



การศึกษาการใช้สื่อสภาพจริงของนักเรียนและครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ
A STUDY OF THAI EFL LEARNERS' AND TEACHERS' USE OF AUTHENTIC MATERIALS

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การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาชนิดของสื่อสภาพจริงที่ใช้ในการเรียนภาษาอังกฤษของนักเรียน (2) ศึกษาชนิดของสื่อสภาพจริงที่ใช้ในการสอนภาษาอังกฤษของครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ (3) ศึกษาทัศนคติของนักเรียนเกี่ยวกับการใช้สื่อสภาพจริง (4) ศึกษาทัศนคติของครูเกี่ยวกับการใช้สื่อสภาพจริง (5) ศึกษาความแตกต่างทางทัศนคติของนักเรียนและครูที่มีต่อการใช้สื่อสภาพจริง กลุ่มตัวอย่างประกอบด้วยนักเรียนระดับชั้นมัธยมศึกษา จำนวน 250 คน และครูไทยที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ จำนวน 50 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม และแบบสัมภาษณ์ โดยใช้สถิติเชิงบรรยายและการวิเคราะห์เนื้อหาในการวิเคราะห์ข้อมูล

ผลการวิจัยพบว่า สื่อสภาพจริงที่นักเรียนและครูใช้บ่อยที่สุดคือ สื่อผสม รูปภาพ และวัสดุตีพิมพ์ ได้แก่ เพลง รูปภาพ หนังสือพิมพ์ และเรื่องสั้น ทั้งนี้ นักเรียนและครูมีทัศนคติที่ดีต่อการใช้สื่อสภาพจริง ซึ่งมีทัศนคติที่ตรงกันว่า สื่อสภาพจริงช่วยสร้างโอกาสการใช้ภาษาอังกฤษในชีวิตประจำวัน และ สื่อสภาพจริงช่วยเพิ่มคลังคำศัพท์ในชีวิตประจำวัน อย่างไรก็ตามค่าเฉลี่ยทัศนคติของนักเรียนมีค่ามากกว่าของครู

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Abstract

The study aimed to (1) investigate the types of authentic materials EFL learners used in the classroom, (2) investigate the types of authentic materials EFL teachers used in the classroom, (3) explore EFL learners' perceptions towards the use of authentic materials, (4) explore EFL teachers' perceptions towards the use of authentic materials, and (5) investigate the difference between EFL learners' and teachers' perceptions toward the use of authentic materials. There were 250 EFL secondary school learners and 50 EFL secondary school teachers participating in the study. Findings from the descriptive statistics and content analysis were analyzed based on the questionnaire and semi-structure interview. The findings revealed that learners and teachers indicated the most frequent use of multimedia, image and printed text in the classroom included songs, photographs, newspapers and short stories. In addition, they perceived the use of authentic materials positively for realistic English use and its benefit to increase not only vocabulary knowledge but also global communication in real contexts. However, the mean scores of learners' perceptions were higher than teachers'.

คำสำคัญ: สื่อสภาพจริง / สื่อผสม / รูปภาพ / วัสดุตีพิมพ์ / สื่อของจริง

KEYWORDS: AUTHENTIC MATERIALS / MULTIMEDIA / IMAGE / PRINTED TEXT / REALIA

Introduction

In the global society we live today, learning English is very essential for our daily life. It serves as an important tool of communication, education, and helps us to understand different cultures and visions of the other communities. Learning English in school enables learners to acquire a favorable attitude towards English, as well as aids them to communicate in various situations, procure a decent livelihood and pursue further education at a higher level. In order to accomplish these goals, a curriculum designed especially for the purpose of achieving good language skills should be considered. Using materials is identified as one of the most important aspects in designing a language course (Grave, 2000). As materials facilitate and support the teaching-learning process, the needs of the students and program goals. Therefore, a teaching material is a tangible factor which a teacher can use to deliver instruction and assist students in learning and acquiring a language (Epstein & Ormiston, 2007). The selection of materials should enable the learner to communicate as it is used in the local culture and social contexts culture (Opp-Beckman, 2003). Thus, many teachers have started selecting more and more authentic materials in order to enhance global communication for real life.

Authentic Materials

Authentic materials are materials used in the target culture for actual communicative needs (Opp-Beckman, 2003). The concept of authenticity relates to the language produced by native speakers for native speakers in a particular language communication (Gilmore, 2007). Thus, authentic materials refer to any material produced by native speakers which has

not been produced for language teaching. It can be both spoken and written texts that are used by native speakers in the real world (Grave, 2000).

There are various sources of authentic material for language teaching. According to Opp-Beckman (2003), four types of authentic materials are as follows: (a) multimedia; (b) image; (c) printed text; and (d) realia.

Multimedia materials or audiovisual materials - refer to audio tape, video tape, CDs and DVDs. It includes TV commercials, cartoons, news, comedy shows, dramas, movies, radio news, songs, and etc.

Image or visual materials include photographs, poster, drawings, magazine pictures, charts and graphs.

Printed text refers to books, newspaper, magazines, short stories, novels, comic books, catalogues, maps, brochures, etc.

Realia refers to the actual items, such as, form and schedules, post office items, maps, menus, globe, puppets and toys, etc.

According to Richards (2005), the role of using authentic materials has been aroused over time. Some researchers propose that materials used in the classroom should reflect the real world as much as possible. Since language is a tool of communication, materials should emphasize on the message, not the medium. Besides, the purpose of activity in class should be the same in real life. Therefore, using authentic materials as a basic source for the classroom teaching is important.

Opp-Beckman (2003) also advocates some reasons for using authentic materials in the classroom. Opp-Beckman proposes that authentic materials enable learner to hear, read, and produce language as they are used in target culture. Authentic materials are also interesting and motivating. Since teacher can choose authentic materials according to the interest of the learners; or, the learners choose it by themselves. By using authentic materials, learners can develop survival language skills and learn tolerance for regarding things they do not understand. Authentic materials may also include certain real challenges the learners may have undergone. Watching television and movie depicts real accents at normal speech, therefore, challenging learners to merge all their skill in order to comprehend.

Besides, authentic materials engage the learning process with the purpose of learning. A direct link with the world outside the classroom is established effectively. Using authentic materials provide various types of materials for different learning styles (Tomlinson, 2010). Authentic materials, particularly audiovisual, offer much source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners' communicative competence (Gilmore, 2007). Thus, teacher can

manipulate the authentic materials in a number of ways to cope with the learners' need and learning styles.

According to Gilmore (2007), prevalent of literature claims that authentic materials are a motivating source for learners. Tomlinson (2012) advocates that authentic materials can motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards the learning of a language. Showing learners that they can cope with authentic materials can develop intrinsic motivation. The motivation from using authentic materials is attributed to the fact that it can be selected to meet learners' specific needs unlike textbooks (Gilmore, 2007). Epstein and Ormiston (2007) state authentic materials, such as video as the motivational input. Since learners are familiar with and like watching them, thus they are eager to know what happens next.

Gilmore (2007) highlights a difference between authentic materials and contrived materials. Authentic materials are more interesting than others contrived, because it represents the real communicative message rather than focus on target language. There are arguments that contrived materials over-protect learners and do not prepare them for the reality of language use. In contrast, authentic materials provide meaningful exposure to language as it is typically used (Tomlinson, 2010). In some cases, authentic texts are easy to locate and likely to have more interesting content than special author-generated texts. (Richards, 2005)

A considerable amount of research has been examined whether authentic materials benefit in language teaching and learning. In Thai EFL context, however, existing studies that explore types of authentic materials used are still rare and more studies are needed to confirm such research findings.

Objectives

The purposes of this study were to (a) investigate the types of authentic materials EFL learners used in the classroom (b) investigate the types of authentic materials EFL teachers used in the classroom (c) explore EFL learners' perceptions towards the use of authentic materials (d) explore EFL teacher' perceptions towards the use of authentic materials (e) investigate the difference between EFL learners' and teachers' perceptions toward the use of authentic materials.

Method

Participants

The present study employed both quantitative and qualitative research methods to investigate the use of authentic materials in EFL classroom. The participants were 250 EFL students who were studying at upper secondary school level and 50 EFL teachers who

taught at the secondary school level in Bangkok. They were purposively selected based on a voluntary basis.

Instruments

There were three research instruments used in the study: the learners' use of authentic materials questionnaire, teachers' use of authentic materials questionnaire and a semi-structure interview.

Learners' Use of Authentic Materials Questionnaire

The learners' use of authentic materials questionnaire was designed to explore the learners' perceptions of using authentic materials in a classroom. The questionnaire included two sections with 46 items. The first section of the questionnaire consisted of 19 items. In this section, learners were asked to identify the frequency of the use of authentic materials in EFL classroom and their preference towards authentic materials by responding on a scale ranging from 1 to 5. The questionnaire items were constructed by adapting and translating to Thai from Opp-Beckman (2003)'s four types of authentic materials and Epstein and Ormiston (2007)'s types of materials.

The second section consisted of 27 items which were designed to explore learners' perceptions towards the use of authentic materials. Eleven items were adapted and translated to Thai from Al-Musallam (2009)'s learners' attitude toward authentic materials questionnaire, 10 items from Opp-Beckman and Westerfield (2006)'s checklist of authentic materials, and 6 items from Su (2007)'s ESL students' attitudes toward the use of authentic materials questionnaire. A five-point Likert scale was used to ask the learners to indicate their degree of agreement with the statement. The items of questionnaire were subjected to reliability analysis indicating a Cronbach's alpha coefficient of .94.

Teachers' Use of Authentic Materials Questionnaire

The teachers' use of authentic materials questionnaire was designed to explore the teachers' perceptions of using authentic materials in classroom. The questionnaire included two sections with 46 items. All items were similar to the learners' use of authentic materials questionnaire. In this study, the items were subjected to reliability analysis indicating a Cronbach's alpha coefficient of .90.

Semi-structure Interview

In order to provide a deeper understanding of learners' and teachers' perceptions towards the use of authentic materials in EFL classroom, a semi-structure interview was conducted. The semi-structure interview consisted of 4 open-ended questions for EFL learners and 5 open-ended questions for EFL teachers in order to elicit the information concerning the participants' perceptions towards the use of authentic materials in classroom.

Data Collection

Data collection was carried out using the questionnaires and semi-structure interview. The questionnaires were distributed to 250 upper secondary school students and 50 Thai EFL teachers in Bangkok. Then, 3 students and 3 teachers were randomly selected from those who were volunteered to participate in follow-up interviews. The interview was conducted in Thai and tape-recorded in order to transcribe for further content analysis.

Data Analysis

Quantitative and qualitative data analysis proceeded in two phases. In the first phase, the data obtained from the learners' use of authentic materials questionnaires and teachers' use of authentic materials questionnaires were analyzed using descriptive statistics with the SPSS program version 21 for calculating the total group mean scores and standard deviation. Later, the semi-structure interview was analyzed using content analysis

Findings

The findings of the study were summarized into two main areas: the type of authentic materials used in EFL classroom and the perceptions towards the use of authentic materials.

The use of authentic materials in an EFL classroom

Table 1: *The mean scores and standard deviations of the types of authentic materials used.*

Authentic Materials	Learners		Teachers	
	Mean	S.D.	Mean	S.D.
Multimedia				
● TV commercials	2.82	1.25	2.60	1.08
● Dramas/Movies	2.98	1.37	2.70	1.07
● Cartoons	2.89	1.44	2.70	1.03
● Radio Program	2.64	1.25	2.12	1.02
● Song	3.40	1.38	3.20	1.03
Image				
● Photographs/Drawing	3.03	1.27	3.38	1.33
● Poster	2.64	1.23	2.64	1.10
● Charts and Graphs	2.25	1.20	2.56	1.05
Printed text				
● Newspaper	2.80	1.32	3.08	1.00
● Short stories/ Novels	3.06	1.36	2.84	1.14
● Magazine	2.82	1.30	2.76	1.09
● Catalog	2.23	1.22	2.40	1.16

● Brochure	2.45	1.22	2.52	1.09
● Map	2.44	1.33	2.76	1.11
Realia				
● Form/ Schedules	2.69	1.37	2.74	1.22
● Post office item	2.17	1.27	2.44	1.19
● Cultural artifacts	2.37	1.42	2.32	1.25
● Puppets and toys	2.35	1.39	2.10	1.01

In response to research objectives (a) and (b), the findings show that learners indicated using multimedia, such as songs and printed texts, such as , short stories/novels and photographs the most in the classroom, respectively. In addition, the first three ranks of frequency of authentic materials teachers used in the classroom were photographs, songs and newspapers, respectively. According to the semi-structure interview, both learners and teachers indicated using short stories, movies, songs and photographs. In sum, EFL learners and teachers tended to use multimedia and printed texts in a classroom, including songs, short stories, photographs, newspapers and movies.

The perceptions towards the use of authentic materials

Table 2: *The mean scores and standard deviations of the perceptions towards authentic materials.*

Authentic Materials	Learners		Teachers	
	Mean	S.D.	Mean	S.D.
Multimedia				
● TV commercials	3.32	1.09	3.10	.97
● Dramas/Movies	3.78	1.07	3.32	.93
● Cartoons	3.63	1.15	3.44	.86
● Radio Program	3.05	1.16	3.02	1.04
● Song	3.88	1.00	3.56	1.01
Image				
● Photographs/Drawing	3.45	1.06	3.72	1.07
● Poster	3.17	1.09	3.24	1.15
● Charts and Graphs	2.76	1.23	2.98	.97
Printed text				
● Newspaper	3.16	1.18	3.08	.96
● Short stories/ Novels	3.40	1.15	3.18	.91
● Magazine	3.19	1.11	3.04	1.06
● Catalog	2.87	1.14	2.86	1.17
● Brochure	2.95	1.18	3.12	1.06

● Map	2.94	1.19	3.12	1.18
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Table 2 (Continued)

Authentic Materials	Learners		Teachers	
	Mean	S.D.	Mean	S.D.
Realia				
● Form/ Schedules	2.94	1.25	2.94	1.11
● Post office item	2.76	1.33	2.78	1.26
● Cultural artifacts	2.92	1.38	2.68	1.25
● Puppets and toys	2.90	1.43	2.54	1.16

Table 2 revealed the perceptions for authentic materials used in the EFL classroom. The most preferable authentic materials for learners were songs, dramas or movies, and cartoons, respectively. Besides, photographs/drawings, songs and cartoons were indicated as the most preferred authentic materials for teacher. The result showed that both learners and teachers prefer using cartoons and songs.

Table 3: *The mean scores and standard deviations of the perceptions towards the use of authentic materials (The highest ranks).*

Items	Learners		Teachers	
	Mean	S.D.	Mean	S.D.
The lesson includes the use of authentic materials.	3.94	.81	3.44	1.03
Authentic materials are clearly linked to specific learning objectives.	3.71	.79	3.80	.75
Authentic materials are motivating for students.	3.69	.92	3.78	.99
Authentic materials provide the chance to use real life English.	3.96	.78	3.60	.83
Authentic materials increase knowledge of vocabulary items which needed in real situations.	3.93	.88	3.68	.97

In response to research objectives (c) and (d), Table 3 reported on the perceptions towards the use of authentic materials. The findings showed both learners and teachers perceived the use of authentic materials positively with regard to statements of perceptions. Learners agreed that the lesson included the use of authentic materials and the authentic materials provided them a chance to use real English. They acknowledged that authentic materials increase their knowledge of vocabulary which needed in the real situation.

According to Table 3, teachers accepted that authentic materials were clearly linked to specific learning objectives and it was motivating for learners. Teacher also agreed with

learners that authentic materials could increase knowledge of vocabulary which needed in the real situation.

Additionally, the findings from the semi-structure interview indicated that the use of authentic materials was perceived positively by both learners and teachers. Learners said that authentic materials can improve their listening skills when they listen to the songs or watch the movies. Authentic materials also provide vocabulary or phrases which really used in real life. Likewise, teachers agreed that authentic materials contain useful language and provide a chance for learners to use language in real life situation. They also acknowledged that authentic materials are linked to their learning objectives and help them teach effectively. On the other hand, teachers revealed that sometimes it is difficult to find the appropriate authentic materials for the lesson; thus, more time needed to select the appropriate one.

In response to research objective (e), table 4 and table 5 reported on the difference between learners' and teachers' perceptions towards the use of authentic materials.

Table 4 showed the five highest mean scores of learners' and teachers' perceptions. The five highest learners' perceptions were (1) authentic materials provide the chance to use real life English; (2) the lesson includes the use of authentic materials; (3) authentic materials increase knowledge of vocabulary items which needed in real situations; (4) authentic materials help develop learners' listening skills more than textbooks do; and (5) authentic materials help develop learners' speaking skills more than textbooks do. In contrast , the five highest teachers' perceptions were (1) authentic materials are clearly linked to specific learning objectives; (2) authentic materials are motivating for students; (3) authentic materials increase knowledge of vocabulary items which needed in real situations; (4) authentic materials provide the chance to use real life English; and (5) authentic materials help the teachers teach effectively, which gained the same mean scores as the perceptions that ESL teacher can use authentic materials in many different ways.

The findings clearly revealed that learners and teachers had similar perceptions for two aspects: authentic materials provide the chance to use real life English; and authentic materials increase knowledge of vocabulary items which needed in real situations. However, mean scores of learners' perceptions were higher than teachers'.

Table 4: A comparison of the five highest items of EFL learners' and teachers' perceptions towards the use of authentic materials.

Perceptions	Learners	Teachers
(a) The lesson includes the use of authentic materials.	3.94	x
(b) Authentic materials are clearly linked to specific learning objectives.	x	3.80
(c) Authentic materials are motivating for students.	x	3.78

(d) Authentic materials help develop learners' listening skills more than textbooks do.	3.92	×
(e) Authentic materials help develop learners' speaking skills more than textbooks do.	3.85	×
(f) Authentic materials provide the chance to use real life English.	3.96	3.60
(g) Authentic materials increase knowledge of vocabulary items which needed in real situations.	3.93	3.68
(h) Authentic materials help the teachers teach effectively.	×	3.58
(i) The ESL teacher can use authentic materials in many different ways.	×	3.58

Table 5: A comparison of the five lowest items of EFL learners' and teachers' perceptions towards the use of authentic materials.

Perceptions	Learners	Teachers
(a) Authentic materials used in class are appropriate.	×	3.30
(b) Authentic materials are difficult for me to comprehend.	3.10	2.62
(c) Authentic materials accommodate a variety of student learning styles.	3.63	×
(d) Authentic materials contain language learning with cultural insight.	3.57	×
(e) Authentic materials help develop learners' writing skills more than textbooks do.	3.64	3.42
(f) There is a self-assessment component to the activities so learners can determine their level of success.	×	3.24
(g) Student work related to use of authentic materials is on display.	3.65	3.38

Table 5 revealed the five lowest mean scores of learners' and teachers' perceptions. The five lowest learners' perceptions were (1) authentic materials are difficult for me to comprehend; (2) authentic materials contain language learning with cultural insight; (3) authentic materials accommodate a variety of student learning styles; (4) authentic materials help develop learners' writing skills more than textbooks do; and (5) student work related to use of authentic materials is on display. On the contrary, the five lowest teachers' perceptions were (1) authentic materials are difficult for me to comprehend; (2) there is a self-assessment component to the activities so learners can determine their level of success; (3) authentic materials used in class are appropriate; (4) student work related to use of authentic materials is on display; and (5) authentic materials help develop learners' writing skills more than textbooks do.

The result distinctly showed that three aspects of learners' and teachers' perceptions were similarly in the five lowest ranked: authentic materials are difficult to

comprehend; authentic materials help develop learners' writing skills more than textbooks do; and student work related to use of authentic materials is on display. However, learners tended to more report on these three aspects.

In conclusion, learners and teachers addressed the highest item of perceptions towards the use of authentic materials differently. Learners mostly reported on the perceptions that authentic materials provided the chance to use real life English, while teachers mostly agreed that authentic materials were clearly linked to specific learning objectives. On the other hand, both learners and teachers similarly addressed the lowest item of perceptions towards the use of authentic materials that authentic materials were difficult to understand.

Discussion

The purposes of this study were to (a) investigate the types of authentic materials EFL learners used in the classroom (b) investigate the types of authentic materials EFL teachers used in the classroom (c) explore EFL learners' perceptions towards the use of authentic materials (d) explore EFL teachers' perceptions towards the use of authentic materials (e) investigate the difference between EFL learners' and teachers' perceptions towards the use of authentic materials.

The findings demonstrated that learners used songs, short stories and photographs in EFL classroom, while teachers indicated the use of photographs, songs and newspapers, respectively. In addition, learners perceived songs, movies and cartoons as the most three preference of authentic materials. This finding appeared to be consistent with Epstein and Ormiston (2007) in that video such as televisions and movies were the motivational input; students like watching and are familiar with them, and relate well to it. However, teachers perceived photographs, songs and cartoons as their most 3 preference of authentic materials. This finding was consistent with Epstein and Ormiston (2007) in that using photographs and pictures in a classroom was very convenient and effective.

Based on the findings from the questionnaires and the semi-structure interview, it revealed that both learners and teachers perceived the use of authentic materials positively. Learners agreed that authentic materials provided a chance to use real life English language and it increase their knowledge of vocabulary which needed in real situation. This finding was relevant to what Tomlinson (2010) stated that authentic materials could provide meaningful exposure to language as it was typically used in the target culture. Learners also agreed that authentic materials helped develop their listening skills more than textbooks do which supported Gilmore (2007)'s claim in that the traditional textbook had presented learners with unreal sample of target language, thus it had failed to develop learners' communicative competence unlike the authentic sources do. Besides, teachers agreed that

authentic materials were linked to specific learning objective which confirmed Epstein and Ormiston (2007)'s claim that authentic materials engage the learning process with the purpose of learning. Teachers also acknowledged that authentic materials were motivating for learners which supported the idea proposed by Opp-Beckman (2003) in that using authentic materials in classroom were interesting and motivating. However, the result from the semi-structure interview indicated that teachers encountered some obstacles selecting the appropriate authentic materials that suit the level and proficiency of learners. The result were also consistent with those of Tomlinson (2012), Gilmore (2007) and Richards (2005), who demonstrated that finding appropriate authentic texts for learners was difficult, thus, it should be modified and carefully selected.

In conclusion, learners and teachers indicated the most frequent use of multimedia, image and printed text in the classroom, including songs, photographs, newspapers and short stories. In addition, they perceived the use of authentic materials positively for real English and its benefit to increase not only vocabulary knowledge but also global communication in real contexts.

Recommendation for Future Research

According to the result discussed, some suggestions are proposed for further study. First, the perceptions should be explored related to other factors such as age, language proficiency level, educational background or teaching experience, in order to investigate whether these factor influence the participants' perceptions. In addition, for more effective result on the difference between learners' and teachers' perceptions, the sample size of learners and teachers should be equal in order to employ t-test analysis.

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