamaadha.

Galatoomaa!

Kaffaaloo Taakkalaa

I.Odeeffannoo Dhuunfaa.

Qajeelfama-I: Gaaffilee Armaan Gadii Odeeffannoo Dhuunfaa Mallattoo Sirrii (√) Sanduuqa Kenname Keessatti Agarsiisi.

Koornayaa Dhalaa ☐ Dhiira ☐

Umurii 15-20 ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-fi ol ☐

II. Gaaffiilee Callaa Qorannichaa Gadifageenyaan

1. Hagam meeshaaleen qabatamoo yookiin dhugaa mala dhiyeenyaa kenniinsa barumsa gochaa irratti xiyyeeffatu wajjiin quba qabdaa? Gabatee armaan gadii irratti lakkoofsota kennaman itti maruun lakkoofsa irratti waliigaltu mul'isutti maruun guuti.

Furtuu: 5. Harka caalu dhiyaate (HC) 4.Gidduu-galeessaan dhiyaate (GG) 3.Ani hin beeku (H) 2.Xinnoo xinnoo dhiyaateera (X) 1.Faayidaa kanaaf hoomtinu hindhiyaanne (FH)

Lak	Himoota	CW	W	G	WH	GW
1	Meeshaaleen dhugaa/qabatama keessumaa barattootiin yemmuu gochoota adda addaa shaakalan dadammaksuudhaaf qooda guddaa qaba.	5	4	3	2	1
2.	Meeshaaleen dhugaa/qabatama xiyyeefannoo gudddaa daree keessatti baratootiin fakkeessuudhaan qooda fudhatanii akka sirriitti hirmaata taasisa.	5	4	3	2	1
3.	Meeshaaleen dhugaa/qabatama muuxannoo afaan dhugaatti dubbatamu kennuurra darbee fedii ofiis ni mirkaneessa.	5	4	3	2	1
4.	Afaan barreeffamaan ibsuu hindandeenyeefi kitaaba barnootaa irratti kan hinibsamne, meeshaaleen dhugaatiin mala barumsa gochoota irratti xiyyeffatu irratti hammachiisuu ni dandeenya.	5	4	3	2	1
5.	Afaan Inglizzii keessatti jijjiramni jiru meeshaalee dhugaa/qabatama keessatti ni calaqqisa.kanaaf nuti barattotiiniifi barsiisotiin jijiirama sana hubannee ni dadammaqna.	5	4	3	2	1
6.	Meeshaaleen dhugaa/qabatama dandeettii afaanii xixiqqaa ta'an kan akka sakkattaa, yookiin gabaasa oduu dhaggeeffachuun maqaa namootaafi biyyaa addaan baasuufi kanneen biroo shaakalsiisuudhaaf gargaara.	5	4	3	2	1

7.	Meeshaaleen dhugaa /qabatama yaada rimee baayyee fi haala mala afaan barsiisu kan durii salphaatti keessatti hinmul'anneenidha.	5	4	3	2	1
8.	Meeshaaleen dhugaa/qabatama mata-dureewwan barattoota biratti jaallatamoofi jajabeessoo akkasumas hojii irratti dhuga qabeessummaa kan qabanidha. Sababiinsaas xiinqooqa haqa qabeessa ta'e waan dhaamsaniifidha.	5	4	3	2	1
9.	Meeshaaleen dhugaa/qabatama faayidaa kaka'umsa keessoo barattootaa kan cimsuu fi addunyaa qabatamaa kana irratti maaltu akka raawwatame kan dhaamsudha.	5	4	3	2	1
10.	Meeshaaleen dhugaa/qabatama carraa afaan ingilizziidhaan nuffii malee daree keessatti hirmaachuu ni kenna.	5	4	3	2	1
11.	Meeshaaleen dhugaa /qabatama ofitti amanamummaa dandeettii afaan ingilizziitiin dubbachuu ni dabala.	5	4	3	2	1
12.	Meeshaaleen dhugaa/qabatama aadaa ofii dagaagsuudhaaf, adda addummaa fi barsiifata hawaasa akka barru nugargaara.	5	4	3	2	1
13.	Meeshaaleen dhugaa/qabatama dandeettii odeeffannoo qabiyyee tokko saffisaan sakatta'uu dagaagsa.	5	4	3	2	1
14.	Meeshaaleen dhugaa/qabatama gargaarsa guddaa (mala kalaqaan barsiisuu) fi akkasumas sirna barnoota gaarii ta'e saganteessuuf gargaara.	5	4	3	2	1
15.	Meeshaaleen dhugaa/qabatama brumsa keenya irratti dagaagina guddaa fiduuf gargaarsa kenna.	5	4	3	2	1
16	Meeshaaleen dhugaa/qabatama dabalataan walitti dhufeenya afaan wajjiin qabu bira darbee hariiroo amala xiinqooqaa, wajjiin walbarsiisuudhaaf haala jireenya dhugaa gara daree barnootaatti fiduudhaan sadarkaalee	5	4	3	2	1

	hunda irratti itti gargaara.					
17.	Meeshaaleen dhugaa akka riqichaatti daree barnootaafi addunyaa qabatamaa gochoota keessatti ni tajaajila.	5	4	3	2	1
18	Meeshaaleen dhugaa/qabatama gochoota fi dalaga barsiisaan daree keessatti itti gargaaramu hunda qabata. Akkasumas brumsa afaanii kennamu keessatti faayida-qabeessummaa isaa ni mirkaneessa.	5	4	3	2	1
19	Meeshaaleen dhugaa /qabatama barnoota keenya irratti dadamaqiinsa guddaa kenna.	5	4	3	2	1
20	Meeshaaleen dhugaa/qabatama maloota dhiyeenyaa haaraa ittiin barumsa afaanii gilgaalotaa irratti xiyyefate ittiin kenninu keessaa tokkodha.					

2. Meeshaalee dhugaa/qabatama mala dhiyeenyaa kenniinsa barumsaa gochoota irratti xiyyeffatu, afaan Ingilizii akka afaan alaatti kennuu irratti yaada walfakkaatu yoo qabaatte mee ibsi.

_____

_____.

3. Meeshaalee qabatama /dhugaa mala dhiyeenyaa kenniinsa barumsaa gochoota irratti xiyyeffatu, barumsa afaan ingilizii akka afaan alaatti kennuu irratti, Koorsii 'communicative English' (Enla-102) keessatti hammam dhiyaatee? Mee qaphxiilee gabatee gadii irratti siif kenname irratti hundaa'uudhaan Kan irratti waliigaltu lakkoofsa siif kenname keessaa tokko itti mari.

(Furtuu: 5.Cimseen waliigala (CW), 4, Waliingala (W) 3.Gidduu-galeessa (G), 2.Walii hingalu, (WH) 1.Gonkumaa walii hingalu (GW)

Lakk	Qabxiilee	HC	GG	H	X	FH
1	Nuti 'Communicative English' (Enla-102) keessatti walaloon, seenessa gagabaaboon, barruulee gaazexaan, barreeffama seenaa dhuunfaafi kan nama birootiin akkasumas barreeffamoota ogeeyyii adda addaatiin kenniinsa barumsaa gochoota irratti xiyyeffatuun baranne.	5	4	3	2	1
2.	Nuti 'Communicative English' (Enla-102) kan baranne karaa meeshalee dhaggeeffatamanu kan akka teeppii, waraabbii sagalee barsiisotaa, waliin dubbii dubbattoota afaan jalqabaatiin qophaa'e raadiyoodhaan akkasumas kan kana fakkaataniin.	5	4	3	2	1
3.	Nuti 'Communicative english' (Enla-102) kan baranne meeshaalee ijaan ilaalun irra baratan kan akka viidiyoo, fiilmii barsiisoo ta.an, sagantaa TV barsiisoo ta,an, footograafii,fakkiilee fi kkf barumsaa gochoota irratti xiyyeffataniinidha.	5	4	3	2	1
4.	Nuti 'Communicative English'(Enla-102) kan baranne Meeshaalee elektrooniksii kan akka interneetii, web pajii, chaat roomii fi kan akk slaaydii fi kkf barumsaa gochoota irratti xiyyeffatan gidduugaleessa godhachuunidha.	5	4	3	2	1
5,	Nuti 'Communicative English'(Enla-102) kan baranne Meeshaalee mana keessaa, mallattoolee, kalandarii, modeelota fi kkf barumsa gochoota irratti xiyyeffatan bu'ureffachuunidha.					

4. Kana wajjiin walqabatee meeshaalee dhugaa/qabatama mala dhiyeenyaa kenniinsa barumsaa gochoota irratti xiyyeffatu, afaan ingilizzii akka afaan alaatti kennuu irratti yaada walfakkaatu yoo qabaatte mee ibsi.

_____

_____

5. Akka yaaddutti, barsiisaan kee meeshaalee dhugaa/qabatama kunneen mala dhiyeenyaa kenniinsa barumsaa gochoota irratti xiyyeeffatu wajjiin walqabsiisuun ni dhiyeessa.
   Eeyyee ☐ miti ☐
   Yoo deebiinke mitidha ta'e mee ibsi.

   _____

   _____.

6. Akka yaaddutti, barsiisaan 'Communicative English (Enla-102)' kee meeshaalee dhugaa/qabatama adda addaa mala barsiisuu gochoota irratti xiyyeeffate dhugoomsuuf ni fayyadama

   Eeyyee ☐ miti ☐

Yoo deebiinke eeyyeedha ta'e meeshaalee dhugaa/qabatama barsiisaanke yeroo hundaa fayyadamu keessaa mee ibsi.

_____

_____

Galatoomaa!!

APPENDIX -III

Questioners for Instructors

Jimma University

College of Social Sciences

Department of English Language and Literature

Graduate Program

Teachers' Questionnaire

Dear teachers,

The main purpose of this questionnaire is to collect data on the application of authentic materials in task based EFL instruction .These materials commonly known as authentic readings materials, audio materials, visual materials, electronic materials and regalias like house hold objects, Legos, bricks are some of the major classification. We may use in different tasks to bring genuine and meaningful communication in our EFL teaching classroom.

Dear teachers, this is an investigation asking your opinion on the application of these authentic materials in task based EFL instruction. It is not an evaluation of your knowledge about teaching task-based instruction. Your answers will remain confidential and will be used for the research purpose only.

I thank you for your genuine answer.

Kefyalew Takele

A. General Information

1. Sex ☐ Male ☐ Female ☐ Age ☐
2. What is your educational qualification?

   Diploma ☐ Degree ☐ Masters ☐ PhD ☐
3. Your service year/s as an English Teacher

   1-5 ☐ 5-10 ☐ 10-15 ☐ 15-20 ☐ 20 -25 ☐ 25 and above ☐

B. Information Related to the Objective of the Study.

1. To what extent do you familiar with the application of authentic materials in task- based EFL learning in your class? Circle the number in the chart underneath to show whether you are familiar to great extent, to moderate extent, to less extent, not certain and it doesn't serve this purpose in the following table. Remember there are no rights or wrong answers; just answer as accurately as possible. Use the scale below to answer the questions.

5. To a Great extent **3. I am not certain** **1. It doesn't serve this purpose**

4. To a moderate extent **2. To a less extent**

No	Items	GE X	ME X	NC	LE X	DSP
1.	Authentic materials particularly have great contribution to motivate learners during the practice of different tasks.	5	4	3	2.	1.
2.	Authentic materials have the considerable role in simulating and involvement role for learner participation to do their task	5	4	3	2	1
3	Authentic materials provided exposure to real language and related more closely to students' needs. Students were exposed to real world of intercultural discourse.	5	4	3	2	1
4	Authentic materials could be used for practicing micro-skills of listening, including listening to news reports, and identifying the names of people or countries etc out side the classroom.	5	4	3	2	1
5	Authentic materials included a wide variety of text types and language styles not easily found in traditional teaching materials.	5	4	3	2	1

6	Authentic materials contained topics of interest to students and encourage reading for pleasure, and they were practical and real because they provided valid linguistic data	5	4	3	2	1
7	Authentic materials have an intrinsic educational value and keep students to inform about what happens in the world	5	4	3	2	1
8	Authentic materials give the students the opportunity to practice different task based EFL learning.	5	4	3	2	1
9	Authentic materials help students to gain confidence in their task–based approach in an EFL context.	5	4	3	2	1
10	Authentic materials expose the students to cultural differences and customs.	5	4	3	2	1
11	Authentic materials help the students develop their ability to find pertinent information quickly.	5	4	3	2	1
12	Authentic materials provided valuable support (creative approach to teaching) and could be used for specially designed curriculum.	5	4	3	2	1
13	Authentic materials increasing the opportunity to learn different tasks and make students more enjoyable.	5	4	3	2	1
14	Authentic materials also it provided close contact with language, built up paralinguistic features, introduced life-like scenarios into the classroom, and could be used for all levels	5	4	3	2	1
15	Authentic materials can serve as a bridge between the classroom and the real world.	5	4	3	2	1

16	Authentic materials included resources and activities that instructors used in class. Authentic materials contextualize language learning and are a valuable source of language input	5	4	3	2	1
17	Authentic materials only for native speakers of the language	5	4	3	2	1
18	Materials generated *by* native speakers and for native speakers are considered authentic.	5	4	3	2	1
19	Authentic materials one of the current instrument of language content teaching methodology	5	4	3	2	1
20	Authentic learning has lead to students creativity, discovery, and awareness and learning developments in and outside the classroom	5	4	3	2	1
21	Authentic materials help to achieve students' language learning style like auditory, visual and tactile.	5	4	3	2	1
22	Authentic materials can be used in class using active learning techniques taking the objective of the lesson into consideration	5	4	3	2	1
23	Authentic materials are useful for the development of the prospective teachers in teaching task based EFL learning class.	5	4	3	2	1

2. Please add other comments, if you have similar ideas on the application of authentic materials in task-based approach in an EFL context.

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3. What is your perception on the application of the following authentic materials in task -based EFL learning in teachers' training programs? Circle the number in the table underneath to show

how you are strongly agreed, agreed, neutral, disagreed and strongly disagreed in the following table. Use the scale below to answer the questions.

1. Strongly disagree (SA) **4.Agree (A)**

2. Disagree (D) **5.strongly agree (SA)**

3. Undecided or neutral (N)

No	Items	S.A	A	N	D.A	S.D
1.	I apply Poems, short stories, journalistic texts, autobiographies; professional texts are significant in task- based approach in an EFL context.	5	4	3	2	1
2.	I apply Audio materials: Songs, rap lyrics, music, lectures, recorded conversations; radio plays are significant in task- based approach in an EFL context.	5	4	3	2	1
3.	I applying Visual materials: Video documentaries, movies, TV programs, photographs, pictures, cartoons are significant in task- based approach in an EFL context.	5	4	3	2	1
4.	Applying Electronic materials: Web pages, bulletin board discussions, chat rooms are significant in task- based approach in an EFL context.	5	4	3	2	1
5	I apply Regalia: House hold objects, logo, bricks, Cuisenaire rods, calendar and others are significant in task-based approach in an EFL context.	5	4	3	2	1

5. Please add other comments, if you have similar ideas on the application of authentic materials that have a significant value in task based EFL learning in teachers training programs.

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6. How well authentic materials are applied in task-based approach in an EFL context in teachers training programs. Please describe it.

7. Do you think that students' modules incorporated some of authentic materials? If your answer is yes, state some of them. Yes ☐ N0 ☐

APPENDIX –IV

Content Analysis (Document Analysis) Check List

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The content analysis check list on the application of authentic materials in task- based EFL learning .The analysis is based on the students' Module Communicative English (Enla -102) .Out of five units the researcher will select two units through random sampling for content analysis. Based on the following language skills he wants to identify, if the students' Communicative English are incorporated or not with authentic materials in task-based EFL learning.**Applied (A) Not applied (NA)**

Units		**Contents in the unit (concept of the lesson)**			**(A)**	**(NA**
No	Unit-1	Skills used	Types of activity	-Content & Authentic Material used		
1		Reading	Poverty and globalisation	Activities are devoted to different stages of reading skill by using authentic text.		
2		Writing	**Activity-1** Arguments for and against paragraph	-Cutting A-E newspaper, protest story,		
				Greens Protest GM Trial are incorporated.		
3		speaking	**Activity-1** –Excuse and apology -Giving a short talk	-Dialogue apologising/ requesting.		
				-Accepting apology		
				-Preparing and giving a five minute short talk		
				-A guide picture is drown to activate students Listen to the discussion Reading the listed problems Listening again Listen to the presentation Pictured activity that geared toward listening		

4		Listing	**Activity-1** Understanding discourse markers	Different travel pictures are used		
5		Vocabulary	**Activity-1** Travel words **Activity-2** **Activity-3**	Definitions of words are incorporated		
				Finding words from travel Words. charts is incorporated		
				Grammar is incorporated in the form of Contextualised task in different dialogues		
6		Grammar	Activity -1-5 Imperative and question tags	**Content & authentic materials used**		
No	**Unit-5**	**Skills used**	**Type of activity**	-An informal two way compliant speaking between two people		
1.		Speaking	Making a compliant	-Guideline is given what the students follow during listen to the news from recorded materials.		
2		Listening	Listening to the news Mini projects **Activity A&B**	-Find about local news from newspapers, news bulleting		
				-find about the news from the internet to make note and present for their class.		
				-Things to buy from supermarket Picture is used		
3		Vocabulary	**Activity-A** Shopping and business vocabulary **Activity- B** Types of shops **Activity-C** Goes to different shop	-Completing sentence by the help different authentic materials		
				- Gate to involve in different shops and writes down the price to present the cheapest and the most expensive.		
				-different type's contextualised adverbs in the form dialogue are presented rather than in the form of not contextualised		
4.		Grammar	Adverbial clause	-reading text is used to practice students on different stage of reading		

5.		Readin g	Ethiopian water resource	-contextual meaning activities are drown		
				-the reading text is drown from authentic materials based on students background knowledge student		
				-The process of essay writing is drown		
6.		Writing	Essay writing	-Sample essay is given -The essay is drown from students real life situation		

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