
Research Title: The Effects of Using Authentic Materials to Enhance Lao Undergraduate Students' Listening and Speaking Abilities in Hospitality Industry.

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Abstract

This research aimed: 1) to investigate the efficiency of using authentic materials in listening and speaking lessons about hospitality industry. 2) to compare Lao undergraduate students' listening and speaking abilities in hospitality industry before and after learning through authentic materials. 3) to study the satisfaction toward using the authentic materials to enhance Lao undergraduate students' listening and speaking abilities in the hospitality industry. The samples in this study were the third year "A" students at Savannakhet Teacher Training College, Savannakhet Province, Lao PDR who were studying in the second semester of 2013 academic year, selected by simple random sampling technique. The research instruments consisted of 8 English lesson plans, 50 items for English achievement test and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test. The findings were as follows:

1. The efficiency of eight lessons was 79.56/80.10, which was higher than the criterion set at 75/75.
2. The learning achievement of students' post-test mean scores was higher than the pre-test mean scores with statistically significant difference at .01 level.
3. The students' satisfactions in learning through authentic materials in the hospitality industry was at the most satisfactory level.

Keywords: Authentic materials, Hospitality industry, Listening and speaking abilities, efficiency

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1. Introduction

English is an international and useful language for every citizen in the world. People use English as a tool of communication in the globalization. For example, English is used to exchange the knowledge worldwide in many sectors including medicine, engineering, education, tourism, political communication and business. Moreover, when Lao People's Democratic Republic (Lao PDR) has joined Association of Southeast Asian Nations since 1997, and the country was opened to welcome investors, tourists, and visitors around the world, English is necessary for communication and development. Therefore, Lao government has paid attention on improving the English capacity among the civil servants in order to use it to communicate and exchange ideas with people in surrounding nations and in the world.

Based on the importance of English, the Lao government realizes that English should be taught from a primary school to university level as a compulsory subject. And the key of achievement in teaching and learning English is qualified English teachers. Therefore, preparing undergraduate students to be qualified English teachers is very important. They need to be fluent and to have good command in using four skills (i.e. listening, reading, writing and speaking). Unfortunately, most Lao undergraduate students are not good at listening and speaking because

of the different structures between Lao and English, inappropriate approaches in learning as well as ineffective teaching techniques employed by teachers. In order to draw students' attention on learning English, teachers should teach their students by natural approach, which is developed by listening first and then other skills (i.e. speaking, writing and reading).

Based on the importance of using authentic materials mentioned above, the researcher aims to take the authentic materials such as videos, travel brochures, menus, maps, and textbooks including CDs that are relevant to students' background knowledge and their interest to use in teaching undergraduate students at STTC. It is hoped to improve their listening and speaking skills. The lessons contain various activities using authentic materials such as listening conversations about the hotel and tourism situations, practicing the dialogues using their own information, and watching videos. It is expected that these activities will highly motivate their interest of listening and speaking in order to achieve the knowledge of tourism hospitality industry.

2. The Objectives of this Study

The main purpose of the study is to explore the results of using authentic materials to improve listening and speaking abilities of undergraduate students in Savannakhet Teacher Training College, Lao P.D.R.

The specific objectives of the research are:

1.2.1 To investigate the efficiency of using of the authentic materials in listening and speaking lessons about hospitality industry

1.2.2 To compare Lao undergraduate students' listening and speaking abilities in hospitality industry before and after learning through authentic materials

1.2.3 To study the satisfaction toward using the authentic materials to enhance Lao undergraduate students' listening and speaking abilities in hospitality industry

Scope and Limitation of this Study

The independent variable of this study was the contents of lesson for the third year "A" students. The dependent variables were students' learning achievement and their satisfaction towards using the authentic materials in hospitality industry.

The contents of the lesson were about hospitality industry namely hotel-checking in, restaurant-ordering food and drinks, direction-asking for and giving directions, transportation-mode of transportation, shopping- how to make a deal, tourism- Savannakhet's historical sites, festival-festival ceremonies in Savannakhet and culture- cultural activities in Savannakhet.

Research Hypothesis

The listening and speaking abilities in hospitality industry of Lao undergraduate students after learning through authentic materials will be higher than before learning.

3. Methodology

3.1 Population

The population of this study consisted 214 of the third year students from the whole 5 classes who have enrolled on General English 6 course in the second semester of the academic year 2013 at Savannakhet Teacher Training College in Kaysone Phomvihane District, Savannakhet Province, Lao, P.D.R.

The sample of this study was 41 third-year "A" students who studied on General English 6 course in the second semester of the academic year 2013 at Savannakhet Teacher Training College in Kaysone Phomvihane District, Savannakhet Province, Lao, P.D.R. The participants were selected by simple random sampling technique.

3.2 Instruments

The main instruments employed of this study were as follows:

Eight lesson plans in English including activities of listening and speaking for the third year “A” students in academic year 2013. The whole lesson plans took a total of 32 hours.

The two types of achievement tests were constructed: Listening test (many types of questions) and Speaking test (subjective test). There were three types used in listening tests: pretest, mini-posttests and final posttest. The listening pretest and final posttest were the same in testing styles such as multiple choice, true or false, filling in the gaps, and putting the statements into the correct orders however the information put in the tests were different. The information put in the pretest was easier than the information put in the posttest. There were 50 questions in listening and speaking pretest and 50 questions in listening and speaking in post-test.

There were two types of speaking tests: individual tests were conducted in four lessons and pair work tests were conducted in four lessons. Speaking Rubric scale by Harris (1986) was used to evaluate their speaking ability. There are five criteria: comprehension, grammar, vocabulary, fluency and pronunciation. The scores were ranked from five to one (five= excellent; four= very good, three= good, two= fair and, one= very poor).

The questionnaire on students’ satisfaction toward the lessons using authentic materials was collected at the end of the experiment.

3.3 Data collection

To collect the data, the present study included achievement tests, and the satisfaction questionnaire. The procedure for collecting data was shown as follows:

3.3.1 A study did with a pre-test. The pre-test would be given to all participants at the beginning of a class for one period (60 minutes).

3.3.2 The samples were orientated about eight lesson plans and they were taught and done various activities by using authentic materials in 32 periods, 32 hours.

3.3.3 A post-test administered with all of the samples after the class for one period (60 minutes). The post-test showed students’ achievement.

3.3.4 After doing a post-test, the samples were asked to fill out the questionnaires focusing on their satisfaction about learning the lessons for one period.

The research design could be illustrated below

3.4 Data analysis

The data analyzed and deduced procedures by using the data analysis methods as followings:

3.4.1 Pre-test and Post-test Scores

3.4.1.1 In order to evaluate the students’ English proficiency before and after being taught through the eight lesson plans, the pre-test and post-test scores computed to find out the percentage (%), mean (\bar{X}) and standard deviation (S.D.).

3.4.1.2 The scores from the activities and a post-test calculated in order to find out the efficiency of process (E_1) and the efficiency of the outcomes (E_2), respectively.

3.4.1.3 Dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to detect a significant different set at .05 level.

3.4.1.4 The effectiveness index (E.I) employed to find out the learners’ progress from learning the lessons for the third year “A” students after learning.

3.4.1.5 Pearson’s Correlation Coefficient was used to calculate discrimination power of each item for five-point rating scale questionnaire.

3.4.1.6 Cronbach’s Alpha-coefficient was used to calculate the reliability of Questionnaire.

3.4.1.7 Harris’ criterion was used to evaluate students’ speaking proficiency.

4. Results

Based on the research objectives, the result of data analysis were as follows:

4.1 The Efficiency of the Lesson Plans

This section reports the results of the analysis of the quantitative data from the lessons and the achievement test utilized in this study to find the efficiency of the lesson plans for the third year "A" students based on the criterion set at 75/75 as shown in table1.

Table 4.1

The efficiency of the lessons towards authentic materials in hospitality industry

No	Activities Scores of Learning through Authentic Materials in Hospitality Industry (The Efficiency of the process)									Post-test (50)
	1(50)	2(50)	3(50)	4(50)	5(50)	6(50)	7(50)	8(50)	Total (400)	
1	44.33	37.67	38.67	39.33	39.33	35.33	40.33	39	313.99	35
2	43.33	42	41.33	42.33	43	37.67	39.33	44.33	333.33	44.67
3	41	40	40	34	38.33	38.33	38.67	36	306.33	40.33
4	46.33	35.67	36.67	32.33	34.33	35.33	44	31.33	295.99	38.67
5	43	36.67	39.67	40.67	37.67	35.67	44.33	39	316.67	42
6	42.33	42.33	42	44.67	42.67	40.33	44	45	343.33	40.67
7	44	38	34	33	35.67	38.33	38.67	32	293.67	36.33
8	41.67	36.33	39	40.67	37	36.33	37.67	43	311.67	39
9	44.33	40.67	39	39	39	39.67	40	37.67	319.33	38.33
10	46.67	44.33	42.67	34	43	35.33	39.33	35.67	321	37.33
11	45	39	36.33	38	37.33	36	39	39.33	310	30.33
12	43.65	40	39.33	37.33	38	36.33	42	39.33	315.98	41.67
13	43.33	38	37.67	38.67	38	36.33	35.67	39	306.66	43.33
14	45.67	42.67	40.33	38	38.33	41	45.33	38.33	329.67	45
15	45.67	44	44.33	44.67	43	44.33	41.33	44	351.34	43.33
16	42.33	35.67	37	37.67	37.67	37.33	35.67	38.33	301.66	40.33
17	42.67	40	38.67	35.67	38.67	40.67	40.33	35	311.67	42.67
18	45.33	40.67	35	36.33	33.33	38	40	37	305.66	39.33
19	39.67	38	32.6	34.33	33.6	35.6	31.6	34	279.67	38.67

ວາລະສານບົດຄວາມວິຊາການ ແລະ ບົດຄວາມວິໄຈທາງການສຶກສາວິທະຍາໄລຄູສະຫວັນນະເຂດ

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			7	3	7	7	7			
20	45	42.6 7	37.6 7	43	37.6 7	41	40.6 7	43.33	331	42.33
21	41	42.3 3	39.3 3	42.6 7	40	38.3 3	38.6 7	41	323.33	37.67
22	38	46.3 3	38	34.6 7	38.6 7	39	37.3 3	33.33	305.33	38
23	41.67	33.6 7	39.6 7	42	38.3 3	37.6 7	36.3 3	42.33	311.67	42
24	41.67	43	42.6 7	43	41	44	38.6 7	43.33	337.34	41
25	44	37.6 7	41	41.6 7	40.6 7	42.3 3	41.6 7	42	331	36.33
26	39.33	44	38	37.6 7	39.6 7	42	35	39	314.66	35.67
27	43	39.3 3	33.6 7	37.6 7	31	43.3 3	39.6 7	36.67	304.33	42.33
28	46	40.3 3	38	38.3 3	36	42	33.3 3	39	313.33	41.67
29	39	36.3 3	40.3 3	41.6 7	40	35	40.6 7	42.67	315.66	38
30	40.67	38	39.3 3	41.3 3	37.6 7	40.3 3	38	40.33	315.67	40.67
31	43.67	43	43.6 7	41.6 7	41.6 7	42.6 7	43	41.67	341	37.67
32	37.67	37.3 3	39.6 7	36	39	41.6 7	38.6 7	37	307	38.33
33	43	43.6 7	33.3 3	40.6 7	34.6 7	40.6 7	39.6 7	40.67	316.34	40.67
34	42	41.3 3	41	42	42.6 7	43.3 3	42	41.33	335.66	43
35	43.33	39	40.6 7	44.6 7	39.6 7	38.6 7	41	44.67	331.66	38
36	42.33	41.3 3	41.3 3	43	42.3 3	39.6 7	38.3 3	44	332.33	42.33
37	41.33	35.3 3	39	43	40	36.3 3	41	43.33	319.33	41.33
38	45.67	33.3 3	36	41.3 3	38.3 3	34.6 7	41.3 3	39	310	45.67
39	42	45.3 3	43	42	41	42.6 7	41.6 7	43.33	341	44
40	44.67	35	41	36.6 7	39.3 3	38.3 3	42.6 7	36.67	314.34	39.67
41	41.67	43	40	42.3 3	41	37	43	41.33	329.34	38.67
Tota I	1757	1633	1601	1618	1588	1599	1630	1623	13048	1642
X	42.85	39.8	39.0	39.4	38.7	38.9	39.7	39.60	318.25	40.05

		3	4	6	4	9	5			
S.D.										
%	85.70	79.65	78.08	78.91	77.47	77.98	79.49	79.18	79.56	80.10

As shown in Table 4.1, the efficiency of the lessons for the third year “A” students, which were conducted by the researcher, is 79.56/80.10, which was higher than the criterion set 75/75. It indicates that students, who have learned English presented through authentic materials in hospitality industry, has received mean scores from the exercises of eight lessons at 79.56% and the total mean scores from the achievement test after learning at 80.10%.

Table 4.2 Comparing the Difference between Pre-test and Post-test Mean Scores

Achievement	No	Total Scores	\bar{x}	S.D.	t
Pre-test	41	50	31.89		**
Post-test	41	50	40.05		

** *significant difference at .01*

As revealed in Table 4.2, it indicates that the students who learned eight lessons presented through authentic materials in hospitality industry had higher learning achievement of lessons on post-test mean scores (\bar{x} =40.05) than in pre-test mean scores (\bar{x} =31.89) at .01 level of statically significant difference.

Table 4.4

Learners’ Satisfaction towards the Lessons of the Third-Year “A” Students

Satisfaction towards lessons	\bar{x}	S.D.	Level
1. I enjoyed the activities provided in the eight lesson plans.	4.51	0.78	The most satisfied
2. I learned from eight lesson plans and could apply the lessons in my daily life.	4.19	0.81	More satisfied
3. Practicing various activities from eight lesson plans was interesting.	4.39	0.70	more satisfied
4. The eight lesson plans were understandable and easy to do.	4.00	1.05	more satisfied
5. The contents and activities were relevant.	4.37	0.77	more satisfied
6. Learning through authentic materials helped improve my listening and speaking.	4.53	0.64	the most satisfied
7. Learning through authentic materials helped me to understand the contents well.	4.54	0.64	the most satisfied
8. The examples in the contents and activities of the lessons were interesting.	4.78	0.47	the most satisfied
9. Learning the eight lessons about hospitality industry through authentic materials was useful for my future.	4.66	0.52	the most satisfied
10. Learning these lessons will enhance my learning.	4.36	0.58	more satisfied
11. Learning eight lesson plans through authentic materials has improved my listening and speaking abilities.	4.37	0.58	more satisfied
12. I have a positive attitude toward learning English after taking these eight lessons on the hospitality industry.	4.34	0.69	more satisfied

Grand Total	4.39	0.69	more satisfied
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The table 4.4 shows that students were more satisfied towards the lessons using authentic materials in hospitality industry in overall ($\bar{x} = 4.39$, S.D. = 0.69). It is noticeable that the three highest mean scores were no. 8 “The examples in the contents and activities of the lessons were interesting.” ($\bar{x} = 4.78$, S.D.= 0.47), followed by no. 9 “Learning the eight lessons on hospitality industry through authentic materials was useful for my future.” ($\bar{x} = 4.66$, S.D.= 0.52), and no. 1 “I enjoyed the activities provided in the eight lesson plans.” ($\bar{x} = 4.51$, S.D. = 0.78), respectively. In contrast, the three lowest mean scores were no. 4 “The eight lesson plans were understandable and easy to do.” ($\bar{x} = 4.00$, S.D. = 1.05), followed by no. 2 “I learned from eight lesson plans and could apply the lessons in my daily life.” ($\bar{x} = 4.19$, S.D. = 0.81), and no. 12 “I have a positive attitude toward learning English after taking these eight lessons on the hospitality industry.” ($\bar{x} = 4.34$, S.D. = 0.69), respectively.

5. Discussion

The findings from this present investigation can be discussed in the following points.

5.1 Efficiency of the Lesson Plans

The findings showed that the efficiency of the lessons was 79.23/84.20, which was higher than the criterion set at 75/75. The results illustrated that the first efficiency of the process (E_1) were lower than the second efficiency of outcomes (E_2). That means that students got post-test scores more than exercise scores. Students did very well in their post-test because they had learned all eight lessons and practiced all exercises. Also they had more times to discuss with their classmates and had new knowledge about language used in each lesson.

The finding of this study could be considered that the researcher reviewed the related literature theories namely theories of listening, theories of speaking, theories of relationship between listening and speaking, language of hospitality industry, theories of authentic materials, satisfaction, efficiency, and some previous research papers. Then the lessons were developed appropriately. Moreover, the thesis advisors and the experts gave comments and evaluated the research instruments. Finally, the lessons were trials three steps before using with the samples. These factors caused the great lessons. Furthermore, the lessons comprised of many components namely some handouts, variety activities, pre-test, post-test, and answer keys, which students are able to learn, to do the activities affectively, to get feedback from teacher, their classmates and themselves.

The result findings above confirm that eight lessons using authentic materials were useful to develop listening and speaking abilities of third year students. The similar finding also was addressed by Thanajaro (2000) and Sawaew (2010) who used authentic materials to develop listening comprehension that students’ listening ability could be improved through the use of authentic materials. Furthermore, the lesson using authentic materials really help student to develop their speaking skill. It could be ensured from the result of each speaking activity after the lesson. Students could use the language taught to make conversation or gave opinions about the taught topic. However, the study conducted in Nayia Suksa Ratchamangkalapisek school, Nayia sub-district, Ubon Ratchthani Province found students did not improve their speaking ability. Their speaking skill was fair and poor. Speaking ability could be improved by self-created role-play (Rattanawon. 2003). Since the researcher used authentic materials to encourage students to create self- role play. Therefore, the eight lessons using authentic materials were very effective to improve both speaking and listening abilities.

5.2 The Students' Pre-test and Post-test Mean Scores Learning Eight Lessons through Authentic Materials in Hospitality Industry

The result revealed that the achievement of posttest mean scores were higher than the pretest mean scores toward eight lessons using authentic materials in hospitality industry with statically significant different at .01 level. This could be summarized that the lessons using authentic materials had the efficiency because students could improve their listening and speaking abilities after learning. Even using authentic materials in teaching is used by many Lao English teachers at STTC in teaching different subjects, those teachers did not show if the authentic materials help improving the learning result of students. On the contrary, this research showed that the authentic materials really help students' improve the listening and speaking ability, since seeing the pictures or videos could help them understand the context of the lesson and provide learners with authentic language (Cicone,1995). The following result is that they could get the listening answer, understand the simple conversation of native speakers, and they could build up the similar conversation to practice with friends in the class. Moreover, many types of authentic materials used in eight lessons motivated students to learn a lot. They enjoyed learning and involved in doing activities well. Therefore, learning listening and speaking through the use of authentic materials could attract students to learn and improve their abilities.

This finding result confirms that the hypothesis in chapter 1 is right that after learning the lessons using authentic materials could help students to improve listening and speaking ability. The same findings found by Saiwaew (2010) who used authentic materials to develop English listening comprehension with 35 first year students' non- English majors of Ubon Ratchathani Rajabhat University. The result shows that post-test was higher than pre-test. The data was statistically significant at the 0.05 level and the students' listening comprehension by using the authentic materials was significantly increased. Ghaderpanahi (2012) used authentic aural materials to develop listening comprehension in the EFL classroom in Al-Zahra University. The research participants were female undergraduate psychology majors English. The results found that the use of authentic materials in the EFL classroom had positive effect on ESL students' motivation to learn the language, and students' post-test was better than pre-test. Sabet (2012) investigated the impact of authentic materials on elementary EFL learners' listening skills. Sixty students of Guilan University participated in the research. The result showed that students performed better in their posttest after authentic materials were used in listening.

5.3 Level of Students' Satisfactions in Learning Eight Lessons by Using Authentic Materials in Hospitality Industry

The result illustrates that students' satisfactions in learning eight lessons presented through authentic materials in hospitality industry were at very satisfactory level. The findings show that the students were very satisfied with learning the lessons. This could be explained that the lessons were evaluated the quality by the experts consequently the lessons have high quality, appropriate contents, and suitable for the level of students. Students gave the three highest mean scores were no. 8 "The examples in the contents and activities of the lessons were interesting." ($\bar{x} = 4.78$, S.D.= 0.47), followed by no. 9 "Learning the eight lessons on hospitality industry through authentic materials was useful for my future." ($\bar{x} = 4.66$, S.D.= 0.52), and no. 1 "I enjoyed the activities provided in the eight lesson plans." ($\bar{x} = 4.51$, S.D. = 0.78), that show the lessons can improve learners' listening and speaking capacities. Furthermore, almost of them gave positive comments that using authentic materials in the lesson could make the lesson more interesting. They could understand the context of using knowledge, and relate their own experiences. They enjoyed doing the activities when the authentic materials were used. Using authentic materials could create ideas that helped them practicing speaking and listening affectively. Some mentioned, "I enjoyed the lesson a lot", "I could understand and want to learn

English more”, “ When I watched Video, I felt relaxed and wanted to speak English fluently like native speakers”, “I would like to have more times to practice listening and speaking in the classroom”, and “I thought the lesson was very useful for my future career”. At the end, they all mentioned that they like studying this subject. They found themselves learning better and more confident in using the language.

However, some weak students faced some problems during the classroom. For example, they could not understand the native speakers’ accent. The meaning of the whole phrases were too long with many new words that they could not catch the meaning

It could be noticed that students have positive attitudes toward using authentic materials to upgrade their speaking and listening abilities. The similar findings found by many researchers (Bacon and Finneman. 1990; Otte. 2006; Thannajaro. 2000). Moreover, authentic materials could make students more interested in involving in the learning activities. This was confirmed using authentic materials made students highly motivated (Berado. 2006)

Therefore, using authentic materials could bring good effects to the students’ listening and speaking, and it could upgrade the students’ attention on learning.

Finally, it presents that all of students have participation in learning eight lessons through authentic materials in hospitality industry at pass level.

6. Conclusion

There are some pedagogical implications suggested in order to use authentic materials in the appropriate ways.

As a result of the findings from this study, the researcher made useful pedagogical implication as follows:

1. The lessons support learning achievement of students. Accordingly, administrators, teachers, and related persons in learning management are able to apply these lesson plans, and the lessons for the third year “A” students to develop instruction in other contents.

2. Teacher should have knowledge and ability to use audio authentic materials in the lessons; he/she has to know how to adapt the knowledge presented in the lesson to make appropriate activities for students to practice. Furthermore, the teacher must have creative ideas.

3. Before using the authentic materials, teacher should see the possibilities of using authentic materials in the classroom, especially in Lao PDR, since there are insufficient facilities in some schools such as electricity, video, LCD, Internet...etc.

4. Teacher should know how to select the new knowledge for students to practice. Teacher must have the knowledge of the specific field, as in this research. Also the teacher should have the knowledge of hospitality industry.

5. Teacher should spend more times to prepare the lesson plans and for students to practice the new language.

According to the results discussed earlier, some suggestions are proposed here for future studies as follows.

1. Further studies should be conducted for the development of listening and speaking English in hospitality industry of Lao learners studying at different level.

2. The samples would learn effectively if the next research focus on the smaller group of the samples which is highly recommended because the samples would do well both exercise activities and post-test. Furthermore, they would have a chance to practice new language and improve their listening and speaking skills.

3. Authentic materials should be designed and conducted appropriately in accordance with recent second language teaching theory and research findings because they are found to be the major factors to motivate and encourage students to engage in listening and speaking activities.

4. In conclusion, the findings will be as a guideline for English teachers and students in developing and improving their listening and speaking skills in hospitality industry presented through authentic materials.

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