

USING AUTHENTIC CULTURAL MATERIALS IN ESTONIAN SECONDARY EFL INSTRUCTION

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Abstract. The article reports on a study into the extent to which authentic cultural materials are introduced in secondary foreign language teaching in Estonia, and the effect these materials may have on learner motivation. The hypothesis is that the inclusion of such materials in EFL teaching will have a positive effect on learner motivation at upper secondary school level. Three research approaches have been applied: two surveys into teachers' and learners' perceptions of the value of authentic cultural materials in language learning and a case study into the impact of those materials on learner motivation. The results show that the levels of learners' on-task behaviour, overall class motivation and self-reported learner motivation increase with the employment of these materials, and therefore they should be incorporated in the classroom on a regular basis to promote intercultural learning.

Keywords: culture, authenticity, learner motivation, teaching materials, English

1. Introduction

Nowadays, teachers and learners around the world have a feeling that their classroom practices are constantly being challenged by numerous innovations (Branden 2009: 659), among which there is also intercultural learning. In the last two decades, studies of intercultural training have mostly investigated foreign language (FL) teachers' perceptions, beliefs, attitudes and knowledge of the concepts of culture and language: how teachers perceive culture and how they deal with intercultural aspects in their classrooms. The research has thus concentrated on teachers' rather than students' perspective, emphasizing either cultural awareness raising through FL teaching, or assessment of intercultural competence, or coursebook evaluation, without a due focus on the means of instruction, i.e. authentic cultural materials. Yet, "for an area as complex as the nexus of culture, teaching, and learning" (Johnstone

Young, Sachdev 2013: 504), the views of both teachers and learners who share the common experience of intercultural practices are extremely important, given the impact the teaching materials may have on learner motivation – a perennial concern with any teacher.

The research (Widdowson 1979, Candlin, Edelhoff 1982, Clarke 1989) into the use of authentic materials in language learning is mostly focused on the quality of language employed and studied in classroom activities, i.e. whether it is used as a way of communication, being “produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Morrow 1977: 13). Although most scholars emphasize the motivating effect of authentic materials on learners (Little et al. 1994, Guariento, Morley 2001, Mishan 2005, Gilmore 2007, Al Azri, Al Rashdi 2014), there is little empirical research in support of this claim, with the exception of Matthew Peacock’s (1997) research project where the most convincing results have been provided about the impact of authenticity on learner motivation. The same situation exists in Estonia, since the problem of authenticity has mainly been studied either in second language instruction, i.e. teaching Estonian in Russian-based schools (Kallas 2002), or in FL materials design (Arge 2014).

Due to the lack of relevant studies, the current research intends to explore the extent to which authentic cultural materials are employed at upper secondary school level in Estonia, focusing on student motivation changes caused as a result of their usage, and testified by a teacher and students themselves within the framework of a case study which originates from Peacock’s article (1997). The following hypothesis was posed: the students’ engagement in the task, overall class motivation and self-reported learner motivation will increase as a result of their working with authentic cultural materials in the EFL classroom at upper secondary school level. The discussion of the case study is preceded by two questionnaire studies into teachers’ and students’ perceptions of the value of authentic cultural materials with the aim of ascertaining the current situation in regard to their utilisation.

2. Theoretical background

Present-day FL teaching objectives have moved on from a very traditional definition of intercultural competence which is restricted to imparting knowledge of the “four F’s”, i.e. food, festivals, folklore, and facts (Zojer 2011: 198), to intercultural communicative competence (Byram 1997), which emphasizes the mediation between different cultures, the ability to decentre and take the other’s perspective, analyze and adapt one’s behaviour, values and beliefs (Byram, Zarate 1996).

Based on the view that language and intercultural learning is a dialogic process of interaction between a teacher and students that stresses dialogic sharing, mutual respect and freedom of speech (Byram, Feng 2005: 916), there are classroom practices that explore the possibilities of employing authentic materials for the purposes of raising intercultural awareness. These materials are divided into four groups: listening/viewing materials, visual materials, printed materials and realia (Oura 2001: 67–68). The current article focuses only on authentic reading matter that has been created “to fulfil some social purpose in which it was produced” (Kramsch 1993: 177), that is, in non-simulated, natural communication.

The notion of authenticity is seen as consisting of three types: authenticity of text, authenticity of text use and authenticity of learner response (Fenner, Newby 2000: 17–18, Waters 2009: 315–316). With respect to text authenticity, newspaper articles, literary passages, poems, songs, etc are regarded as genuinely authentic texts, since specially constructed coursebook texts, which have become a norm in the contemporary design of EFL teaching materials, are not qualified as authentic according to recent research (Waters 2009: 315–316). However, authenticity does not lie in the text only, but also in the uses speakers and readers make of it (Widdowson 1979: 166), namely, in text use or behaviour (i.e. activities performed and texts produced by learners) and learner response or personal authenticity, i.e. learners' attitude towards and acceptance or rejection of texts and text use. This accords with the primary aim of EFL instruction at secondary school – involving learners in real-life communication situations.

There exist a number of pedagogical reasons for the use of authentic texts in FL learning. Freda Mishan (2005: 44) refers to the “3 C’s” – culture, currency and challenges, where culture relates to authentic texts demonstrating the culture of a target language community; currency stands for authentic texts providing students with up-to-date topics and language; and challenge means that even though authentic texts are essentially challenging for the FL classroom (since they have been produced by native speakers for the consumption of other native speakers of that language), they still enable both the learners and teacher to gain a multifaceted perspective through negotiation and mediation (Byram, Feng 2005: 917).

The last two “C’s” – currency, or topicality, and challenge – represent a link between students' understanding of other cultures and their motivation to learn. If learners feel interested in reading authentic materials, they are more motivated to learn the target language. Students who are integratively motivated may believe that authentic texts help them in “getting under the skin of the target language society” (Mishan 2005: 55). In early research by Robert C. Gardner and Wally E. Lambert (1972), the notion of integrative motivation (i.e., learning out of a desire to integrate into a target language community) was considered to be the best basis for language learning success, but later research has shown that motivation to learn (Brophy 2010) and Zoltan Dörnyei's L2 Motivational Self System (Dörnyei, Ushioda 2009, Hadfield, Dörnyei 2013) can be more powerful as they encourage students to use thoughtful information-processing strategies. The third component in Dörnyei's system, L2 Learning Experience, which concerns “situation-specific motives related to the immediate learning environment and experience (the positive impact of success in a language course)” (Hadfield, Dörnyei 2013: 3), is especially pertinent to the current topic. Similarly to Peacock (1997: 145–146), motivation is defined here in the following terms: interest and enjoyment in reading authentic texts, persistence with the task, as indicated by levels of learner attention, concentration or action for an extended duration. In addition, motivation is not static but rather “dynamic, shifting all the time as a result of learners' learning experience” (Ellis 2008: 681–682). Finally, authentic cultural materials, which suggest challenge to the learners, pose at the same time a chance of taking calculated risks, increasing such vital factors for FL learning as confidence, self-esteem and motivation (Mishan 2005: 61).

3. Research materials and methods

In order to find out where Estonian upper secondary school teachers and learners of English stand in terms of their perceptions as well as the extent of the employment of authentic cultural materials, two surveys – one for teachers and the other for students – were conducted in two upper secondary schools of Tallinn in February–March of 2014. In order to infer any differences in learner response outcomes, the two schools were chosen so that school A offered more in-depth study of cultural authentic materials through courses of British and American literature than did school B.

20 teachers of English from various Tallinn schools and 100 upper secondary school learners, with 50 from school A and 50 from school B (the numbers of the participants were evened out to yield greater statistical significance), were asked to respond to the survey which comprised two sections with four open-ended questions in the first part and 7–10 multiple-choice questions in the second part. The two questionnaires for students and teachers were slightly different in terms of the amount and focus of the inquiries. The first section of the survey intended to determine the participants' knowledge of the pertinent term ("authentic materials") and their perception of the necessity to incorporate such materials in English instruction. The second section of the survey comprised five multiple-choice and five Yes-No questions (with the occasional options of "I don't know" or "We use enough") for the teachers, and three multiple choice questions with four Yes/No inquiries for the learners. The respondents were asked to rate the frequency of the employment of authentic cultural materials on a five-point scale, where "0" corresponds to "never", "1" to "rarely, i.e. once a term", "2" to "from time to time, i.e. three or four times a term", "3" to "often, i.e. at least once or twice a week", and "4" to "almost every lesson". Also, the survey inquired into the types of authentic cultural materials and the purposes for their inclusion, such as an increase of the coverage of cultural topics or a motivating effect on the promotion of learner success. In addition, the teachers were asked to provide some personal data as to their age, gender, educational background and intercultural experiences. Thus all the teachers were experienced, professionally qualified and acquainted with the target language community, the majority of them being female and about 50 years of age.

The two angles of the first research instrument – the questionnaire study – were supplemented by a case study investigating the impact of the usage of authentic cultural materials on learner motivation changes. The case study was conducted in two groups of 11th-formers with 11 and 12 students respectively in April 2014. Peacock's research project (1997) with beginner level EFL learners served as a model for the current study, but not in its entirety. The structure of the case study, as well as data collection instruments (observation sheets 1 and 2, learner motivation questionnaire), derived from Peacock's project, which explored the effect of using poems, songs, and magazine advertisements on beginning EFL learners' motivation with two groups over a seven-week term (20 times in each class on 20 different days). Our pertinent data was collected over a three week period with three lessons in both groups based on the work with authentic cultural materials, and three lessons with non-authentic texts derived from a coursebook. One of the

authors (who works as a schoolteacher) was a silent observer and the teacher of English in both classes conducted the lessons.

The lessons' observer completed two sheets. While filling in observation sheet 1 for the measurement of the learners' on-task involvement, the observer entered "1" if the student was on task, and "2" if he/she was off task. All the learners were observed 12 times and the class on-task mean percentages were calculated. Further, observation sheet 2 measured levels of students' overall motivation generated by newspaper article reading. Overall class motivation was evaluated by means of the following categories: the students' involvement in the learning task, their concentration level on the task, enjoyment of the activity, persistence of attention to the task, intensity of application or effort, interest in the teaching materials, challenge of the materials, and appropriateness of the materials. Each item was scored on a scale from "1" (low) to "5" (high). In other words, the observer evaluated whether the students were very involved or not, whether their concentration and attention were high or low, whether they were enjoying the activity or not, whether any effort was put into the activity, and whether the newspaper articles were interesting, challenging and appropriate. The total daily score ranged between 8 to 40. Finally, an anonymous learner questionnaire was used to evaluate how motivating the materials seemed to the respondents. The sheet consisted of 7 closed items on a semantic scale of adjectives expressing inspiration, that is, whether the materials seemed interesting or boring, enjoyable or unenjoyable, meaningful or meaningless, exciting or dull, satisfying or unsatisfying, absorbing or monotonous, appealing or unappealing to the learners. At the end of each activity, the questionnaire was completed by each learner, and the class average was calculated, this ranging from 7 to 49. All the data from the activities, based on coursebook texts and newspaper articles, were analysed separately to find out which type of materials had a greater effect on the learners' motivation.

All the data collected from the two surveys and the case study were subjected to both quantitative and qualitative methods of analysis with descriptive, analytical, comparative and statistical methods (Spearman rho and phi coefficients) (Brown, Rodgers 2002).

4. Results and discussion

This section presents the findings of the research instruments obtained first from two surveys conducted among 20 English teachers and 100 upper secondary school learners to investigate the participants' views of the role of authentic cultural materials in EFL instruction, and second from a case study to research the effect of authentic cultural materials on upper secondary school learners' motivation.

4.1. Teachers' and students' views of cultural authenticity in teaching materials: survey results

The first part of the survey was identical for both teachers and students as it required them to respond to four open-ended questions about the cultural authenticity of their instructional materials.

In the first question, the respondents had to provide a definition for the term “authentic materials”. All the teachers but one (19) defined the term by using adjectives such as “non-adapted”, “original”, “genuine”, or “real”. Several examples of primary sources were also given: literature, newspaper and magazine articles, the Internet, web pages, films, songs, poems, posters, flyers, radio and TV broadcasts, etc. The definitions provided exhibited a different level of accuracy, but it may be concluded that the respondents (except for one) were aware of the concept. The students’ familiarity with the term varied depending on its inclusion either in coursebook instructions or teacher explanations. 34 (68%) school A students were able to provide a feasible definition, referring to sources such as “taken from newspapers, magazines, etc”, whereas 38 (76%) students from school B were not familiar with the term at all.

The second question inquired into the participants’ views of the role of authentic materials in FL instruction. All the teachers, 48 (96%) students from school A and 41 (82%) from school B considered their employment of utmost importance, especially at upper secondary school level. The reasoning behind the students’ positive answer included the following benefits they hoped to achieve in the future: “they help us see the real language in its everyday use”, “they give us a chance to listen to different ways people speak”. Additional advantages stressed by the teachers referred to contextualised vocabulary practice, stimulating discussions of intercultural topics as well as further exploration of the target language culture. However, one teacher from school B complained that her “students would rather search Internet data presented in their mother tongue than in English, and lack of sufficient practice with authentic sources has affected their results in the national English language examination”. Although all the teachers believed in the importance of employing authentic cultural materials in their lessons, one teacher referred to lack of time, since “the curriculum requirements do not allow for their regular usage”.

The third question addressed the possibility of learning a language by exclusive use of simplified, adapted materials. All the teachers agreed to its feasibility at a primary level only, as simplified materials would not pose any challenge for students and teachers at a more advanced language proficiency level. Moreover, if the instructional goal is to develop an ability to interact in the target language in a target language community, authentic cultural materials will become indispensable, according to 9 (45%) teachers. As to the students’ attitude, 21 (42%) school A students thought the exclusive use of adapted materials was possible, yet 29 (58%) from the same school were of the contrary opinion. The latter thought that adapted materials could provide only basic knowledge of the target language which was insufficient for their age and language level. As regards school B, 10 (20%) students considered the usage of simplified materials as permissible, with 25 (50%) thinking to the contrary, and 15 (30%) having no ideas on the matter.

The fourth open-ended question aimed to explore the respondents’ views of the importance of culture in FL learning. Here all the teachers agreed that cultural information, when provided through creative tasks, would motivate learners to process information and compare it to their native culture, “building up mutual understanding and tolerance of other cultures, and widening their outlook”, in one teacher’s words. However, there was more diversity of opinion among the students: 38 (76%) school A and 20 (40%) school B students believed that culture learning

would promote a better understanding of other cultures and help to avoid cultural misunderstandings. An added bonus of the acquaintance with a target language community, as indicated by these students, was the ease of travelling, studying and working abroad. 7 (14%) school A and 10 (20%) school B students found no significance in culture-and-language learning. Finally, 5 (10%) school A and 20 (40%) school B learners had no opinion on the matter.

To sum up the results of section I, the majority of the teachers thought it essential to use authentic cultural materials in their teaching. In spite of the disparity of opinion among the students, a great number of them also perceived the importance of such materials for the purposes in their future life.

Section II of the survey comprised multiple-choice and Yes/No questions about the teachers' and learners' perceptions of the importance and frequency of employment of authentic cultural materials.

As to the frequency of their utilisation, 19 (95%) teachers used them either from time to time, often, or almost every lesson. This was confirmed by 45 (90%) school A students with 21 (43%) having used them from time to time, 19 (37%) often, and 5 (10%) almost every lesson. The respective information about school B (34 students) (68%) was the following: 19 (38%) had worked with such materials from time to time, 11 (22%) often, and 4 (8%) almost every lesson (see Figure 1). In addition, 35 (70%) school A and 31 (62%) school B students reported having read authentic journals while preparing for their project work. Only 13 (65%) teachers, however, reported regularly using additional primary sources, such as newspaper articles or literary texts, this being a clear indication of the teachers' greater reliance on course books than on supplementary materials in their lesson planning policy. This was backed up by the fact that nearly all the teachers (95%) deemed their coursebooks appropriate in terms of authenticity. This opinion was shared by 41 (82%) school A and 25 (50%) school B students who regarded their textbooks as containing a sufficient amount of authenticity. The reasons for such an attitude may be found in coursebook texts being proclaimed authentic by textbook authors, which is not substantiated, however, by the latest research (Waters 2009).

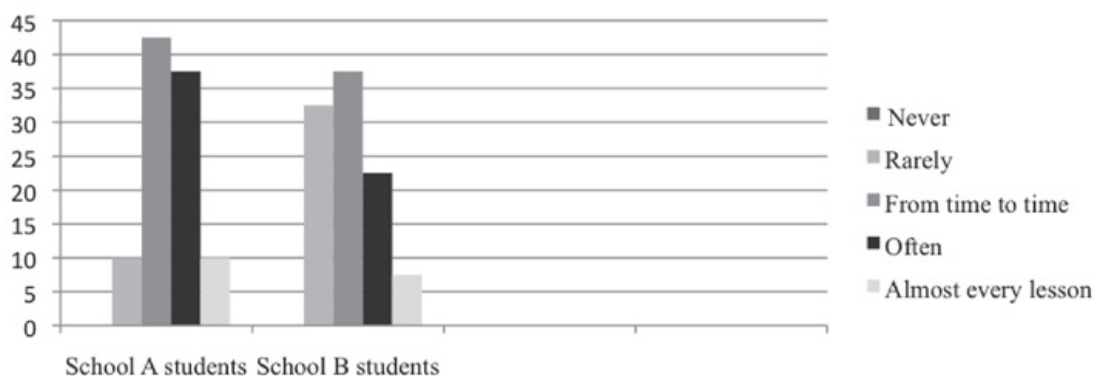


Figure 1. Frequency of using authentic materials by students (x-axis: school A and B students, y-axis: percentage of participants)

Different writing tasks, such as project work, incorporate authenticity as students have to explore the Internet for relevant information on a topic, successfully combining IT usage with their needs and interests. According to the teachers' data, 10

(50%) of them have provided such activities on a regular basis: three or four times a term, or even once or twice a week. Similarly, 42 (84%) school A and 27 (54%) school B students reported frequently working with cultural topics on the Internet.

When asked about the importance of intercultural learning within FL instruction, all teachers reported having explained the concept to their students. However, only 38 (76%) school A and 25 (50%) school B students confirmed this, which coincides with the data derived from the last open-ended query into the respondents' view of the significance of culture-and-language learning. In addition, the statistical reliability of the scores concerning any predicted differences between school A and school B students' culture-learning experiences through authentic materials was checked by calculating the respective phi coefficients, but these did not reveal any marked relationship between the schools in terms of either culture learning experiences ($\phi = 0.269$), or their familiarity with coursebook authenticity ($\phi = 0.3377$).

All 20 teachers believed that authentic cultural materials would facilitate the FL learning process and consequently trigger student motivation and desire to learn. Even though more than half of the teachers (11) claimed their students to have received a sufficient amount of cultural input through coursebook material, 15 (75%) did not mind supplementing it. The fact that the teachers emphasized the necessity of cultural input in FL instruction shows their dedication to improve the textbook content as well as to overcome limitations of the school curriculum. Moreover, 20 (40%) school A and 28 (56%) school B students wished for additional cultural material to be used in class (see Figure 2). 39 (78%) students from each school were even convinced that authentic cultural materials would promote their success in language learning.

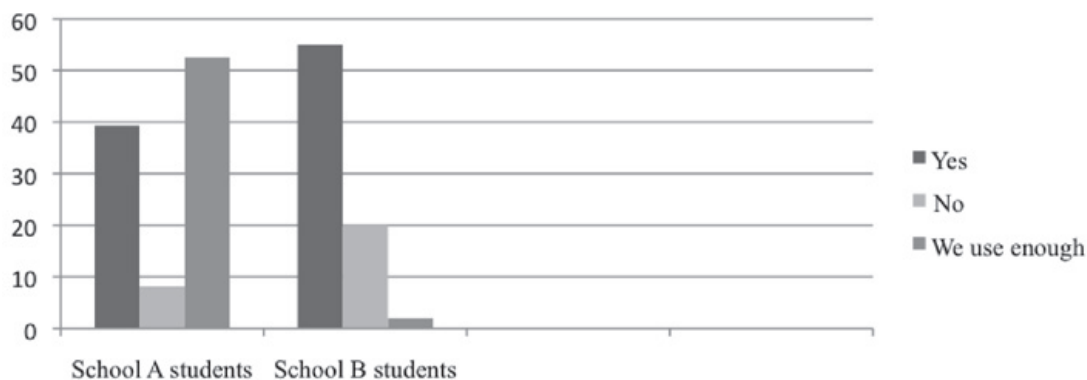


Figure 2. Necessity for additional cultural input as experienced by students (x-axis: school A and B students, y-axis: percentage of participants)

The last part of the second section addressed teachers' usage of such culture-related activities as role-playing, watching authentic videos/films, listening to recordings of native speakers, whole class discussions of cultural topics, project work, reading literary works and newspaper articles. Their responses reflected the predominance of discussions, listening to authentic recordings, reading literary texts, devoting an entire lesson to a cultural topic, and role playing. Less popular were watching authentic videos or films, as well as project work. The least employed was newspaper reading (see Figure 3).

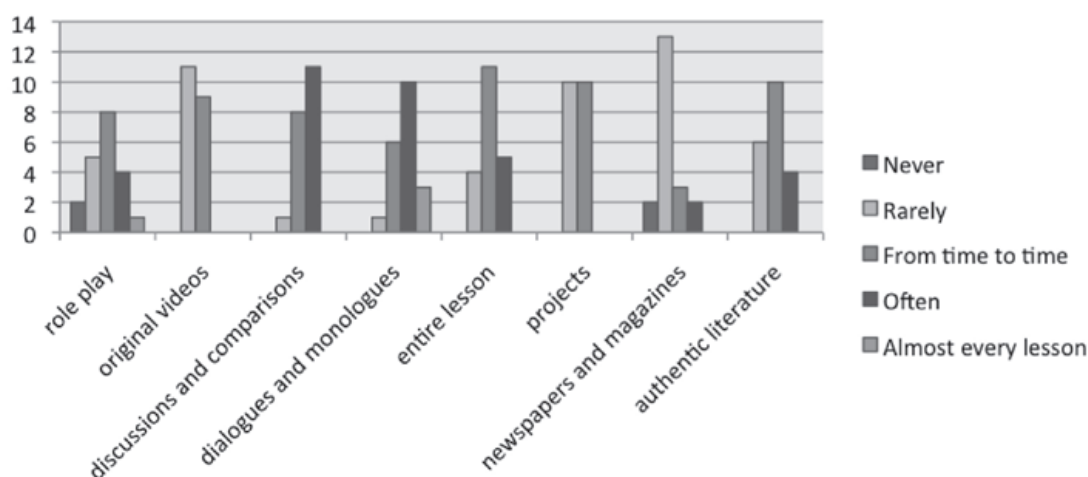


Figure 3. Frequency of using culture-related activities by teachers (x-axis: activity type, y-axis: number of answers)

The overall results of the questionnaire study show that although teachers consider authenticity to be motivationally advantageous for their students' language learning, they are restricted in their actions due to either strict curriculum requirements or lack of knowledge in the field. Consequently, coursebook content rather than supplementary authentic cultural input predominates in their classes. However, both teachers' and learners' desire for more authenticity to be incorporated in lesson content derives from their conviction of its relevance to language learning as well as of its appeal to the students.

4.2. The impact of authentic cultural materials on learner motivation: case study results

Taking into account the results of EFL teachers' questionnaire study about their practice with culture-related activities, where newspaper articles were the least employed type, a case study was conducted with the aim of ascertaining the impact of newspaper reading on learner motivation. Moreover, according to William Grabe (2009: 447), there is "very little research on L2 reading motivation, a construct that is quite different from general L2 language learning motivation". Based on Peacock's project (1997), our research did not replicate the latter, since our focus was on two groups of 11th-formers (with 11 and 12 students in each) at upper secondary school level, studying newspaper articles taken from *The Times* and *The Independent*. The articles dealt with popular youth culture topics, such as eating disorders and loneliness. Another difference, which affected the statistical reliability of the collected data, concerns the amount of lessons devoted to the usage of authentic cultural materials, and the duration of the experiment, which was shorter, compared to Peacock's, due to the school curriculum constraints where the case study took place. The data was collected over a three-week period with three lessons in each group focused on the usage of authentic cultural materials, and three on non-authentic coursebook texts. There was no control group, as similarly to Peacock's research, the study intended to investigate the effect of different types of study materials on the motivation of students of the same age who were doing similar activities with the

same teacher. It was hypothesised that with reading newspaper articles involving the discussion of some cultural aspects, the levels of learners' on-task behaviour, overall class motivation and self-reported learner motivation would increase.

What transpired in the course of the case study was that the students proved to be more on-task while working with authentic cultural materials than while with non-authentic coursebook texts. Even though the initial percentage was comparatively the same for both types of materials: 76% for the authentic materials' usage and 73% for the textbook ones, starting from Day 2, the percentage for the former went up considerably (82% on the second day, and 85% on the third day), whereas the latter went down a bit (69% on the second day, and 71% on the third day), remaining lower than that for the authentic cultural materials (see Figure 4).

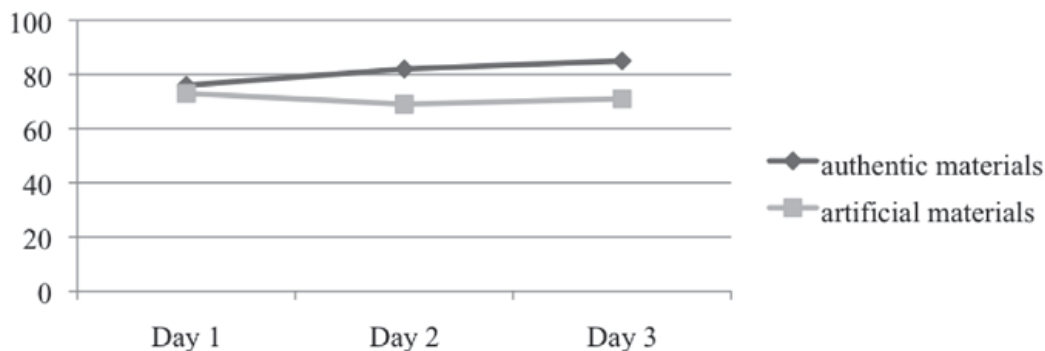


Figure 4. On-task behaviour for all learners (x-axis: days of instruction, y-axis: percentage of time on task)

Overall class motivation increased considerably within the groups after the introduction of authentic materials. Although the initial difference in scores between the two types of materials was not significant (26 for the authentic cultural materials, and 28 for non-authentic coursebook texts), the increase in the score for the former was evident with the progress of the case study: 32 on the second day and 33 on the third. The topics in the newspaper articles must have triggered students' interest, as they got involved in what they were discussing, eagerly expressing their opinions on the matters. In comparison, the overall class motivation score for the engagement with non-authentic coursebook texts was not only lower but also decreased slightly (24 on the second day and 23 on the third) (see Figure 5).

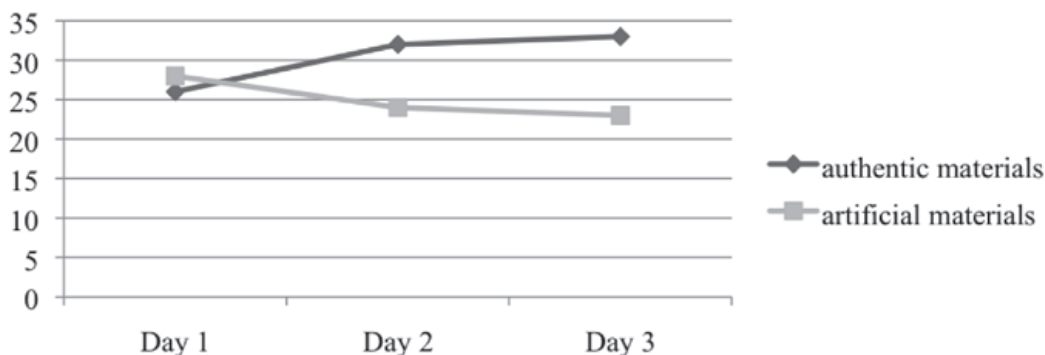


Figure 5. Overall class motivation scores for all learners (x-axis: days of instruction, y-axis: mean total scores)

The learner questionnaires indicate that authentic texts proved to be less motivating for them initially, getting a score of 31 in comparison to 37 for the non-authentic coursebook ones. However, the latter remained on the same level throughout the whole three-week period of the case study, receiving 34 on the second and 36 on the third day of instruction. By contrast, authentic cultural materials turned out to be a bit more motivating for the students starting from Day 2, with the scores going up from 31 on Day 1 to 38 on Day 2 and to 39 on Day 3 (see Figure 6).

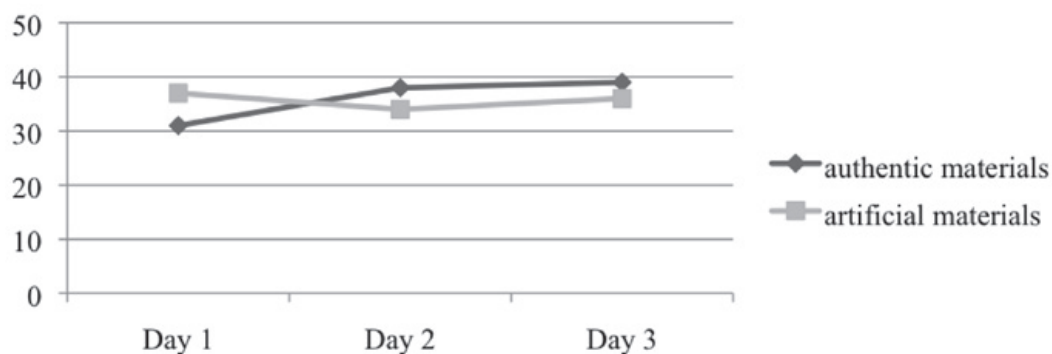


Figure 6. Learner questionnaires: mean scores for all learners (x-axis: days of instruction, y-axis: mean scores for both groups)

The results of all three data collection instruments of the case study show an increase in the levels of the students' on-task behaviour, overall class motivation, and self-reported learner motivation as regards the usage of authentic cultural materials in the EFL classroom, which is indicative of a rise in learner interest towards authentic newspaper reading matter. Although the differences in the mean scores of both types of the materials were not statistically significant according to the Spearman rho coefficient correlation ($p = 0.307$, $\alpha = .05$ for on-task behaviour and $p = 0.412$, $\alpha = .05$ for overall class motivation), this may be accounted for by a variety of factors: the comparatively short length of the case study, the students' low familiarity with authentic cultural texts, as well as linguistic challenges the newspaper articles might have presented to the learners.

5. Conclusion

The current research has made the following contributions to the discussion of the role of cultural authenticity in Estonian secondary EFL instruction. In the course of the two questionnaire studies and a case study, it was discovered where teachers of English and learners stand in terms of the employment of authentic cultural materials at upper secondary school level. In light of the research findings, it is possible to conclude that teachers consider cultural authenticity to be an essential aspect in their work. However, they lack the desired amount of time for their usage, which may result in the predominance of non-authentic course book reading matter over authentic cultural texts. Speaking of the upper secondary school students' views who participated in the survey as well as in the case study, the majority of them considered authentic cultural materials inspiring, and therefore necessary to be incorporated in the EFL lesson structure, so as to make lessons more enjoyable,

engaging and challenging. Authenticity becomes especially necessary at upper secondary school level, since such materials bring topicality into the classroom discussions, and students can find a connection between language and culture on the one hand, and reality and classroom environment on the other.

Regardless of the fact that the employment of authentic cultural materials has its advantages and disadvantages, including, among the latter, language complexity, students' lack of appropriate reading strategies for dealing with problematic places in newspaper texts, and their unfamiliarity with certain cultural topics of a target language community, all of those affecting their motivation to read them, as well as the insignificant attention devoted to authenticity in the national curriculum guidelines, the list of benefits still outweighs the problems related to their employment. It was proved through the case study that authentic cultural materials have a positive effect on learner motivation: they supply students with the latest information on different topics, expose them to authentic language use, and finally, are closely related to their needs, interests, and future plans.

In spite of the limitations of the present study in terms of its statistical reliability, its findings give an insight into the role of cultural authenticity and should prove useful for all the parties of EFL instruction: teachers, learners, and coursebook designers, calling for further research in the area.

Abbreviations

EFL English as a foreign language
FL foreign language

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AUTENTSETE KULTUURIÕPPEMATERJALIDE KASUTAMINE INGLISE KEELE KUI VÕORKEELE ÕPETAMISEL EESTI GÜMNAASIUMI KONTEKSTIS

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Et selgitada, mil määral autentset kultuurimaterjalid leiavad käsitlemist inglise keele kui võõrkeele tundides Eesti kooli gümnaasiumiastmes ja millist mõju nad võivad avaldada õpilaste õpimotivatsioonile, viidi läbi kolm uuringut. Ankeetküsitlustega 20 gümnaasiumiõpetaja ja 100 gümnaasiumiõpilase hulgas uuriti nende hoiakuid autentsete õppematerjalide suhtes võõrkeele õppimisel. Kolmandaks uurimismeetodiks oli kolme nädala pikkune juhtumiuuring kahekümne kolme 11. klassi õpilase hulgas, et analüüsida nende õpimotivatsiooni taseme dünaamikat autentsete ja mitteautentsete tekstidega töötamisel. Uurimuse käigus selgus, et autentset kultuurimaterjalid mõjutavad gümnaasiumiõpilaste õpimotivatsiooni.

Võtmesõnad: kultuur, autentsus, õpimotivatsioon, õppematerjal, inglise keel

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