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FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

Graduation paper

**FIRST-YEAR FELTE MAINSTREAM
STUDENTS' PERCEPTIONS OF ENGLISH
AUTHENTIC LISTENING MATERIALS**

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ABSTRACT

Under communicative approach, authenticity has gradually been integrated in foreign language classrooms, which has also happened to first-year students studying in Faculty of Language Teacher Education (FELTE) in University of Languages and International Studies (ULIS). An obscure example for this is their English course outlines with more involvement of authentic tasks and materials. However, while previous researchers emphasize the role of learner authenticity, this matter is rather overshadowed in recent studies in ULIS. To fill in this gap, a research on FELTE first-year students' perceptions of English authentic listening materials (EALM) was conducted. This paper investigated the perceptions of 26 first-year FELTE mainstream students selected by convenience sampling method. Three instruments namely journals, questionnaires and semi-structured interviews were employed to collect data which were analyzed by qualitative and quantitative methods. The results showed that nearly 90% of the participants like being exposed to EALM in their classrooms and their most favourite types of EALM were songs, movies, cartoons and quiz shows. Different opinions about EALM's advantages and disadvantages were also gathered, in which students showed high levels of agreement with all suggested benefits but seemed to be neutral about EALM's disadvantages, except for EALM's inefficiency in language improvement which was generally disagreed. This paper also drew out some factors to consider when choosing EALM and included some unanticipated expectations of students towards EALM exploitation in classrooms. Finally, implications about EALM's position and suggested ways to select and apply EALM in classrooms were remarked for more effective authenticity integration.

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List of abbreviations

CFL	College of Foreign Language
EALM	English authentic listening materials
EFL	English as a foreign language
ELT	English language teaching
FELTE	Faculty of English language teacher education
ULIS	University of Languages and International Studies
VNU	Vietnam National University, Hanoi

PART 1: INTRODUCTION

1.1 Rationale and statement of the problem

As stated by Guariento & Morley (2001), since the mid 1970s, communicative approach has been put forward as a new orientation in language teaching, which also creates an awareness of developing students' language skills for the real world. This has brought along a need for teachers to integrate authenticity in their EFL/ESL classrooms. To achieve this requirement, using authentic materials is considered as an appropriate choice because it helps students "refer to the contextually appropriate ways native speakers actually put the target language in use" (Feng & Byram, 2002, p.59).

Taking authenticity into consideration, teachers in FELTE, ULIS has put into use a totally new design for the course outline of English language practice subjects for first-year mainstream students since the first semester of 2012. This new curriculum integrates four language skills into two subjects which are *English for Social purpose* and *English for Academic purpose*. This change is expected to provide more chances for students to not only improve their language proficiency at school but also use the language properly in real-life situations. Accordingly, more authentic materials and tasks have been added to the curriculum.

One remark about authenticity is that it "is a characteristic of the relationship between the passage and the reader and has to do with appropriate response" (Widdowson, 1978, p.80), indicating that authenticity depends mainly on the perceiver's response to the passage. Specifically in EFL classrooms, this notion refers to the remarkable influence of learners' engagement since they authenticate the sources during their learning process. From this viewpoint, it can be inferred that using authentic materials in first-year FELTE classrooms is greatly affected by *student's perceptions* of the materials.

Nevertheless, recent studies in ULIS have not paid much attention to students' perceptions of authentic materials. Especially, little research has been

done to address this matter for first-year mainstream students in FELTE – the first generation using the new course outline. This is the gap that the researcher expects to fill in by conducting a study on "*First-year FELTE mainstream students' perceptions of English authentic listening materials.*"

1.2 Aim of the study

This study aims at:

- Describing students' perceptions of English authentic listening materials; and
- Drawing out factors to consider when choosing English authentic listening materials to be exploited in English language practice subjects;

1.3 Research questions

This study is hoped to find the answers to the following research questions:

Research question 1: What are first-year students' favourite types of English authentic listening materials?

Research question 2: What are advantages of English authentic listening materials as perceived by first-year students?

Research question 3: What are disadvantages of English authentic listening materials as perceived by first-year students?

1.3 Scope of the study

The samples of the study were 26 first-year mainstream students in FELTE – ULIS using the new syllabus. Among various types of authentic materials, English authentic listening materials were chosen to be investigated as they covered almost all advantages and disadvantages related to linguistic features mentioned in previous studies. If the students were exposed to as many of those features as possible, their sharings would provide thorough and in-depth data for the study.

Besides, though students' perceptions were stated to be the focus of the whole study, the limited capacity of the paper only concerned three aspects which

are students' opinions about their favourite types of EALM, EALM's advantages and EALM's disadvantages.

1.4 Significance of the study

As this paper was expected to provide a valid description about students' perceptions of authentic materials, its findings would be a reference for the teachers to consider some appropriate ways of choosing and exploiting authentic sources. Regarding students, especially the participants, this paper would provide them with new sources of material outside course books which might be effective for their own self-practice. Finally, researchers having the same concern in the topic might take some useful information from this study for their own research in the future.

1.5 Methods of the study

In this research, qualitative method was mainly used to indicate students' perceptions of EALM gathered from the journals and semi-structured interviews. However, quantitative method was also employed to point out which types of EALM were of students' favourites and their general viewpoints towards some particular EALM's advantages and disadvantages.

1.6 Thesis structure

The study is outlined with 3 parts as follows:

Part 1 – Introduction

This part states the research problems, the significance of the study and proposing research questions.

Part 2 – Development

This part comprises of three chapters.

- *Chapter 1 – Literature review* – includes the explanation of key definitions as well as the review on different previous studies.

- *Chapter 2 – Methodology* – comprises of research setting, participants and sampling method; together with methods and procedure in data collection and data analysis.
- *Chapter 3 – Findings & Discussion* – presents research findings with further thorough and thoughtful discussion.

Part 3 – Conclusion

This last part summarizes the findings, limitation of the research, pedagogical implications and suggestion for further studies.

PART 2: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

This chapter explains some key concepts as well as provides further synthesis and analysis of relevant theoretical viewpoints. From that review, the gap of the research is pointed out in relation to the context of the study.

1.1 Materials in English language teaching

In a study about ELT materials, Oura (2003, p.66) reports there is a rather wide range of materials available to satisfy teachers' needs. Those materials can be commercially produced or "locally designed" for teaching various aspects of the language. Moreover, Oura takes notice of teachers' adapting outside sources that they find useful for promoting learning. Specifically, implementing authentic materials is among teachers' selection to help incorporating "the real world context" into the lessons to better their teaching students' language learning.

While Oura just raises an idea about varying the sources in ELT, Gordon (2006) elaborates more on this need by giving critical comments on EFL textbooks. Gordon asserts most EFL/ESL teachers have been dissatisfied with materials and/or textbooks comprising of unnatural communicative situations of the language, partly because "the vast majority of ESL material is written based on the material writers' personal preferences, intuitions and predictions about linguistic performance instead of actual behaviour" (p.1). Although there is a slight overgeneralization in Gordon's perception, this viewpoint somehow reflects a demand that ESL textbooks need supplementing by other sources which expose students to more natural and authentic language.

The above opinions put forward a demand for diversifying ELT materials beyond the boundaries of the given textbooks or course books, explicitly extending to authentic sources outside the classroom. For that reason, this paper subscribes to material diversity and focuses on using authentic materials in the following parts.

1.2 Authenticity and Authentic materials

1.2.1 Authenticity

1.2.1.1 Definition

Gilmore (2007) regards the definition of "authenticity" ambiguous since there has been confusion between *the characteristic of the material and the perceiver's engagement with it*. This author lists out eight "inter-related" possible meanings and concludes that "the concept of authenticity can be situated in either the text itself, in the participants, in the social or cultural and purpose of the communicative act, or some combination of these" (p.98). Nevertheless, this conclusion includes some overlap between the purpose of the communicative act and the participants. While Gilmore distinguishes these two items as separate cases of authenticity, the researcher perceives communicative acts' purpose basically originate from the participants themselves.

This ambiguity in Gilmore's conclusion is worked out by an older viewpoint of Widdowson (1978): "Genuineness is a characteristic of a passage itself and is an absolute quality. Authenticity is a characteristic of the relationship between the passage and the reader and has to do with appropriate response" (p.80). It is visible that Widdowson's ways of defining are more understandable as the characteristic of the material and the perceiver's response to it are easily identified in two separate terms – "genuineness" and "authenticity". The above notion is then voiced in Mishan's 2005 study in which the author would rather produce a set of criteria to recognize "authenticity" than define it. Similar to Widdowson's viewpoint, one of Mishan's criteria regards authenticity as a factor of the "learners' perceptions of and attitudes to, the text and the activity pertaining to *it*" (p.18). This paper, therefore, adapts the definition suggested by Widdowson in which "authenticity" is formed by learners' engagement with the text.

1.2.1.2 Types of authenticity

Authenticity can be classified into four types according to McDonald et al. (2006, pp.251-253).

- **Text authenticity:** This type "features the collocation of the word authentic with the terms 'language', 'text', or 'materials'". Within this point, authenticity refers to "a correspondence between 'pedagogic' language, texts, or materials, and 'real world' language, texts or artifacts."
- **Competence authenticity:** The learner's competence of the language being taught is among the expected outcomes of language teaching. It is authenticated when learners can interact and create correspondence with an idealized or a native speaker.
- **Classroom authenticity:** This type stresses on the role of teaching context in providing the condition for the social practice of language teaching and learning, in which the learners can "share the problems, achievements and overall process of learning a language together as socially motivated and socially situated activity" (Breen, 1985)
- **Learner authenticity:** The concept of learner authenticity as perceived by Widdowson (1978) is the learner's response to the text. This notion implied that there should be "a shared convention" between learners and the native speaker or writer so that learners respond appropriately to the materials. On this argument, learners' awareness of "target language" should be raised and concerned about by the language teachers.

Like the definition, classification of authenticity also involves learners as a vital factor affecting authenticity integration into EFL classrooms. Being aware of this fact, the researcher regards learner authenticity as the thread of the whole paper and narrows it down to students' perceptions of authentic materials.

1.2.2 Authentic materials

1.2.2.1 Definition

Like "authenticity", the term "authentic material" is also perceived in different ways by different researchers. To define whether a type of material is authentic or not, Bacon & Finnemann consider whether "it is produced by and for native speakers of the target language" (p.469). Nonetheless, this idea somehow

restricts the range of authentic materials as nowadays English is spoken by various people from different nationalities besides English native speakers. Filling in this gap, Lee (1995, cited in Al-Musallam, 2009, p.12) emphasizes the "primacy of communicativeness" which relates "authentic material" to ones that are produced not for the purpose of teaching but for real-life communication. Similarly, Nunan (1988) provides a rather comprehensible definition and illustration of authentic materials as follows:

Authentic materials are usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. (p.99)

This paper adapts the definition proposed by Nunan (1988) and investigates more on learners' perceptions of EALM under the perspectives of Widdowson (1978) and Mishan (2005) about learner authenticity as discussed above.

1.2.2.2 Advantages of using authentic materials

First and foremost, various researchers agree on the point that authentic materials provide exposure to real language which is not regularly seen in textbooks (Martinez, 2002; Omari, 2009; Guariento & Morley, 2004; Su, 2008). Martinez (2002, para.11) justifies that unlike authentic sources, textbooks often exclude "incidental or improper English" which is frequent in real-life language. Authentic materials such as books, articles, newspapers and so on are resourceful of text types and language styles variation used in many aspects of life. More specifically, "listeners are exposed to how people speak, how they display hesitations, pauses, false starts, topic shifting, incomplete structures and the like" (Omari, 2009, p.43). Those characteristics of authentic materials are claimed to convey "genuine speech" to the listeners and "are totally the converse of non-authentic ones." More understanding of this difference can be acquired from one detailed comparison between authentic and non-authentic language in the table below (see **Table 1**).

Table 1: A comparison between authentic and non-authentic language

AUTHENTIC LANGUAGE	NON-AUTHENTIC LANGUAGE
<ul style="list-style-type: none">• Variation in the speed of delivery often fast	<ul style="list-style-type: none">• Slow pace with little variation
<ul style="list-style-type: none">• Natural intonation	<ul style="list-style-type: none">• Exaggerated intonation pattern
<ul style="list-style-type: none">• Natural features of connected speeches: elision	<ul style="list-style-type: none">• Carefully articulated pronunciation
<ul style="list-style-type: none">• Variety of accents	<ul style="list-style-type: none">• Received Pronunciation
<ul style="list-style-type: none">• Any grammatical structures natural to the topic	<ul style="list-style-type: none">• Regularly repeated structures
<ul style="list-style-type: none">• Colloquial language	<ul style="list-style-type: none">• More formal language
<ul style="list-style-type: none">• Incomplete utterances	<ul style="list-style-type: none">• Complete utterances
<ul style="list-style-type: none">• Restructuring in longer more complex sentences	<ul style="list-style-type: none">• Grammatically correct sentences
<ul style="list-style-type: none">• Speakers interrupt or speak at the same time	<ul style="list-style-type: none">• Speakers take careful turns
<ul style="list-style-type: none">• Speakers use ellipsis (i.e. miss out parts of sentences)	<ul style="list-style-type: none">• Ellipsis infrequent
<ul style="list-style-type: none">• Background noise present	<ul style="list-style-type: none">• Background noise absent

Source: Hedge, 2000, cited in Omari, 2009, p.37

Another advantage of authentic materials goes to their positive effects on learners' motivation. According to Martinez (2002), authentic materials arouse a sense of achievement in learners' minds as they think what they learn from the materials is close to and even benefits their real lives. Learners can also read or listen for pleasure if the topics are various and likely to be of their interests. This idea is shared by Ross (2006) as the author believes authentic sources are likely to be relevant to the students' life and personal interests. It is this relevance that makes students have more motivation in improving their language as they find enhancement in proficiency level brings about meaningful values to their real lives. In the same concern about relationship between authentic materials and learners' motivation, Omari (2009) suggests these materials can draw students' greater participation, help them building confidence, and "pave the way to learner's autonomy" (p.43).

Additionally, authentic materials are claimed to help learners enrich their background knowledge. As stated by Martinez (2002), students are aware of the

current affairs as well as update their understanding about various fields through listening to or reading authentic materials. Ngai's 2003 study confirms this idea by reporting in the findings that some of the respondents shared they could keep informed of news worldwide and also gained a preliminary understanding about particular topics via watching movies. Also, the materials' benefit in increasing background knowledge is specified as increase in cultural understanding since McGinnis and Ke (1992, p.238) concluded "through a carefully organized and richly divergent variety of authentic materials, students can acquire [...] the greater ability to develop cultural understanding by themselves."

Last but not least, several studies have been conducted to prove that authentic materials can be useful for improving language comprehension. To illustrate this point, two following cases are typical examples of development in reading and listening skill. A study investigating EFL College learners' attitude towards authentic reading materials carried out by Al-Musallam (2009) indicates that the majority of participants strongly agreed authentic sources help them improve their language proficiency better than textbooks did. Likewise, another study by Sabet and Mahsefat (2012) was conducted to examine the impact of authentic listening materials on EFL students at elementary level. The results showed that the experimental group of students receiving authentic input performed much better than the control group who used simplified one, from which the two authors conclude that authentic materials can support students' listening comprehension progress.

In conclusion, as proved by some previous empirical studies, authentic materials bring about significant benefits in terms of both linguistic and non-

linguistic aspects for language learners. Those advantages are truly worth considering to be exploited in language teaching, especially in ELT.

1.2.2.3 Disadvantages of using authentic materials

On the upside, authentic materials offer linguistic and non-linguistic advantages towards language teaching. On the downside, these sources contain potential limitations that the teachers should think over to avoid countering authentic sources' positive effects. Those drawbacks are also mentioned by some previous studies.

Some concerns fall on the difficulty level of authentic materials in accordance with learners' level. Factors causing the difficulty as discussed in preceding papers primarily are *background knowledge* and *linguistic characteristic* of the materials. As for the first factor, Tamo (2009, p.76) takes "headlines, adverts, signs, and so on" as typical examples requiring a good cultural understanding and consequently making the materials rather complicated to comprehend. Regarding the second factor, authentic materials are said to contain so many structures and vocabulary not directly relevant to students' needs that lower levels may find the texts difficult to understand (Martinez, 2002; Kilickaya, 2004; Omari, 2009). The difficulty caused by linguistic features is also traced back to factors only appearing in listening sources such as "speed of speech delivery, varying accents and background noise" (Omari, 2009, p.44).

Interestingly, the aforementioned ideas about the level of difficulty are linked to potential demotivation as well. Guariento and Morley (2001) believe unlike at post-intermediate level, using authentic materials at lower levels may "not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused and more importantly, demotivated" (p.348). In the same regard, Kilickaya (2004, para.15) points out demotivation may happen when the students "lack many lexical items and structures used in the target language". This lacking, as believed by Omari (2009),

possibly makes the materials unnecessarily difficult and results in a complete loss in both students' motivation and interest.

Besides, some cultural problems may be encountered when students are exposed to foreign language authentic materials. Martinez (2002, para.20) states that the texts can be "too culturally biased" and belong to a community that is totally strange toward students' daily lives. In this sense, authentic materials become inauthentic ones in learners' perception. More seriously, Omari (2009, p.45) explains that such culturally biased situations may arouse the "feeling of hatred or repulsion towards the target language", as certain aspects reflected in the materials may be considered taboos in learners' own culture.

Finally, authentic materials are sometimes thought to be inefficient for language teaching as some scholars do not see the value of using authentic materials in particular contexts. To illustrate, a study by Kienbaum et al. (1986, cited in Al-Musallam, 2009, p.27) reveals no significant difference in language development of students using authentic materials and those studying in traditional classrooms with text books. The same case is witnessed in Ngai's 2003 research when some of the respondents thought that authentic materials provided no help for language proficiency because learners just cared about the contents of the materials but ignored practicing their skills. Some other participants said using authentic materials was a waste of time which was supposed to be spent on exam practice. What can be inferred here is that the efficiency or usefulness of such materials should be stuck to exam relevance.

To sum up, authentic materials have some potential drawbacks including level of difficulty, demotivation, cultural

problems and inefficiency in language improvement. These matters truly need addressing properly in order to limit their counter-effects on teaching and learning.

1.2.2.4 Types of authentic materials

Some types of authentic materials are listed and classified by Gebhard (1996, cited in Oura, 2003, pp.67-68) as follows:

Table 2: Types of authentic materials

Authentic Listening/ Viewing Materials	TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio- taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
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.
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, TVguides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.
Realia (Real world" objects) Used in EFL/ 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.)

Source: Gebhard, 1996, cited in Oura, 2003, pp.67-68

Referring to advantages and disadvantages of authentic material, the researcher realized that while features of lexical items, or structures could be acquired from all the four types, factors related to phonetics or phonology could only be found in authentic listening materials. AS this study longed to provide thoughtful insight

into students' perceptions, which should cover as many aspects of the language as possible, the rest of the paper would focus on *authentic listening materials* only.

1.3 Related studies on students' perceptions of authentic materials

1.3.1 In the world

Chavez (1998) investigated learners' perspectives on correlation between materials' authenticity and their level of difficulty. The research was conducted on randomly-chosen German language college students, and the result showed that learners enjoyed working with authentic materials as they hardly related the "high degree of authenticity" with "high degree of difficulty" (p.298). However, Chavez's study just covers the difficulty level of the materials and leaves other concerns in using authentic materials unaddressed.

Another research produced by Su (2008) discovers that ESL adult students prefer authentic materials on the Internet to other sources. The author then implies that the Internet plays an important role in boosting the intrinsic motivation of the students in learning language. Nevertheless, this study only aims at finding students' preference towards sources of authentic materials and puts aside items related to advantages and disadvantages.

Ngai (2003) explores students' perception of authentic materials and its relationship with language proficiency, in which EFL students with both high and low levels of language proficiency were chosen to be investigated. The findings indicated that students were aware of different authentic sources and had in-depth sharing about the materials' advantages and disadvantages. Ngai's study seems to provide a thorough portrayal of learners' attitudes towards most of the aforementioned problems related to using authentic materials. This paper, therefore, echoes the idea and framework proposed by Ngai (2003) to fill in the gap of the research in the context of ULIS.

1.3.2 In Vietnam

In 2008, the Ministry of Education and Training in Vietnam approved of the project "*Teaching and learning foreign languages in the national education system period 2008 – 2020.*" One of the project's objectives concerns with training and teaching students at colleges and universities to "use foreign language confidently in communication" (Tran, 2011, p.1), which entails the need of letting students be exposed more to real-life language. Consequently, rising investigations have been put on using authentic materials to bridge the gap between the classrooms and practical usage.

Vu (2006) examines "Using authentic materials on websites as supplementary materials for teaching listening to 2nd year students at VNU-CFL". This study provides a description about the use of the materials including types, sources, ways and reasons for using them mainly from teachers' perspectives. Vu also gets approached to exploring students' general opinions about EALM's effectiveness or preference about the way EALM should be exploited. From that investigation, the author portrayed advantages and disadvantages of EALM to draw out suggestions about some exploitable sources and solutions to apply EALM effectively. Differently, Pham (2008) studies designing listening task based on authentic materials. This author discusses the situation of using EALM, effectiveness of listening tasks based on authentic materials, obstacles and some suggestions for more effective designing and implementation. As the research problems may suggest, data for Pham's research was mainly taken from the teachers, though students' ideas were included in evaluating the tasks' effect on their performance.

It is undeniable that such studies so far have contributed to the research field and to the practical situation as well. However, those studies have just covered matters relating to using authentic materials mainly under teachers' perceptions. Although students are involved in those studies, their reported responses to authentic materials are still comparatively general and need more thoughtful investigation.

Chapter summary

Authentic materials, as discussed above, hold a great significance but contain particular problems that may counter their effects. Those problems partly have their roots in EFL learners, necessitating more considerate investigation into learners' perception. Conversely, previous studies in ULIS have not tackled this problem deeply to keep up with rising authenticity integration into the new syllabus for first-year students developed by FELTE. To contribute to this study area, the researcher addresses students' perceptions of English authentic listening materials to dedicate for the new curriculum for first-year students in FELTE, ULIS and for ELT in general.

CHAPTER 2: METHODOLOGY

In this chapter, detailed discussion about the setting, selection of participants, methods and procedures used in data collection and data analysis would be provided with thoughtful justification.

2.1 Settings, participants and sampling method

2.1.1 Settings

The study was conducted in Faculty of English Teacher Education (FELTE) in ULIS. This university has long established its reputation as a prestigious center for foreign language teaching. As stated on ULIS's website, FELTE was among the leading units of the university in ELT research and development. Therefore, course materials and curriculum in the faculty have been studied and adjusted regularly to be closer to global trends of ELT.

The new syllabus for first-year students in FELTE was first applied in school year 2012-2013. It highlights the communicative approach, in which English language teaching involves two subjects namely *English for Social purposes* and *English for Academic purposes*. Each subject consists of two smaller sub-subjects entitled *Speaking-Listening* and *Reading-Writing*. Under that change, course materials as well as classroom activities involve authenticity both in terms of text and task. This syllabus is believed to be carefully constructed with thorough reference to many ESL/EFL textbooks and ELT studies in order to build up a consistent and effective curriculum.

First-year mainstream students in FELTE were the first generation applying the new syllabus developed by the faculty for school year 2012-2013. At high schools, they studied four language skills separately so they may possibly be under high pressure to meet the requirements set in their new scheme. However, this also means these students are given chance to study the language through many authentic materials or authentic tasks. Besides, the teachers are also encouraged to introduce authentic sources as supplementary materials which they find useful and

appropriate for their students. All those facts show that teaching and learning English in FELTE - ULIS are heading towards authenticity in EFL classrooms.

2.1.2 Sampling method

Mackey & Gass (2005) comments "convenience sampling is the selection of individuals who happen to be available for study" (p.122). This method was employed to select the participants for the research. Putting in plain words, the researcher had had chance to work with almost all members of one first-year mainstream class in FELTE prior to the study. Class members, generally, had good cooperative spirit and could collaborate well with the researcher with high commitment. Due to this fact, 26 members of this class were chosen as participants purposively with the hope that data would be of great reliability.

2.1.3 Participants

Participants were 26 first-year FELTE mainstream students ("students" for short) majoring in English Teacher Education. Their age ranged from 18 to 19 and they all came from the same class including one male and 25 female students. As stated in their syllabus, these students were assumed to achieve the current English proficiency level B1 according to Common European Framework of Reference for Languages (CEFR).

As mentioned above, the participants were directly following the new course outline of the faculty, thus they had chance to be involved in communicative tasks and get approached to authentic materials introduced in course materials by their teachers. Besides, some of the participants may have favorable conditions to access English broadcast news, movies, soap operas, et cetera thanks to cable TVs or the Internet. Some other students may spend money buying CD-ROM to enjoy music videos, movies or films for entertainment. Thanks to current technology, they can watch movies/films in original English audio with English or Vietnamese subtitles. This variety in participants' exposure possibly entails diverse and in-depth data in their perceptions of English authentic materials.

During the study, the participants were asked to listen to four authentic videos including *a cartoon, an interview, a news report, and a documentary* chosen by the researcher. Specifically, each week the students were given one video with the length from two to five minutes to listen at home. To ensure that those authentic materials were compatible with the syllabus, their topics followed the weekly predetermined themes in the course outline. Besides, listening exercises were designed for each video to check students' understanding and exposure to the materials. These exercises were given to students as home listening right after they had finished the lesson of the equivalent topics in-class and checked by the researcher one week later.

To design the exercises, the researcher consulted the list of listening tasks suggested by Ur (1996) (see **Appendix 1**) and asked for comments from the two in-charge *Listening-Speaking* teachers of the participants. From that reference, the researcher chose *Answering questions, Multiple-choice question, and Cloze* as the formats of the exercises for four authentic videos (see **Appendix 2**).

All information about authentic materials as well as the follow-up tasks is summarized in the following table:

Table 3: Specifications of authentic materials chosen and their follow-up exercises

Video	Topic	Description	Exercises
1	Contacts	A cartoon video produced by <i>Compassion Australia</i> - a Christian charity organization – to encourage sponsors to write letters to their sponsored children.	<ul style="list-style-type: none"> • Answering questions • Cloze
2	Agriculture	A short interview with an expert about agroecology recorded by <i>Transnational Institute (TNI)</i> - an international network of activist-scholars who study global problems.	<ul style="list-style-type: none"> • Multiple-choice questions • Cloze
3	Solutions	A news report about straddling bus in China on <i>New Tang Dynasty (NTD) Television</i> – a Chinese television broadcaster.	<ul style="list-style-type: none"> • Cloze
4	Trade	A documentary about fair trade for purple rice in Laos on <i>Deutsche Welle (DW)</i> – a Germany's international broadcaster.	<ul style="list-style-type: none"> • Multiple-choice questions

It should also be noted that for each video there was a short introduction and definitions for some vocabulary. This provision was necessary for the participants whose English proficiency were assumed to be at pre-intermediate level (or level B1 according to CEFR), since To & Nguyen (2011) claim that pre-teaching about the background and vocabulary of the materials used are important at lower or more intermediate levels.

2.2 Data collection method and procedure

2.2.1 Data collection instruments

2.2.1.1 Journals

Journals are claimed to not only enhance insights into a matter which is inaccessible from the researcher's perspective alone, but also allow the flexibility in collecting data as entries for the diaries can be completed according to participants' schedule (Mackey & Gass, 2005). For this reason, the researcher chose journals to gather detailed sharing reflecting students' perceptions. Moreover, the participants were not under time constraints to complete their writing, so they would have several days to write and edit their entries before giving them to the researcher.

In this study, six students willing to share their opinions about authentic materials were selected to write the journals. They used their mother tongue – Vietnamese – to express their own opinions clearly as much as they wanted. There was a set of guiding questions adapted from Ngai (2003) for the students to follow (see **Appendix 3**). Briefly speaking, five questions were built up to investigate different aspects in students' perceptions of one particular type of EALM. To be more specific, two questions asked about writer's general understanding of and attitude towards the material; and the other three questions concerned writer's perceptions about the material's difficulty level, advantages, and disadvantages. Particularly for the question about difficulty degree, a range of EALM's components were provided so that the participants could provide detailed explanation. These components were adapted from the comparison made by Hedge (2000) between authentic and non-authentic language (see page 8). This instrument

was expected to provide rich data for the research, as students' answers would not be misinterpreted due to language translation or bounded in some multiple choices or word limit.

2.2.1.2 Questionnaires

According to Gillham (2000), questionnaires allow collecting a large amount of data from the participants within a short time and save much effort for the researcher. Processing data could also be fast and straightforward if the questionnaires are well-constructed. This instrument, therefore, was employed to collect quantitative data and draw out some main reactions, preference or trends in students' reactions towards EALM.

The framework for the whole questionnaire was adapted from Ngai (2003). There was a title, a general introduction providing information about the researcher, and five questions both in closed-ended and open-ended forms (see **Appendix 4**), because while responses to closed-ended questions make the data easier to analyze and collate, responses to open-ended form are likely to reflect the accurate information given by the respondent (Nunan, 1992). Question 1 and 2 consisted of multiple-choice items to investigate participants' favourite types of authentic material, in which EALM types were taken from Gebhard's classification (1996) and one more type suggested by Vu (2006). Next, question 3 and 4 were in form of Likert scales for the students to evaluate the advantages and disadvantages of being exposed to authentic listening materials. All the items were constructed according to the literature review except for item 4 in question 4 as it was adapted from the questionnaire by Dao (2011). The last open-ended question was to elicit more opinions from the participants outside what were suggested by the previous studies. Finally, there was an invitation to interview and some spaces for the participants to leave their names and their contacts, together with a final "thank you" for the respondents' cooperation.

The first draft was given to five non-participants to complete and give comments. Those comments were taken into consideration and proper adjustment

was made for refinement. Specifically, the researcher reworded some misleading items and rearranged or omitted some overlapping items in question 3 and 4. After this process, the refined version was produced to be ready for collecting quantitative data from the participants.

2.2.1.3 Interview

As stated in Mackey and Gass (2005), interview allows the researchers to investigate students' attitudes which are not directly observable. It also creates the interaction and the researcher can elicit more justification or avoid vague or off-topic answers from the participants. Santiago (2009, para.5) also added that semi-structured interview's benefits include "the ability to gain rapport and participants' trust, as well as a deeper understanding of responses. Data sets obtained using this style will be larger than those with structured interviews."

Those advantages led the researcher to employ semi-structured interview since it could support triangulating data from the questionnaires and the journals. More explicitly, it provided insights into participants' sharing which had been stated in journals or further explanation for items chosen in the questionnaires. To ensure good data triangulation, on one hand, questions for these interviews were based around the questionnaires completed by the participants to elicit students' further justification for their choices. In addition, those who took part in both writing journals and interviews were asked more questions to clarify ideas stated in the diaries. On the other hand, all semi-structured interviews were carried out face-to-face so that it would be convenient for the interviewer and the interviewee to refer to data provided beforehand.

2.2.2 Data collection procedure

The process of collecting data was conducted in the following phases:

Phase 1

First of all, the researcher arranged an appointment with students to introduce the research's objectives and significance. The students were then invited to be participants and confirmed about confidentiality of the study. Also, the researcher

asked for agreement from two *Listening-Speaking* teachers of the class to guarantee that exposure to outside listening sources would have no negative effects on their teaching plans.

Once the permission was granted, the students were explained thoroughly about key term "authentic materials" and participants' duty. To be more specific, all participants were informed about watching the videos and doing exercises as weekly home listening, together with providing information for the three data collection instruments. Fortunately, the researcher got quick responses from six students consenting to write journals and soon after that they received special instruction and guiding questions for their writing.

Phase 2

The second phase dealt with collecting entries from six journal writers within four weeks. Besides watching the videos and doing the exercises as other participants, the writers wrote their entries and were required to submit their writing to the researcher before being exposed to the next type of authentic materials. On one hand, this requirement was to check whether the students provided enough and relevant information so that some reorientation could be made to make sure the next entries would be on the right track. On the other hand, the researcher would have enough time to read the journals and mark some students' sharing which needed clarifying in the interviews later.

All the writers were asked to leave their names for the purpose of data triangulation. They were also reminded regularly to submit the entries before the next videos were introduced, as a result there were enough 24 entries collected at the end of this phase.

Phase 3

By the time all the chosen authentic materials had been introduced to the students, the questionnaires were administered in person. When administering, the researcher was available to explain any points that the participants were unclear about. The participants were also asked politely to leave their names and their contacts to link their choices with what they had written in their journals and what

they would answer in the interviews. At the same time, the researcher finished reading the journals and making some with notes about participants' sharing. These notes were prepared for further clarification in the semi-structured interviews.

Phase 4

In this last phase, the interviews were conducted with six journal writers and then four other participants. Ten participants were noticed to be interviewed individually at different times, so the schedules were set to be as convenient for each interviewee as possible but not overlap each other. Prior to each interview, the researcher reviewed concerns arousing from the journals and/or the questionnaires and prepared a recording device. During each session, the interviews were carried out in semi-structured form, which meant the researcher was flexible in questioning to get more data from the participants besides the skeleton of the questionnaires. Each interview was carried out in participants' mother tongue and recorded so that the interviewees could freely express their ideas and their original answers were kept for better analysis. All the interviews were then transcribed into Vietnamese with coded names of the interviewees.

2.3 Data analysis method and procedure

2.3.1 Data analysis method

This paper used both quantitative and qualitative methods to analyze the data gathered from the participants. According to Burns (2000), the quantitative method is employed when a researcher aims at attaining objectivity. Being aware of that feature, the researcher employed the quantitative method in questionnaires analysis in order to obtain an overview of first-year students' favourite types of EALM and their general opinions towards EALM's advantages and disadvantages. However, Burns (2000) also emphasizes that qualitative method is used when studying the participants' opinions, actions and experiences through interview, observation and published information. This strong point, therefore, was utilized in journals and interviews analysis to obtain extensive data on students' perceptions.

2.3.2 Data analysis procedure

According to Vu (2012), **coding system** was essential to keep data obtained manageable. Thus, data gathered from journals and interview transcripts was coded based on the system initiated by Vu (2012).

There were ten participants providing qualitative data in total, so names of the respondents were coded from **S1 to S10** in which six journal writers were *S1 to S6* and the other four interviewees were *S7 to S10*. Each entry was coded as "**D**" **plus the number of the equivalent video** in which "D" stood for *Diary*, and for the interview each transcript was marked as "**I**" **plus the number of the student** in which "I" meant *Interview*. When some answers were cited from diaries and interviews, in-text citation was under the form of **participant - number of diary** for reports from journals or **interview – page of transcript** for quotations from interview transcripts. To illustrate, S1.D1 meant Student 1, Diary for video 1; and I1, p.3 meant Interview with Student 1, page 3 in the transcript.

Codes for the contents in journals and interview transcripts were categorized into three groups involving *EALM's advantages, EALM's disadvantages and students' expectation*. Four indicators to construct the codes for EALM's advantages were *real language exposure, motivation increase, background knowledge increase, and language improvement*. Similarly, five indicators for EALM's disadvantages were *difficulty, demotivation, cultural inappropriateness, difficult accessibility, and inefficiency in language improvement*. However, some items which were outside the mentioned indicators but still belonged to the groups of advantages or disadvantages were marked as A or D respectively. Some other new items beyond these two groups were put into the category of students' expectation. A snapshot of coding system for contents analysis was as follows (see **Table 4**).

Table 4 Coding system for contents analysis

Group	Indicators	Code
Advantages (A)	Real language exposure	A/re
	Motivation increase	A/mi
	Background knowledge increase	A/bi
	Language improvement	A/li
Disadvantages (D)	Difficulty	D/di

	Demotivation	D/de
	Cultural inappropriateness	D/ci
	Difficult accessibility	D/da
	Inefficiency in language improvement	D/il
Students' expectation		SE

After being collected, data were analyzed through three phases:

Phase 1 – analyzing journals

This phase was actually carried out *two times*: the first time was right in phase 2 of collection procedure (see page 21), and the second time was after the semi-structured interviews. *At first time*, each entry was analyzed prior to the next submission and the whole process was completed before the interviews took place. The reason for this was not only to apply some necessary adjustment or reorientation if the writers were off-track, but also to note down information which needed clarifying in the interviews. *In the second time*, analysis was conducted on clarification provided by the interviewees when justifying noted information. Although this phase was performed at two different moments, all the data taken from the journals were marked with the same coding categories as mentioned above. After that, the contents was synthesized and classified according to the three research questions. Also, some answers were marked to be cited for better illustration when the results were presented.

Phase 2 – analyzing the questionnaires

This phase was for analyzing the data gathered from the questionnaires. Towards the two first questions, the researcher counted the number of tick and synthesized them according to options of those questions. For question 3 and 4, the researcher took two types of measures: central tendency involving mean and dispersion involving standard deviation. The five levels *of strongly agree, agree, neutral, disagree, strongly disagree* were respectively given a score of 1, 2, 3, 4 and 5. Accordingly, ***the lower the scores were, the higher level of agreement could be interpreted from the figures***. All those figures were computed by Microsoft Excel with the results in numerical forms. Data for the open-ended question 5 was moved to be analyzed with that of interview transcripts, as further

explanation for the answers was provided during interview sessions. Finally, results to question 1 to 4 of the questionnaires were classified according to the three research questions.

Phase 3 – analyzing the interviews

Interview analysis was conducted on the transcripts of the interviews. Throughout the phase, the contents of the transcripts were annotated with coding categories as explained above, and then classified according to the three research questions. Some information was also highlighted to be cited later in the findings and discussion chapter. Besides, there were some unexpected answers from the participants which did not directly respond to the research questions; hence, the researcher decided to include these responses in order to see whether they could support the findings or help draw out some pedagogical implications for the paper.

Chapter summary

This chapter has presented the methodology applied in the paper, in which both quantitative and qualitative methods were employed. Detailed discussion about the participants, the methods and the procedures of data collection and data analysis was also included to make the study reliable and transparent. Results of all the above process would be presented in the next chapter of the paper.

CHAPTER 3: FINDINGS AND DISCUSSION

In this chapter, the findings would be presented according to the three questions as stated in the introduction chapter. Simultaneously, some further interpretations and discussions would also be included after reporting the results.

3.1 Findings

3.1.1 Research question 1: What are first-year students' favourite types of English authentic listening materials?

Primarily, the answer to this question was drawn from the questionnaires although some added information was taken from the semi-structured interviews. Before expressing clearly which types of English authentic materials were favoured by the participants, it is necessary to establish whether they were interested in using the materials in class or not. This concern was worked out as exhibited in the following pie chart:

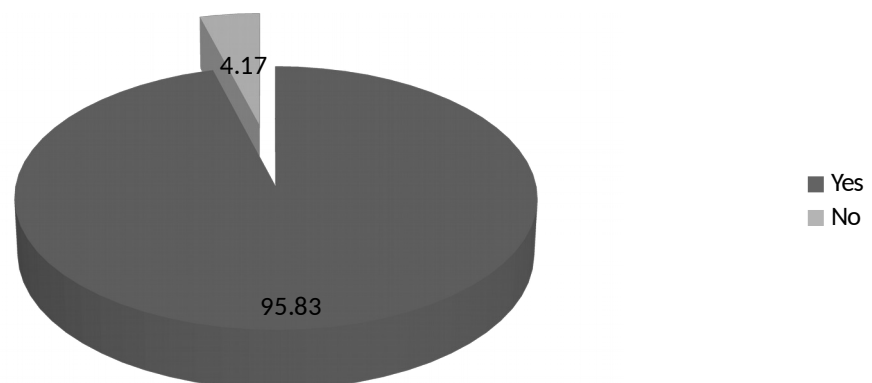


Figure 1: Students' interest in in-class usage of English authentic listening materials

As can be seen in the above chart, the majority of respondents – equivalent to 95.83% - were fond of being exposed to authentic listening materials in their classrooms, and this percentage overwhelmed a slight proportion of only 4.17% of the participants who were uninterested in using this type of materials.

Regarding favourite types of EALM, participants' preferences towards different genres were remarkably of great variation. Among 14 types of authentic materials, there were no types left to be unselected but the number of choices for

each type ranged from one to 21 out of 24 responses in total as can be seen in the bar chart below (see **Figure 2**).

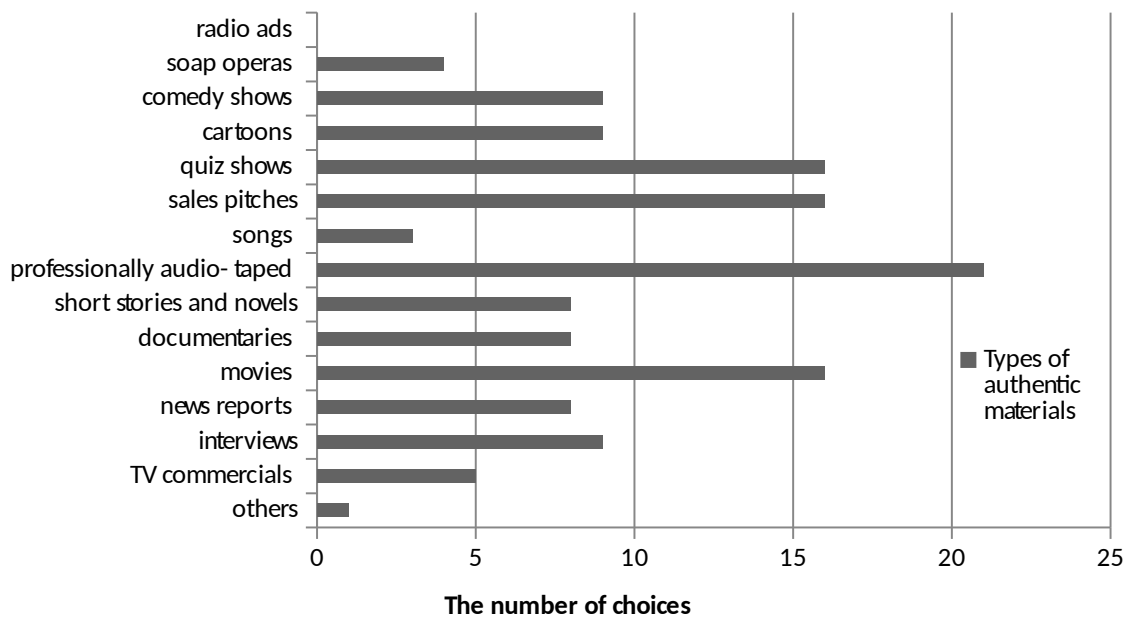


Figure 2: Students' favourite types of English listening authentic materials

The students' favourite types as displayed above could be classified into three main groups. The first group included categories selected by from 4.17% to 20.83% of the participants which were *radio ads*, *sales pitches*, *TV commercials* and *two other types* suggested by the student. Specifically, one student mentioned authentic debates and negotiations as two other favourite types outside the list. The second group consisted of six types favoured by about one-third, from 33.3% to 37.5% of the sampled, namely *soap operas*, *comedy shows*, *professionally audio-taped short stories and novels*, *documentaries*, *news reports* and *interviews*. It was noticeable that there was only a slight difference in the quantity of choices as each type was preferred by eight to nine people. Strikingly, the third group comprised of the most widely-chosen types including *cartoons*, *quiz shows*, *movies* and *songs*. At least 16 students equal to 66.67% of the participants selected those types, in which songs were the most favourite genre among 14 types as they were chosen by a hefty majority of students accounting for 87.5% of the respondents.

In general, the majority of the respondents were interested in being exposed to EALM in their EFL classrooms, and the most favourite types of EALM included cartoons, quiz shows, movies and songs.

3.1.2 Research question 2: What are advantages of English authentic listening materials as perceived by first-year students?

Regarding the advantages of EALM, participants' consciousness could be summarized in the table below (see **Table 1**).

Table 5: First-year students' perceptions of EALM's advantages

No .	Items of advantages	SA (1 pts)	A (2 pts)	N (3 pts)	DA (4 pts)	SDA (5 pts)	Mean	SD
1	EALM provide exposure to real language.	18	6	0	0	0	1.25	0.44
2	EALM increase more motivation in learning the language.	7	13	3	1	0	1.92	0.78
3	EALM help increasing background knowledge.	12	10	1	0	0	1.52	0.59
4	EALM help improving language competence.	3	18	3	0	0	2	0.51

* SA = *Strongly Agree*; A=*Agree*; N=*Neutral*; DA=*Disagree*; SDA = *Strongly Disagree*

For the first item, it is apparent that all the students perceived **exposure to real language** as an advantage of EALM. Noticeably, all participants chose low-point items of *Strongly Agree* or *Agree*, resulting in the average score as 1.25. This exposure was illustrated through students' journals, for example in D1 when all 6 journal writers perceived they could realize various accents of the video. S3, S5 and S6 also added that the intonation in video 1 "*shows the natural feeling of the speakers*" (D1). Another perception of real language was pointed out by S7 and S8,

in which these students accepted they *"learnt that people speak some particular sayings in particular context"* (I7, p.1; I8, p.1). S10 shared the same idea by taking films and movies in English as examples reflecting many communication situations similar to real life. From those exposures to real language, the participants further explained why they considered it as an advantage of EALM. S3 thought that *"Authentic materials provide the real environment of spoken English and get me familiarized with different speed and intonation"* (D2). More visibly, S4 reported in the interview when she saw American debates, she could realize phrases used in presenting argument, which could be useful when she had a real debate.

The next item - **increase in motivation to learn the language** – also received a considerable agreement from the participants as its average score was 1.92 around the "agree" level. The most popular reason stated by all the interviewees was they had more motivation when the topics of the material are of their interests such as entertainment, music or social life. In addition, S3 and S4 both admitted the difficulty of EALM motivated them to study more because when listening to the materials, they could be aware of their real levels and have more motivation to study in order to comprehend those materials as native speakers. Besides difficulty, other students pointed out attractive visual images made them more motivated to learn English. This factor was confirmed by S1, S5 and S6 as they were *"keen on the video because of its exciting visual images"* (D1). S1 even stressed that *"The images of the video kept me awake!"* (I1, p.4) and this sharing was mentioned in her D3 and re-emphasized in the interview. Moreover, all six writers expressed their special interest in the *"lovely intonation"* (D1) of the children in video 1. S3, S5, S6 then further highlighted that they cared more about the intonation as it *"expressed the natural emotion of the speaker"*.

Increase in background knowledge was also in the same trend with the two aforementioned items. It seems that almost all students perceived this as an advantage of EALM, which could be drawn from the average score of 1.52 and no student selected the two highest point items. One obscure example provided by five

out of six writers in their diary 3 as they revealed through listening to news reports like video 3, they "*acquired more knowledge on many social aspects*" (D3). The same case was provided by S10 as she explained she could "*update the current affairs*" through listening to CNN news and also added she "*learnt many recipes from different countries*" (I10, p.2) when watching the game show *Master Chef*. Significantly, S7 took video 4 about fair trade as an illustration for her background increase. This student shared that "*Thanks to this video, I acquired knowledge related to fair trade and applied it to my in-class presentation on the same topic*" (I7, p.2).

Participants also saw EALM's benefits in **improving language competence**. Particularly, S3 admitted she could learn more vocabulary to be used in writing, while S4 added the language style learnt from EALM could be used for both formal and informal writing. Towards listening and speaking, five out of the six writers all agreed in an entry that they could "*get themselves familiarized with new accents*" (D2), so when they met these accents again they could catch the words better. Particularly, S6 pointed out she could "*practice listening for main ideas when listening to news, because news reports are normally short and brief so they require the listener to catch the information quickly*" (D3; I6, p.3). However, extracts from journals and follow-up interviews indicated that to some extent the students confirmed this advantage of EALM towards listening and speaking skill more than the other two language practice skills. This is also the point to be discussed later in this chapter.

In general, participants show high level of agreement with all four advantages, in which EALM's benefits for language improvement received the highest among the five items.

3.1.3 Research question 3: What are the disadvantages of English authentic listening materials as perceived by first-year students?

In terms of EALM's disadvantages, participants' levels of agreement to different items were displayed via the figures in **Table 6**.

Table 6: Students' perceptions of EALM's disadvantages

No.	Item of disadvantages	SA (1 pt)	A (2 pts)	N (3 pts)	DA (4 pts)	SDA (5 pts)	Mean	SD
1	EALM are difficult to understand.	0	9	10	3	1	2.83	0.83
2	EALM make me feel demotivated.	2	5	8	6	2	3.04	1.11
3	EALM contain some cultural inappropriateness.	0	0	8	11	4	3.83	0.72
4	EALM are not easy to access.	1	11	5	3	3	2.83	1.15
5	EALM are inefficient for improving language competence.	0	0	4	15	4	4	0.60

* SA = Strongly Agree; A=Agree; N=Neutral; DA=Disagree; SDA = Strongly Disagree

The figures showed that there was an uncertainty in students' perceptions of the **materials' difficulty level**. With the mean score of 2.83, students' consciousness of this item was fairly closer to the "neutral" level, although the number of people choosing the "agree" and the "neutral" level take up large identical proportions. Right in D1, while S1, S4, S6 and S2 reported background noise as *"an obstacle"* in comprehending the video, S3 and S5 claimed it had *"little influence"* on their listening. The uncertainty could also be traced in students' opinion that difficulty depended on the source selected. To exemplify this point, S10 revealed that *"I think if I can choose a suitable source [of materials], it will be easier for me to understand"* (I10, p. 3) and pointed out the genre, accent, speed and vocabulary range as four factors affecting her comprehension when listening to EALM. Besides, background knowledge was mentioned by all the participants as another factor determining difficulty level, in which five out of ten participants thought this factor was determined by the topic of the material. More vividly, S7 pointed out such topics as economy or finance might require considerable amount of background knowledge, making the authentic audios more difficult to

understand. Those justifications could be put together to conclude that authentic materials' difficulty level depends on several factors affecting students' level of comprehending.

As the difficulty was confirmed to some extent in students' perspectives, it might be inevitable that somehow EALM might arouse a **feeling of demotivation**. According to the figures, the average score was 3.04 which was slightly above the "neutral" level, this neutrality was supported by participants' sharing in journals and interviews. S3 expressed in her D1 that *"I felt very sad and inferior about my listening ability."* Likewise, S4 shared in her D2 that at first time listening, she felt very *"frustrated"* due to the difficulty. The same case was true for S5 as this student confessed that *"Such authentic materials contain many new words which make it difficult for us to listen to and do the exercises, and I may feel so demotivated that I just want to give up listening to the recordings."* (D2). However, some other participants had nothing to do with this feeling. S7 answered she hardly felt stressed because she had the desire to understand and improve her listening skill. More directly, S5 asserted *"I find there is no reason to be demotivated."* (I5, p.7) and further explained she could feel *"totally relaxed to take in the material"* (I5, p.7) if she could listen to the EALM under no time constraints.

In addition, the fact that EALM contained **cultural inappropriateness** as depicted via the mean score of 3.83 seemed to be closer to score 4 of "disagree" level than the "neutral" one. Noticeably, no comments on cultural inappropriateness were found in the journals. Throughout the interviews, S1, S3, S5, S7, and S8 appeared to disagree with this disadvantage. S7 and S8 both thought the contents of EALM the same as what they heard in Vietnamese materials. In a different way, S1 and S5 justified that *"each country had its own culture"* (I1, p.3; I5, p.8), and the cultural difference was necessary to keep the diversity in the materials. Still, S4 and S10 both agreed that listeners might feel a little bit annoyed when hearing people swearing in EALM, which hardly happened in Vietnam. S10 further claimed that her overall feeling towards this phenomenon was normal, and she still *"could*

continue to watch the show until the end without hatred or offensiveness" (I10, p.5). Notwithstanding, S4 took more notice of people who were too strict to accept cultural difference and added that such controversial contents as homosexuality had to be considered or else "*some people might feel very shocked*" (I4, p.3). Therefore, although the majority of participants seemed to be unaware of the cultural problem as one disadvantage of EALM, particular carefulness should be assured if concerning controversial matters like sex.

In terms of **difficult accessibility**, although the mean score was 2.83 closer to the "neutral" level, it was apparent that some other students perceived this as a drawback of EALM since there were a considerable number of 11 students agreeing with this drawback. To justify the neutral opinion, S4 agreed there were many sources for reference; the problem was whether the learners could evaluate the suitability of the sources and determine the purpose. If they could, the materials would become accessible then. Nevertheless, S2, S5, S7, and S8 saw inaccessibility as a disadvantage of EALM, some reasons were put down to lacking time, lacking information, and incomplete sources. Unlike the above opinions, S10 thought that the Internet was resourceful for seeking EALM and she also knew more sources thanks to her teachers and friends, so she found no obstacle accessing the sources of EALM. To some extent, difficulty in accessing EALM received so different viewpoints that it was uncertain to confirm it as a disadvantage.

Last but not least, a significant number of students disagreed or strongly disagreed with the item about ***EALM's inefficiency in language improvement***. The average score was 4 - matching the "disagree" level. This fact was further evidenced by both students' sharing in journals and follow-up interviews. S2, S3 and S5 repeatedly wrote in their journals that "*I can improve my vocabulary*" (D2; D3) and S1 felt "*at least being exposed to EALM helped gaining more background knowledge*" (I1, p.8), which could support language improvement. S7 and S9 both confirmed their improvement in English thanks to exposure to EALM, and S8 asserted that frequent exposure to EALM "*surely enhanced the language*

competence" (I8, p.5). All those sharings, in all possibilities, countered the comment that EALM was useless for language enhancement.

To conclude, participants showed high level of neutrality with nearly all five disadvantages. The only item receiving the obvious disagreement was the viewpoint about EALM's inefficiency in language improvement.

3.2 Discussion

Here the study results would be interpreted according to the three research questions, from which some factors to consider when choosing EALM were pointed out. In addition, this part presented some unanticipated matters which both contributed to the research objectives and extended the research problem to new directions.

3.2.1 Students' favourite types of EALM

Remarkably, the majority of the respondents were in favor of being exposed to EALM as a part of studying English. Therefore, this outcome possibly supports the researcher's assumption that the students were interested in authentic listening materials in particular and authenticity in general.

The variation in participants' favourite EALM as predicted in methodology chapter was also evidenced by the findings. It is worth mentioning that among 14 types of EALM, **songs, cartoons, quiz shows and movies** were the most favoured types voted by the participants, meeting the result in Ngai's 2003 study in which the "students enjoyed seeing movies [...] and listening to pop songs most in English lessons" (p.46). This preference may stem from the fact that the four types, first of all, are main sources of entertainment that the students are frequently exposed to in their own daily lives. Additionally, such sources contain features that can be effective in maintaining students' interest in the material even when the language used is higher than their levels. These features, explicitly, include **music** and **Vietnamese subtitles** as melody or rhythm of a song may be normally paid more attention than the lyrics. Cartoons, quiz shows and movies currently can be watched

on cable TVs with Vietnamese subtitles, so it may be unnecessary for the students to understand English when they watch those types. Last but not least, these four types seem to be easier to access than the other types in the list because they can be easily watched on the Internet, cable TVs or from the DVDs on sale.

3.2.2 Advantages of EALM in students' perceptions

Regarding EALM's advantages, what are suggested by the previous researchers seemed to be confirmed by almost all the respondents as the maximum mean value of all advantage items was "2" corresponding to the "agree" level. This confirmation was also supported by justification basing on individual exposure and experience, so first-year students' perceptions perhaps not only followed aforementioned viewpoints about EALM's advantages but also raised some more ideas.

Among the five items of advantages, one noticeable point is that although students showed their agreement with EALM's benefits in language improvement, further clarification in the journals and interviews focus more on listening and speaking improvement than the two other language skills. One possible reason for this might lie in the process of taking in the input, in which students at first need to understand the material through listening. This skill, therefore, is improved a lot thanks to students' exposure and familiarization with the language when trying to comprehend its contents. From then on, the contents or the language they acquire are later applied in speaking, reading, and writing. Speaking might be the most immediate application as students could quickly imitate phrases or ways of pronouncing they have caught. For reading and writing, however, the application may be needed only when students meet the same context or topic.

One more interesting exploration lies in the relationship between the materials' difficulty level and students' motivation. While previous ideas (Guariento and Morley, 2001; Kilickaya, 2004; Omari, 2009) mainly link the difficulty level with learners' demotivation, this study detects some student's ideas supporting that they could be motivated to study harder if they felt that the materials were higher than their English proficiency. Though the data is not enough to generalize these

ideas into a positive effect, they somehow give out a new consideration unknown in the previous research.

Besides the advantages reviewed by the previous researchers (Martinez, 2002; Omari, 2009; Guariento and Morley, 2004; Su, 2008; McGinnis and Ke, 1992; Sabet and Mahsefat, 2012; Al-Musallam, 2009), some unexpected benefits were also elicited from students' sharing in both diaries and interviews. These benefits involved **logical thinking, sense of achievement, and stress reduction**.

To be more specific, S5 raised an idea that listening to academic topic somehow made her "*thinking more logically*" (D5). In her justification, people in academic and scientific fields had considerable understanding about concepts before discussing them, which created the logicity in not only their thinking but also their presenting. S5 explained that "*After listening to the video, I no longer stick to my subjective viewpoints about this problem and I have different thinking on GM, maybe more logically and objectively*" (I5, p.2).

Sense of achievement, actually, partly belongs to the EALM's benefit in increasing students' motivation. However, while previous researchers perceived this benefit in terms of students' favourites or real-life needs (Martinez, 2002; Ross, 2006; Omari, 2009), this paper collected added ideas in which two students confirmed they had more motivation to learn English if they could comprehend the EALM. S8 and S5 agreed that the more they could understand the material, the more they were interested in practicing English listening. S5 enthusiastically explained this point as follows:

At first time listening [to the video 4], I felt a little bit frustrated. I tried more and until the third time listening I could understand the video. Although I am rarely exposed to such contents, I became more interested in it as I felt I had achieved something in an attempt to comprehend the material (I5, p.3).

Towards **stress reduction**, surprisingly almost all the opinions explained this benefit in comparison with course book listening materials. S3 and S2 both perceived

course books to be full of pedagogical tasks creating tiredness and boredom, while EALM helped them relax with background music and "*lovely intonation*" of the speakers. S6 added that doing exercises in course materials created a feeling of inferiority of her own listening skill, while hearing EALM brought relaxation thanks to its exciting visual images. Interestingly, S7 shared apart from the eye-catching images, EALM created no obsession of marking whereas course books ones put her under "*fear of making mistake when listening and doing exercises as the teachers might call for checking and giving scores*" (I7, p.4).

3.2.3 Disadvantages of EALM in students' perceptions

Unlike the advantages, EALM's disadvantages did not receive the high level of agreement although previous researchers present many ideas on this concern (Martinez, 2002; Kilickaya, 2004; Omari, 2009; Kienbaum et al., 1986; Ngai, 2003). There was an uncertainty in students' perceptions to decide whether EALM has a particular drawback or not, which was also detected from the interviews. This improbability may derive from some factors, among which is each *participant's exposure to EALM*. Some students just choose neutrality as they have not exposed to so many types of EALM except for the four ones introduced by the researcher. Or perhaps students who are exposed to more genres of EALM hold a more uncertain viewpoint on each disadvantage. It seems difficult for them to assert their entire agreement or disagreement with any item since the downside seen in this type may not be found in another type of EALM. Besides, *students' motivation and autonomy* in studying English little or much affect their perceptions. For instance, if a student desires to have better English command, he or she may not be frustrated by difficulty level of EALM but have more motivation to put more attempts in learning. This case may also be an exception of ideas suggested by Guariento and Morley (2001), Kilickaya (2004) and Omari (2009) about relationship between difficulty and demotivation.

Still, it is noticeable that first-year students' perceptions were most obvious when evaluating the efficiency of EALM in language improvement. As mentioned in

the findings of advantages, the respondents mostly believed that frequent exposure to EALM somehow supported their four skills, which might justify their disagreement with the comment "EALM is inefficient in improving language skills." Interestingly, though the level of disagreement was high, some of students' answers in interviews and journal denoted their wonders on EALM' inefficiency. Their explanations for this, to some extent, replicated the findings in Ngai's 2003 study concerning ***distraction by contents and exam irrelevance***. Specifically, S1 claimed it was the eye-catching images and background music made her distracted and so gain little comprehension, while S9 took movies as an example in which she paid too much attention to the scenes and read the Vietnamese subtitles just to understand the sequences but ignored practicing language skills. Regarding exam irrelevance, S4 explained that "[EALM] may make me feel under pressure when preparing for exams because EALM is totally different from course book and exam materials" (D3).

3.2.4 Some worth-considering factors drawn from students' perceptions

First of all, it should be noted ***genre*** is actually *assumed* by the researcher as a worth considering factor, since this paper dedicates one research question to provide a specific description of students' favourite genres. This assumption is verified by the findings because the participants included many *generalizations* on how genres affect their perceptions. Those generalizations mainly asserted that sources of EALM that *help students entertain* are more preferred. Surprisingly, although the results showed the majority of the respondents were in favor of entertaining genres, there were some suggestions about ***genre diversity*** like "*the teachers to vary the genre of the EALM to be introduced*" (S2. D1; I10, p.6). Also, S4 and S5 added there should be a combination between entertaining genres like songs, movies and not-so-interesting ones like news or documentaries.

However, the description of students' perceptions also allows the researcher to draw out some ***other factors which should receive careful consideration*** to choose an appropriate source of EALM, namely ***topic, visual images and intonation***.

When discussing effects of *EALM's topic*, Martinez (2009) and Omari (2009) suggest students will pay more attention if the materials' topics are of their learners' favourites. This idea is strongly confirmed through this paper's findings, as topic turns out to be the most influential factor in shaping students' reactions to the material. Participants are especially keen on topics related to entertainment, recreation, leisure activities which are predetermined in their course outlines for Social English subject. In contrast, academic topics are generally considered to be difficult and uninteresting as they discussed problem at a relatively macro level requiring a considerable amount of background knowledge. Meanwhile, the respondents mostly regarded background knowledge as a factor making the materials hard to understand. Hence, at the current level of the participants (B1 according to CEFR) non-academic topics might be a good choice for the teachers if they want to use EALM to boost students' interest in studying English.

Regarding *visual images*, Ngai (2003) once appreciated them in remaining students' attention and interest in studying English. They are also an advantage over the traditional course book materials which are commonly in audio files rather than video files. At this pre-intermediate level of the participants, visual images also support students' comprehension of listening materials' contents if they miss some lexical items or lack some background to understand the input. As a result, students may be more interested in listening to the source when they acquire a general understanding of the contents.

Finally, *intonation* also plays an important role in boosting students' interest in EALM. According to Hedge (2000, cited in Omari 2009, p.39), EALM contain "natural intonation" converse to "exaggerated intonation" in non-authentic sources. Participants were not only aware of this difference but also favoured authentic intonation as it can fully express the *emotion and feeling* of the speakers more genuinely. For example, students showed a special interest in video 1 as it contained many speakers including some children's voice. One student also added that the material could become boring if the voice of the speaker was monotonous.

Hence, EALM which contains different rather than single intonation may draw more interest from the students.

3.2.5 Other students' expectations of EALM exploitation in ELT

Unexpectedly, first-year students' perceptions of EALM were not limited to the three research questions but extended to the matter of choosing and exploiting EALM in EFL classrooms. As learner authenticity by Widdowson (1978) is the thread of the paper, any idea suggested by the students is worth reporting in order to draw out comprehensive pedagogical implications. Particularly, those ideas reflect students' expectations of EALM exploitation.

Towards the *position* of authentic sources in current program, though many advantages of EALM were asserted, a number of participants suggested EALM to be optional and supplementary along the course book materials. This expectation is coincidentally the same as Ngai's conclusion in 2003 study, specifically "the use of scripted materials and the use of authentic input is [are] integrally linked" (p.86). Further students' idea justified that EALM could not replace the core book due to some of the disadvantages.

Some students also expressed their appreciation towards *background introduction and pre-teaching vocabulary* before being exposed to EALM. This suggestion, in fact, is proposed by To & Nguyen (2011), and it is verified in this study through students' sharing. S1 justified that preparation for vocabulary and knowledge helped students like her get the global idea of the material, thus aided them keeping track of the contents when listening. Essentially, this preparation would act as the lighting beacon for the students when being exposed to EALM.

Regarding *listening tasks* for EALM, some opinions claimed the tasks were helpful and necessary for them in comprehending the contents of the materials. S1 and S4 shared: "*Thanks to the questions, I could understand the material better*" (D2). These two opinions also concerned task types suitable for them to understand the material at their levels. According to S1 and S4, multiple-choice questions,

cloze, graph completing and answering questions were recommended. S4 also added that types like note-taking, summarizing or inference were not appropriate to be used as they required more critical mind. These reports re-affirm the results of Pham's 2008 study in which all the teacher participants favored using the above types to design exercises based on EALM. More significantly, Pham's study also find out such exercises could better EALM exploitation since 87% of student participants agreed "doing listening exercises designed based on authentic materials is effective in developing listening skill". *Moreover*, some students shared that "*exposure to EALM was not necessary to be attached to doing listening exercises*" (I2, p.3). S2 suggested organizing some follow-up activities like discussion could be an option to create the relaxing atmosphere in-class apart from the workload with course books' exercises. It is also noteworthy that S5 and S6 shared the same points on pressure from checking listening exercises and giving scores. In short, regarding the matter of listening tasks for EALM, it is essential to have some tasks as aids for students' comprehension; nevertheless, the tasks should not be compulsory for giving scores, and tasks types should be either pedagogical or non-pedagogical.

Chapter summary

This chapter has provided details on first-year students' perceptions of favourite types, advantages and disadvantages of EALM. Those findings were also interpreted with some justification with respect to the literature review and the current context of the research. Significantly, students' unexpected sharing about EALM exploitation was also included and to some aspect paved the way for new directions of the research problem. All those findings would be synthesized to reach proper implications and suggestions provided in the next chapter.

PART 3: CONCLUSION

This final part summarizes the paper's results and draw out some pedagogical implications from the findings. Besides, limitations of the study are indicated and suggestions for further study are also proposed.

1.1 Summary of the findings

This paper found out the answers to the three research questions stated in the introduction, which concerns students' favourite types of EALM, students' perceptions of EALM's advantages and disadvantages.

In terms of favourite types of EALM, the most favorable ones went to groups of entertaining sources including *songs, movies, cartoon and quiz shows*, in which songs was dominantly preferred by 87.2% of the respondents.

Regarding EALM's advantages, students confirmed a statistically high level of agreement with four reviewed advantages of EALM which are *real language exposure, increase in motivation, increase in background knowledge, and language improvement*. Besides, some new ideas arised when students justified the reasons for increase in motivation involving logical thinking, sense of achievement and stress reduction.

Dissimilarly, EALM's disadvantages in student's perceptions receive a rather low level of agreement. The four items – *difficulty, demotivation, cultural inappropriateness and difficult accessibility* – were mostly at the "neutral" level, only *inefficiency in language improvement* were at the "disagree" level. This fluctuation in students' ideas was supported by arguments taken from their journals and interviews.

1.2 Implications from the findings

A number of pedagogical implications could be drawn from the findings to contribute to the gap of the research.

First of all, as almost all students were in favor of being exposed to EALM and showed high level of agreement towards its rewarding influence on different aspects of their studying, ***authentic materials should be integrated more*** in the curriculum as EALM's advantages truly outweighed their drawbacks. However, since some of current first-year students' course materials have already contained authentic materials and some students did suggest EALM to be optional, more integration of EALM should be remained as *supplementary* to using textbooks whose prestige have been confirmed by many EFL/ESL teachers and students.

Besides, as authentic materials are perceived to have both upside and downside, ***a thorough consideration should be put in the way to minimize disadvantages and maximize the advantages***. As the majority of the students confirm their most obvious progress on listening and speaking skills thanks to exposure to EALM, the materials *should be utilized better in Listening-Speaking than in Reading-Writing*. In addition, difficulties related to background knowledge and a wide range of vocabulary is by far best worked out by *pre-teaching about vocabulary and providing overview of the contents* before letting student be exposed to the materials. Furthermore, *genre, topic, visual images and intonation* of EALM should be remarked as some worth considering factors for choosing a source as they determine the level of background knowledge needed to understand the materials and affect the student's interest in the texts as well.

Finally, although designing task is not the focal point of the study, some implication for it should be drawn since students did express their concern about this matter. As participants asserted the pressure from being marked when doing tasks in their course books and in the exam, it is suggested that ***the tasks designed for the material should be both pedagogical and authentic***. This may hopefully avoid creating unnecessary pressure or demotivation for students, as well as help student apply the input both for their language development and for their real lives.

1.3 Limitations of the study

Although thoughtful consideration was remained during the research process, some limitations are inevitable, namely in ***the number of participants, the number of authentic materials introduced and the researcher's assumption.***

First of all, it is slightly difficult to generalize the findings gathered from 26 members of a class to hundreds of first-year FELTE mainstream students. The outcomes, therefore, may become biased and inconsistent when extending to a bigger number of participants. This can create an obstacle in achieving the goal of the paper, which is finding effective ways of using EALM to help all first-year FELTE mainstream students meet the requirement set in the new syllabus.

Besides, only four out of 14 types of EALM were introduced, making students' perceptions were somehow restricted. Among the participants, there may be some people who are rarely exposed to authentic materials. Therefore, their attitudes gathered from the research were *not towards EALM in general* but towards *the four types given by the researcher only*. To some extent, this may reduce the reliability of the results.

Finally, the quality of the paper was somewhat negatively influenced as the researcher held an assumption about the types of EALM. The ultimate goal of exploring students' perceptions is to *draw out some most affecting factors from the results* to choose and apply EALM more effectively. However, the researcher *assumed genre of EALM as one of those factors before processing the results* as one question investigating students' favourite types of EALM was included. Although this assumption was verified by the findings, the framework was somewhat confusing and the study's reliability was little or much affected.

1.4 Suggestions for further research

Other interested researchers may increase the number of the participants for a replica of this paper to gain a deeper insight into students' perceptions of authentic materials. In addition, more types of EALM should be introduced to the students. Further research may also investigate students' attitudes towards authentic reading

materials as this is also a worth investigating source in the light of authenticity. Finally, more specific effects of authentic materials on students' language learning and effective ways to exploit the sources are also of great importance to be studied in the future.

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APPENDICES

APPENDIX 1: LISTENING TASK CATEGORIZATION

TASK TYPES		STUDENTS' ACTIVITIES
No overt response	Tasks require students enjoy and understand the general content of the listening	Story-telling, singing songs, entertainment, etc.
Short response	Obeying instruction	Perform actions according to instructions
	Ticking off items	Tick beside the items heard in the listening text
	True/False	Identify which statement is either true or false based on the listening text.
	Detecting mistakes	Point out mistakes which are mentioned intentionally in the listening text.
	Cloze	Guess what can be filled in the blanks in the listening text.
	Guessing definitions	Listen to a definition and give the answer.
Longer response	Multiple-choice items	Listen to the text and choose the most suitable items from the list given in advance.
	Answering questions	Give longer and full answers to questions based on the content of the listening text.
	Note-taking	Take notes of the talk
	Paraphrasing and Translating	Rewrite or retell the listening text either in the same language or in the mother tongue.
	Summarizing	Make an oral or written summary of the content heard.
Extended response	Long gap-filling	Do similarly in cloze tasks but have to fill more information in the gaps.
	Problem solving	Use the information heard in the listening text to solve a certain problem.
	Interpretation	Look beyond the words to interpret the speakers' implied message or suggestions.

Source: Ur, 1996, cited in Pham, 2008, p.13

APPENDIX 2: LISTENING EXERCISES DESIGNED FOR VIDEO 4

AUTHENTIC MATERIAL 4

* GENERAL INTRODUCTION

This is a documentary about fair trade for purple rice in Laos on *Deutsche Welle* (DW) - Germany's international broadcaster.

The video is downloaded from the official YouTube channel of DW:
<http://www.youtube.com/watch?v=hZab5Rkrdg4>

* VOCABULARY PREVIEW

Names/Places

- Bouny Salikeo: a rice farmer
- Sisaliao Svengsuksa: a leader of Laotian Fair-trade Association
- Casey : the name of a village in Laos
- Lueng: a rice farmer

1	Fair-trade	thương mại tương nhượng (đối với các ngành như nông nghiệp hoặc thủ công, giá bán thường rẻ, nông dân và nghệ nhân thường thu nhập thấp. Fair trade đảm bảo công bằng cho họ, tránh phân biệt đối xử hoặc bất bình đẳng trong giao thương buôn bán, chẳng hạn tránh bị ép giá trên thị trường)
2	sale figures	doanh số bán hàng
3	infrastructure	cơ sở vật chất
4	sustainability	tính bền vững
5	viable (adj)	khả thi

* EXERCISE

Watch the documentary and choose the best answer (A, B or C) for each of the following questions

1. According to Bounmy Salikeo, how did fair-trade rice benefit his life?
A. He had something to eat on special holidays.

- B. He earned more money.
 - C. He protected his environment better.
2. What was mentioned as an obstacle for fair-trade rice in Casey village?
 - A. Too small dam for irrigation
 - B. No forests
 - C. Too little land to cultivate
 3. What do many villagers in Casey think about fair-trade rice?
 - A. It makes farmers clear more forests for new fields.
 - B. It brings little profit to their lives.
 - C. It is more profitable than chemical fertilizers and pesticides.
 4. What was said about the job offered in processing purple rice?
 - A. It is an exciting job.
 - B. It is a well-paid job.
 - C. It is a separated job.
 5. According to Sisaliao Svengsuksa, what advantage did Vietnam and Thai have over Lao in rice trading?
 - A. Cheaper price
 - B. Seaports
 - C. Better politic
 6. What is the proportion of purple rice-white rice in the finished mixture?
 - A. 20% - 80%
 - B. 80% - 20%
 - C. 50% - 50%
 7. As said in the video, what made customers in Germany excited about buying purple rice?
 - A. The color
 - B. The price
 - C. The quality

“Thank you for your cooperation, E4!”

APPENDIX 3: GUIDING QUESTIONS FOR JOURNAL

1. Do you often listen to this type of authentic materials outside classroom?

.....

2. In general, can you understand this type of authentic materials? Please specify the reasons for your answer.

.....
.....
.....

3. Do you find listening to this type of authentic materials difficult? If yes, what make(s) you feel difficult?
(you can explain in accordance with the following factors)

➤ Accent:

.....
.....

➤ Speed:

.....
.....

➤ Topic:

.....
.....

➤ Background knowledge:

.....
.....

➤ Colloquial language:

.....
.....

➤ Intonation:

.....
.....

➤ Utterance:

.....
.....

➤ Background noise:

.....
.....

➤ Sentence structures:

.....
➤ Listening tasks designed for the material:.....

.....

4. In your opinion, what are the advantages of being exposed to this type of authentic materials?

.....
.....
.....
.....

5. In your opinion, what are the disadvantages of being exposed to this type of authentic materials?

.....
.....
.....
.....

6. In general, do you like being exposed to this type of authentic materials in class?

.....
.....
.....

Thank you so much for your cooperation!

APPENDIX 4: AN ENTRY FROM STUDENTS' JOURNALS

Student Code: S3

Ngày: 10/3/2013

Nghe bài: trả lời phỏng vấn bằng tiếng Anh (No. 2)

1. Về cơ bản, em có hiểu được bài trả lời phỏng vấn này sau khi nghe không? Em hãy nói rõ lý do vì sao em hiểu được.
*Em không hiểu nhiều lắm! chỉ hiểu được một ít mà thôi!
Vì em thấy người nói nói tương đối khó nghe và nhanh nữa!*
2. Em thấy việc nghe bài trả lời phỏng vấn này có khó không? Nếu có, em thấy khó ở chỗ nào?
(Em có thể giải thích dựa vào các tiêu chí dưới đây)
 - Giọng của người nói: *hơi khó nghe!*
 - Tốc độ giọng nói: *nói rất nhanh*
 - Chủ đề: *chủ đề này tương đối là khó!*
 - Kiến thức nền về chủ đề: *không có nhiều!*
 - Từ vựng: *có một số từ mới đối với em*
 - Ngôn ngữ tiếng lóng: *ko có ạ!*
 - Ngữ điệu: *Peaking or Rise-fall Intonation rises and then falls*
 - Phát ngôn: *tương đối trọn vẹn*
 - Tiếng ồn/tạp âm: *có tiếng ồn nói chuyện*
 - Cấu trúc câu: *không có cấu trúc câu khó*
 - Cách phát âm: *em cảm thấy nhiều từ phát âm không được rõ ràng cho lắm
(vd từ costly phải nghe mãi em mới nhận ra lúc đầu em tưởng coffee) do
tốc độ nói nhanh nên em không nghe được!*
 - Bài nghe được thiết kế cho tài liệu này
3. Theo em, nghe những bài trả lời phỏng vấn bằng tiếng Anh có những điểm gì có lợi?
Giúp mình tiếp xúc được môi trường nói tiếng anh thực sự để quen được với tốc độ nói của họ, ngữ điệu của họ một cách trực tiếp!
- 5 Theo em, nghe những bài trả lời phỏng vấn bằng tiếng Anh có những điểm gì bất lợi?
Em cảm thấy áp lực hơn so với các tài liệu khác vì đối với từng lĩnh vực mình cần có một nền tảng kiến thức tốt và vốn từ vựng rộng. (vì e cũng nhiều lần nghe phỏng vấn hay bản tin trên bbc em cảm thấy nó khó so với trình độ em hiện nay)
- 6 Nhìn chung, em có thích được tiếp xúc với những bài trả lời phỏng vấn bằng tiếng Anh trong giờ học tiếng Anh trên lớp không?

Em nghĩ cần phải nghe về những chủ đề liên quan đến chủ đề ngày hôm đó thì sinh viên mới chuẩn bị cho mình một ít kiến thức nền cho chủ đề đó! Nếu ko sẽ làm rất chán nản cho việc nghe!

APPENDIX 5: QUESTIONNAIRES

THE VIETNAMESE VERSION

CÂU HỎI ĐIỀU TRA

ĐỀ TÀI NGHIÊN CỨU: NHẬN ĐỊNH CỦA SINH VIÊN NĂM NHẤT HỆ ĐẠI TRÀ KHOA SƯ PHẠM TIẾNG ANH VỀ TÀI LIỆU NGHE THỰC BẰNG TIẾNG ANH

Chào em,

Chị tên là *Nguyễn Thị Ngọc Thảo*, hiện là sinh viên năm tư trường Đại học Ngoại Ngữ - Đại học Quốc gia Hà Nội. Chị đang thực hiện đề tài nghiên cứu về “*Nhận định của sinh viên năm nhất hệ đại trà khoa Sư phạm Tiếng Anh về các tài liệu nghe thực bằng tiếng Anh*”. Dưới đây là bản câu hỏi điều tra cho đề tài này, em hãy hoàn thành dựa vào kinh nghiệm và hiểu biết của bản thân. Mọi thông tin do em cung cấp sẽ được giữ bí mật và chỉ sử dụng cho mục đích nghiên cứu.

* Note: để ngắn gọn, trong bản câu hỏi này *tài liệu nghe thực tế bằng tiếng Anh* sẽ được gọi tắt là *tài liệu nghe thực tế*. Bản câu hỏi bao gồm 3 trang.

1. Em có thích sử dụng tài liệu nghe thực tế trong giờ học tiếng Anh trên lớp không?

Có Không

(Nếu em chọn “Không”, em hãy bỏ qua câu hỏi 3 và chuyển sang câu hỏi 4)

2. Em THÍCH được tiếp xúc với loại tài liệu nghe thực tế nào trong giờ học tiếng Anh trên lớp? Em hãy đánh dấu X vào các ô tương ứng với các tài liệu em thích dưới đây.

(em có thể chọn hơn nhiều hơn 1 đáp án)

- | | |
|---|---|
| <input type="checkbox"/> quảng cáo trên ti vi | <input type="checkbox"/> game show truyền hình |
| <input type="checkbox"/> các cuộc phỏng vấn | <input type="checkbox"/> phim hoạt hình |
| <input type="checkbox"/> bản tin | <input type="checkbox"/> chương trình hài |
| <input type="checkbox"/> phim ảnh | <input type="checkbox"/> phim truyền hình dài tập |
| <input type="checkbox"/> truyện ngắn và tiểu thuyết được thu âm | <input type="checkbox"/> quảng cáo trên đài |
| <input type="checkbox"/> bài hát | <input type="checkbox"/> phim tài liệu |
| <input type="checkbox"/> lời rao hàng | |
| <input type="checkbox"/> loại khác (xin hãy nói rõ): | |

3. Theo ý kiến của em, các tài liệu nghe thực tế bằng tiếng Anh có những **ÍCH LỢI** gì? Em hãy đánh dấu X vào các ô tương ứng với các mức độ đồng ý/không đồng ý dưới đây.

ST T	Nhận định	Hoàn toàn đồng ý	Đồ ng ý	Trun g lập	Khôn g đồng ý	Hoàn toàn không đồng ý
1	Tài liệu nghe thực tế giúp em tiếp xúc với những hoàn cảnh sử dụng và phong cách ngôn ngữ tiếng Anh chân thực.					
2	Tài liệu nghe thực tế làm cho em có thêm động lực học tiếng Anh.					
3	Tài liệu nghe thực tế giúp em làm giàu vốn kiến thức nền.					
4	Tài liệu nghe thực tế giúp em cải thiện vốn tiếng Anh của mình					

4. Theo em, tài liệu nghe thực tế bằng tiếng Anh có những **BẤT LỢI** gì. Em hãy đánh dấu vào các ô tương ứng với mức độ đồng ý/không đồng ý dưới đây.

ST T	Nhận định	Hoàn toàn đồng ý	Đồ ng ý	Trung lập	Khôn g đồng ý	Hoàn toàn không đồng ý
1	Tài liệu nghe thực tế khó hiểu.					
2	Tài liệu nghe thực tế khiến em thấy tự ti.					
3	Tài liệu nghe thực tế có một số nội dung không phù hợp với văn hóa Việt Nam.					
4	Em thấy rất khó để tiếp cận được những nguồn tài liệu nghe thực tế.					
5	Tài liệu nghe thực tế không giúp em cải thiện vốn tiếng Anh của mình.					

8. Em có ý kiến nào khác về tài liệu nghe thực tế không? Xin hãy viết rõ các ý kiến đó ở bên dưới.

.....
.....
.....
.....
.....

Sau khi em hoàn thành bản khảo sát này, chị muốn mời em tham gia một cuộc phỏng vấn để làm rõ những ý kiến em đã đưa ra. Nếu em đồng ý, xin hãy để lại tên và địa chỉ liên lạc của em ở dưới đây.

Tên:.....

Địa chỉ e-mail:.....

Số điện thoại:.....

Chân thành cảm ơn sự hợp tác của em!

APPENDIX 5: QUESTIONNAIRES

THE ENGLISH VERSION

FIRST-YEAR FELTE STUDENTS' PERCEPTIONS OF ENGLISH AUTHENTIC LISTENING MATERIALS

Hello, my name is Nguyen Thi Ngoc Thao, and I am currently a forth-year student at ULIS, VNU. I am conducting a study on “First-year FELTE students’ perceptions *of English authentic listening materials*”. I would be grateful if you could complete this questionnaire below basing on your own experience and understanding. I hereby assure that all information provided will be treated anonymously and specially used for research purposes only.

Note: In this questionnaire, **English authentic listening materials are abbreviated as **AM**. The whole questionnaire has 3 pages in total.*

* *

*

1. Do you like the use of listening authentic materials in classroom?

Yes No

(If you choose “No”, please omit question 3 and move to question 4 right away)

2. Which types of authentic listening materials do you like to be used? Put a tick in the box to choose your favourite types. (You can choose more than one option)

- | | |
|---|--|
| <input type="checkbox"/> TV commercials | <input type="checkbox"/> quiz shows |
| <input type="checkbox"/> interviews | <input type="checkbox"/> cartoons |
| <input type="checkbox"/> news reports | <input type="checkbox"/> comedy shows |
| <input type="checkbox"/> movies | <input type="checkbox"/> soap operas |
| <input type="checkbox"/> professionally audio- taped short stories and novels | <input type="checkbox"/> radio ads |
| <input type="checkbox"/> songs | <input type="checkbox"/> documentaries |
| <input type="checkbox"/> sales pitches | |
| <input type="checkbox"/> others (<i>please specify</i>): | |

3. In your opinion, what are the advantages of AM? Put a tick in the box for the following statements

SA = Strongly Agree; A=Agree; N=Neutral; DA=Disagree; SDA = Strongly disagree

No	Statement	SA	A	N	DA	SDA
1	AM provides exposure to real language.					
2	AM increase more motivation in learning the language.					
3	AM helps increasing background knowledge.					
4	AM helps improving language competence.					

4. In your opinion, what are the disadvantages of AM? Put a tick in the box for the following statements

SA = Strongly Agree; A=Agree; N=Neutral; DA=Disagree; SDA = Strongly disagree

No.	Statement	SA	A	N	DA	SDA
1	AM are difficult to understand.					
2	AM make me feel demotivated.					
3	AM contains some cultural inappropriacy.					
4	AM are not easy to access.					
5	AM are inefficient for improving language competence.					

5. Besides the above statements, do you have any other opinions towards AM?

.....
.....
.....
.....
.....

After you have completed this questionnaire, I may invite you to take part in an interview to clarify your answers. If you agree, please leave your name and your contacts here.

Name:.....

E-mail:.....

Telephone number:.....

Thank you so much for your cooperation!

APPENDIX 6: TENTATIVE INTERVIEW QUESTIONS

THE ENGLISH VERSION

(For six journal writers ONLY)

1. I want you to look back at each entry and clarify some items. You said [contents need clarifying], can you explain why you think so?

(For all ten interviewees)

2. Do you want to add more types outside the list of English authentic materials provided in the questionnaire?
3. Can you explain your choice for each tick in levels of agreement/disagreement in the questionnaire? Why did you choose [the level]?
4. Do you have any more ideas to share about English authentic materials, maybe about their advantages, disadvantages, etc.?

APPENDIX 6: TENTATIVE INTERVIEW QUESTIONS

THE VIETNAMESE VERSION

(Chỉ dành cho sáu người viết nhật kí)

1. Mời em quay trở lại các phần nhật kí em đã viết và làm rõ giúp chị một số điểm sau đây. Em nói là [phần nội dung cần làm rõ], vì sao em nghĩ như vậy?

(Dành cho tất cả những người được phỏng vấn)

2. Ngoài những loại đã được liệt kê trong bản khảo sát, em có muốn bổ sung thêm loại nào khác mà em muốn được tiếp xúc không?
3. Vì sao em đưa ra lựa chọn [mức độ trong bảng] cho nhận định này về tài liệu nghe thực tế bằng tiếng Anh?
4. Em có nhận định nào khác muốn chia sẻ về tài liệu nghe bằng tiếng Anh không, chẳng hạn lợi ích hoặc bất lợi của nó, vân vân?

APPENDIX 7: AN EXTRACT FROM STUDENTS' INTERVIEW

S10's interview transcript

I: Uhm, được rồi. Thế bây giờ mình sẽ chuyển sang phần về những ích lợi của tài liệu nghe thực tế. Ở đây có 5 nhận định như thế này, và em đã có những mức độ đồng ý khác nhau. Thế thì bây giờ em hãy bằng cái hiểu biết, kinh nghiệm của bản thân em hoặc là những cái kiến thức mà em đã cập nhật được ở đâu đó về những lợi ích này, em lý giải những sự lựa chọn này nhé. Được chưa? Rồi, bắt đầu từ cái thứ nhất này, tài liệu nghe thực tế giúp em tiếp xúc với những hoàn cảnh sử dụng và phong cách ngôn ngữ tiếng anh chân thực và đa dạng. Thì em chọn là đồng ý, em có thể giải thích được không?

S10: Khi nghe, thật ra khi mình xem phim ý ạ thì hầu hết cuộc sống ở ngoài đời phản ánh ở trong phim, thì có thể, từ đó mình học được nhiều từ mới, đôi khi có những câu, nhiều câu người ta nói nó hoàn toàn mới mình không thể bắt được, em thường tra nó trong từ điển, hoặc nếu không tra được trong từ điển thì em cũng đành bó tay thôi.

I: em vừa nói là xem phim thì phim phản ánh ngoài đời sống đúng không? – S10: Vâng - I: Thế thì cái đấy nó sẽ phản ánh những hoàn cảnh giao tiếp mà mình gặp ở ngoài đời đúng không - S5: Vâng - I: Uhm, thế thì ngoài thể loại phim ra thì các cái tài liệu nghe thực tế nói chung ý thì những cái tài liệu khác nó có mang đến cho em những hoàn cảnh sử dụng và phong cách ngôn ngữ đa dạng như thế không? Những tài liệu khác mà em đã từng tiếp xúc ý.

S10: Nếu như mà các tài liệu hướng dẫn học không ý ạ, thì người ta thường sử dụng tiếng Anh academic, thì em nghĩ là nó, cái đấy nó phục vụ cho phần học thuật không thôi, không liên quan đến đời sống lắm.

I: À, nhưng mà nó cũng là một hoàn cảnh sử dụng đúng không, đó là hoàn cảnh học thuật trong môi trường đại học của em, đúng không?

S10: vâng

I: Vậy là về cơ bản em mới chỉ tiếp xúc với phim và những video hướng dẫn học tiếng anh thôi đúng không

S10: Vâng

I: tiếp tục này, làm em có thêm động lực và hứng thú học tiếng Anh. Em cũng đồng ý, thế thì cái làm nên động lực và hứng thú đấy là cái gì?

S10: Ờm, mấy cái đấy trước hết là để giải trí đã, đôi khi mình xem video thì cũng dễ hiểu hơn so với đọc sách hay là xem các tài liệu giấy, với cả, đôi khi người ta cũng làm cái trò rất là thú vị ý ạ, làm mình buồn cười.

I: trò thú vị đấy là em hay gặp ở đâu ý nhỉ?

S10: em có xem một cái ở trên youtube là , em cũng không nhớ lắm, cái gì đó mà for you ý ạ, cái cô đấy rất là buồn cười, cũng rất là hài, nhiều khi gây được ấn tượng và em nhớ được lâu hơn.

I: à tức là em thích vì cái nội dung của video đấy nó hay đúng không, chính là vì nội dung...

S10: vâng, nội dung, với cả phong thái của người dẫn chương trình

I: uhm, phong thái người dẫn chương trình thế có cái gì khác của cái video đấy khiến em thích nữa không? Mà khiến em thấy hứng thú ý, ngoài nội dung ra?

S10: vì cách thể hiện của người nói thôi ạ

I: uhm thế thôi ý gì. Thế ví dụ chủ đề hay là thể loại của loại video đấy có làm em hứng thú hơn không?

S10: có, nếu mà nó hợp với tuổi, hợp với sở thích nữa.

I: uhm, thế tức là về cơ bản nó giúp em giải trí nên là em thích, đúng không? – Vâng – Rồi, tài liệu nghe giúp em làm giàu vốn kiến thức nền, và em hoàn toàn đồng ý em có thể lý giải được không?

S10: Ồm, kiến thức nền rất là đa dạng, mình nghe, ví dụ như là khi nghe CNN ý ạ thì mình cập nhật tin tức mỗi ngày, rất là có ích.

I: uhm thế đấy chính là kiến thức nền của em đúng không. Ngoài ra còn có những mảng kiến thức nào khác mà em đã học được nhờ xem loại tài liệu này không?

S10: Ồm, có. Khi mà em xem Master Chef ý ạ thì em học thêm được nhiều từ ngữ , những cụm từ liên quan đến món ăn và cả công thức món ăn nữa ạ.

I: uhm học được cả công thức món ăn? Uhm rồi rất thú vị đúng không? Tiếp tục, em trung lập về ý kiến cho rằng em có thể tăng kỹ năng nghe nói đọc viết sau khi tiếp xúc tài liệu nghe thực tế.

S10: các tài liệu nghe thực tế thì em nghĩ nó chỉ tăng các kỹ năng nghe và nói thôi ạ, viết và đọc thì... - em chưa chắc, đúng không? – vâng, chưa chắc.

I: uhm thế thì về mặt nghe và nói thì em đã học được những kỹ năng gì rồi, học được những gì từ tài liệu nghe thực tế rồi để hỗ trợ cho nghe và nói của em?

S10: em thì cũng không luyện tập nhiều lắm, em chỉ nghe và khi mà nghe nhiều thì mình thấy quen tai, với các bài ở trên lớp có phải nghe thì cũng thấy dễ hơn

I: tức là cảm thấy nghe nhiều quen tai thì sẽ dễ hơn đúng không? Thế còn nói thì sao, có cảm thấy mình nói tốt hơn không?

S10: cũng bình thường thôi ạ.

I: tức là bản thân em mới chỉ thấy tiến bộ ở phần nghe một chút thôi đúng không, - vâng , nói thì em không luyện tập nhiều – uhm, nói thì cũng không thấy và phần đọc viết thì cũng không thấy mình tiến bộ - vâng. Uhm rồi. Câu số 5, giúp em hình thành và xây dựng khả năng giao tiếp bằng tiếng Anh trong đời sống như là cách bắt đầu cuộc nói chuyện, hay là cách ngắt lời, v.v. Em cũng đồng ý, thế thì em có thể lý giải được không?

S10: Uhm, khi xem phim thì cái cách người ta nói chuyện với nhau mình cũng có thể học, qua cái đấy, hoặc là cách người ta dẫn, dẫn vào đầu một vấn đề nào đấy ý ạ, em học được cái đấy.

I: rồi cách dẫn dắt vấn đề đúng không, cách người ta giao tiếp với nhau. Thường là em hay học được những cái đấy qua những chương trình nào, hay là qua những loại tài liệu nào?

S10: mỗi thứ em học được một ít ạ -

I: uhm được rồi, rồi tiếp tục sang phần về bất lợi này, em trung lập với ý kiến cho rằng tài liệu nghe thực tế khó hiểu, tại sao lại thế?

S10: Đây là tùy thuộc xem mình chọn nguồn nào để nghe thôi ạ. Nếu như mình chọn nguồn phù hợp với mình thì sẽ dễ hơn.

I: thế cái nguồn phù hợp với em sẽ là một nguồn như thế nào?

S10: em nghĩ là phim ảnh

I: phim ảnh à, ờ thế nó có cái gì phù hợp với em

S10: mấy cái..., ờm thực ra thì em thích xem phim lãng mạn ý ạ thì xem được cái lãng mạn đấy em thấy thích.

I: thế là do thể loại này, đúng không, do cái thể loại của nó đúng không. Thế còn do cái gì của nó khiến em cảm thấy phù hợp không? Do cái gì nữa? Ngoài thể loại ra, em có thể đi sâu về mặt ngôn ngữ của bộ phim được không?

S10: thường là phim của Mỹ, vì mình tiếp xúc với tiếng Anh-Mỹ nhiều hơn, có lẽ là, do thế.

I: uhm, nó phù hợp hơn là do mặt nào ý nhỉ? Tiếng Anh-Mỹ đấy tại sao em lại thấy nó phù hợp với em?

S10: bởi vì, em nghĩ là, tiếng Anh-Mỹ phát triển nhiều hơn, mình tiếp xúc nhiều hơn

I: uhm, thế có phải là khi em nghe em bắt được tiếng Anh-Mỹ tốt hơn không?

S10: có lẽ thế ạ.

I: uhm, thế em bắt được tốt hơn là do đâu? Cái giọng nói của họ phù hợp như thế nào với cái khả năng nghe của em?

S10: em cũng không rõ.

I: uhm, không rõ à? Uhm tức là khi em xem phim Mỹ em có hiểu được luôn không?

S10: cũng tùy phim thôi ạ. Phim thì 80%, phim thì khoảng 50-60-70%

I: thế thì so với phim Mỹ, những cái tài liệu khác chẳng hạn như là tin tức thời sự hay là quảng cáo hoặc game show thì những tài liệu khác đấy có cái gì không phù hợp với em không? Chẳng hạn như là tin tức chẳng hạn

S10: tin tức thì có nhiều từ chuyên ngành, không hiểu được. thường em phải đọc transcript, sau đó nghe lại nhiều lần mới hiểu được

I: à, thế là do về mặt từ vựng đúng không. Thế còn chẳng hạn như là game show hay quảng cáo thì sao?

S10: thì nó cũng có cái khó riêng,

I: thế em có để ý là do đâu mà nó khó không?

S10: có vẻ như các gameshow, chương trình người ta nói nhanh hơn là phim

I: à, thế là do tốc độ của giọng nói đúng không, do tốc độ của giọng nói nên em thấy khó đúng không. Rồi, OK, thế chính vì thế em mới lựa chọn trung lập bởi vì em cho là nó phụ thuộc vào các nguồn khác nhau đúng không. Rồi, câu số 2 là khiến em thấy căng thẳng và tự ti về khả năng nghe của mình. Em đồng ý, em có thể lý giải không?

S10: Mới đầu nghe thì, có nhiều từ em không thể nghe nổi, sau em cũng hiểu nhầm từ ý ạ. Em nhớ là một lần em nghe từ “reckless”. Nó là “bất cẩn” ý ạ, nhưng mà lúc ý em, em không nghĩ là nó bắt đầu bằng “re-“, em lại cho là “ra-“, nên em không thể tìm thấy từ ý trong từ điển, em rất là bối rối.

I: à cái khiến em bối rối ở đây chính là vì em không biết từ vựng đúng không – không bắt được từ ạ - ah, không bắt được từ. Thế không bắt được từ là vì sao? Bởi vì nhiều từ, từ mới, hay là bởi vì mình biết từ đấy nhưng mà cách phát âm của mình khác...

S10: cả hai lý do ạ

I: cả hai lý do à, tức là vừa do phát âm và cũng vừa do là từ cũng mới với mình. Còn lý do nào khác khiến em thấy tự ti sau khi nghe tài liệu nghe thực tế không?

S10: đôi khi là, em nghe em nghĩ em bắt được cái từ mà người ta nói, nhưng mà lúc tổng hợp nội dung thì mình không hiểu sâu sắc lắm cái nội dung của người ta.

I: tức là cũng không nắm được nội dung của họ đúng không. Ờ thế không nắm được nội dung là do đâu nhỉ? Do cái nội dung người ta nói đến khó quá hay là thế nào?

S10: có thể là do khả năng của mình không tốt, không thể tổng hợp được thông tin

I: tức là cảm thấy thông tin nó không liên quan đến nhau à, hay là vì nó nói về chủ đề mà mình chưa bao giờ biết đến, chưa bao giờ có kiến thức về nó?

S10: chắc là do chủ đề nó mới, ít tiếp xúc

I: cho nên là kiến thức nền của mình chưa đủ? Có phải thế không ?

S10: vâng

I: rồi, tài liệu nghe thực tế có một số nội dung không phù hợp với văn hóa Việt Nam, em chọn là trung lập, vì sao?

S10: bởi vì em nghĩ là nó tùy thuộc vào mình chọn cái gì ý ạ, tùy thuộc lựa chọn của mình

I: theo lựa chọn à, thế những thể loại nào thì có nội dung không phù hợp, em có thể kể ra?

S10: ờm, chắc là mấy cái chương trình.... . Cái master chef ý ạ, cái đấy, thỉnh thoảng em thấy người ta nói người ta hay chửi thề lắm ạ, cái đấy không phù hợp.

I: à không phù hợp, vì chương trình việt nam thì ít khi có chửi thề đúng không?

S10: hầu như không bao giờ có ạ

I: uhm đúng rồi. Thế khi mà em xem mà em có thấy những đoạn chửi thề thì em có cảm giác thế nào với loại tài liệu đấy

S10: xét về khía cạnh là, đặc điểm văn hóa của người ta thì em thấy đấy là bình thường, nhưng mà xét khía cạnh văn hóa nước mình thì em thấy hơi lố một tí.

I: hơi lố à, thế bản thân em có thấy lố không?

S10: có ạ

I: uhm thế có khi nào cảm thấy khó chịu hoặc thấy phiền khi xem những đoạn mà người ta chửi thề như thế không?

S10: cũng bình thường thôi ạ

I: cũng bình thường thôi đúng không. Nói chung là không có cảm giác gì quá là phản cảm ý gì?

S10: vâng.

I: và vẫn có thể tiếp tục xem được đúng không?

S10: vâng

I: thế đấy có phải vì em là người biết chấp nhận các nền văn hóa khác nhau không?

S10: ờm...

I: có không?

S10: mình cần phải đứng lên lập trường của người khác để nghĩ về vấn đề của họ nữa, nên em nghĩ là thế.

I: ờm ,được rồi. Tiếp tục câu số 4 em thấy khó tìm và tiếp cận với các nguồn tài liệu nghe thực tế. Em chọn là em không đồng ý, em có thể lý giải?

S10: bởi vì là, trên mạng Internet thì cái gì cũng có ạ, mình tìm cái gì cũng được. Em thấy tìm mấy cái này không hề khó một tí nào.

I: thế tức là trên mạng internet em cũng khai thác được internet để tìm, em có thể tìm được nhiều nguồn trên internet đúng không. Rồi, những nguồn đấy là tự em học hỏi hay là em có được ai giới thiệu cho không?

S10: Ờm, thỉnh thoảng được bạn chia sẻ trên facebook ý ạ

I: thế thầy cô giáo trên lớp có chia sẻ nguồn cho em không?

S10: có ạ, các tài liệu đọc nghe thì các thầy cô rất là nhiệt tình, chỉ có là nhiều quá thì mình không kịp xem hết thôi.

I: tiếp tục, các tài liệu nghe thực tế không giúp em tiến bộ về các kỹ năng nghe nói đọc viết bằng tiếng Anh. Em cũng không đồng ý vì sao?

S10: bởi vì có tiến bộ về kỹ năng nghe đấy ạ.

I: uhm có tiến bộ về kỹ năng nghe, thế còn đọc viết có tiến bộ không?

S10: em thì em thấy không thay đổi mấy.

I: không thay đổi mấy, thế tại sao em lại chọn là không đồng ý?

S10: bởi vì em thấy em có tiến bộ về kỹ năng nghe nên em chọn không đồng ý luôn.

I: à thế à. Thế bản thân em bây giờ chưa tiến bộ nhưng em có nghĩ là mình sẽ tiến bộ nếu như mình tiếp xúc với tài liệu nghe thực tế không?

S10: tại vì em cũng thấy không liên quan mấy giữa cái việc nghe thực tế với cả việc đọc viết, nó khác nhau nhiều lắm ạ.

I: thế tức là mới chỉ thấy mình tốt được kỹ năng nghe thôi đúng không, nhưng mà bởi vì có kỹ năng nghe rồi, nên em lựa chọn luôn là không đồng ý, đúng không?

S10: vâng ạ

I: Thế thì ngoài những cái bất lợi và ích lợi đã nói ở trên, bản thân em có thấy tài liệu nghe thực tế có những ích lợi/bất lợi nào khác nữa không?

S10: không ạ, khá là chi tiết rồi ạ.

I: em trình bày ý kiến là có thích sử dụng tài liệu nghe thực tế trong giờ học. Thế thì em có những cái quan điểm hoặc là mong muốn nào về việc tiếp xúc các tài liệu này trong giờ học không?

S10: như trên lớp là, bọn em được nghe cái tài liệu về học thuật , thỉnh thoảng cũng được nghe bài hát nhưng mà tần suất thì cũng ít, em mong là các thầy cô tăng thêm – tăng thêm bài hát à? – có thể là tăng thêm truyện cười, hoặc là một mẫu tin nào đấy thì hơn là nghe một cái đoạn người ta nói liền thoảng một lúc.

I: những tài liệu nghe thực tế em đang tiếp xúc trên lớp hầu hết là thuộc thể loại nào?

S10: ờm, thỉnh thoảng thì có bài hát thôi ạ

I: tức là em mong muốn là các thầy cô nên đa dạng thể loại hơn, và thường là những thể loại như là bài hát hoặc phim ảnh đúng không?

S10: vâng ạ

I: uhm tại sao lại thế? Vì những thể loại đấy có đặc điểm gì nhỉ?

S10: có tính giải trí cao ạ.

I: tính giải trí cao đúng không. Thế nó có hỗ trợ cho việc học của em không?

S10: chắc chắn là có.

I: chắc chắn là có đúng không. Em còn có ý kiến nào khác hoặc quan điểm nhận định nào khác muốn chia sẻ nữa không?

S10: Không ạ. Thế thôi ạ.

I: uhm được rồi. Chị chân thành cảm ơn em đã tham gia phỏng vấn nhé.