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EXPLORING THE EFFECT OF AUTHENTIC FOREIGN-LANGUAGE MATERIAL ON LEARNERS' EMOTIONAL MOTIVATION

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Abstract

Learning is a process that involves negotiation of content between learners and their teachers. Since both participants are human beings, it is crucial to acknowledge their affective responses to content. One of the most studied notions in educational psychology is motivation. Therefore, the impetus behind the current study is to explore the effect of authentic teaching material on learners' emotional motivation. To achieve this, the study employed a triangulation method that a teacher interview, classroom observations and a questionnaire. The teacher-addressed interview was conducted with 10 secondary-school English teachers in the province of Aflou, a city situated in central Algeria, about 400 Km to the south of Algiers the capital. Conversely, the remaining instruments were administered in the regions of Djelfa and Laghouat. Classroom observations were conducted in secondary schools of both regions, amounting to six sessions in total. The questionnaire was distributed to classes in the same schools and responses were obtained from 120 learners. The instruments collectively focused on collecting data about the learners physical and mental reactions to authentic teaching material on the basis that motivation can be observed in both the behavioural and the emotional changes that learners manifest. Another important aspect was the criteria considered by teachers while selecting authentic materials. The results reveal that the teachers adopt a broader view of authenticity that involves aspects such as real context, cultural relevance, intelligibility and relatability. As a result of incorporating authentic material, the learners' motivation increases significantly as was visible in both their emotional reactions and high engagement levels.

Keywords: Authentic material, real-life purposes, learner's expectations, motivation, self-engagement.

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1. Introduction

Our understanding of learning has come a long way over the years with many scholars refining existing theories and contributing new insights to construct a more comprehensible understanding of learning that takes into account learners' needs, expectations and emotions. A pivotal development in this evolution is the inception of the communicative ethos, which in turn introduced the notion of authenticity as an integral part of learning (Mishan, 2005). In contemporary conception of learning, authenticity holds a crucial standing, as learners are expected to acquire skills pertaining to the target language community and approximate native-like linguistic behaviour. Hence, exposing learners to authentic language may help familiarize them with genuine language use, make them feel comfortable using the foreign language and motivate them to produce authentic language of their own. In this sense, Nuttall (1996) affirms that "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people" (1996; p.172)

It is understandable that Algerian secondary school teachers may face challenges incorporating authentic material in their classroom. One major bottleneck for example is the limits set on the choice of the teaching material since they are expected to primarily rely on the textbook as the main means of instruction. For that reason, some teachers may face difficulties trying to substitute textbook content for some authentic material that they find more relevant to the course ends or incorporating extra material that they deem important to further the course content. Another constraint resides in comprehending what constitutes an authentic material, which is so crucial to determine, as Gilmore (2007) describes authenticity as being "elusive" and that it supports "multiple-interrelated definitions"

Authenticity is generally linked to the reality of the language used. In other words, authentic material should incorporate non pedagogical native language. However, many seem to neglect that the focus here is the learner and not the source of the material only; McKay (2013) argues that authentic texts are those that equip learners with the necessary arsenal to create meaningful discourses and engage in real-life communication outside the classroom. Furthermore, Taylor (1994) asserts that authentic material depends on the "the use and interpretation of texts." Therefore, it is evident that authenticity does not only reflect the source of the content, but also its effect on the learner. Referring back to the matter of material selection that the teachers have to deal with, Goodmacher and Kajiura, (2005) state that teachers must possess two non negotiable skills in order to select authentic teaching material; the first is the ability to identify the linguistic elements that the learners need and the second is their ability to select cultural information that is relevant and intriguing to the learner.

Since learner centeredness has now taken centre stage in our view of learning, the process of learning itself must acknowledge that learners are emotional beings and any attempt to maximize the benefits of the learning experience must strive to induce learners with positive emotional reaction to the material and thus create motivated learners. Pekrun et al. (2002) found out that positive emotions like enjoyment and pride correlate positively with students' motivation to learn and to achieve goals. In this sense, authentic teaching material can be considered as a major element in invoking positive emotional motivation from learners (Nuttall 1996; Dörnyei 2005; Mishan 2005; Gilmore 2007)

The current research aims to explore the effect of authentic teaching material on Algerian learners' emotional motivation. Specifically, the research focuses on the criteria the teachers adopt in selecting authentic material, the effect of this material on the learners' emotional motivation and the teacher-learner rapports generated from such practices. Therefore, this research will address the following questions:

- 1- What are the criteria adopted by Algerian secondary-school teachers to select authentic material?
- 2- What is the effect of authentic material on learners' emotional motivation?
- 3- How does implementing authentic teaching material effect the teacher-learner relationship?

2. Literature review

2.1. Definition of authenticity

The endeavour to encapsulate the notion of authenticity in an exhaustive and self-contained definition remains far-fetched. Ever since its adoption as a cornerstone in the communicative approach, authenticity has been subject to a great deal of research. As a result, the meaning of authenticity has become shrouded with ambiguity as it has embraced many scopes of research. As Gilmore (2007) stated "The debate over the role of authenticity, as well as what it means to be authentic, has become increasingly sophisticated and complex over the years and now embraces research from a wide variety of fields." Therefore, it is implausible to merely provide a widely accepted definition of authenticity. Gilmore (2007) questions the value of maintaining the quest to define the notion of authenticity and whether it can provide any benefits to the teaching and learning experience due to its illusiveness. This was his impetus behind creating his chef-d'oeuvre entitled "authentic materials and authenticity in foreign language learning" in which he provides an overview of the meaning of authenticity. Hence, it is essential to take a closer look into some of the prevalent meanings of authenticity.

2.2. Authenticity, Realness and Genuineness

Traditionally authentic material has been defined as real life texts produced for purposes other than teaching and to serve to convey a "real message" (Morrow, 1977: 13). In other words, authentic material is the material that is produced by native speakers to serve a real social purpose in that specific language community without alterations or simplifications intended to accommodate the language for teaching purposes (Peacock, 1997; Nunan, 1988; Grellet, 1981 and Bacon and Finnemann, 1990). However, can we still label a text as authentic if it is extracted and removed from its original purpose and used for a pedagogical purpose even if it is clear from modifications? This idea has been put forward by Chavez (1998, p. 282) who argues that any text that has been taken out of its original context and away from its intended audience will inevitably become inauthentic or artificial. Hence, "An authentic text is by definition a unique thing. It represents one speaker/writer's communication to one particular audience at a given moment." (Morrow 1977: 14) That is to say, transferring an authentic text from its original authentic context into the classroom will automatically render such text inauthentic. This view raises concerns about authenticity being functional in a learning environment. However, in order to clear this concern, Widdowson (1978) provides a distinction between authenticity and genuineness.

Widdowson (1978) states that genuineness is a description of the innate nature of the text itself, while authenticity relates to the relationship between the text and the reader and the way he interacts with it. In other words, genuineness describes the nature of the text; a genuine text is produced by native speakers for native speakers. Hence the traditional view on authenticity. Whereas, authenticity here, stands for the relationship between the text and the reader. With this definition a new dimension opens up in the way we view authenticity one that transcends the nature of the text and looks to examine its function and the reaction it invokes from the learners. In the same vein, Tastsuki (2006) states that it is impossible to experience reality raw and that the sense of reality and authenticity is created through our social interactions. Therefore, in lieu of understanding authenticity as a portrayal of reality, the concept has expanded to go beyond the nature of the language used to include its function and the way it impacts learners' social interactions.

Taylor (1994) relates issues associated with authenticity and genuineness to the idea of naturalness. He further adds that the debate over the nature of language is meaningless and our focus should be shifted to the use and interpretation of texts. The essence of his words entail that Authenticity is no longer judged on the basis of the source of the content and its intended audience. It is rather concerned with the manner through which it impacts learners' interactions and whether it can provide them with the arsenal needed to engage in personal and meaningful interactions with their peers inside or outside the classroom setting. Similarly, McKay (2013) asserts that authentic material is interaction-based, where focus shifts towards preparing learners for real-world interaction. Ergo, the goal is not only to expose learners to authentic language but also to enable them to use that language in real-life social interactions. Building on this idea, Jiuhan et al. (2011) argue that authenticity in the classroom is not about replicating the real world, but rather about transforming the classroom into a community of learners where the participants are granted opportunities to interact with texts and their peers in ways that matter to them.

2.3. Modern view of authenticity

Cooper (1983) initially distinguished two meanings of authenticity; the first type refers to "correspondence" where authenticity is a quality of realness and the second type entails "genesis" in which authenticity is a product of interaction. Perhaps it is time to consider authenticity as a multi-layered concept and to embrace both types of authenticity rather than to acknowledge one at the expense of the other. In the same vein, Tomlinson (2013) defines an authentic text as "one which is produced in order to communicate rather than to teach" and an authentic task as "one which involves the learners in communicating to achieve an outcome, rather than to practice the language". Furthermore, Pinner (2014) challenges the view that authenticity can be neatly categorized into a linear spectrum. He argues that viewing native material as authentic and classroom generated material as inauthentic is a rigid oversimplification of the complexity of authenticity. According to him, authenticity should not be seen as a set of absolutes; instead, he advocates for a continuum model that combines reality and individual relevance in social and contextual dimensions. Pinner (2014b) further expands this discussion by shedding light on the importance of considering not just the materials and task setting in the classroom, but also the role of the learners themselves and the broader social context of the target language. In this framework, the learners' engagement

with the material, their ability to create meaningful discourse, and the relevance of the language to their lives are all crucial factors in determining the level of authenticity.

2.4. Motivation

Motivation as a concept is omnipresent. It is a part of our daily lives; it can be found in various educational or career-oriented fields as it can be as simple as a friendly pep talk. However, as simple as the notion of motivation may seem and as easily internalized as it is in our minds, it remains very challenging to define, and not easy to clearly determine under which conditions it occurs. Thus, “motivation is, without question, the most complex and challenging issue facing teachers today” (Scheidecker and Freeman 1999: 116). Nevertheless, this dichotomy has not stopped educationalists from attempting to verbalize it. For example, Higgins and Kruglanski (2000) posit that “if one were to choose a single term for what most people mean by motivation ... it would probably be the verb ‘to want’” (p. 2) or as Dörnyei (2001: 6) puts it, motivation is a “way of referring to the antecedents (i.e. the causes and origins) of action”. However, merely referring to motivation as a sum of cognitive intentions of behaviour only and ignoring the latter does not do the notion justice in the eyes of many researchers. For this reason, motivation has also been defined as the processes of both initiating and sustaining behaviour (Schunk et al., 2014). A more comprehensive definition will, nevertheless, embrace the complexity of motivation and consider the various factors influencing it. Therefore, motivation, a term that describes what and why we do things, is a complex phenomenon that is influenced by affective and cognitive processes, such as thoughts, beliefs and emotions in addition to social factors (Schunk et al., 2014).

Many theories that stem from the fields of psychology and education investigated the notion of motivation. One of these theories is the self-determination theory put forward by Deci and Ryan (1985) who classified motivation into “intrinsic”/internal and “extrinsic”/ external motivation. While the former pertains to an individual performing a task for the mere enjoyment and satisfaction associated with it (Osterloh and Frey, 2000); the latter, means that an action is performed for the benefits and rewards reaped from it (Pintrich and Schunk, 2002). It is however, worth mentioning that extrinsic motivation is not simply the opposite of the intrinsic (Baker & Wigfield, 1999). Rather, they exhibit moderate and positive correlation to each other, and both can act as predictors of student's achievement (Guthrie et al., 2000; Miller & Meece, 1997). It has been asserted by Deci and Ryan (1985) that intrinsic motivation, specifically, is portrayed in the tendency toward learning and creativity. They, further relate emotions such as satisfaction in the activity itself as well as the feelings of enjoyment and vitality. Hence, intrinsically motivated behaviours are manifestations of self “determined actions”. In other words, such behaviours stem from the self and are therefore described as “authentic” (Ryan & Deci, 2000, p. 75) Furthermore, both intrinsic and extrinsic motivation are influenced by psychological factors, including emotions, this is made evident by Pekurn (1992) who asserts that emotions have an important effect on intrinsic, extrinsic and social motivation. However, emotions exert a greater influence on intrinsic motivation as Kim and Hogges (2012) suggest, positive emotions, such as enjoyment and satisfaction, lead to higher levels of intrinsic motivation, while negative emotions, such as anxiety, boredom and sadness, cause lower levels of intrinsic motivation.

Emotions are embedded in human beings, and they have a crucial role in determining their reaction to a specific situation or context. With that being said, the classroom is an environment that invokes diverse emotions in learners which influence their engagement and motivation (Schutz & DeCuir, 2002; Efklides & Volet, 2005; Gläser-Zikuda & Järvelä, 2008, Hascher, 2010). In the language classrooms, emotions might be caused by the interaction with the teacher, with peers or with the learning material, or they may be a reaction to the students' own feelings (Sansone & Thoman, 2005; Scherer, 2005; Hascher, 2008). In other words, if we consider the teaching material as an example, one may assume that an authentic, relevant and engaging teaching material would evoke positive emotions in learners' and thus motivate them to perform better. MacIntyre and Gregersen (2012) also state that positive emotions such as L2 enjoyment prompt learners to become engrossed in the learning process. One possible outcome of that can be an increase in learners' overall engagement. In this regard, Ketonen (2017) confirms that emotions may vigorously affect motivational engagement with educational activities.

Engagement in general can be defined as "the quality of the effort exhibited for learning outputs along with the willingness to engage and participate in learning activities" (Kuh, 2009). It is now clear that such willingness can be elicited via various factors including emotions. Scholars have attempted to classify the proponents of engagement into relatable elements. For instance, Finn (1989) divides the underlying factors of student's engagement into two major categories, namely "behavioural engagement" and "emotional engagement". In another categorization, Jimerson et al. (2003) group the components of this notion into three constituents: "affective engagement", "behavioural engagement", and "cognitive engagement". "Emotional engagement" or "affective engagement" both pertain to emotions being the driving force behind learners' engagement, as Skinner and Belmont (1993) assert emotional engagement is the sum of emotional reactions demonstrated by the learner towards the learning environment.

Emotional motivation is the result of intrinsic motivation being triggered by emotions such as joy, interest and inspiration. According to Pekrun et al. (2002) positive emotions generated during classroom instruction seem to trigger students' motivation inspiring them to act in an academically productive way. Therefore, emotional motivation is, unequivocally, a desired trait in language learners. Hence, it is important to identify it. One way to locate motivated learners is by observing their behaviour in the classroom; according to Shernoff and Hoogstra (2001), high engagement in class is a significant predictor of continuing motivation. Similarly, Guthrie and Wigfield (2000 :406) state that, "motivation is crucial to engagement because motivation is what activates behaviour". Ergo, motivation can be measured by observing students' behaviours such as engagement (Guthrie & Wigfield, 2000) and engrossment (MacIntyre & Gregersen, 2012).

3. Methodology

3.1. Research design

The current study investigates the effect of authentic teaching material on learners' emotional motivation. On this basis, it adopted a triangulation method of data collection hopefully to reap the benefits of both quantitative and qualitative research. To this end three data collection tools were deployed. The first is a teachers' interview that collects data about the teachers' tendencies to adopt authentic teaching material and their observations in relation to learners' emotional motivation as a response to the material. This decision has been carried out on the basis that the teachers are in constant contact with their students and are easily able to observe and report any change in their motivation upon interaction with authentic material. Moreover, a classroom observation checklist was implemented to probe deep into the learners' responses to authentic teaching material. To precisely measure the matter at hand the observation checklist was adopted with motivation focus from Nunan (1989). Additionally, to obtain first-hand quantitative data from the learners' themselves, a learner-addressed questionnaire has been administered. This tool is adapted from Kitaoka (2019) and Ryan (1982). It mainly aims to measure the effect of Authentic teaching material on learners' internal motivation. The combination of the three instruments is meant to provide a comprehensive evaluation from both the psychological and physical manifestations of motivation. This decision was made on the basis that motivation can be observed through learners' behaviours inside the classroom; one of these behaviours is engagement, according to Shernoff and Hoogstra (2001), high engagement in class seems to be a significant predictor of continuing motivation. Similarly, Hemaidia G. (2021) affirms that "The different feelings which result from the individual-item encounter actually show on the psychical as well as on the physical states of the individual". Furthermore, the teachers are in constant contact with their students and are easily able to observe and report any change in their motivation upon interaction with authentic material.

3.2. Participants

The participants' sample varied from one instrument to another. In the case of the teachers' interview a total of 15 male and female teachers from different high schools in Aflou-Laghout were approached to participate in this study. However, only 10 teachers obliged. Their experience teaching English ranged from 3 to 10 years. The sample is relatively small because we aimed at obtaining rich information about students' emotional motivation when being exposed to authentic teaching material. As stated by Mertens (1998), 'In interpretive/constructivist work, samples tend to be relatively small because of the depth of information that is sought from each case or individual' (p. 264). As for classroom observations six teachers responded favourably to the proposal of integrating authentic teaching material and allowing classroom observations to take place. Among these teachers were four from Djelfa and two from Aflou- Laghouat. As for the questionnaire, 120 learners from four secondary schools, two of which are located in the province of Djelfa and two from Aflou- Laghouat, comprised the finale sample. All participants were 3rd year secondary school pupils. The reason behind this decision is that the pupils have completed at least two years of studying under secondary school programs and should have accumulated a substantial amount of experience with different teaching materials.

3.3. Procedures and instruments

The first instrument of data collection relied upon in this study is a semi-structured interview. It attempts to gather data about Algerian teachers' insights of authentic material use and their

observed effects on students' emotional motivation. In order to obtain the wanted data, the semi structured interview was administered for Algerian Secondary School teachers in their respective schools. The process took place inside an empty teachers' lounge to ensure the privacy and clarity of the recordings. Teachers were interviewed individually for 20 to 30 minutes each and their answers were digitally recorded and later transcribed for analysis. The interview focused on four aspects: teachers' familiarity with authentic material use, the learners' emotional reaction to authentic material, learners' learning enterprise in the case of authentic material and the impact of authentic material on learning in general and on the learner-teacher rapport.

The classroom observations took place in four different secondary schools. Each teacher agreed to allow only one observation to take place. Thus, the researcher sat at the back of the classroom and rated only the learners' reaction to authentic teaching material. The teachers adopted various types of authentic teaching material to present their respective courses which ranged from unit 1 "exploring the past" to unit 2 "Ill gotten gains never prosper" according to their own progress. The observed classes were either reading-or-listening-session based. They selected the following teaching materials: a) Audio recordings about a teacher scolding a pupil for attempting to cheat; b) whiteboard and pictures of Algerian heritage sites; c) Authentic text from bayer.com and a video of cartoon providing insights about medicines; d) Video about Numidia Legacy of an ancient empire; e) Listening script about two students discussing the impact of the roman empire on the region of North Africa specifically, modern day Algeria; f) Authentic text showcasing the different civilisations that stepped foot in modern-day Algeria. As stated earlier an observation sheet adopted from Nunan (1989) was implemented to obtain data. This sheet consists of 8 items measured on a five-point scale that ranges from "not very engaged" to "very engaged" for the first item, "low" to "high" for items 2 and 5 and "not really" to "very much" for the remaining items. It rates the learners' engagement, motivation, focus and interest levels on the material at hand.

The questionnaire was adapted from Kitaoka (2019) and Ryan (1982). It mainly aims to measure the effect of Authentic teaching material on learners' emotional motivation. Since the emotional motivation can manifest internally through interest and engrossment, the questionnaire consists of three main parts that measure the aforementioned dimensions. With that being said, the current questionnaire is constructed in a Likert Scale format that consists of five scale points ranging from strongly disagree (1) to strongly agree (5). It is divided into three main categories as follows: motivation, interest and engrossment, each category consists of five items. The overall number of items in the questionnaire is thus 15. The first five items converge to elicit an idea about whether authentic teaching material and activities invoke motivation and the factors that motivate learners (movies, music or actors and actress like fluency). The second category measures the learners' interest and enjoyment levels when interacting with authentic material; the items use words such as fun, enjoyable, interesting and grabs my attention to achieve this premise. The final category emphasizes feelings of focus, unawareness of distractions and time as well as the ability to stay engaged for a long period of time in authentic tasks. These items are set to measure learner engrossment. All three category were coded accordingly: Motivation (MAM), Interest (IAM) and Engrossment (EAM).

3.4. Data analysis

The audio-recorded interview has been transcribed using Microsoft Word dictation and double-checked for correct transcription. The data has been analysed thematically, following a process of familiarizing oneself with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and providing an account for data/reporting, as proposed by Nowell, Norris and White (2017), who assert that this process enhances the trustworthiness of qualitative analysis. In a more precise account of the process, a bottom-up approach was adopted and themes were coded inductively. The emerging codes have been grouped into overarching themes. The most commonly mentioned themes have been then selected for further review and defined. In the final step these themes have been named and finalized. The observation sheet adopted in this study uses a five-point scale to measure each item. Since the observation sheet rates the learners' motivation on a five-point scale, then analysis of the obtained data was carried out using SPSS to obtain an overall mean score indicative of learners' motivation. Finally, the data from the questionnaire was analysed using the statistical analysis software SPSS. The analysis included questionnaire reliability measure Alpha Cronbach and descriptive statistics (mean and standard deviation) that are consistent with continuous scaled data analysis such as Likert scales.

4. Results

4.1. Interview results

The interview results have been analysed inductively and thus 21 codes emerged. Following this, the codes have been grouped together to give birth to four thematic categories as follows: (1) The basis for authentic material use, which includes the following sub themes: Textbook limitations and the supremacy of authentic teaching material over the textbook; (2) Behavioural portrayal of Motivation; (3) Emotional portrayal of Motivation and (4) Positive Teacher-Learner relationship. The section below describes each theme in details.

4.1.1. The basis for authentic material use

All of the interviewed teachers report that they do, in fact, substitute textbook content with authentic material on many occasions. Such decision is usually taken on the basis of many instances of textbook limitations such as: inconsistency with students' needs, inaccuracy in regard to learning objectives, outdated content and monotonous tasks. In this regard one teacher states:

Yes, certainly I occasionally replace textbook material with alternative resources when I find content that better suits my students' needs or enhances their understanding of the topic just like the inspector once advised us.

Three teachers focus on the aging nature of the textbook themes and its irrelevance to the learners' modern reality. This is clearly showcased in the answer of this teacher:

I do that when the textbook content is outdated, too complex, lacks engagement or somehow irrelevant to their realities.

Most teachers maintain that they consider many factors in the selection of their authentic material such as: real context, cultural relevance, intelligibility and reliability, as stated by this teacher:

I consider real-world context and cultural relevance to make learning meaningful. Intelligibility is vital as well to ensure comprehension, and relatability helps students connect with the material on a personal level.

When considering all of the afore-mentioned criteria for authentic material selection, it is important to point out that the two most redundant criteria are real context and cultural relevance respectively. The following teacher clarifies the impetus behind his focus on real context and stresses the significance of that criterion.

I consider all four, but I prioritize real-world context the most. Language cannot be divorced from its context and source culture; therefore, I prioritize providing context when introducing any new concepts in the classroom

Another teacher explains the reason behind his emphasis on cultural relevance by stating the following:

Learners prefer to do the tasks on their own, they are keen on doing tasks that are relevant to their generation's trends. They show eagerness toward the updated content that learners themselves are familiar with.

The interviewees were presented with the following types of authentic material: speeches, literary excerpts, social media clips, songs, magazine columns, newspaper, TV shows and films. They were then tasked with choosing the types of authentic materials they use the most. (figure1) below highlights their choices.

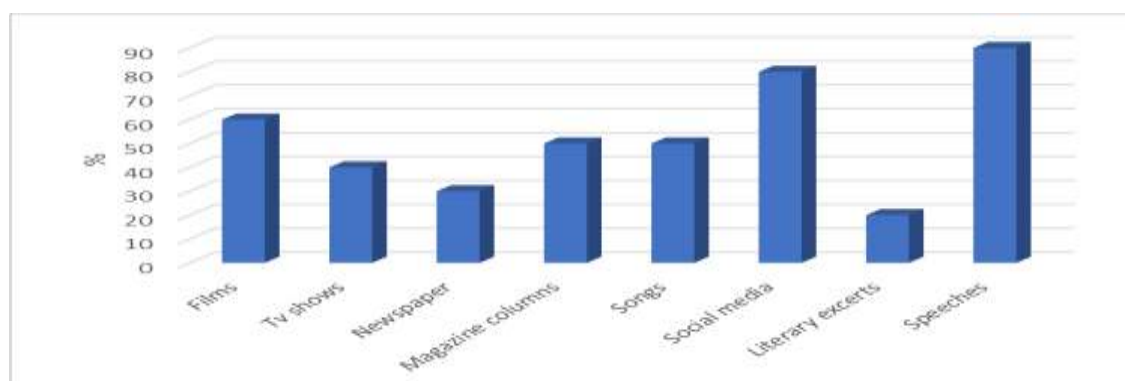


Figure1: The most frequently used types of authentic materials

The following frequency histogram showcases the teachers' tendencies in relation to the types of authentic material. 90% of teachers have chosen speeches as their preferable type of authentic material; the main reasons behind this are: the abundance of such material on the internet, use of formal language in formal authentic contexts and user-friendliness. This is followed by social media by 80% which are considered as the most culturally relevant type of authentic material for the current generation of learners. Although Films and songs rank 3rd and 4th with 60% and 50% respectively, many teachers maintain that they elicit the most amount of motivation and engagement; however, they are not widely used because of equipment related bottlenecks.

4.1.2. Behavioural portrayal of Motivation

The next two thematic categories deal with the teachers' observations of their learners' reaction towards authentic material. This section will feature the students' behavioral changes upon interacting with authentic materials. The changes can be broadly identified as: increase in engagement, verbal request for similar materials, and anticipation for authentic materials.

All 10 teachers, observed an increase in their learners' engagement both in class discussions and task participation when working with authentic materials, as expressed by this teacher

..... Each time I adopt new materials; I find that learners are more engaged and inclined to participate in the associated activities as opposed to the textbook materials.

The teacher's observations also focused on both pre-use of material and post-use of material reactions. In order to assess the former, the interviewees were asked if they announce the authentic materials they use in advance and 5 teachers answered positively. They were then asked for their learners' reaction to their announcement. As a result, all of them detected high anticipation for authentic materials by their learners. One teacher for example states the following:

In the few times where I declared the type of materials they were going to deal with during the next session, learners tended to show interest and anticipation as they asked some questions and gave their feedback and suggestions about it.

Another teacher described instances of material anticipation during the class even before the actual administration of the authentic materials. That is to say, the mere sight of authentic materials in the classroom creates a sense of anticipation. He thus, describes a group of learners discussing the authentic material saying.

.... the learners start to explore and discuss the provided material with each other as soon as it is presented to them.

As far as their post-use of material reactions are concerned, 8 teachers reveal that they were approached by learners asking access or recommendations for similar materials. For example, one teacher describes his learners' reaction to interacting with films and articles as follows:

.....some learners actively look for similar materials, especially when they find them enjoyable or useful. Some even start watching English-language films or reading online articles independently.

4.1.3. Emotional portrayal of Motivation

In the learning environment teachers and learners share the classroom for about 9 months. In this period the teachers do not only observe the behavioral changes of students upon authentic material use, but they can also take notice of emotional reactions to that material. With that being said, the interviewed teachers report seeing positive facial expressions such as smiling, an overall feeling of enjoyment and engrossment.

One indicator of overall positive emotions is the expressions on the learners' faces. Such expressions may include smiling, laughing and head nodding in acceptance. Two teachers report having seen such expressions on their learners' faces. One teacher states the following:

My students started showing some facial expressions such as smiling or laughing that is interpreted as a positive attitude toward the material and a kind of acceptance.

The majority of teachers describe their learners as either having fun, enjoying or showing contentment with authentic materials. The overall interpretation of these feelings is “Joy”. This particular teacher reports having noticed signs of joy in his students’ reactions to authentic material, as he says,

Yes, I observe a significant change. Learners often express excitement, curiosity, and even amusement when engaging with authentic materials, especially if the content resonates with their interests or daily lives

Engrossment can be seen as a major indicator of positive emotions towards the content. This arises from feelings of high enjoyment of the material. That is to say, the material is so interesting and fun that they forget the flow of time and focus on the task at hand. This is reported by four different teachers, one of which states the following:

they are exponentially more focused when dealing with original materials.

It is worth saying here that this particular teacher uses the word “original” to refer to “authentic” material. (Figure 2) below represents the learners’ overall emotional reactions to authentic material.

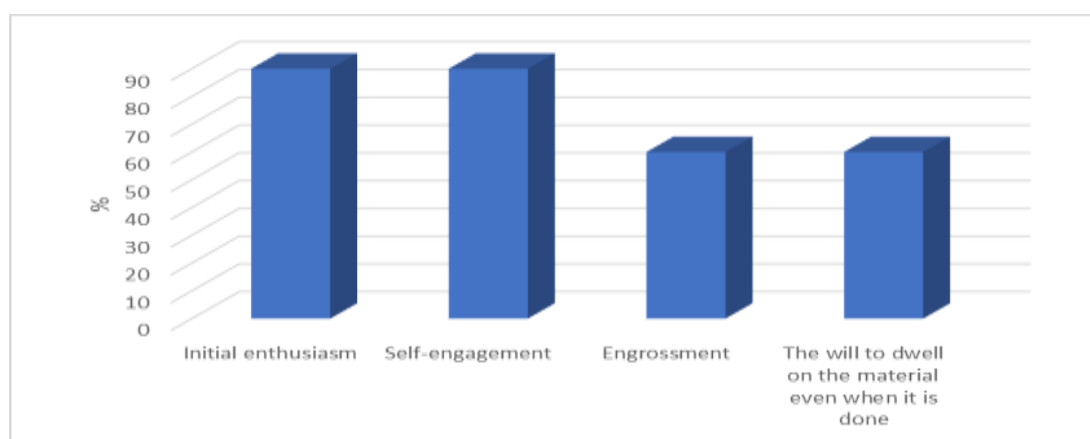


Figure 2: Learners’ reaction when exposed to authentic materials

This frequency histogram represents the most frequently perceived learners’ reactions to authentic material exposure. The two most observed reactions are a combination of behavioral expression of motivation and emotional expression of motivation as follows: initial enthusiasm and self-engagement with 90% for both. The frequency value of the next reactions is not low as both engrossment and the will to dwell on the material even when it is done, stand equally at 60% each. It is worth noting here that motivation in both cases is elicited internally due to satisfaction and acceptance of the material, yet the observations can rely on both behavioural and emotional expressions of that internal motivation (emotional motivation).

4.1.4. Positive Teacher-Learner relationship

Exposing learners to authentic material does not only affect their motivation levels but also highly affects the learning environment and learners' relationship with their teachers. Therefore, the teachers' continuous efforts to substitute certain texts and tasks for better suited authentic material do not go unnoticed with most learners and this creates an extra sense of emotional motivation. One teacher states the following in relation to their learners' perception of him.

.... it demonstrates that the teacher is well-versed in the learner's age-appropriate culture. Also, it shows that the teacher genuinely cares about his learners' interests and motivation.

Another interviewee emphasizes the positive teacher-learner rapport acquired upon authentic material use and states the following:

It strengthens the bond between my students and me because they see me as someone who understands their interests and looks to make their learning experience engaging and valuable.

All interviewees agree that authentic material motivates students and creates an enjoyable and positive learning atmosphere. For example, one of the teachers notes that using authentic material creates a positive feedback loop. He says in this vein:

I think it is a positive feedback loop that starts with the teacher, the teacher introduces authentic materials, the students respond positively, they want more.

Another teacher describes the consequences of administering authentic materials in the classroom as follows:

It created a wonderful and fruitful learning atmosphere.

It is clear that authentic material is perceived positively by students and that it elicits emotional motivation that drives learners to get engrossed in the learning process, enhances their classroom engagement and even ask for similar materials for further use outside the classroom. This clearly highlights the positive nature of using authentic material for the overall learning experience.

4.2. Classroom observation results

The current instrument contains items that measure learners' task engagement, their interest in the material, the level of attention and focus they paid to the teaching material and their perceived motivation, since all these factors are indicative of emotional motivation, a composite measure that accounts for all eight items was created and formed by calculating the overall means of all items and labelled as Learners' *emotional motivation*. The findings reveal an overall mean score of 33.3 out of 40, which reflects a high level of emotional motivation when using authentic teaching material. Specifically, the highest scores recorded corresponded to the classroom that integrated Video about Numidia Legacy of an ancient empire as an authentic teaching material. The observation reveal that Learners found that the topic presented is very relatable, they indicated that they enjoyed the video and were completely engrossed. They later had many comments on the video, the information provided and expressed satisfaction with how easy it is to retain and learn information when presented

in a video format. They were able to provide a written piece summarizing the video they watched. This does not diminish the value of the other authentic teaching materials implemented by other teachers as they all recorded high scores; rather, it reflects the type of teaching material that more efficiently enhances emotional motivation.

4.3. Questionnaire Results

4.3.1. Relatability measure

Relatability is the measure of internal consistency within a questionnaire. The main measurement used by researchers is Cronbach's Alpha, which is an internal consistency estimate used to determine the relatability of the various items consisting a scale (Cortina, 1993) The current questionnaire was subject to Cronbach Alpha relatability test. The results as indicated in (table 1) reveal a satisfactory alpha Cronbach value that is in the threshold of relatability ($\alpha = 0.72$)

Table 1. Relatability statistics

Cronbach's Alpha	N of Items
.718	15

4.3.2. Motivation when interacting with authentic teaching material

The descriptive statistics for MAM reveal an overall mean score of 4.46 (SD= 0.33). This shows that learners are mostly motivated when dealing with authentic teaching material. The item with the highest mean score is MAM4 with M= 4.69 (SD= 0.49). Indicating that learners seek to obtain fluency similar to that of actors and actresses. It is worth mentioning, however, that most items recorded scores with minimal variation. Table 2 below showcases the mean scores for all items.

Table 2. Perceived learner motivation when interacting with authentic teaching material

Items	N	Minimum	Maximum	Mean	Std. Deviation
MAM1	120	3.0	5.0	4.283	.6634
MAM2	120	2.0	5.0	4.383	.6759
MAM3	120	3.0	5.0	4.575	.6172
MAM4	120	3.0	5.0	4.692	.4987
MAM5	120	3.0	5.0	4.408	.7041
MAM	120	3.00	5.00	4.4683	.33656

4.3.3. Interest in authentic teaching material

The results for IAM demonstrate an overall mean score of 4.22 (SD= 0.46). This reflects a positive learner perception of authentic teaching material. IAM1 scored the highest mean score (M= 4.26, SD= 0.65) which suggests that the striking majority of learners find the authentic material to be very enjoyable. Similarly, to the first construct (MAM) all five items recorded nearly equivalent scores. Table 3 provides a summary of the findings.

Table 3. Perceived learner interest when interacting with authentic teaching material

Items	N	Minimum	Maximum	Mean	Std. Deviation
IAM1	120	2.0	5.0	4.267	.6576
IAM2	120	2.0	5.0	4.258	.6920
IAM3	120	3.0	5.0	4.225	.6669
IAM4	120	3.0	5.0	4.167	.7372
IAM5	120	2.0	5.0	4.183	.6979
IAM	120	2.60	5.00	4.2200	.46266

4.3.4. Engrossment upon authentic teaching material interaction

The descriptive statistics for EAM unveil that learners feel engrossed when dealing with authentic teaching material. This is reflected in the overall mean score for EAM (M= 4.32, SD=0.42). Among the five items, EAM 4 scored the highest mean score of 4.51 (SD= 0.63). This reveals that learners feel more engrossed when the topic is derived from real life situation. Overall, the close proximity of mean scores among all five items reveal a general consensus among learners on the correlation between engrossment and authentic teaching material.

Table 4. Perceived learner engrossment when interacting with authentic teaching material

Items	N	Minimum	Maximum	Mean	Std. Deviation
EAM1	120	2.0	5.0	4.225	.6916
EAM2	120	3.0	5.0	4.317	.6608
EAM3	120	3.0	5.0	4.125	.6929
EAM4	120	3.0	5.0	4.517	.6349
EAM5	120	3.0	5.0	4.442	.6052
EAM	120	3.00	5.00	4.3250	.41813

5. Discussion

This study sets out to explore the effect of the use of authentic material on learners' emotional motivation. In order to achieve a clear picture about the use of the authentic material, several factors were explored and are as follows: the factors that lead teachers to select authentic material and the criteria they rely upon while selecting materials, the effect of such material on learners' emotional motivation and the consequences of such practices on the overall learning environment. The results confirm the teachers' actual use of authentic materials in secondary schools and suggest that they draw on many factors while doing so. Furthermore, the findings showcase that emotional motivation increases substantially when learners are exposed to authentic materials (Mishan, 2005; Ahmed, 2017) which in turn results in a highly positive learning environment (Dewaele & MacIntyre, 2016).

The findings suggest that Algerian secondary school teachers tend to substitute textbook content for authentic materials on many instances. This practice proved necessary as Allwright (1981, p. 8) states language learning is such a complex process that textbooks cannot meet various needs of learners around the world. These changes are made on the basis of some topics and tasks being monotonous, irrelevant to the learners' current context and inauthentic. Such inauthenticity may risk alienate learners from authentic language features (Tickoo, 1993; Ellis, 1994; Barbieri and Eckhardt 2007). The focus therefore moves towards the criteria teachers heed while selecting authentic materials. While some focus on real-word context, the majority adopt a broader approach that considers the real context, cultural relevance, relatability and intelligibility, which aligns with Pinner's (2014) authenticity continuum.

There is an overall consensus that the notion of motivation in general leads to better academic outcomes, yet prior research has posited that students who are intrinsically motivated tend to persist more than those who are extrinsically motivated when faced with academic challenges (Boyd, 2002). In the case of teaching materials, the only factor influencing the learners' motivation is their emotional response to it. However, this study has come out with two different themes to consider: the behavioural portrayal of motivation and emotional portrayal of motivation.

The behavioural portrayal of motivation considers factors such as learners' engagement as evidence of motivation (Guthrie and Wigfield, 2000; Shernoff and Hoogstra, 2001). In addition to that, this research findings include other factors such as verbal request for more similar material on the part of learners, and anticipation for authentic material as characteristics of motivation, as both reflect interest in the material itself which greatly evinces motivation. This aligns with Renninger and Hidi (2016) who maintains that the notion of interest plays a significant role in the enhancement of both motivation and engagement. These findings stem from the premise that motivation can be observed in learners' behaviours (Smiley & Dweck, 1994).

The learners' emotional response to teaching material is another crucial indicator of motivation (Pekrun et al., 2002; Kim and Hogges, 2012; Vandercammen et al., 2014). The findings highlight emotions such as joy and engrossment. This goes hand in hand with many studies suggesting that positive feelings such as joy and contentment have a powerful

influence on motivation ((Ryan & Deci, 2000; Schutz & Decuir, 2002; Efklides & Volet, 2005; Hascher, 2010). The findings also report that the learners demonstrate signs of focus and engrossment in the authentic material. According to MacIntyre and Gregersen (2012) positive emotions such as enjoyment prompt language learners to become engrossed in the learning process. Furthermore, many studies relate engrossment to motivation in general (Ibáñez et al., 2014) and intrinsic motivation in particular (Khang et al., 2013).

The findings further suggest that continuous incorporation of authentic material in instruction enhances students' perceptions of their teachers as they recognize their teachers' efforts to create an encouraging learning atmosphere. According to Dewaele and MacIntyre (2016) The social dimension of L2 enjoyment is linked to a desirable learning atmosphere as well as supportive and encouraging instructors, contributing to students' positive emotions.

According to the previously stated findings concerning emotional motivation, learners' motivation is considerably increased as a result of their interaction with authentic material (Mishan, 2005; Ahmed, 2017). This can be attributed to different authenticity features such as real context, cultural relevance, relatability and intelligibility. Exposing learners to authentic material and real language use increases their motivation as long as such materials and tasks are appropriate for the learners (Gilmore, 2007; Gilmore, 2009). The results also highlight that authentic material is incorporated to cater for the learners' needs and personal interest which aligns with Ushioda's (2009) view of motivation. Furthermore, since that material is selected based on cultural relevance, relatability and intelligibility, their use, according to Pinner (2016) enhances the learner's intrinsic motivation. All in all, the results of the current study align with previous studies and suggest that authentic material does indeed enhance the learners' emotional motivation.

6. Conclusion

The study at hand aimed to explore the effect of the use of authentic teaching material on the learners' emotional motivation. Teachers' perspectives were given the priority in this research by allowing them to openly discuss their authentic-material-selection practices and the emotional motivation changes that learners experience during authentic-material focused classes. Nevertheless, the study was further reinforced by a learner questionnaire that enables them to provide input about their own feelings in regards to authentic teaching material. Furthermore, classroom observations took place to witness learners' engagement and motivation in classes incorporating said materials. The findings of this study show evidence that authentic material enhances learners' emotional motivation as manifested through their positive emotional reactions to such material and the significant increase in their engagement levels.

The findings of the study confirm the positive influence of authentic material on learners' emotional motivation and the overall learning environment. Furthermore, assuming a broader perspective of authenticity--- one that accounts for the nature of the language, cultural relevance, its intelligibility and relatability to learners--- is likely to yield more satisfactory outcomes as much of the positive emotional reactions to authentic material are attributed to cultural relevance and relatability.

The relationship between the authenticity of the material and emotional motivation is subtle and multifaceted. It needs constant investigation. Other research undertakings could explore how different types of authentic material influence different affective aspects of learning. The rationale behind is that the proliferation of informed studies on authentic material is much needed to broaden education practitioners' understanding of the ways it affects learners' endeavour and teachers' job. Another worth noting fact is that focus must be on expanding the sample size to include a bigger geographical area that considers schools from other regions to enhance generalizability.

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