

Reçu le: 07/09 / 2023 Accepté le: 14/01 / 2024 Publié le: 21/01 / 2024



ELT in Algeria via 'Real English Authentic Teaching Materials': Between the Tide of the Steep Learning Curves and the Ebb of the Pedagogical Instructions

✉ **Ali BERRABAH**¹
ali.berrabah@univ-tiaret.dz
Ibn Khaldoun University of Tiaret (Algeria)

✉ **Younes BEHIRA**²
younes.Behira@univ-tiaret.dz
Ibn Khaldoun University of Tiaret (Algeria)

**تدريس اللغة الإنجليزية في الجزائر عبر "مواد التدريس الحقيقية باللغة
الإنجليزية": بين مد منحنيات التعلم الحادة وجزر التعليمات التربوية**

✉ **يونس بحيرة**²
younes.Behira@univ-tiaret.dz
جامعة ابن خلدون، تيارت/الجزائر

✉ **علي براحي**¹
ali.berrabah@univ-tiaret.dz
جامعة ابن خلدون، تيارت/الجزائر

¹ Auteur correspondant : Ali BERRABAH

ABSTRACT:

The study focuses on the significance of using Real English Authentic Teaching Materials (hereafter REATMs) in EFL classes in Algeria. Since the ultimate objective of the BMD System (aka LMD) is to enable EFL students to achieve higher proficiency in both the receptive and productive skills in English, this study endeavours to point out the positive features of relying on REATMs in ELT to accomplish the aforesaid underlying objectives. For the sake of analysing, arguing, and discussing the weight of such visual aids in reaching the intended EFL linguistic competence; quantitative (questionnaire) and qualitative (interview) research methods were used to probe 150 EFL learners' attitudes alongside six (06) university lectures' motivations correspondingly at Ibn Khaldoun University of Tiaret towards the variety of materials being exploited in EFL classes. Both informants and respondents agree upon the fact that the effective manipulation of and/or being exposed to such means supports the target language teaching and fulfils every learner's needs.

Keywords: EFL in Algeria, BMD System, Learning Strategies, RETAMs, Sociolinguistic Competence

ملخص البحث

تركز الدراسة على أهمية استخدام وسائل التدريس الحقيقية للغة الإنجليزية في فصول اللغة الإنجليزية كلغة أجنبية في الجزائر. نظرًا لأن الهدف النهائي لنظام ل.م.د هو تمكين طلاب اللغة الإنجليزية كلغة أجنبية من تحقيق كفاءة أعلى في كل من المهارات الاستقبالية والإنتاجية في اللغة الإنجليزية، فإن هذه الدراسة تسعى إلى الإشارة إلى السمات الإيجابية للاعتماد على وسائل التدريس الحقيقية في تدريس اللغة الإنجليزية لتحقيق ما سبق ذكره. ومن أجل تحليل ومناقشة مدى أهمية هذه الوسائل التعليمية في الوصول إلى الكفاءة اللغوية للغة الإنجليزية كلغة أجنبية؛ تم استخدام أساليب البحث الكمية (الاستبيان) والنوعي (المقابلة) لاستكشاف مواقف 150 من متعلمي اللغة الإنجليزية كلغة أجنبية إلى جانب دوافع ستة (06) أساتذة محاضرين في جامعة ابن خلدون بتيارت تجاه مجموعة متنوعة من وسائل التدريس الحقيقية التي يتم استغلالها في فصول اللغة الإنجليزية كلغة أجنبية. أجمع كل من المخبرين والمستجيبين على حقيقة أن التلاعب الفعال و/أو تعريض الطلاب لمثل هذه الوسائل يدعم تدريس اللغة المستهدفة ويلبي احتياجات كل متعلم.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية في الجزائر، نظام ل.م.د، استراتيجيات التعلم، وسائل التدريس الحقيقية للغة الإنجليزية، الكفاءة اللغوية الاجتماعية

1. INTRODUCTION

Teaching English to non-native learners is a daunting task that requires not only a set of potentials and special training from teachers but also the integration of the most efficient authentic tools that bridge the gap between the target language teaching content, teachers' instructional objectives, and learners' everyday needs.

It is believed that the very limited use of authentic materials, by means of the Communicative Language Teaching Approach that had taken place in EFL classes in Algeria during the late 1970s until the beginning of the 2000s, amongst the many other handicaps, has led to EFL learners' failure to achieve high levels of proficiency in the receptive and productive skills in ESL.

Since linguistic competence has become the main concern of both decision-makers and EFL practitioners at the Algerian University, the Competency-Based Approach (CBA) has been regarded as the magic lamp, which is intended to enable learners to reach the required levels of linguistic proficiency. They might be achieved by 'Active Learning' i.e., via using and/or exploiting RETAMs to enable learners to enhance their higher-order thinking capacities inside the classroom mainly to be implemented in the real world outside of the University.

Seeing as the use of REATMs helps enhance the atmosphere of the classroom in general and helps learners to get ready for applying the acquired theoretical knowledge to solve real-life situations' problems, the following hypotheses are put forward:

- 1) The best use of REATMs enables the teacher to effectively bridge the gap between the Target Language (TL) teaching content and their learners' needs.
- 2) REATM motivates Learners to be actively engaged in the learning process to improve their communicative and socio-cultural competencies in TL.

Aligning with the aforesaid hypotheses, the study raises the basic research question that follows:

- a) To what extent can the inclusion of REATMs within the framework of the university project help in improving EFL teachers' performance and contribute to EFL learners' success now and in the future at the university level?

Such a general question would be thoroughly investigated by considering the sub-questions below:

- a.1) How far can the best exploitation of REATMs in EFL classes enhance EFL learning?
- a.2) What complementary features can such materials play within EFL classes' teaching/learning atmosphere?

2. Literature Review

This study reviews a huge array of literature on the significance of using and/or developing 'Authentic Materials' [aka 'Authentic Learning' Herrington & Oliver (2000) and Herod (2002)] for learning English so that the "Relaxed and self-confident learners learn faster" (Tomlinson, 2011, p. 9) and Kilickaya (2004). "Since they feel that they are practising a real language used beyond the classroom" (Kilickaya, 2004).

2.1 Authentic Materials

Amongst the many scholars shedding light on expanding the definition of the concept 'authentic materials'; one can cite Tomlinson (2011), who stated that authentic "materials mean anything which can be used to facilitate the learning of a language". In the same line of thought, Herod (2002) coined

the term “authentic learning”, synonymously with ‘authentic materials’, to refer to the sum of “materials and activities’ are designed to imitate real-world situations”. By the same token, Jacobson et al (2003) referred to authentic materials as “printed materials”. The notion of ‘real authentic’ along the paper means those materials, which are designed and/or selected to reflect the TL in terms of language use and culture.

Accordingly, authentic materials are the totality of teachers’ creative teaching resources and/or all associated teaching facilities including texts, audio, and/or any kind of visual aids. Authentic materials can appear in different forms to fit varied teaching contents. Their ultimate goals in EFL classes are mainly to enable non-native learners to listen, repeat, read, and write in/about the TL. Since learners are said to be visual learners, who can instantly react to what they see and/or touch rather than what they are only told or taught; the proper choice and use of such materials will help learners to be actively involved in the teaching/learning process.

On the one side, authentic learning offers learners an easier, more effective, faster, and long-term chance to remember what has been dealt with inside class. On the other side, authentic materials are about demonstrating relevant scenes mainly to bring learners much closer to real-life experiences via TL teaching content inside the classroom so that they can be applied in real-life situations outside the classroom.

2.2 Types of Authentic Materials

Given that authentic materials play an important role in the EFL teaching/learning environment, teachers ought to be selective about what or which type of authentic materials they have to use with each class or a particular group of learners. A variety of sources of authentic materials are currently available everywhere and can be exploited and/or adapted according to learners’ levels and needs. Amongst those pedagogical supports, one can refer to newspapers, menus, magazines, TV programmes, movies, CDs/DVDs, songs, brochures, comics, literature (novels, poems, and short stories), catalogues, tickets, postcards, bills, receipts, wrappings, business cards, labels, stamps, ICTs, etc.

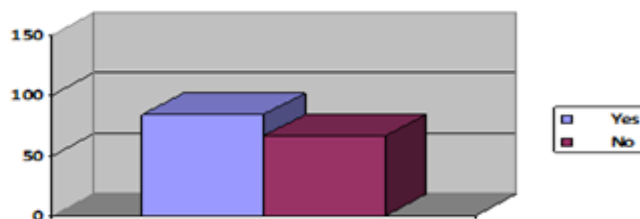
Such assortment of authentic materials can be classified into three broad categories namely audio, visual, and printed materials. Thus, on the basis of such categories, the three types of materials are grouped as follows: first, visual aids including printed texts, pictures, images, blackboard, posters, wall charts, etc. Second, audio materials like tapes and audio. Third, audio-visual resources consist of realia, multimedia materials, the internet, interactive whiteboards, etc.

3. Research Methodology: Tools and Participants’ Sampling

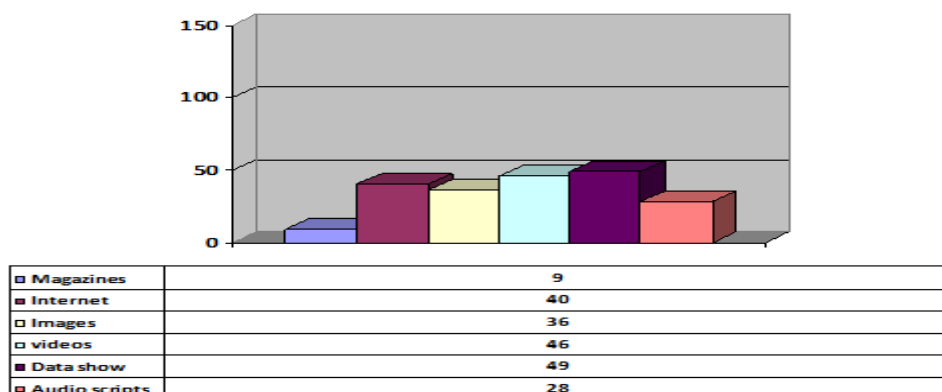
The study considered both quantitative and qualitative research methods. The questionnaire was destined for 150 first-year EFL students and the interview was directed to Six (06) teachers in the Department of English at Ibn Khaldoun University of Tiaret. They were used to investigate EFL learners’ attitudes alongside university lectures’ motivations correspondingly towards the variety of REATMs being exploited in EFL classes.

3.2 Learners’ Questionnaire Analysis

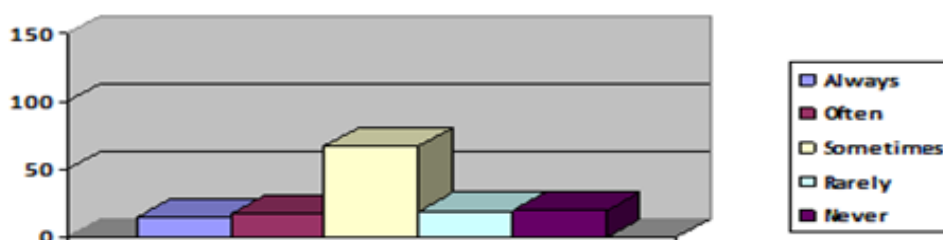
In this section, the analysis of a qualitative quasi-structured 9-item questionnaire, including open-ended and close-ended questions, was considered. The questionnaire is meant to probe the attitudes of 150 First Year EFL learners at the Department of English at Ibn Khaldoun University of Tiaret in Algeria towards the usability, usefulness, uselessness, or effectiveness of utilizing REATMs in EFL classrooms in achieving the required linguistic proficiency in the TL. The findings of the questions are grouped in the graphs (1-9), that follow, wherein each is followed by possible interpretations of every percentage and/or number.

Graph 1. Teachers' Use of REATMs in EFL Classrooms**Q1: Do your teachers use authentic materials inside the classroom?**

As shown in graph 1, when students were asked whether their EFL teachers used authentic materials in class or not; 84 (56%) of them positively answered with 'Yes'. They might do so to break every day's routine especially when they integrated ICTs. However, 66 (44%) of them negatively responded with 'No'. The large majority of teachers prefer to attentively follow the pedagogical instructions since they believe that REATMs are efforts and time-consuming standing on the fact that they have to cover the proposed overloaded course syllabi as required.

Graph 2. Types of REATMs Used in EFL Classrooms**Q2: What kind of materials do university teachers use?**

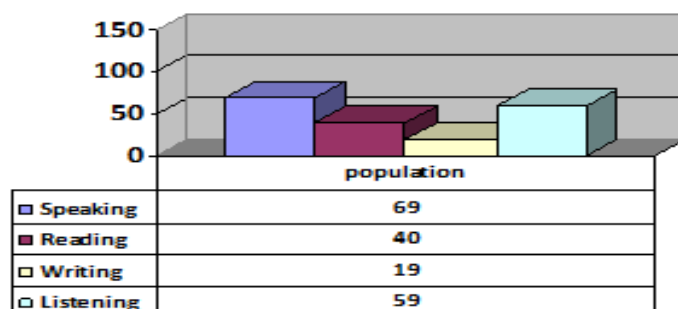
It is obvious from Graph.2 that a wide range of REATMs has been used by university teachers in their EFL classes according to respondents' answers. The larger majority of respondents i.e., 49 (24%) confirmed that their teachers preferred using the 'data show', 23% said they favoured 'videos', 17% replied that they opted for 'images' and 19% on the 'internet'. Only 4% stated that they rather exploited 'magazines'. Undoubtedly, such an array of material choices has been brought about by the Information Age and can be fortunately used by everyone, anytime and anywhere to facilitate the teaching process.

Graph 3. The Frequency of Using REATMs in EFL Classrooms**Q3: How often do they use them?**

Graph 3 clearly illustrates the frequency of using REATMs by teachers in their EFL classrooms. As indicated by 67 (49%) of our respondents, who declared that their teachers 'sometimes' use REAMs. 14%, 12%, and 10% of them responded that they 'rarely', 'often', or

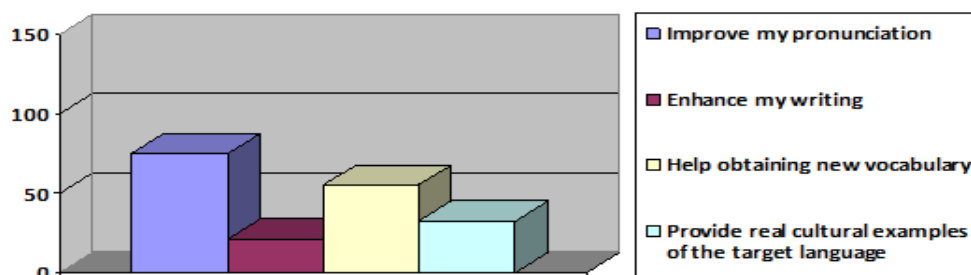
'always' respectively use authentic materials while introducing their lessons. The aforementioned frequencies can be ascribed to the increased consciousness of the largest portion of teachers/practitioners about the crucial importance of integrating REATMs in the teaching/learning process in achieving higher linguistic proficiency in TL. Unexpectedly, 20 respondents (15%) affirmed that their teachers '*never*' exploit REATMs during their classes. This may in turn to the nature of the course itself or because of the lack of such pedagogical types of equipment at the institution they belong to.

Graph 4. The Exploitation of REATMs in Teaching the Four Skills
Q4: In which language skill do teachers use REATMs most?

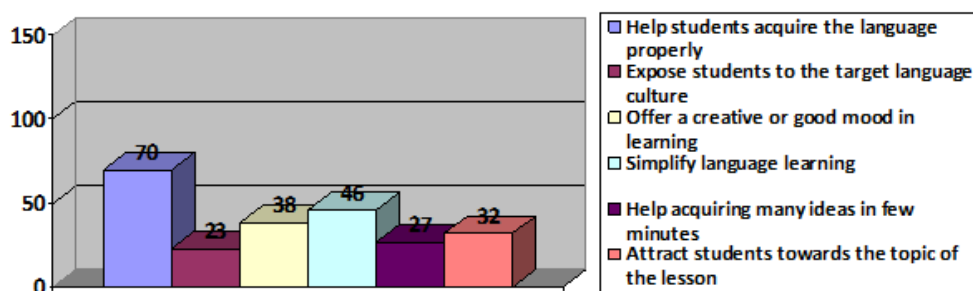


Graph.4 represents respondents' answers when they were asked to rank the language skill(s) that their teachers exploit more REATMs while teaching it/them. 69 and 59 of them stated that '*speaking*' and '*listening*' skills respectively were given the lion's share of using REATMs in comparison to '*reading*' and '*writing*' skills which got 40 and 19 responses respectively. The priority of using more REATMs during '*speaking*' and '*listening*' sessions is imputed to the fact that speakers of other languages have to give ears to the way the native speakers utter their language to imitate them or to be able to acquire a native-like fluency in TL. Although developing '*reading*' and '*writing*' skills depends a lot on the learner's ability and willingness, REATMs can provide additional steps in such skills via getting more idiomatic expressions, phrasal verbs, other weird words, etc.

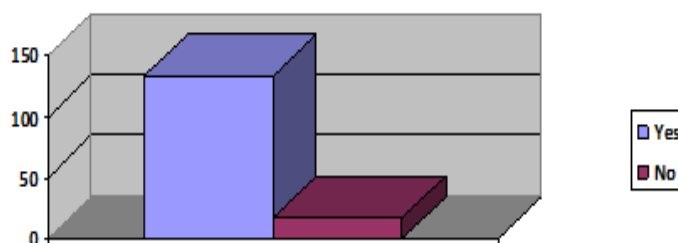
Graph 5. Teachers' Reasons Behind Using REATMs in EFL Classrooms
Q5: Why do your EFL teachers use REATMs?



Graph 5 is used to corroborate the results of the previous question. Here, our informants were asked to justify their choices in relation to the reasons behind using REATMs, especially in teaching the four language skills. 70 respondents said that they preferred the integration of REATMs, especially within listening lessons so that they can help them '*improve their pronunciation*' via exposure to auditory authentic materials that include native-speakers' performance. This is mainly to reinforce their linguistic competence in TL. 55 insisted that REATMs were very useful and can '*help obtain and new vocabulary*' particularly in speaking sessions, where they can improve their fluency in TL. The rest of the answers ranged between 20 for '*enhancing their writing*' and 30 for '*providing them with cultural examples of the TL*'. So, REATMs may help learners to be aware of the cultural differences when reading about others' cultures and they may enable them to pay more attention to the form, mechanics, content, and accuracy while writing in their TL.

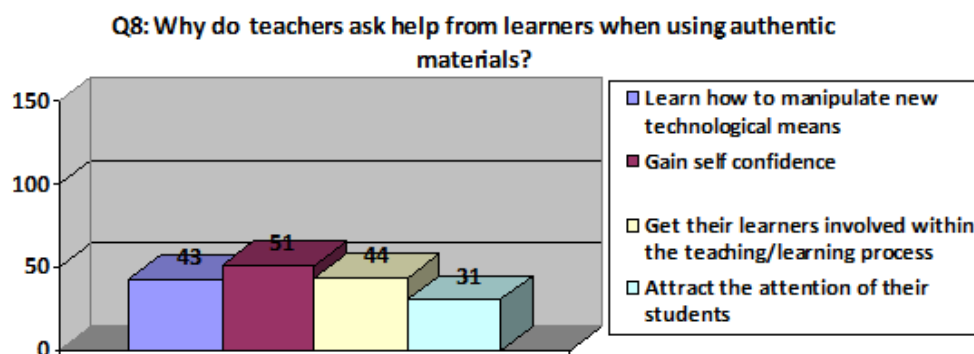
Graph 6. REATMs' Role in Motivating Learners and Developing Abilities in TL**Q6: Why is the use of REATMs important in EFL classes?**

Graph.6 demonstrates the significant role that REATMs play in motivating learners and developing their abilities in TL. When our respondents were asked about the purposes for which REATMs are brought into play within EFL classes; 70 informants affirmed that REATMs *'helped them to acquire a foreign language properly'*, 46 respondents confirmed that the exploitation of REATMs was certainly useful in *'simplifying language learning'* in terms of all aspects of the target language, 38 considered authentic materials useful in *'offering them with an appropriate mood for learning where they become creative/productive'*, 32 declared that REATMs *'attracted their attention'* towards what is being taught in class, 27 of whom declared that those materials helped them recognizing and being aware of intercultural differences between their own and others' cultures, one of the ultimate objectives of teaching foreign languages for non-native speakers, when they are *'exposed to the TL culture'* and 23 acknowledged that REATMs could provide and *'help them acquiring many ideas in few minutes'*.

Graph 7. REATMs' Effectiveness in Enhancing Learners' Language Proficiency**Q7: Have you felt your English level improvement when your teachers use REATMs in classes?**

Graph.7 is meant to reveal the extent of success of teaching using REATMs in EFL classrooms to enhance learners' language proficiency via a self-assessment question since no one knows how they do in the TL better than themselves. It is apparent from the graph that the large majority of our respondents (133) highly appreciated having reached satisfactory levels in the TL due to the inclusion of such helpful resources in EFL classes when positively responded with *'Yes'*. Surprisingly, only 17 respondents negatively replied with *'No'*. Their negative feedback may be attributed to the fact that they are either passive learners or they prefer the classical ways of instruction or because of their teachers' wrong choices or misuse of REATMs during lessons.

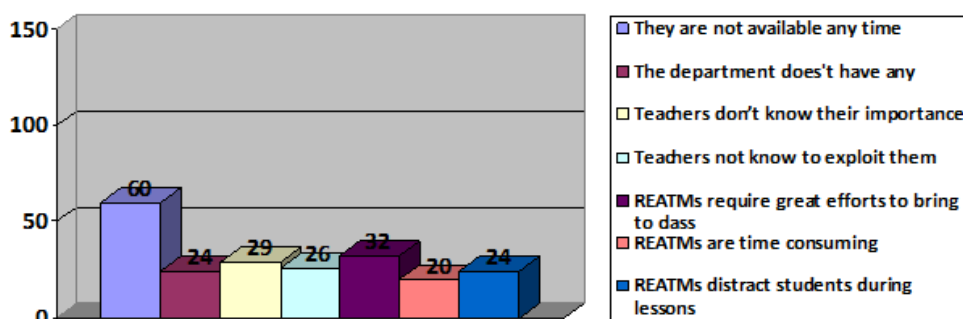
Graph 8. EFL Teachers' Reasons Apropos Asking Learners' Help While Using REATMs



Since the use of REATMs has become a must by every teacher within the teaching/learning process in this information age, graph 8 is intended to divulge the hidden reasons behind EFL teachers' asking for help from their learners before, during, and after using REATMs. 51 of the respondents asserted that the strategy of asking learners' help when using REATMs would be a welcomed initiative to motivate learners' *'gaining self-confidence'*, which subsequently would create a good teaching/learning atmosphere amongst learners and their teachers. In the same line of thought, 44 stated that learners would *'get involved within teaching/learning process'* rather than keeping hide and being spoon-fed, 43 affirmed that though those learners would practise and *'learn how to manipulate new technological means'*, and 31 declared that teachers would attract *'their learners' attention'* towards the task being performed. Undeniably, the asking-for-help strategy is amongst the best ways to shift from a teacher-centred classroom to student-centred education via involving learners in similar real-life experiences mainly to enable them to learn/acquire new things inside the classroom that can be used even in their real-life situations beyond the walls of the university.

Graph 9. The Reasons Behind EFL Teachers' Avoidance of Using REATMs

Q9: Why do some EFL teachers dislike using REATMs in classes?



Graph.9 represents our respondents' perceptions towards some of their EFL teachers' negligence of integrating REATMs during their classes. 60 of them argued that such materials *'were not available anytime'* and 24 of them claimed that *'the department did not have any'*. Both affirmations may be ascribed to the verity that the number of groups of students outnumbers the accessible pieces of equipment within the institution, where the responsible, most of the time, favour certain modules on others or serve the first arrived. By the same token, 32 confirmed that using REATMs *'requires a great deal of effort to bring to classrooms'* or to be installed that's why REATMs were said they *'were time-consuming'* as 20 of the respondents believed. 24 of the respondents stated that *'REATMs distract learners during lessons'* because learners' focus was more on the instruments and tools rather than the teaching content itself. However, 29 went even further and insisted that *'some teachers did not know how to exploit them'* and 26 of them asserted that *'they did not know their importance'* in the teaching/learning process. Such claims may be attributed to the fact that some teachers have been accustomed to not using any other devices, but they rather keep closer to some bibliographical references or readymade lectures instead; while many teachers have not received any training sessions on how to use such materials.

3.3 Teachers' Interview Analysis

This section is devoted to analysing semi-structured interviews, which were conducted with six (06) university lecturers, holding different academic degrees and ranging between full-time and part-time teachers, at the Department of English at Ibn Khaldoun University. The ultimate objectives of such interviews were to check the extent to which EFL teachers' personal touches and creativity serve to promote the university pedagogical project via adopting new forms of learning styles and scrutinize the impact of exploiting REATMs on their learners' linguistic competence and/or performance in TL.

Since the success of the university project pedagogy depends greatly on university-level teaching experience, we asked our informants whether they had taught elsewhere before joining the university, for how many years, and how long they had been teaching at the university level. First, four out of six informants declared that they taught elsewhere before being assigned at university, two of whom spent two and seven years respectively at the secondary school level, the remaining two stated that each spent two years at the middle school level, and a private school. Second, the teaching experience at the university level ranged between 2 to 5 years for two of our informants; while the rest four teachers spent more than 10 years teaching at the university.

Undoubtedly, irrespective of the teaching level or where it takes place, the more teaching experience has been lengthened; the more passion for teaching, and learning from others, teaching perfection would excel and learners would do better. In fact, throughout their teaching experience, teachers will think of getting rid of the year-to-year routine of teaching by adopting the instructional scaffolding to break out of the straitjacket of pedagogical instructions. Therefore, it is that flexibility in using REATMs in such a changing world will help learners to achieve higher proficiency in the TL.

Moreover, our interviewees were asked a couple of questions related to research objectives including if they used REATMs in their classes, whether those materials needed specific training sessions and if REATMs were a necessity or must within the teaching/learning process. They were also asked to state the reasons behind their answers. As regards the first question, four of them replied with 'Yes'; while two just said 'No'. Those whose answers were positive argued that it is a matter of creative thinking, a spirit of differentiating/distinguishing oneself from others, self-consciousness, and the state of go-away-out the familiar; however, those who replied negatively focussed on the facts that they were obliged to cover the very long syllabi in a very limited number of hours as required by the ministry.

Surprisingly enough, 5 of 6 informants stated that the use of REATMs needed specific training sessions justifying their responses that even though they tried many times over to exploit them inside their classes, they found it hard to install some of them; however, the remaining teacher confirmed that no training sessions were needed since it is just DIY philosophy in teaching since some can be easily reached, designed or devised and he suggested to rely on YouTube videos to facilitate installing any new device.

As far as the third question is concerned, there were equal views, three on each side, in relation to the '*necessity*' or '*obligation*' of using REATMs within the teaching/learning process. All of them agreed that such pedagogical supports can facilitate both teaching and learning in the sense that they help teachers save time and effort while explaining things to enable learners to get involved and motivated to acquire a lot of ideas and competencies, which can be applied outside the classroom, in few just minutes.

As a core subject matter, our informants were asked to guess the extent to which the authentic materials enhanced EFL learners' linguistic proficiency in which one of them stated that they were just a waste of time inside the class with such a generation. He justified his positions by simply

replying that since the large majority of learners have been able to easily find and manipulate many of those devices, thus, it would be better to ask their help to devise some of the materials as homework to be presented in class in front classmates to check mainly their performance publicly in the TL.

The remaining 5 teachers, who supported the exploitation of REATMs in enhancing learners' productive along receptive skills, affirmed that those materials had to be used in what is referred to in EFL language university syllabi as Fundamental units that combine mostly the core courses that are initially founded to reinforce the learners' four language skills in the TL like listening comprehension, oral expression, written expression, reading comprehension, phonetics and phonology, research methodology, literature and civilisations modules; however, they could not be or rarely used in modules like linguistics, didactics and Esp. They also added that it is an excuse uglier than sin to hear a teacher nowadays stating that it is hard to use or find those materials since they are available for free for everyone, anytime and anywhere.

4. Recommendation

It seems to be an incontrovertible challenge to make non-native speakers achieve higher linguistic proficiency in EFL in the Algerian context, yet not impossible. Thus, for the success of the intended project pedagogy, herein standing on the exploitation of REATMs, the solution can lie in the concerted efforts of both teachers and decision-makers.

On the one hand, EFL Teachers are highly recommended to develop and/or devise their own REATMs to attract their learners' attention/interests, help them enhance their skills, expose them to the culture of the native speakers of TL, etc. Besides, they should not cease learning and attend any of the training sessions to update their knowledge about exploiting the currently available REATMs. Moreover, experienced teachers have to help in training novice teachers and/or share their personal experience with their colleagues and teachers should bear in mind that they are only required to prepare well-trained/active students to be integrated into the world of work rather than being spoon-feeder who produce only passive theoretically graduates who need to be trained while in-service.

On the other hand, decision-makers and responsible at the university level are highly recommended to manage short-term plans for learners' training in some areas and rethink alternative teaching strategies (distance learning, professional rather than theoretical training, renovating syllabi and curricula, etc.). In addition, they have to equip and provide/supply the institutions with the required modern REATMs. Furthermore, they have to organize training sessions and oblige teachers to reinforce their abilities to use such visual aids. Last but not least, they have to encourage and motivate teachers by creating a sort of competition via annual financial rewards, promotions in ranks/grades, offering trips to countries leading in the field of technology and scientific research

5. CONCLUSION

ELT and EFL via REATMs have been widely supported by many researchers in the sense that they bring together teachers and learners at the core of the teaching/learning process. Developing teaching/learning materials for non-native speakers of English has become a must in this Information Age. Because the availability of EFL learning materials in public institutions in Algeria is very rare, every teacher can pursue the approach he is familiar with or feels at ease with and he can develop his teaching materials by applying the principles and procedures of language teaching materials including formulating his teaching objectives and syllabi, adapting and/or supplementing the existing materials, and/or creating his own materials mainly to fulfil every single learner's needs to achieve higher proficiency in TL, which is regarded by the majority of learners to be the golden key to their future professional expectations in Algeria.

6. Bibliography List

- Berardo, S. A. 2006. The use of authentic materials in the teaching of reading. *The reading matrix*, 6 (2), 60-69
- Block, D. 1991. Some thoughts on DIY materials design. *ELT Journal*, 45(3), Oxford University Press
- Brooks, D. W. 1997. *Web-teaching: A guide to designing interactive teaching for the World Wide Web*. New York: Plenum
- Dudeney, G. 2007. *The Internet and the language classroom: A practical guide for teachers*. Cambridge: Cambridge University Press.
- Gilmore, A and Sherman, J. 2007. Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40, 97-118,
- Herod, L. (2002). *Adult learning from theory to practice*. Heinle & Heinle.
- Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research and Development*, 48(3), 23-48.
- Jacobson, E., Degener, S., & Purcell-Gates, V. (2003). Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners. *NCSALL teaching and training materials*. Boston, MA: NCSALL at World Education.
- Jordan, R. R. 1997. *English for academic purposes: a guide and resource for teachers*. Cambridge. Cambridge University Press
- Kilickaya, F. 2004. Authentic materials and culture content in EFL classrooms. *The Internet TESL Journal*, 10 (2).
- Krashen, S. D. 1982. *Principle and practice in second language acquisition*. Oxford: Pergamum
- Little, D, Sean. D and David. S. 1988. *Authentic texts in foreign language teaching theory and practice*. Dublin: Authentik
- Nuttall, C. 1996. *Teaching reading skills in a foreign language* (New Edition) Oxford: Oxford University Press
- Richards, J. C & Rodgers, T. S. 2001. *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press
- Tomlinson, B. 2011. *Materials development in language teaching*, 2nd Edition. Cambridge: Cambridge University Press
- Ying, L. 2010. Communicative activities in ELT classrooms in China. Unpublished Master Dissertation, University of Wisconsin-Platteville