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Faculty of Languages, Cultures and Communication

TOPIC:

Teaching Grammar with Authentic Materials in a private school in Gjiilan-Kosovo

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DEDICATION

To my amazing parents Tefik and Igballe, who encouraged and supported me strongly.

Thank you for believing in me.

Without your inspiration, I would not be the person I am today.

ABSTRACT

The primary purpose of this research is to determine whether teaching grammar through authentic materials has a good influence on developing and getting better results in our classes.

Another aim of this study is to identify the characteristics of using authentic materials during the lesson. The main participants who are included in this study are students of higher levels (such as Intermediate and Upper-Intermediate Level) who are already engaged with explanations of grammar rules, and some experienced teachers who have already used some of the authentic materials in their classes.

Through questionnaires and interviews, the students and the teachers give the responses from which we can get the results and complete the goal of this study.

Therefore, on the basis of the results of this research, at the end we can come to the conclusion whether using authentic materials while teaching grammar is a good idea to be involved in our methods and techniques or not.

This study was conducted in "Britannica LC" private school in Gjilan, Kosovo and the first stage of this study was conducted in February, 2017.

As a result of taking everything into account at the end of this research, we can definitely represent advantages and disadvantages of using authentic materials. Hopefully the results of the study will help teachers to select the appropriate materials for teaching.

ABSTRACT IN ALBANIAN

Qellimifillestariketijehulumtimieshtetepercaktoje se nesemesimdhenia e gramatikespermesmaterialeveautentike ka ndikimte mire ne zhvillimindhearritjen e rezultateve me temira ne klase.

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CHAPTER 1: INTRODUCTION

The first chapter of this MA Thesis gives a brief explanation of grammar and its approaches. While grammar is an enormous field of study, in this chapter we have focused more on defining grammar as part of second language teaching and explaining rules while using different approaches. The following sections summarize the definitions of approaches and examples on using them in our classes.

Jacobs and Farell (2001) said “Learning is not an individual private activity but a social one that depends upon interaction with others. Such interaction can create the motivation for learning. Creating a supportive classroom climate involves using principle of group dynamics and is a key condition for successful learning”. (as cited in Burns & Richards, 2012, p.3). Motivating our students is one of the most important parts of our job as teachers. So, motivating young learners is a broad topic from which topic we can get many different ideas and concepts. Lumsden (n.d.) admitted that as children grow, their passion for learning frequently seems to shrink so learning often becomes associated with drudgery instead of delight. (Student Motivation to Learn, para.1).

Therefore, many teachers have made the question “ what is Student Motivation?” even though they have already known the translation of the word *motivation*. According to Lumsden (1994),

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underline their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. (para.3)

Grammar is one of those fields in which students always show lack of interest and aptitude. In my experience, teaching grammar while trying to help my students enjoy and understand it at the same time, remains as one of the main goals that I have. Trying different techniques and methods, I have noticed that we do need to sometimes make changes and find solutions for our students’ best interest. However, during my postgraduate studies, I have come across different

authentic materials, which aroused my interest in conducting this research, being aware that materials play a significant role in our classes.

Developing Materials nowadays is considered to be a field of study and practical undertaking as well. "Practical undertaking on materials development means the production, evaluation, adaption and delivery of materials whereas as a field it involves the principles and procedures of design, writing implementation and evaluation of materials" (as cited in Richards & Burns p.270).

Our attention as teachers should be really focused in always choosing the right materials for our classes. After using many books and trying to evaluate the best one, I began to be curious on using authentic materials and adapting these materials for my students. "Much has been written on the issue of authenticity, and some experts consider that it is useful to focus attention on a feature of language by removing distracting difficulties and complexities from sample texts." (Burns&Richards, 2012, p.273)

However, teachers who were never familiar with authentic materials and those who still keep using traditional methods of teaching may find it more difficult to introduce their students straightly to these materials, whereas teachers who have already used technology while teaching and doing activities, will not need a lot of time adapting their students with authentic materials.

Therefore, using technology nowadays has helped many teachers and students develop their skills and information. Through technology many students have had the chance to practice their language learning skills such as: writing, reading, listening and speaking as well.

According to Motteram (2013), technology is very much part of language learning throughout the world at all different levels. We are as likely to find it in the primary sector as much as in adult education. Even though there are many contradictions about this topic, still using technology in classroom will definitely help many teachers collect more authentic materials online. Levy (2003) believes that "An important way to move the use of technology in the classroom beyond novelty and toward integration is to build technology use into assessment

and evaluation. ...These include photo stories, PowerPoint, listening and reading items from Internet Sources and so on''. (as cited in Richards & Burns, p.284)

1.1 DEFINING GRAMMAR

Larsen-Freeman (2003) explained that grammar may be viewed essentially as the underlying knowledge of the system rules which speakers apply in order to form correct sentences in spoken and written production, while for others it is perceived as more of a skill. (as cited in Burns&Richards, 2012, p.258). *Is grammar one of the most important parts of a language?*

We have heard this question many times during our experience, from our students, colleagues and people as well. Johnson (2014) claims that grammar lays the groundwork for effective communication. Just as an improperly configured telephone wire can cause static during a phone conversation, improper grammar can likewise affect the meaning and clarity of an intended message. (para.1). Therefore, I have personally been present in many debates where some teachers claimed that there is no need to put a strong effort for teaching grammar rules, whereas some teachers claimed that we really need to pay attention to grammar and its rules.

Finally, Cullen (2008 cited in Richards & Burns, p.258) "The teaching of grammar has always been a subject of controversy in the TESOL (Teaching English to Speakers of Other Language) profession, both with respect to the most effective methodological procedures to use, and to extent to which we should focus on it at all".

1.2 APPROACHES TO TEACHING GRAMMAR

Every teacher who is a part of teaching English as a foreign language is familiar to the word "approach". So, we as teachers have heard this word many times when we had to mention approaches such as teaching, learning, reading, listening and so on. According to Florentino (2014), approach as basic concept is one's view point toward teaching or refers to what one

believes in, regarding teaching, upon which teaching behaviors are based” (published on May 22, 2014).

However, we have mentioned Approaches to teaching grammar, in our studies and trainings, especially in those which were about grammar and the ways of teaching grammar. Doughty and Williams (1998), believe that “In a product (focus on forms) approach the emphasis is on the components parts of the grammatical system where in a process approach, the emphasis is on grammar as an element in the process of language use....but on the learner’s own skills in applying his or her grammatical repertoire in doing a given task. (as cited in Burns & Richards 2012, page 262)

1.3 DEDUCTIVE APPROACH

“ A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centered approach to presenting new content.”(Deductive Approach, 2006). So, we as teachers have definitely been part of this approach, especially with lower level when they needed to explain all rules and then give them sheets to see if they truly understood it. Rivers and Temperley(1978) explain that the deductive approach represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the students first, a more effective and time saving way under certain circumstances, namely monolingual classes. (as cited in International Teacher Training Organization, para.2)

Besides this, according to Transparent Language, Inc. (2014), the two pros of deductive approaches are:

- Gets to the point quickly and save time for more examples,

Whereas cons are that:

- It teaches grammar in an isolated way and that it can feel mechanical or boring. (n.p)

1.4 INDUCTIVE APPROACH

Besides Deductive Approach, we have also heard about inductive approach as well. According to Hird (2015), an inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practice the language. (para.2). Therefore, Transparent Language, Inc. (2014), draws these pros of inductive approach:

- self-discovered rules are more memorable,
- it involves more student's interaction,
- it encourages independent learning;

whereas cons are:

- Time consuming and that those students may incorrectly deduce rules, leading to confusion.

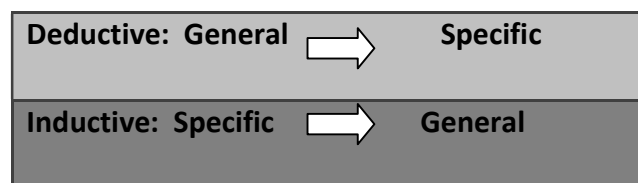
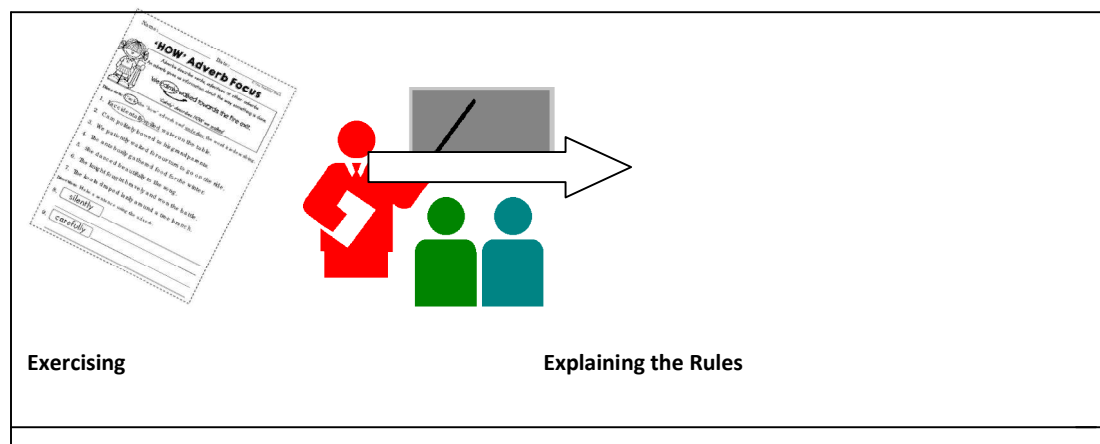
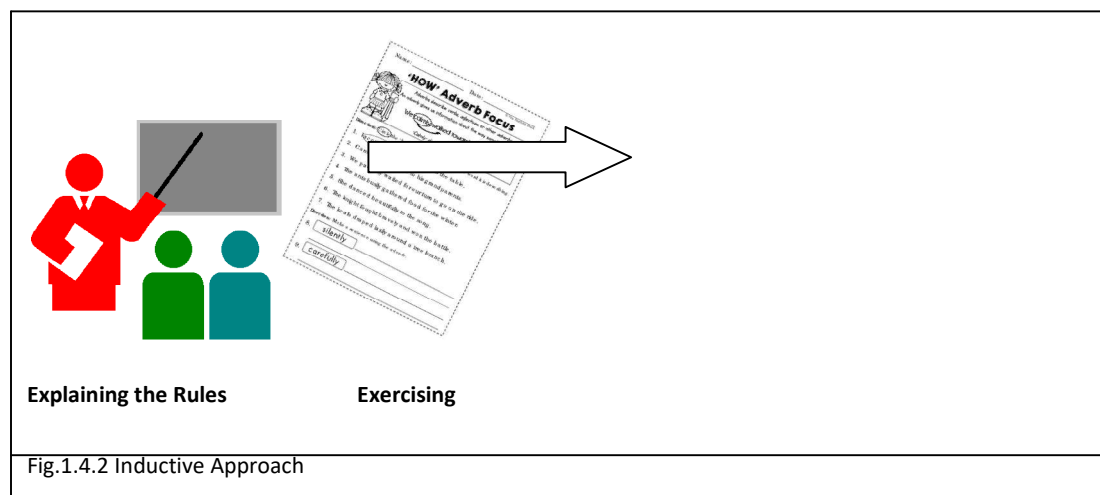


Fig.1.4.1 Deductive and Inductive Reasoning (Adapted from Hird2015)

In this way, we can analyze for both approaches that we do have advantages and disadvantages of using them. In addition, (Rivers and Temperley 1978) also claimed that in both approaches the students practice and apply the use of the grammatical structure, yet, there are advantages and disadvantages to each in the EFL/ESL classrooms (as cited in International Teacher Training Organization, para.3).

Here we have a brief explanation of both approaches explained with figures.



1.5 GRAMMAR TRANSLATION METHOD

Methodology is one of the most important parts when considering teaching a foreign language. For many years many researches have been done and many linguists have done different researches analysing and explaining different methods in order to find the best way to achieve significant results.

One of the most discussed methods is Grammar Translation (or GTM), as one of the oldest methods, too. Guessing from the context of its name we can assume that this method is mostly based on the translation of rules. However, according to Bowen (n.d),

The Grammar Translation method is very much based on the written word and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practise using the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation. (n.p)

Therefore, many of us have already been taught during our education through this method, especially in the early years of learning English as a second language. Observing many classes, it is obvious that many teachers are still translating many rules in mother tongue specially when giving the instruction. Thornbury (1999), explains that Grammar Translation courses followed a grammar syllabus and lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue. So, what about using authentic materials when using this method? Natsir&Sanjaya (2014) are of the opinion that

In Grammar Translation method there is no instruction using the authentic material. All the materials are from the teacher or a systematic book. The material is already settled by the teacher. In this case, the learners do not get familiar with the social language and when they are asked to use or realize their knowledge to the social or daily context, they do not have the capability to do it. (n.p)

This method might be traditional but is still used in some countries ~~in~~ around the world because it is favored by some educators.

1.6 COMMUCATIVE LANGUAGE TEACHING

Besides the Grammar Translation method, many of us are also familiar to the term Communicative Language Teaching and know that it is the most discussed approach in the literature of ELF. We can also assume from the word communicative that this approach is more focused on communication and interaction rather than translation as in previous method that we discussed. The development, in the 1970s, of Communicative Language Teaching was motivated by developments in the new science of sociolinguist, and the belief that communicative competence consists of more than simply the knowledge of the rules of grammar (Thornbury, 1999, p.22). Nowadays, we can notice that in many English classes, the communication between the teacher and students is improving, specially through activities and practice. Many teachers are trying to find different activities and materials which can help them in teaching the target language while focusing in communication too.

Therefore, according to Richards (2006), communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

-Knowing how to produce and understand different types of texts(e.g., narratives, reports, interviews, conversations)

-Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Now let us analyze the relation between this method and authentic materials.

Clarke and Silberstein (as cited in Richards, 2006), emphasized that "Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life". (p,24)

Characteristic of Teaching Learning Process	1. Students are taught to translate from native language to the target language.	1. Everything is mostly done with communicative intent.
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1.7 THE DIFFERENCE BETWEEN GRAMMAR TRANSLATION METHOD AND COMMUNICATIVE LANGUAGE TEACHING

These two methods truly differ from each other, therefore in the table below we can see the differences between them.

	<p>2. Students learn grammar deductively.</p> <p>3. Learners memorize native language equivalents for the target language vocabulary.</p>	<p>2. Students use the language</p> <p>Through communicative activities such as game and role-plays.</p> <p>3. Communication is purposeful.</p> <p>4. Using authentic materials.</p> <p>5. Activities are often carried out by students in small group.</p> <p>6. Grammar is taught inductively</p>
<i>Nature of Interaction</i>	1. The interaction is mostly from the teachers to the students.	1. Teacher is a facilitator. 2. Teacher sometimes becomes co-communicator. 3. Students interact with one another.
<i>Handling the students' feeling and emotion.</i>	1. There is no principle related to this area.	1. Motivate the students. 2. Teacher gives the opportunity to the students to express their individuality. 3. Students' security is enhanced by cooperative interaction
<i>The role of native language of students.</i>	<p>1. The meaning of the target language is made clear by translating into the learners' native language.</p> <p>2. The native language is mostly used in teaching learning process.</p>	1. Students' native language is permitted. 2. Most of the activities are explained by using target language and native language only for certain thing.
The language skills that are emphasized.	1. Vocabulary and grammar are emphasized. 2. Reading and writing are the primary skills.	1. The functions are reintroduced and the more complex forms are learned. 2. Students work on all four skills (listening, reading, writing and speaking) from the beginning.
The way of teachers' response to	1. Correct answer is extremely significant. 2. If students make an error the teacher will supply them	1. Error of form is tolerated during the fluency-based activities.

students' error.	with the correct answer.	2. The teacher may note students' error and return to the learners with accuracy-based activities.
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Table 1.7.1 The difference between Grammar Translation method and Communicative Language Teaching (modified from Larsen-Freeman and Anderson, 2011, pp. 122-125)

In conclusion, it can be stated that this MA Thesis aims to:

- Analyze all authentic materials
- Examine how authentic materials can have influence on learning grammar
- Analyze students' improvement in grammar

The research questions that are answered when conducting this research are:

- What role can authentic materials play in our class?
- How are the authentic materials organized and the importance of learning grammar?
- How to engage our students in using authentic materials?

And the hypothesis of this research:

- ❖ Using authentic materials brings a great change in the classroom
- ❖ Teachers have the responsibility to find the most useful way in using authentic materials while teaching grammar
- ❖ Teachers have to know the learners' motivation so they can help learners reach their goals.

CHAPTER 2 LITERATURE REVIEW

This chapter looks back at previous studies which investigated the use of authentic materials in teaching EFL and how textbooks play a role in our class, as well as advantages on using them. In addition, this chapter explores the guidelines and reasons on using authentic materials while explaining the types of them as well.

The role of materials and textbook is very important in teaching and learning because they guide teachers to a more structured and effective instruction.

“ Proponents of textbooks claim that the textbook is a cost-effective way of providing the learner with security, system, progress and revision, and that at the same time, it saves the teacher precious time; whereas opponents of textbooks argue that textbooks disempower both teacher and the learners”. (Tomlinson (2001) as cited in Richards&Burns, 2012, p.271)

In the other hand, Tomlinson (2001) also states “Most textbooks seem to be designed to be used as scripts. They tell both the learners and the teachers what to do, when to do it, and how to do it. This probably appeals to most administrators as it can help them standardize. It probably appeals to many teachers as it plans their lesson for them”.(as cited in Burn&Richards, 2012, p.272)

However, according to Case (2012), “one of the main advantages for the teacher of using authentic texts is that it is possible to find interesting and relevant texts for students from own reading of the internet, newspapers, magazines etc”. (para.4). Therefore, in many cases, finding an authentic material to use in our classes may be challenging but, in the meantime, enjoying and entertaining as well. Tomlinson (2001), also admits that “the arguments for authentic materials is that they expose learners to language as it is typically used and that they prepare them for the reality they will encounter as users of the language”. (as cited in Burn&Richards, 2012, p.273)

2.1 AUTHENTIC MATERIALS: REASON AND GUIDELINES FOR USING AUTHENTIC MATERIALS

Nunan (1999) also explains that authentic texts are those that have been produced in the course of genuine communication, not specially written for purposes of language teaching. (p.79). We all know that before starting a course to teach, every teacher has to decide about which material to use in order to achieve the main goal. So, when choosing the materials, we first need to have the reasons why do we need those materials during our course teaching. Therefore, many teachers make lists of materials and the specific reasons for using them.

However, according to AbdulRahman (2013), reasons for using authentic materials in the classroom are:

- They enable the learner to hear, read and produce language,
- They reflect real use of language in culturally appropriate contexts,
- They are interesting and motivating,
- Through their use, learners can begin to develop survival language skills and so on. (n.p)

Having many reasons to use those materials, we do need guidelines on how to choose them.

Therefore, here we have guidelines drawn again by AbdulRahman (2013):

- The materials should be appropriate for the learners age group in terms of interest and level of language proficiency
- The materials should contain examples of the point of the lesson, illustrating authentic use of the language points
- They should be available locally, on the internet or have been collected by the teacher
- The quality should be good, whether print, sound, pictures or other graphics, and
- They can be used in the classroom for authentic-like tasks or activities (n.p)

2.2. TYPES OF AUTHENTIC MATERIALS USED IN THE CLASSROOM

During my experience, I have realized that to some teachers the word “authentic material” might still not sound familiar, so majority do not know what these texts are about. Nunan (1999) claims that authentic materials provide learners with opportunities to experience language as it is used beyond the classroom and that there is a great deal of language generated within the classroom itself that is authentic, and this can very often be for pedagogical purposes. (p.79)

Therefore, just like we have different kinds of materials, we also have different types of authentic materials as well. These types of materials include: Objects, Printed Texts, Images and Multimedia Materials such as Audios and Videos etc. Nunan (1999) also explains that students read magazines, stories, printed materials and instructions, hotel brochures and airport notices, bank instructions and a wide range of written message, so this practice helps them cope successfully with genuine communication outside the classroom. (p.80). Here we have a table drawn by Nunan (1999, p.80) of variety of authentic texts and materials.

SPOKEN DATA	WRITTEN DATA
Casual Conversations	Invitations
Telephone Conversations	Airline Tickets
Answering machine messages	Enrollment Forms
Office conversations	Business Cards
Public announcements	Family Trees
Stories and anecdotes	Classified advertisements
Oral histories	Airline boarding passes
Descriptions	Licenses
Store announcements	Handwritten notes

Advertisements	Movie reviews
Interviews	Maps, Business letters and Menus

Table 2.2.1 Variety of Authentic Texts (Adapted from Nunan 1999, p.80)

Nunan (1999) admits that “bringing authentic data into the classroom can assist learners to see how grammatical forms operate in the contexts and enable speakers and writers to make communicative meanings”. (p.80)

2.2.1 OBJECTS

Majority of English Language teachers have used once in their semester, an object (as part of a task or classroom activity) during their class, in order to explain the name, its function, form or color. Using objects may be more relevant when we teach children or beginners; however, sometimes we do need to use them with students of higher level or adults, too.

Objects as mentioned above are part of authentic materials, so we can use them in our classroom to practice any lesson or create any activity. Besides this, we can use objects as authentic material during our class, where our aim is to explain any grammar rule.

For example: during a lesson in which we need to explain “future tense” to our students we can take some objects like: blanket, torch, mobile phone, towel, food, umbrella etc., and let students make a list and decide which five of these items are they going to take camping.

Using these objects, they are going to talk about the future camp making predictions and talking about their intentions as well.

2.2.2 PRINTED TEXTS

Printed texts include: magazines, books, novels and newspapers which can be used as authentic materials. Therefore, during our class, we can use a part of any novel to teach a specific part of grammar, too. Besides novels, we can also take magazines, in which they can find their favorite celebrity or choose their favorite topic to talk about, so they can enjoy the lesson, too. Newspapers are also good idea when using them as an authentic material, especially when there is great recent news which can make our students curious to know about, and in the meantime, practice any grammar part that is in our aim or curriculum.

2.2.3 IMAGES

Similar to objects, many teachers have also used images in their classes, too. Even though it is easier to find images for children, sometimes we can find some images to use with our adult students as well.

For example: we can take photography of different places, as many of students find travelling fun, photographs of different celebrities and why not sometimes photographs of family members, so we can have discussion or conversations related to those pictures.

2.2.4. MULTIMEDIA MATERIALS

Using multimedia materials, we do have many choices such as: Audiotapes, Video Tapes, DVDs and CDs, etc.

Therefore, by using audio tapes, we can download an interview and let our students listen to it, or a dialogue from which they can give their point of view or have a conversation related to it.

Videotapes and DVDs always sound fun to our students especially when they have to watch a part of a movie. So, we can let them watch a part of a movie in during the first part of our class, ~~then~~ and later ~~let~~ allow them to give a review about the movie or ~~a debate~~ have a dialog about it.

Furthermore, choosing multimedia materials to use as authentic materials in our classroom allows students to practice and enjoy grammar amusingly.

2.3 CONCLUSION

Every research has its own challenges; however, conducting a research of a topic that not many people have an idea about, is really a challenge for everyone involved. By reading and analyzing previous studies, we are able to find many tips on how to use authentic materials.

Nevertheless, because this topic is not taught abroad in some countries and because not many teachers have had experience with authentic materials, we could only find select materials which are explained by previous studies as well. After analyzing all authentic materials, I have realized that we do have many choices on choosing materials in order to use during our classes. Besides this, I have analyzed every grammar part of the book that we usually use, and I noticed that we can easily use printed texts or any multimedia materials, which can be helpful in explaining many grammar rules, and from which we can get higher results as well.

CHAPTER 3:RESEARCH METHODOLOGY

This research was conducted in “Britannica LC” private school in Gjilan, Kosovo. Teachers and students that were involved in this research have been part of this school for a long time. The teachers involved in the study have had enough teaching experience to help me conduct this research successfully. Students that were part of this research were at an Intermediate and Upper-Intermediate level of proficiency, so they are already engaged in using grammar rules. Together with participants, we had one goal of doing this research “Finding the advantages and disadvantages of using authentic materials while learning grammar”.

3.1 RESEARCH QUESTIONS

We expect that this study is going to answer the following questions:

- What role can authentic materials play in our class?
- How are the authentic materials organized and the importance of learning grammar?
- How to engage our students in using authentic materials?

3.2 RESEARCH AIMS

The aim of this research was to analyze each authentic material and then introduce them to the students. The following aim was also to examine how these materials can have an influence on learning grammar rules and using them, too.

All the authentic materials that were used were carefully chosen according to our students’ level. Besides this, analyzing students’ improvement and comparing them to the other students who were not using the authentic materials was one of the main aims of this research, too.

3.3. STUDY HYPOTHESIS

The expectation of this research is to prove or oppose the hypothesis below:

- Using authentic materials brings a great change in the classroom.
- Teachers have the responsibility to find the most useful ways in using authentic materials while teaching grammar.
- Teachers have to know the learners' motivation so they can help learners reach their goal.

3.4 SAMPLE

The research as mentioned above was conducted in the private school "Britannica LC", in Gjilan, Kosovo. There were 85 students in total involved in this research and 5 English Language teachers. Students' gender was female and male, and the average age was 12-15 years old (Intermediate level) and 14-16 years old (Upper-Intermediate Level).

Teachers' that were part of this study had more than 3 years of experience, working with different levels of students from Beginner to Advanced Level.

3.4.1 PARTICIPANTS

The main participants who were a part of this research were 6 groups of students in total and five teachers.

First class	15 students
Second class	14 students

Third class	12 students
Fourth class	10 students
Fifth class	14 students

Table 3.4.1 Number of Participants

And the class of Upper-Intermediate level:

- Group 1: Interview with 7 students

Teachers, who were part of this study, were teachers who teach the same groups and levels of students as mentioned above.

3.4.2 MATERIALS

This study uses different types of authentic materials in order to come to a real conclusion. So, authentic materials that were used by the teachers during this study were:

- Newspapers
- Videos
- Images
- Novel, and
- Audiotapes

We first started to use newspapers and some adopted articles, topics of which sounded very interesting. Using images or printed texts was easier since we can associate many images to many topics.

In addition to the above, during this research we have also used different multimedia materials so we could analyze if students showed more interest or not.

3.4.3 INSTRUMENTS

Observation of teachers

Observing the teachers during their classes while using authentic materials, I have had a checklist of nine questions in total and feedback sessions in order to be able to find the best results.

OBSERVATION CHECKLIST	COMMENT
Duration of lesson?	
Number of students and the level?	
Revision/Warm up Activity?	
Which authentic material is used?	
What is teacher's grammar part to explain?	
Does the teacher introduce the authentic materials?	

Any reaction from students?	
Level of language used in the materials? Do students have many unclear questions?	
Are students able to make good revision by the end of the class?	
<i>Any other additional comment:</i>	

Table 3.4.3 Observation Check List Table

The tips for creating this observation checklist were taken from 'Peer Observation Handout' retrieved from www.americanenglish.state.gov

3.4.3.1 INTERVIEW

The Upper-Intermediate level groups of students were part of the interview. The interview was supposed to last maximum 15 to 20 minutes for each student.

Therefore, there were six main questions included in the interview, including students' information as presented below:

❖ Name: _____ ❖ Age: _____ ❖ Group: _____ ❖ Teacher: _____ ❖ Date and Place: _____
--

1. Which part of “learning English as a foreign language” is the hardest for you? Explain why.
2. How do you express your feeling when learning grammar rules?
3. Have you ever heard the words “authentic materials” and how do you understand it?
4. Has your teacher ever used other materials than usual books during the class? If Yes , give a brief explanation of what materials did she/he use?
5. Do you think it would be better if the teacher uses other materials such as: images, newspapers, novels, videos etc. during the class? Give a comment.
6. According to you, have you noticed any improvement in using better grammar while speaking?
<i>Any additional comment:</i>

Table 3.4.4 Table of Interview Questions

3.4.3.2 QUESTIONNAIRE

Furthermore, students of Intermediate Level were supposed to take the questionnaire form of ten questions in total. For each statement they had to circle: *strongly agree, agree, disagree and strongly disagree*. Time limit to do this questionnaire was 20-30 minutes.

Indicate how strongly you agree or disagree with the following statements by writing a TICK or CROSS in the right field.

(Please, for each statement SELECT only ONE form)

Name: _____

Age: _____

Level: _____

Group name: _____

Teacher: _____

Date and Place: _____

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Grammar is the most important part of learning English as a foreign language.				
2. Grammar rules are easy to understand.				
3. It is better if the teacher make us write down the rules and definitions.				
4. We DO NOT need exercise sheets after learning grammar.				
5. It is better if the teacher brings different materials when teaching grammar.				
6. Videos and Audiotapes help us exercise grammar in better way.				


7. It is more useful when the teacher brings different images and articles during the class.				
8. I have always understood the lesson better after we have used other materials than usual books.				
9. In my opinion, the teacher should bring different materials for each class.				
Any other comment: <hr/> <hr/>				
<div> <div>THANK YOU FOR YOUR TIME</div> <div>  </div> </div>				

Table 3.4.5 Questionnaire Table

The tips on creating the questions above were taken from the article ‘A Simple Guide to Asking Effective Questions’ by Stephanie Beadell, retrieved from: www.zapier.com.

CHAPTER 4 ANALYSIS OF RESULTS

This chapter provides the key to all the questions we have had, including all answers of students and teachers; in other words, this chapter is going to include the results of

observation, interview, questionnaire, and analysis of authentic materials. Therefore, in this chapter, while analyzing the results, we can confirm if our hypotheses that we have mentioned above were correctly predicted or not. The first results are from observation, from which we can read the feedback and other comments.

4.1 OBSERVATIONS RESULTS

The groups in “Britannica LC” Private School have limited numbers of students per group; 10-15 students (max. 17).

In this table we can see the total number and the level of students of teachers’ classes that I have observed.

1st Teacher	Total nr. of students: 13	Level of English: Intermediate
2nd Teacher	Total nr. of students: 15	Level of English: Intermediate
3rd Teacher	Total nr. of students: 12	Level of English: Upper-Intermediate
4th Teacher	Total nr. of students: 10	Level of English: Upper-Intermediate
5th Teacher	Total nr. of students: 14	Level of English: Upper-Intermediate

Table 4.1.1 Table of total numbers and level of observed classes

The lesson of the first teacher lasted 75 minutes, out of which she made an introduction of 5 minutes revision. The teacher brought newspapers as an authentic material in order to let students find present simple and present continuous sentences, so they can practice them while communicating and reading, too. She did not explain to them the main reason why they were reading the newspapers, so many students seemed to be surprised, were staring at each other and asking why.

The teacher offered me the newspaper, too, which in my opinion had the right level for intermediate group level.

Here is the table in which we can see the answers briefly written.

OBSERVATION CHECKLIST	COMMENT
Duration of lesson?	<i>75 minutes</i>
Number of students and the level?	<i>13 students in total.</i>
Revision/Warm up Activity?	<i>5 minutes Review on what they have learned from last week.</i>
Which authentic material is used?	<i>Newspapers</i> <i>Article Name: Still Living at home, and not ashamed.</i>
What is teachers' grammar part to explain?	<i>Present simple and Present Continuous</i>
Does the teacher introduce the authentic materials?	<i>No</i>
Any reaction from students?	<i>Yes, most of them were curious.</i>

Level of language used in the materials?	<i>Intermediate</i>
Do students have many unclear questions?	<i>Yes, most of them have had unclear questions and also unknown words from the newspaper.</i>
Students make good revision by the end of the class?	<i>Only few of them.</i>
<i>Any other additional comment:</i>	

Table 4.1.2 Observation Checklist Table

The second teacher had 15 students in her class, and they were definitely a large noisy group. The lesson lasted for 50 minutes in total as many students were late to class.

The teacher made no revision since he started late, so he briefly gave photographs to his students. The grammar part that he had to explain was Future Simple, so he gave those photos of big cities to students and asked them “*which is their dream place and what are their plans for the future?*”.

The teacher introduced with few words the authentic material. There was no reaction but at the end they made many questions while they were trying to make a revision on what they learned from each other's story.

The class of the other teacher lasted for 75 minutes. There were 12 students and the group seemed pretty interested in the lesson presented.

However, the teacher made no revision of previous class; she gave the newspapers to students as an authentic material with no explanation on why they were using this material. There were a quiet a few reactions from students as they thought they were learning new words or maybe having a debate. The level of newspaper language was good, but some questions about the

new words were made. At the end, some students made some really good revision using present simple tense.

The 4th teacher had a class of 60 minutes lesson with 10 students in total, which was the smallest class I have observed. The teacher started the class with a revision of 7 minutes. This time he brought his laptop and projector where he showed students a video of a short movie. He aimed to teach reported speech. In this short movie, there were some children who said funny things. In the screen it was written: *Listen carefully to what the children say*. While showing this screen, he made a brief explanation of telling students that they are going to change the direct speech used in the video. At the end students made good revisions, even though there were still some unclear questions.

The last teacher had a group of 14 students. Her lesson lasted 120 minutes since it was the intensive learning group. The teacher made 15 minutes review involving each student. She brought a novel and some images as authentic materials. The aim of this lesson was to explain present perfect versus past perfect. The teacher introduced the materials while giving good explanation, so students had a good reaction, especially to the level, as they seemed really thrilled. They made amazing revision with no unclear questions. At the end of lesson, the teacher played a game with her class.

4.2 RESULTS OF INTERVIEW

In this chapter we are going to analyze the Interviews which were conducted with 7 students. Most of students finished the interview within 15 minutes since they were really well prepared.

Questions:	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
Which part of “learning English as a foreign language” is the hardest for you? Explain why:	<i>The hardest part for me is learning new words.</i>	<i>When learning English I find difficult to remember new vocabulary.</i>	<i>Absolutely Grammar and all the rules.</i>	<i>Reported speech is really difficult and also passive voice.</i>	<i>I like every part of English but pronunciation sometimes is really a challenge for me.</i>	<i>All the tenses sometimes are hard to understand.</i>	<i>New words, especially if they are from special field and also grammar sometimes can be pretty difficult.</i>
How do you express your feelings/mood when learning grammar rules?	<i>I like grammar and to me it feels like fun.</i>	<i>Sometimes grammar can be boring.</i>	<i>Since it is the hardest part to me, I feel mostly tired.</i>	<i>I think the rules are really boring.</i>	<i>Enthusiastic.</i>	<i>I really want to miss that class when we have grammar.</i>	<i>I need more concentration and I think that teachers should make it look more fun.</i>
Have you ever heard the words “authentic materials” and how do you understand	<i>Never heard of it.</i>	<i>No.</i>	<i>I have no idea.</i>	<i>No.</i>	<i>No.</i>	<i>Not really.</i>	<i>I remember I have read it somewhere</i>

it?							<i>e but I have no idea what is the meaning.</i>
Has your teacher ever used other materials than usual books during the class? If Yes, give a brief explanation of what materials did she/he use?	<i>Yes, she brings sometimes exercises on paper.</i>	<i>Sometimes yes. Last week she brought her laptop and showed us a presentation.</i>	<i>Yes, like exercise sheets, another books and radio.</i>	<i>My teacher always brings radio.</i>	<i>Yes but not so often. Sometimes her laptop, books and games on paper.</i>	<i>Yes, and I really like it.</i>	<i>He usually brings projector and computer, books from other authors, radio to listen to texts and some activities.</i>
Do you think it would be better if the teacher uses other materials such as: images, newspapers, novels, videos etc. during the class?	<i>Yeah.</i>	<i>It would be better.</i>	<i>I think that is awesome and of course better.</i>	<i>Yes, sure.</i>	<i>Yes, especially videos. I really like them.</i>	<i>Yes.</i>	<i>Definitely. I would really love to. And novels is such a good idea because some students do not read</i>

							them.
According to you, have you noticed any improvement in using better grammar while speaking?	<i>No.</i>	<i>I make sometime mistakes.</i>	<i>No, It is more difficult while speaking .</i>	<i>Yes, sometims.</i>	<i>I have no idea.</i>	<i>I feel better while speaking.</i>	<i>I usually notice what I have learned while speaking.</i>
Comments							

Table 4.2.1 Table of Interview Results

Generally, the interview results showed that the majority of students do find grammar a difficult part of the foreign language to learn; however, they showed interest in using different materials in classroom and were really openminded about it. Additionally, the results showed that students were not familiar with the ‘authentic materials’ definition.

4.3 QUESTIONNAIRE RESULTS

This section is going to highlights the results of students’ questionnaire answers. In those statements as shown above, they had to choose **one** way of agreement or disagreement.

The sentences were mostly attentive to grammar learning methods which are supposed to bring us to the final results of the main purpose of this research. Therefore, we are going to summarize each statement then show the results. This questionnaire was completed by five classes with different number of students but with same level of English knowledge.

4.3.1 Quantitative data analysis

The data received from the questionnaire is presented in this subchapter.

<i>Statement 1:</i> Grammar is the most important part of learning English as a foreign language.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
25 39,1%	25 39,1%	12 18,7%	2 3,1%	64 100%

Table 4.3.1 Result of Statement 1

Regarding Question 1: "Grammar is the most important part of learning English as a foreign language, 39,1% of participants strongly agreed and agreed, 18,7% disagreed and 3,1% strongly disagreed.

<i>Statement 2:</i> Grammar rules are easy to understand.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
11 17.2%	20 31,2 %	30 46,9%	3 4,7%	64 100%

Table 4.3.2. Result of Statement 2

Regarding Question 2: "Grammar rules are easy to understand", 17,2 % of students strongly agreed, 31,2% agreed, whereas 46,9% disagreed and 4,7% strongly disagreed.

Statement 3: It is better if the teacher makes us write down the rules and definitions.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
7 11%	8 12,5%	28 43,7%	21 32,8%	64 100%

Table 4.3.3. Result of Statement 3

Regarding Question 3: "It is better if the teacher makes us write down the rules and definitions", 11% of participants strongly agreed, 12,5% agreed, 43,7% disagreed and 32,8% strongly disagreed.

Statement 4: We DO NOT need exercise sheets after learning grammar.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
6 9,4%	11 17,2%	20 31,2%	27 42,2%	64 100%

Table 4.3.4 Result of Statement 4

Regarding 4th Question: "We do not need exercise sheets after learning grammar", 9,4% strongly agreed, 17,2% agreed, 31,2% disagreed whereas 42,2% strongly disagreed.

Statement 5: It is better if the teacher brings different materials when teaching grammar.

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
42 65,6%	18 28,1%	3 4,7%	1 1,6%	64 100%

Table 4.3.5 Result of Statement 5

Regarding Question 5: "It is better if the teacher brings different materials when teaching grammar", 65,6% strongly agreed, 28,1% agreed, 4,7% disagreed and 1,6% strongly disagreed.

<i>Statement 6: Videos and Audiotapes help us exercise grammar in a better way.</i>				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
47 73,4%	11 17,2%	3 4,7%	3 4,7%	64 100%

Table 4.3.6 Result of Statement 6

Regarding Question 6: "Videos and Audiotapes help us exercise grammar in a better way", 73,4% strongly agreed, 17,2% agreed, 4,7% disagreed and 4,7% strongly disagreed as well.

<i>Statement 7: It is more useful when the teacher brings different images and articles during class.</i>				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
50 78,1%	13	1	0	64

	20,3%	1,6%	0%	100%
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Table 4.3.7 Result of Statement 7

Regarding Question 7: "It is more useful when the teacher brings different images and articles during class", 78,1% strongly agreed, 20,3% agreed, 1,6% disagreed and no participant strongly disagreed.

Statement 8: I have always understood the lessons better after we have used other materials than usual books.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
56 87,5%	6	2	0	64
	9,4%	3,1%	0%	100%

Table 4.3.8 Result of Statement 8

Regarding 8th Question: "I have always understood the lessons better after we have used other materials than usual books", 87,5% strongly agreed, 9,4% agreed, 3,1% disagreed and no participant strongly disagreed.

Statement 9: In my opinion, the teacher should bring different materials for each class.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total Nr.
55 85,9%	6	3	0	64
	9,4%	4,7%	0%	100%

Table 4.3.9 Result of Statement 9

Regarding Question 9: "In my opinion, the teacher should bring different materials for each class", 85,9% strongly agreed, 9,4% agreed, 4,7% disagreed and 0% strongly disagreed.

4.4 ANALYSIS OF AUTHENTIC MATERIAL RESULTS

NEWSPAPERS

Nowadays, newspapers are not being read by youth anymore. Most of the students, especially teenagers, read news on internet or on social media, so we barely see them buying newspapers or magazines. Therefore, bringing newspapers in class while conducting this research was really interesting and appealing to young students. Everyone seemed to love those impressive stories which helped them practice vocabulary as well as develop their critical thinking.

Articles in newspapers which were used in class usually included three main tenses of grammar: past, present and future for any planned projects, so many students were practicing them without their main books.

Besides practice, some games related to newspapers, such as match the pictures to the stories or link the head titles with the stories, were really interesting.

IMAGES

In our classes we can rather choose printed or digital images to use as authentic materials.

Most of the cases, students would use images to create their own stories freely, or they would write their favorite celebrity biography. When writing stories, they were using tenses and also reported speech to create sentences. As conclusion, we can admit that images were more appealing to young students than classic newspapers.

VIDEOS

Using videos in the classroom is one of the most attractive activities for students. Majority of students found videos fun and their concentration was in a high level. Many activities and games could be done related to videos which they have watched on projector. For example: students watched the first 20 minutes of movie, then they had to guess the end of it, using future and future perfect tense, or they would watch a part of the movie, then write a review using all the tenses that were possible to use.

Regardless of how fun the videos are, the cons of using them in the classroom are:

- Sometimes the videos can be really long,
- We have to choose the right language and level of English as well.

CHAPTER 5: CONCLUSIONS

5.1 CONCLUSION OF OBSERVATION

Combining different methods was one of the best ways to reach our goals for this research. Therefore, the observation in teachers' classes had many other benefits too. Because there were different teachers included in this research, we could have seen also different techniques and methods during the lessons. Another thing that was impressing is the different way of communication that each teacher used.

5.2 CONCLUSION OF INTERVIEW

All the questions above were answered to students who were also very good at speaking English. They understood all the answers correctly and did not have any difficulty on answering them. Some of them said that they were a little bit stressed since they have never done interviews before.

Analyzing each answer, we can make a conclusion summarizing all answers for each question. In the first question we have a direct answer on what these students find difficult, and in the second, we have also a straight question on how they feel so we can understand if they do enjoy grammar or not at all.

Question three was a bit unclear to them since, as we can see, they had no idea about what authentic materials are. From this question, I wanted to understand if teachers did talk about authentic materials or they never introduced to them; however, in the following answers we can see that the teachers did actually bring authentic materials to class even though students had no clue that they were using them.

Furthermore, the answers of question 5, give us the conclusion on how much students love and enjoy other materials rather than books during their class.

5.3 CONCLUSION OF QUESTIONNAIRE

Using questionnaire for this study was truly one of the best methods. Formulating the answers was a great idea since we had different levels of students in school, so the questions had to be created properly with the same level of English that students were following.

As seen above, the questionnaire model was divided in four sections of agreement, so students could easier decide on which section their opinion belongs, too.

Besides this, we needed to make the right questions as well, in order to get all the answers, we could get, so that we would get the best results for this research.

5.4. CONCLUSIONS OF ANALYSIS OF AUTHENTIC MATERIALS

As we have mentioned above, we can use many different materials as authentic, so in order to achieve the best results, we needed to analyze different materials as well. (Either use also or as well. They say the same thing and it's not necessary to use both in the same sentence.)

Therefore, the materials that were used in this research are usually the ones that can be used in many different levels of English as well.

During this study, we could easily jump to conclusion that we can combine these materials in each lesson and/or also combine two or more of them in each lesson, too. For example, we can start the lesson with newspapers, and then watch a related video for the same story which we were supposed to read, too.

When it comes to newspapers for students who are attending the very first levels of English or for young students, we can definitely use adequate books for that specific level.

5.5 CONCLUSION OF STUDY

Regarding the first research question: WHAT ROLE CAN AUTHENTIC MATERIALS PLAY IN OUR CLASS? We believe that

nowadays, thanks to technology, by using trainings, conferences and different presentations, we as teachers have improved our methods and teaching techniques in our classrooms. It is true that teaching is a skill and not everyone can do it, so for anyone who is a part of it, they know how hard it is finding the right methods and techniques to use.

Teaching English as a foreign language requires a lot of effort on teaching skills such as: speaking, writing, listening and reading. Each of these skills needs special methods and extra attention as well; however, when teaching skills such as writing and speaking, besides pronunciation, punctuation, spelling etc., we need to focus on how to use grammar while using them as well. So, what role can these materials actually play in our class?

After analyzing all the student answers from the questionnaire, interviews, etc., we can conclude that these materials will bring a huge change in our classes. Not only they could be appealing to our students, they can make our lessons interesting, too.

Regarding the research question 2: *HOW ARE THE AUTHENTIC MATERIALS ORGANIZED AND THE IMPORTANCE OF LEARNING GRAMMAR?*

In order to have a successful teaching with authentic materials we should definitely know how to well-organize them. When organizing authentic materials, as conclusion, we should follow and take into account a few steps:

1. *What are we going to teach with these materials?*
 - when making our syllabus, we as teachers need to know what approximately do, we aim to teach and what are we expecting from our students to learn from each lesson.
2. *Is the level of authentic materials suitable for our students?*
 - Another thing that we should know when organizing these materials is the level of English that they contain. It is normal to find some unknown words, but the grammar, the stories and the organization of topic should be appropriate for our students and their level of understanding the language.
3. *Does the chosen material contain parts that we want to teach?*
 - Furthermore, when choosing specific materials, we should analyze if the content brings the message or contains the parts that we want to teach to our students. For example, if we want to teach Past Simple tense, we need to choose a material or a story which is written in the past, or if we want to teach Reported

speech, we need to find a report or a story in which Reported sentences are used in.

4. *Calculating time*

- For the end, we definitely need to calculate our teaching time. As we know, many materials that include reading, listening, watching etc., can take a long-time to present, so we need to measure our time well when using authentic materials.

Regarding research question 3: HOW TO ENGAGE OUR STUDENTS IN USING AUTHENTIC MATERIALS? Every change that we bring into our class can cause interesting atmosphere, but in the other hand, it can be stressing as well. One of the questions that many teachers wonder about is “*are my students going to like it?*”. Therefore, when using authentic materials, we also need to take into account that we should engage our students in using them and also make them more appealing so they can really enjoy this change.

When engaging our students, we can try the following steps:

- Choose interesting stories that are causing dialogs or are popular on the internet.
- Decorate the class related to stories.
- Do an activity while using authentic materials such as: role playing, find who is it, be the author, etc.

USING AUTHENTIC MATERIALS BRINGS A GREAT CHANGE IN THE CLASSROOM- authentic materials do really bring great change in the classroom for both teachers and students. Doing this research, it is proven that using authentic materials we move from traditional teaching to the modern one, and we bring the modern teaching to another level. Because students are mostly used to coming to class with the same books and same techniques, using these advanced materials will make them curious and eager to learn new things.

It is also proven that authentic materials can bring changes in cooperation. These changes include students with one another, as well as teacher – student cooperation.

In addition to this, many activities can be involved during this change; moreover, students can develop their critical thinking, too.

Teachers have the responsibility to find the most useful way in using authentic materials while teaching grammar;

We have mentioned it before that grammar is not an easy part of learning any second language. To many students, it is proven that grammar remains as the most difficult part to learn, and of course, considering the with many tenses, articles, parts of speech, they are right.

Therefore, when teaching grammar, the teacher should consider which part of it he/she is going to explain and which method or technique to use.

Teachers have to know the learners' motivation so they can help learners reach their goal;

Motivation is the fuel of everything. Without a motivation in our class, we cannot expect good results at the end. Every class and each learner need a special motivation for which we need to work on.

So, when bringing new materials to class such as authentic materials, we need to know that our learners need new motivation, too. Because everything would be new, sometimes they need to get extra motivated.

It is proven that students are usually motivated when a lesson complies with their wishes and interests. Therefore, we as teachers need to find materials which won't turn out to be boring.

Steps such as: competition, working together, giving feedback, rewarding, providing opportunities, and involving them as much as possible, can motivate them.

CHAPTER 6: RECOMMENDATIONS AND LIMITATIONS

6.1 LIMITATIONS

Deciding about the topic of this research was not easy since we all know that Authentic Materials are not often used and that so many teachers are not familiar with them, either. I have chosen Britannica LC School because it was more accessible than public schools in Gjilan; however, when everything is taken into account, we can admit that this research is limited by duration of lessons and the number of teachers willing to cooperate on this topic. Besides this, the number of students which could be interviewed was also limited because of their English Language Level of understanding.

7.2 RECOMMENDATIONS FOR FUTURE RESEARCH

Even though this study was successfully finished besides all difficult moments, there is also much to be done in this field. As mentioned above, since many teachers have not worked with Authentic Materials, there is a hope that in future both students and teachers are going to be more involved in this method. Therefore, I recommend that moving forward, there should be more studies about teaching special part of lessons such as grammar rules, vocabulary etc. Another recommendation is that in the future work, teachers can bring and find even more

types of Authentic Materials, which can be successfully used in class, and our students can successfully work with them, too.

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APPENDIXES

Appendix 1- Observation Checklist

OBSERVATION CHECKLIST	COMMENT
Duration of lesson?	
Number of students and the level?	
Revision/Warm up Activity?	
Which authentic material is used?	
What is teachers' grammar part to explain?	
Does the teacher introduce the authentic materials?	
Any reaction from students?	
Level of language used in the materials? Do students have many unclear questions?	

Students make good revision by the end of the class?	
<i>Any other additional comment:</i>	

Appendix 2- Interview Questions

<p>1. Which part of “learning English as a foreign language” is the hardest for you? Explain why:</p> <p>_____</p> <p>_____</p> <p>_____ (5 min)</p>
<p>2. How do you express your feeling when learning grammar rules?</p> <p>_____</p> <p>_____</p> <p>_____ (3 min)</p>
<p>3. Have you ever heard the words “authentic materials” and how do you understand it?</p> <p>_____</p> <p>_____</p> <p>_____ (5 min)</p>
<p>4. Has your teacher ever used other materials than usual books during the class? If Yes, give a brief explanation of what materials did she/he use?</p> <p>_____</p> <p>_____</p>

_____ (3 min)

5. Do you think it would be better if the teacher uses other materials such as: images, newspapers, novels, videos etc. during the class? Give a comment:

(2 min)

6. According to you, have you noticed any improvement in using better grammar while speaking?

(2 min)

Any additional comment:

Appendix 3- Questionnaire

Name: _____				
Age: _____				
Level: _____				
Group name: _____				
Teacher: _____				
Date and Place: _____				
Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Grammar is the most important part of learning English as a foreign language.				
2. Grammar rules are easy to understand.				
3. It is better if the teacher makes us write down the rules and				

definitions.				
4. We DO NOT need exercise sheets after learning grammar.				
5. It is better if the teacher brings different materials when teaching grammar.				
6. Videos and Audiotapes help us exercise grammar in better way.				
7. It is more useful when the teacher brings different images and articles during the class.				
8. I have always understood the lesson better after we have used other materials then usual books.				
9. In my opinion, the teacher should bring different materials for each class.				

Any other comment:

THANK YOU FOR YOUR TIME

