

Promoting Authenticity in the ESP Classroom: The Impact of ICT and Use of Authentic Materials on Reading Comprehension

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Abstract

In ESP (*English for Specific Purposes*) classrooms, learners can be exposed to both non-authentic, i.e. adapted, and authentic texts. Choosing to introduce materials through the ICT method can also add to their authenticity since learners are often exposed to authentic materials via computers and mobile devices. In our study, we aimed to investigate the effects of technology and authenticity of teaching materials on student motivation and reading comprehension. By manipulating levels of authenticity (non-authentic vs. authentic materials) we discovered greater comprehension was achieved with learners exposed to non-authentic texts through ICT whereas motivation in learners is still better achieved with authentic texts and ICT. Our pre-test motivational survey points to a strong correlation between authenticity and ICT and student motivation although better comprehension is still achieved through the use of classroom-adapted materials.

Keywords: ESP, authentic materials, ICT, language learning, reading comprehension, student motivation.

1. Introduction

Authentic materials¹ are of special interest in *English for Specific Purposes* (ESP), as the focus of the ESP classroom lies on the (con-) text, rather than grammar or language structures (Fiorito, 2005). Furthermore, since ESP advocates the learner-centered approach to teaching, the ESP classroom seems to be “a very suitable platform for the implementation and introduction of authentic material” (Zohoorian & Ambigapathy, 2011: 4).

The main purpose of teaching ESP is to prepare students for communication in English in their area of professional expertise (Tarnopolsky, 2009), hence the design and choice of teaching materials depends on this premise to a great extent. This is supported by Richards (2001), who highlights the facilitating role of authentic materials as the communication which

¹ In this paper we consider the terms authentic materials and authentic texts to be synonymous. The notion of authenticity implies the use of authentic, i.e. non-contrived teaching materials and tasks.

takes place in the classroom must simulate as much as possible the communication observable in the real world outside.

- University-level ESP learners are more motivated to learn from authentic texts than they are from adapted materials.
- Use of ICT technologies in language instruction raises student motivation for learning.
- Despite their preference for authentic materials, students are able to learn more from classroom-adapted materials.
- Employing a combination of adapted and authentic texts might facilitate language comprehension as well as maintain the student's motivation for language learning.

Contrived teaching materials present unrealistic models of language, and they do not prepare students for their work environment. In that respect, they can be both demotivating and potentially counterproductive. This is especially true if students are already encountering authentic texts in English through other, non-linguistic courses. These are the reasons why the use of authentic texts is a crucial component of teaching ESP. Long (2007: 121) remarks that “texts in language teaching materials bear little resemblance to the genuine target discourse samples learners encounter in the world outside classrooms”, and that “every study in which language teaching materials – even supposedly LSP materials – and genuine texts have been compared has found the former to be unrepresentative in important ways”. Most importantly, non-authentic texts present unrealistic models of language and do not allow students to engage in purposeful communication, thus leading to a lack of motivation.

Henry Sweet (1899) is believed to be the first to advocate the use of authentic materials. A review of literature shows that there is a multitude of definitions of authentic materials and authenticity. In this paper we adopt the definition given by Nunan (1999), who defines authentic materials as “spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching”. In the same vein, Gilmore (2007) defines authentic language input as “any input introducing a real message produced to communicate ideas to real audience.” Authentic materials are not necessarily compiled by native speakers, nor professionals, but what is key is that they present language in context and expose students to genuine communication, i.e. realistic models of language.

Thirty years ago Nunan (1989: 138) raised the issue of the difficulty of accessing authentic input for classroom use, but today, with the advancement and constant development of *information and communications technologies* (ICT²), teachers have more spoken and written authentic materials available than they could possibly know what to do with (Mishan, 2005: ix).

Rubin (1979: 17-18) proposed that “good language learning depends on at least three variables: aptitude, motivation, and opportunity”. Opportunity refers to all the activities and materials which expose the learner to the language. Authentic materials prove to be very useful in providing opportunities for learners as they can “serve as a bridge between the classroom and the outside world” (Wong et al., 1995: 322). As the world changes rapidly, teachers need to be able to provide opportunities for students which will enable them to respond to the changes promptly and adequately. To achieve this goal, but also to raise students' motivation and interest, they should be exposed to authentic materials through the ICT method as it has been shown that authenticity embraces research from a variety of fields, including ICT (Gilmore, 2007: 98).

² “ICTs refer to technological tools and resources which are employed to communicate, create, disseminate and manage information” (Yunus et al., 2013), and can be applied to a variety of areas, including language teaching.

The value and role of authentic materials in the EFL and ESP classroom has been recognized by many teachers and researchers (cf. Porter & Roberts, 1981; Breen, 1985; Bachman, 1991; Bachman & Palmer, 1996, van Lier, 1996; Guariento & Morley, 2001; Gilmore, 2007, Tominac Coslovich & Borucinsky, 2010, etc.), whereas the use of ICT is a relatively new phenomenon, its application in higher education and foreign language teaching and learning has been discussed since the last decade of the 20th century (Vaičiūnienė & Užpalienė, 2010: 94). Research into the impact of ICT onto learning is relatively scarce, and almost non-existent in the Croatian learning and teaching context.

It is undeniable that there is a strong link between authentic materials, ICT and student motivation (cf. Little, Devitt & Singleton, 1989; Peacock, 1997, etc.) as the introduction of authentic materials through ICT provides students with a variety of context and allows them to be more independent, thus fostering the learner-centered approach. The benefits of ICT range from the availability of materials, students' attitudes, learner autonomy, authenticity, helping teachers, learner-centered approach to teaching and self-assessment (Jayanthi & Kumar, 2016). The key benefits of authentic materials and ICT are, in our opinion, learner autonomy and the facilitating role of the interaction between teacher and student. The latter is of special importance in ESP, since ESP instructors are not experts in the professional area and may hence lack background knowledge on content and subject matter. Thus, by introducing authentic materials into the ESP classroom through ICT, teachers are given the opportunity to learn from their students.

The benefits of using authentic materials in the EFL classroom have been recognized to highlight comprehension, present real language, provide opportunities to introduce cultural issues, enhance motivation, and create language awareness (cf. Shrum & Glisan, 2000; Paltridge, 2001; Guariento & Morley, 2001; Kelly et. al. 2002, etc.).

Gilmore (2007: 106) believes that authentic materials can be a great source of motivation because they are "inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language". The impact of authenticity on learning and motivation has been attested by many researchers. For instance, Hussein (2017) carried out a research investigating the link between authentic materials and the development of the communicative aspects of language, in which he showed that using authentic materials can be regarded as an effective technique to improve the EFL learners' communicative aspects of language. In another study, Ayuningtyas (2017) was investigating the use of authentic materials on students' motivation in the ESP classroom. Based on the results obtained from a questionnaire, the author concluded that "the students enjoyed the teaching and learning process [in which authentic materials were presented], which can be seen from their showing interest and their immersing autonomous learning" (2017: 112). The study also revealed high level of student participation in the English classroom and ascertained that students were not too affected by the language complexity encountered in authentic materials. Another study was conducted by Boughanem and Laggoune (2017: 36) leading to a similar conclusion, namely that authentic materials are both beneficial and vital in motivating students. Finally, the authors concluded that authentic materials had an obvious effect on learners' motivation and that they greatly contributed to the improvement of students' fluency and confidence.

Though the use of authentic materials is emphasized in ESP teaching, it is also argued that the presence of authentic materials in the classroom is no guarantee of authenticity. It has even been suggested that authenticity does not reside in the texts themselves since authentic materials, once removed from the context in which they naturally occur, lose their authenticity (Widdowson, 1979). Consequently, as suggested by Velazquez and Redmond (2007), it is important that teachers focus on the authentic uses of materials and what can be done with them rather than on authentic materials themselves. For this reason, the question of authenticity, as some authors suggest (Pérez Cañado & Almargo, 2005), includes both the question of the use of

authentic language material and that of the organisation of teaching activities which require authentic language tasks.

Breen (1985) specifies four types of authenticity in language learning, stressing their close interrelations. These are: (1) authenticity of text used as *input data* for learners referring to the *quality* of the text in consideration; (2) authenticity of the learners' own interpretation of such texts; (3) authenticity of the tasks conducive to language learning; and (4) authenticity of the actual social situation in the classroom. It is not only important to present authentic content to students, but there are great many factors to be considered, such as the relationship between the authentic materials and the educational background, the teacher's experience with authentic materials and the support offered to learners. It seems that the implementation of authentic materials also leads to a continuous reflection process on one's teaching (Lozada et al., 2017).

Vaičiūnienė and Užpalienė (2010) recommend that learners and teachers should be exposed to authentic materials in order to acquire real language and "break the constraints imposed by the didactic nature of language curricula". Blagojević (2013: 114) warns that even though the benefits of using authentic materials in language teaching are approved, there is still hesitation when it comes to the implementation of such materials as teachers are reluctant to use authentic teaching material for reasons such as too much cultural and situational background, extensive explanations required that may hinder or slowdown the pace of a planned language class. The latter is, according to Blagojević (*Ibid.*: 114), especially true for ESP classes at university level which have "tightly packed syllabuses". Another negative point of using authentic materials in the ESP classroom is presented by Richards (2001) and Gilmore (2007) – who discuss the complexity of language found in authentic texts. Too complex language of authentic texts might be considered disadvantageous by many teachers, as well as the fact that the language elements are less frequently repeated than in the texts designed for language teaching courses. However, according to Benavent and Peñamaría (2011), teachers can turn this fact to their advantage by exposing their students to a great number of short authentic texts instead of exposing them to longer passages. They believe that the quantity of texts will provide a high enough level of frequency of the language elements aimed to be taught in the classroom and will help students recognize them. It is generally believed that authentic texts are not suitable for students with lower English language proficiency, but fortunately ESP learners are not typically beginners in the foreign language, and authentic materials usually provide a good setting for "introducing roughly-tuned input in a comprehensible way" (Benavent & Peñamaría 2011:90). To overcome the problem of language complexity, Gilmore (2007: 109) proposes adapting authentic texts to different language levels by constantly varying the tasks. Therefore, the role of the ESP teacher and materials designer is to look for authentic texts that fit the students' needs. However, even the language teacher may struggle with authentic texts, especially if they lie outside his/her speciality, which is rather common as language teachers are not experts in the specific field. Again, this can be offset by establishing an interaction with students, and by learning from students and thus improving teacher's knowledge on the subject matter.

It is also worth mentioning that preparing authentic materials can be very time-consuming, as they need to be constantly updated (Benavent & Peñamaría 2011:90). When selecting ESP materials, most teachers will first turn to published textbooks and other materials (e.g. web-based resources). However, the more specific and focused the needs are, the less likely it is that there are any published materials appropriate for the ESP group, especially those which are included in textbooks. Furthermore, preparing authentic materials is not very economical, as it is roughly estimated that one teaching hour requires from 5 to 15 writing hours (Dudley-Evans and St. John, 2009).

An authentic language sample can be successfully selected out of a variety of the 'real life', materials which communicate messages of different kinds, content, length, and have different aims and purposes (Blagojević, 2013: 115). Kelly et al. (2012) offer useful guidelines as to how to

prepare authentic materials. Upon distributing authentic text, students should be, according to the authors, divided into groups as group work will increase their motivation. According to the authors, for the authentic materials to be effective, the questions accompanying the authentic text, must be well constructed so as to: (1) give the students the opportunity to practice English; (2) help the students gain confidence in their English ability; (3) expose the students to cultural differences and customs; and (4) help the students develop their ability to find pertinent information quickly. According to the authors the first questions to start with are the so-called *tour questions* which allow students to get an insight into the material so as to make them feel more confident to tackle subsequent questions. These are usually simple multiple-choice or fill-in factual questions. The second type of questions are designated as cultural and personal choice questions, and can be used to emphasize cultural differences. These would require one word or written answers, but also students' personal preferences, which might lead to a lively discussion in the classroom. Finally, the third type of questions fall under the category of the so-called challenging questions and they "tend to work as 'equalizers' and slow down faster students so slower students can catch up". Such questions can be very detailed and involve reading the small print, or deductive reasoning. When students are working on the challenging questions, they often begin to compare their progress to that of their peers. These are the so-called *red herring* questions which are deliberately misleading "add to the competitiveness while developing the students' critical thinking".

Galal (2019: 78) proposes various criteria for the selection of authentic materials for a subvariety of Maritime English – English for Marine Engineering. The criteria are based on the: (1) Theme, (2) Students' needs, (3) Language, (4) Picture³ (for videos only), (5) Sound (for videos only), and (6) Cultural content. The first criterion, i.e. theme refers to the relevance, completeness of idea, suitability of session duration, etc. Criteria pertaining to students' needs include likeliness to interest students, age suitability and correspondence with students' language proficiency level. The category of language includes the linguistic features (e.g. lexis, syntax, functions, etc.), intelligibility, and whether real life language that is used contextualizes language to convey meaning. Finally the last criterion evaluates whether the content is culturally appropriate. Galal's (2019) criteria are similar to those proposed by Berardo (2006), who based his criteria for selecting authentic texts on the following factors: (1) **Suitability of Content** which covers questions such as: *Does the text interest the student? Is it relevant to the student's needs? Does it represent the type of material that the student will use outside of the classroom?* (2) **Exploitability** addressing questions such as: *Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skills/strategies can be developed by exploiting the text?* (3) **Readability** which focuses on the following questions: *Is the text too easy/difficult for the student? Is it structurally too demanding/complex? How much new vocabulary does it contain? Is it relevant?* And finally, (4) **Presentation** which is based on questions such as: *Does the text "look" authentic? Is it "attractive"? Does it grab the student's attention? Does it make him/her want to read more?*

In conclusion, the most important task we set by using authentic materials in the ESP classroom is to prepare students for everyday situations onboard ship, to make them feel confident about their use of English, and ultimately, communicatively competent. Furthermore, it has been established that self-motivation can lead to a successful language mastering (Brown, 2001: 79), so by introducing authentic materials into the ESP classroom we aim to achieve that goal. Finally, in the context of Maritime English, authentic materials allow students to activate their prior knowledge on a particular subject matter, which will broaden their understanding (Tominac Coslovich & Borucinsky, 2010).

³ The categories of picture and sound are not relevant for this study, hence they are not discussed in more detail in this section.

This article is outlined as follows: research methods and statistical tests employed in the study as well as research questions and hypotheses are elaborated in detail under Method; the data collected in the study is presented under Results; the interpretation of results and its relevance for the existing body of knowledge can be found in the Discussion section; finally, under Conclusions the authors summarize the main contribution of the study and offer implications for further research in the use of authentic texts in ESP instruction.

2. Method

The goal of the present study was aimed at investigating the role of authentic texts in ESP language instruction and student motivation for language learning through ICT and authentic materials. In order to achieve the set goal, two research questions were formed as follows:

RQ1. Are ESP students equally motivated for language learning through authentic texts and ICT as they are motivated in language instruction based on non-authentic materials presented through ICT?

RQ2. Does the authenticity level of classroom-used materials affect the reading comprehension in university-level ESP learners?

In order to provide an answer to RQ2, a hypothesis was formed accordingly:

H1: Non-authentic texts are more comprehensible than authentic texts.

Owing to its twofold nature, the entire research endeavour comprised two parts: a motivational pre-survey focused on investigating students' attitudes towards the use of authentic materials and ICT technologies in language instruction; and the main study of a quasi-experimental design focused on eliciting comprehension levels between participants exposed to authentic and non-authentic materials respectively.

2.1 *Sample*

The study included Croatian L1 learners of English as a foreign language. The research was conducted in the ESP learning context at the Faculty of Maritime Studies at the University of Rijeka. All the participants were university-level learners of Maritime English and were completing their first year of study. All study participants were asked to give an informed consent prior to their participation in the research.

2.2 *Motivational pre-survey*

The pre-survey was preceded by a short introduction in the participants' L1 in which the purpose of the survey was explained as well as the difference between authentic and non-authentic texts in ESP language instruction. The term ICT was also elaborated and examples of ICT classroom application were provided in order to prevent (the lack of) prior knowledge to intervene with the results of the survey.

The survey consisted of ten Likert-type items where the participants were asked to draw on personal experience and make their choice against the agreement scale of 1-5 (where 1 stood for *I completely disagree* and 5 stood for *I completely agree*). We opted for a 1-5 measure scale since we believed it offered sufficient variance in the measure of students' personal agreement with the statements (it was our belief a smaller scale would lack sufficient variance whereas a larger scale would potentially confuse the participants and thus yield inconclusive results). The ten survey items were grouped around two strings: the first set of five questions was

focused on ICT use whereas the second five-question set was concerned with the participants' attitudes towards the use of authentic texts in language instruction (Table 1).

Table 1. Likert-scale items included in the motivational pre-survey

Label	Item
<i>ICT1</i>	I am not equally motivated for classroom participation by an exclusive use of the traditional approach in language instruction (without the use of ICT) as I am motivated by the ICT-inclusive approach to learning.
<i>ICT2</i>	I am happy to join class when I know ICT instruction will take place that lesson (ex. <i>watching a video</i>).
<i>ICT3</i>	It is my belief I will retain more facts if the lesson is presented in an interesting way (ex. <i>the use of an interactive game quiz</i>).
<i>ICT4</i>	I believe I can learn equally much by watching a video as I can by reading a text on the same topic.
<i>ICT5</i>	Text reading is equally important for me as ICT instruction.
<i>A1</i>	Authentic materials are equally challenging as materials adapted for my language level.
<i>A2</i>	I believe I can learn more by reading authentic maritime texts.
<i>A3</i>	I prefer reading materials which have previously been adapted for my language level.
<i>A4</i>	Authentic materials used in everyday situations at sea will contribute to my overall communication skills aboard one day.
<i>A5</i>	I believe I will learn the most through language instruction which utilizes both authentic and non-authentic maritime texts.

The main purpose of the motivational survey was to elicit data on student motivation and to see whether the collected results correlated with the participants' attitudes on the use of authentic materials in the classroom. The survey itself was implemented by means of an online learning platform (*Moodle*) the participants were previously familiarized with through the course of their studies (the same sample of participants was used in the main study).

2.3 *The main study*

The purpose of the main study was to collect data to support our second research question which focused on the effect of authenticity on student comprehension. For this reason, a quasi-experimental design was implemented online among a group of ESP learners of Maritime English. The instrument comprised a reading text (a 900-word manual on radial crane installation) followed by seven reading-comprehension questions (multiple-choice type questions with one correct option). Two versions of the main study instrument were implemented: Group A was given the authentic reading text (AUText) whereas Group B was presented with the adapted version of the same text (ADAPText). Both texts were followed by the same set of comprehension questions in order to ensure the equality of input between the two groups.

The choice of reading material as well as the adaptation process itself was conducted bearing in mind the following criteria: 1. the topic of the reading material needs to fall within the maritime domain and likely be a part of the participants' current or future language curricula (this criteria was set in order to ensure the participants were familiarized with the reading topic to an

extent which would allow for overall comprehension to be tested); 2. the language level difficulty of the authentic material need not be higher than +1 in comparison to the participants' established level of English (B2).⁴ We have grouped the textual interventions performed on the authentic version of the reading text (AUText) into the following categories:

- i. Word or phrase insertion (ex. subject insertion);
- ii. Voice transformation (ex. passive-to-active transformation);
- iii. Lexical substitution (ex. less familiar word or phrase is replaced with a more widely used lexical item);
- iv. Lexical omission (ex. fewer words are used to express approximately the same amount of information);
- v. Word class substitution (ex. noun-for-verb replacement);
- vi. Tense alteration (ex. Future Simple is replaced with Present Simple);
- vii. Word order intervention
- viii. Cultural adjustment (ex. imperial measures replaced with corresponding international units of measure).

Table 2 contains practical examples of textual interventions for each of the category listed above.

Table 2. Examples of textual interventions across eight categories

Category	Example
<i>Word or phrase insertion</i>	<p>AUText The Company's liability under this Warranty is limited to treatment of parts as set forth in the above paragraph.</p> <p>ADAPText The Company's liability under this Warranty is limited to treatment of parts as it is described in the paragraph above. (<i>subject- verb insertion</i>)</p>
<i>Voice transformatio n</i>	<p>AUText (...) the upper swivel stop assembly must be rotated so that the swivel stops will fit into the cut-out sections of the assembly.</p> <p>ADAPText (...) you need to rotate the upper swivel stop so that they fit into the cut-out sections of the assembly. (<i>passive-to-active change of mode</i>)</p>
<i>Lexical substitution</i>	<p>AUText Coat the inside surface of the bushing and the anchor pin with molybdenum grease before inserting pin.</p> <p>ADAPText Grease the inside surface of the bushing and the anchor pin before inserting the pin. (<i>lexical substitution</i>)</p>

⁴ The language levels referred to in this paper are used and discussed as they are established by the CEFR standard (*Common European Framework of Reference for Languages*). Language proficiency is expressed in six levels (ranging from A1 to C2) which are grouped under three broader levels (Basic User, Independent User, and Proficient User). The Faculty of Maritime Studies in Rijeka, where the sample was reaped for the purposes of this study, does not require its students to subject to formal assessment of their language skills apart from the testing which constitutes their regular course requirements. According to the institution's English course syllabuses, first-year students are expected to complete their studies at B2 level ("independent user") of the Common European Framework of Reference for Languages (2002).

Lexical omission	AUText Coat the inside surface of the bushing and the anchor pin with molybdenum grease before inserting pin.
	ADAPText Grease the inside surface of the bushing and the anchor pin *omitted before inserting the pin. (<i>lexical omission</i>)
Word class substitution	AUText The crane will require some assembly during installation.
	ADAPText The crane will need to be assembled during installation. (<i>noun-for-adjective substitution</i>)
Tense alteration	AUText Lift the turret assembly over the mounting flange on the pedestal so that the boom will be centered between the two rigid hull inflatable boats.
	ADAPText Lift the turret assembly on the pedestal so that the boom is centered between the two rigid hull inflatable boats. (<i>Future Simple-to-Present Simple alteration</i>)
Word order intervention	AUText The Company's liability under this Warranty is limited to treatment of parts as set forth in the above paragraph.
	ADAPText The Company's liability under this Warranty is limited to treatment of parts as it is described in the paragraph above . (<i>word order intervention</i>)
Cultural adjustment	AUText Torque to 5 ft-lb, with Never-Seize.
	ADAPText Rotate using a force of 6.78 Nm and apply WD40 (<i>ft/lb replaced with corresponding international measuring unit; foreign product label replaced with a product label sold in Croatia</i>).

3. Results

The motivational pre-survey data compiled for each of the items in the questionnaire (N = 10) as well as the valid percent are given for each of the five category responses (*completely agree; mostly agree; neither agree nor disagree; mostly disagree; completely disagree*) (Table 3).

Table 3. Motivational survey data table (valid percent (%); N = 62)

Item	N (responses)	completely agree	mostly agree	neither agree nor disagree	mostly disagree	completely disagree
ICT1	62	9.68	16.13	45.16	16.13	12.90
ICT2	62	19.35	54.84	16.13	4.84	4.84
ICT3	62	50.00	40.32	4.84	3.23	1.61
ICT4	62	20.97	45.16	14.52	16.13	3.23
ICT5	62	19.35	35.48	30.65	14.52	0.00
A1	62	14.52	38.71	40.32	6.45	0.00

A2	62	29.03	50.00	12.90	8.06	0.00
A3	62	29.03	46.77	19.35	3.23	1.61
A4	62	61.29	33.87	3.23	0.00	1.61
A5	62	51.61	43.55	4.84	0.00	0.00

The majority of participants (N = 62, mean age 19.00, 6 female and 56 male students) in the pre-survey opted for *completely agree* and *mostly agree* categories when responding to items on the use of authentic materials in language instruction (Items A1-A5). The same tendency was recorded for the use of ICT in language instruction (Items ICT1-ICT5) (Figure 1).

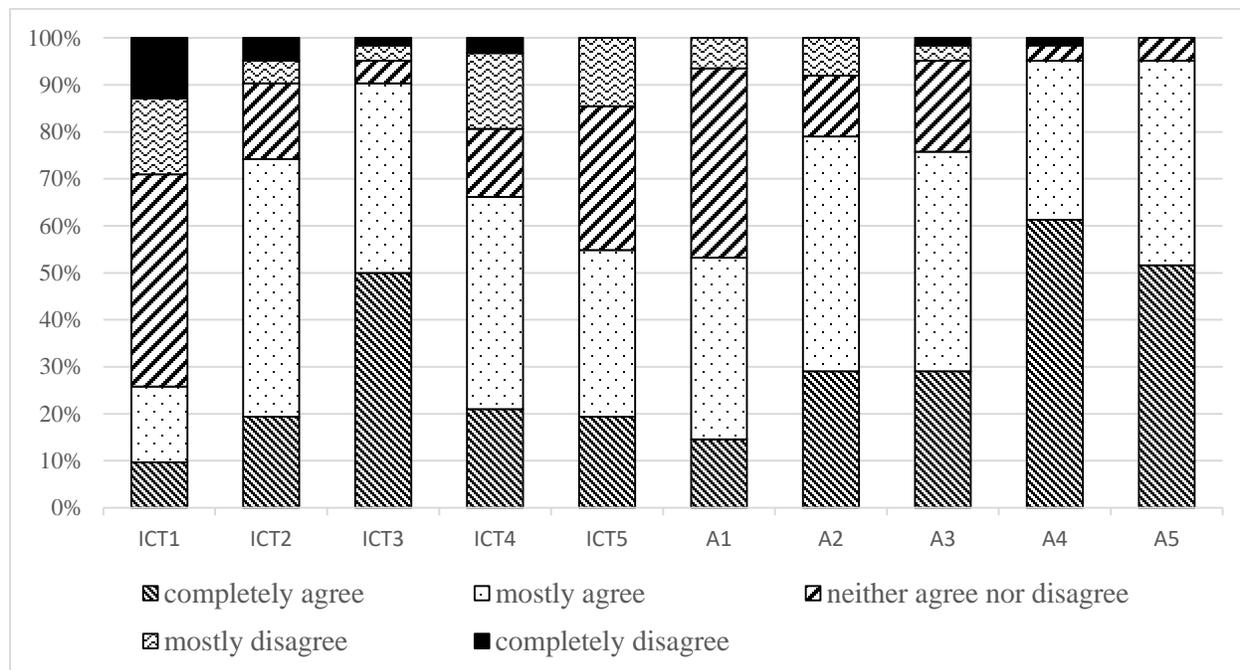


Figure 1. Visual representation of the participants' responses in the pre-survey (N = 62)

The main study was conducted on the same sample of participants (N = 68, mean age 19.57, 6 female and 62 male students) which was randomly divided into two groups (AUText Group (n = 34, mean age 19.76, 31 male and 3 female students) and ADAPText Group (n = 34, mean age 19.41, 31 male and 3 female students)). A comparison of descriptive data for both groups can be found in Table 4.

Table 4. Descriptive statistics for the two groups in the main study (N = 68)

	AUText Group (n = 34)	ADAPText Group (n = 34)
<i>Mean</i>	4.56	4.94
<i>Standard Error</i>	0.18	0.13
<i>Median</i>	5.00	5.00
<i>Mode</i>	5.00	5.00
<i>Standard Deviation</i>	1.02	0.74
<i>Sample Variance</i>	1.04	0.54
<i>Kurtosis</i>	11.81	1.54
<i>Skewness</i>	-3.17	-0.87
<i>Range</i>	5.00	3.00

<i>Minimum</i>	0.00	3.00
<i>Maximum</i>	5.00	6.00
<i>Sum</i>	155.00	168.00
<i>Count</i>	34.00	34.00

An independent two-sample t-test was used to test H1 (*Non-authentic texts are more comprehensible than authentic texts*). ADAPText Group (M = 4.94, SD = 0.74, n =34) was hypothesized to show greater reading comprehension than the AUText Group (M = 4.56, SD = 1.02, n =34). This difference was found to be significant at .05 level, $t(66) = 1.67, p = .04$ (1 tail).

4. Discussion

The answers collected in the motivational pre-survey undeniably support the fact that has already been suggested by previous research in the field: the use of authentic texts in language instruction is in direct connection to the learners' motivation as it offers opportunity to explore the language in its natural context and motivate higher classroom participation. As we have indicated in the introduction, the reason why authentic materials incite motivation in learners and why contrived texts pale in comparison could lie in the fact that ESP context is learner-centered and its primary goal is to achieve communicative competence in language learners. A combined percent of over 95% of our participants replied they believed the use of authentic texts contributes to the development of their communication skills in their future work environment (see Table 3). Furthermore, 50% of them "mostly agreed" whereas 29.03% "completely agreed" they can learn more by reading authentic texts instead of non-authentic, i.e. classroom-adapted materials. However, it is our belief ESP learners are not completely blind to the benefits of non-authentic materials being used in language instruction; over 40% of our participants were unsure as to whether authentic materials were equally challenging to them as non-authentic texts are; the majority of our participants (combined percent of over 75%) declared they "mostly" and "completely agreed" to preferring materials adapted for their language level. Finally, over half of our participants (51.61%) completely agreed and 43.55% mostly agreed with the statement that highest learning achievements could be reached through language instruction that utilizes both types of teaching materials. It could be suggested that ESP learners have noticed, through their years-long participation in EFL context, the same results as their language instructors have; not each of the four language skills can equally benefit from the use of authentic materials. Productive skills such as speaking involves communicative participation which relies heavily on the speaker's self-motivation and overall interest to engage in a conversation. An authentic reading text, if well-selected for the teaching context, can thus serve as a conversational prompt to peek the student's interest in a given topic and make them willing to participate in a discussion. Reading skills, on the other hand, might not benefit from authentic materials to the same extent as speaking. Our main study data yields support to this conclusion; the group that was given the contrived version of the reading text outperformed the group whose reading task included an authentic text. The recorded differences in the responses to comprehension questions were found to be statistically significant, thus yielding support to our hypothesis on contrived materials being easier to read than authentic texts (see Results). Since the same original text was used for both groups (in terms of length, scope, and topic), the differences in reading comprehension skills could only be attributed to the difference in the levels of text authenticity. We might, therefore, agree with our earlier statement that not all language tasks will benefit equally from authentic materials. Reading comprehension is definitely one of these tasks since authentic texts are notorious for their difficulty in vocabulary use and their lack of repeated structures. As for the latter, grammar instruction, which draws on repetition as one of its key methods of instruction, could certainly benefit a lot more from materials adapted for classroom use.

One must be mindful of the selection criteria for authentic texts which have been discussed in the Introduction and keep in mind the readability of authentic material and how well it can be implemented in language instruction to teach the targeted language structures (for example, a VHS communication transcript might not present the best choice for teaching grammatical categories such as passive or gerunds, but it might be used as a role-play prompt for students to engage in a conversation).

5. Conclusions

The use of authentic materials in ESP context has shown to raise the learner's level of self-motivation and interest to participate in classroom activities. We have found that authentic texts are not equally beneficial for all language skills and that contrived texts should still be preferred over authentic texts when it comes to reading comprehension or grammar instruction. Perhaps an optimal solution can be sought in the implementation of both authentic and contrived materials, depending on the lesson instructed. Students will not benefit from authentic materials if there are no adequate tasks to support the materials. And by adapting the authentic texts even slightly, we still retain authenticity (at least to a degree, i.e. in the broad sense) but make them more available for students. Both, authentic texts and ICT are valuable supplementary tools which can be used in the ESP classroom, but their implementation requires a significant amount of time. When seeking to engage the students in a discussion, authentic texts might present a nice starting point and a way to raise their motivation for the lesson. When greater emphasis is placed on retention (either structure- or vocabulary-based), it might be best to resort to classroom-adapted texts where the targeted structures are introduced, for example, by mode of repetition. This is supported by the findings in our main study where the contrived version of the text was understood more readily than the authentic version. Further research might investigate the effect of mode of participation on student motivation and reading comprehension; for example, instead of the individual approach to task employed in this study, one might explore the effect of pair and/or group exposure to authentic materials.

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