THE CONTRIBUTION OF AUTHENTIC MATERIAL IN EFL CLASSROOM

Janeth Robinson, Freddy Nicholas and Tony Seimon*

Research Institute for Social Sciences

*Corresponding author's email: tony_seimon@riss.org

Abstract

The study investigates the contribution of authentic material on developing speaking skills in EFL classrooms. Three groups of students were formed. All studied English at the High School. Participants were assigned to groups at random. No significant differences in speaking skills could be established between the groups prior to the experiment. The control group listened to authentic audio tracks in English and discussed their contents, watched authentic English movies and did exercises based on these tasks for developing speaking skills. The first experimental group spent part of the time on theoretical explanation of, and practical exercises with, English prosody by an instructor. The second experimental group instead spent part of the time on English prosody instruction. The total instruction time was the same for all three groups, i.e. 20 hours. Students then took a posttest in speaking skills. The results showed that the second experimental group performed better than the other groups in developing speaking skills. These results have pedagogical implications for curriculum designers and all who are involved in EFL classrooms.

Key words: English as a Foreign Language (EFL), Authentic Material, Speaking Skill

[FULL TEXT](#)

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