



USING AUTHENTIC MATERIALS IN TEACHING SPEAKING TO GRADE 10 STUDENTS: TEACHERS' PERCEPTIONS AND PRACTICES

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Abstract:

Authentic materials are considered as a beneficial tool for teachers and students in teaching speaking English as a foreign language. Speaking is one of the most significant skills for EFL students to communicate with other peers. It is also important for tertiary students in the Vietnamese context. However, a few studies about the relationship between authentic materials and speaking ability were conducted in Vietnamese high school contexts. Therefore, the current study aimed to find out high school teachers' perceptions and practices of using authentic materials in teaching English speaking to Grade 10 students in a Vietnamese context. Data collected in this study include questionnaire and semi-structured interviews. Participants in this study were seventy-seven high school teachers in five provinces in the Mekong delta. Findings from this study reveal that teachers had positive perceptions of using authentic materials in teaching English speaking to Grade 10 students. Pedagogical implications for teachers and school administrators are also made.

Keywords: authentic materials, speaking skill, teaching speaking

1. Introduction

English as an international language in the world has had a great impact on language learners. One way to communicate with others effectively is through the use of speaking (Bygate, 2010). In particular, authentic materials are thought to engage teachers and learners in the use of what is real or genuine language presented to them and interaction with others (Bygate, 2010; Lai-Yin, 2020). There are several views of authenticity in the teaching and learning process in the literature. Authenticity may be used under different terms as 'text authenticity', 'authentic materials', or 'authentic text' or 'textually authentic materials' (Anam, Munir, & Anam, 2019; Lee, 1995).

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In Vietnam, English as a foreign language has played its role in teaching and learning at all levels of schooling (Ministry of Education and Training, 2008). In particular, students at high schools are required to achieve B1-Level of Vietnamese Standardized Test of English Proficiency (VSTEP), adapted from the Common European Framework of Reference for Languages (CEFR). Speaking, one of the most important English skills, therefore, has become an important goal for teachers and students to reach. However, traditional teaching at high schools is still dominant and students are not exposed to speaking (Ho, 2019). Specifically, authentic materials have received plentiful attention from teachers and students in Vietnamese context of teaching and learning English. This paper therefore reports on high school teachers' perceptions and their practices of using authentic materials in teaching speaking. The research questions that guided the study reported in this paper were: 'What are teachers' perceptions of using authentic materials in teaching speaking to Grade 10 students?' and 'To what extent do teachers use authentic materials in teaching speaking to Grade 10 students?'

2. Literature Review

The following section reviews the literature on key terms: authentic materials, speaking performance and its role, the relationship between authentic materials and speaking.

2.1 Authentic Materials

There are several perspectives of authentic materials in the literature. "*Authentic texts are motivating because they are proof that the language is used for real-life purposes by real people*" (Nuttall, 2005, p.172). This suggests that through authentic materials, teachers are likely to bring students to use language in real-life contexts. Another view of authentic materials is that they are designed for communicative and interactional purposes (Maroko, 2010). Thus, authentic texts can expose students to the use of real language (Apsari, 2014; Sari, 2016) and benefit them in delivering and communicate the meaning of specific text passages (Ekawati, 2019; Rao, 2019). Drawing on these positive aspects of authentic materials or texts, attention to teachers' perceptions that can facilitate student learning in speaking is examined.

When using authentic materials, the teacher takes a chance to obtain real information and know what is happening around them (Berado, 2006). Moreover, authentic materials lead to the students' realization of the relationship between the language presented in the class and the language used in the real life (Arianie, 2017). The use of real language and teaching in the communicative way can be shown by utilizing authentic materials in EFL or ESL classes (Safitri, 2017). Therefore, authentic materials assist students in approaching real language in ways that differ from what they learn in the classroom.

2.2 Speaking Performance and Its Role

Chomsky (1965) claims that speaking reflects how individual learners perform or act out the actual language use in real settings. In particular, it is evidenced in a study by Leong and Ahmadi (2016) that it is important to address speaking elements such as pronunciation, grammar, vocabulary, fluency and comprehension in English use (Hasanah, 2019).

Speaking has witnessed its role in individuals' daily life when they produce about tens of thousands of words a day (Thornbury, 2005). In a study by Martin (2012), it was found that if a person speaks fluently, he/she can be competent in language use. According to Thai and Huynh (2016), speaking is essential for individuals' personal and academic achievement. This suggests that through this communicative way, their language use in vocabulary, grammar and writing can be enhanced (Hairada, 2016; Harmer, 2001; Leong & Ahmadi, 2017; Rao, 2019).

2.3 Speaking and Authentic Materials

Choosing and using appropriate instructional materials and activities in teaching English influences students' speaking performance (Nazara, 2011). It is thought that using authentic materials allows students to communicate with others in academic contexts and improve their language use (Boyaci & Güner, 2018; Fitriani & Apriliaswati, 2015).

Several studies have examined teachers' perceptions of using authentic materials in different contexts (e.g., Belaid & Murray, 2015; Huda, 2017). A study conducted by Belaid and Murray (2015) on ten university teachers in Libya revealed teachers' attitudes towards the use of authentic materials in teaching. The findings show that the participating teachers had positive attitudes towards authentic materials together with Internet and printed materials as newspapers and magazines.

A study by Huda (2017) was conducted to explore the attitudes and beliefs of the six high school teachers in Indonesia of using authentic materials. The finding shows that the teachers had positive attitudes of using authentic materials in classes and that the teachers were concerned about motivating the students to learn a language through authentic materials. The study had implications for teachers with regard to how to use authentic materials and involve more teachers from different schools.

In Rehman and Perveen's (2021) study, 40 teachers at secondary school in Pakistan participated in a survey study that explored teachers' perceptions of using authentic materials. The findings indicate that although authentic materials were acknowledged, they were not widely used.

In Do's (2011) study, 40 second-year university students took part in the research. The study aimed to evaluate whether authentic materials could promote the motivation of university students in speaking class. In an experimental study, the experimental and control group were included. The former used authentic materials namely internet, newspapers and magazines whereas the latter followed non-authentic materials as the textbook. Observation, questionnaire and interview were used. The findings reveal that the motivation of students was increased by using authentic materials.

A study by Phung (2017) was conducted in a Vietnamese college to investigate perceptions of teachers and students of using authentic materials in teaching English. A mixed-methods approach consisting of questionnaire and semi-structured interviews were used. Participants were 93 students and 11 teachers. While the questionnaire was conducted with students, the interviews were carried out with teachers and students. The findings show that teachers and students shared positive perspectives of using authentic materials in class.

Although above-mentioned studies suggest the benefits of the use of authentic materials in teaching and learning English, little research has been undertaken to examine teachers' perceptions and practices of this instructional tool. This paper therefore adds to the literature of authentic materials in teaching speaking at Vietnamese high school contexts.

3. Methodology

A mixed-methods design was conducted to explore teachers' perceptions and practices of authentic materials in teaching speaking. This design allows for triangulation of the data and objective views of the study under investigation (Creswell, 2014; Fraenkel et al., 2012). Data collected in this study include questionnaire and semi-structured interviews. Quantitative data from questionnaires were used to collect data about teachers' perceptions of using authentic materials in teaching speaking. Qualitative data using semi-structured interviews focused on deeper understanding of teachers' views of the topic under investigation.

Participants in this study were 77 high school teachers in five regions in the Mekong Delta (Can Tho, An Giang, Dong Thap, Soc Trang, and Ca Mau). Five teachers were invited for interviews near the end of the study.

The 26-item questionnaire consists of three main sections: participants' personal information (ages, gender, workplace, teaching years, English levels), teachers' perceptions (11 items) and practices (15 items) of using authentic materials in teaching speaking. The perception questionnaire includes five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). As for the extent to which the teacher practice, the choices are from 1 (never), 2 (sometimes), 3 (often), 4 (usually) and 5 (always). The questionnaire was developed and adapted from a study of Phung (2017). The two open-ended questions were utilized to gain more information from teachers' practices of using authentic materials.

Before the official study, the questionnaire was piloted to 26 teachers in order to ensure the reliability of this data gathering tool (Fraenkel et al., 2012). The Statistical Package for the Social Sciences (SPSS) version 20 was used to check the reliability of the instrument. The reliability of the piloted questionnaire was confirmed with the Cronbach alpha coefficient (α) at 0.913.

Semi-structured interviews were conducted with individual teachers to explore their perceptions. Each interview took approximately thirty minutes.

4. Findings

This section presents the findings to answer the two research questions. The findings reveal that the participating teachers had positive perceptions of the use of authentic materials in speaking classes.

4.1 Findings from the Questionnaire

The *Descriptive Statistics Test* was conducted to examine the mean scores of two clusters: teachers' perceptions (Cluster 1) and the extent to which the teachers used authentic materials in their speaking classes (Cluster 2), as shown in Table 1.

Table 1: Mean score of two clusters

	n	Min	Max	Mean	SD
Cluster 1	77	2.00	5.00	3.9362	.46985
Cluster 2	77	1.80	5.00	3.1377	.66617
Valid N (listwise)	77				

Table 1 shows that the mean score of teachers' perceptions of authentic materials was at a high level ($M=3.9$; $SD=.469$) whereas the mean score of teachers' practices of authentic materials was at an average level ($M=3.1$; $SD=.666$).

Table 2: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	c1 - c2	.79858	.65976	.07519	.64884	.94833	10.621	76	.000

The *Paired-Samples t-Test* was run to check whether there was a significant difference between the mean score of teachers' perceptions and that of teachers' practices of authentic materials. The result shows that the difference between two mean scores was observed ($t=10.6$, $df=76$, $p=.00 < 0.05$).

The *Independent Samples t-Test* was computed to compare the mean scores between male and female teachers' perceptions of authentic materials in their speaking classes, as shown in Table 3.

Table 3: Independent Samples Test among Cluster 1 and the participants

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cluster 1	Equal variances assumed	2.123	.149	-.811	75	.420	-.09508	.11725	-.32866	.13850
	Equal variances not assumed			-.697	31.026	.491	-.09508	.13641	-.37327	.18311

In Table 3, the results indicate that no difference between two mean scores was observed ($t = -.8, df=75, p=.4 >.05$).

Table 4: Independent Samples Test among Cluster 2 and the participants

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cluster 2	Equal variances assumed	1.393	.242	.285	75	.776	.04756	.16688	-.28489	.38000
	Equal variances not assumed			.249	31.914	.805	.04756	.19089	-.34132	.43643

The *Independent Samples t-Test* was computed to compare the mean scores of Cluster 2 between male and female participants. The results in the Table 4 indicate that no difference between two means was observed ($t = .2, df=75, p=.7 >.05$).

A *Frequency Test* was run to look into the percentage of Cluster 1 with regard to the agreement of teachers' perceptions of authentic materials, as shown in Table 5.

Table 5: Percentage of agreement of teachers' perceptions of authentic materials

Items	Strongly agree			
	Frequency	Percent	Valid Percent	Cumulate Percent
7. I pay attention to my students' levels in terms of selecting authentic materials.	32	40.5	40.5	100.0
6. Internet is a useful source of authentic materials.	30	38.0	38.0	100.0
2. Students gain a better understanding of how English is used in real life when they use authentic materials.	27	34.2	34.2	100.0

Table 5 reveals that focus on the level of students who selected authentic materials in their classes ranked first place (40.5%), followed by the use of Internet (38%) and students' understanding of how English was used (34.2%).

A *Frequency Test* was run for the percentage of teachers' agreement of Cluster 1, as shown in Table 6.

Table 6: Agreement of teachers' perceptions of authentic materials

Items	Agree			
	Frequency	Percentage	Valid Percent	Cumulate Percent
10. Sometimes it is challenging for students to understand unknown structures in some materials.	53	67.1	67.1	83.5
2. Authentic materials' contents make students motivated.	53	67.1	67.1	82.3
1. Using authentic materials is meaningful for students' speaking performance.	51	64.6	64.6	74.7

Table 6 shows that 67.1% of the teachers ($n=53$) agreed that it was sometimes challenging for students to understand unknown structures in some materials and that authentic materials' contents could motivate students to speak as they thought that using authentic materials was meaningful to students' speaking performance (64.6%).

A *Frequency Test* was computed to check the percentage of Cluster 1, as shown in Table 7.

Table 7: Percentage of unsure perceptions of using authentic materials

Items	Unsure			
	Frequency	Percentage	Valid Percent	Cumulate Percent
9. Authentic materials helps students to complete teacher's tasks	20	25.3	25.3	30.4
11. Authentic material is not necessary for developing speaking skills.	14	17.7	17.7	75.9
6. Internet is a useful source of authentic materials.	12	15.2	15.2	19.0

Table 7 shows that 20 teachers were unsure if authentic materials could help students complete their tasks (Item 9). While authentic materials were reported to be unnecessary for speaking development (Item 11), Internet was less likely to be a useful source of authentic materials (Item 6).

A *Frequency Test* was conducted to examine the percentage of teachers' use of authentic materials (Cluster 2). The results are shown in Table 8.

Table 8: Percentage of teachers' use of authentic materials

Items	Always			
	Frequency	Percentage	Valid Percent	Cumulate Percent
24. I give my comment and feedback to my students after they speak.	24	30.4	30.4	100
18. I explain unknown words and phrases in authentic materials to my students.	17	21.5	21.5	100
26. I share my authentic materials with other teachers and vice versa.	11	13.9	13.9	100

Table 8 indicates that 24 teachers (30.4%) always gave their comment and feedback to their students after the students speak. 17 teachers (21.5%) always explained unknown words and phrases in authentic materials to the students. 11 teachers (13.9%) always shared their authentic materials with other teachers and vice versa.

A *Frequency Test* was computed to check the percentage of items used in Cluster 2, as shown in Table 9.

Table 9: Percentage of teachers' usual use of authentic materials

Items	Usually			
	Frequency	Percentage	Valid Percent	Cumulate Percent
21. Students work in groups to read authentic materials and then do speaking tasks.	29	36.7	36.7	91.1
23. Group presentation is used in my speaking class.	29	36.7	36.7	86.1
19. I discuss authentic materials with whole class before giving the tasks.	27	34.2	34.2	88.6
22. Role-play is used in my speaking class.	27	34.2	34.2	88.6

Table 9 illustrates that items 21 and 23 shared the same frequency ($n=29$) and percentage (36.7). Items 19 and 22 had the same frequency ($n=27$) and percentage (34.2%).

A *Frequency Test* was computed to check the percentage of Cluster 2, as shown in Table 10.

Table 10: Percentage of the extent to which teachers use authentic materials

Items	Often			
	Frequency	Percentage	Valid Percent	Cumulate Percent
17. I choose authentic sources for my materials.	33	41.8	41.8	55.7
16. I search online articles.	32	40.5	40.5	69.6
19. I discuss authentic materials with whole class before giving the tasks.	30	38.0	38.0	54.4

Table 10 shows that 41.8% of the teachers ($n=33$) often chose authentic source for their materials. Likewise, 40.5% of the participants ($n=32$) often searched online articles. 38% of the participants ($n=30$) often discussed authentic materials with whole class before giving the tasks.

A *Frequency Test* was conducted to check the percentage of each item presented in Cluster 2, as shown in Table 11.

Table 11: Percentage of teachers' use of authentic materials

Items	Sometimes			
	Frequency	Percentage	Valid Percent	Cumulate Percent
14. I use newspapers in my speaking class.	47	59.5	59.5	77.2
15. I use brochures in my speaking class.	45	57	57	70.9
13. I use magazines in my speaking class.	42	53.2	53.2	72.2

Table 11 indicates that the teachers' use of newspapers took the first place at 59.5% ($n=47$), followed by that of brochures at 57% ($n=45$), and the use of magazines at 53.2% ($n=42$).

4.2 Findings from the Interviews

The interview data are organized into four themes: (1) perceptions of authentic materials, (2) challenges, (3) the use of authentic materials in teaching speaking to Grade 10 students and (4) suggestion for better use of authentic materials in speaking classes.

A. Teachers' Perception of Authentic Materials

For the first theme-teachers' perceptions of authentic materials, three sub-themes are identified as:

- the definition of authentic materials,
- preferred source of authentic materials and
- perceptions of authentic materials in teaching speaking to Grade 10 students.

a. Authentic Materials

Three out of five teachers said that the materials are related to 'daily life' or 'everyday life'.

"In my opinion, these are materials taken from daily life, containing language, often containing content that teachers want to convey to students in class, language content." (Teacher A, interview extract)

"In my opinion, authentic documents are about daily life, made by indigenous people, including types such as images, sounds, videos." (Teacher B, interview extract)

"Materials taken from everyday life, including formal and informal context, are taken from life materials to give students a more accurate view of language use." (Teacher C, interview extract)

Two other teachers considered the materials as 'indispensable tool' or 'native speaker'.

"In my opinion, authentic materials are considered as a tool or an indispensable tool and device that teachers introduce to students when teaching." (Teacher D, interview extract)

"The materials must ensure information from the native language, written by the native speaker." (Teacher E, interview extract)

b. Preferred Source of Authentic Materials

All of the five interviewees shared that Internet was their popular source. Three of them pointed out that Internet was 'updated, fast, convenient, diverse, free or easy to access'.

"I regularly use recently updated Internet resources such as books, newspapers, flyers. I also use sources from Cambridge but less than sources from the Internet because of limited access or often for a fee." (Teacher C, interview extract)

"The common source of material that I regularly use is from the Internet." (Teacher D, interview extract)

"They are easy to find, diverse and free information. Other documents are limited in terms of access or sometimes won't be used up." (Teacher E, interview extract)

c. Perceptions of Using Authentic Material in Teaching Speaking

Two teachers expressed that students could expand their vocabulary through using authentic materials.

"I'll expand my vocabulary to 12 or 15 words. I also assign students to find more relevant words so that they can learn on their own. I mainly rely on the objectives of the lesson when choosing authentic material and depending on the existing document for further expansion. (Teacher A, interview extract)

"In my opinion, authentic materials not only help students expand their vocabulary and new structure, but also create a realistic environment that helps students feel and understand." (Teacher B, interview extract)

Three teachers noted that students had 'positive' or 'interested' feelings.

"The second reason, it is close, the student is easily recognizable through the image, the student has the connection, the interest to learn, to find the desire." (Teacher A, interview extract)

"In my opinion, the mood and attitude of students are positive when learning with authentic material. The requirements that I set are very normal, close in life, so learners feel excited and want to conquer to use in daily life." (Teacher C, interview extract)

"When teaching the topic of their favorite TV show, after students watch a video of American's Got Talents, students will feel more interested." (Teacher E, interview extract)

Besides, one teacher indicated the context of the materials.

"I find the lesson closer to life because teachers and students use language and discuss real-life issues rather than hypothetical context." (Teacher E, interview extract)

B. Challenges of using Authentic Materials

Four teachers noted that time was a major challenge in choosing authentic materials.

"I see that teachers have to invest time when choosing materials." (Teacher B, interview extract)

"Teachers often spend a lot of time adjusting materials to suit the level of students." (Teacher C, interview extract)

"Teachers often spend a lot of time investing, preparing, and searching." (Teacher D, interview extract)

"In terms of the first challenge, teachers have to invest a lot of time to search because materials often do not follow the curriculum and learning." (Teacher E, interview extract)

Three teachers mentioned the similar concerns about 'materials', 'vocabulary' and 'structures'. They considered 'difficult' and 'new'.

"Sometimes the material is too difficult or below the level for the student's competence." (Teacher A, interview extract)

"Sometimes the material has a vocabulary that is too new and difficult for students even though the content or topic is familiar." (Teacher B, interview extract)

"Compared to the theory such as formulas, structures learned in books, in the authentic materials, languages, structures are somewhat new but accepted by the majority and become the right formula." (Teacher C, interview extract)

However, only one teacher addressed the culture in authentic materials.

"The cultural element in the material is often new and unlike what students have learned and known before, so teachers have to take the time to teach more." (Teacher E, interview extract)

C. The use of Authentic Materials in Teaching Speaking

Two out of five teachers said that they usually utilized the materials.

"I regularly use materials in speaking lessons." (Teacher D, interview extract)

"I usually use documents and that's about 80-90%." (Teacher E, interview extract)

Three teachers had different responses.

"I occasionally use authentic materials ..." (Teacher A, interview extract).

"I always use authentic materials, but I occasionally use the materials in the early hours for warm-up activities." (Teacher B, interview extract).

"I don't use authentic materials for all lessons. With a semester there will be 5 units, there are 3-4 lessons that I use authentic documents." (Teacher C, interview extract).

Three sub-themes are identified as:

- warm-up activities,

- popular speaking activities, and
- speaking tasks.

For warm-up activities, four out of five teachers followed the same sequence when utilizing authentic materials.

"I occasionally use authentic materials as in the early hours for warm-up and recap activities." (Teacher A, interview extract)

"I occasionally use the materials in the early hours for warm-up activities." (Teacher B, interview extract)

"I use the material for warm-ups and productions." (Teacher C, interview extract)

Teacher E mentioned the whole teaching method:

"When learning with materials, students have access before or at the beginning of the lesson class depending on the difficulty of the material. Next, I teach new vocabulary and explain new words and phrases to provide input to students. The steps are then taken based on the textbook. And at the post-stage, students can give presentation or report on the product."

For popular speaking activities, pair work and group work were their well-known activities in speaking classroom.

"Because of the limited space, I only let the students do pair work and group work." (Teacher A, interview extract)

"Depending on the lesson content, I will be diverse activities from individual to group so that all students can participate." (Teacher B, interview extract)

"Third, students work in groups, then give presentations about the topic to which the teacher has assigned" (Teacher E, interview extract)

For speaking tasks, three interviewees selected to organize presentation in their speaking class.

"I have students make a presentation about the product they made." (Teacher C, interview extract)

"I also organize students to do role-play, presentations and interviews." (Teacher D, interview extract)

"And at the post stage, students can give a presentation or report on the product."
(Teacher E, interview extract)

Role-play, interview and discussion were other tasks teachers also used in their class.

"I assign students to make interview or drama." (Teacher A, interview extract)

"I usually have a discussion, a debate with each other. I often let my students role play and interview each other." (Teacher C, interview extract)

D. Suggestion for Use of Authentic Materials in Speaking Class

Three out of five teachers noted students' needs and levels of English language proficiency to respond to the source of materials.

"I think that the teacher must choose the right material for the level of learners; the material must not be too difficult. Teachers should use a variety of documents from sound to images." (Teacher B, interview extract)

"In my opinion, teachers need to find reliable sources of material and check if the material is suitable for the student level." (Teacher C, interview extract)

"Teachers should choose sources and materials that are suitable for the student's level, not to overdo it on the student to avoid students feeling pressured to learn." (Teacher E, interview extract)

Besides, Teacher E suggested using portfolios.

"Teachers should have portfolios to share and learn from each other." (line 67-68, interview extract)

Two teachers raised awareness of sharing materials between teachers.

"Teachers in the school should have a public resource to share and to learn from each other." (Teacher B, interview extract)

"In my opinion, teachers should share, exchange and learn from each other from finding materials to organizing activities. During classes, teachers can learn from each other." (Teacher D, interview extract)

Additionally, students' learning outcome and self-assessment were found while choosing authentic materials.

"If there is a standard, specific learning outcome, for example after the lesson, what students can do, the teacher has a link to the authentic material. So, they will be forced to use the material and use it better." (Teacher A, interview extract)

"Teachers should look back and evaluate whether the use of the material is appropriate, good for the student or not to make adjustments." (Teacher E, interview extract)

4.3 Discussion

Research Question One: What are teachers' perceptions of using authentic materials in teaching EFL speaking performance to Grade 10 students?

The participating teachers had positive perceptions of using authentic materials in teaching speaking. This finding is in line with a study by Phung (2017) who found that using authentic materials benefited student learning of speaking. A potential reason is that teachers realized the interplay between students' speaking performance and the role of authentic materials in language learning process.

Another noticeable point is that approximately half of the participating teachers considered students' English language proficiency levels when selecting authentic materials. The finding is consistent with a study by Rao (2019) who emphasizes that priority is given to students' English language proficiency level before selecting authentic materials. This suggests that once materials fit with students' English proficiency levels, they could learn better.

The findings from the interviews reveal that most of the teachers shared similar perceptions of the use of authentic materials. These reinforce the notion that authentic texts could be the language used for real world by real people and that they can be inspiring (e.g., Nuttall, 2005).

Research Question Two: To what extent do teachers use authentic materials in teaching EFL speaking performance to Grade 10 students?

The findings from the questionnaire indicate that the participating teachers used authentic materials on an average level in teaching speaking. This is in line with a study by Rehman and Perveen (2021) who indicate that authentic materials were not widely used. A possible reason for this claim is that high school teachers acknowledged the benefits of authentic materials; however, they perceived big class size, mixed-ability students, and time as problems. These support the conclusion of a study by Phung (2017) who contends that time and students' level of English proficiency challenged teachers to use authentic materials in language class.

5. Conclusions

The findings from this study provide insights into teachers' perceptions and practices of authentic materials in teaching speaking to Grade 10 students in the Mekong Delta. In particular, the participants used authentic materials at an average level as they realized

the benefits that authentic materials brought to students. However, time limit and mixed-ability students were identified as challenging to their speaking lessons.

Future research is needed with larger samples and the participation of more schools in different provinces of the Mekong Delta to deepen understanding of the nature of authentic materials in speaking classes. Additional research should consider classroom observations to fully understand how teachers use authentic materials in order to foster their students' speaking performance.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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